



Enterprise Innovation Partnership



Inclusion Health: Education and Training for Health Professionals

APPENDICES

Inclusion Health: Education and Training for Health Professionals

Study commissioned and funded by the Department of Health to inform the work of the National Inclusion Health Board.

Contents

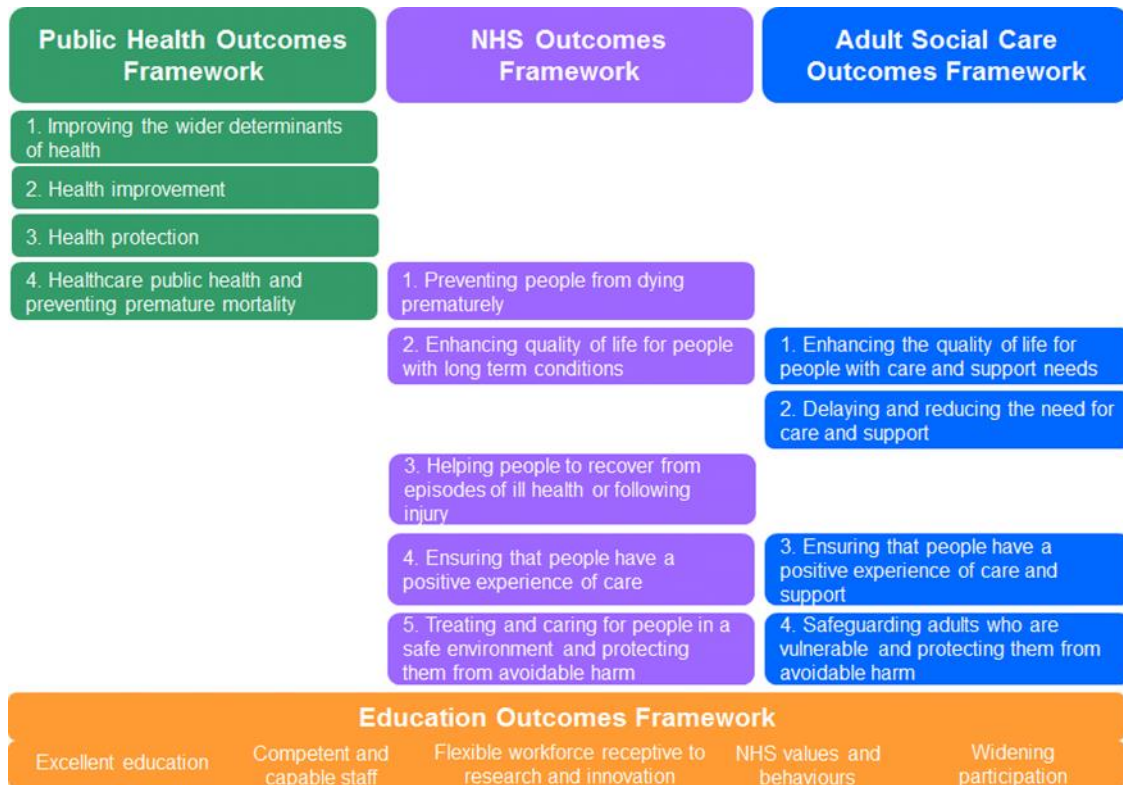
Appendix 1: Multiple access points to health services for vulnerable groups	5
Appendix 2: Alignment of Outcomes Frameworks	6
Appendix 3: Semi-structured interview and focus group questions	7
Appendix 4: Overview of information that regulatory bodies document about Inclusion Health.....	8
Appendix 5: Health and Care Professions Council reference to aspects of Inclusion Health in the profession specific standards of proficiency.....	12
Appendix 6: Royal College of General Practitioners' curriculum statements	15
Appendix 7: Other pre-registration programmes provided by responding healthcare education providers	16
Appendix 8: Health Inclusion taught as part of pre-registration healthcare programmes	17
Appendix 9: Health Inclusion assessed as part of pre-registration healthcare programmes	18
Appendix 10: Health Inequalities taught as part of Specialist Community Nursing programmes	19
Appendix 11: Health Inequalities assessed as part of Specialist Community Nursing programmes	20
Appendix 12: The approach that HEI partner organisations take to enhance the homeless curricula	21
Appendix 14: The approach that HEI partner organisations take to enhance the Roma curricula.....	23
Appendix 15: The approach that HEI partner organisations take to enhance the sex worker curricula	24
Appendix 16: The approach that HEI partner organisations take to enhance the vulnerable migrant curricula.....	25
Appendix 17: Number of academics, employed by healthcare education providers, with Inclusion Health expertise	26
Appendix 18: Medical schools methods of assessing health inequalities..	27

Appendix 19: Schools of Pharmacy’s methods of assessing health inequalities	27
Appendix 20: Number of respondents to the Network survey by specialist occupation	28
Appendix 21: Networks available to support staff working with vulnerable groups	29
Appendix 22: Respondents’ source of knowledge and skills to work with vulnerable adults	30
Appendix 23: Network members’ recommendations for pre-registration topics about healthcare needs of vulnerable groups	31
Appendix 24: Network members’ recommended topics for Specialist Community Nursing Courses	33
Appendix 25: Examples provided by Network members of post-registration/post-qualifying courses	35

Appendix 1: Multiple access points to health services for vulnerable groups



Appendix 2: Alignment of Outcomes Frameworks



Appendix 3: Semi-structured interview and focus group questions

1. What are your views about the awareness, skills, knowledge and expertise required by health and care professionals to support these groups?
2. How well do you feel the skills and knowledge for health professionals are met?
3. What do you think the learning outcomes for health and care professionals should be in this area at the point of registration?
4. What do you think the learning outcomes should be for those who work more closely with these groups as part of their daily work?
5. What training and awareness is, and should be, provided for staff working with these groups?
6. What are the challenges and difficulties for health and care professionals who support these groups?
7. What are your views on health and care professionals' knowledge of the cultures and beliefs of these groups?
8. Some of the literature refers to some services being reluctant to take on the care of these groups, what are your experiences/views on this issue and how professionals manage this?
9. It is understood that continuity of care of individuals in these groups can be very challenging and disruptive, how is this managed by health professionals?
10. Some of the literature indicates that individuals in these groups may have low health expectations, what skills and knowledge do you feel are required by health and care professionals to help manage this?
11. Are there specific skills and knowledge that have been identified as being required by professionals working with these groups?
12. Some health and care professionals may be working in isolation. What support networks and systems for supervision are there?
13. In your view, how confident do health and care professionals feel in managing individuals from these groups?
14. What are your views on raising awareness of these groups with undergraduates?
15. Some of the literature suggests that feedback from patients from these groups feel protocols are effective in supporting them, what are your views on how this issue impacts on the services provided by health and care professionals?
16. It is understood that individuals in these groups may not trust health and care professionals, how do the staff manage this challenge?

