Pathways to Progress: Academic Support for Students in Nursing Education Programs

Mary Wombwell, EdD, RN, CNE
School of Nursing & Allied Health Professions, Holy Family University, Philadelphia, PA, USA

The US Bureau of Labor Statistics (2015) projects needs of the RN workforce over the next decade to increase 16% by 2024. Nursing education programs are working to meet the needs of society and are addressing factors contributing to student success in nursing programs. Academic Support Programs (ASP) not only influence program retention and enrollment but have the potential to address the ongoing nursing shortage. The literature supports the advantages of ASP and identifies a variety of factors and strategies for success which include: counselling, tutoring, mentoring and coaching activities. Freeman & All (2017) identified that students may not comprehend the challenges associated with nursing education programs and as a result are not able to recognize their learning needs in sufficient time to achieve academic success in a course. When nursing educators teach students how to learn, the students acquire new strategies to be successful. Beauvais et al (2014) identifies that classroom techniques empower students and may result in academic success. The intent of this presentation is to demonstrate that teaching/learning practices which reinforce student success have the potential to promote retention in nursing programs.

This poster presents the approach of a comprehensive ASP used at a university and provides preliminary outcome data supporting student role development for success. The presentation describes a strategy offered by a university to students who repeated a nursing course due to a failing course grade. Students register for a 3 credit course: Pathways to Progress and take this course concurrently while they repeat the failed nursing course. The Pathways to Progress course reinforces, guides and supports the student to acquire and apply academic skills, strategies to increase confidence levels, study skills and test takings skills. This poster will present course and program outcomes, retention rates, graduation rates & NCLEX outcomes in the student population who failed one nursing course. Outcomes demonstrate the value of additional academic support programs to impact student success and retention.

Title:

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Keywords:

Academic Success, Academic Support and Program Retention

References:

Beauvais, A.M., Stewart, J.G., Denisco, S., Beauvais, J. (2014). Factors related to academic success among nursing students: A descriptive correlational research study. *Nurse Education Today, 34*, 918-923.

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Registered Nurses, on the Internet Retrieved March, 27, 2017 https://www.bls.gov/ooh/healthcare/registered-nurses.htm

Freeman, J.C. and All, A. (2017). Academic Support Programs Utilized for Nursing Students at Risk for Academic Failure: A Review of the Literature. *Nursing Education Perspectives,* 38(2), 69-74.

Abstract Summary:

This poster presentation describes the outcomes of an Academic Support Program (ASP) to promote academic success for students. Outcome data is included to demonstrate retention rates, program outcomes and NCLEX results realized from this ASP.

Content Outline:

1. Introduction/Backgroud

2. Assessment of student outcomes and program retention.

3. Developing an Academic Support Program.

4. Assessing and evaluating the plan for the program.

5. Implementing the program.

6. Assessing course/program outcomes.

First Primary Presenting Author

Primary Presenting Author

Mary Wombwell, EdD, RN, CNE
Holy Family University
School of Nursing & Allied Health Professions
Professor
Philadelphia PA
USA

Professional Experience: Holy Family University, Philadelphia, PA. Professor, School of Nursing & Allied Health Professions. 2004 – Present. BSN Chair 2005-2008. Interim Dean 2014-2015. RN-BSN Program:Coordinator 2010-present. Herzing University Facilitator: Graduate Program: Nurse Education Concentration. 2016 to present. ADTALEM: Global Education - Chamberlain University, Chamberlain College of Nursing Visiting Professor: Graduate Program 2012-Present.
Author Summary: Professor @ Holy Family University, teaching in the RN-BSN & MSN Programs. NLN Ambassador, served as Interim Chair of PLN Area 1 2016-2017 and is now serving as Member Director for Area 1. Research interests include the effects of mindfulness on teaching/learning.