Strategies for Success: A Crisis Management Model for Remediation of At-Risk Students

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The start: N490 - Opportunity for Success: BSN Undergraduates

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Project

• Student’s Program success or failure
• Remediation course (N490 - Opportunity for Success)
• Presentation at Western Institute of Nursing Conference (Spring 2011)
Rational/Background

• Schools are adopting the HESI exit exam as a benchmark for progression (Nibert, Young, & Britt, 2008).

• Students at risk for successful completion in nursing programs have been shown to benefit from a focused remediation course.

Rational/Background

• Research shows that the content of successful remediation courses varies, but most feature common strategies to help students become successful.

• These strategies include faculty mentoring, test-taking strategies, and self-directed student activities.
The Approach

• Crisis Management for At-Risk Students (Elders, 2008)
  – Assess the individual and the problem
  – Plan the intervention
  – Implement the intervention
  – Resolution of the Crisis
  – Anticipatory planning

Setting

- The BSN program is situated within a college of a land-grant University in the southwest southern border of the USA.
- The undergraduate BSN program admits 48 students each semester for a four semester program and is accredited by CCNE.
- The standardized testing products used for the program is offered by HESI.
Setting

• Prior to admission to the program, students are tested to indicate baseline assessment of basic knowledge gained from prerequisite courses required of BSN undergraduate students.

• During the program various levels of ongoing knowledge are accessed and a HESI Exit exam is required prior to clinical placement in the preceptorship that is a culminating immersion clinical experience.
Sample

- Thirteen (13) students in danger of program dismissal.
- The sample included 7 female, 6 males with a mean group age of 29 (range 23-41).
- The cohort ethnic mix: 4 Anglo, 7 Hispanic, 1 Asian, and 1 African American.
Sample

• Some students had taken the Exit HESI exam as many as 9 times without success.
• The minimum passing grade was 850 out of 1200 per HESI guidelines.
• Students took the HESI Exit Exam as part of their final culminating nursing course while enrolled in the remediation course.
Planning the Intervention

• Review of the literature; development of evidence table
• Discussion with course faculty leaders and the BSN and Program Director
• Discussion with peers
• Assess current practice for at-risk students
Intervention Design

- A retrospective project design was used to review pre-existing student test data from HESI exams.
- Develop the independent-study outcomes for a course offered in Spring Semester 2010.
- IRB approval was obtained from NMSU for post hoc analysis.
The Course

• Students in danger of program dismissal due to repeated HESI failure were enrolled in a remediation course designed around
  – faculty engagement and mentoring,
  – focused reviews and self-assessment,
  – self-directed student content assessment with review plan, and
  – student engagement with their own learning process.
The Course

• In addition, students were provided an opportunity for individual test-taking counseling to assess study techniques and offered alternative study methods.
Upon successful completion of the course, the student is expected to be able to:

- Perform a self-evaluation for areas of strength and challenges in professional performance
- Mobilize areas of emotional and academic strength to support successful performance
Course Structure

• Duration: 15 weeks
• Class time: 3 hrs per week in face-to-face classroom

• Engagement:
  – Mandatory attendance
  – Assessment on-line of self esteem
  – Self-developed plan of review based on areas of weakness found in previous HESI attempts
  – Required participation in group discussions
Course Structure

• Instruction format:
  – Socratic questioning and discussion
  – Practice tests
  – Test reviews
  – Power Point presentation in weak content area that included a teaching plan with pre-post test and self evaluation of the presentation
  – Registration and weekly progress reports of an external review program
Implementing the Intervention

• The N490 course was taught for the first time in Spring of 2010, with the purpose to determine if an evidence-based remediation course lead to improved student outcomes, including success with a program-required exit HESI exam and ultimate first-time success on the NCLEX-RN licensing exam.
Results

• All students successfully completed the remediation course and passed the HESI Exit Exam enabling them to complete the preceptorship and the BSN program.

• NCLEX-RN first-time pass rate was 92% with 12/13 student results reported.

• Only 1 of these student failed the NCLEX-RN on their first attempt. As last to report, this person was finally successful on their 2nd attempt. Now, the cohort has a 100% pass rate.
Anticipatory Planning

• Implement changes to the program
  – Pathophysiology became a pre-requisite course
  – Curricular review of BSN program objectives implemented
  – Continuation of the N490 course for any student at-risk (having failed a Nursing course).
  – Focused support (counseling or referral) of at-risk students

• Minimum Admission HESI composite score level set by department
Conclusion

• The Crisis Intervention Model assisted in our approach to the development of the focused remediation.

• A focused remediation course with engaged faculty involvement supports positive student outcomes and the production of qualified BSN graduates prepared to take and pass the NCLEX-RN examination successfully.
What’s next?

- Presentation – WIN 2011 (done)
- Publish – JNE 2012 (done)
- Expand – Ongoing work to analyze data and present WIN 2012 (done) and another article this time to *Nurse Educator* journal about use of HESI admission scores and student progress and outcomes (in final draft)
- All scholarly work!
References


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