Appendix 4: Overview of information that regulatory bodies document about Inclusion Health

Regulatory body	Reference to Inclusion Health	Reference source
General Dental Council	‘Being able to describe the social determinants of health and health inequalities. ’	Dental Schools Council (2012). Preparing for Practice – Dental Teams learning outcomes for registration.
General Medical Council	<p>‘Explain sociological factors that contribute to illness, the course of the disease and the success of treatment including issues relating to health inequalities, the links between occupation and health and the effects of poverty and affluence.’</p> <p>‘Discuss basic principles of health improvement, including the wider determinants of health, health inequalities, health risks and disease surveillance.’</p>	<p>General Medical Council Tomorrow's Doctors (2011). Outcomes and standards for undergraduate medical education.</p> <p>Within the standards for teaching, learning and assessment.</p>
General Optical Council	There is no specific mention of Inclusion Health in the core curriculum or code of conduct.	General Optical Council (2011) Core curriculum: Core competencies and learning outcomes.
General Osteopathic Council	‘Sufficient knowledge of psychology and social determinants of health to provide context for your clinical decision-making and patient management.’	General Osteopathic Council (2012) Osteopathic Standards of Practice.
General Pharmaceutical Council	There is no specific mention of Inclusion Health in the standards of education and training or in the standards of conduct, ethics and performance.	<p>General Pharmaceutical Council (2011) Future pharmacists: Standards for initial education and training of pharmacists.</p> <p>General Pharmaceutical Council (2012) Standards of conduct, ethics and performance.</p>

<p>Health and Care Professions Council</p>	<p>No specific mention of Inclusion Health in the Standards of Education and Training. However, the HCPC standards of conduct, performance and ethics state:</p> <p>‘You must not allow your views about a service user’s sex, age, colour, race, disability, sexuality, social or economic status, lifestyle, culture, religion or beliefs to affect the way you deal with them or the professional advice you give. You must treat service users with respect and dignity.’</p> <p>‘You should take appropriate action to protect the rights of children and vulnerable adults if you believe they are at risk, including following national and local policies.’</p> <p>Details of reference to Inclusion Health in HCPC Standards of Proficiency can be found in appendix 5</p>	<p>Health and Care Professions Council. (2009) Standards of Education and Training.</p> <p>Health and Care Professions Council (2012) Standards of conduct, performance and ethics.</p>
<p>Nursing and Midwifery Council</p>	<p>Standards for competence to enter the register</p> <p><u>Professional values</u></p> <p>The following statements apply to all four fields of nursing (adult nursing, children’s nursing, learning disabilities nursing and mental health nursing).</p> <p>‘All nurses must practise in an holistic, non-judgmental, caring and sensitive manner that avoids assumptions, supports social inclusion; recognises and respects individual choice; and acknowledges diversity. Where necessary, they must challenge inequality, discrimination and exclusion from access to care.’</p> <p>‘All nurses must understand public health principles, priorities and practice in order to recognise and respond to the major causes and social determinants of health, illness and health inequalities. They must use a range of information and data to assess the needs of people, groups, communities and populations, and work to improve health, wellbeing and experiences of healthcare; secure equal access to health screening,</p>	<p>Nursing and Midwifery Council (2010) Standards for pre-registration nursing education.</p> <p>Nursing and Midwifery Council (2010) Standards of Competence</p>

	<p>health promotion and healthcare; and promote social inclusion.'</p> <p>Learning disabilities nursing - Specific field standard for competence</p> <p>'Learning disabilities nurses must promote the individuality, independence, rights, choice and social inclusion of people with learning disabilities and highlight their strengths and abilities at all times while encouraging others do the same. They must facilitate the active participation of families and carers.'</p> <p>Mental health nursing -Specific field standard for competence</p> <p>'Mental health nurses must work with people of all ages using values-based mental health frameworks. They must use different methods of engaging people, and work in a way that promotes positive relationships focused on social inclusion, human rights and recovery, that is, a person's ability to live a self-directed life, with or without symptoms, that they believe is meaningful and satisfying.'</p> <p>Standards for education - Standards of education apply to all fields of nursing</p> <p><u>Standard 2: Equality and diversity</u></p> <p>'To address key aspects of equality and diversity including access and participation, provision of information, promotion of inclusion, and making reasonable adjustments for people with a disability.'</p>	
	<p>Midwives</p> <p>Included in the essential skills clusters in the standards for pre-registration midwifery education.</p> <p>'At the initial consultation between the woman and the midwife the midwife must :</p> <ul style="list-style-type: none"> • Explore effectively the social, religious and cultural factors that inform an individualised antenatal care pathway for women. <p>At the initiation and continuance of breastfeeding the midwife must:</p>	<p>Nursing and Midwifery Council (2009) Standards for pre-registration midwifery education.</p>

	<ul style="list-style-type: none"> • Respect social and cultural factors that may influence the decision to breastfeed.’ 	
	<p>Specialist Community Public Health Nursing</p> <p><u>Standard of proficiency for entry to the register: Facilitation of health-enhancing activities</u></p> <p>‘Work in partnership with others to prevent the occurrence of needs and risks related to health and wellbeing. Work in partnership with others to protect the public’s health and wellbeing from specific risks. ‘</p> <p>Prevent, identify and minimize risk of interpersonal abuse or violence, safeguarding children and other vulnerable people, initiating the management of cases involving actual or potential abuse or violence where needed.</p>	<p>Nursing and Midwifery Council (2004) Standards of proficiency for specialist community public health nurses.</p>
	<p>The NMC standards of conduct, performance and ethics states:</p> <p>‘The people in your care must be able to trust you with their health and wellbeing. To justify that trust, you must:</p> <ul style="list-style-type: none"> • make the care of people your first concern, treating them as individuals and respecting their dignity • work with others to protect and promote the health and wellbeing of those in your care, their families and carers, and the wider community • provide a high standard of practice and care at all times • be open and honest, act with integrity and uphold the reputation of your profession.’ 	<p>Nursing and Midwifery Council (2008) The Code: Standards of Conduct, Performance and Ethics for Nurses and Midwives.</p>
<p>Pharmaceutical Society of Northern Ireland</p>	<p>No specific mention of Inclusion Health</p>	<p>Pharmaceutical Society of Northern Ireland (2009) Code of Ethics</p> <p>Pharmaceutical Society of Northern Ireland Standards of Education and Training</p>

