

# NURSING STUDENTS WITH DISABILITIES IN THE CLINICAL SETTING: NURSING EDUCATION LEADERS' PERCEPTIONS OF ACCOMMODATIONS

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# Disclosure Slide

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- **Study** done for a Dissertation Submitted in Partial Fulfillment of the Requirements for:  
Degree Doctor of Education  
Division of Educational Administration  
Adult & Higher Education Program  
Graduate School, University of South Dakota  
May 2014
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# Objectives

- The learner will be able to describe 2 federal requirements enacted to increase access to higher education for students with disabilities.
- The learner will be able to describe a common reasonable accommodation made for nursing students with disabilities in clinical.

# Significance of the Study

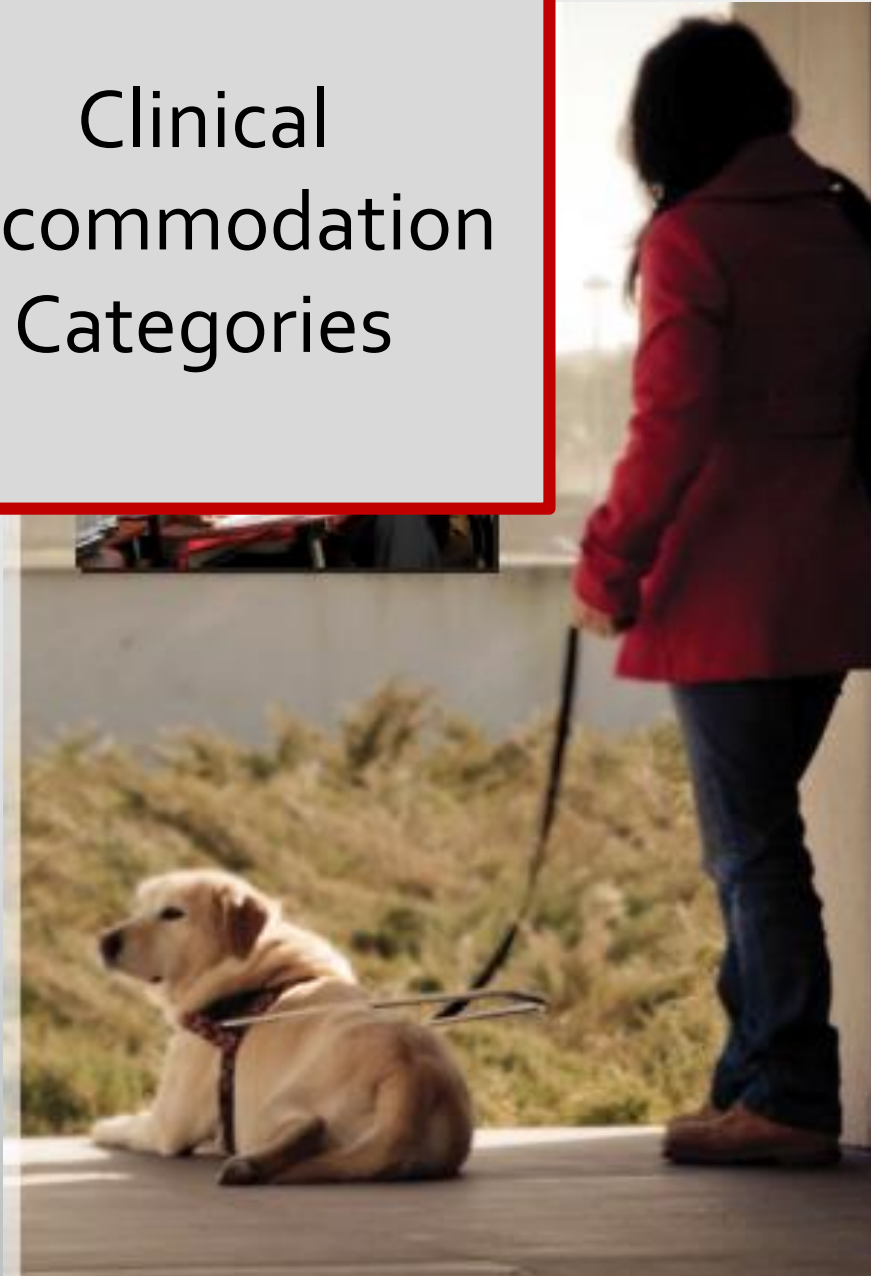
## Disability Law

- Supreme Case in 1979 - Southeastern Community College vs. Davis
- 1973 Section 504
- 1990 ADA
- 2008 ADA AAA
  - Title II—State and Local Government—Dept. of Justice Office of Civil Rights & Dept. of Education Office of Civil Rights for public schools
- State Laws

