

‘A’ for Adjustment Framework - Session 4 – ‘A’ is for Assessment – approx 45-60 mins

Suggested Timings	Activity	Content	Resources
	Facilitator	<p>Overview and style of session The session is participative and interactive and will involve group discussion, exercises, self-reflection and sharing best practice. These sessions are intended to encourage reflection and drive positive change and good practice in the way people with a learning disability are supported to access services and achieve equitable health outcomes.</p> <p>Please note that the legislation and the principles throughout these 5 training packages apply to people with a learning disability who may or may not also have autism, although they will also be relevant to support autistic people who do not have a learning disability and to all disabled people.</p> <p>Assessment – A review of the common health problems associated with learning disabilities, what to look out for and tools that can help.</p> <p>Select activities based on knowledge and skills of the audience/time available/job roles. Consider using techniques such as reflective questioning, group work and role play to stimulate discussion and learning.</p>	Slides 1 and 2
10 mins	Facilitator Group discussion	<p>Diagnostic overshadowing What it means? Why is it important to understand the impact and the risks of diagnostic overshadowing? Explain that determinants should be explored to avoid poor care or even death.</p>	Slide 3

		<p>Holistic Care</p> <p>Caring for and supporting a person holistically is integral to person-centred care – remind of learning from session 2.</p> <p>Health Inequalities Risk Factor</p> <p>Discuss the Dahlgren-Whitehead rainbow and associated factors with health inequalities and learning disability</p>	<p>Slide 4</p> <p>Slide 5</p>
10 mins	Facilitator	<p>Awareness raising of common conditions – (further information about how conditions affect people in supplementary information)</p> <p>Symptom recognition – including awareness of medication and impact of side effects that can go unrecognised.</p> <p>Inform the group about the STOMP-STAMP campaign and pledges – link to further information www.england.nhs.uk/publication/stomp-stamp-pledge-resources</p> <p>Bring attention to the 2 different tools PINCH ME SBAR</p> <p>Discuss the importance of pain management</p>	<p>Slides 6-7</p> <p>Handout</p> <p>Slide 8</p> <p>Slide 9 Slide 10 Slide 11</p> <p>Slide 12</p>

10 mins	Facilitator Group Exercise	Unique Wellness/unwellness Case Study How did the interventions and adjustments make a difference to Z and his parents?	Slide 13 Flipchart, pens and paper
	Facilitator Group summary and reflection	Summarise the session against the learning outcomes. Encourage reflection and next steps using the optional Take Action sheet.	Slide 14


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