Pre-Entry Immersion Program Toolkit
Third Edition
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PREFACE

This toolkit, "The NCIN Pre-Entry Immersion Program", was originally designed for schools of nursing who were recipients of the Robert Wood Johnson New Careers in Nursing Scholarship grant. The intent was to guide faculty in preparing scholarship recipients for the rigors of an accelerated nursing program. The need for such a guidebook resulted from survey responses from NCIN scholars who reported "what they wish they had known" at the beginning of their journey into the nursing profession. An advisory group of faculty members was selected to collaborate on developing subject matter for the toolkit. The goal was to ensure learning and success among scholars overall – with particular emphasis on students from underrepresented groups in nursing.

The selected design and implementation recommendations are consistent with the structure of High Impact Practices (http://www.fullerton.edu/hips/index.php) that are transformational learning opportunities inside and outside of the classroom that provide:

- Performance expectations at appropriately high levels
- Significant student engagement by investment of time and effort
- Meaningful and substantive learning interactions with faculty, staff, students, or external entities
- Experiences with diversity, complexity, and change
- Frequent and meaningful feedback
- Reflection and integration

Schools of nursing reported extremely positive outcomes of this program and made decisions to extend the program to all incoming students, not only NCIN scholars. Students' survey responses regarding the impact of the PIP program were consistent with outcomes reported by faculty.

During its' eight years of operation, the NCIN program awarded 3,506 scholarships to students from groups underrepresented in nursing in 130 schools of nursing in 41 states and the District of Columbia. The overall rate of attrition was 7% (246) over the eight years. We attribute some of this success to the implementation of the PIP program that occurred during the third year. We invite you to review and customize this toolkit to the learning needs of your institutions and your students. This is one strategy that will support learning and graduating of all populations of students at similar rates.

PIP Toolkit Objectives

The objectives of the PIP Toolkit are to:

- Address the self-identified needs of nursing students as they begin accelerated or other entry-level programs of study.
- Provide information and guidance on implementing pre-entry support for students prior to their entry into an accelerated or other entry-level nursing program.
- Provide turnkey instructional options for mentoring and leadership development activities for nursing schools.
- Provide support and structured opportunities to increase students' success as they enter the nursing program and ensure retention as they move into the nursing profession.
- Provide information on how to encourage grantees and other nursing schools to explore and develop partnerships using innovative strategies to increase diversity in nursing leadership.

How to Use the PIP Toolkit

This Toolkit begins with an Orientation and Support Assessment that allows you to get a quick overview of where your school stands currently with respect to the orientation and support that is provided to students as they enter your nursing program.

The Toolkit includes a Basic Plan, which contains all the foundational steps that are integral to the students' continued success as they move into and through your program. Your PIP Plan should include, at a minimum, the following components: Learning and Study Strategies (LASSI), time management skills, study skills, test taking techniques, mentoring, and leadership development.

You are encouraged to use the Basic PIP Plan as a starting point, customizing as necessary to add additional material for issues unique to your school.

Designing a PIP Plan

Now, on to developing a PIP plan! Start with the Orientation and Support Assessment and build on what you know about your school.

Once you have completed the Orientation and Support Assessment, you will have a sense of the level of orientation and support you provide and the available resources that will shape the PIP plan that you can provide for the students.

Your responses on the Orientation and Support Assessment will indicate how you might use the Basic PIP plan included in this toolkit.

Use the Basic PIP plan to verify what you need to offer or use it as a starting point if you have no PIP. The Basic PIP can supplement an already existing plan that might have some gaps, or to fine tune an existing plan that is missing only a few of the required components.

View a sample PIP Agenda in the Appendix, pages 95-97.

ORIENTATION & SUPPORT ASSESSMENT

This assessment is intended to provide you with an opportunity to gain a quick understanding your school's level of orientation and support provided to students. Each school is a mix of the elements examined in the assessment. The assessment will give you a sense of where your organization stands at this point in time and how you might use the Basic PIP plan included in this tool kit. You will be able to identify areas where you may need to shift the orientation and support you provide by determining how you want to convert your "no" response to a "yes."

Because an organization's level of orientation and support can shift based on changes made to your school's administration and faculty as well as the students in each program, annual assessments of the organization are helpful in reviewing the PIP plan and determining if the scope continues to be appropriate or may need to be adjusted.

