**zoom\_0**

**Adam (Needs Assessor):** [00:00:04] Hi, Meghan, how are you doing?

**Meghan (Student):** [00:00:06] Yeah, I'm very well thank you. It's very hot today, but I'm, I'm very well otherwise. How are you?

**Adam (Needs Assessor):** [00:00:12] It is very warm and other than the heat I am very well thank you. And it's

lovely to meet you and I'm looking forward to having the opportunity to get to know you a bit more over the next assessment period and hopefully we can come up with some really good strategies to help you overcome barriers you may face

My name is Adam Hyland and I'm going to be your assessor for today.

I want you to know that the assessment is really an opportunity to talk through some of your experiences and this will hopefully give me opportunity to through some of those expereinces and highlight some things that might support you to reach your potential. Does that sound okay?

**Meghan (Student):** [00:01:29] That sounds great. I'm looking forward to it.

**Adam (Needs Assessor):** [00:01:32] Perfect. I know who we already checked your name and your assessee details

so that is great we won't need to cover that, I guess, it would be really good to find out a bit more about what you're up to at the moment

**Meghan (Student):** [00:01:53] Sure. So I guess the big thing that I'm doing is I'm a student at university. I'm in my second year. I've just started my second year and I'm studying osteopathy, which is, um, yeah, really, really good. I'm really enjoying it.

**Adam (Needs Assessor):** [00:02:10] That sounds exciting. What made you want to study osteopathy.

**Meghan (Student):** [00:02:16] There's a lot of things. Um, one of them was that I didn't want to do like mainstream medicine because I found it a little bit challenging to think about sort of the junior doctors pay and all of those sorts of things were a little bit worrying to me so I decided I'm not going to do mainstream medicine. I'm going to find something else

and osteopathy really spoke to me because it is all about like working specifically with an individual about what they want to be able to achieve rather than what the framework says they'll have to be able to do.

**Adam (Needs Assessor):** [00:02:51] It sounds really interesting and exciting. And are you enjoying it so far?

**Meghan (Student):** [00:02:59] Yeah, I love it. It's a really good course, but it's really, um, anatomy focused. So you have to learn all of the different blood vessels and all of the different nerves and all of the different muscles and everything, and not have information to remember like hard work. It's good.

**Adam (Needs Assessor):** [00:03:19] And i bet they've got those long and complicated names

**Meghan (Student):** [00:03:24] absolutely like such long names and half the time the names are in Latin. So you don't really know what they've actually mean. Yeah. There's a lot.

**Adam (Needs Assessor):** [00:03:36] It sounds like an exciting and challenging subject to learn which is always a good thing, I guess? Okay well in terms of your learning and your experience so far

how are you finding that at the moment?

**Meghan (Student):** [00:04:11] Yeah, it's good. So we spend like most of the day doing lectures from nine in the morning till till five and that's okay but I can focus on maybe the first lecture and then the rest of the lecture I'm a bit sleepy. Yeah. Um, and then one day a week we did it. We go observe a placement.

So we go in, I see some patients being worked with, and, um, we, we write lots of notes in those sessions or we're meant to write lots of notes. I'm not very good at that.

**Adam (Needs Assessor):** [00:04:38] Okay, good

So it sounds like there is lots of information coming your way you? And then you get to do some interesting practical work as well brilliant. So, you mentioned that you find notetaking challenging, Is there any other challenges you find in your studies?

**Meghan (Student):** [00:05:06] Yeah, I guess the big thing is when I was at school, I never had to read like research papers or papers that were super long and have this methodology and then a big section about what they did and really like there's only maybe three or four lines that are actually useful in the conclusion. So I guess the big thing for me is like reading research papers. It's really difficult because when I'm reading the papers, often the words will move around and I'm like, I find that it's kind of like a river running down the side of the page. The words fall off the edges of the, off the page. So yes, it makes reading difficult because when you've got 20 page research paper and you need to read it in an hour because you really want to watch some Netflix, um, you find that you have to keep rereading it over and over again.

**Adam (Needs Assessor):** [00:05:53] It sounds like reading and taking that information is a challenge and a barrier

thank you for sharing that

are there any other challenges you're experiencing in terms of your studies?

**Meghan (Student):** [00:06:21] Yeah, I guess the one thing is like, so when we do this note taking on a, on a Friday, in the clinic, I can make the notes in person and like jot all of that down. But then when we get back, I have to write a review of what we did in that, in the clinic that day or what we learned and it's supposed to be structured in this way, which is like introduction, um, core things

you, you saw, core things you think should be improved, how are you going to apply it to your own future clinical practice? So like structuring that is really tricky. I find like I've got loads of information and ideas, but then putting them on the page and the order that they want. It's quite difficult.

**Adam (Needs Assessor):** [00:06:58] Okay, thank you again for sharing that. So it sounds like there are 2 barriers

that you're facing, 1 is reading lots of text in one go

and how long it takes to do that and obviously with the words moving around the page that could be quite energy sapping.

It takes a while to do and then, as you just said, structuring your ideas after you've made those notes.

Is that a fair reflection would you say?

**Meghan (Student):** [00:07:59] Definitely, I'm pretty good at this sort of like planning my time. I'm turning up at lectures on time. Like those things I'm pretty good at that. Um, but the, you know, like writing the notes and writing up the reports that they want is really tricky and then you've got to like reference all of the, all of the research that you supposed to have read, into those things.

