

# Future Nurse Future Midwife

**Curriculum Development  
Learning Disabilities Nursing  
17 January 2019**



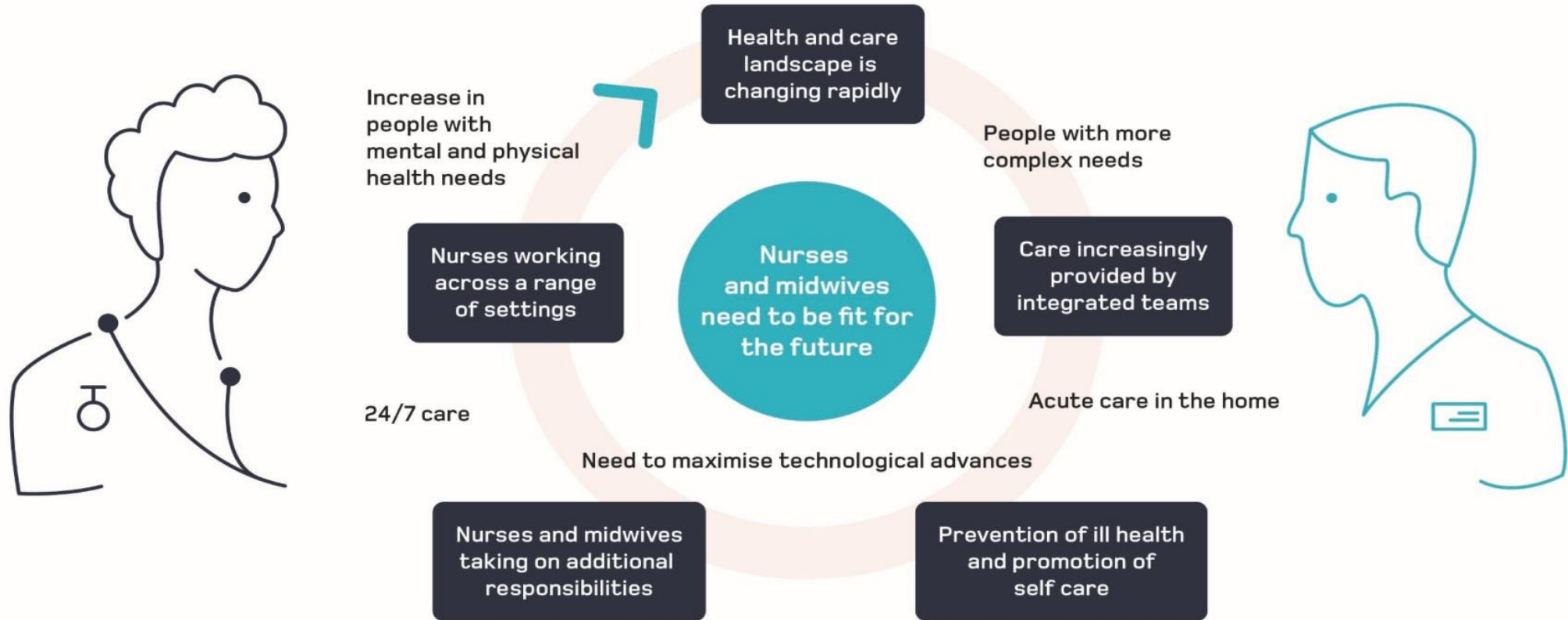
Department of  
**Health**

An Roinn Sláinte

Máinnstríe O Poustie

[www.health-ni.gov.uk](http://www.health-ni.gov.uk)

