

# NEEDS, EXPERIENCES AND SUPPORT FOR NURSING AND MIDWIFERY STUDENTS WITH DYSLEXIA IN CLINICAL PRACTICE

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## **NEEDS, EXPERIENCES AND SUPPORT FOR NURSING AND MIDWIFERY DYSLEXIC STUDENTS IN CLINICAL PRACTICE**

### **Aim of study:**

- **To explore the needs and experiences of nursing and midwifery dyslexic students in clinical practice and how best they could be supported**

### **Reasons for study**

- **Requirement by Disability Commissioning Rights (2004)**
- **NMC (2006) requirement**

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### **Methodology: Qualitative**

#### **Sample Studied : 16 Pre –Registration nursing & midwifery students**

- **3 qualified staff who had mentored or were mentoring dyslexic student/s at time of research**

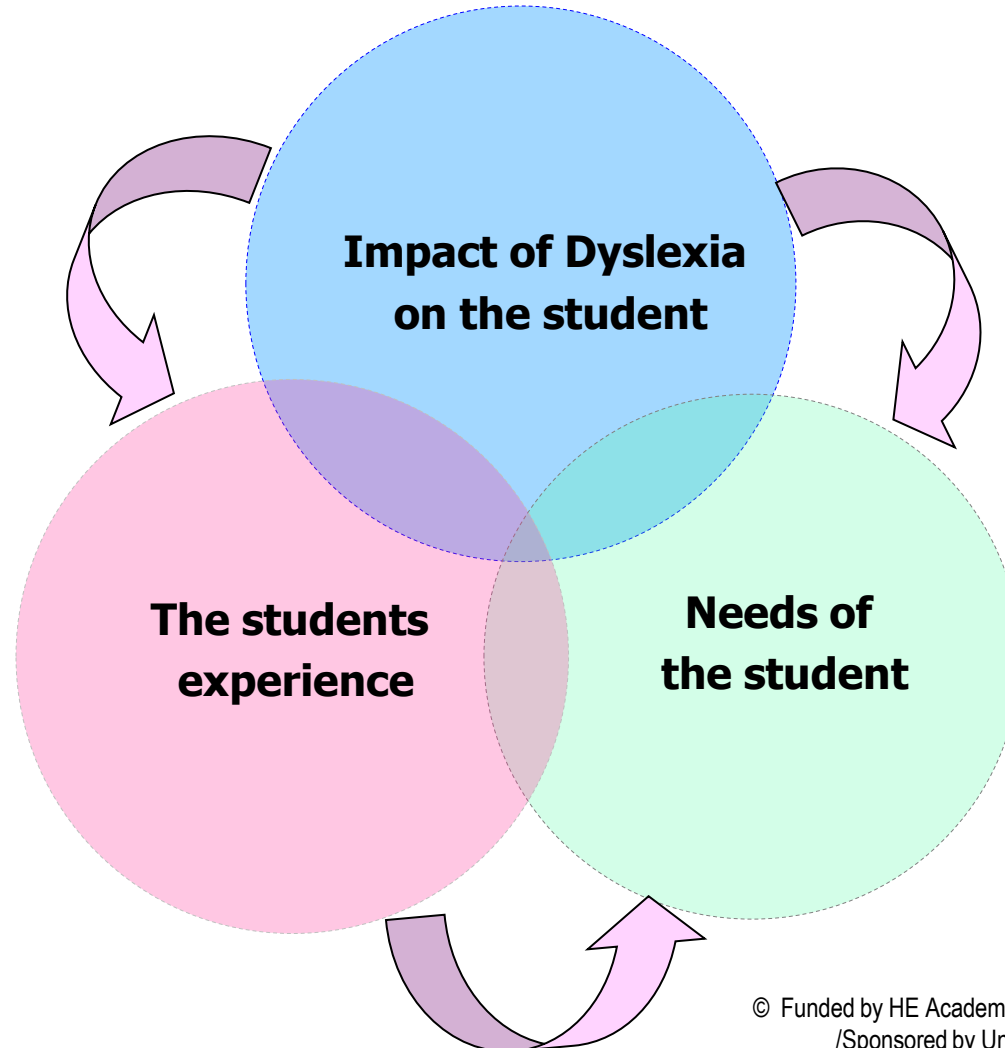
#### **Data Collection: Tape recorded face to face interviews for all but 1 - telephone recorded interview which was transcribed**

