Table 1. Literature Reviewed

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| **Author(s)** | **Year** | **Country** | **Research article?** | **Type of research or other** | **Type of educational program** | **Findings** |
| Abele, C., Penprase, B. & Ternes, R. | 2011 | U.S.A. | Yes | Quantitative exploratory retrospective study | B.S.N. & A.B.S.N. | grade in developmental psychology and number of course failures both predictive of likelihood to graduate |
| Boughan, K. | 1993 | U.S.A. | Yes | Quantitative correlational (institutional research report) | A.D. | found that students who had repeated courses typically had trouble passing the following course |
| Bryer, J. | 2012 | U.S.A. | No | Quality improvement project | A.D.  | 8 out of 11 repeaters successfully completed with the peer tutoring program |
| Cross, M. | 1986 | U.S.A. | No | Editorial | B.S.N. | personal story of nursing student failure |
| Crow, D.E. & Bailey, L. E. | 2015 | U.S.A. | Yes | Qualitative | A.D. | recommendations for program policy changes and for faculty to interact with repeaters in certain ways |
| Domiano, L. | 2018 | U.S.A. | Yes | Quantitative correlational | B.S.N. | repeated nursing courses or prerequisite courses correlated with greater chance of failing NCLEX |
| Gerow, L.H. | 2011 | U.S.A. | Yes | Qualitative phenomenological dissertation | A.D. | Themes: suffering the loss, creating a purposeful plan for renewal, searching for support and human understanding, and transforming and integrating the experience  |
| Guerra-Martin, M.D., Lima-Serrano, M. & Lima-Rodriguez, J.S. | 2017 | Spain | Yes | Quantitative experimental pre-posttest design | University-based program | found that a tutoring program helped repeaters pass the repeating course twice as often as those who had no tutoring program |
| Handwerker, S.M. | 2018 | U.S.A. | Yes | Qualitative phenomenological | A.D. | Themes: dealing with uncertainty, shock and sadness; and returning after failure |
| Harding, M., Bailey, M., & Stefka, S. | 2017 | U.S.A. | Yes | Quantitative, correlational | A.D. | students who were readmitted after dismissal for personal reasons (health, family) tended to successfully complete; students who were readmitted after dismissal for academic failure only tended to be successful if their failure was in the later part (last semester of the program) - those who had failed early in the program all ended up failing again |
| Karsten, K. & DiCicco-Bloom, B. | 2014 | U.S.A. | Yes | Qualitative grounded theory | A.D. | Themes: acknowledging the unexpected, acknowledging failure, seeking help, achieving success |
| Lewis, L.S. | 2018 | U.S.A. | Yes | Qualitative narrative inquiry | A.D. | Themes: Repeating is an Emotional Journey, Ultimately Repeating was the Best Thing for Me”, “Nursing School Happens in the Midst of Life”, “Nothing Can Really Prepare You for Nursing School”, “Nursing is More Than Just a Career for Me” and “Finding Support from Other Repeaters” |
| Lewis, L.S., Milner, A.T. & Willingham, T.L. | 2018 | U.S.A. | Yes | Quantitative descriptive | All programs in North Carolina, U.S.A. | described the incidence of repeating in pre-licensure nursing programs in NC, broken down by program type and compared to enrollment yearly |
| Naron, R.G. & Widlak, F. | 1991 | U.S.A. | Yes | Quantitative correlational dissertation | A.D. | found that students who had repeated courses were less likely to pass NCLEX |
| Schoonover-Shoffner, K.  | 2005 | U.S.A. | No | Editorial | Not stated | personal story of nursing student failure |
| Schulmerich, S.C. & Hurley, T.V. | 2015 | U.S.A. | Yes | Quantitative correlation and descriptive | B.S.N. | students who took remedial classes or repeated classes did not graduate on time and were less likely to pass NCLEX, also direct and indirect costs of remediation, course repetition and income loss from not graduating on time were huge - $1.6 million for the 24 students in the study who were in this situation |
| Tagharrobi, Z., Alavi, N.M., Fakharian, E., Mirhoseini, F., Rasoulinejad, S.A., Akbari, H. & Ameli, H. | 2013 | Iran | Yes | Quantitative descriptive and correlational | Pre-licensure and graduate students | high frequency of course repetition, probation and delayed graduation noted in this sample of 1174 students over 18 years |
| Trofino, R.M. | 2013 | U.S.A. | Yes | Quantitative, descriptive, retrospective | A.D. | The odds of passing NCLEX-RN are low if the student has repeated a nursing course |
| Wynn, S.T. | 2017 | U.S.A. | No | Essay | Not stated | essay calling for mental health nurse practitioners to provide emotional and spiritual support to students who repeat |