

ACTon Instructor Video:

Communicating about accommodations in educational Placements

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SCENARIO A**1/1 EXT. CAFÉ – MORNING****1/1**

TYRA (30s, tenured placement instructor, racialized), CINDI (30s, part-time contract placement instructor, racialized) and GEORGE (40s full-time placement instructor, hard of hearing, racialized) enter the café's patio seating area and sit around the table with their coffee cups.

TYRA

(sipping from coffee)

So Cindi, how do you feel about this upcoming semester?

CINDI

(shaking head)

Thought that one year of instruction under my belt, would make it easier this year. But I was wrong. Course prep is *so much* work and so last minute!

Just got my list of students, did you guys get yours?

TYRA

Yep, got the email today too... It does get a little easier, Cindi. I've been at this for 15 years, and now have a pretty good sense of what to expect.

GEORGE

So tell me, Tyra, after all these years, what's your secret to keeping your placement instruction --fresh?

TYRA

Well, this year I'm trying to introduce more inclusive teaching strategies.

GEORGE

Interesting... So far, I've never had a student identify with a disability in my clinical placement. Actually, last year I *think* I had a student who had a disability. But they didn't bother to come forward.

TYRA

(skeptical)

So what made you think they had a disability?

GEORGE

Well, they *really* struggled in the placement. Then, they took a week off because they were *supposedly* sick.

TYRA

(sternly)

George, you sound incredibly ableist!

GEORGE

No, no, that's not what I meant. Look, I'm sorry if that sounded discriminatory. It's just... I could *tell* the student was struggling, but I had no idea about how to support them.

It then crossed my mind that maybe they had a disability. (Shrugs) But they didn't say anything.

(looking from Tyra to Cindi)

Look, the program should share this information with instructors, especially to help us with course planning.

CINDI

That would break the student's confidentiality. (turns to Tyra) Tyra, you seem to know a lot about this stuff.

TYRA

Not really. Last year I attended an online training workshop on inclusion and accessible teaching and a disabled student was one of the facilitators.

They talked about dealing with the stigma and ableism from instructors and the institution..

It was only a couple of hours, but I'm glad I did it. Learnt a lot. (Cindi looks impressed, George looks more skeptical)

CINDI

Sounds amazing,

TYRA

(nodding)

Ya, they run them pretty regularly, I can send you a link...

CINDI

Would be great...But I'm not sure I can attend. My limited term contract sometimes excludes me from professional development.

GEORGE

(nodding)

Don't get me started on contract teaching! I'd love more professional development, but I'm swamped with course prep!

My approach is to support all my students, equally. Honestly, I worry about what will happen to students using accommodation on campus, when they get a job out there, in the real world.

TYRA

(dismayed)

George, I disagree so much with what you just said. We have to stop thinking about accommodating as "extra work", it's part of our job as instructors! (exasperated)

It's a total myth that accommodations give students unfair advantages *or* that they're somehow *less trained* or professionally incompetent.

Accommodations *support students to meet learning outcomes!* (George looks embarrassed)

CINDI

(looking at Tyra)

So then, what strategies will you use this term to make your course more inclusive?

TYRA

I'm following a strength-based learning approach, and use Universal Design.

So, for instance, when I meet my students – *on the very first day of placement* – I'm going to *explicitly* invite students who identify as having a disability to set up a meeting with

me so we can discuss their accommodation needs.

CINDI

(confused)

Oh, so you mean putting that section in your course outline, explaining the school's policy on accommodations? But, that's a *requirement*....

TYRA

No, I'm talking about actually making an announcement in my *introductory* remarks to the class.

GEORGE

You can't ask students to come forward and disclose their disability. I know that I would never reveal mine (Cindi and Tyra look at each other)

TYRA

No, not to disclose their diagnosis, I'm inviting students to *reach out* to me about their accommodation needs, in their placement.

CINDI

Why not keep an open-invitation to students to come talk to you about their learning needs? That's more general.