Appendix 5: Health and Care Professions Council reference to aspects of Inclusion Health in the profession specific standards of proficiency

HCPC regulated profession	Reference to Inclusion Health	Reference source
Arts therapists (art, drama and music therapist)	<p>‘Understand the requirement to adapt practice to meet the needs of different groups and individuals.’</p> <p>Understand the need to take account of psychological, social, cultural, economic and other factors when collecting case histories and other appropriate information.</p>	Health and Care Professions Council (1.3.13) Standards of Proficiency Art therapists
Biomedical scientists	No specific mention of Inclusion Health	Health and Care Professions Council (1.11.07) Standards of Proficiency Biomedical scientists
Chiropodists/ podiatrists	‘Understand the requirement to adapt practice to meet the needs of different groups distinguished by, for example, physical, psychological, environmental, cultural or socio-economic factors.’	Health and Care professions Council (1.10.09) Standards of Proficiency Chiropodists /podiatrists
Clinical scientists	No specific mention of Inclusion Health	Health and Care professions Council (1.11.07) Standards of Proficiency Clinical scientists
Dietitians	<p>‘Be aware of the impact of culture, equality and diversity on practice.’</p> <p>‘Understand the wider determinants of health and wellbeing.’</p>	Health and Care Professions Council (1.3.13) Standards of Proficiency Dietitians
Hearing aid dispensers	‘Understand the requirement to adapt practice to meet the needs of different groups distinguished by, for example, physical, psychological, environmental, cultural or socio-economic factors.’	Health and Care professions Council (10.3.10) Standards of Proficiency Hearing aid dispensers
Occupational	‘Understand the specific local context of practice, including the socio-cultural diversity of the community.’	Health and Care Professions Council (1.3.13) Standards of Proficiency

therapists	<p>‘Recognise the socio-cultural environmental issues that influence the context within which people live and work.’</p> <p>‘Recognise the effect of inequality, poverty, exclusion, identity, social difference and diversity on occupational performance.’</p>	Occupational therapists
Orthoptists	No specific mention of Inclusion Health	Health and Care Professions Council (1.3.13) Standards of Proficiency Orthoptists
Paramedics	‘Understand the following aspects of behavioural science: psychological and social factors that influence an individual in health and illness.’	Health and Care Professions Council (1.11.07) Standards of Proficiency Paramedics
Physiotherapists	<p>‘Understand the following aspects of behavioural science: psychological, social and cultural factors that influence an individual in health and illness, including their responses to the management of their health status and related physiotherapy interventions.’</p> <p>‘How psychology, sociology and cultural diversity inform an understanding of health, illness and health care in the context of physiotherapy and the incorporation of this knowledge into physiotherapy practice.’</p>	Health and Care Professions Council (28.5.13) Standards of Proficiency Physiotherapy
Practitioner psychologists	‘Understand psychological models of the factors that lead to underachievement, disaffection and social exclusion amongst vulnerable groups (Educational psychologists).’	Health and Care Professions Council (1.10.10) Standards of Proficiency Practitioner psychologists
Prosthetists/ orthotists	‘Recognise the social factors affecting the rehabilitation of patients.’	Health and Care Professions Council (1.11.07) Standards of Proficiency Prosthetists/orthotists
Radiographers	No specific mention of inclusion health.	Health and Care Professions Council (28.5.13) Standards of Proficiency

		Radiographers
Social workers in England	<p>‘Be able to reflect on and take account of the impact of inequality, disadvantage and discrimination on those who use social work services and their communities.’</p> <p>‘Understand the need to adapt practice to respond appropriately to different groups and individuals.’</p> <p>‘Be aware of the impact of their own values on practice with different groups of service users and carers. Understand the impact of different cultures and communities and how this affects the role of the social worker in supporting service users and carers.’</p> <p>‘Be able to work with others to promote social justice, equality and inclusion.’</p> <p>‘Be able to use practice to challenge and address the impact of discrimination, disadvantage and oppression.’</p> <p>‘Understand in relation to social work practice: the impact of injustice, social inequalities, policies and other issues which affect the demand for social work services.’</p>	Health and Care Professions Council (25.6.12) Standards of Proficiency Social workers in England
Speech and language therapists	<p>‘Recognise the possible contribution of social, psychological and medical factors to clients’ communication difficulties and swallowing status.’</p> <p>‘Understand, in relation to the practice of speech and language therapy, sociology, including its application to educational, health and workplace settings and within multi-cultural societies.’</p>	Health and Care Professions Council (1.11.07) Standards of Proficiency Speech and Language Therapists

Appendix 6: Royal College of General Practitioners' curriculum statements

Curriculum statement	Description
Statement 2.01 The GP Consultation in Practice	<ul style="list-style-type: none"> • 'Recognise that patients are diverse: that their behaviour and attitudes vary as individuals and with age, gender, ethnicity and social background, and that you should not discriminate against people because of those differences. • Understand how the values and beliefs prevalent in the local culture impact on patient care. • Understand how the demography and ethnic and cultural diversity of your practice population impact on the range and presentation of illness in the individual consultation.'
Statement 2.04 Enhancing Professional Knowledge	<ul style="list-style-type: none"> • 'Implement a community-based approach to disease prevention through effective multidisciplinary and interdisciplinary teamwork. • Recognise the inequalities of healthcare delivery and how some evidence may not reflect the diverse nature of the population you are working with. • Use clinical examples that reflect your experience of working in the community and the impact of disease on the individual and the family in the widest sense (physiological, psychological, social and cultural).'
Statement 3.01 Healthy People: promoting health and preventing disease	<ul style="list-style-type: none"> • 'Use routinely available data to describe the health of the patient's local population, compare it with that of other populations, and identify localities or groups with poor health within it. • Engage in the implementation of locally agreed health programmes. • Demonstrate tolerance and understanding of the patient's experiences, beliefs, values and expectations regarding preventive.'

