

**Celebrating and Disseminating Good Practice
Across Healthcare Professions**

A Health Education England South West Virtual Event
Wednesday 5th May 2021

Dorothy House Hospice Care
Winsley, Bradford on Avon, BA15 2LE

Personal information

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Abstract

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| Title | A Reciprocal Education Programme to Combat Inequalities in End of Life Care for People with Learning Disabilities |
| Theme | Improving the Multi-disciplinary Learning Environment |
| Aim | The poster will describe the rationale, aims, method and evaluation approach for a collaborative education project, currently being developed: “A Reciprocal Education Programme to Combat Inequalities in End of Life Care for People with Learning Disabilities” |
| Overview | <p>Background and Rationale for Educational Programme</p> <p>Dorothy House Hospice Care provides compassionate care and support for people with a life-limiting illness. Services are provided whenever and wherever they are needed: at home, in the Hospice, or in the community. The Hospice respects the uniqueness of each patient and their family, and empowers them to choose the type of care they receive.</p> <p>In 2016, a Care Quality Commission report identified the inequalities that exist in end of life care, including for people with a learning disability¹. Recommendations included the provision of the knowledge, skills and support to health and social care professionals caring for vulnerable groups at the end of life.</p> <p>In line with its aim to combat inequalities, Dorothy House is seeking to introduce systemic change in the approach to end of life care for people with learning disabilities. Toward this aim, a reciprocal education programme is being developed between Dorothy House, and a local user-led Learning Disability Charity in Somerset, SWALLOW.</p> <p>SWALLOW was established in 1993 by people with learning disabilities and their families to develop a new way of meeting their needs; to provide an alternative to day centres and residential homes. Over the years SWALLOW has developed services in response to the wishes of their members. Their aim is to help as many people as they can with the resources available.</p> |



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Aims of Educational Programme

1. Dorothy House staff (multi-disciplinary members of staff working within the Hospice and the community environment) will have greater knowledge and skills in supporting those with learning disabilities.
2. SWALLOW staff (non-registered carers and senior carers) will have the greater knowledge, skills and confidence in helping those with palliative, end of life and bereavement needs.

The recipients of the programme will be 40 Dorothy House staff, and 40 SWALLOW staff.

Methods

The collaborative education programme will commence in Summer 2021 with learning outcomes aligned to national frameworks, policy and guidance (to be detailed on the poster).

The programme will offer a blended learning approach over two consecutive days face-to-face/online learning, and a further half day reflection on practice session 6-8 weeks later. It is anticipated that:

- SWALLOW staff will receive education regarding communication (the language of death and dying), end of life care planning, loss and bereavement, and support with recognising the signs of end of life.
- The Dorothy House staff sessions will consider how best to adapt the principles and tools of end of life care for people with learning disabilities, and will receive education on managing challenging behaviour.

Programme Evaluation and Discussion

It is anticipated that learning will be delivered by members of the Dorothy House Multi-Disciplinary Team, SWALLOW staff and members, Learning Disability Lecturers from a partnering University, and members of a Complex Health Needs Service.

Evaluation will include quality of programme delivery and effect of learning on practice (exact details will be confirmed prior to poster submission).

Based on the percentage of UK adults with a learning disability² and applying this to Dorothy House patients and family members cared for in FY18/19, approximately 160 patients and family members may indirectly benefit from the successful delivery of the programme.

SWALLOW currently has approximately 150 members. All SWALLOW members will benefit from staff attending the programme. However, 18 SWALLOW tenants and 22 outreach members will directly benefit.

Risks and barriers to the programme include the impact of COVID-19 (further detail to be highlighted in the poster).

Conclusion

This work highlights the importance of a collaborative approach to education to combat inequalities in end of life care for people with learning disabilities (further details will be included in the poster).

¹ Care Quality Commission (2016) *A different ending: Addressing inequalities in end of life care*. Newcastle upon Tyne: CQC.

² Mencap (2021) *How common is a learning disability*. Available from: <https://www.mencap.org.uk/learning-disability-explained/research-and-statistics/how-common-learning-disability>