TYRA

I'll do that too. But raising it explicitly lets students know that there are accommodations in placement, not just in class...

CINDI

I *really* want to support my students, especially those with a disability... I'm just not sure whether talking about accommodations outright, in the first lesson...

GEORGE

(interrupting Cindi)

Yea, could it make someone feel singled out?

FADE OUT

Decision Point #1:

In your first meeting with students, do you invite them to meet with you to discuss their accommodations and learning needs?

Decision Point #1, Option #1: Yes, at your first meeting with your placement students you invite anyone who identifies with a disability to contact you and set up a one-on-one meeting to discuss their accommodations or other learning needs. (Proceed to scenario B)

Decision Point #1, Option #2: No, you don't feel it is within your role as an instructor to invite students to come forward to discuss their accommodation needs. (Proceed to Scenario F)

SCENARIO B: OUTCOME 1.1

Decision Point #1, Option #1:

Yes, at your first meeting with your placement students you invite anyone who identifies with a disability to contact you and set up a one-on-one meeting to discuss their accommodations or other learning needs.

OVER BLACK: TEXT ON SCREEN: FIRST DAY OF PLACEMENT

1/2 INT. CLASSROOM– MORNING

1/2

Two students GEMMA (20s,) seated in a wheelchair, and CLAIRE (20s white, invisible disability) are in animated discussion as CINDI enters a small classroom. When she stands in front of the blackboard, the students stop speaking. They look straight ahead at Cindi, who is smiling at the students in front of her.

CINDI

Hi! Welcome everyone to your first day of placement! I look forward to getting to know each of you and of course, (laughing) learn your names and pronouns.

Claire and Gemma smile shyly back at her.

CINDI (CONT'D)

Mine is Cindi Batta, but you can call me Cindi. My pronouns are she/her. I guess you're excited to start, and a bit nervous. I get that, it's normal!

So, more about myself...I'm a nurse clinician and educator. We'll all get to know each other working together over the next 12 weeks in the clinical unit.

But *each* of you will be assigned a nurse to shadow and support you, when you provide patient care. (Gemma look at student next to them)

Every other week we'll meet together to debrief on how your clinical placement is going.

You're also *always* welcome to email me questions. (She notices Gemma raising her hand) Gemma, is it?

GEMMA

(nods)

What are your office hours?

CINDI

Thanks for the question: I'll schedule weekly office hours but if that doesn't work, I can set up one-on-one meetings to talk about any specific issue to do with your learning needs. You can also just check in for, whatever... You never know what might come up ... OK? (Gemma gives her a 'thumbs up')

(beat).

CLAIRE

So, what's your email?

CINDI

Oh, right (laughing)... it's in your course package that we'll go over shortly...

Oh and one more thing...If you use accommodations I *strongly* encourage you to reach out to me soon. We can set up a time to meet one-on-one to discuss your needs.

I really *am* looking forward to getting to know *each* of you. Any other questions so far: are we all good?

So let's review course outline and learning objectives on our laptops, shall we?

(FADE OUT)

2/3 INT. OFFICE – AFTERNOON

2/3

Cindi is in her office. She motions to GEMMA (21, racialized, pronouns they/them, visibly disabled student) come in. Gemma's WHEELCHAIR struggles to get through the door. Cindi gets up and moves a chair out of the way.

CINDI

Sorry, it's a real mess here...
Hi Gemma. How are you?

GEMMA

(looks around, breathless)

I'm good, sorry I'm late... Thanks for meeting me.

CINDI

No problem. So, you have some questions about your placement?

GEMMA

Yeah. Couple of things, actually. First, I wanted to let you know that I go by *they/them* pronouns.

CINDI

Oh, ok. Got it. Great.

GEMMA

Also, I want follow up about my accommodation in placement.

CINDI

Right. Yup! Glad you reached out early.

GEMMA

Well, this is my first clinical placement, so the environment is new. Thankfully, the hospital building is relatively accessible, so I don't foresee any challenges getting around.

CINDI

Yes, I would hope so!

