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Abstract Title: Thriving as a Nurse with a Learning Disability: The Lived Experience of Recent Graduates as They Transition into Clinical Practice

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Abstract

Learning difficulties (LD) do not simply 'fade away' after graduation; it is a lifelong difference, but what 'fade away' is the automatic accommodations offered in the academic context. Work stress, lack of support, and inadequate undergraduate preparation lead to high turnover among new graduate nurses, which LD exacerbates. Educational preparation, hospital orientation, and organizational assistance influence the success of the new graduate transition. RGwLD, like SwLD, also have the same choice over whether to disclose their disability and seek disability services to succeed in the workplace. However, these RGwLD do not disclose their LD for fear of stigmatization and discrimination by their colleagues and nurse managers. It is well established that a diverse and inclusive workplace improves health. Exploring the clinical setting in which RGwLD work is essential for successful clinical practice. LD studies abound. However, limited research exists on nurses with LD in practice. No research addresses RGwLD and the challenges they experience as they transition into practice. Understanding what it is like to be a RGwLD in the clinical environment will be enhanced by obtaining participants' firsthand accounts, contributing to the nominal body of literature from this perspective. Therefore, from a critical disability lens, a hermeneutic phenomenology study will be conducted. This study,

influenced by emancipatory research, can help nurse educators teach nurses and nursing students about LD from the perspective of people with disabilities and outside of traditional paradigms, as well as develop respect for their colleagues with LD and build courteous professional relationships.