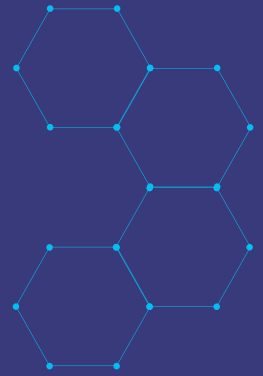




UCD School of Nursing,
Midwifery and Health Systems

A photograph of a hospital corridor with staff in blue scrubs. The image is overlaid with a dark blue semi-transparent shape that contains the title text.

Clinical Needs Assessment

Disability Liaison Team

Frances Howlin
Dr Phil Halligan
Dr Sinead O'Toole

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Background and Context



1.1 Introduction

The UCD School of Nursing, Midwifery and Health Systems (SNMHS) Clinical Needs Assessment (CNA) is part of a comprehensive support process developed for nursing and midwifery students with a disability, who have consented to disclosure, prior to clinical placement.

The CNA is inclusive and its purpose is to understand the student's needs and to identify whether reasonable accommodations are required to assist the student to successfully complete the competence standards specified for clinical placements.

Supports may or may not be required in an academic environment; however a clinical placement is a different work environment and requires a separate assessment of the students need for reasonable accommodations. In addition, the Occupational Health Department may determine that a risk assessment is required.

The CNA is a consultative and transparent process which involves liaison between a member of the UCD School of Nursing, Midwifery and Health Systems disability team (assessor) and the student nurse/midwife. The CNA (Part 2) will incorporate the 5 Domains of Competence specified by the Nursing and Midwifery Board of Ireland in the Requirements and Standards for Nurse Registration Education Programmes (2005). The CNA will be completed and signed by a member of the NMHS Disability Liaison Team, and the student nurse/midwife. Reasonable accommodations will be identified, recorded and signed, by the assessor and the student nurse/midwife, on the CNA Part 2 and Part 3.3. The clinical contact person, in the relevant partner site, will normally receive a copy of the CNA (Part 3) for the student attending their hospital. The student will also have a copy of the CNA (Part 3) and will be advised to present this sheet to the relevant Clinical Nurse Managers/Clinical Placement Coordinator prior to, or when commencing their placement.

Please note that the provision of a reasonable accommodation(s), identified by the SNMHS CNA process, is subject to the capacity of the participating hospital's ability to reasonably provide them so that the acquiring/implementation of these supports does not represent a 'disproportionate burden' for the University, and the clinical partner site, under the terms of the Equality Act 2004. The clinical contact person may contact the disability team assessor to discuss the identified reasonable accommodations should the need arise. The engagement of student, UCD SNMHS Disability Team assessor and each clinical partner site in this process is critical to a successful outcome. Please note that the CNA (Part 2, 3.2 and 3.3) should be kept with the student's file and the content is subject to data protection provisions. This file is normally destroyed one year following completion of the programme.

The five Domains of Competence specified by the Nursing and Midwifery Board of Ireland in the Requirements and Standards for Nurse Registration Education Programmes (2005) are replicated below in Table 1.

- Integrates accurate and comprehensive knowledge of ethical principles, the Code of Professional Conduct and within the scope of professional nursing practice in the delivery of nursing practice.
- Fulfils the duty of care in the course of nursing practice.
- Implements the philosophies, policies, protocols and clinical guidelines of the health care institution.
- Responds appropriately to instances of unsafe or unprofessional practice.
- Integrates knowledge of the rights of clients and groups in the health care setting.
- Serves as an advocate for the rights of clients or groups.
- Ensures confidentiality in respect to records and interactions.
- Practices in a way that acknowledges the differences in beliefs and cultural practices of individuals/groups/communities.

Table 1. Nursing and Midwifery Board of Ireland Domains of Competence

Domain 1. Professional/Ethical Practice

1.1. Practices in accordance with legislation affecting nursing practice.

Indicators

Integrates accurate and comprehensive knowledge of ethical principles, the Code of Professional Conduct and within the scope of professional nursing practice in the delivery of nursing practice.

Fulfils the duty of care in the course of nursing practice.

Implements the philosophies, policies, protocols and clinical guidelines of the health care institution.

Responds appropriately to instances of unsafe or unprofessional practice.

Integrates knowledge of the rights of clients and groups in the health care setting.

