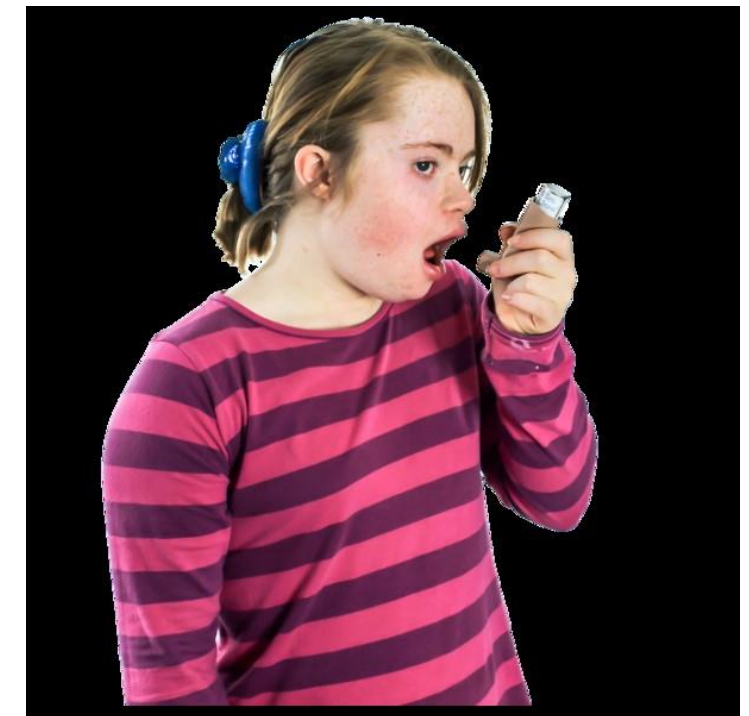
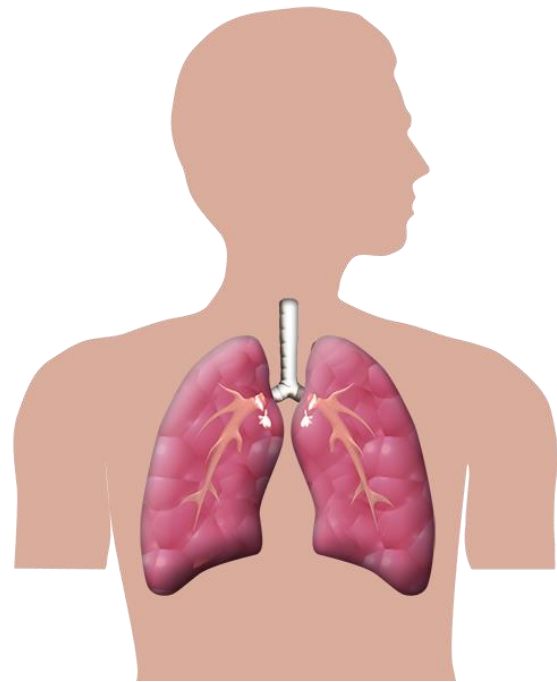


Co-Creation of a Continuing Professional Development Toolkit focused on self-management of respiratory health issues in people with learning disabilities



Dr Lisa O'Leary, Dr Daniel Dicksit , Professor Nicola Ring, Professor Nicola Roberts and Dr Margaret Dunham

Why this project is important?

Respiratory disease is a leading cause of death in individuals with learning disabilities (up to 11 times more common than those without a learning disability).

People with learning (intellectual) disabilities are at increased risk of hospitalisation or death from specific respiration conditions i.e., aspiration pneumonia (O'Leary et al., 2018; Truesdale et al., 2021).

Higher mortality rates and hospitalisation rates from COVID-19 compared to those without learning disabilities (Cuypers et al 2023; Sosenko et al 2024).

Need help from registered nurses with self-management of respiratory or breathing problems e.g., use of peak-flow meters or using inhalers).



UK pre-registration nursing programmes often do not cover respiratory skills (Roberts et al., 2022).

