

Supplementary File – Processes, Experiences, and Outcomes Associated With Accommodation and Nursing Students With Disabilities: A Scoping Review

Appendix A: Database Searches

Ovid MEDLINE

Ovid MEDLINE: ePub Ahead of Print, In-Process & Other Non-Indexed Citations, Ovid MEDLINE Daily and Ovid MEDLINE <1946–Present>

#	Searches	Results
1	Students, Nursing/	31,448
2	education, nursing/ or education, nursing, associate/ or education, nursing, baccalaureate/ or education, nursing, diploma programs/ or nursing education research/	63,511
3	((nursing or nurse or nurses) adj4 (student* or pupil* or learner* or school* or educat* or program* or degree* or diploma* or certificat* or curricul* or freshm?n or sophomore* or junior* or senior* or undergrad* or under-grad* or baccalaureate* or bachelor* or universit* or college* or class* or instruct*)).tw,kf.	100,145
4	(BN or BScN or BNSc or BSN).tw,kf.	159,12
5	1 or 2 or 3 or 4	148,246
6	accommodat*.tw,kf.	67,969
7	reasonable adjustment*.tw,kf.	232
8	((help* or support* or aid* or assist* or alter* or arrange* or adapt* or substitut* or replac* or different* or solution* or solv* or modif* or adjust* or chang* or inclusi* or include* or accessib* or method* or rework* or re-work* or convert* or transform* or tailor* or custom* or switch* or swap* or amend* or revise* or revision*) adj6 (disable* or disabilit*)).tw,kf.	42,878
9	((accessibility or disability) adj3 (service* or office*)).tw,kf.	5,080
10	6 or 7 or 8 or 9	114,658
11	5 and 10	744

EBSCO CINAHL Plus with Full Text

#	Query	Results
S1	(MH "Students, Nursing") OR (MH "Students, Nursing, Baccalaureate") OR (MH "Students, Nursing, Male")	43,840
S2	(MH "Education, Nursing") OR (MH "Education, Nursing, Baccalaureate") OR (MH "Education, Nursing, Research-Based")	63,461
S3	TI (((nursing or nurse or nurses) N4 (student* or pupil* or learner* or school* or educat* or program* or degree* or diploma* or certificat* or curricul* or freshm?n or sophomore* or junior* or senior* or undergrad* or under-grad* or baccalaureate* or bachelor* or universit* or college* or class* or instruct*))) OR AB (((nursing or nurse or nurses) N4 (student* or pupil* or learner* or school* or educat* or program* or degree* or diploma* or certificat* or curricul* or freshm?n or sophomore* or junior* or senior* or undergrad* or under-grad* or baccalaureate* or bachelor* or universit* or college* or class* or instruct*)))	122,382
S4	TI (("BN" or "BScN" or "BNSc" or "BSN")) OR AB (("BN" or "BScN" or "BNSc" or "BSN"))	4,302
S5	S1 OR S2 OR S3 OR S4	165,712
S6	(MH "School Accommodation") OR (MH "Job Accommodation")	2,000
S7	TI accommodat* OR AB accommodat*	14,220
S8	TI (((help* or support* or aid* or assist* or alter* or arrange* or adapt* or substitut* or replac* or different* or solution* or solv* or modif* or adjust* or chang* or inclusi* or include* or accessib* or method* or rework* or re-work* or convert* or transform* or tailor* or custom* or switch* or swap* or amend* or revise* or revision*) N6 (disable* or disabilit*))) OR AB (((help* or support* or aid* or assist* or alter* or arrange* or adapt* or substitut* or replac* or different* or solution* or solv* or modif* or adjust* or chang* or inclusi* or include* or accessib* or method* or rework* or re-work* or convert* or transform* or tailor* or custom* or switch* or swap* or amend* or revise* or revision*) N6 (disable* or disabilit*)))	29,328
S9	TI (((accessibility or disability) N3 (service* or office*))) OR AB (((accessibility or disability) N3 (service* or office*)))	4,619
S10	TI reasonable adjustment* OR AB reasonable adjustment*	229
S11	S6 OR S7 OR S8 OR S9 OR S10	47,410
S12	S5 AND S11	973

Ovid Embase

Embase Classic+Embase <1947 to 2024 March 26>

#	Searches	Results
1	nursing student/ or baccalaureate nursing student/ or male nursing student/	34,651
2	nursing education/ or research based nursing education/	97,005
3	((nursing or nurse or nurses) adj4 (student* or pupil* or learner* or school* or educat* or program* or degree* or diploma* or certificat* or curricul* or freshm?n or sophomore* or junior* or senior* or undergrad* or under-grad* or baccalaureate* or bachelor* or universit* or college* or class* or instruct*)).tw,kf.	113,432
4	(BN or BScN or BNSc or BSN).tw,kf.	19,250
5	1 or 2 or 3 or 4	187,219
6	accommodat*.tw,kf.	84,631
7	((help* or support* or aid* or assist* or alter* or arrange* or adapt* or substitut* or replac* or different* or solution* or solv* or modif* or adjust* or chang* or inclusi* or include* or accessib* or method* or rework* or re-work* or convert* or transform* or tailor* or custom* or switch* or swap* or amend* or revise* or revision*) adj6 (disable* or disabilit*)).tw,kf.	64,472
8	((accessibility or disability) adj3 (service* or office*)).tw,kf.	6,890
9	reasonable adjustment*.tw,kf.	314
10	6 or 7 or 8 or 9	154,255
11	5 and 10	1,062

