Disability Awareness Resource

For students on clinical placement

Document approval

The Disability Awareness Resource- For students on clinical placement has been endorsed and approved by:

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David Coyne   Peter Goslett

Executive Director   Director, Policy and Practice

Clinical Innovation and Governance   Clinical Innovation and Governance

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1 Introduction

1.1 Introduction and Purpose

The Ageing Disability & Home Care (ADHC) *Disability Awareness Resource* document has been developed to provide student supervisors with resources to facilitate their student's learning whilst on placement in the area of disability awareness.

The disability awareness resource aims to introduce the student to contemporary issues facing people with disability, encourage them to reflect on their own beliefs and attitudes towards disability and consider their role in working with people with disability.

The Learning packages within the resource can be led by the student supervisor or used by the student as a self directed learning tool.

The learning outcomes for the student include being able to:
- Identify the type(s) of disabilities and explain the impact this may have on a person's health, well being and everyday life across the lifespan.
- Demonstrate appropriate strategies when communicating with people with varying levels of disability to capture their needs, and aspirations.
- Demonstrate an understanding of person centred approaches specific to interactions with people with disability during their placement.
- Understand the impact for the family of caring for a person with disability.
- Identify the roles of health professionals and explain the importance of collaboration in the provision of services to a person with disability.

If further explanation or support is required it is advisable to contact the senior supervising clinician, consultant therapists, or the Specialist Placement and Recruitment (SPAR) Unit.

1.2 Recommendations for Student Supervisor

Once a student has finished one or more of the e-learning modules it is recommended that the student completes a student reflection template. Following the completion of the template, the student should facilitate a feedback discussion around the main themes of the modules and discuss any questions which have arisen. Further development of the themes and conclusions explored during the conversations can be facilitated throughout the duration of the placement through training, tutorials and practical experience with clients.

Miller (2004) suggests that the completion of a workshop plus feedback and coaching as follow-up significantly improves the retention of information. Miller (2004) also states that "Participants showed no significant improvement of proficiency through self-study using a therapist manual and training video

tapes…". These points further support the need for student supervisor follow-up to be facilitated following the completion of these modules.

The student reflection template can be found as a hyperlink at the end of each module if not already included in the packages.

1.3 Copyright

The content of this package has been developed by drawing on a range of resources and people. The developers of this package have endeavored to acknowledge the source of the information provided in this package. The package also has a number of hyperlinks to documents, ADHC intranet sites and external internet sites. Please be mindful of copyright laws when accessing and utilising the information through hyperlinks. Some content on external websites is provided for your information only, and may not be reproduced without the author's written consent.

2 Disability: our stories

This is a comprehensive disability awareness e- learning program developed by Novita Children's Services. It is expected that by completing the program the student will gain insight into the experience of having a child with disability. This should have a positive influence on their practice and interactions with people with disability.

2.1 How to use the resource

It can be completed individually or within a group setting if there is more than one student on placement.

It is recommended that the student completes the four modules throughout the course of their placement rather than in one sitting. Allowing time between each module will provide the student with opportunity to ask the student supervisor questions and give them time to apply their knowledge to practice.

2.2 Learning modules

There are four learning modules:

- Module One: Overview of Disability
- Module Two: The Child with a Disability
- Module Three: Parents, Families and Caregivers
- Module Four: Professional Practice

Each module contains videos of children and young people with disability as well as their family describing their personal experiences of disability. There are also interactive diagrams and questions throughout that encourage the student to reflect on their own personal beliefs and attitudes towards people with disabilities.

The e- learning program suggests that it takes approximately three hours to complete all four modules.

2.3 Assessment

There are also assessment tasks available at the end of each module which the student can complete to receive accreditation. A certificate is provided for a pass mark of over 70%. It is at the discretion of the student supervisor if they would like the student to complete the assessment component of the modules.

2.4 Student reflection

The SPAR unit has developed reflection templates as one option to guide students in applying their new knowledge into practice. There is a reflection template to be completed after each module. It is recommended that the student completes the reflection templates following a visit with a person with disability. The reflection templates are designed to guide the student to think about how their practices have changed since completing the module.

