

## Social care setting

# Registered care home with nursing, learning disabilities and complex health needs: working age

## Overview of the setting

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

<a href="#">1.1</a>	<a href="#">1.2</a>	<a href="#">1.3</a>	<a href="#">1.4</a>	<a href="#">1.5</a>	<a href="#">1.6</a>	<a href="#">1.7</a>	<a href="#">1.8</a>	<a href="#">1.9</a>	<a href="#">1.10</a>	<a href="#">1.11</a>	<a href="#">1.12</a>	<a href="#">1.13</a>	<a href="#">1.14</a>	<a href="#">1.15</a>	<a href="#">1.16</a>	<a href="#">1.17</a>	<a href="#">1.18</a>
<a href="#">1.19</a>	<a href="#">1.20</a>																

Huws aims to provide a long-term relaxed and happy home environment for individuals with a learning disability and/or complex health needs who are unable to live on their own or in a family setting. People using these services may also have a range of communication and behavioural needs alongside those associated with their physical health needs.

Huws is first and foremost the home of the people we support, and we extend this welcome to the friends and relatives as well as the staff team. Understanding the individual needs of the people we support, respecting their rights to informed choice, privacy, and care and support delivered in a dignified way is our daily priority. Ensuring that the person is at the centre of our service enables us to deliver a very person-centred and holistic nursing and care service.

Huws offers both personal care and nursing care as regulated activities and as such, we're able to provide direct nursing care as well as the planning, supervision, and delegation of care. We have an established staff team who have the ethos of the organisation and the service at its heart, and this is reflected in our core values.

Key worker and named nurse roles are in place to ensure consistency and good communication between everyone involved in an individual's life. We have access to and are supported by a multi-disciplinary team to wrap services around this service provision.

Nurses and support workers work in conjunction with multi-disciplinary colleagues to establish best practice and guidance with aspects of life where additional support is required, with an ultimate aim to ensure that choice, independence and development of skills maximises the abilities of the people they support.



This type of placement setting enables the student nurse to understand the complexities of the individual and how we strive to meet the specific needs of the people we support. There are opportunities to:

- acquire a range of clinical experience such as medication administration, percutaneous endoscopic gastrostomy feeding, and manual handling
- develop the softer skills of engagement, communication, and how to anticipate people's specific needs
- develop specialist communication skills and how to use them appropriately
- develop leadership skills and influence decision making in line with best practice
- meet other professionals and contribute to support planning, rota management, assessments, and care delivery
- increase confidence in professional practice by being a reflective practitioner.

In a setting where the majority of clients don't use verbal communication, the staff develop a range of different approaches. They employ a total communication approach which means using whatever means, methods and opportunities to support individualised communication.

## Hello my name is... CH

The staff that work with me know me well and this is what they say about me:

“CH has lived at Huws for a number of years and although she doesn't use verbal communication, we're able to interpret her needs and wishes by her very subtle body language and gestures. She has an excellent sense of humour. She enjoys all the gossip that she can get hold of and is more than happy to share this information in her own unique way.

“CH wants to be fully involved with her support, she wants to know exactly what's going on and she's very good at letting us know when we don't get it right. CH doesn't see a distinction between staff members and herself. She enjoys a full and active family life, and she's included in all activities despite her very complex health needs. In short CH's personality transcends her disability on every level.”



## Clinical skills employed in this social care environment

- continuous clinical and risk assessments for each clinical domain – managing deterioration, understanding frailty and falls
- monitoring and managing the needs of people with profound and multiple disabilities and long-term conditions e.g. epilepsy management especially during and post-seizure
- undertaking and recording of clinical observations – use of SBARD communication tool to relay information, information sharing with multi-disciplinary team
- obtaining, dispensing, and administering medication
- continence care
- vaccination and immunisation (supported by Huws staff but delivered by external practitioner)
- percutaneous endoscopic gastrostomy tube care and feeding.

## People likely to be working during a normal shift

- service manager
- registered mental health nurses
- registered learning disability nurses
- adult general nurses
- support staff.



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



### **Occupational therapist**

Occupational therapists conduct assessments of individual needs and then provide/guide staff in the use of specialist equipment. They also undertake behaviour assessments and develop strategies to enable staff to work positively with individuals. All people we support have a positive behaviour support plan that's unique to them.



### **Medical practitioner**

Medical practitioners work with the staff team to meet an individual's primary care needs including medication reviews. A student nurse may support a person with their medical appointments, referrals, and house visits.



### **Speech and language therapist**

Speech and language therapists work with clients to support them with dysphagia. They also develop communication passports with individual clients and provide advice and guidance about how to use them.



### **Physiotherapists**

Physiotherapists work with individual clients and advise staff about their care, including seating solutions, mobility requirements and exercise.



### **Social workers**

Social workers from the local authority are involved in decisions about a person moving into the service and ongoing monitoring and reviews to ensure that it continues to meet the person's needs.

