

YES! – A workshop for Your Educational Success

Debora Coombs MSN, RN, CNE

Franklin County Career and Tech Center - Practical Nursing Program

Introduction

The purpose of this presentation is to describe an innovative way to aid in the success of nursing students. The YES workshop was created to help students to succeed in their goal to become a practical nurse and to help alleviate the student attrition problem. The objective for this project is to provide orientation and preparation to incoming students, with the intention of encouraging active participation and responsibility for learning. As the need for practical nurses increases in today's healthcare arena (NLN, 2014 ), the need for successful completion of nursing programs is paramount. This project is implemented with the goal to help guide the student to effective learning, graduation, passing the state licensure exam, and being a safe, well-prepared nurse.



Methods

A workshop was developed to encourage students to take responsibility for their learning and to introduce the concepts of an active learning environment with discussion, group work, and hands-on use of technology. Adult Education Theory as well an active teaching and learning environment are necessary elements in the delivery of information in this workshop. With the 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 with the use of I-clickers in the classroom as well as gaming and online resources. The goal of the YES! workshop is to provide the students with the expectations of the program, to identify learning styles, study habits, and the need to be actively involved.

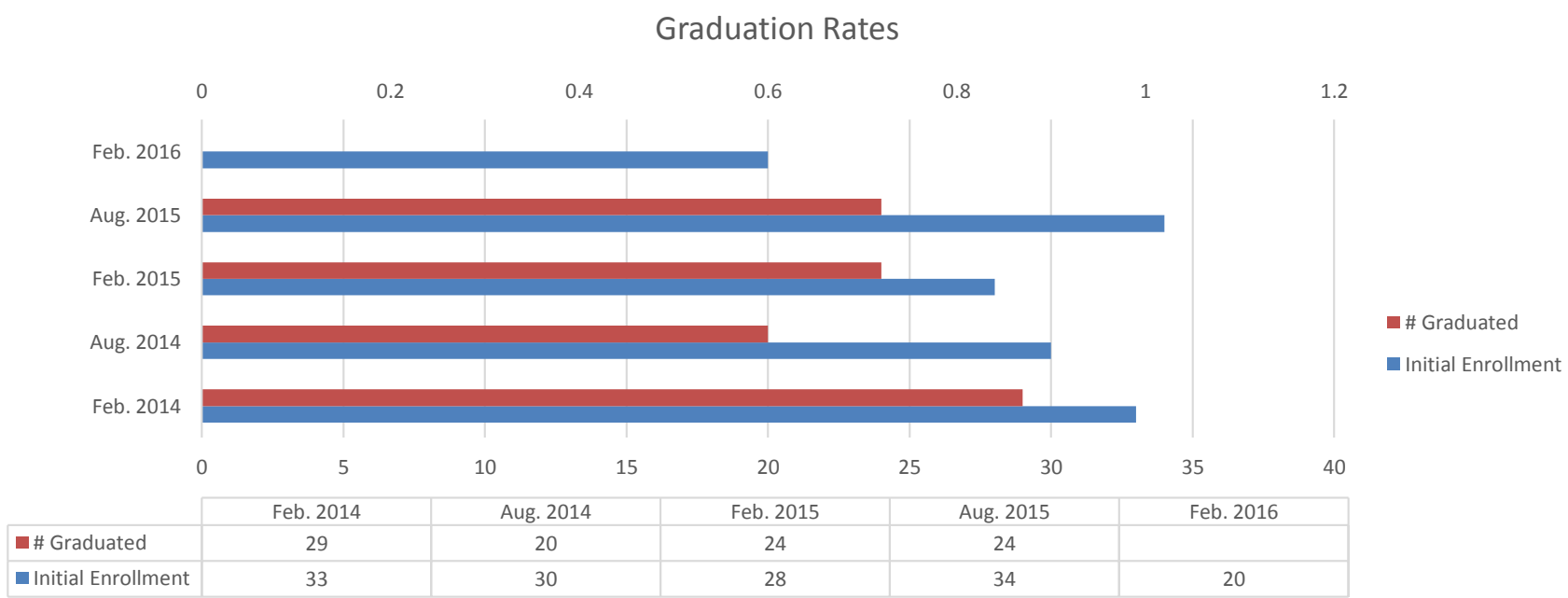
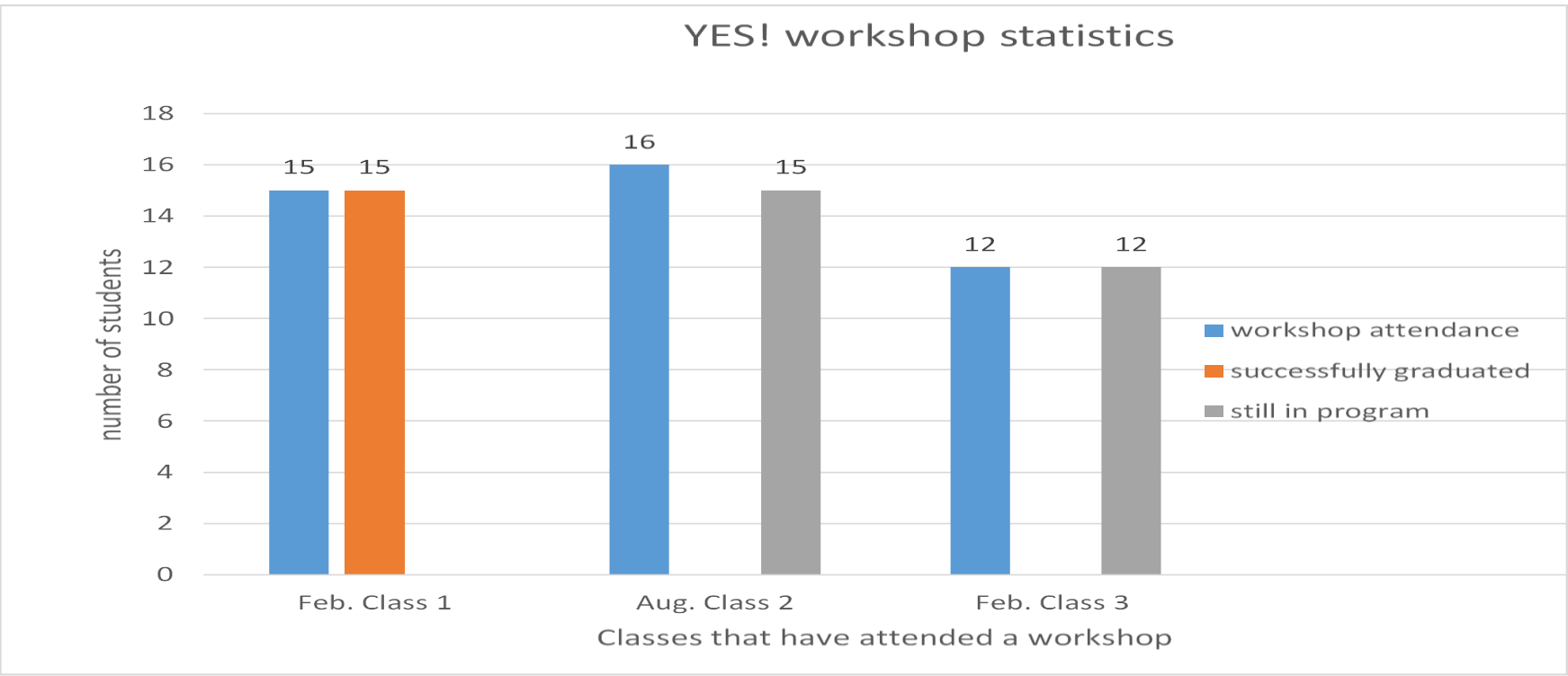
Although highly encouraged, all attendance up to this point has been on a voluntary basis. To increase the reliability of the data, mandatory attendance to the workshop for the entire incoming class would be necessary.