GEMMA

But it's my transportation to and from the hospital... That's sometimes going to be an issue, just like today...

CINDI

(looking confused)

What do you mean?

GEMMA

I use Wheel Trans to get around the city --you know, those shuttle buses meant for folks with mobility needs... (Cindi nods)

Well, to use the service, I need to schedule pick-ups. But sometimes, depending on demand, traffic and stuff, they can be late. So I'm worried

that if this happens, and I know it will, I may be late arriving at placements in the morning.

CINDI

(worried)

Oh, how late? Shifts start at 7am sharp every morning...

GEMMA

I know, I *will* try to be on time, but I have *no* control over the system. It just isn't that reliable. (Gemma observes Cindi's concerned look)

CINDI

(uncertain/worried)

Ok, well I think you should also inform the nurse you'll be shadowing. Maybe you can do more afternoon shifts, or text them when you're running late so they know what's going on...

GEMMA

Yeah, ok, I'll let them know. (looking at Cindi assuredly)

The-en, I still need to familiarize myself with the clinical unit more.

CINDI

But, I thought you said the hospital was accessible?

GEMMA

Well yea, it's accessible to patients. But that doesn't mean it's accessible for *care providers*.

So, like reaching medication and supplies stored high up, and lifting, can also be a challenge for me.

CINDI

(touching her brow)

Right.

GEMMA

Yeah, so, when I have flares, I can't lift more than 15 lbs.

CINDI

Oh, do these happen often?

GEMMA

They're unpredictable, and I know stress *really* aggravates them.

Sitting on an orthopaedic chair could really help. Would it be possible to get an orthopaedic chair in the unit?

Cindi looks increasingly overwhelmed...

GEMMA (CONT'D)

That's just one thing to consider....

FADE OUT

TEXT BOX:

HALF-WAY THROUGH PLACEMENT...

3/4 INT. INSTRUCTOR'S OFFICE – MID MORNING

3/4

Cindi welcomes Gemma into her office. Gemma again struggles get through the door. Cindi rushes to move a CHAIR out of the way. Gemma settles in across from Cindi. Cindi's desk is between them. Both are in fall clothing.

GEMMA

~~(breathless)~~

~~Hi, thanks for finding the time to meet with me again.~~

CINDI

~~Great to see you, Gemma.~~

GEMMA

~~Next time it might be easier to meet virtually.~~

CINDI

~~(flustered)~~

~~Argh, sorry. Wasn't thinking! So, how is placement going?~~

GEMMA

(looks concerned)

Actually, that's why I wanted to meet. I talked to my supervising nurse about my accommodations, like you suggested. But, I feel that because of my physical limitations, she's not letting me give any

patient care. (Cindi raises her eyebrows, shakes her head)

She keeps telling me to observe and research the medications. So, I look up the meds on the computer, and I have the orthopaedic chair that we organized, but other students or nurses are always sitting in it!

I constantly ask them to move. It's *really* frustrating.

CINDI

(uncertain)

Oh dear, I'm glad you came to me... It *is* a tough situation.

GEMMA

I really want to work with patients! But if I can't practice the skills, how will I pass the placement course? I need to complete this placement to move forward in the program.

CINDI

Yes, goodness, this is tough.

SCENE PAUSES

Decision point 2 is presented

Decision Point #2

It is mid-way through placement and your student informs you their accommodation needs are not being met. Where do you turn for support in tackling the barriers to accommodating this student is experiencing in their placement?

Decision Point #2, Option #1: You contact the **placement supervisor** and set up a meeting to explore accommodation options in the placement setting. (Proceed to Section C)

Decision Point #2, Options #2: There is **no one** to assist you and you don't know of any resource to support instructors to navigate accommodating students in placement. You look for a solution on your own. (Proceed to Section D)

Decision Point #2, Option #3: You reach out to your **colleague and post secondary institution** for support. (Proceed to Section E)

SCENARIO C: OUTCOME 2.1

Outcome for Decision Point #2, Options #1: You contact the **placement supervisor** and set up a one-on-one meeting (without the student) to explore accommodation options in the placement setting.