# The changing landscape



## Future Nurse Future Midwife – NI Implementation

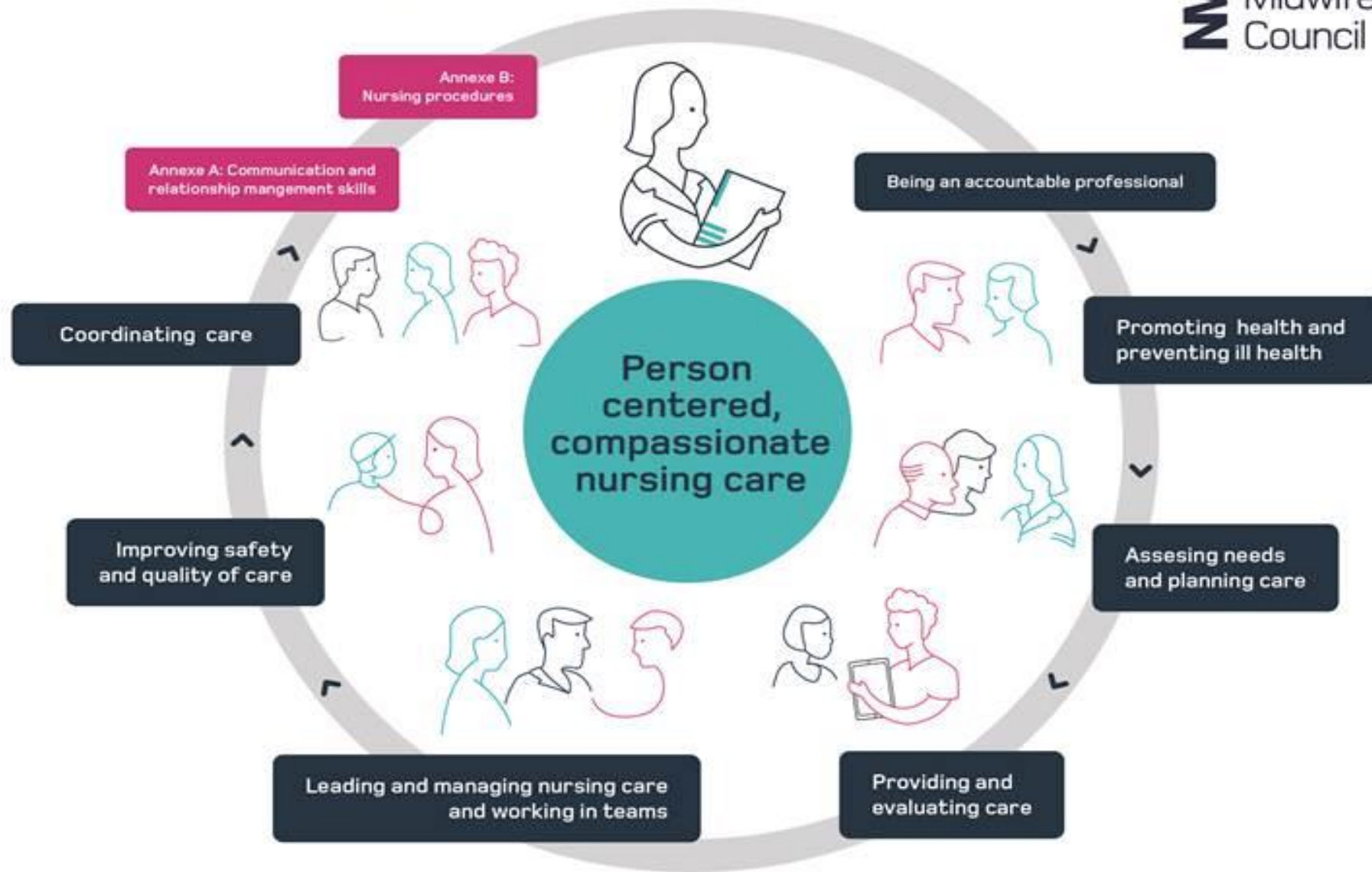
- The new standards and proficiencies for **nursing** raise the ambition in terms of what's expected of a nurse at the point of registration
- They will equip nurses and midwives with the knowledge and skills they need to deliver excellent care across a range of settings now and in the future.
- The new proficiencies for **midwifery** are due for consultation early 2019

## Future Nurse Future Midwife – NI Implementation

In May 2018 NMC published:

- Future Nurse: Standards of Proficiency for Registered Nurses
- Standards Framework for Nursing and Midwifery Education
- Standards for Student Supervision and Assessment
- Standards for Pre-registration Nursing Programmes
- Standards for Prescribing Programmes

