

The educational experiences of disabled
undergraduate, pre-registration student
paramedics at British universities: a
doctoral research project.

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Outline of the presentation

Positionality -
philosophical and personal

Methodology and methods

Data collection

Data analysis



Deriving my philosophical and personal position

- Brown & Duenas (2019) to develop my philosophical position
- Personal position



Critical realism

- Ontological realism
 - Laminated ontology
- Epistemological relativism
- Critical reflexivity
- Retroductive reasoning



Systematic review

- A modified version of the Joanna Briggs Institute approach to meta-aggregation was employed



Methodology and methods

- Consistent with Critical Realist position
- Seeking multiple sources of evidence: two elements
- Systematic review of qualitative evidence
- Semi-structured interviews



Systematic review: analysis and findings

- Critical appraisal using the SURE checklist, data extraction using the JBI tool, data analysis using NVIVO 12.
- A total of 79 participants from the 5 studies generated 226 'findings', with 5 meta-aggregative categories:
 1. Self
 2. Culture
 3. Other's awareness
 4. Assessment
 5. Validation

Semi-structured interviews

- 15 participants from 11 universities
- A range of health conditions or neurodivergence
- Zoom interviews due to the geographical spread



Ethics and participant recruitment

- Ethics
- Recruitment



Semi-structured interviews: data analysis

The screenshot displays the Quirkos web interface for data analysis. The main area is a dark-themed bubble chart where each bubble represents a theme identified in the data. The bubbles vary in size and color, indicating their relative frequency or importance. Themes include:

- Admission trade offs
- DSA
- Disability champions
- Adjustments aren't a top priority
- Unsupportive university
- I am more than a label
- One size fits all adjustments
- I'm more than m adjustments
- Disability villains
- Not meeting the adjustments
- Support staff understanding of paramedic student
- Supportive university
- This teaching worked well
- Supportive peers
- Negative university staff attitude
- Waiting for support...
- Adjustment tech isn't perfect
- Evolving support
- University paramedic department culture
- People don't think I'm listening
- Recognising the issue
- Bureaucracy
- Lack of resources
- Not being seen as a burden
- Prioritising the group
- Practical more important
- University vs clinical
- Ambulance colleagues attitude
- Practical experience more valuable than academic
- My PE doesn't understand
- Unsupportive
- self doubt
- I'm good at clinical
- People don't understand
- Practical exam
- Falling through the gaps
- Powerlessness
- My PE critical
- Academic challenge
- Negative self esteem
- Coping strategies
- Anxious in the clinical setting
- Lockdown
- Paramedic or uni identity
- Quick filter quirks

On the right side, there is a panel titled "Adi_Recording.m4a" showing a transcript of an audio recording. The transcript contains several lines of text, with some words highlighted in yellow and blue, corresponding to the themes in the bubble chart. For example, the text "I didn't get on it first time" is highlighted in blue, and "I started as a student, and so I applied for it" is highlighted in yellow.

The browser's address bar shows the URL: quirkos.com/web/#/projects/43678127-b808-4128-94dd-470be1646a22. The browser tabs include "Thesis - Google Drive", "Chapter 3 Methodology - Goog", "Conference presentation - Goog", and "Quirkos".

Timeline to completion

- Data analysis complete by mid-January
- Write up during the spring of 2024
- My aim is to submit the thesis by summer 2024



