

Title:

Universal Design for Instruction as a Catalyst for Transforming Nursing Education

Janet A. Levey, PhD, MSN, BSN

Nursing, Concordia University Wisconsin, Mequon, WI, USA

Session Title:

Poster Presentations

Slot (superslotted):

PST: Friday, April 8, 2016: 10:00 AM-10:45 AM

Slot (superslotted):

PST: Friday, April 8, 2016: 12:00 PM-1:15 PM

Slot (superslotted):

PST: Friday, April 8, 2016: 2:30 PM-3:15 PM

Slot (superslotted):

PST: Friday, April 8, 2016: 6:00 PM-7:00 PM

Slot (superslotted):

PST: Saturday, April 9, 2016: 7:30 AM-8:30 AM

Slot (superslotted):

PST: Saturday, April 9, 2016: 10:00 AM-10:45 AM

Slot (superslotted):

PST: Saturday, April 9, 2016: 12:00 PM-1:15 PM

Keywords:

inclusive pedagogy, nursing education and universal design for instruction

References:

- Aaberg, V. A. (2012). A path to greater inclusivity through understanding implicit attitudes toward disability. *Journal of Nursing Education*, 51(9), 505-510. doi:10.3928/01484834-20120706-02
- American Association of Colleges of Nursing (2008). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC: Author.
- Americans with Disabilities Act Amendments Act (ADAAA) of 2008, PL 110-325, 42 U.S.C. § 12101 et seq.
- Carey, P. (2012). Exploring variation in nurse educators' perspectives of the inclusive curriculum. *International Journal of Inclusive Education*, 26(7), 741-755. doi: 10.1080/13603116.2010.516773
- Dupler, A. E., Allen, C., Maheady, D. C., Fleming, S. E., & Allen, M. (2012). Leveling the playing field for nursing students with disabilities: Implications of the Amendments to the Americans with Disabilities Act. *Journal of Nursing Education*, 51(3), 140-144. doi:10.3928/01484834-20120127-05
- Embry, P., & McGuire, J. (2011). Graduate teaching assistants in learning paradigm: Belief about inclusive teaching. *Journal of Excellence in College Teaching*, 22(2), 85-108.
- Fleming, S., Mckee, G., & Huntley-Moore, S. (2011). Undergraduate nursing students' learning styles: A longitudinal study. *Nurse Education Today*, 31, 444-449. doi:10.1016/j.nedt.2010.08.005
- Institute of Medicine (2010, October). *The future of nursing: Focus on education*. (Report Brief, 1-8). Washington, DC: National Academy of Science.
- Levey, J. A. (2014). Attitudes of nursing faculty towards nursing students with disabilities: An integrative review. *Journal of Postsecondary Education and Disability*, 27(3), 321-332.
- Levey, J. A. (in press). Measuring nurse educators' willingness to adopt inclusive teaching strategies. *Nursing Education Perspectives*.
- Lombardi, A. R., & Murray, C. (2011). Measuring university faculty attitudes toward disability: Willingness to accommodate and adopt Universal Design principles. *Journal of Vocational Rehabilitation*, 34(1), 43-56. doi:10.3233/JVR-2010-0533
- Lombardi, A. R., Murray, C., & Dallas, B. (2013). University faculty attitudes toward disability and inclusive instruction: Comparing two institutions. *Journal of Postsecondary Education and Disability*, 26(3), 38-54.
- Lombardi, A. R., Murray, C., & Gerdes, H. (2011). College faculty and inclusive instruction: Self-reported attitudes and actions pertaining to universal design. *Journal of Diversity in Higher Education*, 4(4), 250-261. doi:10.1037/a0024961
- Marcyjanik, D. & Zorn, C. R. (2011). Accessibility in online nursing education for persons with disability. *Nurse Educator*, 36(6), 241-245. doi:10.1097/NNE.0b013e3182333f9d
- Marks, B.,

& Ailey, S. (2014). White paper on Inclusion of students with disabilities in nursing educational programs for the California Committee on Employment of People with Disabilities (CCEPD). Retrieved from <http://www.rehab.ca.gov/boards-and-committees/PublicMeeting/MeetingArchive?groupId=24&year=2014&docType=All>

McGuire, J. M. (2011). Inclusive college teaching: Universal design for instruction and diverse learners. *Journal of Accessibility and Design for All*, 1(1), 38-54.

McGuire, J. M., & Scott, S. S. (2006). Universal design for instruction: Extending the universal design paradigm to college instruction. *Journal of Postsecondary Education and Disability*, 19(2), 124-134.

