

**Disability Studies 2004: Putting theory into practice**  
 Lancaster, Leeds and York Universities  
 Lancaster University, Monday 26 to Wednesday 28 July 2004

Poster presentation: Victoria Eathorne, RCN Assistant Lecturer and Disability Advisor, Cornwall Partnership NHS Trust

**Workbook available from:**

RCN version: [www.shef.ac.uk/~md1d/jw/HCPdisability/disability/papers/ddarcnbook.pdf](http://www.shef.ac.uk/~md1d/jw/HCPdisability/disability/papers/ddarcnbook.pdf)  
 Adapted version: [www.shef.ac.uk/~md1d/jw/HCPdisability/disability/papers/ddaunibook.pdf](http://www.shef.ac.uk/~md1d/jw/HCPdisability/disability/papers/ddaunibook.pdf)  
 PowerPoint: [www.shef.ac.uk/~md1d/jw/HCPdisability/disability/papers/DisabRCNTrai.ppt](http://www.shef.ac.uk/~md1d/jw/HCPdisability/disability/papers/DisabRCNTrai.ppt)  
 Also from the National Disability team website: [www.natdisteam.ac.uk](http://www.natdisteam.ac.uk) (resources section)

**Learning outcomes**  
 Learning outcomes are abbreviated here:

- Outline the DDA and amendments
- Define 'disability' and the implications for individuals and employers
- Identify and access resources, services and support locally, regionally and nationally
- Define 'discrimination' and assess Disability Discrimination
- Apply the DDA in relation to employment matters when supporting disabled members
- Give support to members around employment, education or access to services

**Employment of disabled people**  
 Reasonable adjustments:

- Transfer, altering hours/place of work
- Time off for treatment
- Modifying equipment, training
- Provision of assistants (etc.)

**The business case**  
 Recognise disabled people as:

- Employees
- Employers
- Customers
- Shareholders (etc.)

**Rights of access to services**  
 Reasonable adjustments:

- Transfer, altering hours/place of work
- Time off for treatment
- Modifying equipment, training
- Provision of assistants (etc.)

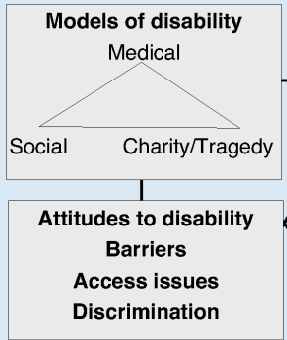
**Evaluation**  
 Standard RCN evaluation form (Likert scale) includes (as examples):

- The content of the day was relevant to my role
- Sufficient opportunity to discuss personal experiences
- Opportunity to consolidate personal experience
- Learning outcomes were met.
- Feel more confident with issues covered

**Comments**

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|--|--|--|
| Raise awareness well   | reasonable pace.                                   | Enjoyable day - no pressure. Time for discussion. Tutor knowledgeable. Good learning and opportunities. Company relaxing, enjoyable meeting. |
| Sharing knowledge and experiences very positive                  | Timing relevant (DDA).                             | Workshops were informal and facilitated well and wide range of discussion to share experiences.  |
| Thoroughly enjoyed the day. Very valuable. All expectations met. | Excellent interaction with facilitators and peers. | Handouts helpful. Video good.  |
| Well structured and at a   |  |  |

**Supporting RCN Members with disability in the clinical environment: A workbook to support a workshop (2003)**  
 Authors  
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**Disability & Discrimination**  
 What is understood by the term 'disability':

- Physical
- Sensory
- Learning disability
- Mental illness

**DDA**  
 Definitions of disability  
 Definitions of impairment

**Legal issues**

- Rights not to be discriminated against
- Reasonable adjustments

**Disability and education**  
 Main focus - SENDA 2001:

- Does not affect/impact on academic standards
- Reasonable adjustments
- Equal opportunity to benefit from education

**Practical ways of supporting learners**

- Reasonable Adjustment
- Disability Equality Training for staff
- Mentoring of learners with disability

**Poster discussion**

This poster presents an outline of a workbook to support a workshop to assist RCN representatives (and others) in supporting employees and students with disability in the clinical environment.

The boxes show how the sections link together and the main topics covered (in abbreviated form). Each of the topics is covered in the workbook with sections for reflection. The workbook is used to support a workshop. It is hoped that, by using the workbook first, participants will take part in an active, rather than passive way.

The workbook, and workshop, do not purport to be a complete overview of the DDA and related legislation, but do offer enough information to understand the principles of disability discrimination and how to support those individuals who may be experiencing difficulty related to disability.

The workbook also includes a 'further information' section, not outlined on this poster. This section offers internet addresses related to legal, support and disability information.

The workbook has been endorsed by the National Disability Team (contracted by the HEFC for England and the Dept. for Employment and Learning for Northern Ireland) to improve provision for disabled students in HE.

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