Serves as an advocate for the rights of clients or groups.

Ensures confidentiality in respect to records and interactions.

Practices in a way that acknowledges the differences in beliefs and cultural practices of individuals/groups/communities.

1.2. Practices within the limits of own competence and takes measures to develop own competence.

Indicators

Determines own scope of practice utilising the principles for determining scope of practice in the Scope of Nursing and Midwifery Practice Framework document.

Recognises own abilities and level of professional competence.

Accepts responsibility and accountability for consequences of own actions or omissions.

Consults with supervisors if allocated nursing assignments are beyond competence.

Clarifies unclear or inappropriate instructions.

Formulates decisions about care within the scope of professional nursing practice utilising the Decision-Making Framework in the Scope of Nursing and Midwifery Practice Framework document.



Handwashing Technique



Domain 2. Holistic Approaches to Care and the Integration of Knowledge

2.1. Conducts a systematic holistic assessment of client needs based on nursing theory and evidence-based practice.

Indicators

Uses an appropriate assessment framework safely and accurately.

Analyses data accurately and comprehensively leading to appropriate identification of findings.

Incorporates relevant research findings into nursing practice.

Promotes research designed to improve nursing practice.

2.2. Plans care in consultation with the client taking into consideration the therapeutic regimes of all members of the health care team.

Indicators

Establishes priorities for resolution of identified health needs.

Identifies expected outcomes including a time frame for achievement.

Identifies criteria for the evaluation of the expected outcomes.

Plans for discharge and follow up care.

2.3. Implements planned nursing care/interventions to achieve the identified outcomes.

Indicators

Delivers nursing care in accordance with the plan that is accurate, safe, comprehensive and effective.

Creates and maintains a physical, psychosocial, and spiritual environment that promotes safety, security and optimal health.

Provides for the comfort needs of individuals.

Acts to enhance the dignity and integrity of individuals/clients/groups/communities.

2.4. Evaluates client progress toward expected outcomes and reviews plans in accordance with evaluation data and in consultation with the client.

Indicators

Assesses the effectiveness of nursing care in achieving the planned outcomes.

Determines further outcomes and nursing interventions in accordance with evaluation data and consultation with the client.

Domain 3. Interpersonal Relationships

3.1. Establishes and maintains caring therapeutic interpersonal relationships with individuals/clients/groups/communities.

Indicators

Reflects on the usefulness of personal communication techniques.

Conducts nursing care ensuring clients receive and understand relevant and current information concerning health care.

Assists clients/groups/communities to communicate needs and to make informed decisions.

3.2. Collaborates with all members of the health care team and documents relevant information.

Indicators

Participates with all health care personnel in a collaborative effort directed toward decision making concerning clients.

Establishes and maintains accurate, clear and current client records within a legal and ethical framework.

Domain 4. Organisation and Management of Care

4.1. Effectively manages the nursing care of clients/groups/communities.

Indicators

Contributes to the overall goal/mission of the health care institution.

Demonstrates the ability to work as a team member.

Determines priorities for care based on need, acuity and optimal time for intervention.

Selects and utilises resources effectively and efficiently.

Utilise methods to demonstrate quality assurance and quality management.

4.2. Delegates to other nurses activities commensurate with their competence and within their scope of professional practice.

When delegating a particular role/function account is taken of the principles outlined in the Scope of Nursing and Midwifery Practice Framework.

4.3. Facilitates the co-ordination of care.

Works with all team members to ensure that client care is appropriate, effective, and consistent.

Domain 5. Personal and Professional Development

5.1. Acts to enhance the personal and professional development of self and others.

Source: An Bord Altranais (2005) *Requirements and Standards for Nurse Registration Education Programme*. 3rd ed. Dublin: An Bord Altranais.

