

Your Health



Health Partners **Newsletter** October 2021



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Stoptober

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Let's start stopping: Stoptober



Facts

- Smoking is one of the biggest causes of death and illness in the UK, killing an estimated 75,000 people each year
- Smoking causes at least 15 different types of cancer: lung, larynx, oesophagus, oral cavity, nasopharynx, pharynx, bladder, pancreas, kidney, liver, stomach, bowel, cervix, leukaemia, and ovarian cancers
- Half of all long-term smokers die early from smoking-related diseases, including heart disease, lung cancer and chronic bronchitis
- Tobacco smoke contains over 4,000 chemicals including tar and nicotine. Every time you smoke, they go straight into your body through your lungs
- Passive smoking: second-hand smoke is dangerous, especially for children. People who breathe in second-hand smoke regularly are more likely to get the same diseases as smokers
- 506,100 hospital admissions were attributable to smoking (2020)
- The cost to society of smoking is £14.7 billion a year and the cost of heartache and ill-health to families and individuals is infinite.

So let's start stopping. Why quit?

- Quitting can make a big difference to your health. It is never too late to stop smoking to greatly benefit your health
- Many people have given up smoking. In 1972, c.50% adults in the UK were smokers. By 1990 this had fallen to c.30%. At present, c.14% of UK adults are smokers
- Quitting helps you live longer - men who quit smoking by the age of 30 add 10 years to their life. People who kick the habit at 60 add three years to their life
- You'll feel better and have more money to spend on other things that you enjoy
- Quitting lets you breathe more easily - your lung capacity improves by up to 10% within nine months
- Quitting gives you more energy - within two to twelve weeks of stopping smoking, your blood circulation improves
- Quitting can help you feel less stressed - replacing smoking with a healthier, better way of dealing with stress can give you some real benefits
- Quitting improves fertility - the lining of the womb improves and men's sperm can become more potent
- Quitting slows facial ageing and can delay the appearance of wrinkles
- Quitting means less tooth staining and horrid breath, reduced gum disease and prematurely lost teeth
- Quitting protects your loved ones from second-hand smoke
- Quitting smoking slows mental decline - it's five times faster in smokers over 65 years of age
- Quitting saves you money - just think what you can spend your savings on!
- Help is available if you want to stop smoking but are finding it difficult.

It's never too late to benefit from stopping. Being smoke-free not only adds years to your life, it also greatly improves your chances of a disease-free, mobile, happier old age.

If you're a smoker, stopping smoking is the single most important step you can take to protect the health of your heart.

How do I stop?

- Talk to your doctor or pharmacist. You can find help at your local doctor's surgery, chemist or speak to your OH provider
- Find an NHS Stop Smoking Service in your nation. You can get face-to-face support to quit smoking free from the NHS. There's more support than ever before.

What happens to your body when you stop smoking?

- After 20 minutes: pulse rate returns to normal
- After eight hours: nicotine and carbon monoxide levels in blood reduce by more than half and oxygen levels return to normal
- After 48 hours: carbon monoxide is eliminated from the body. Lungs start to clear out mucus and other smoking debris
- After 48 hours: there is no nicotine in the body. Ability to taste and smell is improved
- After 72 hours: breathing becomes easier. Bronchial tubes begin to relax and energy levels increase
- And over the next few years, your circulation improves, your risk of heart disease and lung cancer drop.

Sources & Help:

England

<https://www.nhs.uk/better-health/quit-smoking/findyour-local-stop-smoking-service/>

Scotland

<http://www.healthscotland.scot/search?q=stop+smoking>

Wales

<https://phw.nhs.wales/services-and-teams/healthy-working-wales/health-at-work-guidance/smoking/>

Northern Ireland

<https://www.nidirect.gov.uk/news/help-available-if-you-want-quit-smoking>

<https://www.gov.uk/government/publications/alcohol-drugs-and-tobacco-commissioning-support-pack/tobacco-commissioning-support-pack-2019-to-2020-principles-and-indicators>

<https://www.cancerresearchuk.org/about-cancer/causes-of-cancer/smoking-and-cancer>

<https://www.gov.uk/government/publications/stoptober-campaign-evaluation>





What is Dyslexia?