What do we want to achieve?

- Understand the educational needs of student nurses to better support patients with learning disabilities who have respiratory problems.
- Develop a respiratory self-management education/ CPD toolkit that could be used to help pre-registration student nurses support this patient group.
- Development and use of this toolkit will better prepare the future nursing workforce to care for the specific health needs of this vulnerable population.



Phase 1: (April –June 2024, 2 components)

d

Component 1: Respiratory Knowledge and Skills Survey via Freedom of Information (FOI) request sent to 93 universities across the UK that deliver nursing courses (all fields)

- 70/93 FOI received - completed responses (75.2%)
- 2/93 incomplete responses
- 11/93 replied saying - no nursing programme at the university
- 10/93 did not respond to the FOI

Phase 1: Knowledge and Skills Survey

Initial findings of the survey:

- The majority (N=56, 80%) of the 70 universities that responded to the FOI request in full do not teach content focussed on managing respiratory knowledge specific for people with learning disabilities.
- Only N=14(20%) universities taught 4 hours or more on respiratory skills and knowledge topics to support learning disabilities.

Phase 1: Knowledge and Skills Survey

Initial findings of the survey:

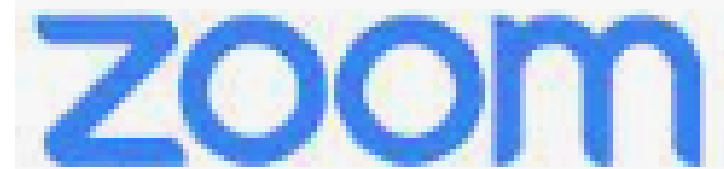
The respiratory skills specific to learning disabilities were taught to students through

- Practice placements
- Skills laboratory sessions
- Classroom teaching
- Guided Independent study (through self-study and reference materials)

Initial findings suggest that the students were taught general respiratory skills; but not specific to learning disabilities. They were encouraged to learn more skills focussed on specific diseases using guided independent study.

Phase 1 (component 2): Nominal Group Technique (NGT) workshops (June 2024)

Pilot of NGT workshop with steering group



Three workshops with N= 38 participants

- People with learning disabilities and carers from various UK locations (online)
- Pre-registration nursing students (all fields of practice) (hybrid)
- Professionals (various types and settings) (online).



What do nurses need to know to help people with learning disabilities manage respiratory health conditions?

- Knowledge and understanding of basic respiratory health (specific to learning disability) and respiratory health conditions- more lecture/classes
- Holistic and Patient centred approach (digital/hospital passport/annual health check)
- Knowledge of roles and expertise of carers, respiratory care physicians, secondary care/role of physiotherapists in postural support and non-specialist learning disability services
- Training on Sharing of information- via new apps and other innovative approaches

What Skills and competencies nurses need to acquire to manage the respiratory health of people with a learning disability?

- Demonstrate and teach patients and carers on certain home management of conditions (eg asthma)
- Non-contact assessment of respiratory illness
- Handling of various equipment and devices for management of respiratory conditions
- Effective communication- nonverbal communication, multidisciplinary working

Phase 2: Student Online Survey



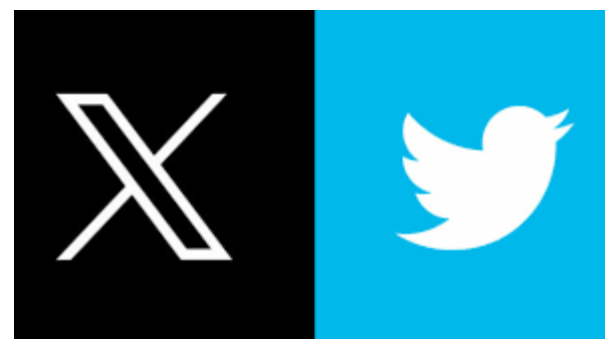
Phase 3: Co-design workshops





Thank you!

Any questions l.oleary@napier.ac.uk



@lisacoleary