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Search Pack M101

Neurodiversity in midwifery

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M101 - Neurodiversity in midwifery

(25)

2023-12205

Developing the skills to support nursing and midwifery students with specific learning differences in practice. Black S, Baillie L, Kane C (2011), The Journal of Practice Teaching and Learning vol 11, no 2, 2011, pp 9-26

The literature highlights the difficulties that those supporting students with a specific learning difference (SpLD) in practice may have and calls for more education of practice mentors. As a result of concerns locally, nursing and midwifery students who have a SpLD were interviewed to recount their practice experiences. Short films were made from these stories which formed the basis for developing a learning resource to educate novice mentors and develop their skills to support and assess students with SpLDs appropriately. The learning resource was piloted and evaluated, to investigate the effect the learning resource had on novice mentors' knowledge about SpLDs and their attitudes, feelings and skills. The learning resource was delivered to 72 novice mentors on a mentorship preparation course. Sixty-one completed pre and post session questionnaires and participated in a world café exercise to evaluate the resource. The evaluation results indicated that the resource had a positive effect on novice mentors' knowledge, skills and attitudes towards students with a SpLD. (Author)

2023-12204

Supporting Nursing and Midwifery Students with a Disability in Clinical Practice: A Resource Guide. Halligan P, Howlin F (2016), Dublin: University College Dublin 2016. 86 pages

Full URL: https://www.ucd.ie/nmhs/t4media/supporting_nursing_and_midwifery_students_with_a_disability_in.pdf

This Resource Guide is intended for both nursing and midwifery educators (clinical and academic) who support students with a disability and for students who require support in clinical practice. It is a comprehensive overview of the important elements associated with supporting students with a registered disability in clinical practice. It provides the reader with relevant information learned from disability awareness workshops, students' evaluations, experts in the field of legislation and disability, and empirical research, all of which serve as a reference point for additional development of supports for students with a disability. (Author)

2023-10556

Healthcare system 'must value strengths' of neurodivergent staff. Ford M (2022), Nursing Times 23 December 2022, online

Full URL: <https://www.nursingtimes.net/news/education/healthcare-system-must-value-strengths-of-neurodivergent-staff-23-12-2022/>

News item reporting that a team of autistic midwifery researchers are calling for increased support for neurodivergent health care professionals. (JSM)

2023-10555

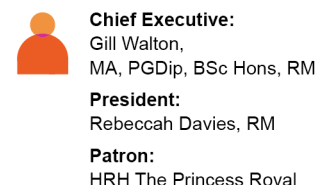
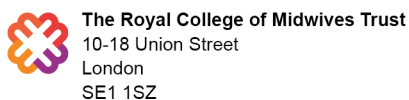
Neurodivergent students and NHS staff being 'driven out of the workforce'. Anon (2022), London: Middlesex University 19 December 2022

Full URL: <https://www.mdx.ac.uk/news/2022/12/NHS-nurses-autism-midwifery-students->

Autistic midwifery researchers including a Middlesex University lecturer and graduate have spoken of the challenges they have faced at university and in the workplace. (Author)

2023-10554

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'A square peg in a round hole': Navigating maternity as an autistic student midwife and beyond. Conley-Reid H (2022), Maternity & Midwifery Forum November 2022

Full URL: <https://www.maternityandmidwifery.co.uk/a-square-peg-in-a-round-hole-navigating-maternity-as-an-autistic-student-midwife-and-beyond/#:~:text=Having%20autism%20does%20not%20mean,from%20being%20a%20brilliant%20one.>

Students and midwives alike come from a variety of backgrounds and experiences. In this article Holly Conley-Reid, a newly qualified midwife, shares her personal experience of having autism as a student and provides advice for educators and midwives. (Author)

2023-10553

The experiencing sensory overload project (ESOP): developing an immersive simulation experience for healthcare professionals. Poultney S, Wedgbury K (2022), International Journal of Healthcare Stimulation vol 2, suppl 1, 15 November 2022, p A2

Background:

Atypical sensory processing is described as a difficulty in regulating and managing sensory input in a meaningful, ordered way to make sense of the world and environment in which you find yourself. Sensory processing disorder (SPD) is common in individuals with autism, pervasive development disorders, and neurodivergent conditions [1,2,3]. The National Institute of Clinical Excellence (NICE) [2] suggest sensory processing disorders are often overlooked by education, social, and healthcare professionals, leading to health and social inequalities with individuals less able to access 'support and services that they need to live independently' [2 p5]. The Experiencing Sensory Overload Project (ESOP) aims to champion inclusive practice and reduce health inequalities by encouraging and enabling healthcare professionals to reconsider their approach, and their working environments to create sensorily safe spaces for individuals who may experience sensory overload.

