

Appendix

Results

| Author & Year | Title | Document Type | Study Design | Findings/Recommendations Related to Academic Accommodations & Learning Disabilities | Potential Effective Process Identified |
|---------------------------|---|-----------------------|---|--|--|
| Ardary (2014) | Nursing Faculty Experiences Teaching Students with Learning Disabilities | Doctoral dissertation | Phenomenology 14 prelicensure nursing faculty responded to national survey | While student with LD are increasing in nursing education, the graduation rate is lower for these students. An understanding of the reasons behind this phenomenon begins with an exploration of nursing faculty experiences with teaching students with learning disabilities. Nursing faculty describe experiences with finding difficulty with the time to help and a lack of knowledge about learning disabilities as well as regarding pedagogical, ethical, and safety concerns with accommodations. | Not specified; Nursing faculty should explore their feelings and experiences to prevent being a barrier to success for students with |
| Betz, Smith, & Bui (2012) | A Survey of California Nursing Programs: Admission and Accommodation Policies for Students with Disabilities. | Research Study | Survey: 15 questions sent to nursing programs in California (associate, bachelors, and masters) | Most often, accommodations were requested in the classroom for learning disabilities. Testing time and quiet environments were the most frequently requested academic accommodations. However, 72% of nursing programs reported students with disabilities not asking for accommodations. | Not specified; Accommodation policies need to be Further explored for students with disabilities. |
| Marks & McCulloh (2016) | Success for Students and Nurses with Disabilities: A Call to Action for Nurse | Informative Article | N/A | Nursing faculty still have difficulty understanding ADA standards as well as decreasing bias against students with disabilities. Nursing faculty need to increase their understanding of best practices for educating students with disabilities. Increasing understanding will promote diversity and inclusivity within nursing education as well as | Suggestions for best practices for educating students with disabilities were for hearing and vision loss as well as a physical disability. No suggestions were |

Educators

the nursing profession. Additionally, adapting A social model view instead of a medical model view means not viewing the disability as negative or as a student deficiency.

provided for learning disabilities.

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| May (2014) | Nursing Faculty Knowledge of The Americans With Disabilities | Quantitative Study | Survey: 231 respondents from baccalaureate programs identified by the Pennsylvania State Board of Nursing | Nursing faculty lack knowledge on the ADA law as well as the process and implementation of best practices to be consistent with the law. This lack of knowledge can create barriers to student success. Respondents were knowledgeable about the need for students to register their disability and provide documentation to faculty for disabilities. However, uncertainty arose with the provision of the accommodations. | Use an evidence-based approach that faculty members can understand and implement. |
| Meloy & Gambescia (2014) | Guidelines for Response to Student Requests for Academic Consideration: Support Versus Enabling Response | Informative Article | N/A | Nursing faculty encounter a variety of academic accommodations from students with disabilities. Disability services are the experts of ADA standards as well as general academic accommodations. Therefore, collaboration among disability services and nursing faculty must occur. Regardless of whether students register their disability, consistent practices of providing the same standards for all students is best practice | All students must Register their disability with the disability services office for an effective accommodation process. Faculty and disability services must then collaborate with the student to provide academic accommodations that are consistent with ADA standards while maintaining academic rigor. |
| Neal-Boylan & Miller (2017) | Treat Me Like Everyone Else: The Experience of Nurses who had Disabilities While in | Qualitative Study | Thematic comparative analysis; 15 nurses from 8 states responded to the survey | Most nurse educators could benefit from increased knowledge of the ADA and its requirements. Nursing educators are inconsistent in the treatment of students with disabilities and the interpretation of the ADA. Even after students have received approved accommodations, nursing faculty are not implementing them. | Nursing faculty should assess each student on an individual basis according to the ADA. Reasonable academic accommodations should be provided After the student is |

School

Nursing faculty viewed students with accommodations as having a lack of intelligence and denied assistance or support in the classroom setting.

accepted into the nursing program. Once accommodations have been granted, nursing faculty should work with the student to implement effective accommodations.