McGuire, J. M., Scott, S. S., & Shaw, S. F. (2003). Universal design for instruction: The paradigm, its principles, and products for enhancing instructional access. *Journal of Postsecondary Education and Disability*, 17(1), 11-21.

McGuire, J. M., Scott, S. S., & Shaw, S. F. (2006). Universal design and its application in educational environments. *Remedial and Special Education*, 27(3), 166-175.

National League for Nursing. (2005). Transforming nursing education [Position Statement]. Retrieved from <http://www.nln.org/aboutnln/positionstatements/transforming052005.pdf>

Orr, A. C., & Bachman-Hamming, S. (Summer, 2009). Inclusive postsecondary strategies for teaching students with learning disabilities: A review of the literature. *Learning Disability Quarterly*, 32(3), 181-196.

Parker, D. R., Robinson, L. E., & Hannafin, R. D. (2007-2008, Winter). "Blending" technology and effective pedagogy in a core course for preservice teachers. *Journal of Computing in Teacher Education*, 24(2), 61-66.

Pilner, S. M., & Johnson, J. R. (2004). Historical, theoretical, and foundational principles of universal instructional design in higher education. *Equity & Excellence in Education*, 37, 105-113. doi:10.1080/10665680490453913

Roberts, K. D., Park, H. J., Brown, S., & Cook, B. (2011). Universal design for instruction in postsecondary education: A systematic review of empirically based articles. *Journal of Postsecondary Education and Disability*, 24(1), 5-15.

Rose, D. H. (2006). Universal design for learning in postsecondary education: reflections on principles and their application. *Journal of Postsecondary Education and Disability*, 19(2), 135-151.

Rosenberg, L., & O'Rourke, M. E. (2012). The diversity pyramid: An organizational model to structure diversity recruitment and retention in nursing programs. *Journal of Nursing Education*, 50(10), 555-560. doi:10.3928/01484834-20110616-02

Scott, S. S., McGuire, J. M., & Foley, T. E. (2003). Universal design for instruction: A framework for anticipating and responding to disability and other diverse learning needs in the college classroom. *Equity & Excellence in Education*, 36(1), 40-49. doi:10.1080/10665680390210148.

Scott, S. S., McGuire, J. M., & Shaw, S. F. (2003). Universal design of instruction: A new paradigm for adult instruction in postsecondary education. *Remedial and Special Education*, 24(6), 369-379.

Shaw, R. A. (2011). Employing universal design for instruction. *New Directions for Student Services*, 134, 21-33. doi: 10.1002/ss392

Abstract Summary:

Universal design for instruction (UDI) is a proactive teaching approach focused on student access to learning environments and a potential catalyst for welcoming diverse learners in nursing education, but is it used in nursing education? This presentation addresses the state of UDI in nursing education and application in educational settings.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
Define the universal design for instruction framework.	Universal design for instruction (UDI) will be defined. The audience will receive a handout with an explanation of UDI principles and examples.
Differentiate between accommodations based in ADA and inclusive teaching practices based in universal design for instruction.	From a PowerPoint slide, the audience will identify characteristics of an ADA accommodation versus UDI teaching strategies.
Examine universal design for instruction application in classroom, online, clinical, simulation and skills labs.	UDI teaching practices in various nursing educational settings will be presented in a

	pictorial format. A handout of UDI resources will also be provided.
Propose a UDI strategy to incorporate in a teaching environment.	Educators will verbalize one UDI teaching strategy they are willing to try in their teaching environment. Mini-break out session: Materials will be provided for educators to experience actual UDI practices.

Abstract Text:

The Institute of Medicine (IOM, 2010), American Association of Colleges of Nursing (AACN) (2008), and National League for Nursing (NLN, 2005) have called upon nursing education to transform its paradigm to embrace technology, evidence-based practice, cultural diversity, interdisciplinary communication, leadership skills, critical judgment, and teamwork using innovative and effective pedagogies that engage all types of learning styles. In meeting educational reforms, nursing faculty are challenged to provide meaningful and inclusive learning experiences for all learners, with and without disabilities (Aaberg, 2012; Crary, 2012; Fleming, Mckee & Huntley-Moore, 2011; Levey, 2014, in press; Neuman et al., 2009; Marks & Ailey, 2014; Rosenberg & O'Rourke, 2011; Dupler, Allen, Maheady, Fleming, & Allen, 2011).