1.2 The Role of a Nurse/Midwife

Reasonable accommodations may be necessary to facilitate the student nurse or midwife to perform or assist clients with nursing or midwifery care and to attain competency within these domains. In order to facilitate the development of competence, student support may be required in relation to different domains of learning. These domains have been outlined by Quinn (1995) as: *cognitive*, *psychomotor* and *affective*. The cognitive domain is concerned with knowledge and intellectual abilities. The affective domain is concerned with attitudes, values, interests and feelings. The psychomotor domain is concerned with motor skills. The taxonomies for these domains are presented below:

Cognitive domain

This is classified into six levels (Bloom, 1956):

1. **Knowledge:** The bringing to mind of specific facts or terminology. (For example, the ability to classify drugs).
2. **Comprehension:** This refers to understanding. (For example, the ability to paraphrase a communication whilst maintaining the intent of the original message).
3. **Application:** The ability to apply rules or concepts to real situations. (For example, to relate to the principles of confidentiality to a patient/client encounter).
4. **Analysis:** The ability to break down information into its component parts. (For example, the ability to separate the important aspects of information on a particular patient care from the less important).
5. **Synthesis:** The ability to various parts into a new kind of whole. (For example, the ability to devise individual care plans).
6. **Evaluation:** The ability to make judgements regarding the value of material and involves the use of criteria. (For example, the ability to appraise blood gas results).

Affective domain

This is classified by Krathwohl, Bloom and Masia (1964) into five levels:

1. **Receiving (attending):** Sensitivity to the existence of something. (For example, asks questions of patient or client).
2. **Responding:** This refers to active response. (For example, responding to the suggestions of a CPC).
3. **Valuing:** Acceptance and internalization of values or attitudes. (For example, initiating patient care).
4. **Organization:** The ability to organise values and arrange them in the appropriate order. (For example, modifies patient care plans in response to changed circumstances).
5. **Characterisation:** The internalized value system becomes a philosophy of life. (For example, consistently demonstrating integrity and respect to others).

Psychomotor domain

This is classified by Harrow (1972) & Simpson (1972) into seven levels. These levels include:

1. **Perception** (can perceive sensory cues and use them to guide actions). For example, detects the need for pharyngeal suctioning by using sensory cues.
2. **Set** (readiness to act) (can begin, move, start or react prior to, during and/or following a nursing skill). For example, can physically demonstrate the correct body position to lift a client.
3. **Guided response** (skills can be performed following a demonstration by the teacher). For example, performs basic life support for clients of all ages, safely and effectively as demonstrated by the assessor.
4. **Mechanism** (performance of not too complicated tasks has become habitual). For example, can set a trolley for an aseptic dressing.
5. **Complex overt response (can demonstrate skilled performance involving: economy of effort, smoothness of action, accuracy and efficiency)**
6. **Adaptation** (the skills are internalised to such an extent that the student can adapt them for special circumstances). For example, can modify a surgical dressing to suit a particular client's needs.
7. **Origination** (highest level – originates new movements to suit particular circumstances). For example, can devise an original way of securing a dressing which has tended to come loose after application).

The development of the Clinical Needs Assessment (CNA) was informed, inter alia, by the Association for Higher Education Access and Disability (AHEAD) Workplace Needs Assessment Model (AHEAD, 2009) and the Requirements and Standards for Nurse Registration Education Programmes (Nursing and Midwifery Board of Ireland 2005).

The CNA applied the five domains of competency recognised as essential by the Nursing and Midwifery Board of Ireland takes into consideration the learning needs and the stage of each individual student.



Assessment and Identification of Reasonable Accommodations



2.1 Introduction

Part 2 of the CNA commences with an informal meeting with the student and assessor and information is discussed and agreed by both parties. The disclosure and implementation of these recommended accommodations should be treated with the strictest confidence and sensitivity. In accordance with the Data Protection Act (2003), these accommodations may only be shared with staff working with the student when the student has given prior written consent to do so.

| | |
|--------------------------------|--|
| Student Name: | |
| Programme: | |
| Personal Tutor: | |
| Number: | |
| Stage: | |
| Phone Number: | |
| Mobile Number: | |
| Hospital: | |
| e-mail: | |
| UCD e-mail: | |
| other e-mail: | |
| Clinical Contact Person: | |
| Phone Number: | |
| e-mail: | |
| Student's consent to disclose: | |
| Date of Clinical Placement: | |

| | | | | |
|-------------------|-----|--------------------------|----|--------------------------|
| Access Centre: | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Clinical Partner: | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Personal Tutor: | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |

2.2 Nature of Disability

- Hearing Impairment: Yes No
- Physical Impairment: Yes No
- Visual Impairment: Yes No
- Significant On-going Illness: Yes No
- Specific Learning Difficulty: Yes No
- Mental Health Condition: Yes No
- Autistic Spectrum Disorder: Yes No
- ADD/ADHD: Yes No
- Multi-disability: Yes No
- Other: Yes No

Specific Disability:

UCD Access Centre assessment supports received and reviewed: Yes No

2.3 Summary of the Academic and Examinations Accommodations

List Accommodations

2.4 Experience of Accommodations/Supports

This will enable the support staff in various hospitals to anticipate any further supports you may require to fulfil your work placement role.