A. Orientation Activities: Information provided to students **prior to** their entry into accelerated and other entry-level nursing programs greatly supports their overall ability to succeed in the programs and allows for higher retention rates.	Yes	No
1. Do you provide PAPER-BASED comprehensive orientation information about the program the student is about to enter (booklets, guides, and/or checklists)?		
2. Do you provide ONLINE comprehensive orientation information about the program the student is about to enter (booklets, guides, and/or checklists)?		
3. Do you provide specific information about adult learning and accelerated programs?		
4. Do you provide specific information about the critical thinking as applied to nursing?		
5. Do you conduct any in-person orientation meetings?		
6. Do you conduct any in-person meetings between the students and faculty?		
7. Do you specifically provide or discuss with the students the time requirements of the program and the need for time management and life balance?		
8. Do you conduct any in-person social activities or gatherings?		
9. Do you provide the students with the LASSI assessment?		
10. Do you provide the students with information on study skills or test taking skills?		
11. Do you provide the students with information on writing skills?		
12. Do you provide the students with information on nursing and/or basic medical terminology?		
13. Do you provide the students with their schedules one to two months in advance of the start of the program?		
14. Do you conduct meetings or provide information on the policies and procedures specific to your nursing program?		
15. Do you provide the students with information about professional etiquette?		

ORIENTATION AND SUPPORT ASSESSMENT (CONTINUED)

B. Support: Ongoing support is critical to a positive learning experience and critical to the students' success in the transition from nursing student to nursing leader.	Yes	No
1. Do you conduct periodic check-ins to see how the student is doing and to offer support services?		
2. Do you conduct any meetings that allow the students to ask questions of and interact with nursing professionals (including nurses in specialty fields) to introduce them to the health care industry in general and the nursing profession specifically?		
3. Do you provide ongoing professional socialization opportunities where the students can learn the language of nursing, meet nursing professionals, and/or see nursing professionals in practice?		
4. Do students have access to a student counseling center?		
5. Do students have access to academic support services?		
6. Do students have access to a financial aid office?		
7. Do you have a mentor program that matches students with mentors or alumni mentors from the nursing profession and/or nursing specialties?		
8. Do you have an alumni association that is active with the students?		
9. Do you have a leadership development program?		
C. Post Program Support: Once a student graduates from the accelerated program, continued support often makes the difference for retention in the field.	Yes	No
1. Do you have an active alumni association or network that interacts professionally and/or socially with your graduates?		
2. Do you offer any graduate-alumni mentoring programs?		

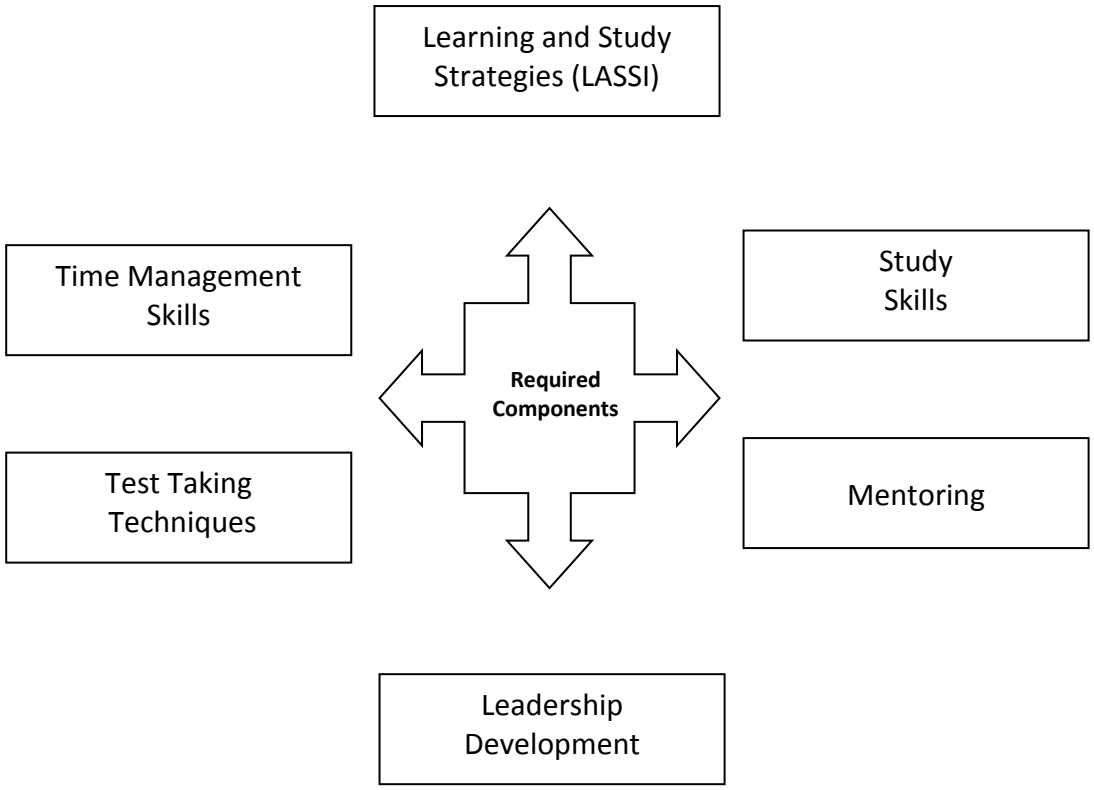
Once you have completed your assessment, and reviewed your answers, review the recommended PIP plan and begin making modifications to your orientation as needed. **Plan a program that will offer all the required components.**