Scenario C: OUTCOME 2.1

1/5 INT. SUPERVISOR'S OFFICE– AFTERNOON

1/5

JUNE (40s, Placement Supervisor, White) sits at a table, a laptop in front of her. Cindi, is seated in her office looking slightly uncomfortable.

JUNE

We're in a tough situation Cindi, so I'm glad you're here. Honestly, I'm not sure Gemma will make it through this placement.

We've worked together for a long time, with a lot of different nursing students, so I hope you understand that I'm just not comfortable having her (Cindi winces at incorrect pronoun use) work with patients directly.

CINDI

I'm sympathetic to your concern June, but Gemma – *they*, are a really strong student academically. We have a duty to try and accommodate them.

JUNE

(sighing)

Sorry – *they*, right...To me, the *university* has a duty to accommodate their student, but *my* duty and *the hospital's* duty is to our patients.

What if a patient's health suddenly deteriorates, will Gemma be physically able to respond appropriately? (Cindi blinks)

You know that Gemma has limits on how much they can lift. Some patients are frail, they need help moving about, bathing, sitting up in bed - *all this stuff*...

A nurse should be able to support a patient being moved to and from the unit. Gemma can't always do these things alone!

CINDI

What's the hospital's policy on employee accommodation, June?

JUNE

(exasperated)

Well, we'd have to ask Human Resources for those specifics.

CINDI

OK, so let's loop in HR. I can reach out to my program director for guidance and I also have a contact at the College of Nurses who might have some good advice for us.

JUNE

Are you sure? You want me to set up a meeting with you, me, *and* HR?

CINDI

I think we need to. Don't you?

JUNE

Maybe, but it might drag out the issue. Do you want to risk doing that by bringing these extra people *for just one student*?

FADE OUT

End of storyline: link to responses on undue hardship. Link to resources. And list discussion questions.

SCENARIO D: OUTCOME 2.2**Outcome for Decision Point 2, Option 2:**

There is **no one** available to support you in accommodating this student in placement. You look for a solution on your own.

Scenario D: OUTCOME 2.2

1/6 INT. INSTRUCTOR'S OFFICE – MID-MORNING

1/6

Cindi sits at her desk. Gemma, in her wheelchair, is seated on the other side facing her. They look worried.

CINDI

Look Gemma, I do hear your concerns about practicing your skills and completing the placement.

GEMMA

(brightly)

So can you come and observe me with the patients?

CINDI

(shaking head)

The supervisor is built-in to the placement program for a reason. I observe you and 7 other students, and, I spend the time that I can with *each* of you. (looks at Gemma earnestly)

Sorry, but spending more one-on-one time with you and watching you administer patient care over the course of your shift just isn't feasible.

GEMMA

(pauses)

Ok, then what if I pair up with another nursing student so we can *both* care for a full patient assignment?

CINDI

(eyes widen)

...I like the idea of working in pairs.

GEMMA

Yea, another student I know did it, and it worked really well to them!

FADE OUT

End of storyline. Link to information on definition of accommodation, discussion questions, resources on figuring out how to develop accommodations

SCENARIO E: OUTCOME 2.3**Outcome for Decision 2, Option 3:****You reach out to your colleague and post-secondary education institution for support.**

Scenario E: OUTCOME 2.3

1/7 EXT. CAFÉ – AFTERNOON

1/7

Cindi and Tyra are seated at a table over coffee. They are in fall clothing.

CINDI

(anxious)

Thanks for meeting with me.

TYRA

Hey, of course! What's up?

CINDI

(sips from her coffee)

Soooo...I have a student with a physical disability in my clinical placement course. They use a wheelchair and are limited by how much they can lift. (Tyra nods)

Well, (sighs), earlier this week they informed me that their clinical supervisor is just *not* letting them provide patient care. (Tyra shakes her head)

TYRA

Oh, no...