Chapter 2: Assessment and Identification of Reasonable Accommodations

(a) Please describe the impact of your disability, if any, on your education and/or work in the past.

(b) Have you ever received any specific accommodations/supports in a previous school/college/work setting?

Yes No

If yes, please describe the accommodations/supports received and your experience.

(c) Briefly outline how these supports enabled you to deal with the demands of your course/work.

(d) Report confirming evidence of disability received Yes No

Summary of report:

2.5 Accommodations/Supports

(a) Describe your understanding of the skills and demands required for the delivery of nursing care in the hospital?

Please describe below:

(b) Have you had any accommodations/supports to enable you to carry out the skills listed? Yes No

If yes, describe your experience with using them (positives/negatives)

(c) At this stage, in your opinion what, if any, accommodations/supports do you think that you will require to assist you in your learning and assessment in hospitals?

2.6 Accommodations and Responsibilities

Clinical Needs Identified (Student & Assessor)

Domain 1 Professional/Ethical Practice

| | | |
|----|--|--|
| 1. | Practices in accordance with legislation affecting nursing practice | With <input type="checkbox"/> Without <input type="checkbox"/> Accommodations <input type="checkbox"/> |
| 2. | Practices within the limits of own competence and takes measures to develop own competence | With <input type="checkbox"/> Without <input type="checkbox"/> Accommodations <input type="checkbox"/> |
| | | With <input type="checkbox"/> Without <input type="checkbox"/> Accommodations <input type="checkbox"/> |

Reasonable Accommodations

Clinical Responsibilities

Student Responsibilities

Domain 2. Holistic Approaches and Integration of Knowledge

| | | |
|----|--|---|
| 1. | Conducts a systematic, holistic assessment of client needs based on nursing theory and evidence-based practice. | With <input type="checkbox"/> Without <input type="checkbox"/> Accommodations <input type="checkbox"/> [see skills list for each discipline] |
| 2. | Plans care in consultation with the client taking into consideration the therapeutic regimes of all members of the health care team. | With <input type="checkbox"/> Without <input type="checkbox"/> Accommodations <input type="checkbox"/> |
| 3. | Implements planned nursing care/interventions to achieve the identified outcomes. | With <input type="checkbox"/> Without <input type="checkbox"/> Accommodations <input type="checkbox"/> |
| 4. | Evaluates client progress toward expected outcomes and reviews plans in accordance with evaluation data and in consultation with the client. | With <input type="checkbox"/> Without <input type="checkbox"/> Accommodations <input type="checkbox"/> |
| 5. | | With <input type="checkbox"/> Without <input type="checkbox"/> Accommodations <input type="checkbox"/> |

Reasonable Accommodations

Clinical Responsibilities

Student Responsibilities

Domain 3. Interpersonal Relationships

- | | | |
|----|---|---|
| 1. | Establishes and maintains caring therapeutic interpersonal relationships with individuals/clients/groups/communities. | With <input type="checkbox"/> Without <input type="checkbox"/> Accommodations |
| 2. | Collaborates with all members of the health care team and documents relevant information. | With <input type="checkbox"/> Without <input type="checkbox"/> Accommodations |
| 3. | | With <input type="checkbox"/> Without <input type="checkbox"/> Accommodations |

Reasonable Accommodations

Clinical Responsibilities

Student Responsibilities

Domain 4. Organisation and Management of Care

- | | | |
|----|---|---|
| 1. | Effectively manages the nursing care of clients/groups/communities. | With <input type="checkbox"/> Without <input type="checkbox"/> Accommodations |
| 2. | Delegates to other nurses' activities commensurate with their competence and within their scope of professional practice. | With <input type="checkbox"/> Without <input type="checkbox"/> Accommodations |
| 3. | Facilitates the co-ordination of care. | With <input type="checkbox"/> Without <input type="checkbox"/> Accommodations |
| 4. | | With <input type="checkbox"/> Without <input type="checkbox"/> Accommodations |

