

Caring for your rose...

When Your Student Is Deaf

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When your student is deaf.

Objectives:

1. Examine attributes of Deaf culture.
2. Discuss classroom/clinical teaching techniques for the student who is deaf.
3. Describe technological devices which will enhance the students' learning and practice.
4. Describe communication techniques utilized with the student who is deaf.
5. Describe preparation of the new graduate for impediments which may exist in the first nursing position.
6. Describe employer preparation for new graduate who is deaf.

Let's take a look at how to
assist the nursing student
who is deaf.

How to be the one who opens the door...

getting in

What criteria are essential for admission?

1. Individual must be able to hear with the use of specially designed stethoscope?
2. "stethoscope is a critical job function"?
3. The criteria can be established to include or exclude the individual
4. Case by case basis

characteristics

Culture of Deafness

Deaf with a capital "D"

- Have own language
ASL(American Sign Language)?
- Heritage
- History
- Traditions
- Mannerisms
- Society

Deaf with a small "d"?

- Dominant language is spoken English
- ASL is second language

source: asha.org

be a team

Utilization of Interpreters

- Interpreters are a communication tool for the deaf individual
- Address or speak to the deaf person not the interpreter
- Position the interpreters so the deaf person can easily see their sign language
- Do not ask the interpreter for their opinion if it is not related to communication
- Interpreters adhere to standards of confidentiality and a code of ethics

suggestions

Teaching Strategies

- Provide the interpreters notes or lecture outlines 2-3 days before class presentation
- Provide closed captioned videos if available
- Provide space for interpreters at front of classroom
- Do not speak when your back is turned (i.e. writing on board or PowerPoint)
- Do not place the interpreters in the darkest corner

relax

Clinical Practice

- Utilize interpreters for shift reports or conferences
- May use at students' discretion with patients
- Educate and encourage staff to include student as part of team
- Text pager almost always is useful
- TTY Telephone Relay
- Physicians will need education
- Patients and families will also need education

Items to consider

After Graduation

- Finding a job
- Interview process
- Where to work
- Reasonable accommodations
- Fax machine
- E-mail
- Interpreters
- TTY

A few thoughts...

comments from deaf nurses now in practice

“My thoughts for deaf people who desire to be a nurse... it can be done, but be prepared for a lot of frustrations. The best thing is to be the most compassionate, strong, independent, kind caring and sensitive nurse you can be so people forget you're deaf.”

(pediatric nurse of 13 years)

Thoughts:

“I graduated from the U of Mass. in 1980 with a BSN. I have a profound hearing loss. I am currently pursuing my APRN.”

“I hate to give up my career at age 49 because of my hearing loss. I lip read very well and have very good hearing aids. What can I do?”

collaboration

“If I know I am going to be involved in a procedure with a doctor using a mask, I ask a co-worker to be in the room to assist me as a back-up in case there is a problem with communication.” (pediatric nurse)

“ If I need help with phone conversation, I have a co-worker call and take the orders for me.”

Rights of People with Communication Disabilities

The Law

Title I of the Americans with Disabilities Act of 1990 (ADA, PL 101-336) provides important protections and opportunities for people with disabilities, including hearing, speech, and language disabilities. This law applies to employers with fifteen (15) or more employees.

The Law

Protection applies to state and local governments, private employers, employment agencies, and labor unions. Discrimination against qualified people with disabilities in federal employment and in private businesses contracting with the federal government was already prohibited by sections 501 and 503, respectively, of the 1973 Rehabilitation Act (PL 93-112).

The Law

ADA

- **The ADA *prohibits discrimination* against people with disabilities in all employment practices including job application procedures, hiring, firing, advancement, compensation, and training.**
- **In addition, the ADA protects other terms, conditions, and privileges of employment such as recruitment, advertising, tenure, layoff, leave, and fringe benefits.**

The Law

ADA

- **The ADA requires that employers make *reasonable accommodation*. A reasonable accommodation can be any modification or adjustment to a job or work environment that will enable an employee with a disability to perform essential job functions.**

The Law

Essential job functions

- **Reasonable accommodations may include use of a text telephone (TTY), amplified telephone, note taker, augmentative or alternative communication device, or the services of a sign language interpreter.**

The Law

Restructuring a job

- Modifying work schedules, providing flexible leave policies, and adapting training materials are other means of reasonable accommodation.
- Accommodations also may be necessary for the employee to enjoy other employee activities and benefits, for example, holding office parties in an accessible location.

