

Social care setting

Registered care home without nursing, learning disabilities and autism

Overview of the setting

Platform 1 Being an accountable professional criteria can and should be demonstrated in all of the settings:

1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10	1.11	1.12	1.13	1.14	1.15	1.16	1.17	1.18
1.19	1.20																

This service supports men and women with a learning disability, autistic spectrum disorder and/or complex conditions such as mental health problems, behaviours of concern, personality disorder. We are also able to support young people transitioning to adult care.



Hello my name is... Barry

Welcome to my home, this may be a short-term placement for you, whilst you are training to be a nurse, but this is my home. I would like you to spend some time, reading about who I am and what my needs are, before you start asking me a whole load of questions, that I have either already answered or might not know the answer to. I don't like to repeat myself or have to explain to myself to everyone who comes into my home, when people come to see you at home, do you have to answer a lot of questions about your health?

I like the staff who care for me, to have a basic understanding about who I am, then I would like you to actually spend some time getting to know me, as a person instead of my diagnosis or at number. I am a person not a label/diagnosis. I have feelings, skills and sometimes I might display some behaviour that challenges. But if you know what my triggers are and who I am, you will know how to care for me.

A student nurse on placement in this setting will have opportunities to:

- gain experience of a service that supports people to make the often difficult transition out of a hospital setting into a more permanent community-based placement
- see how the service allows individuals to experience support in a care setting but one which is robust and structured to enable any risks and behaviours to be supported.

Services are set up to respond to individual needs in a meaningful, person-centred manner. This process begins with a comprehensive needs-led assessment prior to admission to the hospital care setting. All assessments involve the individual, their family/carers, current care provider and commissioner to ensure that the needs of the individual with learning disabilities is met.

All residents have a person-centred care plan, which helps to ensure that their physical, psychological and social needs are catered for and they receive the correct support and skills required to move into supported living accommodation. For example, our staff provide patients with general support, meaningful activities, arrange community outings, teach life skills e.g. cooking, games, socialisation, promote ground leave, and where appropriate residents have the opportunity to obtain qualifications.





Multi-disciplinary opportunities to work with registered nurses from different fields, allied health, and other professionals

It is important for student nurses to have a basic understanding of the job roles before commencing a placement. Then once the student arrives at the relevant learning disability and autism service that they learn intricacies of each role as the boundaries of each role blur and merge into each other depending on the service.

Some of the multi-disciplinary roles that you will have the opportunity to work with include:



Positive behaviour support (PBS)

By working alongside the PBS team, you will learn why it is important to understand a person's behaviour, taking into consideration environmental triggers and reinforcing consequences. PBS is the basis for formulation and intervention. It is values led and promotes resident involvement. It focuses on prevention of challenging behaviour through feedback, skills training, altering or reducing triggers or reinforcements, and improving service user quality of life. It eliminates the use of punitive approaches. It has a long-term focus, is developmental and can be resident directed. The PBS team's analysis and treatment plan provide a strong basis for any intervention or treatment of the resident.



Occupational therapist

By working alongside the occupational therapy team, you will learn about the role of the occupational therapist and how occupational therapy assessments uniquely ascertain the impact of someone's learning disability on their occupational performance, highlighting how the learning disability affects their life and engagement in occupations that are important to them. Information from these assessments is used to evidence the need for and design of support packages e.g. participating in recreational activities and learning life skills. Occupational therapists also able to provide our staff with a real understanding of the strengths and needs of the patient. They provide an independent assessment of an individual's needs, allowing them to be very specific about what the resident can and cannot do as well as the amount and type of support they need.





Speech and language therapist

By working with the speech and language therapists you will gain a greater understanding of how important it is for them to work in our learning disabilities and autism service. It is crucial for the residents to receive an assessment, diagnosis and a person-centred care plan focusing on their communication impairment.

Our speech and language therapists work with a variety of different communication issues, for example:

- awareness of and response to people
- how the person communicates
- their expressive skills
- understanding of concepts and complex ideas/language
- understanding and use of signing
- use of high tech communication aids
- the use of symbols/photos and objects of reference.

Speech and language therapists also provide training for staff on all aspects of communication related to the person with learning disabilities communication needs. In addition to communication work the speech and language therapists are also part of the dysphagia multi-disciplinary team which provides a specialised service for people with learning disabilities who have eating, drinking and swallowing difficulties.



Support workers

By working alongside our support workers, you will be able to understand the importance of being part of a team, that strive to deliver exceptional care and support to the residents living within the service. A large part of the role is to help individuals gain new life skills, connect with their communities, and provide outcomes to help them to live an ordinary life. Although, you will see that support workers are also involved in reviewing a resident's care plan, as they are working with the residents 24/7. Support workers may also have additional responsibilities such as monitoring a resident's physical health and supporting patients in the administration of medication.



Administration staff

By working along our administration staff, you will gain an insight into how the service is run. For example, the importance of record keeping, receiving and processing referral, discharges, booking transportation, monitoring visitors to the service, booking staff training.



Housekeeping

By working alongside our housekeeping team, you will learn that being a housekeeper is so much more than cleaning, it's an opportunity to create a safe environment for the team as they deliver great healthcare to people in our care.



Clinical psychiatrists and assistant psychologist

By working alongside our clinical psychologists and assistant psychologists, you will gain a greater understanding of their role and how they are essential members of the team. Psychologists are trained to understand human behaviour within

What can be achieved here?

This setting can offer the opportunity to experience activity that links to the following NMC pro ciencies, click on the pro ciency to be taken to the full criteria:

Promoting health and preventing ill health

- [2.1](#)
- [2.3](#)
- [2.4](#)
- [2.6](#)
- [2.7](#)
- [2.8](#)
- [2.9](#)
- [2.10](#)
- [2.12](#)

Assessing needs and planning care

- [3.1](#)
- [3.2](#)
- [3.3](#)
- [3.4](#)
- [3.5](#)
- [3.6](#)
- [3.7](#)
- [3.8](#)
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- [3.11](#)
- [3.13](#)
- [3.15](#)
- [3.16](#)

Providing and evaluating care

- [4.1](#)
- [4.2](#)
- [4.3](#)
- [4.4](#)
- [4.5](#)
- [4.6](#)
- [4.7](#)
- [4.8](#)
- [4.10](#)
- [4.11](#)
- [4.12](#)
- [4.14](#)
- [4.15](#)
- [4.16](#)
- [4.18](#)

Leading and managing nursing care and working in teams

- [5.1](#)
- [5.2](#)
- [5.3](#)
- [5.4](#)
- [5.6](#)
- [5.7](#)
- [5.8](#)
- [5.9](#)
- [5.10](#)
- [5.11](#)

Improving safety and quality of care

- [6.1](#)
- [6.2](#)
- [6.3](#)
- [6.4](#)
- [6.5](#)
- [6.6](#)
- [6.7](#)
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- [6.10](#)
- [6.11](#)

Coordinating care

- [7.1](#)
- [7.2](#)
- [7.3](#)
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Communication and relationship management skills

1.1																		