Reasonable Accommodations

Clinical Responsibilities

Student Responsibilities

Domain 5. Personal and Professional Development

- 1. Acts to enhance the personal and professional development of self and others. With Without Accommodations
- 2. With Without Accommodations

Reasonable Accommodations

Clinical Responsibilities

Student Responsibilities

2.7 Declaration:

I confirm that all of the particulars given above are correct and that I agree with the identified reasonable accommodations:

Signature of Student:

Date:

Assessor(s) (UCD/SNMHS/DLT):

Date:



Summary of Clinical Needs Assessment and Reasonable Accommodations

3

3.1 Introduction

This part contains five sections. Part 3.2 records the student personal details.

Part 3.3 records the student consent/dissent to the sharing of this information with the clinical partner site and his/her Personal Tutor.

Part 3.4 summaries the accommodations identified from the student, the diagnostic reports and the student's previous experience of using supports, if any. It also lists the reasonable accommodations agreed by the Student and the Assessor (UCD/SNMHS/DLT) and identifies individual responsibilities relating to the reasonable accommodations.

Part 3.5 provides for an end of a placement review of reasonable accommodations.

Part 3.6 outlines the important contacts for the student and staff and Part 3.7 provide further information if required.

Finally, if further information or discussion of reasonable accommodations are required, the Clinical Contact Person or the Personal Tutor is strongly advised to contact the Assessor or, if unavailable, any member of the Disability Liaison Team.

3.2 Student Personal Details

| | | |
|--|--------------------------|--|
| Student Name: | Programme: | Personal Tutor: |
| | | |
| Student Number: | Stage: | Phone Number: |
| | | |
| UCD e-mail: | Hospital: | e-mail: |
| | | |
| other e-mail: | Clinical Contact Person: | Student's consent to disclose: |
| | | Access Centre: Yes <input type="checkbox"/> No <input type="checkbox"/> |
| | Phone Number: | Clinical Partner: Yes <input type="checkbox"/> No <input type="checkbox"/> |
| | e-mail: | Personal Tutor: Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Occupational Health confirms that the student can attend clinical placements: Yes <input type="checkbox"/> No <input type="checkbox"/> | | |
| Date: | | |

UCD School of Nursing, Midwifery and Health Systems Clinical Needs Assessment

The above named student has registered with the UCD Access Centre and has a valid diagnostic assessment that entitles the student to the provision of reasonable accommodations to meet the standards for pre-registration nursing education. We request, in accordance with the Employment Equality Acts 1998-2011, The Equal Status Acts 2000-2011 and The Disability Act 2005, that the accommodations below are implemented. Disclosure and implementation of these accommodations should be treated with the strictest confidence and sensitivity. In compliance with the Data Protection Act (2003), these accommodations can only be shared with staff working with the student when the student has given written consent to do so.

These accommodations are intended to enable the named student to meet the required domains and standards for the level of their programme, as specified in their DoCAT/MidCAT.

3.3 Consent Form

| | |
|--|--------------------------|
| I agree that my information will be shared with the relevant clinical contact person in regard to my learning support and clinical accommodation recommendations | <input type="checkbox"/> |
| I agree that my information will be shared with my personal tutor in regard to my learning support and clinical accommodation recommendations | <input type="checkbox"/> |
| I understand that by not consenting to the information to be forwarded to the relevant clinical contact person that they will not be able to provide those supports that require disclosure of information | <input type="checkbox"/> |
| I understand that it is my responsibility to inform the clinical contact person in my parent hospital of my required accommodations | <input type="checkbox"/> |
| I understand that it is my responsibility to inform the Disability Team/Access centre of any change in my circumstances or if I require a change in supports | <input type="checkbox"/> |
| I understand that other staff not included in the sharing of information that it is my responsibility to make them aware of my accommodations if necessary | <input type="checkbox"/> |
| I, therefore, consent to the release of my reasonable accommodations, listed as part of my Clinical Needs Assessment Sheet, by the School of Nursing, Midwifery and Health Systems in UCD, to the Clinical Contact Person in my parent hospital and my Personal Tutor in UCD for the purpose of receiving reasonable accommodations while on clinical placement. | <input type="checkbox"/> |

| | |
|----------------------------|--|
| Student Name (print): | |
| Student Number: | |
| Student Signature: | |
| Witness Name (print): | |
| Witness Signature: | |
| UCD Academic Staff member: | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Date: | |

