[Analyser les pratiques de supervision pour favoriser un meilleur encadrement des stagiaires en soins infirmiers ayant un trouble d’apprentissage (](https://eduq.info/xmlui/bitstream/handle/11515/38722/Bigras-Dorismond-Mekkelholt-Analyse-pratiques-supervision-stagiaires-soins-infirmiers-trouble-d-apprentissage-PAREA-2022.pdf?sequence=2)2020-2022)

(Analysis of supervision practices to promote better supervision of nursing students with learning disabilities)

The primary goal of the research project was to analyze nursing instructors’ internship supervision practices with college students with learning disabilities, and to propose solutions for improving these practices. The research was carried out by the Centre de recherche pour l'inclusion des personnes en situation de handicap (CRISPESH) and funded by the Ministry of Higher Education as part of the Programme d'aide à la recherche sur l'enseignement et l'apprentissage (PAREA - project 11150).

**Excerpts from the final report have been adapted, and translated into English by the Adaptech Research Network to make the findings more readily accessible to nursing instructors and accessibility advisors in English colleges.**

**Table 4 Summary of supervisors' concerns, and the research team's recommendations and proposed actions**

|  |  |  |
| --- | --- | --- |
| Concerns | Recommendations | Proposed actions |
| Understanding  learning disabilities | Provide training for supervisors | * Training on learning disabilities and inclusive education * Training on the needs, strengths, and strategies that students are implementing |
| Safety of patient care | Promote balanced supervision practices | * Put into perspective the actual risks involved in students providing patient care within the context of the learning environment  (Would there be any significant consequences if a skill was performed at varying levels of competency?) * Check all medications before administration * Gradually increase the complexity of tasks students are expected to perform * Accompany students when performing new tasks * Encourage students to recheck procedures several times before providing patient care * Allow students to use their individual tools and strategies * Build on students’ strengths * Move away from the role of nurse towards that of internship supervisor |
| Students’ success upon entry into the profession | Define the role of a nursing internship supervisor | * Describe the supervisor’s expectations, roles, and mandate in a nursing internship |
| Supervisor’s workload | Review the student-supervisor ratio | * Take into account the diversity within the student population and the diversity of learning profiles when considering a ratio of 6 or 7 students per supervisor |

**Observation #1**: Supervisors are concerned about their lack of knowledge about learning disabilities; they also have concerns about safety in patient care, their workload, and students’ capability to enter the nursing profession.

**Recommendation #1**: Address supervisors' concerns on several fronts by offering training, including a clear definition of their role, pedagogical strategies for supervision, and a reflection on the realistic number of students per supervisor based on students' learning profiles.

**Table 5 – Perceived challenges around disclosure**

**Preference to disclose learning disability to the supervisor**

|  |  |  |
| --- | --- | --- |
| According to the students   * Divided opinion   + Half choose to disclose   + Other half choose not to * Requires trust between supervisors and students | According to supervisors   * Preferred   + But seen as the personal choice of the student | According to specialists   * Preferred * Student’s responsibility |

**Reasons to disclose learning disabilities to supervisors**

|  |  |  |
| --- | --- | --- |
| According to students   * Enrich the team’s organization and work through using their strengths | According to supervisors   * Increases understanding of students’ specific situations * Allows them to adapt to students’ learning needs * Permits support for students regarding their individual challenges * Improves students’ likelihood of receiving help | According to specialists   * Increases openness and understanding in the clinical environment * Helps to understand the reasons for accommodations that may facilitate the internship process |

**Reasons not to disclose learning disabilities to supervisors**

|  |  |  |
| --- | --- | --- |
| According to students   * Wanting to go unnoticed * Fearing stigmatization   Fearing prejudice   * Not seeing the relevance * Only being in a temporary relationship with the healthcare team | According to supervisors   * Sensitive and confidential nature of information * Fear of prejudice | According to specialists   * Fear of prejudice * A lack of openness in the clinical environment and with certain supervisors * Exaggerated focus on the learning disability compared to the student’s strengths * Learning disabilities may not be visible * Fear that it will interfere with getting a job in the future |

**Observation # 2**: For students with a learning disability, the decision to disclose their difficulties is complex and the stakes are high.

**Recommendation # 2**: Supervisors need to create an inclusive learning environment that is open to students' decision to disclose their disabilities (or not).

**Observation # 3**: Supervisors’ attitudes and the absence of a trusting relationship with students can be stressful and can hinder the student’s learning.