# Future nurse proficiencies





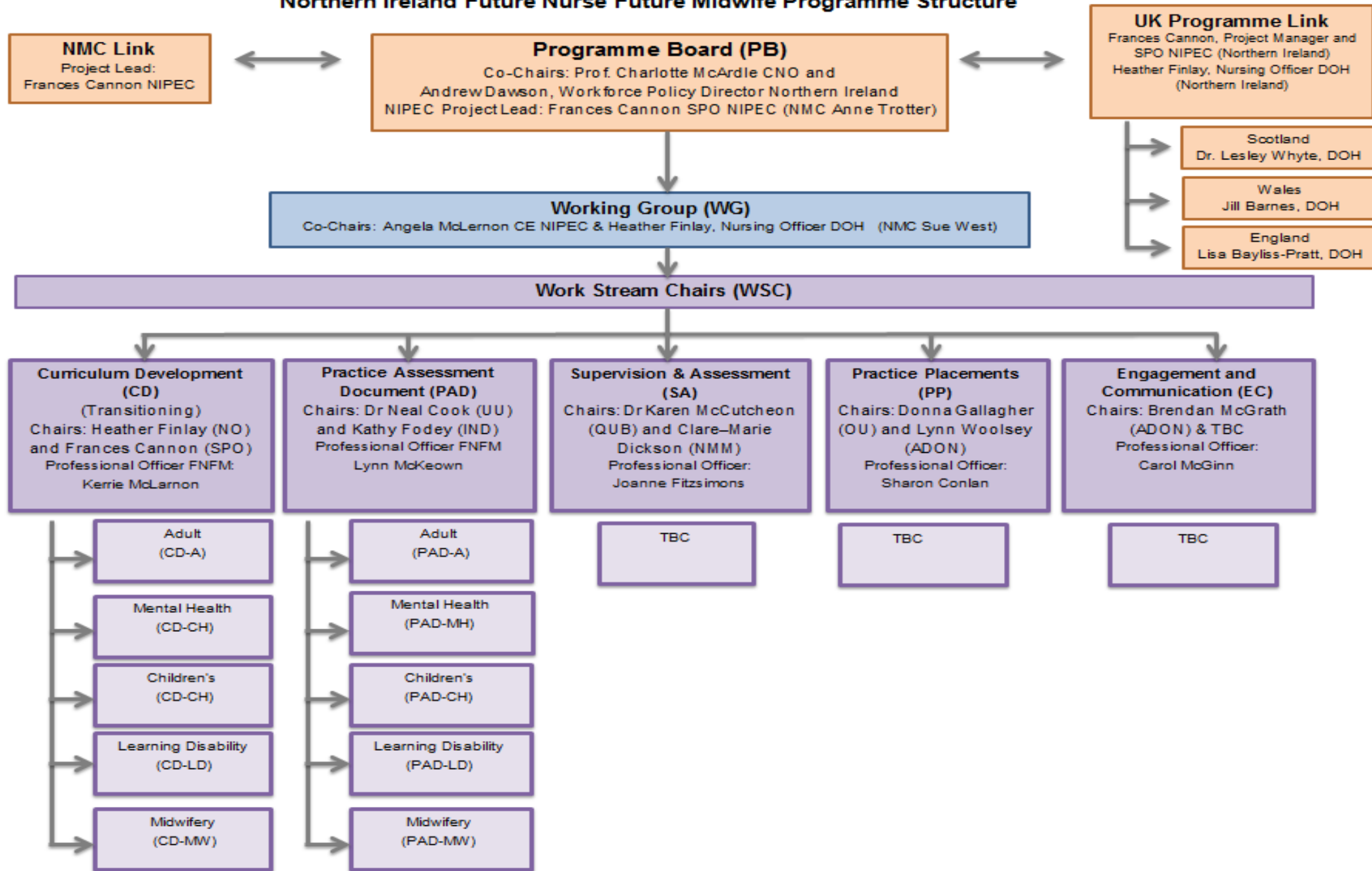
## Future Nurse Future Midwife – NI Implementation

- One set of proficiencies that apply to all fields of nursing
- Registration to a specific field(s) of nursing practice continues
- Precise skills and procedure annexes that apply to all fields of nursing that also indicate where greater field specific emphasis and depth of knowledge and proficiency is required

## Future Nurse Future Midwife – NI Implementation

- 28th March 2018 – FNFM Stakeholder Event
  - 2020 start date across the three AEs
  - Regional Implementation
  - One Practice Assessment Document
- 20th June 2018 FNFM Programme Board Established
- 12th September 2018 FNFM Working Group Established

# Northern Ireland Future Nurse Future Midwife Programme Structure





## Curriculum Development – Work stream

### Aim:

- Co-production and Co-design
- To provide assurance to the Future Nurse Future Midwife Programme Board that the curriculum content across the four fields of practice and midwifery reflect local strategic drivers and support the Transformation agenda.



