

YorkSpace Collection

Work-Integrated Learning, Accessibility, Accommodations (WILAA)

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UNLOC (2018-2020).



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UNLOC Research Project Material

Template Used to Extract Data in Scoping Review

Created in 2020

Summary

As part of UNLOC the researchers completed a scoping review of literature related to accommodations in work-integrated learning. This document provides an example of the template used to manage the data from literature found in the scoping review.

Associated with Publication

Epstein, I., Stephens, L., Severino, S. M., Khanlou, N., Mack, T., Barker, D., & Dadashi, N. (2020). "Ask me what I need": A Call for shifting responsibility upwards and creating inclusive learning environments in clinical placement. *Nurse Education Today*, 92, 104505. <https://doi.org/10.1016/j.nedt.2020.104505>

Document Details

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UNLOC Partners



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Template Used to Extract Data in Scoping Review

Template for data extraction and analysis guided by Arksey, H., & O'Malley, L. (2005). Scoping studies: towards a methodological framework. *International Journal of Social Research Methodology*, 8(1), 19–32. <https://doi.org/10.1080/1364557032000119616>.

(1) Author & (2) Title	(1) Country & (2) Discipline	Terms used to describe students mental health / disability	Conceptual Framework	Research Methodology (1) Design (2) Sample Selection/Size (3) Data Collection and Analysis	(1) Outcomes (2) Findings & (3) Ethics Recommendation
Example found in the next row.					
(1) Wray (2013) (2) Making the nursing curriculum more inclusive for students with specific learning difficulties (SpLD): Embedding specialist study skills into a core module	(1) United Kingdom (2) Nursing students	Used Person-Frist Language. Specific Learning Difficulties (SpLD) dyslexia, dyscalculia and dyspraxia	Explore the impact of 9 study skills for students with specific LD into curriculum on pre-registration nursing students.	(2) Two cohorts September 2009 (n= 257) & February 2010 (n = 127) took part = total of 300 students completed questionnaire (3) The study design was principally descriptive and evaluative with some comparative analysis using retrospective data.	(2) Embedding study skills sessions had positive benefits for students with specific LD to have contact with support services, progression and had widespread perceived satisfaction-reflection and learning techniques were particularly well received.