Activity:

The authors recognised there was insufficient education on SPD within the current nursing curriculum. To address this theory/practice gap, training was sought externally. This consisted of a short simulation-based activity with training delivered by carers who had experience of sensory overload. This was well evaluated by the student participants; however lecturing staff felt the training did not meet our university teaching and learning standards. The positive student feedback provided the impetus to forge links with digital arts colleagues to co-create a robust, pedagogically sound and immersive learning experience.

Findings:

The collaborative journey of ESOP has been led and facilitated by academics from the School of Nursing and Midwifery and the School of Arts in a cross-school alliance (Figure 1). Nursing academics acted as 'clients' whilst the creative media team worked as 'creatives' developing a high-fidelity Virtual Reality (VR) experience that gives users an insight into sensory overload. Post-pandemic, this project has relaunched with the creation of a film of two young people with SPD, frankly, discussing their life opportunities and challenges. Further work continues on immersive learning experiences. These resources have been scaffolded to form a cohesive simulation programme that draws on sound pedagogical approaches and blended learning for healthcare professionals.

Conclusion:

Immersive learning experiences that recognise and champion diversity must be integrated into the curricular of all healthcare professionals to promote the highest standards of patient care. Meeting this demand with innovative, immersive technology demands collaborative working. This cross-school alliance has produced a learning experience that can work towards reducing health inequalities, promoting independence, and championing inclusive practice. (Author)

2023-10278

What it's like being a midwife with attention deficit hyperactivity disorder. Spence L (2023), The Practising Midwife vol 26, no 8, September 2023, pp 32-34

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Some women with attention deficit hyperactivity disorder (ADHD) may go their entire lives without receiving a diagnosis. This diagnosis gap exists in part because the disorder was once assumed to mostly afflict men but also because women typically exhibit less socially disruptive symptoms than men. The Nursing and Midwifery Council (NMC) recorded that 99.7% of midwives in the UK are women, while 3.7% of midwives have disclosed a disability. This could be suggestive of high numbers of UK midwives working and living with undiagnosed (therefore untreated) ADHD. This article explores the personal experience of being a midwife with ADHD with guidance on how colleagues can be supportive of each other. (Author)

2023-00555

Human Rights in Childbearing 4. Supporting Autistic Midwives in the Workplace. Henry K (2022), *The Practising Midwife* vol 25, no 11, December 2022, pp 14-17

As an autistic midwife I am often asked for advice to support autistic women accessing maternity care. Recently my advice was sought for an autistic midwife. This experience was a turning point for reflection on my own experiences of once being an autistic student and my current role of practising midwife.

This led me to consider the experiences of autistic workers and the ensuing discrimination and bullying that can occur, and how my experiences evidenced the need for midwives to be aware of their own and others' human rights. I also researched the support available for NHS midwives and offer ideas for compassionate reasonable adjustments. (Author)

2022-08526

How can midwives and educators better understand teach and support neurodivergent students?. Edwards E, Rayner S, Porter N (2022), *The Practising Midwife* vol 25, no 8, September 2022, pp 32-34

In this article the authors explore the experiences of neurodivergent student midwives, defining neurodiversity and giving a spotlight to neurodivergent voices. In midwifery climate of attrition and with a growing number of neurodivergent students entering higher education, this article makes recommendations about how you can better understand, teach and support neurodivergent students in university and clinical placements to make midwifery education more inclusive and sustainable. (Author)