Ovid APA PsycInfo

APA PsycInfo <1806 to March Week 4 2024>

#	Searches	Results
1	nursing students/	7,064
2	nursing education/	7,880
3	((nursing or nurse or nurses) adj4 (student* or pupil* or learner* or school* or educat* or program* or degree* or diploma* or certificat* or curricul* or freshm?n or sophomore* or junior* or senior* or undergrad* or under-grad* or baccalaureate* or bachelor* or universit* or college* or class* or instruct*)).tw.	27,192
4	(BN or BScN or BNSc or BSN).tw.	3,624
5	1 or 2 or 3 or 4	31,426
6	“accommodation (disabilities)”/	940
7	accommodat*.tw.	27,371
8	((help* or support* or aid* or assist* or alter* or arrange* or adapt* or substitut* or replac* or different* or solution* or solv* or modif* or adjust* or chang* or inclusi* or include* or	33,594

accessib* or method* or rework* or re-work* or convert* or transform* or tailor* or custom* or switch* or swap* or amend* or revise* or revision*) adj6 (disable* or disabilit*).tw.

9	((accessibility or disability) adj3 (service* or office*).tw.	3,200
10	reasonable adjustment*.tw.	166
11	6 or 7 or 8 or 9 or 10	61,950
12	5 and 11	309

Scopus

(TITLE-ABS-KEY (((nursing OR nurse OR nurses) W/4 (student* OR pupil* OR learner* OR school* OR educat* OR program* OR degree* OR diploma* OR certificat* OR curricul* OR freshmen OR sophomore* OR junior* OR senior* OR undergrad* OR under-grad* OR baccalaureate* OR bachelor* OR universit* OR college* OR class* OR instruct*))) OR TITLE-ABS-KEY ((bn OR bscn OR bnsc OR bsn))) AND (TITLE-ABS-KEY (accommodat*) OR TITLE-ABS-KEY (reasonable adjustment*) OR TITLE-ABS-KEY (((help* OR support* OR aid* OR assist* OR alter* OR arrange* OR adapt* OR substitut* OR replac* OR different* OR solution* OR solv* OR modif* OR adjust* OR chang* OR inclusi* OR include* OR accessib* OR method* OR rework* OR re-work* OR convert* OR transform* OR tailor* OR custom* OR switch* OR swap* OR amend* OR revise* OR revision*) W/6 (disable* OR disabilit*))) OR TITLE-ABS-KEY (((accessibility OR disability) W/3 (service* OR office*))))

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ProQuest ERIC

((MAINSUBJECT.EXACT("Nursing Education") OR MAINSUBJECT.EXACT("Nursing Students")) OR noft(((nursing or nurse or nurses) NEAR/4 (student or students or pupil or pupils or learner or learners or school* or educat* or program or programs or degree or degrees or diploma or diplomas or certificat* or curricul* or freshmen or freshman or sophomore or sophomores or junior or juniors or senior or seniors or undergrad* or under-grad* or baccalaureate* or bachelor* or universit* or college* or class or classes or instruct*))) OR noft((BN or BScN or BNSc or BSN))) AND ((MAINSUBJECT.EXACT("Academic Accommodations (Disabilities)") OR MAINSUBJECT.EXACT("Accessibility (for Disabled)")) OR noft(((accommodat* or reasonable adjustment*) OR (help* or support* or aid* or assist* or alter* or arrange* or adapt* or substitut* or replac* or different* or solution* or solv* or modif* or adjust* or chang* or inclusi* or include* or accessib* or method* or rework* or re-work* or convert* or transform* or tailor* or custom* or switch* or swap* or amend* or revise* or revision*) NEAR/6 (disable* or disabilit*)) OR ((accessibility or disability) NEAR/3 (service* or office*))))

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ProQuest International Bibliography of the Social Sciences

((MAINSUBJECT.EXACT("Nursing schools") OR MAINSUBJECT.EXACT("Nursing education")) OR noft(((nursing or nurse or nurses) NEAR/4 (student or students or pupil or pupils or learner or learners or school* or educat* or program or programs or degree or degrees or diploma or diplomas or certificat* or curricul* or freshmen or freshman or sophomore or sophomores or junior or juniors or senior or seniors or undergrad* or under-grad* or baccalaureate* or bachelor* or universit* or college* or class or classes or instruct*))) OR noft((BN or BScN or BNSc or BSN))) AND noft(((accommodate* or reasonable

adjustment*) OR ((help* or support* or aid* or assist* or alter* or arrange* or adapt* or substitut* or replac* or different* or solution* or solv* or modif* or adjust* or chang* or inclusi* or include* or accessib* or method* or rework* or re-work* or convert* or transform* or tailor* or custom* or switch* or swap* or amend* or revise* or revision*) NEAR/6 (disable* or disabilit*)) OR ((accessibility or disability) NEAR/3 (service* or office*)))