CINDI

Yea, we're well into placement now and this student, understandably, is really concerned about whether they'll meet the course requirements and pass the placement.

On the other hand, Tyra, I *do sympathize* with the clinical supervisor. I suspect she's at a loss about how to accommodate a student with mobility issues – I know I am!

No one wants to put their patients at risk.

TYRA

[nodding with understanding]

You know, we can't assume that students with a disability jeopardise patient safety. I'm sure that with the right accommodations, adequate supervision and support, the majority of students can learn how to treat patients properly

CINDI

(sighing)

Honestly, this student's situation has really pushed me to reflect on my beliefs about the nursing profession.

How do I figure out appropriate accommodations? How do I approach the supervising nurse?

TYRA

It's tough! There are lots of details to consider in the clinical environment.

Why don't you set up a meeting with the student's accessibility counsellor and the student?

The counsellor knows the details about the student's needs, as does the student, and *you* know the clinical environment best. I'm sure if you work together you'll come up with something.

CINDI

Sounds good...

TYRA

As for the clinical supervisor - In my experience, a quick phone call or one-on-one meeting with them would probably help. She, probably, doesn't know what to do ...

(reflectively)

It's a shame, really, that we can't provide placement supervisors with accommodation training. But don't they get it at work? (Cindi shrugs)

...Anyway, I bet, if you come with some ideas from the counsellor, the supervising nurse will be grateful.

CINDI

Yeah! As long as I raise the issue as something we can work through together, Yeah, we'll figure this out. Thanks, this is so helpful!

FADE OUT

2/8 INT. DOORWAY TO STUDENT ACCESS SERVICE OFFICE – MORNING 2/8

Cindi walks through an open door marked **Student Access Services (SAS)**. She is waved in by the Student Access Services (SAS) COUNSELLOR (30s). Gemma is already seated.

CINDI (OS)

Hi, so great to meet you!

The door closes.

3/9 INT. SUPERVISOR'S OFFICE– AFTERNOON

3/9

June is in her office Cindi enters.

JUNE

Glad you reached out... We're in a tough situation, Cindi. I'm just not sure at this stage how we can get Gemma through this placement. Honestly, I'm not comfortable having her work with patients.

Some patients in this ward need a lot of physical support. A nurse has to be able to do some lifting.

CINDI

Ok, I understand your concern, but we have a duty to try and accommodate *them*.

We're in week 4 of the term. *They're* not learning if they only observe. Gemma needs to practice their skills. It's a program requirement!

JUNE

Sorry, I meant *they*. I understand *your* duty to the student, but I'm concerned about *my* duty and the hospital's to patient safety.

Some patients in this unit are in precarious health. If their health suddenly deteriorates

would Gemma be able to physically move fast enough to provide the required treatment?

CINDI

June, *all* the students are learning here. Like everyone else, Gemma completed their skills training for this unit.

JUNE

I've never worked with a student with these mobility issues before.

CINDI

It's new for me too. But Gemma and I met with their Accessibility Counsellor and we came up with some great ideas that might allow them to complete the program. I need to run them by you too, obviously.

JUNE

Ok, let's hear them.

CINDI

(with sigh of relief)

Well, first, would you feel more comfortable, if on the next shift Gemma started by caring for one stable and independent patient in the unit? Then their responsibilities can progress over time for providing care...

(June nods)

Secondly, the hospital bed *can* be adjusted, and with the patient at an accessible height, Gemma should be able to administer medication and monitor vitals, while in their wheelchair.

JUNE

That could work.

CINDI

Another idea is pairing Gemma with another student. They can share a partial load... (June nods)

Gemma is a *really* strong communicator. If a patient was in distress, I think Gemma would be able to communicate with the

team to ensure the patient's needs were met...

JUNE

What about the limits on heavy lifting?
You know patients often need help getting out of bed, bathing... Gemma can't do this.

CINDI

No, maybe not on their own but *performing* lifts is not an essential requirement.

Gemma just has to demonstrate *knowledge* about heavy lifting.