2022-01405


Perceptions of the possible impact of dyslexia on nursing and midwifery students and of the coping strategies they develop and/or use to help them cope in clinical practice. Crouch AT (2019), *Nurse Education in Practice* vol 35, February 2019, pp 90-97

This qualitative grounded theory case study aimed to explore the perceptions of the impact of dyslexia on nursing and midwifery students and of the coping strategies they develop and/or use to help them cope in practice. The questions addressed were:


1. What is the perceived impact of dyslexia on the nursing and midwifery student in clinical practice?
2. How are any difficulties associated with dyslexia managed by the nursing or midwifery student?
- 3i. What strategies can help and support nursing and midwifery students with dyslexia?
- 3ii. What are students' and mentors' perceptions of the poster guidelines used by mentors to support nursing and midwifery students with dyslexia in the clinical practice?

Having obtained ethical approval for the research and participants informed written consent, a purposive sample of 12 nursing and midwifery students and 22 mentors participated in the study. Data were collected by digitally recorded

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semi-structured interviews, content analysis of students' practice portfolios and files from students. Evaluative comments from mentors were also collected. Data were analysed using Glasarian grounded theory method.

Dyslexia impacted on the students practice negatively and positively. They developed and used simple and other strategies, including those on the poster guidelines, which were evaluated positively. (Author)

2021-14230

Preliminary evaluation of a Web site to support students with dyslexia at the Sheffield University School of Nursing and Midwifery. Wright DJ, Baptista Nunes JM Citeseer No date. 5 pages

Full URL: <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.104.4442&rep=rep1&type=pdf>

The Dyslexia Information Site (DiS) is a live research project and results from an interdisciplinary partnership between the School of Nursing and Midwifery (SNM) and the Department of Information Studies. The design of the DiS site takes into account the problems of nursing students with dyslexia and specific needs that are not met elsewhere. Requirement analysis for the site included the identification and evaluation of general dyslexia issues and how they apply to nursing students as well as the needs of tutors supporting them. The site is now being tested as a means of using the web to provide just-in-time anonymous support to students with dyslexia; and specific information to tutors who support them. This paper presents the preliminary results of this evaluation. (Author)

2021-14229

Evaluation of a clinical needs assessment and exploration of the associated supports for students with a disability in clinical practice: Part 2. Howlin F, Halligan P, O'Toole S (2014), Nurse Education in Practice vol 14, no 5, September 2014, pp 565-572

Engagement and successful completion of nursing and midwifery programmes may be predicated on the identification and implementation of reasonable accommodations to facilitate clinical learning for students with a disability. This qualitative study aims to evaluate a clinical needs assessment for students with a disability and explore their experiences of support in clinical practice. A purposive sample of year one undergraduate students was used. Four students consented to participate and undertook an individual interview. Their disabilities were categorised as specific learning disability (dyslexia) (n = 3) and mental health (n = 1). Data analysis revealed two main themes 'students' experiences of disclosure' and 'receiving support'.

Findings revealed that all students disclosed on placement, however, the extent of disclosure was influenced by personal and environmental factors. Students used the clinical needs assessment to highlight accommodations to clinical staff on placement. Issues of concern that arose, included communication between all key stakeholders, negative staff attitudes and the need to improve the provision of accommodations.

This preliminary evaluation indicates that the Clinical Needs Assessment bridges the gap in provision of student support between higher education and healthcare institutions. Findings suggest that competence based needs assessments can identify individualised reasonable accommodations for students undertaking clinical placements. (Author)


2021-14228

The Impact of Dyslexia Upon Undertaking a Midwifery Degree: A personal reflection. Moses E (2020), Student Midwife Blog May 2020


Full URL: <https://www.all4maternity.com/the-impact-of-dyslexia-upon-undertaking-a-midwifery-degree-a-personal-reflection/>

Dyslexia is a lifelong neurological disorder that presents in many forms and can affect individuals in many different ways, depending on the amount and type of support available to them. The undertaking of a pre-registration midwifery programme requires academic achievement and demonstration of clinical practice skills, which can be challenging. Raising the profile of the needs of student midwives with dyslexia for those in supporting roles, such as