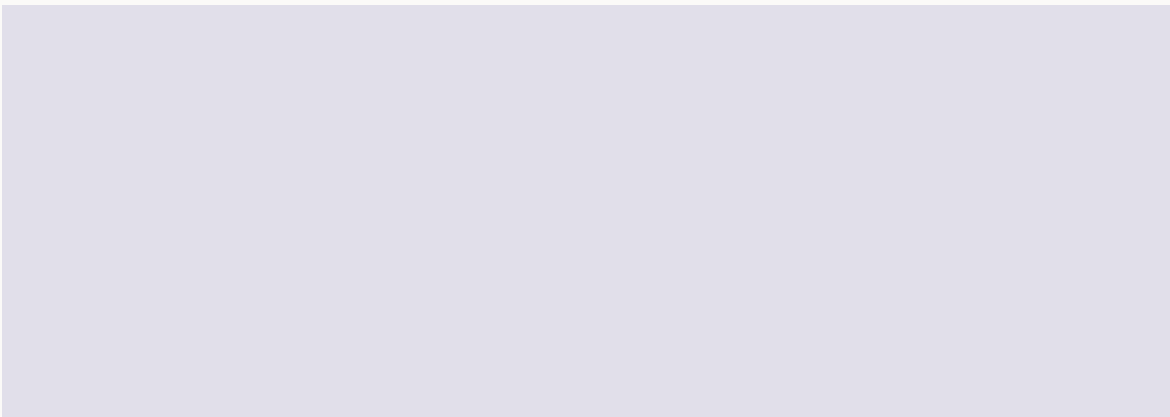
Please note that personal information held by the UCD Disability Liaison Team will be processed in accordance with the provisions of the Data Protection Acts, 1988 and 2003.

3.4 Summary Of Aggravating Factors And Recommended Reasonable Accommodations

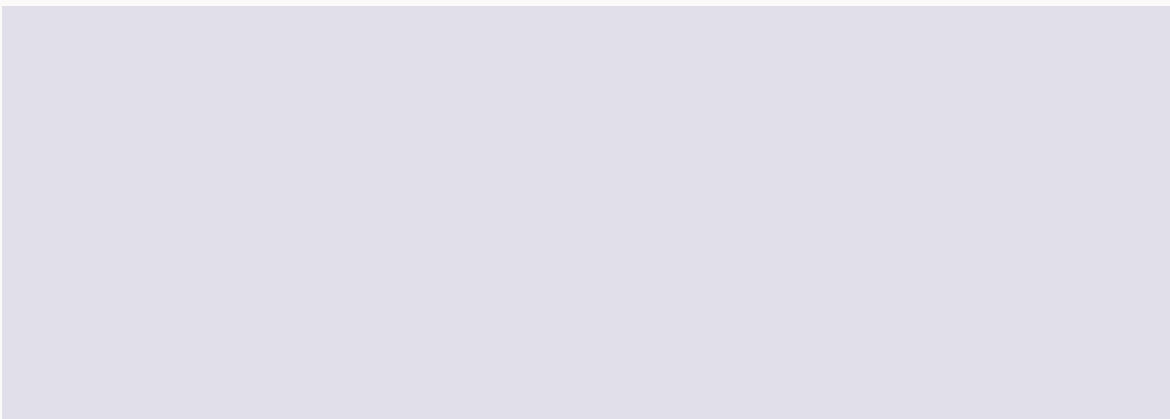
Identified Aggravating Factors:



