



**Academic study skills and
community of support:
Targeted interventions to
improve the student
experience**

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NET Conference

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Objectives

1. Identify the challenges of a nursing student (exemplar case).
2. Discuss the primary findings of student retention literature.
3. Explore 3 interventions for improving the student experience.

Stephanie's Story



Literature Review

1. Nursing Student Retention is a Global Concern
2. Attrition Factors are Known but Complex
3. More Research on Targeted Interventions are Needed
4. Emerging Themes of Mindset, Resilience and Grit

Jeffreys, M. (2015). Jeffreys's Nursing Universal Retention and Success model: Overview and action ideas for optimizing outcomes A-Z. *Nurse Education Today*, 35(3):425-31.

Faculty Experts

Dr. Marianne Jeffreys



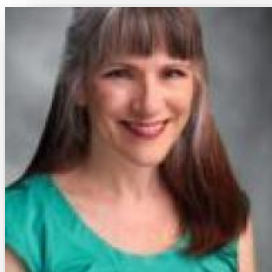
Dr. Fiona Timmins



Dr. Cheryl Williams



Dr. Lisa Lewis



Dr. Chrystal Lewis



Dr. Julie Fagan



Nursing Administrators

Dr. Rob Dawson- IWU



Dr. Cheryl Giefer- PSU



Dr. Shelia Swift-UTK



Dr. Jennifer Delk- Union



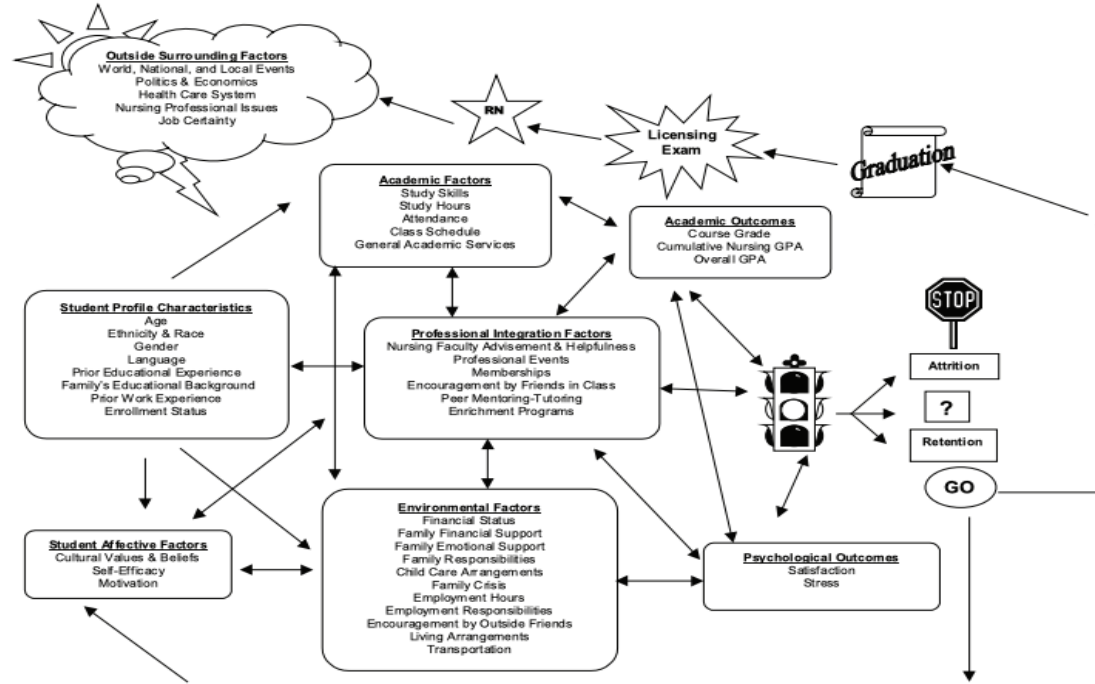
Dr. Chris Coleman- IUFW



Dr. Carolyn Yoder-SFU



Jeffrey's Model of Nursing Undergraduate Retention and Success



Jeffreys (2004) Model of Nursing Undergraduate Retention and Success (NURS)

Targeted Intervention #1

1. Teach students effective study strategies

1. Workshop/Convocation
2. Bootcamp/Orientation
3. Added Module to Course
4. Elective or Required Course

Lewis, C., Swanzy, D. and Lynch, C. (2019). GROWTH: A strategy for nursing student retention. *Journal of Nursing Education*, 58(3):173-177.