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ProQuest Sociological Abstracts

(noft((nursing OR nurse OR nurses) NEAR/4 (student OR students OR pupil OR pupils OR learner OR learners OR school* OR educat* OR program OR programs OR degree OR degrees OR diploma OR diplomas OR certificat* OR curricul* OR freshmen OR freshman OR sophomore OR sophomores OR junior OR juniors OR senior OR seniors OR undergrad* OR under-grad* OR baccalaureate* OR bachelor* OR universit* OR college* OR class OR classes OR instruct*)) OR noft((BN OR BScN OR BNSc OR BSN))) AND (noft((accommodate* or reasonable adjustment*) OR ((help* or support* or aid* or assist* or alter* or arrange* or adapt* or substitut* or replac* or different* or solution* or solv* or modif* or adjust* or chang* or inclusi* or include* or accessib* or method* or rework* or re-work* or convert* or transform* or tailor* or custom* or switch* or swap* or amend* or revise* or revision*) NEAR/6 (disable* or disabilit*))) OR noft(((accessibility or disability) NEAR/3 (service* or office*))))

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Appendix B: Data Source Summary Table

Author (year); country	Title	Publication type/ design	Focus/research question (RQ) or aim	Disability context^a	Learning context^b
Andre & Manson (2004); Australia	Students with disabilities undertaking clinical education experience	Non-research	To explain the requirements of nursing education, and particularly clinical education, in fostering environments of inclusivity for individuals with disabilities in accordance with Australia's Disability Discrimination Act 1992.	Learning; physical	Clinical
Arndt (2004); United States	Educating nursing students with disabilities: One nurse educator's journey from questions to clarity	Non-research	Reflection on the definition of nursing and the abilities essential to functioning as a nurse as it relates to wheelchair use.	Physical	Clinical
Ashcroft et al. (2008); Canada	Nursing students with disabilities: One faculty's journey	Non-research	Description of the explorations and actions of the University of Manitoba Faculty of Nursing regarding working with undergraduate nursing students with disabilities.	Undefined	Undefined
Ashcroft & Lutfiyya (2013); Canada	Nursing educators' perspectives of students with disabilities: A grounded theory study	Research/ qualitative (grounded theory)	RQ: To explore nurse educators' views of students with disabilities, as well as their perspectives of nursing students in general.	Undefined	Clinical; classroom
Azzopardi et al. (2014); Australia	Simulation as a learning strategy: Supporting undergraduate nursing students with disabilities	Non-research	Critical analysis of simulation activities and their application to support undergraduate nursing students with disabilities.	Learning; physical; mental	Clinical
Baker et al. (2022); Australia	Experiences of undergraduate nursing students with a learning access plan	Research/ qualitative (descriptive)	RQ: To investigate undergraduate nursing students' experiences with a declared disability and a learning access plan to identify areas for improvement.	Learning; physical; mental	Clinical; classroom

Author (year); country	Title	Publication type/ design	Focus/research question (RQ) or aim	Disability context^a	Learning context^b
Bohne (2004); United States	Valuing differences among nursing students	Non-research	Examination of the ethos behind nurse educators' compliance decisions related to the Americans with Disabilities Act of 1990.	Undefined	Undefined
Bolton (1994); United States	The impact of the Americans with Disabilities Act upon nursing education in Alabama: The perceptions of administrators of associate degree nursing education programs and baccalaureate degree nursing education programs in Alabama	Dissertation/ quantitative (survey)	RQ: 1) Do associate degree nursing education programs and baccalaureate degree nursing education programs in Alabama have an American with Disabilities Act coordinator employed by their institutions? 2) What accommodations currently exist for disabled nursing students in associate degree nursing education programs and in baccalaureate degree nursing education programs in Alabama? 3) Do the administrators of those programs perceive that the accommodations currently available for disabled nursing students are adequately meeting the needs of those students? What additional accommodations are perceived by administrators as needed for disabled nursing students?	Undefined	Undefined
Carroll (2004); United States	Inclusion of people with physical disabilities in nursing education	Non-research	Discussion of reasonable accommodation and creative access as means to facilitate inclusion of individuals with physical disabilities in nursing education.	Physical	Undefined