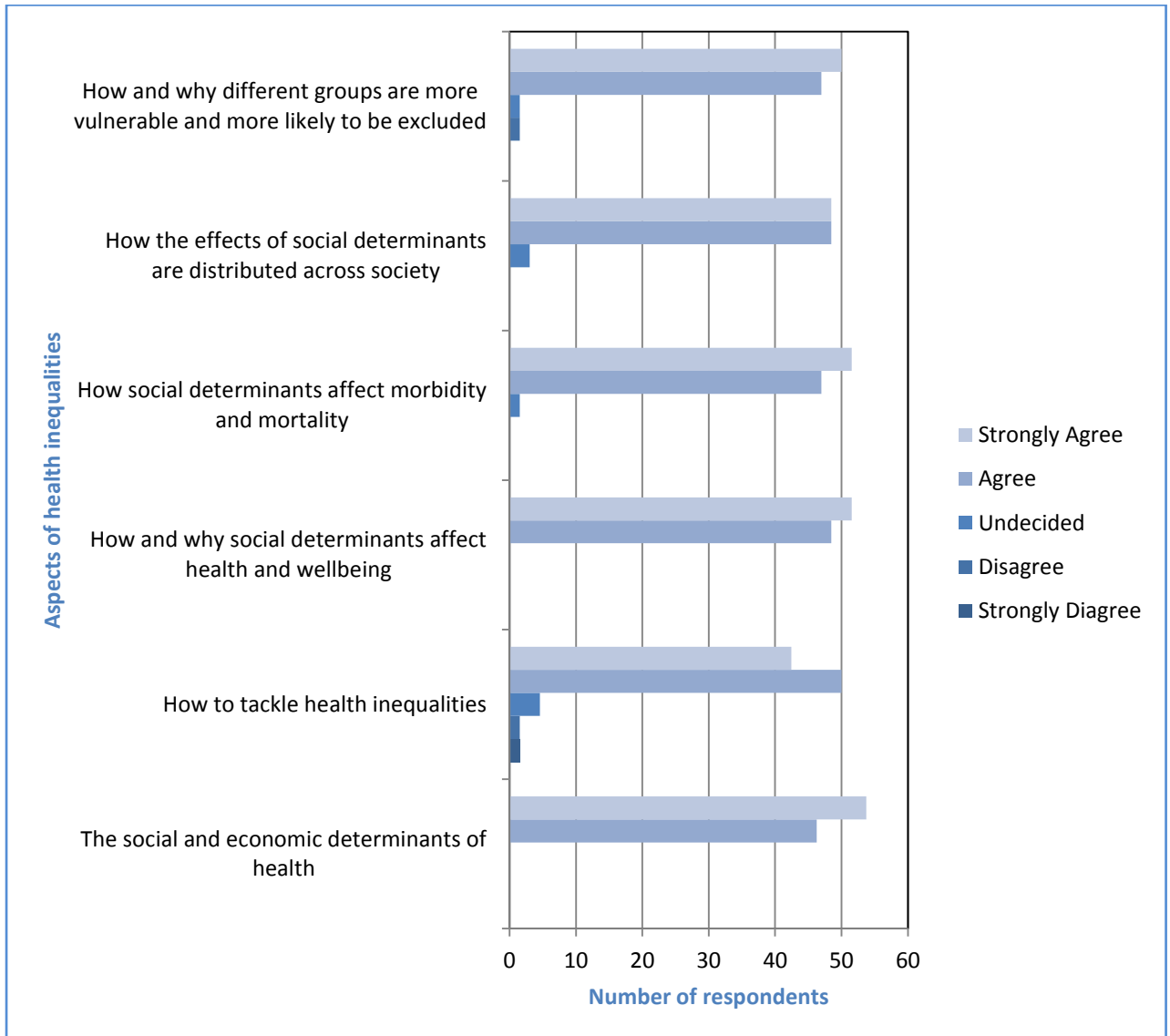
Appendix 7: Other pre-registration programmes provided by responding healthcare education providers

The programmes listed are in addition to the programmes illustrated in figure 2 section 4.3.1.1 of the full report.

Programme		Number of responding HEIs
Operating Department Practice		8
Oral Health/Dental Hygiene		3
BSc (Hons) Health and Wellbeing		2
Foundation Degrees for Support workers	Health and Social Care	18
	Primary Care	1
	Child and Adolescent Mental Health Services	1
	Mental Health	4
	Dementia	1
	Counselling	5
	Learning Disabilities	2
	Health Care Practice	2
	Integrated Children's Services	1
	Adult Health Care	1
	Oral Health Science	1
Psychological Well-being	1	
BSc (Hons) Healthcare Sciences		1
BSc(Hons) Public Health		1
BA/BSc Health Studies		1
BSc Ophthalmic Dispensing		1
BSc (Hons) in Health and Social Care		1
BSc (Hons) Speech and Language Sciences		1

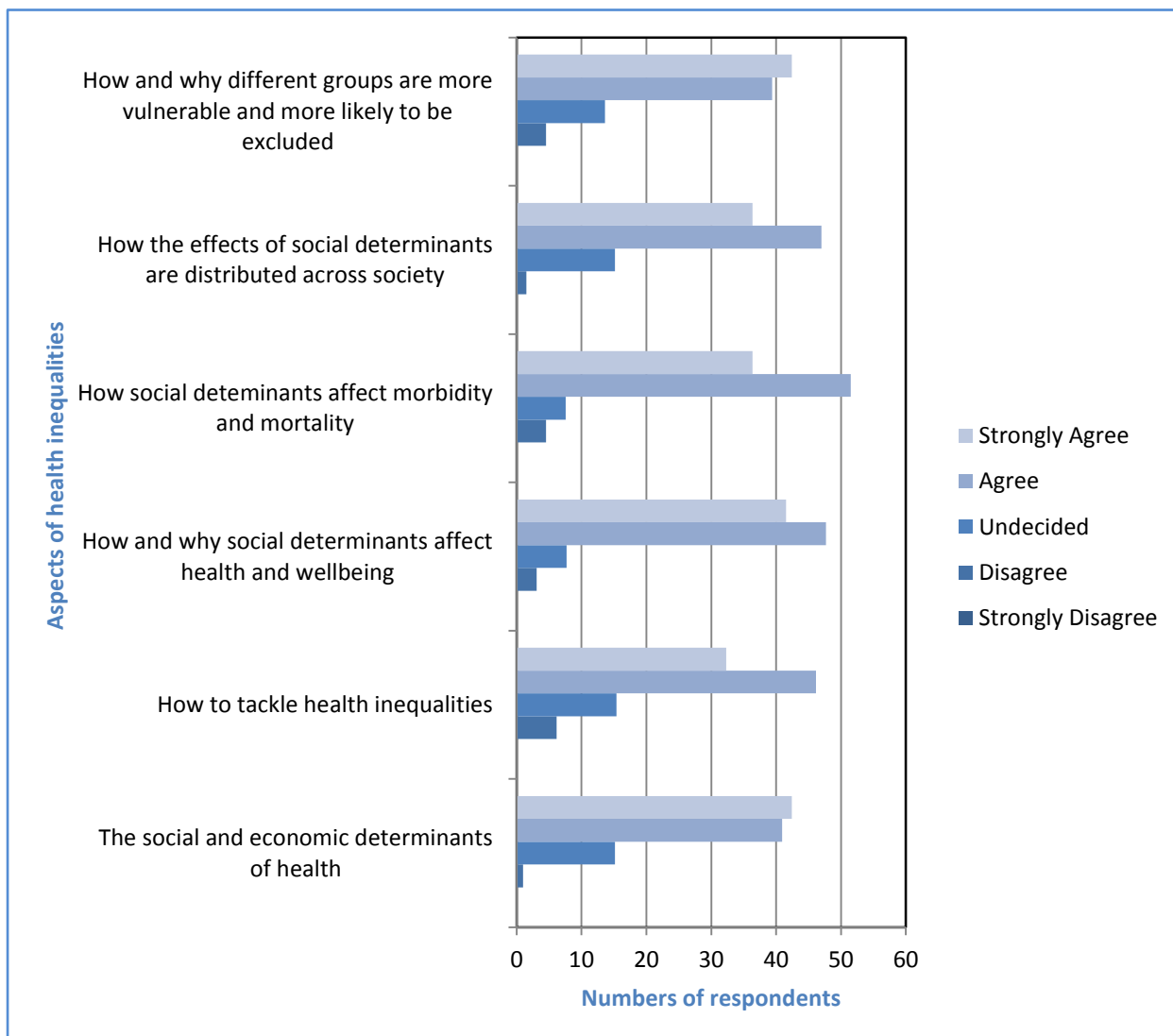
Appendix 8: Health Inclusion taught as part of pre-registration healthcare programmes