The Law

reasonable
accommodation

- **ADA protects the employee/applicant from expenses associated with the use of the services of a sign language interpreter. The employee's salary cannot be reduced to cover these costs.**
- **The employer must also make any reasonable accommodation for job applicants during the interview**

the employer...

The Law

- **can ask applicants how they would perform certain tasks (with or without an accommodation).**
- **may require a medical evaluation only if all job applicants are asked to do so.**

the employer... **The Law**

- **may provide information on regular work hours, leave policies, and special attendance needs, and can ask if the applicant can meet these requirements.**
- **cannot ask how attendance might be affected by a disability**

the employer

The Law

- **Is not obligated to hire a job applicant whose communication disability poses a direct threat to the health or safety of that person or others**

the employer

The Law

- **if an individual with a hearing loss is unable to hear an essential alarm/alert device and no accommodation is appropriate, the employer is not obligated to hire this job applicant**

The logo for 'The Law' features the words 'The' and 'Law' in a stylized, multi-colored font. 'The' is in red, orange, and yellow, while 'Law' is in green, blue, and purple. To the right of the logo, the text 'Equal Employment Opportunity Commission' is written in a dark blue, sans-serif font, stacked in three lines.

The Law Equal Employment
Opportunity
Commission

- 1801 L Street, NW
Washington, DC 20507
(800) 669-3362 (voice)
(800) 800-3302 (TT)

Helpful Websites Log on

- ❑ <http://exceptionalnurse.com/>
- ❑ smitmart@ohsu.edu
- ❑ www.AMPHL.org
- ❑ <http://www.amphl.org/noise.html>
- ❑ www.healthsciencefaculty.org
- ❑ www.welchallyn.com
- ❑ www.cardionics.com
- ❑ www.ultrascope.com

Helpful Websites Log on

- <http://www.nidcd.nih.gov/>
- http://www.nlm.nih.gov/medlineplus/hearing_disordersdeafness.html
- <http://clerccenter.gallaudet.edu/InfoToGo/492/492-1.html>
- <http://www.asha.org/>

examples

Current Research

- Gene Therapy Could Treat Deafness (05/31/2003, United Press International) 1. **Recruiting**
- Clinical and Genetic Analysis of Inner Ear Malformations Conditions: Sensorineural Hearing Loss; Cytomegalovirus Infection 2. **Recruiting**
- Genetic Analysis of Hereditary Disorders of Hearing and Balance Conditions: Sensorineural Hearing Loss; Hearing Disorder

Current Research

examples

- Analysis of Human Hereditary Hearing Impairment
Condition: Partial Hearing Loss
4. Recruiting
- Quantifying Auditory Perceptual Learning Following Hearing Aid Fitting
Condition: Hearing Loss
5. Recruiting
- Early Diagnosis of Steroid-Responsive & No-Responsive Hearing Loss
Condition: Hearing Loss
6. Recruiting

Current Research

examples

- Functioning, Disability, and Quality of Life in the Adult Hearing Impaired Condition: Hearing impaired8.Recruiting
- Epidemiology of Hearing Loss in Diabetic and Non-Diabetic Veterans Conditions: Diabetes; Tinnitus; Hearing Loss9.Recruiting
- Genetic Studies of Tone Deafness Conditions: Healthy; Tone Deafness10.Recruiting

Think for a moment :

- 1. What are the goals and perceptions of the student?**
- 2. What are your beliefs as a nurse educator?**
- 3. What can the student hear?**

Think for a moment :

- 4. Will they need interpreters?**
- 5. How can you educate the nursing community?**
- 6. Will you be an advocate for the nursing student who is deaf?**

When students enjoy learning...



And working together...



Somehow the equipment is not so frightening...