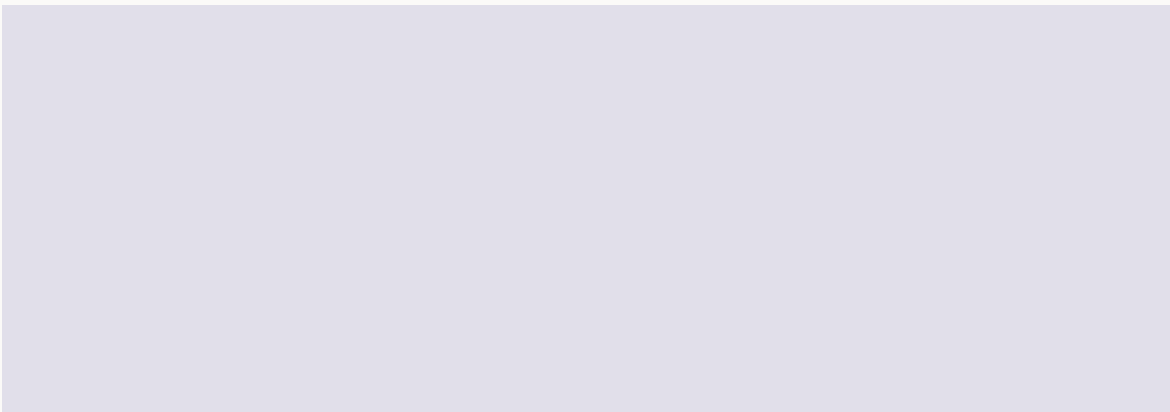
Recommended Reasonable Accommodations - UCD Responsibilities



Recommended Reasonable Accommodations - Clinical Responsibilities



Recommended Reasonable Accommodations - Student Responsibilities



Signature of Student:

Date:

Assessor(s) (UCD/SNMHS/DLT):

Date:

Clinical Contact Person contacted:

YES NO

Date:

Student written consent to disclosure obtained: YES NO

Date:

3.5 End of Placement Review of Reasonable Accommodations

This information should be treated with the strictest confidence and sensitivity and not shared with anyone other than staff working with this student without the expressed consent in writing of this student.

| | |
|-----------------------|----------------------|
| Student Name (print): | <input type="text"/> |
| Student Number: | <input type="text"/> |
| Programme: | <input type="text"/> |
| Stage: | <input type="text"/> |
| Hospital: | <input type="text"/> |
| Personal Tutor: | <input type="text"/> |

End of placement review of Reasonable Accommodations may be completed by any of the following:

- Preceptor
- Clinical Placement Co-ordinator (CPC)
- Clinical Nurse/Midwife Manager (CNM/CMM)
- Clinical Contact Person (CCP)
- Student

Chapter 3: Summary of Clinical Needs Assessment and Reasonable Accommodations

| | |
|-------------------------------------|--|
| Clinical area/ Placement: | |
| Date: | |
| Review of Reasonable Accommodations | |
| | |
| Preceptor Signature: | |
| CPC/CNM Signature: | |
| Student Signature: | |

| | |
|-------------------------------------|--|
| Clinical area/ Placement: | |
| Date: | |
| Review of Reasonable Accommodations | |
| | |
| Preceptor Signature: | |
| CPC/CNM Signature: | |
| Student Signature: | |

| | |
|-------------------------------------|--|
| Clinical area/ Placement: | |
| Date: | |
| Review of Reasonable Accommodations | |
| | |
| Preceptor Signature: | |
| CPC/CNM Signature: | |
| Student Signature: | |

| | |
|-------------------------------------|--|
| Clinical area/ Placement: | |
| Date: | |
| Review of Reasonable Accommodations | |
| | |
| Preceptor Signature: | |
| CPC/CNM Signature: | |
| Student Signature: | |



3.6 Important Contacts

Disability Liaison Team

Frances Howlin

Tel: 01-7166563

Email: frances.howlin@ucd.ie

Room C1.43

Health Sciences

Phil Halligan

Tel: 01-7166420

Email: phil.halligan@ucd.ie

Room B3.03

Health Sciences

Alison Clancy

Tel: 01-7166403

Email: alison.clancy@ucd.ie

Room B2.11

Health Sciences

UCD Access Centre -Disability Support Service

General Inquires:

Tel: 01-7167565

Email: disability@ucd.ie

Access Centre Manager:

Fiona Sweeney

Tel: 01-7161658

Email: fiona.sweeney@ucd.ie

Disability Advisor:

Tel: 01- 7167179

Email: disability@ucd.ie

Assistive Technology Officer:

Pauric Holleran

Tel: 01-7167671

Email: pauric.holleran@ucd.ie

3.7 Further Information

Access Higher Education and Disability (AHEAD) is an independent non-profit organisation working to promote full access to and participation in further and higher education for students with disabilities. AHEAD website provides important and useful information to students with disabilities on disability issues in education. Available: www.ahead.ie (accessed Mar 2015)

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www.nmhs.ucd.ie

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