Student reflection tools:

- module one: overview of disability student reflection

- module two: the child with a disability student reflection

- module three: parents, families and caregivers student reflection

- module four: professional practice student reflection

The e- learning program can be accessed at the website below:

www.disabilitystories.org.au

3 Health and disability: partnerships in action

This learning package is developed by Monash University. It focuses on exploring healthcare issues relevant to people with disability. It highlights the value of interprofessional collaboration between dietitians, occupational therapists, speech pathologists, physiotherapists, social workers and medical staff.

Each ADHC district should have a copy of the Health and Disability: Partnerships in Action package. If the site does not have a copy consult the senior supervising therapist or line manager about borrowing a copy from another ADHC site.

Other organisations can access the learning package at; http://www.cddh.monash.org/health-and-disability.html at a cost of $495.00 (plus $20.00 postage and handling within Australia). To place an order contact (02) 9902 4467 or Deanne.dekretser@monash.edu.

Each package contains:

- Knowledge Base text book
- Tutor Guide
- Student Workbook
- Six DVD based video stories

3.1 How to use the resource

The package is flexible and can be used in a number of ways to suit the student supervisors schedule and the student's learning needs.

Here are a few examples:

- The student supervisor may watch the DVD with the student/s and assist the student/s to work through the learning activities. The student supervisor may facilitate the discussion when needed. This may be beneficial for students who are in the early stages of their degree.

- The student watches the DVD and completes the learning activities independently. Afterwards, the student discusses their responses with the student supervisor. A student towards the end of their degree may benefit from this self directed learning approach.

- A group of students watch the DVD together and complete the learning activities as a group. The students may be from the same discipline or from different disciplines. Having students across disciplines may facilitate a holistic approach to the case study. The group of students can then discuss their responses with the student supervisor. This may be useful when there is a group of students at various levels in their degree or all towards the end of their degree.

3.2 Does the student have to watch all the DVD's?

No. The student supervisor can select which video stories they think would be most suitable for the student. Each DVD has a summary on the back of the DVD case which outlines the person's story and the issues discussed. The student supervisor may also like to consult the Tutor Guide which outlines the learning activities the student will be asked to complete. This will help the student supervisor decide which video story they think would most meet the student's learning needs.

3.3 Watching the video stories

1. Provide the student with the Student Workbook and direct them to the video story they will be watching. The videos are short and run for no longer than twenty minutes.

2. Encourage the student to read the summary of the person's story as well as the topics covered and the learning objectives. The student may also like to briefly read the learning activities so they can be aware of what questions they will be expected to answer at the end.

3. Student watches the DVD.

4. Student completes the learning activities. The student may go back to the DVD to watch different chapters to assist them in completing the learning activities.

5. Student discusses their responses to the learning activities with the student supervisor.

6. The Tutor Guide provides sample responses to each learning activity which can assist the student supervisor in facilitating the discussion with the student.

3.4 Knowledge base textbook

This textbook contains more detailed information about aspects of living with a disability as well as the health care topics raised in the DVD's. The student may like to refer to this text book after watching the DVD's to further extend their knowledge and skills in a particular area of interest.

The sections contained in the Knowledge Base are:

- an overview of developmental disability

- living with a disability

- heath and wellbeing

- ethics and law

- resources and services

The Student Reflection template can be found here;

E-Learning Student Reflection

4 Disability Matters; *e-learning to inform and inspire*

This free e-learning resource has been developed by the Royal College of Paediatrics and Child Health UK. It provides practical information for those who work or engage with people with disability and their families.

4.1 How to use the resource

This e-learning has been designed to be completed either individually or in a group. To begin, the student will need to create a login which requires an email verification to commence the modules.

It is recommended that the student completes the modules throughout the course of their placement rather than in one sitting. Allowing time between each module will provide the student with opportunity to ask the student supervisor questions and give them time to apply their knowledge to practice.

Each module gives a recommended time to spend on the resource; this indicator can be used by students and their supervisors to plan their timetable throughout the placement. Most modules take between twenty to forty minutes to complete.

