Title:
Correlates of Student Challenges in Achieving Successful Outcomes

Donna Ho-Shing, PhD
College of Nursing, Seton Hall University, South Orange, NJ, USA

Session Title:
Poster Presentations
Slot (superslotted):
PST: Friday, April 8, 2016: 10:00 AM-10:45 AM
Slot (superslotted):
PST: Friday, April 8, 2016: 12:00 PM-1:15 PM
Slot (superslotted):
PST: Friday, April 8, 2016: 2:30 PM-3:15 PM
Slot (superslotted):
PST: Friday, April 8, 2016: 6:00 PM-7:00 PM
Slot (superslotted):
PST: Saturday, April 9, 2016: 7:30 AM-8:30 AM
Slot (superslotted):
PST: Saturday, April 9, 2016: 10:00 AM-10:45 AM
Slot (superslotted):
PST: Saturday, April 9, 2016: 12:00 PM-1:15 PM

Keywords:
Academic challenges, Academic success and Self-efficacy

References:

Abstract Summary:
This activity will provide results of research that focused on antecedents to student success. Participants will learn about specific variables that were examined to ascertain if they correlated with student success, and some strategies to help students succeed academically.

Learning Activity:

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>EXPANDED CONTENT OUTLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will be able to identify challenges to achieving academic success in an undergraduate nursing program.</td>
<td>Students identified twenty-three challenges related to self-efficacy, internal blocks, and external blocks, using the scales provided.</td>
</tr>
<tr>
<td>The learner will identify strategies to minimize challenges that impede academic success.</td>
<td>Based on the challenges identified strategies to minimize success include focused subject remediation, a multidisciplinary success workshop before students begin clinical courses, assessment evaluations, success coaching, and focusing on critical thinking skills.</td>
</tr>
</tbody>
</table>
**Abstract Text:**

**Background/Purpose:** Studies have identified factors related to success in nursing licensure examinations for senior Nursing students. However, none of these studies have identified correlates of academic and nonacademic challenges to students’ successful outcomes in Undergraduate Nursing programs. This study is significant because identification of correlates of barriers to academic success could lead to implementing specific strategies to improve academic and licensure success of students in the Undergraduate Nursing program. The purpose of this study is to identify factors related to achieving academic success in order to implement specific strategies to improve student outcomes.

**Method:** A descriptive correlational design was used. The sample included 103 nursing students enrolled in their first clinical course in a traditional Bachelor of Science program, who were able to read and understand English. Participants completed the Demographic questionnaire, the Internal Blocks Scale, the External Blocks Scale, and the College Academic Self-Efficacy Scale. Data were subjected to descriptive, correlation, and regression analyses.

**Results:** Students identified 14 challenges related to self-efficacy, 6 challenges related to internal blocks, and 3 challenges related to external blocks. External blocks was significantly related to Internal blocks, $r = .495, p < .001$. External blocks was significantly related to self-efficacy, $r = -.218, p < .05$. Internal blocks was significantly related to self-efficacy, $r = -.324, p < .01$. External blocks was significantly related to age, $r = .246, p < .05$. Complex relationships exist between Internal blocks and External blocks and Self-efficacy.

**Nursing Implications:** Minimize challenges that impede academic success by implementing student-focused strategies. Require students identified as having academic challenges (failing exams, receiving grades of C+ and below in assignments) to attend at least 1 hour in Math and Writing remediation. Implement a multidisciplinary success program before students begin clinical courses, including assessment evaluations, success coaching, and focusing on critical thinking skills.