

Student Success Strategies Part I

CSUCI Nursing Program

Information for Incoming & Current Nursing Students

Student Affairs Committee

2016

The Purpose

- o To provide students with successful strategies to help complete the nursing program curriculum
- o To identify strategies to help counter challenging behaviors, thoughts or habits
- o To direct students to resources

Students are encouraged to view Powerpoint titled:
Student Success Strategies Part II on Test Taking Strategies

Time Management

RHORC: Newstrom, C., *Tips for Nursing Student Success 2006*

Works Against Success

- Poor time management skills
- Tendency to procrastinate
- Tendency to fall behind
- Poor goal setting skills
- Tendency to quit when the going gets tough

Works Toward Success

- Put in consistent efforts
- Does not procrastinate
- Devote the time to keep up
- Achievement & Goal oriented
- Seek support from family/friends for support
 - Delegate chores or home responsibilities to another

Stress Management

RHORC: Newstrom, C., *Tips for Nursing Student Success 2006*

Works Against Success

- Easily stressed when faced with multiple demands/emergent situations
- Difficulty multi-tasking
- Difficulty refocusing after interruption
- Does not engage in stress relief activities (i.e. yoga, meditation, exercise)

Works Toward Success

- Able to stay calm and control personal reactions to stressful events
- Able to re-focus and re-prioritize actions despite multiple demands
- Good short-term memory or organizational tools to help student keep track of details
- Regularly participates in stress reduction activities

Performance

RHORC: Newstrom, C., *Tips for Nursing Student Success 2006*

Works Against Success

- o Uncomfortable with “average” scores or grades
- o Easily discouraged
- o Perfectionist tendencies
- o Generally inflexible with one’s own performance or the performance of others

Works Toward Success

- o Able to readjust self-expectations as needed without becoming discouraged
- o Recognizing that new situations require a different approach
- o Allowing for occasional mistakes but works toward knowledge required to avoid the same mistake in the future

Facing Hard Content/Concepts

RHORC: Newstrom, C., *Tips for Nursing Student Success 2006*

Works Against Success

- o Tendency to attribute the cause for a new task or concept being difficult or challenging to personal inadequacy
- o Tendency to avoid challenges

Works Toward Success

- o Faces obstacles and difficulties as new challenges to overcome in order to reach a goal
- o Recognizes that it's time for more effort, more time-investment or time to ask for help (i.e. tutoring, mentoring)

Respect

RHORC: Newstrom, C., *Tips for Nursing Student Success 2006*

Works Against Success

- o Sensitive to others' opinions
- o Easily demoralized or offended by perceived acts of discrimination, racism or by less-than respectful treatment by others

Works Toward Success

- o Able to face negativity with courage, understanding and with humor (not taking it personally)
- o Able to diffuse anger with calm reactions
- o Able to face disrespectful behavior with self-respect, and appropriate assertiveness to be treated in a civilized manner

Decisions

RHORC: Newstrom, C., *Tips for Nursing Student Success 2006*

Works Against Success

- o Tendency to look to others for help with minor decisions
- o Indecisive
- o Uncomfortable in a lead position or as a chief decision-maker

Works Toward Success

- o Able to “take the lead” in a situation where knowledge allows it and training demands it
- o Able to direct others correctly, step-by-step and to think quickly in emergency situations

Tolerance

RHORC: Newstrom, C., *Tips for Nursing Student Success 2006*

Works Against Success

- Intolerant of demanding personalities or certain personality traits
- Difficulty dealing with certain age groups
- Tendency to avoid or shy away from those with certain religious preferences, cultures, lifestyle choices, etc

Works Toward Success

- Tolerates and embraces the differences in others
- Recognizes diversity as a positive influence on society and on the learning environment
- Values the individual as a fellow-human being

Mistakes

RHORC: Newstrom, C., *Tips for Nursing Student Success 2006*

Works Against Success

- o Tendency to “cover-up” mistakes
- o Tendency to minimize mistakes
- o Tendency to tell a “little white lie” in order to “save face”

Works Toward Success

- o Values learning from mistakes more than holding on to a spotless image
- o Values the safety of others over self-preservation
- o Willing to take responsibility for actions and to deal with unintentional errors with courage and honesty

Authority Challenges

RHORC: Newstrom, C., *Tips for Nursing Student Success 2006*

Works Against Success

- o Uncomfortable with authority figures
- o Fearful to “rock the boat”
- o Trouble being a self-advocate (or advocate for others due to the confrontation required)

Works Toward Success

- o Able to stand-up to authority with respect and assertiveness if the situation calls for intervention
- o Able to let your needs be known if it's in the best interest of the situation at hand

Resources Available

(at no charge)

o Learning Resource

Center <http://www.csuci.edu/learningresourcecenter/index.htm>

- o Nursing Tutors
- o Learning Assistance Workshops (See Current Academic Year Offerings)

o Lynda.com

- o Access on the myCI portal under MY LINKS
- o Sign on as a member to access the Student Tools within the Library Content for Education + eLearning or browse via the search

o StudentLingo.com/csuci

<https://www.studentlingo.com/csuci>

- o Online academic strategies Videos

Study Strategies

- o Study in a quiet environment (few distractions)
- o Study with others who are well prepared and can help each other
- o Get enough sleep
- o Vary study activities (re-read text, notes, rewrite class notes, memorize information, pose questions while studying)

Gross Davis, B., *Tools for Teaching*, Second Edition, Jossey-Bass

Strategy 1: Communicate with Professors

Attend office hours! Think of them as officially designated “student hours” for you:

- o to get help with course assignments
- o to find out how you’re doing in class
- o to build essential connections with your profs
 - o Help them get to know you. This will help them learn how to teach you more effectively and to write more detailed letters of reference in future.
 - o Let them share their passion for their discipline and their research interests with you.
 - o Find out what you can do with a major or minor in their discipline.