Author (year); country	Title	Publication type/ design	Focus/research question (RQ) or aim	Disability context ^a	Learning context ^b
Colon (1997); United States	Identification, accommodation, and success of students with learning disabilities in nursing education programs	Research/ quantitative (survey)	RQ: 1) Are students with learning disabilities (LDs) currently enrolled in nursing education programs in North Carolina? 2) How are nursing students with unidentified LDs being identified while enrolled in nursing programs in North Carolina? 3) How many nursing students have been identified with LDs within the last 2 years? 4) What types of accommodations are nursing programs requesting and providing for students with LDs? 5) Are nursing programs in North Carolina incorporating a statement of performance expectations into their admission process?	Learning	Undefined
Crawford et al. (2022); United Kingdom	The academic journey of students with specific learning difficulties undertaking pre-registration nursing programmes in the UK: A retrospective cohort study	Research/ quantitative (retrospective cohort design)	RQ: 1) What is the prevalence of students with specific learning disabilities (SpLDs) in the nursing programs? 2) What are the demographic characteristics of students with SpLDs, and how do they compare to students without SpLDs? 3) What are the differences between the academic outcomes of students with SpLDs and those without SpLDs?	Learning	Undefined
Elcock (2014); United Kingdom	Supporting students with disabilities: Good progress, but must try harder	Non-research	Description of discussion and debate related to the introduction of the UK's Equality Act 2010.	Learning; mental	Clinical; classroom
Epstein et al. (2021); Canada	Students who identify with a disability and instructors' experiences in nursing practice: A scoping review	Review article/ scoping	RQ: 1) What is known about the experiences of nursing students with disabilities (SWD) during nursing clinical placements? 2) What is known about instructors' experiences teaching SWD in nursing clinical placements?	Undefined	Clinical

Author (year); country	Title	Publication type/ design	Focus/research question (RQ) or aim	Disability context^a	Learning context^b
Epstein et al. (2022); Canada	Thinking rhizomatically and becoming successful with disabled students in the accommodations assemblage: Using storytelling as method	Research/ qualitative (storytelling)	RQ: To explore disabled students' and instructors' placement experiences.	Undefined	Clinical
Epstein et al. (2020); Canada	"Ask me what I need": A call for shifting responsibility upwards and creating inclusive learning environments in clinical placement	Research/ qualitative (descriptive case-report design)	RQ: To explore the perspectives of clinical instructors and students who identify with disabilities on nursing clinical placements.	Undefined	Clinical
B.C. Evans (2005); United States	Nursing education for students with disabilities: Our students, our teachers	Non-research	Sharing the story of a nursing student who was one of the first people in the United States to enter a nursing program using a wheelchair and a service dog, graduate successfully, and practise as a registered nurse.	Physical	Clinical; classroom
W. Evans (2014); Ireland	"If they can't tell the difference between duphalac and digoxin you've got patient safety issues." Nurse lecturers' constructions of students' dyslexic identities in nurse education	Research/ qualitative (exploratory discursive design)	RQ: To explore how student nurses with a dyslexic identity were discursively constructed by nurse lecturers.	Learning	Clinical; classroom
W. Evans (2015); Ireland	Disclosing a dyslexic identity	Non-research	Description of the disability disclosure experience of nursing students with dyslexia.	Learning	Undefined
Ferguson & Capper (2024); Australia	Balancing nursing and midwifery student equity and public safety: An Australian case study	Non-research	Exploration of the challenges for Australian academics who endeavour to optimize the number of successful nursing and midwifery graduates while fulfilling their legislative duty to identify and manage students who may pose a risk to public safety.	Undefined	Undefined

Author (year); country	Title	Publication type/ design	Focus/research question (RQ) or aim	Disability context^a	Learning context^b
Griffiths et al. (2010); United Kingdom	Supporting disabled students in practice: A tripartite approach	Non-research	Description of the co-development of a six- phase tripartite model of working that provides a supportive framework for disabled student nurses in the practice environment.	Learning; physical; mental	Clinical
Harris (2018); United States	Reasonable adjustments for everyone: Exploring a paradigm change for nurse educators	Non-research	Exploration of current and proposed paradigms for educating neurodiverse nursing students.	Learning	Classroom
Horkey (2019a); United States	An exploration of the clinical accommodation process for nursing students with physical disabilities using grounded theory	Research/ qualitative (grounded theory)	RQ: What is the process by which faculty make reasonable academic accommodations for prelicensure nursing students with physical disabilities, specifically orthopedic impairments, in the clinical setting of a nursing education program?	Physical	Clinical
Horkey (2019b); United States	Reasonable academic accommodation implementation in clinical nursing education: A scoping review	Review article/ scoping	RQ: What is known from existing literature about how reasonable academic accommodations have been implemented within clinical nursing education for prelicensure nursing students with physical disabilities?	Physical	Clinical
Howlin et al. (2014a); United Kingdom	Development and implementation of a clinical needs assessment to support nursing and midwifery students with a disability in clinical practice: Part 1	Non-research	Description of the development and implementation of a clinical needs assessment tool designed to assist with the identification of supports for nursing and midwifery students with disabilities in clinical practice.	Undefined	Clinical
Howlin et al. (2014b); United Kingdom	Evaluation of a clinical needs assessment and exploration of the associated supports for	Research/ qualitative (qualitative descriptive design)	RQ: To explore the experiences of students with disabilities in relation to receiving a clinical needs assessment, disclosure, and the provision of support in clinical practice.	Learning; mental	Clinical