The e-learning modules use reflective exercises that help to gauge what has been learnt. These answers remain private and cannot be seen by other website users.

The student supervisor may recommend a series of discipline specific modules for the student to complete during their placement. This can be done by adding courses into the students 'Learning Plan' which can be found under the 'My Learning' tab in the top corner of the web page.

Depending on the discipline of the student they may have a series of Recommended Learning Packages under the My Learning section of the website. These learning packages will support discipline specific learning in the disability sector.

Not all disciplines have Recommended Learning Packages however there are a series of general Learning Packages available that cover topics on the social aspects of disability.

Once a section has been completed, a session summary is generated with resources and reflections included. The resource list may provide additional reading and activities as well as a reference list for students who wish to further develop their knowledge base in a particular area. The session summaries may be helpful when completing the student reflections at the end of the modules.

Once all of the learning objectives have been completed within the one e-learning module, click to mark this session as complete on the learning

management system in the session summary. This step is important as it records a student's progress. A student can still proceed to the next module without marking the session as complete, although the progress will not be recorded.

A student's progress can be reviewed in the Record of Learning tab.

4.2 Learning modules

There are twenty-nine e-learning resources plus a series of recommended learning packages for each discipline. Each e-learning session takes between twenty to forty minutes to complete. The learning modules provide practical information for people who work or engage with people with disability and their families. The discipline specific learning packages help to broaden an individual's professional development through a series of tailored modules. The discipline specific learning packages are available under the My Learning tab.

To assist in choosing the most relevant module, there is a tab to the right of the e-learning page. The student should select the sector most related to their learning needs.

There are currently twenty-nine e-learning modules;

- Understanding Disability
  - What is Disability?
  - Reflection Matters
  - Hidden Disabilities Matter
  - Disability, Cultures and Languages
  - Deaf Communication Matters

- Person to Person
  - Feelings Matter
  - See the Person (Celebrate Abilities)
  - Confidence Matters
  - Building Relationships Matters
  - Communication Basics
  - Understanding Matters for Effective Communication
  - Three-way Communication Matters
  - Communication Matters in Learning

- Family and Society
  - Rights Matter
  - Meaningful Inclusion Matters
  - Inclusion Matters for Organisations and Services
  - Working Together Matters
  - Safeguarding Matters
  - Bullying Matters

Environmental Challenges Matter
Transport Matters
Activities Matter

- Decision Making and Growing Up
Choices and Decision-making Matters
Mental Capacity Act Matters
Best Interests Decision-making Matters for Clinicians
Advance Care Planning Matters
Advocacy Matters
Supporting Independence Matters
Deprivation of Liberty Safeguards

- Behaviour and Emotions (Currently being developed)

- Health and Wellbeing (Currently being developed)

4.3 Learning Packages

Organisations can request a Learning Package to be developed by Disability Matters. A learning package can be made up of any of the 29 modules most relevant to their site. There are pre-existing Learning Packages available on the website that have been developed specifically for organisations and their training needs. Student supervisors may want to review these Learning Packages to see if one is suitable to their site, otherwise, they may consider requesting a Learning Package to be created.

The interactive website provides the student with opportunities to access learning modules, watch videos, complete activities and reflect on their own learning and practice.

The e- learning program can be accessed at the website below:
www.disabilitymatters.org.uk

The Student Reflection template can be found here;

E-Learning Student Reflection

5 The Online Learning Training Alliance

The Online Learning Training Alliance is an Ageing, Disability and Home Care (ADHC) funded, Cerebral Palsy Alliance developed Learner Management System. The Learning Training Alliance has been developed for the provision of courses related to the disability sector and is designed for allied health clinicians and students.

This tool is designed to provide training using case based learning to support clinicians in the areas of person and family centered practice, evidence based practice and discipline specific learning.

5.1 How to use the resource

There is a cost associated with accessing this resource. For ADHC clinicians, access to the Online Learning Training Alliance is free following registration through the district senior clinicians.

Other organisations wishing to access the Online Learning Training Alliance can contact the Training Alliance team on 02 9975 8715 or 02 9975 8782. Single licenses are priced at $99 which gives access to the Disability Dynamic; however more modules can be purchased as required at an additional cost. There are also options for multiple licences to be purchased by an organisation. For information on costing contact the Training Alliance Team.