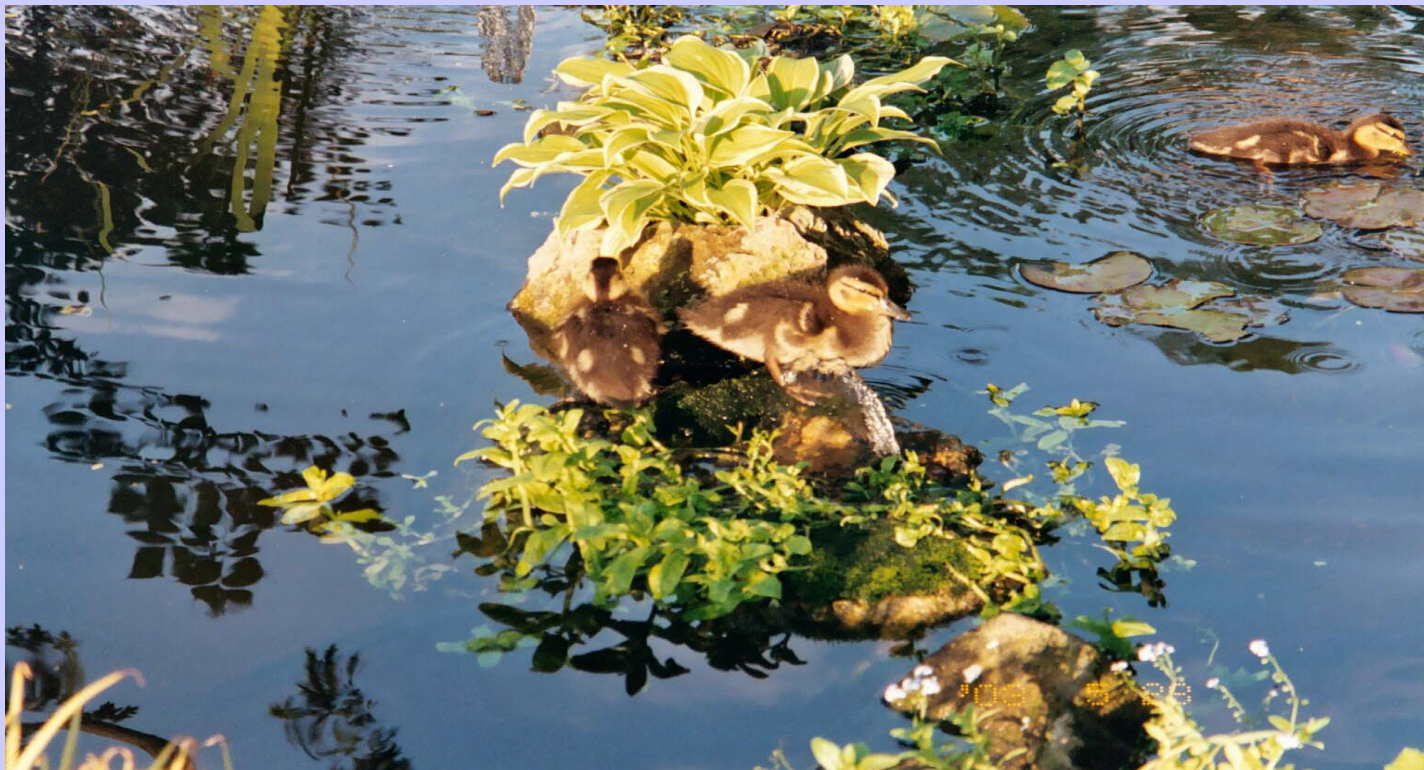
Students practice together...does it matter if one is deaf?



Each student learns differently? Does it matter if one is deaf?



Like ducklings...they don't all jump in the water at the same time...or way



But...one day... we celebrate their achievements together...Which one is deaf?



One day...their hard work pays off...which one is deaf?



The End Or



perhaps

The beginning.....

“It is the time you have devoted to your rose that makes your rose so important.” The Little Prince,
Antoine De Saint-Exupéry

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awsome

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