Author (year); country	Title	Publication type/ design	Focus/research question (RQ) or aim	Disability context ^a	Learning context ^b
	students with a disability in clinical practice: Part 2				
Ijiri & Kudzma (2000); United States	Supporting nursing students with learning disabilities: a metacognitive approach	Non-research	Description of a framework for understanding LDs, including issues in diagnosis, intervention, and accommodation, to assist nursing faculty in maximizing the likelihood of success students with LDs.	Learning	Clinical; classroom
King (2018); United Kingdom	Link lecturers' views on supporting student nurses who have a learning difficulty in clinical placement	Research/ qualitative (descriptive phenomenology)	RQ: To explore link lecturers' views on reasonable adjustments in clinical placement and whether they are confident with their own knowledge of the processes involved.	Learning	Clinical
King (2019); United Kingdom	Exploring student nurses' and their link lecturers' experiences of reasonable adjustments in clinical placement	Research/ qualitative (descriptive phenomenology)	RQ: To explore the experiences of student nurses who require reasonable adjustments and their link lecturers associated with the facilitation of this support in clinical placement.	Learning; physical	Clinical
King (2024); United Kingdom	Practice tutors' readiness to support nursing students who require reasonable adjustments for clinical placement	Research/ qualitative (qualitative interpretivist)	RQ: 1) To ascertain which resources assist practice tutors in supporting Open University (OU) nursing students who require reasonable adjustments for clinical placement; 2) to explore whether practice tutors from the OU feel prepared to support these students; 3) to clarify what training and development could be provided by the OU for practice tutors to enhance their readiness to support these students.	Undefined	Clinical

Author (year); country	Title	Publication type/ design	Focus/research question (RQ) or aim	Disability context ^a	Learning context ^b
Kolanko (2003); United States	A collective case study of nursing students with learning disabilities	Research/ qualitative (case study design)	RQ: 1) What does it mean to be a nursing student with a learning disability? 2) How do baccalaureate nursing students with learning disabilities experience various educational aspects of the nursing program? 3) How do students' disabilities and previous educational and personal experiences influence the meaning that the students give to their nursing educational experiences?	Learning	Undefined
L'Ecuyer (2019a); United States	Clinical education of nursing students with learning difficulties: An integrative review (Part 1)	Review article/ integrative	RQ: What is the experience of schools of nursing, nursing faculty, and nursing students themselves for students with learning difficulties in classroom and clinical settings?	Learning	Clinical; classroom
L'Ecuyer (2019b); United States	Perceptions of nurse preceptors of students and new graduates with learning difficulties and their willingness to precept them in clinical practice (Part 2)	Research/mixed- methods (survey)	RQ: To explore 1) perceived level of preparation for preceptor role, 2) perceived level of confidence in the preceptor role, 3) strength of beliefs about potential for success, and 4) level of agreement with the provision of reasonable accommodations in clinical settings.	Learning	Clinical
Levey (2014); United States	Attitudes of nursing faculty towards nursing students with disabilities: An integrative review	Review article/ integrative	RQ: What are nursing faculty's attitudes towards students with disabilities?	Undefined	Clinical; classroom
Levey (2018); United States	Universal design for instruction in nursing education: An integrative review	Review article/ integrative	RQ: To explore the use of universal design for instruction in nursing education.	Learning; physical; mental	Undefined

Author (year); country	Title	Publication type/ design	Focus/research question (RQ) or aim	Disability context^a	Learning context^b
Liu & Xu (2017); United States	Test anxiety: Perceptions of American community college nursing students	Research/ qualitative (phenomenology)	RQ: To understand nursing students' experiences of test accommodations within their school situation and their perception of how others view the practice.	Mental	Classroom
Lucas et al. (2022); United States	Nursing students with disabilities: A guide to providing accommodations	Non-research	Description of accommodations available for implementation in educational settings, including environmental modifications and facilitative technologies for nursing students and nurses with disabilities.	Undefined	Clinical; classroom
Luckowski (2016); United States	The lived experience in the clinical setting of nursing students with disabilities	Research/ qualitative (phenomenology)	RQ: To explore the lived experiences in the clinical setting of nursing students with disabilities.	Learning; physical; mental	Clinical
Magilvy & Mitchell (1995); United States	Education of nursing students with special needs	Research/mixed- methods (descriptive survey)	RQs: 1) To review the extent to which schools of nursing have admitted students with visual, hearing, mobility, or learning disabilities; 2) to characterize accommodations that have enabled students with disabilities to successfully complete their nursing curriculum; 3) to describe the types of disabilities exemplified by students admitted to selected nursing programs; 4) to learn from specific case examples the strategies used by schools of nursing in approaching the issues of nursing education of students with disabilities.	Learning; physical; mental	Undefined

Author (year); country	Title	Publication type/ design	Focus/research question (RQ) or aim	Disability context^a	Learning context^b
Maheady (1999); United States	Jumping through hoops, walking on egg shells: The experiences of nursing students with disabilities	Research/ qualitative (multiple case study design)	RQ: 1) To describe the experiences of nursing students with disabilities; 2) to examine admission guidelines and accommodations, and investigate experiences with patients, faculty, nurses, and other students to better inform nurse educators about these issues; 3) to investigate how nursing students and nurses with disabilities can be supported with reasonable accommodations while promoting patient safety.	Physical	Clinical; classroom
Marks & McCulloh (2016); United States	Success for students and nurses with disabilities: A call to action for nurse educators	Non-research	Discussion of best practices for educating students with disabilities in nursing education.	Undefined	Undefined
Matt et al. (2015); United States	Educating nursing students with disabilities: Replacing essential functions with technical standards for program entry criteria	Review article/ integrative	RQ: To investigate technical standards rather than essential functions of future employment in the educational contexts' entry criteria for schools of nursing.	Undefined	Undefined
May (2014); United States	Nursing faculty knowledge of the Americans with Disabilities Act	Research/ quantitative (survey)	RQ: To examine faculty knowledge of disability-related legislation and explore the training opportunities they had related to this subject.	Undefined	Undefined
McCleary-Jones (2005); United States	The Americans with Disabilities Act of 1990 and its impact on higher education and nursing education	Non-research	Description of the Americans with Disabilities Act of 1990 and its extensive impact on institutions that provide higher education and nursing education in the United States.	Undefined	Undefined