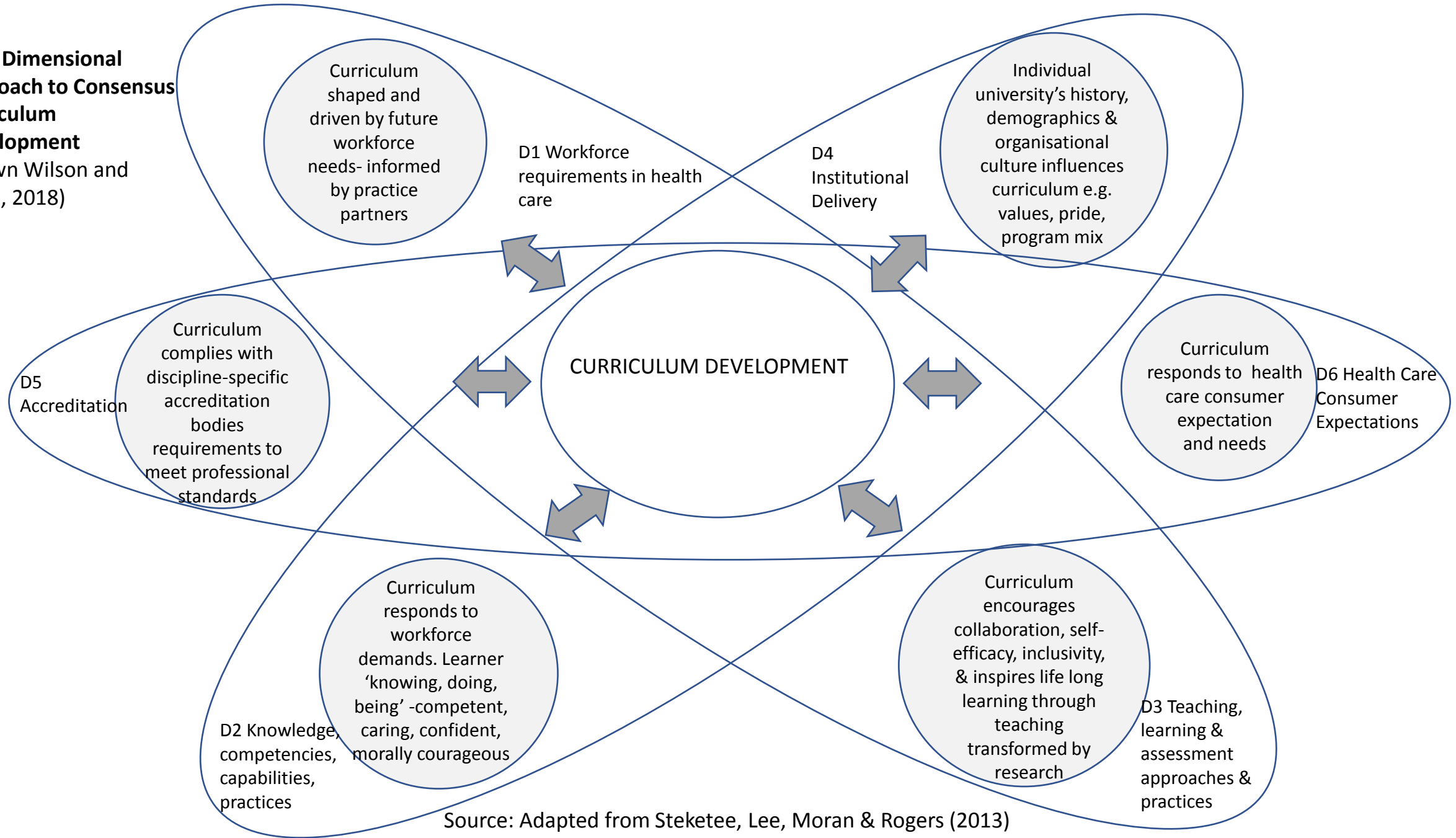
# Future Nurse Future Midwife Curriculum Development



**LEARNING DISABILITIES**

17 January, 2019

**A Six Dimensional Approach to Consensus Curriculum Development**  
(Brown Wilson and Slade, 2018)



Source: Adapted from Steketee, Lee, Moran & Rogers (2013)

Blue skies thinking - what will our 2021-2026 graduate look like Including the key stakeholders and RCN in this process (Nov 2017)

Engage a wide range of stakeholders including UU, OU, DoH- Co-design workshop developing graduate attributes and Program Learning Objectives (Feb 2018)

Program teams develop program roadmap of aligned courses with stakeholder involvement and co design workshop in assessment (June 2018)

