Identifying At-Risk Students with Early Intervention: An Overview of an Academic Support Program for Accelerated BSN Students

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Background – Accelerated Second-Degree BSN Programs

- National:
    - First program in U.S. established in 1971
    - Rationales: nursing workforce supply (nurse shortages), student demand (career changes), and grow BSN enrollment (nursing education changes)
    - Variable attrition rates; higher for minority students

- Jefferson College of Nursing (Philadelphia, PA)
    - First program in 2001 (12 month duration) – 20 students

Barriers and Challenges for Accelerated Second-Degree BSN Students

- Pace and intensity of accelerated BSN programs

- Time management and organizational skills

- Other responsibilities and life circumstances

- Expectations of BSN education based on prior degree

- "Degree hopping" trends in younger students

- Extended time since prior degree for adult learners

- Problem-based learning vs. rote memorization

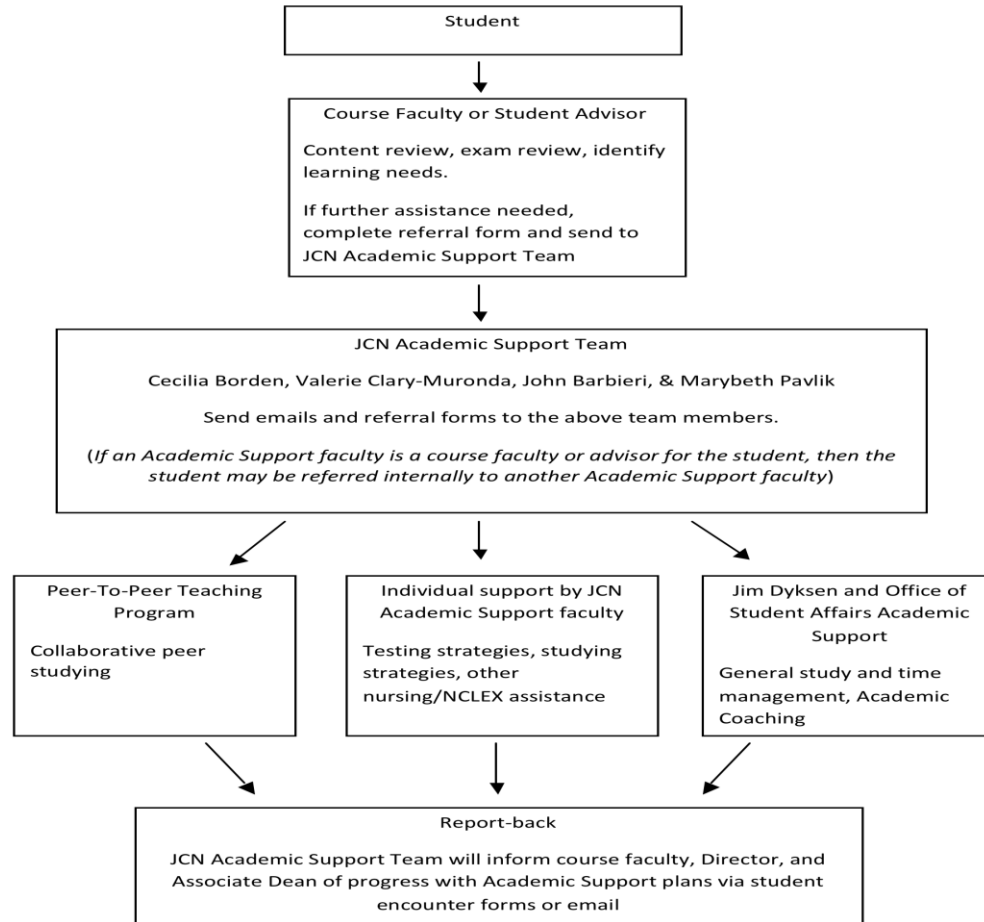- Sociocultural challenges (e.g., ESL students)

Concept-Based Curriculum (CBC) and *Academic Support Team* (AST)

- Jefferson adopted concept-based curriculum for baccalaureate programs in 2016-17 (CBC; informed by Giddens' model)

- Academic Support Team (AST) initiated for student support and to oversee Peer-to-Peer studying program in new curriculum

- AST currently consists of three full-time faculty, and one part-time faculty

Academic Support Team (AST) Intervention Strategies

- One-on-one consultation and evaluation

- Individualized study plan development

- Peer-to-Peer studying program

- Study guidance and supervision for peer learners

- Group study sessions facilitated by AST

- Advisement on test-taking strategies

- Faculty referral system and ongoing communication between course faculty and AST

Flowchart for JCN Academic Support Process and Support Services

Student

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Course Faculty or Student Advisor

Content review, exam review, identify learning needs.

If further assistance needed, complete referral form and send to JCN Academic Support Team

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JCN Academic Support Team

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Send emails and referral forms to the above team members.

(If an Academic Support faculty is a course faculty or advisor for the student, then the student may be referred internally to another Academic Support faculty)

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Peer-To-Peer Teaching Program	Individual support by JCN Academic Support faculty	Jim Dyksen and Office of Student Affairs Academic Support
Collaborative peer studying	Testing strategies, studying strategies, other nursing/NCLEX assistance	General study and time management, Academic Coaching

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Report-back

JCN Academic Support Team will inform course faculty, Director, and Associate Dean of progress with Academic Support plans via student encounter forms or email

Peer-to-Peer Studying Program

- Students referred by course faculty/advisor, or students self-request interest in Peer-to-Peer program

- AST matches student in dyad or small group with baccalaureate scholarship fellows

- AST faculty supervise and coach dyad/small group

- Voluntary, confidential, and expected to meet ~2 hrs/week

- Student progress tracked by weekly encounter forms (online), monthly in-person meetings, and grade performance

Summary of Preliminary Data

- Accelerated second-degree BSN students in new CBC curriculum
  - Sample: two cohorts graduating in 2017 and 2018; N=252

- Attrition rates
  - In years prior to initiation of program, rates close to 10%
  - Since 2016-17, rates of 1-2% in the two cohorts

- NCLEX pass rates
  - Low 90s - no significant change between the two curricula

Discussion

- Decrease in attrition rates; no affect on NCLEX pass rates in current data
  - Implies students are not just being "passed along"

- Multifactorial efforts and interventions, especially from course faculty

Limitations

- Data and experiences specific to Jefferson, and may not be applicable to other schools/programs

- Other variables, including change in curriculum model

- Peer-to-Peer studying program:
  - Challenges of matching students within same cohort
  - Not all students interested in Peer-to-Peer program
  - Peer partners may not stay together throughout BSN program

Preliminary Recommendations

- Assessment of student learning needs prior to start of BSN program may facilitate earlier interventions

- Initiating interventions earlier when students first enter academic jeopardy (e.g., after first exam)

- Careful planning and consideration for Peer-to-Peer studying programs

Questions/Comments?

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