## What can be achieved here?

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

### Promoting health and preventing ill health

<a href="#">2.1</a>	<a href="#">2.2</a>	<a href="#">2.3</a>	<a href="#">2.4</a>	<a href="#">2.5</a>	<a href="#">2.6</a>	<a href="#">2.7</a>	<a href="#">2.8</a>	<a href="#">2.9</a>	<a href="#">2.10</a>	<a href="#">2.11</a>	<a href="#">2.12</a>
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### Assessing needs and planning care

<a href="#">3.1</a>	<a href="#">3.2</a>	<a href="#">3.3</a>	<a href="#">3.4</a>	<a href="#">3.5</a>	<a href="#">3.6</a>	<a href="#">3.7</a>	<a href="#">3.8</a>	<a href="#">3.9</a>	<a href="#">3.10</a>	<a href="#">3.11</a>	<a href="#">3.13</a>	<a href="#">3.14</a>	<a href="#">3.15</a>	<a href="#">3.16</a>
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### Providing and evaluating care

<a href="#">4.1</a>	<a href="#">4.2</a>	<a href="#">4.3</a>	<a href="#">4.4</a>	<a href="#">4.5</a>	<a href="#">4.6</a>	<a href="#">4.7</a>	<a href="#">4.8</a>	<a href="#">4.9</a>	<a href="#">4.10</a>	<a href="#">4.11</a>	<a href="#">4.12</a>	<a href="#">4.13</a>	<a href="#">4.14</a>	<a href="#">4.15</a>	<a href="#">4.16</a>	<a href="#">4.17</a>	<a href="#">4.18</a>
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### Leading and managing nursing care and working in teams

<a href="#">5.1</a>	<a href="#">5.2</a>	<a href="#">5.3</a>	<a href="#">5.4</a>	<a href="#">5.5</a>	<a href="#">5.6</a>	<a href="#">5.7</a>	<a href="#">5.8</a>	<a href="#">5.9</a>	<a href="#">5.10</a>	<a href="#">5.11</a>
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### Improving safety and quality of care

<a href="#">6.1</a>	<a href="#">6.2</a>	<a href="#">6.3</a>	<a href="#">6.4</a>	<a href="#">6.5</a>	<a href="#">6.6</a>	<a href="#">6.7</a>	<a href="#">6.8</a>	<a href="#">6.9</a>	<a href="#">6.10</a>	<a href="#">6.11</a>	<a href="#">6.12</a>
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### Coordinating care

<a href="#">7.1</a>	<a href="#">7.2</a>	<a href="#">7.3</a>	<a href="#">7.4</a>	<a href="#">7.5</a>	<a href="#">7.6</a>	<a href="#">7.7</a>	<a href="#">7.8</a>	<a href="#">7.9</a>	<a href="#">7.10</a>	<a href="#">7.11</a>	<a href="#">7.12</a>	<a href="#">7.13</a>
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### Communication and relationship management skills

<a href="#">1.1</a>	<a href="#">1.2</a>	<a href="#">1.3</a>	<a href="#">1.4</a>	<a href="#">1.5</a>	<a href="#">1.6</a>	<a href="#">1.7</a>	<a href="#">1.8</a>	<a href="#">1.9</a>	<a href="#">1.10</a>	<a href="#">1.11</a>	<a href="#">1.12</a>	<a href="#">2.1</a>	<a href="#">2.2</a>	<a href="#">2.3</a>	<a href="#">2.4</a>	<a href="#">2.5</a>	<a href="#">2.6</a>
<a href="#">2.7</a>	<a href="#">2.8</a>	<a href="#">2.9</a>	<a href="#">3.1</a>	<a href="#">3.2</a>	<a href="#">3.3</a>	<a href="#">3.4</a>	<a href="#">3.5</a>	<a href="#">3.6</a>	<a href="#">3.7</a>	<a href="#">3.8</a>	<a href="#">3.9</a>	<a href="#">4.1.1</a>	<a href="#">4.1.2</a>	<a href="#">4.1.3</a>	<a href="#">4.1.4</a>	<a href="#">4.1.5</a>	<a href="#">4.2.1</a>
<a href="#">4.2.2</a>	<a href="#">4.2.3</a>	<a href="#">4.2.4</a>	<a href="#">4.2.5</a>	<a href="#">4.2.6</a>													

### Nursing procedures

<a href="#">1.1.1</a>	<a href="#">1.1.2</a>	<a href="#">1.1.3</a>	<a href="#">1.1.4</a>	<a href="#">1.1.5</a>	<a href="#">1.1.6</a>	<a href="#">1.2.1</a>	<a href="#">1.2.2</a>	<a href="#">1.2.3</a>	<a href="#">2.1</a>	<a href="#">2.10</a>	<a href="#">2.11</a>	<a href="#">2.13</a>	<a href="#">2.14</a>	<a href="#">2.15</a>	<a href="#">2.16</a>	<a href="#">2.17</a>	<a href="#">3.1</a>
<a href="#">3.2</a>	<a href="#">3.3</a>	<a href="#">3.4</a>	<a href="#">3.5</a>	<a href="#">3.6</a>	<a href="#">4.1</a>	<a href="#">4.2</a>	<a href="#">4.3</a>	<a href="#">4.4</a>	<a href="#">4.5</a>	<a href="#">4.8</a>	<a href="#">5.1</a>	<a href="#">5.2</a>	<a href="#">5.3</a>	<a href="#">5.4</a>	<a href="#">5.5</a>	<a href="#">6.1</a>	<a href="#">6.2</a>
<a href="#">6.3</a>	<a href="#">6.4</a>	<a href="#">7.1</a>	<a href="#">7.2</a>	<a href="#">7.3</a>	<a href="#">7.4</a>	<a href="#">8.1</a>	<a href="#">9.1</a>	<a href="#">9.2</a>	<a href="#">9.4</a>	<a href="#">9.5</a>	<a href="#">9.6</a>	<a href="#">9.7</a>	<a href="#">9.8</a>	<a href="#">9.9</a>	<a href="#">10.1</a>	<a href="#">10.3</a>	<a href="#">10.5</a>
<a href="#">10.6</a>	<a href="#">11.1</a>	<a href="#">11.2</a>	<a href="#">11.3</a>	<a href="#">11.4</a>	<a href="#">11.5</a>	<a href="#">11.6</a>	<a href="#">11.7</a>	<a href="#">11.8</a>	<a href="#">11.9</a>	<a href="#">11.10</a>	<a href="#">11.11</a>						

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