Co-design workshop- curriculum writing review of module learning outcomes and assessment –writing course content including UU (November, 2018)

## Overview of curriculum Development process



# Valuing all perspectives through Co-Design

- Everyone's voice is heard
- All views are listened to and considered
- Everyone's ideas created a different perspective on an established theme
- Feed back from service users, students, practice partners and academics overwhelmingly positive





# Simulation Strategy

- Faculty IPE simulation centre opens in 2020
- Starts in first year – ‘pop up’ simulation
- Focus on inter branch simulation – e.g. communication
- Year 2- high fidelity interprofessional simulation
- Year 3- complex interprofessional scenarios



# Programme Learning Objectives

- Provide person centred care for people living with Learning Disability adopting a lifespan approach
- Deliver effective care to people with learning disabilities who have a range of multiple health morbidities and additional interrelated physical, psychological, emotional, social, and educational needs, resulting from their learning disability
- Be a skilled and respectful communicator with individuals, families, healthcare professionals and other stakeholders within dynamic health and social care contexts
- Demonstrate emerging leadership and be an evidence based practitioner



# Module Overview

Year 1	Year 2	Year 3
Professionalism in nursing		Developing leadership and professionalism
Evidence Based Nursing	Evidence Based Nursing 2	Evidence Based Nursing and Quality Improvement
Essential life sciences and Foundations of Pharmacology	Applied Life Science Essential Pharmacology	Applied pharmacology for nursing practice
Caring communication in nursing	Working interprofessionally to improve mental health	Interprofessional working
Public Health perspectives	Nursing People with learning disabilities across the lifespan with psychological and behavioural needs	Managing complexity in sustaining health and well-being of adults and older adults with learning disabilities and complex health needs.
The Foundations of Learning Disabilities Nursing Practice	Nursing children and young people with neuro developmental disabilities and genetic conditions.	Coordination of care to improve quality of life for the person with learning disabilities

# Mapping to NMC future nurse standards

- Seven platforms – two annexe
- Platforms addressed each year to demonstrate cumulative skills
- All NMC outcomes met by draft module learning objectives
- Awaiting feedback from FN/FM Assessment and Practice group to complete Annexe B





# Research informed teaching

- Families and fathers and children with learning disabilities
- Access to healthcare across the lifespan
- Liaison nursing models and person-centred care and support
- End-of-life decision making and people with learning disabilities
- Diabetes and people with learning disabilities
- Trauma and psychological therapies and adults with learning disabilities
- Relationships and sexuality and people with learning disabilities





# Northern Ireland Priorities mapping

Year 1 : The Foundations of Learning Disabilities Nursing Practice	
Policy	Content
Health and Wellbeing 2026. Delivering together Belfast: DOHNI, 2016	Person-centred care; understanding wellness; person centred assessment, compassion, empathy and caring skills; appropriate communication, health promotion; equality; inclusion
Making Life Better A Whole Strategic Framework of Public Health (NIE, 2014)  Convention on the Rights of Persons with Disabilities (CRPD) (2006)  UK Initial Report On the UN Convention on the Rights of Persons with Disabilities (2011)  Disability rights in Northern Ireland (2017)	Stepped approach to care; Personal safety Planning Involving Family and friends in care; Expert by experience; Strengths and recovery based; Guiding and supporting; Reflection; Empowering communities; Developing collaboration; Children and families (the best start);
Meeting Educational needs of Learning disabilities student nurses (2015)	Improve communication; attitudes; understanding learning disability and health issues; Role of learning disability nurse; role of carers
Confidential Inquiry into premature deaths of people with learning disabilities (CIPOLD, 2013).  Learning form the past- setting out the future (RCN 2011)	Understand wellness; person centred care and assessment; inclusion; compassion; empathy; caring skills; promoting health and wellbeing; equality; disability legislation.