Author (year); country	Title	Publication type/ design	Focus/research question (RQ) or aim	Disability context ^a	Learning context ^b
Meloy & Gambescia (2014); United States	Guidelines for response to student requests for academic considerations: Support versus enabling	Non-research	Description of contemporary examples of requests for academic consideration or notification of disability-related accommodation from nursing students in academic or clinical endeavours and suggestions for best practice.	Undefined	Clinical; classroom
Moodley & Mchunu (2018); Africa	Integration experiences of student and qualified nurses with disabilities who graduated from selected KwaZulu-Natal nursing education institutions: An exploratory case study	Research/ qualitative (case study design)	RQ: To explore and describe the integration experiences of both student and qualified nurses with disabilities who graduated from selected KwaZulu-Natal nursing education institutions.	Undefined	Undefined
Moodley & Mchunu (2019); Africa	Current access and recruitment practices in nursing education institutions in KwaZulu-Natal: A case study of student nurses with disabilities	Research/ quantitative (survey)	RQ: What are the current access and recruitment practices for student nurses with disabilities in nursing education institutions in KwaZulu-Natal, South Africa?	Undefined	Undefined
Moodley & Mchunu (2020); Africa	Organisational readiness of nursing education institutions to integrate students who have disabilities into nurse education institutions (NEIs) training programmes: A case study of Kwazulu-Natal NEIs	Research/ qualitative (case study design)	RQ: To explore and describe the organizational readiness of selected nursing education institutions in KwaZulu-Natal to include student nurses with disabilities in nurse training programs.	Undefined	Classroom
Moodley & Mchunu (2022); Africa	Integrating students with disabilities into nursing education: A South African perspective of nurse educators' experiences	Research/ qualitative (case study design)	RQ: How have nurse educators and principals experienced integrating student nurses with disabilities in the classroom and during clinical placement, and what is their understanding of disability in the context of nursing education?	Undefined	Clinical; classroom

Author (year); country	Title	Publication type/ design	Focus/research question (RQ) or aim	Disability context ^a	Learning context ^b
Moriña & Orozco (2020); Spain	Facilitating the retention and success of students with disabilities in health sciences: Experiences and recommendations by nursing faculty members	Research/ qualitative (descriptive qualitative design)	RQ: 1) How do faculty members appraise their experience teaching students with disabilities? 2) How does teaching students with disabilities influence faculty both personally and professionally? 3) What would faculty recommend to colleagues to facilitate the learning and participation of students with disabilities?	Undefined	Classroom
Murakami et al. (2023); Japan	Distress of educators teaching nursing students with potential learning disabilities: A qualitative analysis	Research/ qualitative (descriptive qualitative design)	RQ: To identify the main difficulties experienced by practical training educators when supporting students with learning disabilities.	Learning	Clinical
Neal-Boylan & Miller (2017); United States	Treat me like everyone else: The experience of nurses who had disabilities while in school	Research/ qualitative (descriptive qualitative design)	RQs: 1) What is it like to be a nursing student with a disability? 2) What barriers and what facilitators are encountered by nursing students with disabilities? 3) What modifications could be made to improve the experience of nursing students with disabilities? 4) How have the experiences in a nursing program influenced the work life of nurses with disabilities?	Learning; physical; mental	Undefined
Neal-Boylan & Miller (2020); United States	How inclusive are we, really?	Non-research	Description of results from over a decade of research with implications and practical strategies for greater inclusion of people with disabilities in nursing.	Undefined	Undefined
Neal-Boylan et al. (2021); United States	Failing to fail when disability is a factor	Non-research	Discussion of the “failure to fail” phenomenon regarding nursing students with disabilities.	Learning; physical	Clinical; classroom
Neal-Boylan & Smith (2016); United States	Nursing students with physical disabilities: Dispelling myths and correcting misconceptions	Non-research	Description of barriers and facilitators faced by nursing students with disabilities.	Undefined	Undefined