The figure below illustrates the respondents’ opinion as to whether their organisation **teaches** pre-registration students about the six aspects of health inequalities.



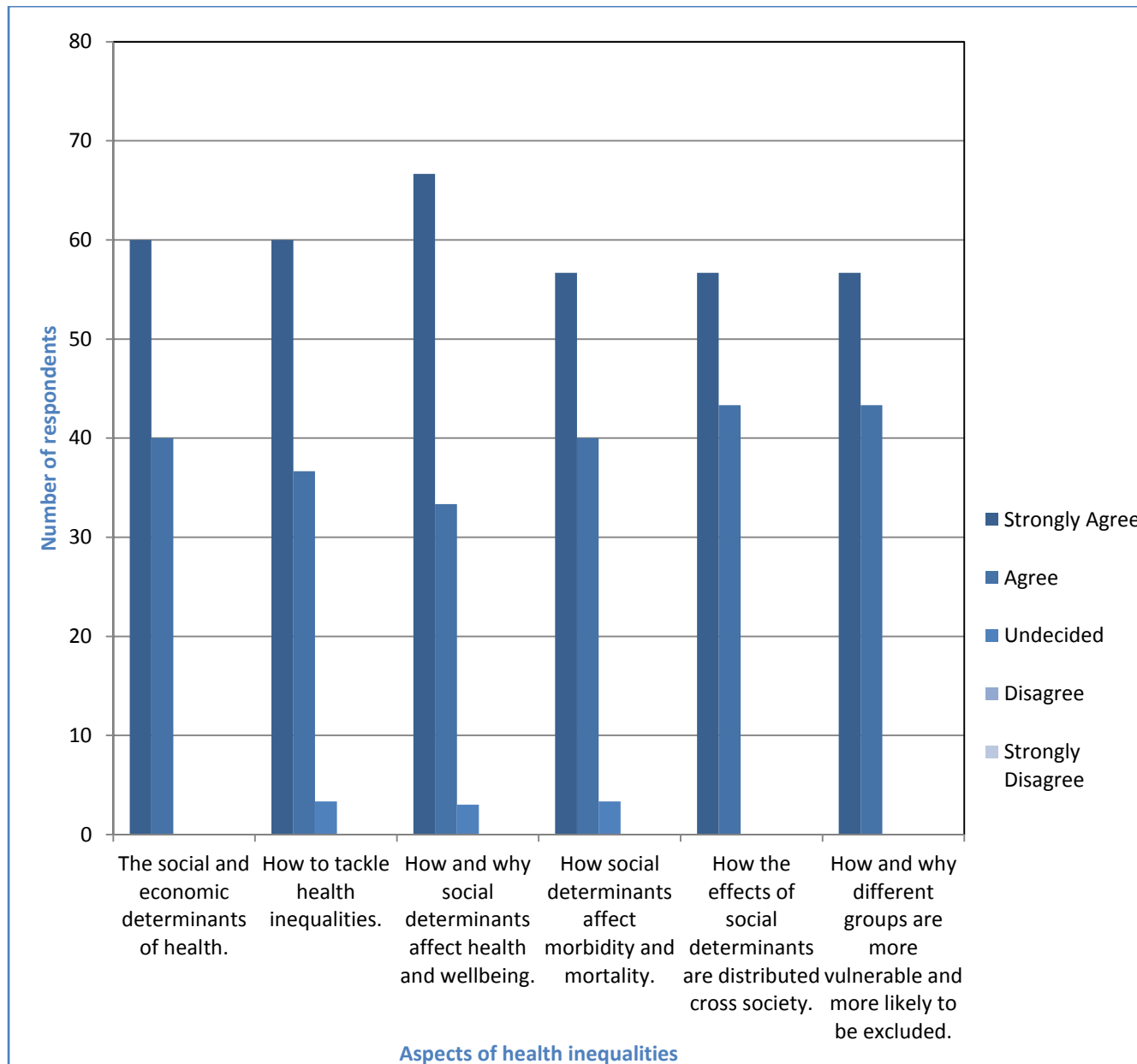
Appendix 9: Health Inclusion assessed as part of pre-registration healthcare programmes

The figure below illustrates the respondents’ opinion as to whether their organisation **assesses** pre-registration students about the six aspects of health inequalities.