# Definitions

- Disability—Physical or mental impairment that substantially limits one or more major life activities (JAN, 2011); also includes the operation of “major bodily functions” (Jones, 2013).
- Accommodation—The assistance provided to students with disabilities by disability services; also referred to as aids or services (JAN, 2011). Changes to the physical environment that would enable someone with a disability to have equal access (Jones, 2013).
- Reasonable Accommodation—Reasonable modifications in practices, policies and procedures, and provision of auxiliary aids and services for persons with disabilities, unless to do so would fundamentally alter the nature of the goods and services or would result in an undue financial or administrative burden on the institution (Disability Rights California, 2012).

## Clinical Accommodation Categories



- Skill Performance
- Clinical Placement & Patient Assignments
- Special Equipment Use
- Service Animal
- Altered Clinical Schedules
- Cognitive/Learning Strategies
- Other Accommodation Related Activities
- Common Support Strategies

# Purpose of the Study

- Identify the reasonable accommodations typically made to support nursing students with disabilities during clinical experiences.
- Identify nursing education leaders' perceptions of effectiveness of the accommodations made.
- Identify nursing education leaders' perceived barriers to providing effective accommodations.

# Significance of the Study

- The attainment rate for college student without a disability is 2.5 times greater than for college students with a disability. (baccalaureate degree or higher)
- Nursing educators have reported an increase in the number of nursing students with disabilities.
- Projections emphasize the increasing need for nurses.
- Limited research available about accommodations made for nursing students with disabilities in the clinical setting.



# Population/Sample

- **Population:** Nursing education leaders in accredited pre-licensure associate and baccalaureate nursing education programs
- **Sample:** Drawn from all pre-licensure baccalaureate and associate programs accredited through the ACEN & CCNE.

# Data Collection

- Approval from University of South Dakota IRB
- 1,251 accredited pre-licensure baccalaureate and associate program education leaders
- Survs online [survey](#) (March, 2014)

# Descriptive Survey Design

- Demographic information including numbers of students with disability types:
  - Physical
  - Learning
  - Mental Health
  - Chronic Illness
  - Other
  - More than 1 type

# Research Questions & Data Analysis

## Survey Questions

- Research Question 1—  
Clinical accommodations made for nursing students with disabilities (NSWD)
- Research Question 2—  
Nursing education leaders perceptions of effectiveness
- Research Question 3—  
Nursing education leaders perceptions of barriers

## Data Analysis

- The data were collected from Survs
- SPSS 20 via an Excel spreadsheet
- Descriptive statistics used to analyze the quantitative data.

# Results

- 264 Responses (21 % response rate)—157 Associate & 77 Baccalaureate
- 1-10 nursing students with disabilities per year
- The most common disability—physical (BSN  $n = 68$  (59%), ASN  $n = 98$  (62%))
- Most frequently clinical accommodation used:
  - Made referral for counselling & disabilities services.
  - Supported students in disclosing issues affecting clinical.
  - Schedule regular, honest and constructive feedback sessions.

# Results

- Leaders perceived clinical accommodations as effective in promoting progression.
- Strongest barrier to providing accommodations was *Concerns for patient safety* (M = 3.15, SD = 1.28).

# Discussion

- This study focused on increasing understanding of clinical accommodations in nursing education.
- Nursing students with disabilities are being admitted and graduating.
- Accommodations are very unique and individualized according to the nursing student's specific disability and needs.

# Recommendations for Nurse Educators

- Find innovative ways to be more inclusive for students with disabilities.
- There is no one best clinical accommodation for a type of disability.
- Nursing students with disabilities must be assessed and advised early.
- Provide guidance to disability services for the most effective accommodations.

Focus on the value and abilities of nursing students with disabilities.



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