Author (year); country	Title	Publication type/ design	Focus/research question (RQ) or aim	Disability context^a	Learning context^b
Newsham (2008); United States	Disability law and health care education	Non-research	Review of pertinent legislation and case law as it applies to students with disabilities in health care education.	Learning; physical; mental	Clinical; classroom
Ney (2004); United States	The impact of the Americans with Disabilities Act of 1990 on collegiate nursing education programs	Dissertation; quantitative (comparative descriptive)	RQ: 1) What accommodations are collegiate nursing faculty and collegiate nursing programs providing for nursing students with disabilities? 2) What attitudes do collegiate nursing faculty have concerning nursing students with disabilities? 3) Is there a difference between associate degree level and bachelor's degree level nursing faculty in estimates of the impact of the Americans with Disabilities Act of 1990 on collegiate nursing education programs when the effects of educational level, contact with disabled people, and having a disability oneself are controlled? 4) Is there a difference between the attitudes of associate degree level and bachelor's degree level nursing faculty towards nursing students with disabilities when the effects of educational level, contact with disabled people, and having a disability oneself are controlled?	Undefined	Classroom
Peebles & Cruz (2018); United States	A primer on traumatic brain injury for nursing faculty	Non-research	Examination of relevant aspects of traumatic brain injury and recovery, as well as ways faculty can advocate for and support students who struggle during what can be a protracted period of recovery.	Physical	Undefined

Author (year); country	Title	Publication type/ design	Focus/research question (RQ) or aim	Disability context ^a	Learning context ^b
Persaud & Leedom (2002); United States	The Americans with Disabilities Act: Effect on student admission and retention practices in California nursing schools	Research/quantitative (survey)	RQ: To examine the effect of the Americans with Disabilities Act of 1990 on admission and retention practices in schools of nursing in California.	Learning; physical; mental	Clinical; classroom
Phillion et al. (2021); Canada	Accommodating and supporting students with disability in the context of nursing clinical placements: A collaborative action research	Research/qualitative (collaborative action research design)	RQ: 1) To identify issues and challenges encountered by university and clinical milieus in addressing the needs of students with disability during their clinical placements; 2) to identify existing or potential accommodation and support measures to address the challenges encountered.	Learning; mental	Clinical
Ramluggun et al. (2021); Australia	Supporting students with disabilities in preregistration nursing programmes	Non-research	Examination of nursing students with disabilities, the precepts of inclusive education, and its application in preregistration nursing education with a predominant focus on students' mental health.	Mental	Clinical; classroom
Rankin et al. (2010); Australia	Students with disabilities and clinical placement: Understanding the perspective of healthcare organisations	Research/qualitative (qualitative exploratory)	RQ: To explore host health care organizations' perspectives on providing clinical practice placements and supporting bachelor of nursing students with physical disabilities through their practice components.	Physical	Clinical

Author (year); country	Title	Publication type/ design	Focus/research question (RQ) or aim	Disability context ^a	Learning context ^b
Reep-Jarmin (2016); United States	The meaning of nursing education as described by students with learning disabilities	Dissertation/ qualitative (descriptive phenomenology)	RQ: 1) To describe, through the experiences of students with learning disabilities, how having a learning disability is part of their nursing education experience; 2) to describe factors that help them succeed and progress in their nursing education programs; 3) to describe factors that have made success and progression difficult in their nursing education programs.	Learning	Clinical; classroom
Rhodes et al. (1999); United States	Challenges and rewards of educating a profoundly deaf student	Non-research	Description of complying with the Americans with Disabilities Act of 1990 as it relates to a profoundly deaf nursing student.	Physical	Clinical; classroom
Ryan & Struhs (2004); Australia	University education for all? Barriers to full inclusion of students with disabilities in Australian universities	Research/mixed- methods	RQ: To investigate the nature of present attitudinal and environmental barriers to the participation of people with disabilities in nursing courses, and to explore possible alternative models that would facilitate their inclusion.	Undefined	Clinical; classroom
Sanderson-Mann & McCandless (2005); United Kingdom	Guidelines to the United Kingdom Disability Discrimination Act (DDA) 1995 and the Special Educational Needs and Disability Act (SENDA) 2001 with regard to nurse education and dyslexia	Non-research	Description of the impact of disability legislation on nursing education, nurse educators, and student nurses, in relation to academic work and clinical placement, with regard to dyslexia.	Learning	Clinical; classroom
Sanderson-Mann & McCandless (2006); United Kingdom	Understanding dyslexia and nurse education in the clinical setting	Non-research	Description of the issues surrounding nursing and dyslexia, including difficulties dyslexic nursing students may encounter on clinical placement, and what support might be needed.	Learning	Undefined

