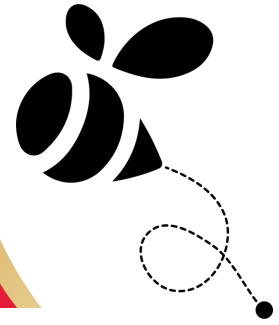


research snapshot

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“Ask Me What I Need”: Shifting Responsibility for Inclusive Learning Environments in Clinical Placement

WHAT IS THE RESEARCH ABOUT?

More disabled students are entering postsecondary education programs. Many of these programs require students to do some form of WIL to graduate. Yet, colleges and universities tend to focus on classroom accommodations. As a result, disabled students lack equity in WIL. Research has found that there are more significant issues with accommodation during WIL in areas like nursing. The researchers are concerned by this finding as lack of equity in WIL can lead to inequity upon graduation, as WIL is often a bridge to work in a student's field.

This research explored the experiences of clinical instructors and disabled students in relation to accommodations during WIL in nursing programs.

WHAT YOU NEED TO KNOW:

Lack of consideration of accommodations in work-integrated learning (WIL) leads to a lack of equity. We can address equity concerns in WIL by shifting responsibility from disabled students to clinical staff and administrators while listening to disabled students needs and concerns.

WHAT DID THE RESEARCHERS DO?

The researchers worked with 28 participants. Half were disabled students, and the other half were clinical instructors. They gathered data in three ways. First, they collected demographic data. Then participants complete take home diaries over 7 to 10 days. The diaries had open-ended questions and scenarios associated with WIL accommodations. Finally, participants took part in a semi-structured interview. The interviewers used the demographic data and the dairies to guide the discussions with participants. The interview guide, demographic data, and dairies are on AcTinSite's YorkSpace.

WHAT DID THE RESEARCHERS FIND?

The researchers found three themes to accommodations during WIL. These themes are:

- The clinical environment is resistant to the use of technology or time-based accommodation.
- The nursing field has a belief that there is a conflict between nursing and having a disability.
- Need to shift responsibility from disabled students to staff and administrators. Yet, there is a need to listen to disabled students experiences and needs.

The researchers noted that the clinical environment where WIL takes place is a space with ridged roles. These roles have different degrees of power connected to them. These degrees of power can shift when a person with an oppressed identity enters this space, making it hard to navigate these spaces equitably.

WHAT ARE THE RESEARCHERS PROPOSING?

These researchers call for three things to make it easier to access accommodations in nursing WIL. First is a shift in the nursing landscape to be led by education and medical institutions to address ridged skill development ideas. Secondly, they call for supportive networks of professionals to develop clear accommodation policies for WIL. Finally, this work must be driven by the needs and knowledge of nursing students with disabilities.

HOW CAN YOU USE THIS RESEARCH?

You work at a Health Care Institute: Review policies for accommodation during WIL.

You work at a College or University: When connecting with WIL sites, ask about their policies for accommodations so you can guide disabled students through the process at different locations.

You are a Policy Maker: Review accommodation policy and assess if changes are needed to meet the needs of disabled students who participate in WIL at your institutions.

ABOUT THE RESEARCHERS

Dr. Iris Epstein is currently an assistant professor at School of Nursing, a faculty member of Critical Disability Studies program and the co-founder of i.r.i.s lab at York University.

KEYWORDS

Nursing students with disability identity, Nursing clinical placement, Scoping review

CITATION

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