Universal design for instruction (UDI) is relatively new to postsecondary education and is a strategy for meeting the diverse learning needs of students. UDI is a proactive teaching approach focused on instructional design and teaching strategies that benefit the broadest range of learners, with and without disabilities (Embry & McGuire, 2011; McGuire, 2011; Lombardi, Murray, 2011; Lombardi, Murray, & Dallas, 2013). UDI is not a form of accommodation (Orr & Hamming, 2009). Accommodations are mandated by law when a student provides documentation of a disability recognized under the Americans with Disability Act Amendments Act of 2008 ((ADAAA) (42 U.S.C. § 12102 (a) (A)). Faculty adoption of UDI teaching practices is by choice, not mandate. The UDI framework is more than technological access to course content; it is an accessible pedagogy approach to the teaching/learning process and its environments (Rose, 2006).

Over the past 15 years, UDI principles have been developed and applied to postsecondary education for accessible learning environments (Embry & McGuire, 2011; McGuire & Scott, 2006; McGuire, Scott, & Shaw, 2003, 2006; Shaw, 2011; Lombardi et al., 2011; Lombardi, Murray, & Gerdes, 2011; Roberts Park, Brown & Cook, 2011; Shaw, 2011). However, the UDI framework has been slow to diffuse into nursing education (Levey, 2014, in press). Faculty role development and UDI awareness was frequently cited as key to teaching effectiveness and success inclusive practices in the postsecondary classroom (Embry & McGuire, 2011; Hennessey & Koch, 2007; McGuire & Scott, 2006; McGuire et al., 2006; Parker, Robinson, & Hannafin, 2007; Roberts et al., 2011). Though not formally recognized by faculty, UDI principles are often self-discovered through a process of trial and error when responding to the diverse learning needs of students (Scott, McGuire, Foley, 2003; Scott, McGuire, & Shaw, 2003). The purpose of the literature review was to ascertain the current state of UDI in nursing education. The aim was to assess specific use of UDI in educational environments (e.g., classroom, online, clinical, simulation and skills labs).

Literature from 2000 to 2015 was searched to percolate articles reflective of UDI usage in the 21st Century. A combination of key terms included: universal design, universal design for learning, universal design for instruction, universal instructional design, nursing education, postsecondary, college, university or higher education. Boolean operators of "scholarly journals," "OR," and "language" in English resulted in 151 articles. An ancestry approach and hand search revealed three additional articles which complemented the exploration of relevant articles. Duplicates were removed and 45 articles remained for the inclusion/exclusion screening analysis.

Inclusion criteria for this literature review were (a) quantitative, qualitative, mixed-method research studies; (b) major featured articles, literature or integrative reviews; (c) universal design for instruction principles were identified in the title, key word, abstract or body of the article; (d) in postsecondary, college, university or higher education; and (e) within date parameters. Articles were excluded if they did not meet the inclusion criteria. Twenty-eight articles were advanced for the literature review. A table was created to assist with the analysis using the headings of author(s)/date, purpose, design/setting/sample, strengths/limitations, findings. Another table was created to identify the use of UDI in nursing educational environments (e.g., classroom, online, clinical, simulation and skills labs).

The analysis of the literature revealed a lack of role development for new faculty and limited UDI awareness and knowledge were barriers to the use of UDI pedagogy. Most articles on the use of UDI in nursing education were from outside the nursing discipline (e.g., Postsecondary Education, Education and Disability, Rehabilitation). A prevailing theme was faculty and academic institutions limited UDI awareness and orientation programs (Embry & McGuire, 2011; Embry et al. 2005; McGurie, 2011; Levey, 2014). A negative outcome might be faculty are unknowingly excluding students with different learning styles or disabilities based on instructional design and teaching strategies used in learning environments (Levey, 2014; Pliner & Johnson, 2004). The body of literature focused on nursing students with disabilities, identifying a significant gap in research based on UDI practices benefiting all students, including those without disabilities.

The use of UDI in nursing educational settings mainly identified technology and equipment in the classroom and clinical setting (e.g., computers, software, and amplified stethoscopes). Marcyjanik & Zorn (2011) authored the only article which highlights the use of UDI principles in nursing education; however, it was limited to online learning. The gap between UDI research and practice was further exacerbated when materials, content, assessments, instructional design, and teaching strategies were not addressed. Further study of UDI in nursing educational settings is warranted. The findings of the literature review highlight the need for professional in-services to launch awareness and knowledge of UDI teaching practices in nursing education.

The IOM, AACN, and NLN have called for a transformation in nursing education reflective of best teaching practices which are effective, innovative, and inclusive for all learners. The use of UDI principles is a means by which to answer the call to reform educational practices and is a catalyst to welcoming learning diversity in the nursing educational settings. The interactive presentation will engage the audience to: 1) Define the UDI framework, 2) Differentiate between accommodations based in ADA and inclusive teaching practices based in UDI, 3) Examine UDI application in classroom, online, clinical, simulation and skills labs, 4) Propose one UDI strategy to incorporate in a teaching/learning environment.