Strategy 1: Communicate with Professors

Know this: If you're nervous about going to your professors' office hours (aka **student hours**), you're not alone. It's common.

o Strategies for going to office/student hours:

- o Take another classmate or two with you.
- o Invite your prof to meet with you outside of the office (e.g., the library, the Freudian Sip, the SUB, El Dorado Hall).
- o When you do go to your professor for help, be as specific as possible about the help you need.

CI Student Services

Academic Advising	Learning Resource Center
University Writing Center	Graduate Writing Studio
STEM Center	Enrollment Services
Admissions and Recruitment	Financial Aid
Student Business Services	Educational Access Center
Graduate Studies Center	EOP Center
Student Engagement & Applied Leadership (SEAL) Center	Multicultural & Women's & Gender Student Center
Recreation Center	Center for International Affairs
Center for Community Engagement	Center for Multicultural Engagement
Center for Integrative Studies	California Institute for Social Business
Student Support Services Center	John Spoor Broome Library
Career Development Services	Veterans Resource Center
ASI Offices	Personal Counseling Services
Student Health Services	University Experience

Strategy 2: Access Support Services

Research shows:

- o Students who use **academic skills centers for mathematics and writing improvement** are much more likely to persist to the second year and get higher grades than peers who do not, even though they are similar in most background characteristics including academic ability.

Strategy 3: Get Involved in CI

Research shows:

- o Students who take part in events, study sessions, discussion groups, forums, mentoring, major clubs, tutoring, learning communities, housing educational events, and university life tend to be more successful.
- o Interaction with peers of different backgrounds positively affect critical thinking, student success, and satisfaction with the college experience.

Colleen Nevins, RN, MN, DNP, Test Taking Tips, 2014

What **Research** Shows

Did you know...

o Students who establish **a relationship with a faculty member, academic advisor or staff member** tend to be more committed to and more likely to succeed in school. This is especially true for commuter students.

Colleen Nevins, RN, MN, DNP, Test Taking Tips, 2014

What **Research** Shows

- o A high GPA is associated with:
 - o time spent preparing for class
 - o coming to class prepared
 - o asking questions in class
 - o tutoring other students
 - o prompt feedback from faculty
 - o high quality relationships with faculty

Colleen Nevins, RN, MN, DNP, Test Taking Tips, 2014

Reflective Learning

Reflective Organizations: On the Front Lines of QSEN & Reflective Practice Implementation, Sherwood, G., Horton-Deutsch, S, 2015

- o QSEN Competencies are well infused throughout the nursing curriculum. *(see Reference Slide for definition)
- o Students are challenged to infuse reflective thinking and learning in daily practice as a student nurse. Students should ask themselves:
 - o Why am I here?
 - o What do I want from this experience?
 - o What am I willing to invest to achieve my purpose?

Reflective Learning

On a personal note about your efforts....

I had a former CSUCI student in a new graduate RN program and midway during the 15 week program, she remarked, " *I wish we learned more in nursing school.*" When I asked what more she needed, she stated, "now we have to know stuff for real".

Students: Do not forget the endpoint to this program. You will be taking care of people as a Registered Nurse. You will be responsible for knowing the content learned in this program in order to take care of people.

Read instructions, do your best with assignments and papers, study for exams, and avoid taking the easy road or taking short cuts.

Remind yourself: The end point is taking care of people. You need to be proficient in this content. Your patients cannot afford the risk that you did not learn enough in nursing school.

Insights from Carole Ferrari, MA, PHN
CSUCI Leadership Faculty/ CMHS New Grad Program

References

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- o Kruger, J., Wirtz, D., and Miller, D.T. "Counterfactual Thinking and First Instinct Fallacy" *Journal of Personality and Social Psychology*, 2005, 88(5), 725-735
- o Nevins RN, MN, DNP, C., *Student Success Tips*, 2014 ,
- o Newstrom, C., Regional Health Occupation Resource Center, *Tips for Nursing student Success*, 2006
- o Sherwood, G., Horton-Deutsch, S., *Reflective Organizations on the Front lines of QSEN & Reflective Practice implementation*, 2015, Sigma Theta Tau International, pp38-42

Definition

QSEN (Quality Safety Education In Nursing): was developed as a result of recommendations from the 2010 Institute of Medicine report "To Err is Human". Nursing is being transformed into six key domains: Patient-Centered Care, Teamwork and Collaboration, Safety, Quality, Evidence-based Practice and Informatics. As academic settings infuse QSEN into curriculums, agencies are also slowing transforming. For further information, see www.qsen.org