Results

At the end of the workshop, a written evaluation is given to the students to fill out as well as a group discussion period identifying their accomplishment of the outcomes. The outcomes were measured by a score for the written quiz, an identifiable learning style on the questionnaire, a graph for the I-clicker questions, and the students' written and verbal acknowledgment of achievement.

The students in attendance all had high praise of the content introduced and felt that it was a very beneficial and rewarding experience. Written statements included descriptions of reduced anxiety, and a sense of newfound confidence.

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 there is potential for this workshop to increase success and decrease attrition in the 12 month practical nursing program.



Discussion

The issue of student attrition prompted the implementation of the YES! workshop and the need to promote successful program completion of a practical nursing program. The rigors of an intensive twelve-month long diploma program in practical nursing can seem overwhelming for a certain percentage of those who register. Nursing education strategies should incorporate early and frequent exposure to medication calculations in an effort to decrease errors that cause an adverse patient outcome (Zahara-Such, 2013). The nomenclature used in the healthcare environment is often difficult for the student to grasp. Introduction to some basic medical terms, with an assessment of what they currently know, was intended to help the student gain an understanding of what to expect and a foundation to build upon. This early preparation and orientation to the expectations of the program encourage active participation and promote successful learning.

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), 470-484.

Weigel, F. K., & Bonica, M. (2014). An active learning approach to Bloom's taxonomy: 2 games, 2 classrooms, 2 methods. *U.S. Army Medical Department Journal*, 21-29.

Young, P. K., Pearsall, C., Stiles, K. A., & Horton-Deutsch, S. (2011). Becoming a nursing faculty leader. *Nursing Education Perspectives*, 32(4), 222-228. doi:10.5480/1536-5026-32.4.222

Zahara-Such, R. M. (2013). Improving medication calculations of nursing students through simulation: An integrative review. *Clinical Simulation in Nursing*,9e379-e383. doi:10.1016/j.cens.2012.08.003