Dyslexia is a common learning difficulty. It can cause problems with reading, writing and spelling. However, it does not only affect these skills.

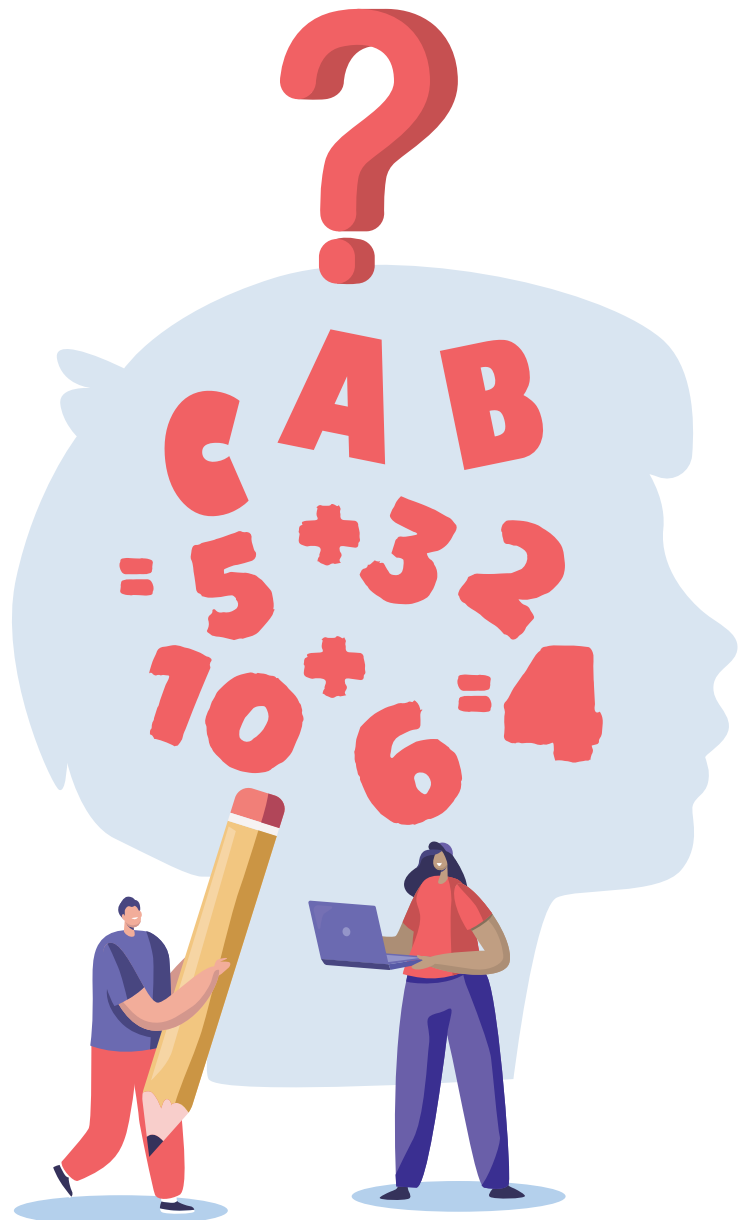
Dyslexia is actually about information processing. Dyslexic people may have difficulty processing and remembering information they see and hear, which can affect learning and the acquisition of literacy skills. Dyslexia can also impact on other areas such as organisational skills.

It is a specific learning difficulty but, unlike a learning disability, a person's intelligence isn't affected.

It's estimated up to one in every ten people in the UK have some degree of dyslexia.

Dyslexia is a neurological difference and can have a significant impact during education, in the workplace and in everyday life. As each person is unique, so is everyone's experience of dyslexia. It can range from mild to severe, and it can co-occur with other learning differences. It usually runs in families and is a life-long condition.

It is important to remember that there are positives to thinking differently. Many dyslexic people show strengths in areas such as reasoning and in visual and creative fields.



What is dyslexia?

What are the symptoms of dyslexia in adults?