Author (year); country	Title	Publication type/ design	Focus/research question (RQ) or aim	Disability context^a	Learning context^b
Selekman (2002); United States	Nursing students with learning disabilities	Non-research	Exploration of the effect of learning disabilities on nursing students, nurse educators, and nursing education.	Learning	Clinical; classroom
Shuler (1990); United States	Nursing students with learning disabilities: Guidelines for fostering success	Non-research	Description of the impact of learning disability on nursing students and interventions to provide student support.	Learning	Classroom
Smith-Stoner et al. (2011); United States	Nursing education challenge: A student with cancer	Non-research	Presentation of a case study of a nursing student with a cancer diagnosis, including the accommodation process and how it differs from accommodation of other disabilities.	Physical	Clinical; classroom
Sowers & Smith (2004a); United States	Evaluation of the effects of an inservice training program on nursing faculty members' perceptions, knowledge, and concerns about students with disabilities	Research/ quantitative (survey)	RQ: Evaluation of the effects of a training program specifically developed for nursing program faculty members on their perceptions, knowledge, and concerns regarding students with disabilities.	Learning; physical; mental	Clinical; classroom
Sowers & Smith (2004b); United States	Nursing faculty members' perceptions, knowledge, and concerns about students with disabilities	Research/ quantitative (survey)	RQ: What are nursing program faculty's perceptions, knowledge, and concerns regarding nursing students with disabilities?	Learning; physical; mental	Clinical; classroom
Storr et al. (2011); United Kingdom	Supporting disabled student nurses from registration to qualification: A review of the United Kingdom (UK) literature	Review article/ scoping	RQ: Exploration of the literature in relation to disabled student nurses from registration to qualification in the United Kingdom.	Undefined	Undefined
Sugg (2011); United States	Nursing success in the face of dyslexia	Non-research	Description of the experience of a nursing student with dyslexia, including accommodation supports.	Learning	Clinical; classroom

Author (year); country	Title	Publication type/ design	Focus/research question (RQ) or aim	Disability context^a	Learning context^b
Sugg (2014); United States	Successes and challenges of a nursing student with dyslexia	Non-research	Reflection on the author's experience in nursing education as it relates to their dyslexia.	Learning	Clinical; classroom
Symes (2014); United States	Nursing students with disabilities in the clinical setting: Nursing education leaders' perceptions of accommodations	Dissertation/mixed-methods (descriptive survey)	RQs: 1) What are the reasonable accommodations typically made by nursing education programs to support nursing students with disabilities in clinical settings? 2) How effective are reasonable accommodations made by nursing programs for nursing students with disabilities in clinical settings as perceived by nursing education leaders or their proxies? 3) What are the barriers to providing reasonable accommodations made by nursing programs for nursing students with disabilities in clinical settings as perceived by nursing education leaders or their proxies?	Learning; physical; mental	Clinical
Tee & Cowen (2012); United Kingdom	Supporting students with disabilities: Promoting understanding amongst mentors in practice	Non-research	Description of a project to raise awareness of the challenges that nursing students with disabilities face by sharing real-life student experiences with the aim of promoting positive attitudes, enhancing the skills of mentors, and thereby improving the student learning experience.	Learning; physical; mental	Clinical
Tee et al. (2010); United Kingdom	Being reasonable: Supporting disabled nursing students in practice	Research/mixed-methods (retrospective evaluative case study design)	RQ: What are the common reasonable adjustments typically made to support disabled students in health care settings?	Physical; mental	Clinical

Author (year); country	Title	Publication type/ design	Focus/research question (RQ) or aim	Disability context^a	Learning context^b
Trujillo Tanner et al. (2021); United States	With all due respect: Paving the way for nursing students with disabilities	Non-research	Visually impaired nurse sharing her personal experience of how positive outcomes may be achieved in the areas of recruitment of students with disabilities, reasonable accommodation of disability by use of assistive technology, and ways to create an inclusive curriculum.	Physical	Clinical; classroom
Walker (2017); United States	Accommodations part II: Navigating accommodations for disabilities in nursing education	Non-research	Discussion of the specifics of accommodations in nursing education, including a review of key legal cases and considerations to assure equal opportunities for qualified applicants	Undefined	Undefined
Watson (1995); United States	Nursing students with disabilities: A survey of baccalaureate nursing programs	Research/quantitative (survey)	RQ: To solicit information regarding the methods used to determine the existence of disabilities, special services and accommodations provided to disabled nursing students, and student satisfaction with the special services provided.	Learning; physical; mental	Undefined
Wood (1999); United States	Management factors influencing educational access for students with learning disabilities	Dissertation/mixed-methods (survey)	RQ: What management factors have influenced educational access of nursing students with learning disabilities as they attempted to enter and mature in nursing education programs?	Learning	Clinical; classroom
Wright & Eathorne (2003); United Kingdom	Supporting students with disabilities	Non-research	Description of two workshops on the implications of educating disabled health care students and professionals.	Learning; physical; mental	Clinical; classroom

Author (year); country	Title	Publication type/ design	Focus/research question (RQ) or aim	Disability context ^a	Learning context ^b
Yarbrough & Welch (2021); United States	Uncovering the process of reasonable academic accommodations for prelicensure nursing students with learning disabilities	Research/ qualitative (grounded theory)	RQ: What is the process by which nursing faculty make reasonable academic accommodations in the classroom setting for students with learning disabilities.	Learning	Classroom
Yost (2016); United States	A study of the knowledge, skills, and dispositions of nurse educators related to learners with ADHD	Dissertation/ qualitative (constant comparative design)	RQ: What knowledge, skills, and dispositions do nurse educators currently possess related to learners in their college classes with attention-deficit/hyperactivity disorder?	Learning	Undefined

^a The disability or disabilities explicitly addressed in the source. *Physical* includes sensory disabilities; *mental* includes psychological disabilities; *undefined* reflects no explicit attention to a particular disability.

^b The learning setting addressed in the source explicitly or implicitly. *Undefined* reflects no explicit attention to clinical or classroom learning.