

Nursing Education Research Conference 2018 (NERC18)

Student Opportunity for Success (S.O.S.): An Academic Recovery Program

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The premise of the proposed poster presentation is to inform educators on the need to decrease attrition and increase retention of nursing students by instituting a program that promotes successful academic achievement. The program offers faculty guidance and support to nursing students, in a variety of methods, to accomplish their goal of successful completion of a Practical Nursing program. Nursing student attrition is a persistent problem worldwide and promotion of a positive educational outcome benefits the profession of nursing and the patients that nurses care for (Jeffreys, 2014). The approach to the supportive academic program begins by identifying a student that demonstrates low academic achievement. Retention in a nursing program can be impacted by many factors including stressful external personal factors, finances, and being unprepared for the rigors of the academic program (Mooring, 2016). In the recovery program, faculty will alert the student when a score on any type of test or written assignment falls below an 80%. Faculty will assist the student to recognize issues that may be interfering with understanding theory concepts. It is the student's responsibility to begin self-identification of learning difficulties so the faculty can better assist the student. The next step is to collaboratively develop a plan with the student that will guide the student to academic success. Continual monitoring of the student's progress will take place until the student demonstrates three consistent tests or written assignments with scores of 80% or better. If the student is unable to achieve a 75% by the end of the course the student will be dismissed from the program. Student progression to graduation is imperative to enable the student to take the licensure exam, and begin working in the healthcare field. With aging populations and increasing demands in the healthcare arena, increasing not only the number of students enrolled in a nursing program, but also those who make it to completion is an urgent need. The goal of early intervention strategies is retention and successful progression with a profession integration of faculty engagement (Shellenbarger, 2016). According to Lizzio & Wilson (2013) retention and success are drastically reduced with an early faculty intervention of academic recovery methods, especially in those students who may not seek out support on their own. The impact of attrition has a far-reaching impact on the lives of nursing students. Successful completion of a nursing degree will allow a greater income, greater job opportunities, and provide a benefit to the surrounding communities by providing the workforce with a qualified healthcare provider (Wray, Aspland, & Barrett, 2014). Initiating an environment of coaching and guidance, a collaborative approach can be taken to develop a comprehensive plan of action for the struggling student. Looking at individual learning styles, promoting the use of technology, and offering supplemental learning resources, can aid in the persistence and progression of the student. As nurse educators, we must take on the responsibility to implement initiatives that will help our students achieve their goals, to be competent and skilled in the profession, and to demonstrate self-efficacy in their ability to succeed with determination and motivation.

Title:

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Keywords:

academic recovery program, attrition and nursing student retention

References:

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Abstract Summary:

The purpose of this presentation is to describe an innovative program designed to promote academic achievement in nursing students. The goal of the program is to reduce attrition and increase retention to allow the growth and development of a competent, skilled, nursing workforce.

Content Outline:

Introduction

A. The premise of the proposed poster presentation is to inform educators on the need to decrease attrition and increase retention of nursing students by instituting a program that promotes successful academic achievement.

Body

A. Reducing attrition rates of students who are not academically progressing.

B. Increasing retention through integration of faculty support systems that foster self-efficacy in the student.

C. Development and implementation of a academic recovery program to help ensure success.

Conclusion

As nurse educators, we must take on the responsibility to implement initiatives that will help our students achieve their goals, to be competent and skilled in the profession, and to demonstrate self-efficacy in their ability to succeed with determination and motivation.

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Professional Experience: Nurse educator specializing in Med/Surg. I have been a clinical instructor since 2011 and a classroom educator for 3.5 years. I became a Certified Nurse Educator in 2011.

Author Summary: Debra Coombs is currently a certified nurse educator specializing in Med/Surg. and as a simulation coordinator at a one year practical nursing program. Debra provides classroom instruction as well as clinical instruction in a variety of health care settings.