

Using a Journal Club to Support Nurse Leaders when Working with Students and Nurses with  
Disabilities

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Abstract

Nursing faculty and nursing leaders have little knowledge or experience in dealing with nursing students or nurses with disabilities. The lack of knowledge and experience working with this population impacts entering and staying in the nursing profession. The purpose of this quality improvement project was to address the issue of disabilities by the formation of a journal club. King's Conceptual System and Knowles' Adult Learning Theory guided the discussion and debate of three articles during the journal club. The journal articles exposed nursing leaders to laws associated with the Americans with Disabilities Act, competence of nurses with disabilities, and strategies for success. Nursing leaders participated in two journal club sessions, one which focused on learning disabilities and the other on physical disabilities. Five nursing leaders participated in each journal club meeting. Instructional protocols were also created as a reference for those not attending. Evaluations indicated participants gained knowledge, a level of support, and felt the activity enhanced their ability to work with students and nurses with disabilities. Nursing leaders validated that the social exchange within the context of the journal club made a difference in understanding, supporting and working with students and nurses with disabilities.

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