Each person with dyslexia will experience the condition in a way that is unique to them and, as such, each will have their own set of abilities and difficulties. However, if you know what to look for, there are common signs that can help you to identify whether the difficulties being experienced could be indicative of dyslexia and would suggest that further investigation could be beneficial.

Do you:

- Confuse visually similar words such as cat and cot
- Spell erratically
- Find it hard to scan or skim text
- Read/write slowly
- Need to re-read paragraphs to understand them
- Find it hard to listen and maintain focus
- Find it hard to concentrate if there are distractions
- Feel sensations of mental overload/switching off
- Have difficulty telling left from right
- Get confused when given several instructions at once
- Have difficulty organising thoughts on paper
- Often forget conversations or important dates
- Have difficulty with personal organisation, time management and prioritising tasks
- Avoid certain types of work or study
- Find some tasks really easy but unexpectedly challenged by others
- Have poor self-esteem, especially if dyslexic difficulties have not been identified in earlier life.

Take a look at the adult dyslexia checklist

<https://cdn.bdadyslexia.org.uk/documents/Advice/Adult-16/Adult-Checklist.pdf?mtime=20190409151233>

You can also speak to your OH department or GP to find out more about dyslexia screening. This can give an indication of dyslexia and assessment, which is a formal identification.

I've been diagnosed as dyslexic. What do I do now?

Dyslexia is covered by the Equality Act 2010 and, as such, employers have a legal duty to ensure employees are not discriminated against. Employers must make reasonable adjustments to the workplace to enable the member of staff to carry out their role to a satisfactory standard.

You do not need to have had a diagnostic assessment in order for reasonable adjustments to be put in place in the workplace. A workplace needs assessment will help to determine the reasonable adjustments which will best support you.

Examples of reasonable adjustments:

Reading:

- Give verbal as well as written instructions
- Highlight important points in documents
- Use voicemail rather than written memos
- Supply screen-reading software or a Reading Pen
- Print resources on coloured paper and change background colour of computer screens and presentations.

Reading and writing:

- Allow plenty of time to read and complete a task
- Discuss the material with the employee, giving summaries and/or key points
- Present information in other formats, e.g. audio or video, drawings, diagrams and flowcharts
- Offer/use mind-mapping software
- Offer/use digital recorders
- Offer/use speech to text software
- Ask someone else to take the minutes of meetings.



What is dyslexia?

Spelling and grammar:

- Spell checker on all computers
- Offer assistive text software on all applications, where possible.

Computer work:

- Change background colour of screen to suit individual preference
- Supply anti-glare screen filter
- Allow frequent breaks, at least every hour
- Alternate computer work with other tasks where possible
- Avoid continuous all day computer work.

Verbal communication:

- Give instructions one at a time, slowly and clearly without distractions
- Write down important information or encourage the employee to take notes
- Write a memo outlining a plan of action
- Provide a digital recorder to record presentations/training
- Check understanding.

Concentration:

- Make sure there is a quiet space available away from distractions such as doors, busy phones, loud machinery
- Allocate a private workspace if possible
- Allow an employee to work from home occasionally, if possible
- Use a “do not disturb” sign when tasks require intense concentration
- If interrupting, allow the person to pause and write down what they are doing to refer to when resuming work.

Appointments and deadlines:

- Remind the person of important deadlines and review priorities regularly
- Encourage the employee to use the daily calendar and alarm features on his/her computer or work phone.

Organisational tips:

- Ensure that work areas are organised, neat and tidy
- Keep items where they can be clearly see, for example shelves and bulletin boards
- Ensure the team returns important items to the same place each time
- Colour code items, if appropriate
- Ensure work areas are well lit
- Organising workflow
- Prioritise important tasks
- Create a daily, dated “To Do” list
- Use and share diaries
- Write a layout for regular tasks with appropriate prompts, for example for meetings or taking notes
- Build planning time into each day.

Supporting directional difficulties:

- Always try to use the same route
- Show the route and visible landmarks
- Give time to practise going from one place to another
- Supply detailed maps
- Supply GPS car navigation system.

Sources

<https://www.nhs.uk/conditions/dyslexia/>

<https://www.bdadyslexia.org.uk/>

