

“Disability Support for Nursing Students in Clinical Practice --- Introducing a Resource Guide of University in Ireland”

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This is a summary of the journal article which is intended to introduce the University College Dublin's (UCD) Resource Guide for nursing students with disabilities and its approach for Japanese nursing educators.

This article also introduces other useful resources in the U.S. for nursing students with disabilities in order to reinforce the reader's impression and knowledge of support.

Outline:

The scarcity of information in Japan toward a systematic support approach for nursing students with disabilities, like the example of reasonable accommodations especially in clinical settings, are already pointed out in the previous article of the Japanese Journal of Nursing Education. (ref.1)

In this journal article the author introduces and partially translates the University College Dublin's (UCD) “Supporting Nursing and Midwifery Students with a Disability in Clinical Practice: A Resource Guide” (2016) (88 pages PDF is available for free from UCD's website) (ref.2) and UCD's systematic way of disability support in order to provide information that would be fresh and useful for Japanese readers.

The author is a Japanese nurse whose life as a patient is much longer than his nursing career and he deems himself as a nurse who has experienced varied diversity (in other words “a nurse with multiple minorities”) (ref.3). The author expects that his diversity brings a new point of view to the readers.

After becoming a legally certified disabled person with a RN license, the author had the opportunity to be taught the existence of UCD's Resource Guide from Dr. Donna C. Maheady through his attempt to translate her books into Japanese. This became a starting point of this article. Dr. Maheady is a nursing educator, the founder of www.Exceptionalnurse.com which is a Non-Profit Organization supporting nurses and nursing students with disabilities, and also the author of four related books. (ref 4,5,6,7) Her family has Irish origins, according to her books.

The University College Dublin, one of the National Universities of Ireland, is the biggest university in Ireland. On its website, UCD provides many resources to support students with disabilities. The UCD's Resource Guide, UCD Nursing Clinical Needs Assessment (tool or format for students with disabilities) (ref.8), the explanation of the clinical placement support model (ref.9), and the YouTube lecture video by a dyslexic graduate (ref.10) will be helpful resources for readers.

The composition of UCD's Resource Guide is summarized in Table 1.

(Table 1 is not shown in this English summary.)

The UCD's Resource Guide says that about 50 students with disabilities (ca. 6%) were studying in the UCD

School of Nursing, Midwifery and Health Systems in 2015. It might be very interesting to compare this figure with the disabled students ratio in JAPAN (0.86% in 2016) (ref.11), or with the statutory employment rates (2.2% for private enterprises) that is determined by Japanese Law on Promotion of Employment of Individuals with Disabilities. The section 5.4 of the UCD's Resource Guide provides examples of reasonable accommodations and supports, classified by the types of disabilities and diseases.

Table 2 shows that what kind of disabilities and diseases were covered in the section 5.4 .

(Table 2 is not shown in this English summary.)

Readers may doubt that is there any possibility of becoming a nurse with such disabilities. If there is such a suspicion, section 2 of the UCD's Resource Guide will gave us ideas regarding how to determine the course of support. According to section 2, what sort of competence nursing students should develop is indicated by the Nursing and Midwifery Board of Ireland (NMBI), and the assessment of each student's competence will be done using the Domains of Competence Assessment Tool (DoCAT©) formats (ref.12) and the results will be shared among the student, clinical and academic staff. The fitness to nursing practice is also regulated by NMBI. These circumstances might be new to Japanese readers. The UCD's Resource Guide insists that it is important that the assessment of fitness to practice should be done transparently and guided by a policy which outlines how decisions should be undertaken and by whom, to avoid discrimination and prejudice.

Examples of reasonable accommodations from UCD's resource guide:

(A)...(E)

((A)...(E) are not shown in this English summary.)

(In the article's reference section, books (ref. 4, 5, 6, 7) and YouTube videos (ref.13, 14, 15) of U.S. nurses with disabilities are introduced as other similar examples of these UCD's accommodations in order to reinforce the readers' impression and knowledge.)

The UCD's Resource Guide says that this list of accommodations provides examples that were applied in the past to the students with various disabilities, however this list should not be used as a checklist. The nature and types of reasonable accommodations for students during clinical placement should be determined by the particular and unique needs of each student as assessed by the systematic procedure shown in the UCD's Resource Guide.

The Clinical Needs Assessment of the student with disabilities (ref.8) would be evaluated and analyzed (semi structured or open ended) during and after the clinical practice using collected data like e-mail, and interviews' tape (ref.9). Such evaluation procedures would help to improve future support.

The author hopes that if the student has competence despite disabilities, she or he would be able to find one's own vocation in the field of nursing and fulfil her or his meaning of life. UCD's support may show the way as adapted to Irish settings, however the author believes that nurses' wishes and function to realize social participation of individuals with disabilities are borderless. In this year 2020, Japan hosts the Olympic Games and Paralympics, so now Japanese nurses are going to support these games. It would be wonderful if we are able to provide opportunities for nurses and nursing students with disabilities to participate in these events. (A Japanese nurse with disabilities has already participated as an athlete in the Paralympics) (ref.16). In closing this article, the author would like to share an Irish Blessing shown on the dedication page of Dr. Maheady's book (ref.6, p. v). She wrote that her years of advocacy effort for her daughter who lives with

disabilities came to the fruition of the support activities for nursing students with disabilities and also the foundation of Non-Profit Organization called www.ExceptinalNurse.com (ref.5, pp. xvii-xviii).