FADE OUT

End of Storyline: Discussion Questions

SCENARIO F: OUTCOME 1.2**Outcome for Decision Point #1, Options #2:**

No, you don't feel it is within your role as an instructor to invite students to come forward early to discuss their accommodation needs

Scenario F: OUTCOME 1.2

TEXT ON SCREEN:

FIRST DAY OF PLACEMENT

1 /10 INT. SEMINAR CLASSROOM– MORNING

1/10

Gemma, in a wheelchair, and Claire in a classroom seat, are in animated discussion, in a small classroom, as **Cindi** enters, carrying a laptop. They stop and face Cindi as she begins to speak at the front of the class.

CINDI
(smiling)

Welcome everyone to your first day of the placement program! I look forward to working with you over the next 12 weeks. I imagine you're all excited to start, and slightly nervous.

Gemma mouths "Yup", to themselves but Cindi does not notice them.

My name is Cindi Batta, you can call me Cindi. I'm a nurse clinician and an educator in this geriatric unit. You'll actually be shadowing and learning from your assigned placement nurse, but we'll all meet to debrief at regular intervals throughout the placement. (the students mutely stare up at her nodding)

If anyone has any questions or concerns (the students look at each other) about the upcoming couple of months, I'm available by email, and you can find my address in your information package.

So now let's move on to the course package (Cindi opens her laptop as Gemma sighs nervously, while they open theirs)...

FADE OUT

TEXT ON SCREEN:
HALF WAY THROUGH PLACEMENT ...

2/11 INT. HOSPITAL CORRIDOR – MORNING

2/11

Cindi is walking down a hospital corridor. We can hear SOUNDS from the hospital unit in the background. CLAIRE (22, student, White, invisible disability,) rushes around a corner looking down at a medication vile. She almost bumps into Cindi. Both are wearing stethoscopes.

CINDI

Whoa! Oh, hi Claire!

CLAIRE

(startled)

Oh hi! Cindi! Sorry, I didn't see you there!

CINDI

(laughing)

That's ok. I was looking for you, actually. I'm observing everyone giving morning medication to their patients today. Is that medication you're about to give one of your patients? I can follow you and observe?

CLAIRE

(scared)

Me?...um...well...

CINDI

Is something wrong?

CLAIRE

Um. It's just...(TWO PEOPLE walk past) do you think we could have a moment to talk - privately?

CINDI

Yes, of course

HOSPITAL SOUNDS come up again. Cindi looks around for somewhere quiet and more private. She peeks in a door off the hallway. Seeing it is empty, she opens the door wide and motions an agitated Claire inside.

3/12 INT. HOSPITAL ROOM – MORNING

3/12

Stepping inside a private room with an empty bed...

CINDI

Sorry -- hard to find a private place around here. So, what's going on?

(beat)

CLAIRE

Nothing. I mean, well ya, something. (collects herself a little) It's just, this placement, it's *really* overwhelming. To be honest, I'm not super comfortable administering meds myself.

CINDI

Oh, but we're well into placement now. Typically, you should be fairly comfortable.

CLAIRE

Yea, I know others are... I'm just... I watch my supervising nurse give medications a lot, but when it comes to me doing it, I just get flustered and nervous...My hands start shaking.

(beat)

June notices it too. (bites her lips) I think she worries about the patients, so she stopped asking me to do *any* sort of injections.

CINDI

I understand, caring for patients is really stressful.

CLAIRE

Yeah, I thought I could deal with some pressure, but it's different with a real person...I'm beginning to wonder if I'm cut out for this.

I mean, well (hesitates) In class, I *never* needed accommodations but now, I probably do...

CINDI

Oh, you have a (searching for the right word) *disability*?

CLAIRE

Yeah. I do. -- a cognitive impairment, I guess. It's something with my memory and how I learn.

In class, I've figured out ways to get things done that work for me. But here, in placement, it's *totally* different. (now shakes her head)

Like, it's hard for me to watch the nurse do a procedure and then try to do it myself.