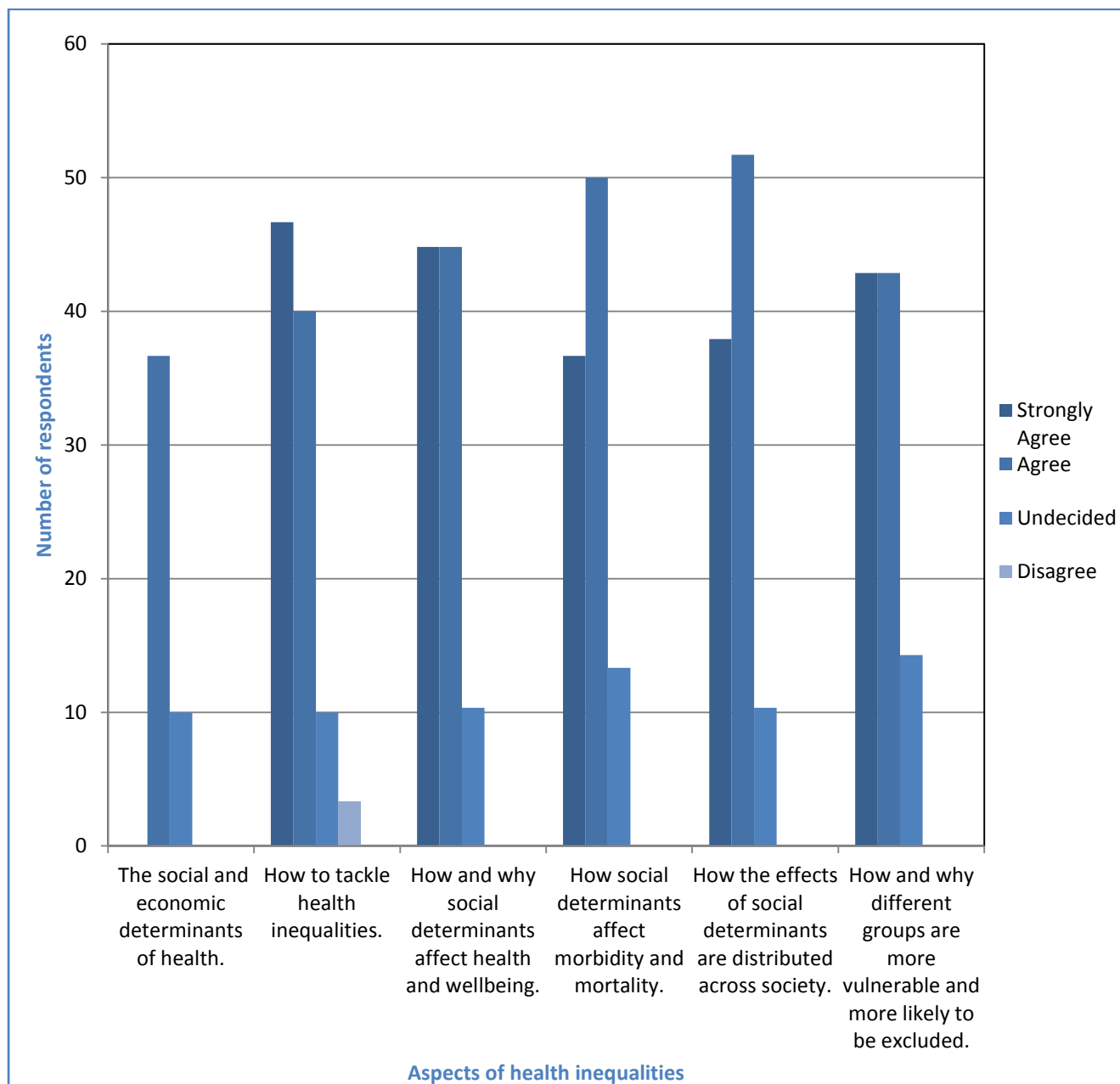
Appendix 10: Health Inequalities taught as part of Specialist Community Nursing programmes

The figure below illustrates the respondents’ opinion as to whether their organisation teaches Specialist Community Nursing students about the six aspects of health inequalities.



Appendix 11: Health Inequalities assessed as part of Specialist Community Nursing programmes

The figure below illustrates the respondents’ opinion as to whether their organisation assesses specialist community nursing students about the six aspects of health inequalities.



Appendix 12: The approach that HEI partner organisations take to enhance the homeless curricula

Partner organisation	Curriculum planning	Recruitment and selection to programmes	Teach on the course(s)	Participate in workshops	Provide practice placements	Research/projects
SWIG Portsmouth City Council	√	√	√	√		
Maple Access Practice	√		√	√	√	
Specialist Health Visitors						
Dementia carers support group	√	√	√	√		
Young carers forum						
Carers central						
Group Mash*						
Social Work - Equinox	√	√	√	√		
Local Authorities	√	√	√	√		
Social Services						
Mental Health NHS Foundation Trusts						
Homeless organisations	√	√	√	√		
Sheltered and supported housing						
London Borough of Hillingdon			√		√	
St Basils			√		√	
Catching Lives in Canterbury	√	√	√	√		
Step Ahead						
Folkestone Porchlight						
Thanet Alcoholics						
Anonymous Narcotics						
Anonymous Kent						
Council for addiction forensic and prison services.						
Cambridge and Peterborough Foundation NHS Trust	√	√	√	√		
NEPFT SEPT Zero Three homes						
MIND			√			
Scottish Council for Voluntary Organisations	√		√	√		
Glasgow centre for						

Population and Health						
Specialist Practitioners (health and social care)						
Social Services						
User/Carer Groups						
Mental Health Team specialising in the homeless	√		√	√		
Mind and other mental health charities	√		√	√		
Ex prisoner accommodation/hostels						
Total 21	13	7	16	13	3	0

*Strategic involvement in development of service user / carer initiative in a School of Health

Appendix 13: The approach that HEI partner organisations take to enhance the Gypsies and Travellers curricula

Partner organisation	Curriculum planning	Recruitment and selection to programmes	Teach on the course(s)	Participate in workshops	Provide practice placements	Research/projects
Travellers Local Authority: Northamptonshire	√		√	√	√	
Young carers forum	√	√	√	√		
Local Authorities	√	√	√	√		
Social Services						
Mental Health NHS Foundation Trusts						
East of England Local Government Association						√
Scottish Council for Voluntary Organisations (SCVO)	√		√	√		
Glasgow centre for Population and Health						
Social Services	√		√	√		
Specialist Practitioners (health and social care)						
User/Carer Groups						
Total 6	5	2	5	5	1	1

Appendix 14: The approach that HEI partner organisations take to enhance the Roma curricula

Partner organisation	Curriculum planning	Recruitment and selection to programmes	Teach on the course(s)	Participate In workshops	Provide practice placements	Research/ projects
Northampton Borough Council	√		√	√	√	
Dementia carers support group	√	√	√	√		
Young carers forum						
Carers central group						
Multi-agency Safeguarding Hub (MASH)						
Local Authorities / Social Services /	√	√	√	√		
Local ROMA group			√	√		
East of England Local Government Association						√
Strategic Migration Partnerships						
Scottish Council for Voluntary Organisations	√		√	√		
Glasgow centre for Population and Health						
Total 9	4	2	5	5	1	1

Appendix 15: The approach that HEI partner organisations take to enhance the sex worker curricula

