Nursing Faculty Experiences Teaching Students With Learning Disabilities

Darlene A. Ardary
Indiana University of Pennsylvania

Follow this and additional works at: https://knowledge.library.iup.edu/etd

Recommended Citation

This Dissertation is brought to you for free and open access by Knowledge Repository @ IUP. It has been accepted for inclusion in Theses and Dissertations (All) by an authorized administrator of Knowledge Repository @ IUP. For more information, please contact sara.parme@iup.edu.
STUDENT HAS RESTRICTED ACCESS TO FULL TEXT OF THE DISSERTATION.

ONLY COVER PAGES AND ABSTRACT ARE AVAILABLE AT THIS TIME
NURSING FACULTY EXPERIENCES TEACHING STUDENTS WITH LEARNING DISABILITIES

A Dissertation

Submitted to the School of Graduate Studies and Research

in Partial Fulfillment of the

Requirements for the Degree

Doctor of Philosophy

Darlene A. Ardary

Indiana University of Pennsylvania

August 2014
We hereby approve the dissertation of

Darlene A. Ardary

Candidate for the degree of Doctor of Philosophy

________________________________________

Susan G. Poorman, Ph.D.
Professor of Nursing, Chair

________________________________________

Michele L. Crytzer, D.Ed.
Assistant Professor of Nursing

________________________________________

Joyce A. Shanty, Ph.D.
Associate Professor of Nursing

ACCEPTED

________________________________________

Timothy P. Mack, Ph.D.
Dean
School of Graduate Studies and Research
Learning disabilities are the most prevalent disability reported in higher education, including nursing education. Yet, despite cognitive abilities for educational success, students with learning disabilities have a reportedly lower graduation rate than their non-disabled peers. Factors related to this phenomenon remain vastly unknown. With the current nursing shortage and predicted need for future nurses to meet societal demand, the importance of gaining understanding is imperative. Nursing faculty experiences while teaching students with learning disabilities may provide a better understanding of this phenomenon. This Heideggerian hermeneutic study explored the stories of 14 pre-licensure nursing faculty experiences of teaching students with learning disabilities. The purpose of this interpretive phenomenological study was to gain understanding of these experiences and what they meant to nursing faculty. Rich descriptions of these experiences illuminated that nursing faculty (a) have difficulty finding time to help; (b) have many questions related to pedagogical, ethical and safety issues; and, (c) want to know more about learning disabilities.