I need to write the information down, step-by-step, and then read it aloud. Sometimes audio descriptions work too...

CINDI

So, you have classroom accommodations then?

CLAIRE

No, not officially. I'm not registered with the university as a student with a disability. I haven't needed accommodations in school since I was a kid.

(beat)

So, do I need to be registered with the school to get accommodated in placement?

ENTER DECISION POINT

Decision Point #3:

It is mid-placement and one of your students is struggling in placement. They identify as having a disability but have not registered this disability with the higher education institution. Can you support this student to access accommodations without an institutional letter or other form of documentation that validates their disability/right to accommodations?

Decision Point #3, Option 1: Yes. Develop a plan with the student to support their learning needs in placement (Proceed to Section G)

Decision Point #3, Option 2: No. It is not possible to accommodate a student in placement without them first registering their disability with the university. (Proceed to Section H)

SCENARIO G: OUTCOME 3.1**Outcome for Decision Point #3, Option 1:**

Yes. Develop a plan with the student to get accommodations in placement.

Scenario G: OUTCOME 3.1

Continuation of Section F, Scene 3

1/13 INT. HOSPITAL ROOM – MORNING**1/13**

Cindi and Claire are still in the private room.

CLAIRE

... Do I need to be registered with the school to get accommodated in placement?

CINDI

(concerned)

Yes, for official accommodations, you do. You need to be registered with the university as a student with a disability and get an accommodation letter.

CLAIRE

So I don't have a *right* to accommodations?

CINDI

Well, technically you *do* still have a right. and *maybe* I have some leeway as the Course Director. (smiling)...

CLAIRE

So you *can* accommodate me?

CINDI

It's not an *official* accommodation; I'm informally responding to your specific learning needs.

The institutional accommodation process starts *earlier* in the placement.

CLAIRE

(frowning)

I'm sorry, I really didn't expect to be in this situation. To be honest I didn't realize accommodations in placement were possible.

CINDI

Why wouldn't it be?

CLAIRE

There are no open conversations about working with a disability in our nursing school!

I've never even *seen* a nurse be open about having a disability, although I'm sure there are lots who have them.

CINDI

Hmm, good point. I should start being more vocal about the issue. But let's get your situation sorted out first!

So what do you do in the classroom that could be used here?

CLAIRE

I'm not sure! I try to use all the strategies that work for me in class, but they just don't work here. ...

I arrive on time, I follow my supervising nurse around and watch them work with patients, I mean, I really do observe them, but no matter how many times I watch them do something (frustrated)...

How can I learn in *this* setting in a way that accommodates my disability?

CINDI

Hmm, yeah, I'm not sure. I'm the opposite. I learn best by watching, practicing and then dealing with real patients. That's how I was taught to nurse as well.

CLAIRE

Is there anyone here who might have had a similar experience to me that could act as a mentor? – No offence to you or your mentorship, of course.

CINDI

No, of course. I get what you're saying. (pauses)

What if I ask my colleagues at the university to see who might be available, here? This would remain confidential, I would never mention your name.

CLAIRE

Sure, I think that would be ok.

CINDI

Your name would stay out of it, at least until I find someone. Then we can talk together about linking you up.

FADE OUT

END OF STORYLINE

SCENARIO H: OUTCOME 3.2**Outcome for Decision Point #3, Options 2:**

No. It is not possible to accommodate a student in placement without them first registering their disability with the school

Scenario H: OUTCOME 3.2

Continuation of Section F, scene 3

1/14 INT. HOSPITAL ROOM – AFTERNOON

1/14

Cindi and Claire are in a private room at the hospital.

CLAIRE

... Do I need to be registered with the school to get accommodated in placement?

CINDI

Sorry, but that's the way the system is set up.

CLAIRE

You don't just believe me?

CINDI

No, it's not that I don't believe you. My hands are tied. This is the university's policy.

FADE OUT

END OF STORYLINE.

Enter discussion questions and prompt to return and explore other storylines