Partner organisation	Curriculum planning	Recruitment and selection to programmes	Teach on the course(s)	Participate In workshops	Provide practice placements	Research/ projects
Sanctuary House Women's Aid	√		√	√	√	
Young carers forum	√	√	√	√		
Carers central group						
Multi-agency Safeguarding Hub (MASH)						
Equinox Care	√	√	√	√		
SAFE			√		√	
St Paul's Hostel	√	√	√	√	√	√
Worcester Rape						
Crisis Centres						
Sandyford Initiative	√		√	√		
Streets and Lanes	√		√	√		
Total 9	6	3	7	6	3	1

Appendix 16: The approach that HEI partner organisations take to enhance the vulnerable migrant curricula

Partner organisation	Curriculum planning	Recruitment and selection to programmes	Teach on the course(s)	Participate In workshops	Provide practice placements	Research/ projects
Asylum & Immigration Olympus Care	√		√		√	
Dementia carers support group	√	√	√	√		
Equinox Care	√	√	√	√		
START - Students and Refugees Together	√	√	√	√	√	√
Local Authorities	√	√	√	√		
Social Services						
Mental Health NHS Foundation Trusts						
Sheltered and supported housing	√	√	√	√		
The Home Office	√	√	√	√		
The Police and Probation service						
Social Services						
Catching Lives in Canterbury	√	√	√	√		
Stepahead Support						
Brook Advisory			√			
Somali community						
MIND						
Strategic Migration Partnerships						√
Asylum seekers	√		√			
Refugee council						
Health Scotland						
Open Drug and Alcohol Charity			√	√	√	
Refugee council	√		√	√		
Migrant groups	√		√	√		
Total 20	11	7	13	10	3	2

Appendix 17: Number of academics, employed by healthcare education providers, with Inclusion Health expertise

Vulnerable Group	Number of academics with Inclusion Health Expertise employed by different healthcare education providers																												Number of providers
	A ¹	A ²	A ³	A ⁴	A ⁵	A ⁶	A ⁷	A ⁸	A ⁹	A ¹⁰	B ¹	B ²	B ³	B ⁴	B ⁵	B ⁶	B ⁷	B ⁸	B ⁹	B ¹⁰	C ¹	C ²	C ³	C ⁴	C ⁵	C ⁶	C ⁷	C ⁸	
University code																													
People who are homeless	4	7	1		10	1	10		4	2	1			2	47	4	1		1	1		9		20	6		2	2	20
Gypsies and Travellers	2	3					2	1		1		1			12		1					1		2					10
Roma	2	3		1			2								12		1							1					7
Sex workers	2	6					5	1	3	1	2	1	1		10	2	1							10	3			1	15
Vulnerable migrants	2	7		2		1			1	2		1			21	4		1	1	1	4	4	1	10	1	3		2	20
Total by education provider	12	26	1	3	10	2	19	2	8	6	3	3	1	2	102	10	4	1	2	2	4	14	1	43	10	3	2	5	

Appendix 18: Medical schools methods of assessing health inequalities

Medical School by number	Practice Portfolio	Examination	Written assignment	Project	Presentation	OSCE
1		√				
2	√	√	√		√	
3		√				
4				√		
5	√		√			√
6		√	√	√		
7	√	√	√	√	√	√
8		√				
9		√				
10	√	√	√	√		√
11		√				

Appendix 19: Schools of Pharmacy's methods of assessing health inequalities

Schools of Pharmacy	Practice Portfolio	Examination	Written Assignment/ Essay	Project	Presentation	OSCE
1		√	√	√	√	√
2		√	√	√		
3	√	√	√	√	√	√
4		√	√			
5		√	√	√		
6	√	√	√	√	√	
7	√	√	√	√ (only a proportion of students)		√
8		√	√			

Appendix 20: Number of respondents to the Network survey by specialist occupation

Specialist occupation of QNI survey respondents		Number of respondents	
A/ Clinical professionals			
Professional group	Identified specialist role	Total within group	Number with specialist role
Community Nurse	<ul style="list-style-type: none"> Health care coordinator/advanced nurse practitioner in the Homeless Public Health Nursing Service Substance misuse nurse Outreach practice nurse Custody nurse Specialist nurse in homelessness Primary care nurse advisor Clinical nurse manager Health Inclusion Team. Mental health nurse TB nurse specialist Nurse practitioner for rough sleepers Emergency nurse practitioner Community matron health inclusion (supporting homeless, those with addictions sex workers and ex-offenders) 	48	1 3 1 1 9 1 1 5 3 1 1 1
Health Visitor	<ul style="list-style-type: none"> Public health practitioner/health visitor Health visitor with homeless families Specialist health visitor for complex and vulnerable families Senior nurse Practice placements/health visitor Health visitor for hard to reach families Specialist health visitor- homeless 	21	1 3 3 1 1 2
General Practitioner		2	
Podiatrist	<ul style="list-style-type: none"> specialist podiatrist for homeless and vulnerable people 	4	1
Occupational Therapist	<ul style="list-style-type: none"> Mental Health 	2	2
Chief Executive		2	
B/ Other groups/other jobs			
Team Leader/Team		8	
Manager	<ul style="list-style-type: none"> For a Floating Support Team supporting offenders and substance misusers Housing and support Hostel Manager Clinical team Homeless and Vulnerable and TB services Day services & clinical outreach manager 	1 1 1 1 1 1	

Others	• Associate Practitioner	1
	• Clinical lead	1
	• Deputy Community Leader	1
	• Co-ordinator Brighton Homeless Service St John Ambulance	1
	• Head of early tears	1
	• Homeless outreach worker	1
	• Library	1
	• Physician Associate (profession previous called 'Physician Assistant')	1
	• Regional Health Co-Ordinator	1
	• Senior Practitioner - Homelessness Prevention Service	1
	• Social Worker	1
	• TB case worker	1
	• Volunteer	1

Appendix 21: Networks available to support staff working with vulnerable groups

Objective of network or group		Number of responders who mentioned the network
Homeless network	Pathway UCLH, Homeless link, Street meetings, Homeless Healthcare and Homeless Housing, Local homeless group	8
Mental Health networks including Child and Adolescent Mental Health (CAMHS)		3
Lambeth Prostitution group		1
Women's Refugees group		1
Specialist young parent groups		1
Accident and Emergency frequent attender meetings		1
Asylum seekers/trafficked families group		1
Florence Nightingale London network for nurses and midwives,		1

Appendix 22: Respondents' source of knowledge and skills to work with vulnerable adults