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personal tutors, practice supervisors and practice assessors, enhances the diversity and inclusiveness of midwifery degree programmes for students with learning disabilities. In this blog post, Emma Moses uses Driscoll's model of reflection to reflect on her personal experience of studying midwifery as a student with dyslexia (1). In accordance with the Nursing and Midwifery Council (NMC) (2018) guidelines, the names of individuals involved are changed to maintain confidentiality (2). 1. Bassot B. The Reflective Practice Guide. New York, New York: Routledge, 2015. 2 Nursing and Midwifery Council (NMC). The Code: professional standards of practice and behaviour for nurses and midwives, 2018. (Author)

2021-14148

Development and implementation of a clinical needs assessment to support nursing and midwifery students with a disability in clinical practice: Part 1. Howlin F, Halligan P, O'Toole S (2014), Nurse Education in Practice vol 14, no 5, September 2014, pp 557-564

Equality and disability legislation, coupled with increasing numbers of students with a disability, and inadequate supports in clinical practice, acted as catalysts to explore how best to support undergraduate nursing and midwifery students on clinical placements. Historically, higher education institutions provide reasonable accommodations for theoretical rather than clinical modules for practice placements. This paper describes the development and implementation of a Clinical Needs Assessment designed to identify the necessary supports or reasonable accommodations for nursing and midwifery students with a disability undertaking work placements in clinical practice.

The existing literature, and consultation with an expert panel, revealed that needs assessments should be competency based and clearly identify the core skills or elements of practice that the student must attain to achieve proficiency and competence. The five Domains of Competence, advocated by An Bord Altranais, the Nursing and Midwifery Board of Ireland, formed the framework for the Clinical Needs Assessment. A panel of experts generated performance indicators to enable the identification of individualised reasonable accommodations for year 1 nursing and midwifery students in one Irish University. Development and implementation of the Clinical Needs Assessment promoted equality, inclusion and a level playing field for nursing and midwifery students with a disability in clinical practice. (Author)

2021-14147

Experiences of non-dyslexic and dyslexic nursing and midwifery students: how best can their needs be met by Personal Academic Tutor support?. Crouch A (2017), Enhancing the Learner Experience in Higher Education vol 2, no 1, 2017, pp 1-18

The Nursing and Midwifery Council (2008a; 2008b) not only requires employers to support nondyslexic students but also requires evidence of how disabled 'students would be supported both in clinical practice and in the academic environment to help facilitate safe and effective practice sufficient for future registration' (NMC 2004, p. 12). Limited research on personal tutor support in nursing and midwifery led to the need for a qualitative study which explored the experiences and needs of 15 non-dyslexic and 7 dyslexic nursing and midwifery students, in relation to personal academic tutor support. Data was collected by one-to-one face to face tape recorded interviews which were then transcribed using semi-structured questions. Analysis of the data by constant comparative method (Glaser & Strauss, 1999) assisted by the computer software Nvivo8 were used to analyse data. Themes generated suggest that many of the dyslexic and non-dyslexic students in this study view their experience of their personal tutor as 'supportive' but Professional needs for both dyslexic and non-dyslexic students and their perception of how tutors could help seem to vary. (Author)

2021-14146

The perceptions of how dyslexia impacts on nursing and midwifery students and the coping strategies they develop/use to manage difficulties associated with dyslexia in clinical practice; an embedded case study. Crouch A (2017), Northampton: University of Northampton 2017. 327 pages

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Full URL: http://nectar.northampton.ac.uk/10128/1/Crouch_Anna_2017_The_perceptions_of_how_dyslexia_impacts_on_nursing_and_midwifery_students_and_the_coping_strategies_they_develop_use_to_manage_difficulties_associated_with_dyslexia_in_clinical_practice_an_embedded_case_study.pdf

The aims of this research were to explore the perceptions of the impact of dyslexia on nursing and midwifery students in practice, and of the coping strategies they develop and/or use to help them cope. To achieve the above aims, the following questions were set and addressed:

1. What is the perceived impact of dyslexia on the nursing and midwifery student in clinical practice?
2. How are any difficulties associated with dyslexia managed by the nursing or midwifery student?
- 3i What strategies can help and support nursing and midwifery students with dyslexia?
- 3ii What are students' and mentors' perceptions of the poster guidelines (developed following a previous study), which are designed to help and support nursing and midwifery students with dyslexia in clinical practice?

