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Reasonable adjustments for student nurses in clinical placement in the United Kingdom: The perspectives of the associated Community of Practice on current criteria and procedures

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ABSTRACT

Background: In the United Kingdom, pre-registration nursing students include those with a disability or impairment who can require extra learning support their achievement of clinical proficiencies. Earlier research suggests a Community of Practice (CoP) related to facilitating these reasonable adjustments (reasonable accommodations) in clinical placement. This group of practitioners can optimise the clinical learning environment but are potentially hindered by limited evidence-based knowledge and a lack of national guidance.

Research aim: To confirm the existence of this CoP and investigate the development of these practitioners' reasonable adjustments capability. Additionally, to seek the views from these individuals regarding the efficacy of related criteria and procedures.

Methodology: Using a broad interpretivist approach, semi-structured interviews elicited the opinions from 13 study participants. All interview data were transcribed, coded and then thematically analysed in conjunction with the chosen theoretical lenses.

Findings: Three main themes were identified- 'lack of consistency', 'an experiential approach', and 'sharing good practice'.

Conclusions: Findings confirm the emergence of this CoP. A lack of knowledge and national guidance can hinder the capability development of CoP members. Further research is recommended to fully understand this CoP and promote its existence to the wider nursing body.

Video to this article can be found online at <https://doi.org/10.1016/j.sctalk.2024.100369>.

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¹ Please note that the research did not take place at this institution; I have changed jobs since completing the study.

Figures and tables

Work/study locations of study participants

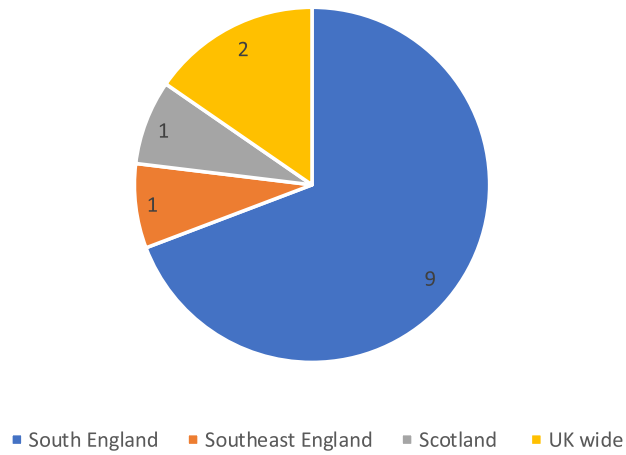


Fig. 1. Work/study locations of study participants. This pie chart shows the general UK geographical location where the study participants work/study and the number of participants from each area.

Roles of study participants

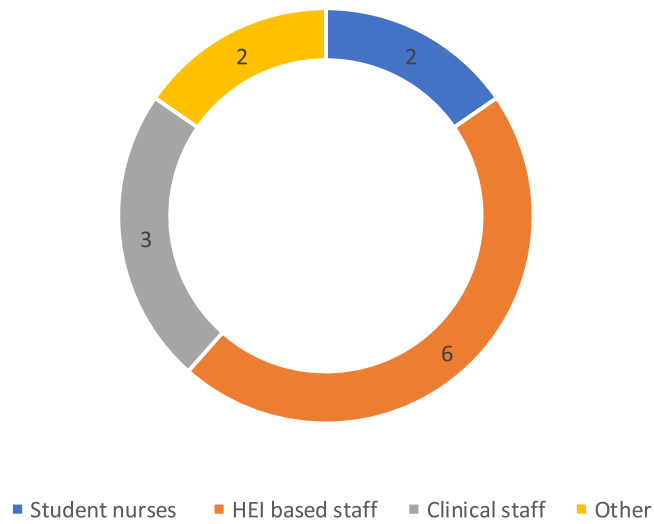


Fig. 2. Roles of study participants. This chart demonstrates the range of the roles of the study participants e.g. student nurses, university based and clinically based staff as well as other roles such as a colleague in the Trade Union peer support service.

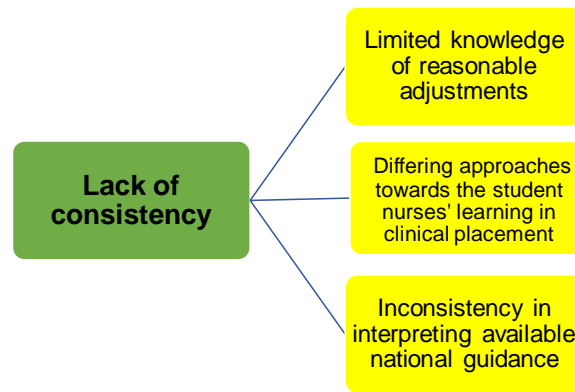


Fig. 3. Theme 1 'Lack of consistency'. This diagram outlines the first main theme identified from the study findings and the three related sub-themes.

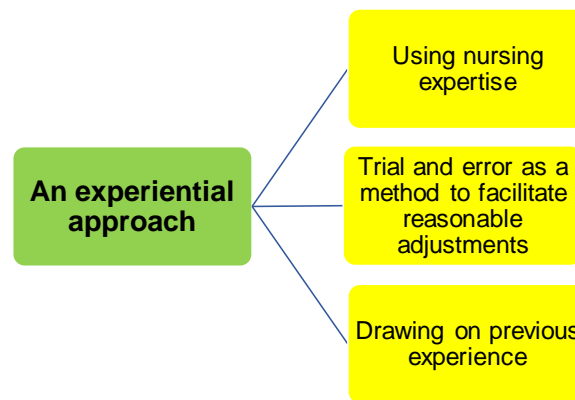


Fig. 4. Theme 2 'An experiential approach'. This diagram outlines the second main theme identified from the study findings and the three related sub-themes.

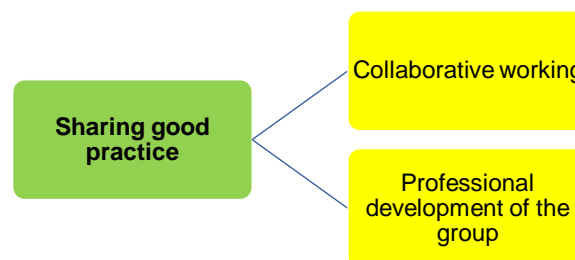


Fig. 5. Theme 3 'Sharing good practice'. This diagram outlines the third main theme identified from the study findings and the two related sub-themes.



Fig. 6. RAINE group logo. This is the official logo for the Reasonable Adjustments In Nursing Education (RAINE) group.

CRediT authorship contribution statement

Liz King: Conceptualization, Methodology, Formal analysis, Investigation, Writing – original draft, Writing – review & editing, Visualization, Project administration.

Data availability

Data will be made available on request.

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Declaration of interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Further reading

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Liz King qualified as an RN (Child) in 2000 and has since gained copious experience of caring for children, young people and their families. Liz has been involved with pre-registration nurse education throughout her career in both clinical settings and in Higher Education as a nurse academic. Liz is currently a Lecturer in children and young people's nursing at The Open University and holds a Doctorate in Education.