This resource is designed to be completed independently though it can also be completed within a group setting if there is more than one student on placement. The student supervisor may choose to be present in the group setting to facilitate discussion on key issues.

This resource requires a registration and a log-in. Student supervisors can organise a log-in for students. The Online Learning Training Alliance can be accessed on the Cerebral Palsy Alliance website and found under the "Training" tab.

Once log-in is complete the student will gain access to a training portal home page which has icons titled:
- My Profile
- My Courses
- View Catalogue
- Certificates

Selecting "My Courses" will direct students to the modules available to be completed.

Once a module is selected the student is ready to complete the e-learning. The first page of the e-learning will present the learning objectives of the module, the duration time for completion, and information about the follow-up quiz.

The module does not need to be completed in one sitting. Students can exit at any time and resume later where they left off, as the module will automatically save.

5.2 Once completed, each module will generate a certificate for the student which can be found under the Certificates icon on the learning portal. Learning modules

There is currently one e-learning package available; the Disability Dynamic This will take approximately forty-five minutes to complete. There is a downloadable case note template available during the introduction of each story, which allows a space for notes to be taken.

There are seven stories and one learning module included in this package. These will each take approximately one hour to complete;
- Working with clients
- Chanel's Story
- Sophie and Saxon's Story
- Luke's Story
- Michael's Story
- Craig's Story
- Harold and Barbara's Story
- Adrian's Story

The Online Learning Training Alliance can be accessed using either of the links below:

www.trainingalliance.edu.au

elearning.trainingalliance.edu.au

The Student Reflection template can be found here;

E-Learning Student Reflection

6 Picture My future

The Picture My Future package is a set of free training modules that have been developed by a research team from Deakin University. The training modules and toolkit enable people with disability and those who support them to implement approaches around planning for their future. The package uses videos, factsheets and examples of how the package can be used for students to refer to when completing these modules.

6.1 How to use the resource

This package has been designed to be used by health professionals when support planning with clients and their families for their future. This is a good resource for students to familiarise themselves with at the beginning of their placement to ensure that they can communicate and plan with families using person-centred approaches.

This resource can be completed in one sitting as there are only five short modules or they can be staggered. The entire package will take approximately one hour to complete.

Downloadable supplements are available in Word or PDF and contain a summary of the information provided in each module. These supplements are aligned to the information presented in the video clips and are useful for students to keep as summary notes to refer back to throughout the placement. These summary notes will also be helpful when completing the student reflection templates.

The summary guides and other resources used to facilitate the Picture My Future process can be found under the Toolkit tab. These include guides for support people e.g. disability support workers, handouts for people with disability and picture resources.

6.2 Learning modules

There are five learning modules;
- Introduction to Picture My Future (six minutes)
  - What is Picture My Future?
  - How can Picture My Future help people with disability?
  - Why is Picture My Future important?

- Communicating with a person with a disability (twelve minutes)
  - Understanding the complex nature of communication
  - Involving family members and support people
  - Resources that will assist communication
  - Strategies for optimal communication

- Where does Picture my Future fit in the planning process? (fourteen minutes)
  - Understanding the broader planning process
  - Understanding goal exploration and why it is important
  - Why use Picture My Future in the planning process?
  - How Picture My Future can be used in an ongoing way

- Picture My Future- A Guide (seventeen minutes)
  - Preparation: Identifying the people to be involved
  - Meeting 1: Explaining how Picture My Future Works
  - Meeting 2: Exploring the Pictures
  - Meeting 3: Finalising the Picture My Future Resource
  - Things to remember
- Using pictures to explore hopes and dreams (eight minutes)
  - How using pictures can help people with disabilities to explore goals
  - Key things to consider when using Picture My Future to develop goals
  - Limitations and challenges associated with using Picture My Future
  - How a picture library can be used

The learning modules can be accessed at the website below;
http://picturemyfuture.com/

The Student Reflection template can be found here;

E-Learning Student Reflection

7 Intellectual disability and mental health (IDMH) E- learning

This free online training in intellectual disability and mental health has been developed by The University of New South Wales in partnership with Ageing Disability and Home Care, NSW Health and the Health Education and Training Institute.