A qualitative study underpinned by a constructivist, interpretive ontological perspective was undertaken, based on a grounded theory case study approach. After seeking and gaining research ethics approval and informed written consent from potential participants, a purposive sample of 12 nursing and midwifery students with dyslexia, and 22 mentors was recruited and used for the study. Varied methods including tape recorded semi-structured interviews and content analysis of students' practice portfolios (n=8) and files (n=12) were used to collect data from the students. Evaluative comments from the mentors were also collected. The data were then analysed using Glasarian grounded theory method. Findings suggest that dyslexia impacts on the student negatively as well as positively. There was expression of strong support with reference to demonstration of empathy and acceptance of students with dyslexia in both academic and practice settings, however, disclosure remained an issue for some students. Apart from already available strategies, the students managed to develop and used simple and effective coping strategies in a non-stressful environment. In a busy environment however, they became stressed and frustrated with cascading effects. Many of the strategies used including the poster guidelines were identified as very useful and or helpful and suggestions made by both students and mentors led to the development of a tool kit to be used interactively by the students and their mentors in practice. (Author)

20200305-36*

Surviving as a student midwife with dyslexia. Slater L, Braime E (2019), *The Student Midwife* vol 2, no 2, April 2019, pp 20-21

This article explores issues from the perspective of student midwives with dyslexia and includes strategies to adapt and overcome some of the challenges in both academic work and busy clinical practice. (Author, edited)

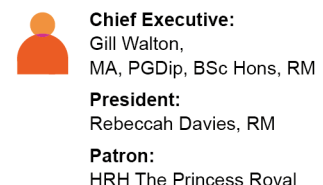
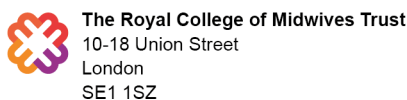
20170419-26

How can universities 'ASSIST' student midwives with additional needs to achieve?. Power A, Murray J (2017), *British Journal of Midwifery* vol 25, no 4, April 2017, pp 258-260

Previous articles have discussed how pre-registration midwifery education should prepare student midwives 'to cope with the complex emotional and physical demands of their chosen profession' (Power, 2016:66); acknowledged the importance of a partnership approach to education through the 'Clinicians in the Classroom' series (Power, 2016; Power and Briody, 2016; Power and Gupta, 2016; Power and Rea, 2016; Power and Rooth, 2016) and considered how best to support student midwives with appropriate learning and teaching strategies (Power and Farmer, 2017). What is yet to be considered is what extra support is available to students who have additional needs, disabilities or medical conditions that might impact on their studies. This article will take the University of Northampton as a case study and review the support services it has in place to support such students to meet their full potential. This service is called The Additional Student Support and Inclusion Services Team (ASSIST). (10 references) (Author)

20170405-70

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Midwifery basics: Becoming a midwife 6. Overcoming health and learning disabilities. Shepherd J (2017), *The Practising Midwife* vol 20, no 4, April 2017, pp 13-17

In the sixth article of the series, Jancis Shepherd explores issues of supporting students with health and specific learning difficulties while recognising the need for safe and competent practice. On commencement of the midwifery course, students may have physical or mental health issues or specific learning difficulties. This article reviews these issues and examines how students may be supported to achieve success. (6 references) (Author)

20150615-20

The benefits of dyslexia. Jones J (2014), *Midwives* vol 17, no 5, 2014, p 31

Jude Jones, a third-year student midwife with dyslexia, explains how receiving a diagnosis of the condition in her first year helped her to adapt her learning strategy and improve her learning experience. (JSM)

20130529-12

Frustration! Critchley L (2013), *The Practising Midwife* vol 16, no 6, June 2013, p 46

A student midwife's story of how her dyslexia is affecting her written work and her despair of achieving the first class degree she believes herself capable of. (VDD)