# Northern Ireland Priorities mapping

Year 2 : Working interprofessionally to improve mental wellbeing	
Policy	Content
No Health Without Mental Health (DoH, 2011)/ Infant Mental Health Framework for Northern Ireland (PHA, 2016)	<ul style="list-style-type: none"> <li>Family and child</li> <li>A Life course approach</li> <li>Outcomes measurement</li> <li>Challenge stigma</li> <li>Early intervention (across all ages)</li> </ul>
Protect life 2 - A Strategy for Suicide Prevention in the North of Ireland (DoH, 2016)	<ul style="list-style-type: none"> <li>Understand the drivers for suicide</li> <li>Understand the drivers for self-harm</li> <li>Provide support for service users and carers</li> <li>Be aware of at risk populations</li> </ul>
Strategy for the Development of Psychological Therapy Services (2010)	<ul style="list-style-type: none"> <li>A stepped care model:               <ul style="list-style-type: none"> <li>For adults</li> <li>For children</li> <li>For people with an intellectual disability</li> </ul> </li> <li>NICE recommended psychological interventions</li> <li>Low intensity working:               <ul style="list-style-type: none"> <li>Specific behavioural and cognitive psychotherapeutic techniques; Motivational Interviewing</li> </ul> </li> </ul>

# Northern Ireland Priorities mapping

Year 2 : Nursing children and young people with neuro developmental disabilities and genetic conditions.	
Policy	Content
Regional Core Child Protection Policies and Procedures 2017 Safeguarding Board for Northern Ireland (SBNI) Procedures Manual (2017)	Child Protection; information sharing on links to relevant documents, protocols and guidance; multi-disciplinary team working; communication;
Confidential Inquiry into premature deaths of people with learning disabilities (CIPOLD, 2013)	Health Action Plans; Health facilitators; Annual Health Check; quality improvement in healthcare; health literacy; communication
National Learning Disabilities Mortality Review (2018)	Health inequalities; Inter-agency collaboration and communication; record keeping; documentation; communication
Guidelines on Caring for People with a Learning Disability in General Hospital Settings (2018)	reasonable adjustments; communication; pain; best practice indicators; transition between services;
DHSSPS (2009) Integrated Care Pathway for Children and Young People with Complex Physical Healthcare Needs.	Transition from Acute Hospital to 9 Community Services; Managing transitions to Adult Service;
DHSSPS (2009) Developing Services to Children and Young People with Complex Physical Healthcare Needs.	End of Life Needs; Community Support Services; needs of family as carers; discharge planning; choices; joint planning with families

# Northern Ireland Priorities mapping

Year 2 : Nursing People with Learning disabilities across the lifespan with psychological and behavioural needs	
Policy	Content
The Bradley Report (2009)	Communication skills; working with the MDT and families and carers; criminal justice system; ethical issues; skills in assessing planning and care management
No one knows (2008)	needs led approach; collaborative multi-agency working; discrimination;
Building the right support (2015)	Appraising evidence and making judgements; community services;
Convention on the Rights of Persons with Disabilities (CRPD) (2006)	Rights; justice; ethical principles and theories;
UK Initial Report On the UN Convention on the Rights of Persons with Disabilities (2011)	Deeper understanding and application of the Mental Health Act; Awareness of the needs of people with learning disabilities;
National Learning Disabilities Mortality Review (2018)	Information sharing; Record keeping; Documentation;

# Northern Ireland Priorities mapping

Year 3: Managing complexity in sustaining health and well-being of adults and older adults with learning disabilities and complex health needs.	
Policy	Content
<p>Transforming care: A national response to Winterbourne View Hospital (2012)</p> <p>Winterbourne View - Time for Change (2014)</p> <p>Winterbourne View: Transforming Care Two Years On (2014)</p>	<p>Rights; accountability; responsibility; quality and safety improvements; leadership; cultural challenge; reflection; drug interactions; adverse drug reactions to medicines optimisation;</p>
<p>HSC (2016) The Dementia Learning and development framework</p>	<p>Dementia awareness; Communication; Promotion of physical, psychological and social well-being; Enabling Partnership (Family/carers/service user); Palliative care, leadership;</p>
Year 3: Coordination of care to improve quality of life for the person with learning disabilities	
Policy	Content
<p>Guidelines on Caring for People with a Learning Disability in General Hospital Settings (2018)</p>	<p>reasonable adjustments; communication; pain; best practice indicators; transition between services; accountability; responsibility</p>
<p>'No voice unheard, no right ignored – a consultation for people with learning disabilities, autism and mental health conditions.' (2015)</p>	<p>Coproduction; family carers; consultation; legislation;</p>



# A word from our service users:

The co-production model, with a blend of academics, students, carers, service-users and nurses works extremely well, and reflects the School's mission of producing graduates of the highest quality. I personally am very impressed by the evident willingness to listen to those with lived experience, and to integrate that unique insight into both undergraduate and postgraduate teaching development and delivery. It is, in my opinion, a model of best practice from the perspective of meaningful service-user involvement.