Where respondents gained their knowledge and skills to work with vulnerable groups	Number of respondents
Work experience	72
Specialist short courses	22
In- house/organisation training	21
Peers/networking	18
Reading: official documents; journals; books and information on the internet	11
Post-registration courses	10
Conferences	9
Personal interest	8
Volunteering	8
Personal research (including masters and PhD)	7
Pre-registration education and training	7
Previous clinical experience	6
Shadowing specialists	5
Talking to homeless/clients	5
Community services/clinics	5
From families/carers	3
Supervision	3
Hospital including mental health hospitals	2
Health Visitor training	2
Life skills	2
Own background of being homeless	2
Gateway resettlement programme	1
Working with communities	1
Previous employment within mental health	1
Visiting similar teams	1
Prison services	1
Walk-in centre	1
A-level studies	1
Setting up the service and developing practice/service and training as needed	1
Educating students	1

Appendix 23: Network members' recommendations for pre-registration topics about healthcare needs of vulnerable groups

Topic	Number of times this topic was mentioned
Substance use/misuse	13
Mental health issues including Mental Health Act	13
Challenges of engaging and supporting those who don't want or don't know how to engage with services (health/care/welfare).	13
The specific health risks for these vulnerable groups*	9
How to tackle health inequalities*	9
How and why different groups are more vulnerable and more likely to be excluded*	8
How social determinants affect morbidity and mortality*	8
Impact on an individual of disadvantage: emotional trauma; homelessness; abuse; sexual exploitation; debt; asylum.	8
The specific health needs for these vulnerable groups*	6
How the effects of social determinants are distributed across society*	6
How and why social determinants affect health and wellbeing*	6
The social and economic determinants of health*	6
Alcohol awareness	6
Safeguarding vulnerable adults and children including consent and capacity.	5
Adult social care services	4
Determinants of health	4
Homelessness & health, dual diagnosis	4
How to engage with homeless people	4
Housing and welfare	3
Tri-morbidity experienced by marginalised groups: substance misuse, mental health, related physical impact of substance misuse and mental health.	3
Causes of homelessness	3
Models of care for homeless people	3
Indicators of vulnerability	3
Proactive outreach work/proactive rather than crisis management	3
Effects of homelessness	3
Tissue viability	2
Awareness raising e.g service users come to speak to students	2
Barriers to health care	2
Good practice health inequalities	2
Health needs assessment	2
Health inequalities	2
Social needs of homeless	2
Dual diagnosis	2
Impact of physical environment on parenting and health	2
Listening/basic counselling	2
Recording national data sets	1
Optimise links between primary and secondary care	1
More placement experience of working with this group	1
Learning disability	1
ADHD	1

Pathway to services	1
Pathways to helpful NGO services	1
Brief psychotherapy skills	1
Transcultural medical approaches	1
Prescribing issues	1
Working with homeless	1
Cultural issues	1
Chronic conditions	1
Stigma/discrimination	1
Risk assessment	1
How and when to refer on.	1
Effects of drugs/alcohol and multiple trauma on neuronal development and subsequent coping skills	1
Motivational interviewing	1
Build self esteem	1
Service development and service user development	1
Education	1
Child protection	1
Blood borne virus	1
Need to think differently	1

*Topics explored as part of the study

Appendix 24: Network members' recommended topics for Specialist Community Nursing Courses

Topics respondents would have liked covered as part of Specialist Community Nursing course	Number of respondents
Drugs and alcohol/substance misuse/addictions and related disease	10
Homeless health needs including families	7
How to tackle health inequalities	5
Traveller health	4
The specific health needs of these vulnerable group of people	4
The specific health risks for these vulnerable groups	4
Mental health	4
How and why different groups are more vulnerable and more likely to be excluded	3
Policy and legislation on no recourse to public funding	3
Role in supporting vulnerable groups	2
Influencing policy/ lobbying	2
Effects of abuse/trauma on mental health	2
Domestic servitude/violence	2
Sexual health, health needs of sex workers	2
Comprehensive needs assessment of vulnerable groups/risk assessment	2
Working with vulnerable groups	2
Outreach work	2
The social and economic determinants of health	2
How and why social determinants affect health and wellbeing	2
How social determinants affect morbidity and mortality	2
How the effects of social determinants are distributed across society	2
Culture	2
Caseload management	1
Migrant vulnerable groups	1
Learning disability	1
Dignity and respect for all vulnerable groups	1
Skills and techniques in supporting clients who have experienced trauma	1
Sex trafficking	1
Child exploitation	1
Physical illnesses specific to various addictions	1
Finance problems	1
Prison	1
Probation service	1
Complex needs (mental health, physical health, learning difficulties, substance misuse)	1
BME groups	1
Chronic conditions	1
Non-medical prescribing	1
Stigma/discrimination	1
Adult protection/safeguarding	1
Harm reduction	1
Patient centred care	1
Legislation	1

Female genital mutilation	1
Religion	1
Use of interpreters	1
Understanding asylum	1
Reducing barriers	1
Causality of homelessness	1

Appendix 25: Examples provided by Network members of post-registration/post-qualifying courses

Courses respondents studied during the past eight years	Number of respondents
Short courses related to issues of vulnerable groups (e.g. domestic violence, sex work, refugee health, FGM, Hep C, TB, hard to reach, personality disorders, legislation updates on housing and implications for homeless, Roma, women trafficked into country for sex industry, , suicide awareness, dealing with self-harm, team training and support meetings)	8
Drug and alcohol misuse/abuse	8
Mental health	6
Non-medical prescribing course	4
Advanced assessment course for non-medical practitioners	2
RCGP certificate in the management of alcohol problems	2
RCGP drug and substance misuse	2
MSc in Advanced Nursing Practice (Nurse practitioner pathway)	2
Domestic Abuse	2
First aid	1
Homeless conferences	1
Royal College of General Practitioners' management of hepatitis B & C course	1
Post graduate diploma on Substance misuse	1
Diploma on Asthma	1
Diploma in Sexual & Reproductive Health	1
Public health	1
MSc for the health and wellbeing of children, young people and families	1
BSc (Hons) Healthcare	1
Postgraduate diploma-child protection; addressing needs of complex families	1
Sexual Health module	1
QNI Homeless Healthcare course	1
Motivational interviewing	1
MA Crime deviance and social policy	1
BSc (Hons) Gerontology	1
PG Cert in Primary Care	1
Local safeguarding board training	1
Makaton learning disabilities and healthcare	1

Contact Us

Director

June Davis
07719 302382
Junedavis@alliedhealthsolutions.co.uk

Director

Professor Mary Lovegrove OBE
07715620020
Marylovegrove@alliedhealthsolutions.co.uk



Enterprise Innovation Partnership