So I have to be able to have like, read all of that and understood it before I put it into my notes as well. It's got to be like a way that I can mash it all together.

Okay

**Adam (Needs Assessor):** [00:08:29] well, i'm just

trying to listen

to you and understand your

challenges and picture

Your experiences so you can flourish even more than what you're doing..

Yeah, there's two things i'd like to recommended you look at and think using if that's ok. Right.

**Meghan (Student):** [00:09:20] Great

**Adam (Needs Assessor):** [00:09:26] Just thinking about your reading, do you have access

**Meghan (Student):** [00:09:26] to MS word? yes I've got and all the microsoft things from my uni

**Adam (Needs Assessor):** [00:09:30] brilliant that's really good and useful to know. Not alot of people know but word has lots of built in accessibility an actual is thinking about the background colour in word.. I don't know whether you've ever considered this

**Meghan (Student):** [00:09:53] No never

**Adam (Needs Assessor):** [00:09:55] for some people who find reading challenging especially

when words jump around, changing the background colour can support visual fatigue and and you can do it in about 2 clicks of a button i'd recommend looking into that and selecting a pastel

shade, normally pastel colours work really well, so I think that would be 1 thing I recommend trying

**Meghan (Student):** [00:10:43] That sounds great,when I read from like paper documents, I've always been the kind of person that likes to highlight loads of things in different colours. It was much easier for me to read. I think that's kind of like the same, same approach.

That sounds cool.

**Adam (Needs Assessor):** [00:10:56] Yeah. So I would definitely give that a go. So I will recommend that in your report

and signpost you to that. But also, Word has a function called immersive reader and this is a tool we generically call text to speech

and what we mean by text to speech is the computer can

look at the text on the screen and then read it aloud I'm distracted. I use text to speech because I am a dyslexic learner myself

and I find I can process information alot quicker by listening to it instead of reading it.

That might be something that works for you I really recommend giving it a go

You can change the speed but it might mean you don't have to focus on the letters and the words but on what it is reading outmore

I don't know if you've got any thoughts on that idea?

**Meghan (Student):** [00:12:39] That sounds cool. I've never, I guess I've never tried listening to things in kind of a document kind of way, but if I listen to an audio book, it's much easier for me to kind of think about what's being said, then if I like got the physical book out, read the book.

**Adam (Needs Assessor):** [00:12:53] There you go.

That's interesting. I really think that strategy will work for you. At least, definitely worth giving it a go.

and if you're already using audio books it won't be too dissimilar. So I'll also recommend word's immersive reader in this report for you as well, is that okay?.

**Meghan (Student):** [00:13:25] Yeah, that sounds great thank you.

**Adam (Needs Assessor):** [00:13:28] Well, if we could move on now to the other barriers that we talked about which was structuring written work, I think 1 tool that would be really useful for you to look at is a tool called XMind.

XMind is a minmapping tool.. Now I know some people have tried mindmapping on paper before

and it doesn't always feel like it's a good fit for them but mindmapping digitally on the computer is quite a different experience. Using XMind means

that you'll be able to get your ideas and notes down in which ever order

they come out and you've written them down in and XMind allows you to move those ideas around the screen.

You know when earlier you were saying you find it challenging to create that structure, what we can do with XMind is you can move your ideas and create structure once

you've got your main points down and then once you've got structure you can use XMind to bring those ideas to life and maybe expand on those ideas that can create a structure list that

of areas you can then go away and expand on, maybe by copying them into word, um, and it just means that you spend less time and energy working with that structure and more time on the actually important bit which is the topic that you are writing about

and being able to really show your academic ability

by getting everything that's in your head down in a structure that is alot easier to come up with using a mindmap.

**Meghan (Student):** [00:16:10] That sounds really good, I love that I can just throw everything at the page and then put it into the order I want. The only thing that I, my uni are really funny they like us to submit everything as a word document. So I don't think I'd be able to submit a mind map.

**Adam (Needs Assessor):** [00:16:25] That's fine. What you can do is you can export it and export your ideas and what what will do is it will export a list of your topics in the order you've structured them in the mindmap. So you don't need to submit your mindmap, once you've got this list of ideas in word you can pad those out with more text and turn it into much of of an assignment looking

document to

submit.

That sounds brilliant. . I love it. Can't wait to try it.

Great. Okay. I'll definitely recommend XMind which is a free tool, and it would be good to hear what you think once you've given it a go.

**Meghan (Student):** [00:17:37] Definitely. I'm really excited. That sounds great.

**Adam (Needs Assessor):** [00:17:41] Great! Is there any other questions you have or things that you want to share that you think might be useful?,

**Meghan (Student):** [00:17:50] No, I don't think so. That was really helpful. Thank you.

**Adam (Needs Assessor):** [00:17:54] Brilliant,

well I will write up this needs assessment ,

and , just capture our discussion,.

And, um, make sure I can give you detail about whywe've recommended

assistive technology and I'll send it across to you.

**Meghan (Student):** [00:18:23] Thank you so much for your time. It's been really really helpful..

**Adam (Needs Assessor):** [00:18:26] Lovely to meet you if you have any

thing else you want to share or any questions then please do get in contact

**Meghan (Student):** [00:18:35] Brilliant. Thank you. Bye.