

# 20<sup>TH</sup> GLOBAL NURSING EDUCATION CONFERENCE

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### The shift to excellence: a programme of change to support undergraduate nursing students with dyslexia

A framework of change has been developed upon which to scaffold changing practice supporting the needs of undergraduate nursing students with dyslexia. Individuals with dyslexia do not uniformly exhibit the same range or level of difficulty; hence the need for a multi-faceted approach. This is a structured programme of policy development, peer support and research with students, development and training of academic and practice staff, and the unwavering support of senior management across 5 domains: Effectiveness of Management Structure; Identification of Dyslexia; Effectiveness of Resources; Continuing Profession Development and; Partnership and Liaison with Learners and External Agencies. It is now incumbent on every university to make reasonable adjustments for existing students with disabilities. Moreover, universities must make provision for future students and therefore they often cannot rely on existing infrastructures, but must put systems into place to address the needs of students with a range of disabilities. Students with dyslexia are the single largest group of students with additional needs and give a basis upon which to make these changes. What was evident within this programme is that a student's dyslexia does not just happen with a classroom – it happens within a University – all sections and layers of the University, and across the student's life. We need to be able to respond, and say why and how. This programme is informed by the over-arching policy initiatives of an inclusive curriculum, and the financial costs of attrition. This programme provides the students with skills for both academic and personal success.

### Biography

Robert Stanley is a Registered Nurse for People with a Learning Disability within the UK. He has an MA in Medical Ethics and Law. He is a Senior Lecturer at Kingston University and St. George's, University of London with numerous papers on dyslexia, neuroethics, and learning disability clinical skills. He is the first recipient of the Changing Practice Award from Kingston University for his work on supporting students with dyslexia.

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