

Challenged? Supporting Nursing Students with Dyslexia in Clinical Placements

By Isobel Malbon

[Download PDF](#)

<https://doi.org/10.34074/proc.2302004>

Abstract

From my own experience as a Student Nurse Educator and my role as an Academic Liaison Nurse (ALN) in a Dedicated Education Unit (DEU), clinical practicums can be challenging for our nursing students. Responses in practicum can vary from exciting to downright scary, but for those with additional challenges such as dyslexia, getting words mixed up or incorrect spelling can have a devastating effect on their confidence and their ability to fulfil their role. This paper draws on a study completed for my Master of Applied Professional Practice about the stigma of dyslexia and the impact on nursing students. Using a framework of qualitative phenomenology, I conducted face-to-face interviews with five participants, and then employed narrative analysis to better understand their journeys. I was privileged to hear their personal stories as current nursing students and graduates talked about how they managed barriers, including fatigue, and expectations while completing their practicums. This paper shares some of the coping strategies participants offered, as well as my own reflections of how teaching and clinical staff can help. Educators and clinical leads alike need to be knowledgeable and skilled, and understanding of those with different learning styles and preferences. Consistent support and, often, repetition, are the keys to learning, and reducing stress and fatigue for those with dyslexia. In our sector, multiple programmes have work experience, placements or internships, and many of the issues and responses discussed will be transferable beyond the Bachelor of Nursing degree. I hope that sharing some of the participants' stories and my own observations may encourage others to consider how they support learners with dyslexia and discover new ideas that work.

Keywords: Nursing education, dyslexia in education, dyslexia

Challenged? Supporting Nursing Students with Dyslexia in Clinical Placements by Isobel J. Malbon is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.

This publication may be cited as:

Malbon, I. J. (2023). Challenged? Supporting Nursing Students with Dyslexia in Clinical Placements. In J. L. Savage, J. Hoffman, & M. Shannon (Eds.). (2023). *Proceedings: ITP Research Symposium 2022, 30 November – 2 December* (pp. 32–42). ePress, Unitec | Te Pūkenga. <https://doi.org/10.34074/proc.2302004>

An ePress publication

epress@unitec.ac.nz
www.unitec.ac.nz/epress/

Unitec, Te Pūkenga, Private Bag 92025
Victoria Street West, Auckland 1010
Aotearoa New Zealand



ISBN 978-1-99-118343-9