Addressing Student Stress

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Objectives

• The learner will be able to describe the potential student response to an active learning environment in the junior year of a nursing program.

• The learner will be able to identify student perceptions of preparation needed for success in an active learning environment.

• The presenters received no funding for this study and have no conflict of interest.
Background

- New curriculum
- Junior year introduction to clinical courses
- Active learning strategies
People generally remember...
(learning activities)

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they see and hear
- 70% of what they say and write
- 90% of what they do.

People are able to...
(learning outcomes)

- Define
- List
- Describe
- Explain
- Demonstrate
- Apply
- Practice
- Analyze
- Define
- Create
- Evaluate

Passive Learning

Active Learning
Purpose

• To describe student perceptions of teaching and learning practices in a junior nursing curriculum that emphasized active learning strategies.
Methodology

• Sample:
  • Convenience sample of 23 junior baccalaureate nursing students
  • Focus groups of 3-6 students

• Qualitative Description

• Data Collection:
  • Interviews were conducted with focus groups using a semi-structured interview guide
  • All Interviews were recorded
Findings

• Overwhelming stress was the predominant theme of the focus group interviews

• Learning and study strategies required a shift in the active learning environment

• Curricular challenges were identified
Stress

- Impact to physical and mental health
- Isolation and seeking support
- Adversarial student/faculty relationships
- Preparation for junior year
Active learning

• Stress from the active learning environment lessened as the students learned to adjust their learning
• Students appreciated having to prepare ahead of class
• Students also reported increased engagement in class and while reading their text book
• Shift from surface learning to deeper understanding of material
Curricular challenges

- Junior year nursing courses
- Clinical courses
- All nursing courses
Student Advice for Students Entering Junior Year

- Students encouraged sophomores to not rely on memorization and improve their study skills prior to junior year
- Improve time management skills
- Practice more NCLEX style questions
- Have coping mechanisms in place before things get tough
Implications

• Students need to help learning to cope with the stress of junior year nursing school
• Faculty need to be empathetic
• Earlier preparation in the curriculum (Freshman and Sophomore year) should focus on preparing the students
• Students need time to get used to active learning in the classroom.
Learning is an active process. We learn by doing. Only knowledge that is used sticks in your mind.

— Dale Carnegie —