The website has been developed for health professionals however, it is still beneficial for students to complete as they can choose how deeply they want to explore the information in each module. Student supervisors may suggest this site to students that have a keen interest in this area or will be working with people who have an intellectual disability and mental health disorder while on placement.

7.1 How to use the resource

This e- learning has been designed to be completed independently though it can also be completed within a group setting if there is more than one student on placement. The student supervisor may choose to be present in the group setting to facilitate discussion on key issues.

It is to be completed at the students own pace. Students can choose to start a module and go back to it later. When the student leaves the module, their progress will be saved so they can resume where they left off later. They can also revisit a module after they have completed it.

The student does not have to complete all the modules. The student supervisor may like to specify which modules are most relevant to the students learning for the placement.

7.2 Learning modules

The e-learning modules are designed for students to complete at their own pace. Students decide how much time is needed to spend on the activities and on how much detail is needed to pursue the links to other information within the modules.

It is recommended that up to one hour is allowed per module.
There are eight modules:

- Introduction to intellectual disability
- Living with an intellectual disability
- Intellectual disability- changing perspectives
- Mental disorders in intellectual disability

- Communication: the basics
- Improving your communication
- Assessment of mental disorders
- Management of mental disorders

The interactive website provides the student with opportunities to access resources, watch videos, complete activities and reflect on their own learning and practice.

The e- learning program can be accessed at the website below: www.idhealtheducation.edu.au

The Student Reflection template can be found here;

E-Learning Student Reflection

8 Mental Health in People with a Dual Disability

The Mental Health in People with a Dual Disability e-learning resource was developed by the Victorian Dual Disability Service in conjunction with the Office of the Senior Practitioner.

8.1 How to use the resource

There are twelve separate modules in this resource, which can be completed at the students own pace and the links to the learning modules can be found at the top of the web page.

Depending on the students learning style, the modules may take up to three hours to complete in its entirety including the suggested reading and links (as per the modules guide).

There are Key Learning Points identified for each module and self tests at the end of every section, which when successfully completed will generate a certificate which the student can print out and save.

Students do not have to complete all of these modules in the order that they are listed however it may be useful to do so, as several of them depend on information that has been gathered from previous modules.

To start using this resource, the student can select a module from the navigation bar at the top of the page.

8.2 Learning modules

There are twelve modules included in the resource;
- Introduction to dual disability
- Developmental disorders (Autism Spectrum Disorder)
- Assessment of mental health problems in people with intellectual disability
- Specific psychiatric disorders- Part 1 (Schizophrenia)
- Specific psychiatric disorders- Part 2 (Mood Disorders)
- Specific psychiatric disorders- Part 3 (Anxiety Disorders)
- Specific psychiatric disorders- Part 4 (Personality Disorders)
- Specific psychiatric disorders- Part 5 (Mental and Physical Health)
- Challenging behavior
- Medication
- Psychological therapies and social interventions
- The service system

The learning modules can be accessed using the link below;

[Dual Disability Web Module](#)

The Student Reflection template can be found here;

[E-Learning Student Reflection](#)

9 Websites

The following websites may also be useful tools for the student to explore to further extend their knowledge and skills in the area of disability.

Ageing, Disability and Home Care
www.adhc.nsw.gov.au

Cerebral Palsy Alliance
www.cerebralpalsy.org.au

Don't DIS myABILITY 'What's Hot & What's Not Language Guide
http://www.dontdismyability.com.au/__data/assets/pdf_file/0019/302635/3375_FACS_Whats-hot-and-whats-not_web.pdf

Northcott
 https://www.northcott.com.au/
NSW Council for Intellectual Disability
www.nswcid.org.au

Raising Children Network: Children with a Disability
http://raisingchildren.net.au/children_with_disabilities/children_with_disability.html

Scope
Disability Information and Resources Hub

http://www.scopevic.org.au/information-resources-hub/

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