



13 PAPERS



SW, PT, HEALTHCARE,
AHP, NM, OT



1 CANADA, 3 US, 1 UK
AND US AND 8 UK



MIXED METHODS,
QUANTITATIVE,
NARRATIVE REVIEW,
QUALITATIVE

Racialised health and social care student experiences in practice learning: A literature review

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Findings

Attainment

Overt racism and covert microaggressions

Impact on students

Implications for practice

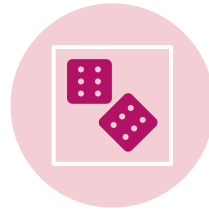
Microaggressions



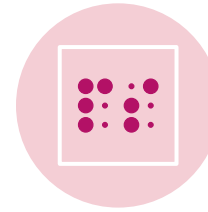
'PERVASIVE, COMPLEX, INHERENTLY HARMFUL, AND NEGATIVELY IMPACT THE EXPERIENCES' OF RACIALISED US SW STUDENTS IN PRACTICE EDUCATION



UNFAIRNESS, BEING LABELLED AS DISHONEST OR LYING, BEING OVER-SCRUTINISED OR FOCUSING ON SUBSTANDARD WORK ONLY



'BEING TREATED DIFFERENTLY', GIVEN DIFFERING LEARNING OPPORTUNITIES, ACTIVE AVOIDANCE BY STAFF, UNDERMINING BEHAVIOURS



PROBLEMATISING LANGUAGE, NAMES, BEING MISTAKEN FOR OTHER STUDENTS



HOW WHITE SUPREMACY AND DOMINANCE IS ENACTED

Belonging

Feeling 'deficit'

Unable to be
authentic self

Isolation

Reduced
confidence

mental health

Surviving not
thriving

Coping strategies

'staying silent,
ignoring comments,
staying calm, not
getting upset....just
taking it'

**Impact on
students**

Implications for practice



Raising awareness amongst practice staff and students/reduce avoidance to discuss racism



Placement site and team
Supportive culture in teams/educator



Placement preparation



Reporting mechanisms- reluctance to complain



Willingness to discuss micro-aggressions in supervision



Relationships with educator and with academic advisor