

Title:

YES! – A workshop for Your Educational Success

Debora S. Coombs, MSN

Practical Nursing Program, FCCTC-PNP, Chambersburg, PA, PA, 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:

active learning, adult learning theory and student centered

References:

References Barra, M. (2013). The effect of medical mathematics retention strategies in decreasing attrition rate among African American licensed practical nursing students in a community college. *Journal of Cultural Diversity*, 20(3), 125-133. Billings, D. M., & Halstead, J. A. (2012). *Teaching in nursing a guide for faculty*. St. Louis, MO: Elsevier Saunders. Blevins, S. (2014). Nurses as educators: Understanding learning styles. *MEDSURG Nursing*, 23(1), 59-60. Duerksen, J. L. (2013). Retention and success of culturally diverse nursing students. *Oklahoma Nurse*, 58(3), 4-5. Gardiner, M. L., Blondy, L., & Bumpus, S. M. (2014). Creating the student nurses' association peer support services (SNAPSS) program. *Dean's Notes*, 36(2), 1-3. Klein, K., & Kientz, M. (2013). A model for successful use of student response systems. *Nursing Education Perspectives*, 34(5), 334-338. Li, Y., Yu, W., Liu, C., Shieh, S., & Yang, B. (2014). An exploratory study of the relationship between learning styles and academic performance among students in different nursing programs. *Contemporary Nurse: A Journal for the Australian Nursing Profession*, 48(2), 229-239. doi:10.5172/conu.2014.48.2.229 Long, T. B. (2012). Overview of teaching strategies for cultural competence in nursing students. *Journal of Cultural Diversity*, 19(3), 102-108. Miller, J. F. (2013). Factors influencing excellence in nursing. *Pennsylvania Nurse*, 68(1), 4-9. Morgan, S. (2013). Motivating students -- carrot or stick? *Veterinary Nursing Journal*, 28(2), 63-65. doi:10.1111/vnj.12006 NLN. (2014). A vision for recognition of the role of licensed practical/Vocational nurses in advancing the nation's health. *The NLN Report*, (21), 7. NLN. (2012). *The scope of practice for academic nurse educators*. Philadelphia, PA: Wolters Kluwer. Oermann, M. H., & Gaberson, K. B. (2014). *Evaluation and testing in nursing education*. New York, NY: Springer. Popkess, A. M., & McDaniel, A. (2011). Are nursing students engaged in learning? A secondary analysis of data from the National Survey of Student Engagement. *Nursing Education Perspectives*, 32(2), 89-94. doi:10.5480/1536-5026-32.2.89 Poorman, S. G., Mastorovich, M. L., & Webb, C. A. (2011). Helping students who struggle academically: Finding the right level of involvement and living with our judgments. *Nursing Education Perspectives*, 32(6), 369-374. Sandahl, S. (2010). Collaborative testing as a learning strategy in nursing education. *Nursing Education Perspectives*, 31(3), 142-147. Shanker, M., & Sayeed, O. B. (2012). Role of transformational leaders as change agents: Leveraging effects on organizational climate. *Indian Journal of Industrial Relations*, 47(3),

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Abstract Summary:

This poster describes a success prep workshop aimed at decreasing attrition in a Practical Nursing Program. Adult education theory and an active teaching and learning environment are necessary elements in the delivery of information in this workshop. Research is ongoing to determine the effectiveness of this type of student preparation.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The learner will be able to outline a strategy to address attrition rate in nursing programs.	Description of a 6 workshop that incorporates collaborative learning, assessment of learning styles, and defines active learning in a modified flipped classroom environment.
The learner will be able to examine a workshop to help enhance motivation and active learning to promote successful completion of a nursing program.	Information is provided that includes introduction to the use of I-clickers in the classroom, assessment and overview of the importance of medical terminology and medical math, and the incorporation of a mock classroom assignment, all within the context of the described workshop.
The learner will be able to choose a technique to promote student success in a nursing program.	A variety of strategies and techniques that are used in the YES! workshop are provided to allow the learner to choose a technique that may fit within their program.

Abstract Text:

The premise of the proposed poster presentation is to inform educators on the need to prepare students prior to attending their first day of class in a face to face classroom environment. A six hour workshop was developed to encourage students to take responsibility for their learning and to introduce the concepts of an active learning environment. Information necessary for understanding and identifying different learning styles that have a positive influence on their motivation and active involvement are provided within this workshop. Orientation and preparation to the rigors of a fast-paced twelve month program are intended to aid the student to be successful while encouraging active participation. Students should be engaged in their learning and be active participants to promote critical thinking and the preparation for success workshop identifies this need while offering ways to promote engagement. The approach in the workshop is one of an active teaching -learning environment, with discussion, group work, and hands-on use of technology. Adult education theory and an active teaching and learning environment are necessary elements in the delivery of information in this workshop. This project is implemented to help alleviate the student attrition problem with a goal to help guide the student to successful learning, graduation, passing the state licensure exam, and being a safe, well-prepared nurse. During implementation of the workshop, collaborative group exercises in medical terminology, medical math, and a mock lesson are explored. An emphasis is placed on active participation and the use of I-clickers in the classroom as well as gaming and online resources are examined and practiced. The goal of the YES! workshop is to give the student a glimpse of what is expected of them,

what they can expect from the educators, and why learning styles, study habits, and the need to be actively involved are so important. The "culture shock" of the adult learner either returning to school from a period of time away, or a student straight from high school, can be overwhelming. The research is ongoing to determine if the prep course will indeed increase the percent of students that will complete the program and graduate. Evidence thus far indicates that with the two groups that have attended the workshop, all have been successful up to this point, neither group has reached their graduation date yet. Analysis of the data will continue with a new group of students entering in February and a another workshop intended for these students to be held in January.