

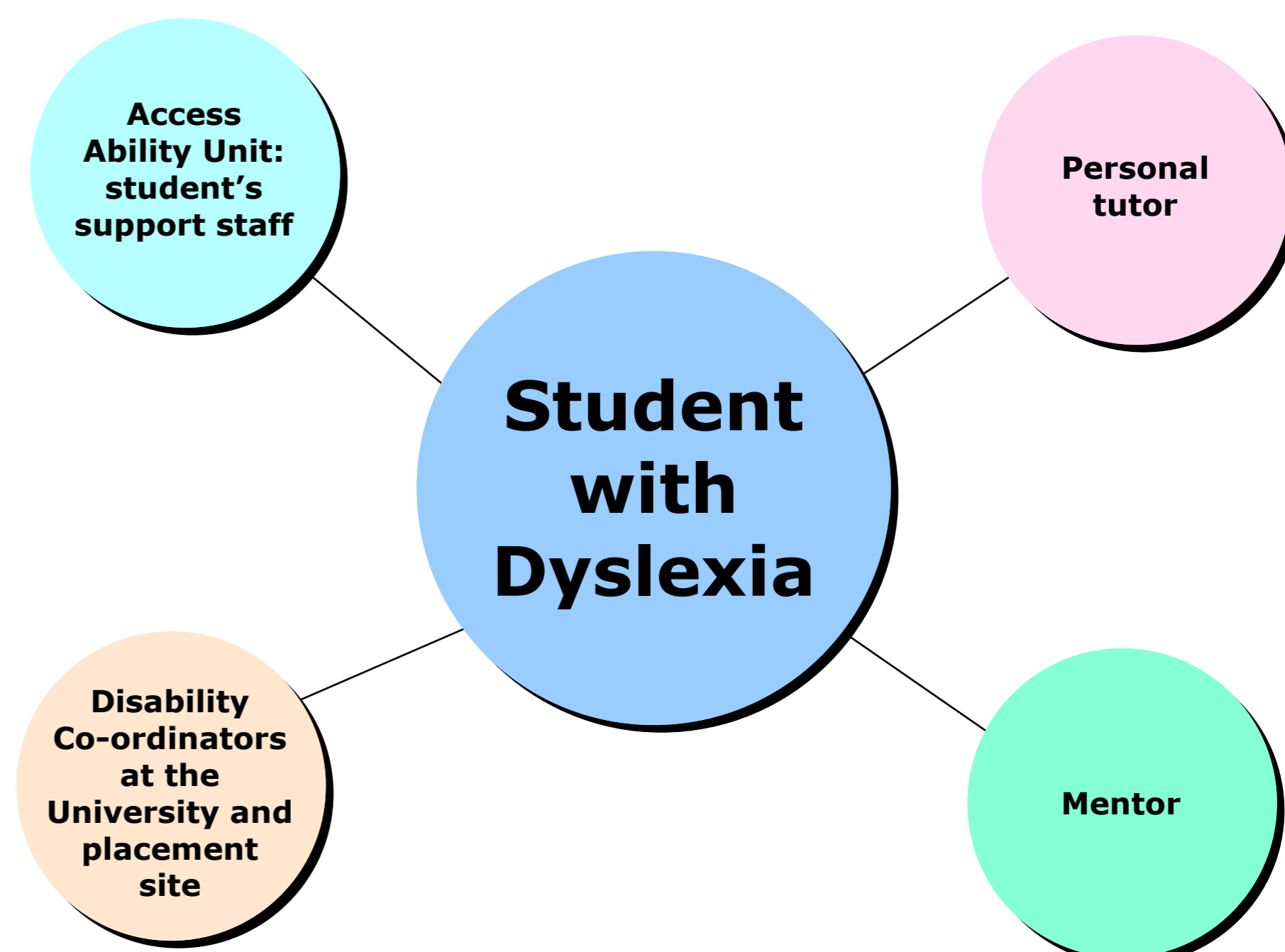
Supporting Dyslexic Students in Clinical Practice

This poster was produced as a result of research into the needs and experiences of dyslexic nursing and midwifery students in clinical practice and how they could be best supported (Crouch, 2008).

The participants were asked to discuss their needs and how best they could be supported. Findings following a literature review of available research papers in the field and the themes generated from this study form the basis of the following guidelines:

- Establish a good rapport with the student as soon as possible
- Spend some time with the student to discuss what their needs might be and the level they are expected to work at for the stage of their education and training. Please note there is currently no requirement for the student to disclose a disability
- Where the student discloses their disability, confidentiality must be maintained, except where the student gives written consent for information to be shared with others. Liaison could be maintained with other staff who are involved in supporting the student (see diagram)
- Demonstrate acceptance and empathy
- Find out from the student how best they could be supported

Support network for the dyslexic student



Guidelines for Mentor supporting a dyslexic student

Problem	Possible solutions
Forgetfulness	<ul style="list-style-type: none"> • Repeat things where necessary • Encourage the student to develop strategies such as keeping a diary to combat this problem
Difficulty with spelling, grammar and writing	<ul style="list-style-type: none"> • Encourage the student to use audio-visual aids to help with spell checking • Check over the student's work and feedback where necessary
Documentation of forms and care plans	<ul style="list-style-type: none"> • Ask questions to ensure information relayed on written communication has been understood • Give the student time to complete documents in a quiet environment
Difficulty in listening and writing at the same time	<ul style="list-style-type: none"> • Encourage the student to develop strategies for dealing with this problem, for example, to ask people to speak slowly and clearly when answering a telephone call, to ask the person on the phone to repeat the information to be written down and to get some clarification from the other person where necessary
Difficulty with reading	<ul style="list-style-type: none"> • Staff handwriting should be legible • Ensure information is on an appropriate colour background. Student may use an appropriate colour overlay to enhance reading • Allow the student enough time to read
Carrying out procedures	<ul style="list-style-type: none"> • The student needs to observe the mentor performing a task before being asked to do the same. Give the student time to carry out the procedure after taking time to explain • Show a finished sample/template where possible
Difficulty with numeracy	<ul style="list-style-type: none"> • Encourage the student to use appropriate learning aids such as a calculator and check through the work, giving constructive feedback • Supervise drug administration on patients
Lack of confidence/low self esteem	<ul style="list-style-type: none"> • Promote the student's independence by indirect supervision where appropriate • Give constructive feedback
Has difficulty in dealing with more than one thing at a time	<ul style="list-style-type: none"> • Avoid overloading with information • Encourage the student to write up a 'to do list' taking into account priorities (British Association for Dyslexia, 2006)

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References:

British Association for Dyslexia (2006) *What is Dyslexia?* www.bdadyslexia.org.uk/
Crouch A. (2008) *Needs /experiences of dyslexic students + support in clinical practice.* <http://www.health.heacademy.ac.uk/projects/miniprojects/projectdocs2008/acrouch/>