

**Title:**

Resilience: The Answer to Motivation in Nursing Student Success

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**Session Title:**

Education Posters Session 1

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**Keywords:**

Nursing student success, Resilience strategies and Transition to clinical practice

**References:**

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**Abstract Summary:**

The relationship between resilience and student success in undergraduate nursing students was investigated. A self-paced reflective journal to improve resilience was offered to student participants.

Effective strategies derived from the literature to improve resilience will be described as well as implications for the future of nursing and international health care.

**Learning Activity:**

<b>LEARNING OBJECTIVES</b>	<b>EXPANDED CONTENT OUTLINE</b>
<p>Examine the relationship between resilience and student success.</p>	<p>A. Describe how resilience impacts motivation for nursing student success and transition to practice. a. Resilience i. Definition: “Nursing student resiliency is defined as an individualized process of development that occurs through the use of personal protective factors to successfully navigate perceived stress and adversities. Cumulative stresses lead to enhanced coping/adaptive abilities and well-being” (Stephens, 2014, p.130). ii. Components- Positive emotions, Humor, Self-efficacy, Social support, Faith, Perseverance, Coping, Self-knowledge. b. Student success i. Student deficiencies ii. Student attrition c. Transition to practice i. Adaptation to clinical practice ii. Adaptation to the nursing role B. Describe the results of the research study on resilience in Baccalaureate nursing (BSN) students in their first clinical course. a. Research study i. Descriptive-correctional study ii. Intervention using a self-paced spiritual success journal b. Research results i. Positive correlations ii. Qualitative remarks c. Implications for nursing education i. Role of nurse educators ii. Role of culture, community, and social support</p>
<p>Assess the role of protective factors in preventing attrition in nursing by coping with adversity and stress.</p>	<p>A. Describe protective factors; a. Individual-personal characteristics i. Self-efficacy, Humor, Competence, Positive emotions b. Sociocultural-social support i. Family, Friends, Faculty B. Examine protective factors role in student success a. Effective coping i. Adaptation to stress ii. Perceived self-efficacy b. Self-knowledge i. Realistically appraise strengths &amp; weaknesses ii. Describe past challenges &amp; successes in order to identify personal strategies for resilience.</p>
<p>Employ strategies to promote resilience in nursing education and professional practice.</p>	<p>A. Identifying the “at risk” student a. Course deficiencies i. Tests/quizzes ii. Midterm b. Clinical deficiencies i. Weekly clinical</p>

	evaluation ii. Midterm evaluation c. Failure of a previous course i. Nursing ii. Sciences B. Techniques to promote resilience a. Culturally safe environment i. Culture honored ii. Culture preserved b. Promote self-efficacy i. Performance accomplishments- having been successful in the past ii. Vicarious experience-hearing about others who have been successful iii. Encouragement iv. Emotional Arousal C. Other strategies and their significance to student success. a. Identifying and utilizing available resources i. Academic services-Writing center, Counseling center ii. Faculty-Reviewing tests/quizzes, iii. Class Preparation-Reading assignments, Asking questions in class b. Career/vocation i. Motivation-Clear vision to graduation ii. Real world scenarios
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**Abstract Text:**

*Purpose:* The purpose of this study was to investigate the relationship between resiliency and student success in undergraduate nursing students. Resiliency is the ability to adapt to adversity and remains an important concept for the nursing profession. Nursing student resiliency is defined as a process of development through the use of personal protective factors to successfully navigate perceived stress and adversity. Resiliency has been documented as one of the primary factors that contribute to student success and transition to practice. Resiliency is a protective factor in dealing with perceived stress and adversity. It is fostered through increasing positive emotions, humor, self-efficacy, social support, faith, perseverance, coping strategies, and self-knowledge. Research demonstrates that young adults are particularly vulnerable to the negative effects of stress and conflict. Many young people are unprepared to deal with the demands of nursing. Ineffective coping skills to adapt to stress may be perceived by faculty as a lack of motivation. Resiliency skills can be learned and developed through purposeful selfreflection and interaction with faculty, nurses, and patients.

*Design:* A descriptive-correlational design was used. An intervention using a self-paced spiritual success journal based on the protective factors was offered to students to increase resilience.

*Setting:* The setting for this project was a Baccalaureate Nursing Program in a Catholic University located in the Mid-Atlantic region of the United States of America.

*Methods:* The Wagnild & Young Resilience Scale (RS 14) was used to survey nursing students in their first clinical course. A convenience sample of 50 sophomore nursing students was surveyed to evaluate resilience. The resilience score was then used to investigate if a relationship existed between resilience scores, midterm deficiencies, and final grades. A self-paced spiritual success journal was also created using the concepts of resilience and offered to the students as a means to increase resilience. Students who used the journal were interviewed about the journal and whether or not they felt that it had helped them with their resiliency.

*Results/Outcomes:* Research Question #1: Is there a relationship between resiliency and student success? Using the statistical program SPSS 23, the Pearson Correlation revealed positive correlations ( $p > .01$ ) between resilience scores, midterm deficiencies, and final grades in sophomore nursing courses. Research Question #2: Does employing a self-paced spiritual success journal improve

resilience and student success? Thirty students volunteered to complete the journal. Eleven completed portions of the journal. Of those eleven students, responses to the journal were consistently positive.