

# A TRAJECTORY OF FACULTY PERCEPTIONS OF STUDENTS WITH DISABILITIES

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# BACKGROUND

## PREVALENCE

- The number of nursing students with disabilities has increased
- In 2011-2012, 11% of undergraduates reported having a disability
- In 2015-2016, 19% of undergraduates reported having a disability
- The ADA as amended by the ADAAA mandates reasonable accommodations for post secondary students with disabilities
- Research confirms that nurses with disabilities experience discrimination
- Nurse educators and nurse administrators think disability jeopardizes patient safety

# NURSE EDUCATOR PERCEPTIONS

## ABOUT STUDENTS WITH DISABILITIES

- More likely than the general population to be biased against students with visible disabilities
- More likely to admit students with learning disabilities than physical disabilities
- Perceive student reluctance to disclose disability as challenging
- Have difficulty differentiating essential job functions from academic technical standards
- Don't necessarily view students with disabilities as diverse or see the need for inclusion

# PURPOSE

## OF THE STUDY

- To identify whether academic environments have changed for prospective and current nursing students with disabilities since the ADAAA amended the ADA in 2008.

# METHOD

## INTEGRATIVE REVIEW

- Russell's (2005) integrative review method
- Keyword and subject heading search: CINAHL, PubMed, ERIC databases
- Population (articles)
  - Inclusion: Available in English, nursing students (prospective or current) with any type of disability, date range 2008-March 2018, limited to countries that have legislation requiring reasonable accommodations for disabled students in higher education
  - Exclusion: Articles that focused on teaching students to care for people with disabilities or measured attitudes of students toward disability

# SEARCH TERMS

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## Subject Headings

- Education, nursing
- Students, nursing
- Students, disabled
- Disabled person
- Nursing education
- Special needs students

## Keywords

- Nursing students
- Students with disabilities
- Disabled students

# RESULTS

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- 170 articles reviewed independently by two researchers
- Articles came from U. S., UK, Ireland, Canada, Israel and Australia
- Collaboration is best
  - Interdisciplinary (refer to Disability Office)
  - Consult with faculty and clinical placement coordinators
  - Be proactive
  - Recognize student's right to disclose or not disclose

# RESULTS

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- Meeting individual student needs
  - Barriers to inclusion still exist
  - Disclosing causes anxiety
  - Students worry others will think they will jeopardize patient safety
- Lack of awareness by faculty
  - Discrimination against students with visible disabilities
  - Faculty worry about patient safety
  - Misinformed about legal mandates
  - Use medical model instead of social model of disability



# RESULTS

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- **Need a multipronged approach**
  - Counseling and mentoring by Office of Disability
  - Constructive suggestions from clinical instructors/preceptors
  - Good communication and support are key
  - Simulation can be used to provide accommodations
  - Consider universal design
- **Not a “one size fits all “ approach**
  - The Disability Office determines the accommodation
  - Accommodations are individualized
  - Differentiate academic (technical) standards from essential functions of the job

# CONCLUSION

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- **Purpose:** To identify whether academic environments have changed for prospective and current nursing students with disabilities since the ADAAA amended the ADA in 2008.
- **Conclusion:** Faculty are somewhat more aware of the needs of nursing students with disabilities but discrimination still exists
- Little has changed from 2008-2018

# IMPLICATIONS

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- Faculty and administrators should be reminded annually of legal mandates of ADA
- SONs must tell ALL students how to access the Disability Office and accommodations
- Faculty should not make their own accommodations or ask if a student has a disability or needs an accommodation
- Don't assume a student will be unsafe
- Remove the stigma of having a disability; be inclusive of students with disabilities
- Use an interdisciplinary approach
- Consider a universal design approach

# REFERENCES & SOURCES

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# THANK YOU

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- Questions????