**Recommendation # 3**: Supervisors need to establish a relationship of trust and adopt attitudes and behaviours that place students in optimal learning situations.

**Observation # 4**: Collaboration between Adapted Services, students, and supervisors is lacking in nursing internships.

**Recommendation # 4**: Foster collaboration between the Adapted Services, students, and supervisors.

**Table 6 – Tools and strategies used by students**

|  |  |  |  |
| --- | --- | --- | --- |
| Planning tools | | * Calendar * Timetable * Alarms | |
| Organizational tools | | * Lists * Customized work plan * Tablet, laptop, smartphone, or smartwatch | |
| Learning tools | | * Text-to-speech software * Voice dictation software * Language correction software * Electronic or audio dictionaries and books * Memory aids and personalized notes * Calculators * Note-taking tools * Visual aids | |
| Time-based strategies | | * Taking the time to do things correctly * Allowing adequate time to consolidate learning * Arriving early * Choosing an evening course * Asking for information in advance | |
| Strategies based on preparation and practice | | * Practice laboratory techniques * Prepare for internship situations (simulations) | |

**Observation # 5**: The use of computer tools and strategies can enhance accessibility for students with learning disabilities.  Prohibiting their use can hinder learning and productivity and create a disabling environment.

**Recommendation # 5**: Supervisors need to be flexible; allowing students to use tools and strategies and helping students further develop these.

**Table 7 - Suggested supervisory practices**

**Suggested supervisory practices based on students’ needs**

|  |  |  |  |
| --- | --- | --- | --- |
| Trusting relationship | | * Establish a trusting relationship * Demonstrate openness and understanding * Adopt ways of interacting that reduce students’ anxiety * Provide constructive tips and feedback * Offer individualized coaching | |
| Planning, organizing, and learning | | * Encourage, allow, and support the implementation of organizational and planning strategies and tools * Question students on the strategies they have implemented so can adapt to these * Encourage students to personalize their work plans * Allow note-taking * Suggest memory aids, task lists, and charts * Give students the same clinical case several days in a row for practice * Provide the opportunity to work in pairs * Offer a range of learning activities and ways of submitting assignments * Choose a quiet environment for certain tasks | |
| Time and preparation | | * Estimate the time needed to complete an activity, taking into account the students’ needs * Gradually increase the complexity of the tasks required and ask students to adjust their pace in response * Help students prepare by lending them equipment with which they can practice * Permit breaks * Allow students to arrive earlier to internship site to review files * Guide students through time management and speed of execution of tasks | |
| Collaboration with Adapted Services | | Collaborate with the Adapted Services of the college | |

**Observation # 6**: Nursing students experience a variety of challenges during their internships. Supervisory practices for students with learning disabilities can be beneficial for a diverse range of students.

**Recommendation # 6**: Provide an inclusive internship by offering a variety of pedagogical strategies and adapting to the individual needs of students with and without learning disabilities.

**Table 8 - Summary of observations and recommendations**

|  |  |
| --- | --- |
| Observations | Recommendations |
| Supervisors are concerned about their lack of knowledge about learning disabilities; they also have concerns about safety in patient care, their workload, and students’ capability to enter the nursing profession. | Address supervisors' concerns on several fronts by offering training, including a clear definition of their role, pedagogical strategies for supervision, and a reflection on the realistic number of students per supervisor based on students' learning profiles. |
| For students with a learning disability, the decision to disclose their difficulties is complex and the stakes are high. | Supervisors need to create an inclusive learning environment that is open to students' decision to disclose their disabilities (or not). |
| Supervisors’ attitudes and the absence of a trusting relationship with students can be stressful and can hinder the student’s learning. | Supervisors need to establish a relationship of trust and adopt attitudes and behaviours that place students in optimal learning situations. |
| Collaboration between Adapted Services, students, and supervisors is lacking in nursing internships. | Foster collaboration between the Adapted Services, students, and supervisors. |
| The use of computer tools and strategies can enhance accessibility for students with learning disabilities.  Prohibiting their use can hinder learning and productivity and create a disabling environment. | Supervisors need to be flexible; allowing students to use tools and strategies and helping students further develop these. |
| Nursing students experience a variety of challenges during their internships. Supervisory practices for students with learning disabilities can be beneficial for a diverse range of students. | Provide an inclusive internship by offering a variety of pedagogical strategies and adapting to the individual needs of students with and without learning disabilities. |