4-Step Study Skills Workshop

Step 1: Narrow Your Reading (Preparation)

Step 2: Take Effective Notes (Simplification)

Step 3: Condense Notes into Concept Maps (Connection)

Step 4: Teach to Know Using Concept Maps (Retention)

End Goal = Application

Targeted Intervention #2

1. Create & nurture a supportive community
 1. Opportunities for students/faculty to connect
 2. Social media highlight of student, alumni and faculty wins
 3. Safe and brave learning spaces
 4. Showcase diversity of voices

Lewis, L. and Bell, L. (2020). Academic success for culturally and linguistically diverse nursing students: An integrative review, *Journal of Nursing Education*, 59(10):551-556.

Nursing Community



Tayler Chalmers asked a question

April 16 · 🌐

What is the best way to study for fundamentals? I feel like physiology was pretty black and white as far as how the disease processes go, but fundamentals feels like a lot of grey area with many options of what to do. I'm having trouble discerning the priority actions from just good actions.



Nursing School Masterclass

3 Answers · Seen by 67



Like



Answer

View 1 more answer



Macall Pregel

You really have to think ABC but always see if you need to assess before intervention and when choosing priorities you have to think what will kill the patient if I don't do this? Just some of my thoughts! Fundamentals was hard for me though!

👍 · Like · Reply · 17w



Tayler Chalmers replied · 1 Reply



Nursing School Masterclass Admin

Hi Tayler Chalmers! Great question. Give me an example of a topic you're learning right now or struggling with in fundamentals.

👍 · Like · Reply · Commented on by Dr. Jamie Adam · 17w



Tayler Chalmers replied · 3 Replies



Write an answer...



Lauren Santana

April 14 · 🌐

Here's a concept map I made about electrolytes!

Electrolytes

Sodium (Na⁺) 135-145 mEq/L

Hypernatremia > 145 mEq/L

Fever & Flushing
R: orally Thirsty & restless
I: increased BP
E: edema
D: dry mucous membranes & urine output

Tx: Give Fluids
① Orally
② IV route

Hyponatremia < 135 mEq/L



Fatigue
Lethargic
O: orientation changes
D: dull headache
S: seizure

Tx: Restrict water

Potassium (K⁺) 3.5-5.0 mEq/L

Hyperkalemia > 5.0 mEq/L

Cardiac Δ → Cardiac arrest
R: orally Irritable
A: abd. cramps → diarrhea
M: muscle weakness (lower extremities)
P: pulse irregularities

Tx: Give K⁺
① Orally
② IV route (dilute)
③ Give IV always diluted!

Calcium (Ca²⁺) 8.8-10.4 mg/dL

Hypercalcemia > 10.4 mg/dL

G: Groans: constipation
M: Means: lethargy Tx: ↑ fluid intake
B: Bones: bone pain
S: Stones: kidney stones
P: Psychiatric Disturbances: Confusion (can't perform fine motor skills)

Tx: ↑ Calcium intake
Vitamin D
or
+ Vitamin D

Hypocalcemia < 8.8 mg/dL

CATS³ GIO Numb

C: convulsions
A: arrhythmias
T: tetany
S: spasms
S: seizures
I: tender
GIO Numb: tingling in fingers/toes / feet



10

12 Comments · Seen by 111

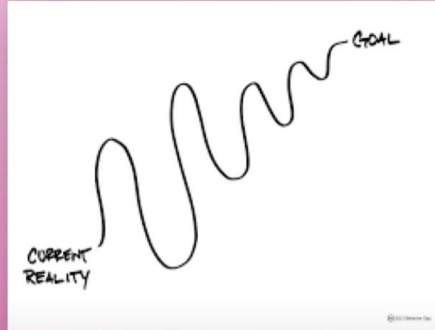
Targeted Intervention #3

1. Foster growth mindset, resilience & grit

1. Mindset training
2. Faculty coaching
3. Student mentoring

Williams, C. (2020) Nursing students' mindsets matter : Cultivating a growth mindset. *Nurse Educator*, 45(5):252-256.

Mindset Intervention



Growth Mindset

1. Learning new things requires hard work
2. Failure is uncomfortable but worth it
3. Progress often involves some failure
4. Success comes from persistent progress



Stephanie's Story



Next Steps for You?

1. Address study skills with targeted, measurable intervention
2. Create and nurture community building opportunities
3. Explore mindset, resilience and grit interventions

References

- Fagan, J. and Coffey, J. (2019). Despite challenges: Nursing student persistence. *Journal of Nursing Education*, 58(7):427-430.
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- Williams, C. (2020) Nursing students' mindsets matter : Cultivating a growth mindset. *Nurse Educator*, 45(5):252-256.

Questions?

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Thank You!