



STARS: An Innovative Approach to Support Pre-Licensure BSN Students

Anna K. Wehling Weepie, DNP, RN, CNE, COI, Assistant Dean and Professor, Allen College, School of Nursing



Literature Review

Fitzgerald & Konrad (2021)

- Major causes of anxiety for students: Academic concerns, difficulty handling academic workload, need to perform well in school
- Fewer symptoms reported by those who indicated faculty support was good or excellent
- Faculty support can lessen stress experienced by students

Lin et al (2023)

- Positive correlation between learning engagement and psychological resilience
- Positive correlation between learning engagement and professional identity
- Positive correlation between resilience and professional identity

Randall et al (2023)

- Resilience can be developed over time
- Key time for development as student nurse transitioning to professional nurse

STARS Programming

S = Support

Student Success Coordinator

T = Transformation

Hospital ambassadors

Student groups

A = Accountability

Stress and Time Management

R = Resiliency

Employee Assistance Program

S = Success

Meeting with faculty advisor

STARS advising assignment

Study strategies for first semester courses

STARS Advising

- Supports available to assist with success.
- Reflection on changes in the past six months.
- Semester goals and action plan.
- Strategies that have assisted with success.

Mapping to the Essentials

6.2d Recognize how one's uniqueness (as a person and a nurse) contributes to effective interprofessional working relationships.

9.1b Reflect on one's actions and their consequences.

9.1d Change behavior based on self and situational awareness.

9.2g Communicate in a professional manner.

9.3d Take responsibility for one's roles, decisions, obligations, actions, and care outcomes.

9.3e Engage in professional activities and/or organizations.

9.3f Demonstrate adherence to a culture of civility.

9.5e Demonstrate emotional intelligence.

10.1a Demonstrate healthy, self-care behaviors that promote wellness and resiliency.

10.1b Manage conflict between personal and professional responsibilities.

10.2a Engage in guided and spontaneous reflection of one's practice.

10.2c Commit to personal and professional development.

10.2e Identify role models and mentors to support professional growth.

10.3d Demonstrate self-efficacy consistent with one's professional development.

10.3g Demonstrate self-awareness of one's own implicit biases and their relationship to one's culture and environment.

Lessons Learned

- Prioritize programming, less can be more
- Majority of students **STRONGLY AGREE** or **AGREE**:
 - The content provided in this session assisted with my preparation for starting the nursing program.
 - The content in this session provided me with information that I anticipate using during the nursing program.



References

AACN. (2021). *The Essentials: Core competencies for professional nursing education*.

Fitzgerald, A. & Konrad, S. (2021). Transition in learning during COVID-19: Student nurse anxiety, stress, and resource support. *Nursing Forum*, 56(2), 298-304.

Lin, Y., Chen, Y., Peng, Y., Zhang, X., Liao, X., & Chen, L. (2023). Mediating role of resilience between learning engagement and professional identity among nurse interns under COVID-19: A cross-sectional study. *Nursing Open*, 10, 4013-4021.

Randall, P. S., DeGagne, J. C., Lee, E., Slack, J., Lee, Y., & Ledbetter, L. (2023). The experience of resilience in newly graduated nurses: A qualitative metasynthesis. *Nursing Education in Practice*, 70, 103681.

Purpose of STARS

1. **Support** nursing students as they enter the BSN program and complete their education.
2. **Transform** students throughout their educational experience to prepare for entrance to the healthcare workforce.
3. Create a culture of personal **accountability**, where students recognize the importance of taking responsibility for their actions and learning outcomes.
4. Provide students with opportunities to develop **resiliency**.
5. Assist students in being **successful** at Allen College and in the healthcare workforce in the future.