20060407-62

Clinical experiences of students with dyslexia. Morris D, Turnbull P (2006), *Journal of Advanced Nursing* vol 54, no 2, April 2006, pp 238-247


Aim. This paper reports a study exploring the clinical experiences of student nurses with dyslexia and its potential influence on their practice. **Background.** Widened access to university education has meant an increase in the number of students with dyslexia. A limited number of studies have explored the academic experiences of dyslexic student nurses. However, nursing students in the United Kingdom spend 50% of their programme in practice settings, and there are no studies detailing their clinical experiences. **Method.** This qualitative exploratory study involved tape-recorded interviews with a convenience sample of 18 nursing students with a formal dyslexia diagnosis. Data were collected in 2003-2004 and were analysed using thematic analysis. **Findings.** Participants described a number of personalized approaches to managing their difficulties in practice. Whilst many of these may be useful to non-dyslexic students, descriptions of, for example, avoiding answering the telephone, were inappropriate. Some participants contended with discrimination and ridicule, often choosing not to disclose their disability. Less acute clinical environments appeared to provide more satisfying working experience, and this factor may be influential in shaping future career options. Participants valued more time and an undisturbed place to complete clinical documentation. Heightened self-awareness promoted patient safety as the major concern for study participants. Positive aspects of dyslexia were never raised or acknowledged by participants. **Conclusion.** The clinical setting provides a challenging environment for nursing students with dyslexia, who find personalized ways to manage their disability. A dyslexia diagnosis continues to carry a stigma that may result in non-disclosure, with implications for the level of support available. Greater awareness of the practice-specific needs of such students is required to ensure appropriate support and public safety. (43 references) (Author)

20051020-18*


Guidelines to the United Kingdom Disability Discrimination Act (DDA) 1995 and the Special Educational Needs and Disability Act (SENDA) 2001 with regard to nurse education and dyslexia. Sanderson-Mann J, McCandless F (2005), *Nurse Education Today* vol 25, no 7, October 2005, pp 542-549

This paper concerns the impact of disability legislation on nurse education, nurse educators and student nurses, in relation to academic work and clinical placement, with regard to dyslexia. The two United Kingdom acts considered are the Disability Discrimination Act (DDA), 1995 and the Special Educational Needs and Disability Act (SENDA), 2001, which is an amendment to the DDA. The paper examines and defines the main points of the acts, such as discrimination; less favourable treatment and its justification; reasonable adjustments; making adjustments in

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advance; disclosure and confidentiality requests; substantial disadvantage; current systems and regulations and concludes by raising issues which require clarification. (Author)

20020502-20

Disabled nursing students to get extra £2,500 in benefits. Department of Health (2002), London: Department of Health 18 March 2002, 2 pages

Disabled students studying a diploma in nursing or midwifery will no longer have to pay out of their own pocket for specialist equipment to help them study, Health Minister John Hutton announced today. The Government is to reform the provision of allowances for disabled students which are worth an average of nearly £2,500 a year. The majority of students who claim the allowance have dyslexia and need special IT equipment and software to help them study. The allowance is also often used to help to pay for sign language interpreters, travel costs, and Braille paper or books and tapes. The decision will mean around 1,300 more students with a disability will get the allowance. The decision is expected to cost around £3m a year and will begin from September 2002. Mr Hutton also announced an increase in the student bursary of 2.4 per cent. It is the fifth successive year that the bursary has been increased at the rate of inflation or higher. (Author)

20000903-26

Educational support for nursing and midwifery students with dyslexia. Wright D (2000), Nursing Standard vol 14, no 4, 28 June 2000, pp 35-41

Aim: This article sets out to being the process of discussing and investigating the support of nursing students and midwives with dyslexia. **Method:** The method is informed by grounded theory using a survey of universities through email contact with members of the Council of Deans (CoD). **Results:** Twenty eight universities responded to the survey, representing 46 per cent of the CoD membership and 40 per cent of the universities offering nursing and midwifery courses. The results show a wide variation of support available to students within financial constraints. Many universities offer support funded by top-slicing or goodwill gestures. **Conclusion:** Although concentrating on academic support, there are implications for practitioners who support students on clinical placements. (30 references) (Author)

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