### **Data Analysis**

- **Constant comparative method manually first**
- **Computer software Nudist (NQR N6) used for categorisation and regrouping of themes**

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THEMES GENERATED GROUPED UNDER 3 GENERAL HEADINGS



**NEEDS, EXPERIENCES AND SUPPORT FOR NURSING AND MIDWIFERY DYSLEXIC STUDENTS IN CLINICAL PRACTICE- THEMES GENERATED**

<b>Impact of Dyslexia on the Student</b>	<b>Experience in Clinical Practice</b>	<b>Needs of student and how best they could be supported</b>
<ul style="list-style-type: none"> <li>•Forgetfulness</li> <li>•Difficulty with Spelling, grammar and writing*</li> <li>•Problems with words and numbers.</li> <li>•Slow at doing things</li> </ul>	<ul style="list-style-type: none"> <li>•Non-disclosure</li> <li>•Documentation*</li> <li>•Dealing with information and task</li> <li>•<u>Mentor Support</u> *               <ul style="list-style-type: none"> <li>-positive</li> <li>-inappropriate</li> </ul> </li> <li>•Bad feelings</li> <li>•Coping Mechanism</li> <li>•Safety Issues</li> </ul>	<ul style="list-style-type: none"> <li>•Mentor understanding of dyslexia and awareness of needs*</li> <li>•Time</li> <li>•Use of appropriate learning aids</li> <li>•Check over my work*</li> </ul> <p>*= Also a theme from mentors data</p>

## **NEEDS, EXPERIENCES AND SUPPORT FOR NURSING AND MIDWIFERY DYSLEXIC STUDENTS IN CLINICAL PRACTICE**

### **Mentors support\* - positive when**

- **Given time to write, read or learn**
- **Mentor devoted time to explain or reflect on practice with student e.g.**
- **Mentor demonstrated awareness of students' needs**
- **Gave constructive criticism**
- **Independence promoted**
- **Students' work was checked**
- **Boosted confidence**
- **Used prompts**
- **Showed acceptance**

## NEEDS, EXPERIENCES AND SUPPORT FOR NURSING AND MIDWIFERY DYSLEXIC STUDENTS IN CLINICAL PRACTICE

- **Mentor support\* – inappropriate when**
- **Student given more than one task at a time.**
- **They assume you know**
- **Communication was poor .e.g. use of jargon or things explained at fast pace**
- **Staff were patronising**
- **Judgemental**
  
- **Mentors version on support**
- ***‘Didn’t know what to do’***
- **Did not want to embarrass student;**
- ***‘It’s quite a sensitive thing to do’***

## RECOMMENDATIONS

- **Training and updating of mentors should include information on what is dyslexia, how it affects people, and some workshops on how best to support the nursing and or midwifery student in clinical practice.**
- **All staff involved in the provision of support for a dyslexic student need to demonstrate empathy.**
- **Endeavour to find out the needs of individual students and to provide appropriate support.**
- **Provide information on appropriate coloured paper or use overlays to enhance reading (include portfolios with appropriate coloured paper)**
- **Provide and encourage use of portfolios on line**
- **Ensure student is given enough time to complete documents**

## RECOMMENDATIONS

- It would be useful for mentor to meet with student at frequent intervals in order to reflect on practice.
- Check over students work and provide constructive feedback (avoid patronising during supervision)
- Observation of mentor prior to carrying out a procedure should be considered a necessity rather than optional.
- Encourage student to develop own coping strategies for each difficulty s/he has
- Dyslexia friendly booklet on skills e.g. for drug administration and injection would be useful
- A poster entitled *'Supporting dyslexic students in clinical practice-Guidelines for mentors'* has been produced.

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### References

Crouch A (2008) Needs /experiences of dyslexic students + support in clinical practice <http://www.health.heacademy.ac.uk/projects/miniprojects/projectdocs2008/acrouch/>

Disability Rights Commission (2004) Discrimination Act 1995 Code of Practice: employment and Occupation' Norwich: The Stationery Office.  
<http://www.drc.gov.uk/thelaw/index.asp/>

Nursing and Midwifery Council (2006) Annex e 3 to NMC guidance –good health and good character. Appendix 1 [www.nmc-org.uk](http://www.nmc-org.uk)

**THANK YOU**

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