“May the road rise up to meet you
May the wind be always at your back
May the sunshine upon your face
And the rain fall soft upon your fields...”
(Irish Blessing)

The author hopes that the UCD's resource materials and its approach, in conjunction with other resources like Dr. Maheady's books, will be useful in developing further disability support in nursing schools and also in various nurse's workplaces in order to provide more opportunities for qualified individuals with disabilities in our country.

References

ref.1) The needs for collective and systematic examples of reasonable accommodations for nursing students with disabilities in Japan are suggested in *The Japanese Journal of Nursing Education*, 2018, Oct., Vol.59, No.10, p898 & p903

(This journal is not a society's academic journal but for general information of this area published by one of the largest medical publishers in JAPAN: IGAKU-Shoin)

ref.2) UCD Supporting Nursing and Midwifery Students with a Disability in Clinical Practice: A Resource Guide. (2016).

https://issuu.com/advantagepointpromotions/docs/ucd_disability_in_nursing_guideline

ref.3) There is a journal named "Minority Nurse" in United States. The article related nurses with disabilities and other minorities could see in its web pages, for example:

Serdans, R.: A Day in the Life of a Nurse with Dystonia. *Minority Nurse*. Feb 29, 2016.

<https://minoritynurse.com/a-day-in-the-life-of-a-nurse-with-dystonia/>

Men in Nursing School. Mar 30, 2013.

<https://minoritynurse.com/men-in-nursing-school/>

ref.4) Maheady, D. C.: Nursing students with disabilities: Change the course. *Exceptional Parent*, 2003.

In the article, some of reasonable accommodations shown in this book are introduced. Also, the author introduces the following research book's suggestion for the modification of clinical settings for nursing students with disabilities:

Neal-Boylan, L.: *Nurses With Disabilities: Professional Issues and Job Retention.*, pp. 168-177, Springer, 2012.

ref.5) Maheady, D.C.: *Leave No Nurse Behind: Nurses working with disabilities.* iUnivserse, 2006.

The author feels that the chapter 13: "Future Planning" contains quite a useful action plan for a nurse who becomes a person living with disabilities.

ref.6) Maheady, D. C.: *The Exceptional Nurse: Tales from the trenches of truly resilient nurses working with disabilities.* CreateSpace Independent Publishing Platform, 2014.

The author is grateful for this book's narratives because they describe a lot of similar episodes and feelings during hard times. These narratives would comfort many nurses with disabilities as they tell them like "You are not alone".

ref.7) Maheady, D.C., Nuenke, S., Gili T.: I am a nurse: Color me Exceptional! Independently published, 2019.

This is a paintable picture book that illustrates scenes in which nurses with disability work actively in various settings. On demand print copy is available from amazon in Japan.

ref.8) UCD Nursing clinical needs assessment, 2015.

https://issuu.com/advantagepointpromotions/docs/ucd_nursing_clinical_needs_assessme

ref.9) Frances Howlin, Julie Tonge & Phil Halligan, A Model for Supporting Nursing and Midwifery Students with a Disability on Placement, (a PowerPoint presentation)

<https://www.tcd.ie/disability/assets/doc/powerpoint/symp%202013/UCD.ppt>

ref.10) YouTube lecture video of a nurse who got disability support in her UCD school days.

Corkery, N.: A Dyslexic Nurse Managing dyslexia in the workplace my personal experience of having dyslexia.

<https://www.youtube.com/watch?v=T7N5EEqyFPs>

ref.11) In 2016, total 27,256 students (0.86%) with disabilities were studied in Japanese universities, junior colleges and higher professional schools.

https://www.jasso.go.jp/gakusei/tokubetsu_shien/chosa_kenkyu/chosa/_icsFiles/afieldfile/2018/07/05/h28report_h30ver.pdf, p.8 (18/114).

ref.12) Domains of Competence Assessment Tool (DoCAT©)

For example, DoCAT© General, Stage 1 (total 52 pages) is available at:

<http://www.ucd.ie/t4cms/General Stage 1.pdf>

ref.13) A YouTube review video of a surgical mask product which would not prevent lip-reading.

SafeNClear Communicator Mask Review., 2017 ca. 1 minute.

<https://www.youtube.com/watch?v=JaxfqVt7nm8>

ref.14) A YouTube documentary video which shows challenges and success of a nursing student on wheelchair.

National Organization of Nurses with Disabilities (NOND) , Open the Door, Get 'Em a Locker: Educating Nursing Students with Disabilities, 2012, ca. 22 min.

<https://www.youtube.com/watch?v=q3WQtR7yUpI&t=205s>

ref.15) A YouTube video in which nursing skills with one hand (and prosthetic hand) are presented. (1 min. 15 sec. and 1 min. 27 sec.)

The skill performer, Dr. S. Fleming is one of the contributors of ref. 4 & 5.

WSU : The Disabled Nurse: Focus on Abilities. 2011, ca. 6 min.

<https://www.youtube.com/watch?v=PwbCeOkHXYM>

ref.16) A Japanese nurse with disabilities who entered Paralympics as a swimmer.

(Newspaper article in Japanese language.)

<https://mainichi.jp/articles/20190626/ddl/k29/040/404000c>