Source: Format and text adapted from Organizational Self-Assessment by Antonia Villarruel, PhD, RN, FAAN.

PIP Plan
Design Process

Orientation and Support Assessment
Assess the level of orientation and support your school provides to determine the scope of your PIP plan.

PIP Plan Design
The results of your assessment will guide you as to how to modify your orientation activities. Review the recommended PIP plan and begin to make modifications to your orientation program as needed or start with the Basic PIP Plan.
Plan a program that will offer all the required components.



BASIC PIP PLAN

Based on your Orientation and Support Assessment results, you can determine if you need to begin with the Basic PIP Plan, supplement your existing plan with more components, or fine tune your existing PIP plan to provide all the required components.

BASIC PIP PLAN	
Nursing School Introduction	Page 14
1. Introduction to Nursing Presentation	Page 14
1. Who Are You Exercise	Page 17
2. Nursing Experience Exercise	Page 21
The Accelerated Learning Process	Page 24
1. The Accelerated Learning Process – What to Expect	Page 24
2. Campus Tour	Page 30
Time Management	Page 31
1. Time Management Presentation	Page 31
2. Time Tracking for Time Management Exercise	Page 35
Skill Development	Page 39
1. LASSI Introductory Presentation **(LASSI to be taken prior to PIP)**	Page 39
2. Study Skills Presentation and Exercise	Page 42
3. Test Taking Techniques Presentation and Exercise	Page 47
4. Math Skills in Nursing Presentation	Page 50
Strategies for Academic Success	Page 57
1. Fitting It All In Presentation	Page 57
2. You Don't Have Read Every Word Presentation and Exercise	Page 61
3. Writing with Research: Avoiding Plagiarism and Finding Your Own Voice Presentation and Exercises	Page 66
4. Getting It While It's Hot: How to Study and Review for Putting Material in Long-Term Memory Presentation	Page 72
Professional Socialization	Page 75
1. Nursing Lingo Bingo Exercise	Page 75
2. Professional Etiquette Exercise	Page 79
3. Mentoring Presentation	Page 85
The Journey from Nursing Student to Nursing Leader	Page 89
1. School Policies and Procedures Presentation	Page 89
2. Introduction to Faculty	Page 90
3. Networking Opportunities	Page 90
4. Professional Associations	Page 91

THE PIP 2-DAY SEMINAR FORMAT

SCHOOL OF NURSING
PRE-ENTRY IMMERSION PROGRAM

RECOMMENDED READING PRE-ASSIGNMENT: NUGENT, P. M., & VITALE, B. A. (2015). *TEST SUCCESS: TEST-TAKING TECHNIQUES FOR BEGINNING NURSING STUDENTS* (7TH ED.). PHILADELPHIA, PA: F.A. DAVIS.

APPROXIMATE TIME	DAY ONE: ACTIVITY	LEAD	RESOURCES
5 minutes	**Welcome –** Introduction to PIP	Dean, Program Lead	
	Review of Agenda/Logistics – cell phones off, location of restrooms	Program Lead	
10 minutes	**Student Introductions/Faculty Introductions** – each person gives their name, faculty members identify what they teach.	Program Lead	
75 minutes (1.25 hours)	**Nursing School Introduction –** brief set up for presentation and exercises	Program Lead	Page 14
	Introduction to Nursing Presentation	Program Lead	Page 14
	Who Are You Exercise	Program Lead or Faculty Member	Page 17
	Nursing Experience Exercise	Program Lead or Faculty Member	Page 21
120 minutes (2 hours)	**The Accelerated Learning Process** – What to Expect – participants meet with current students to learn how to deal with the rigors of an accelerated program.	Program Lead or Faculty Member	Page 24
	Campus Tour (and Lunch) – Participants get physically acclimated to the campus.	Program Lead	Page 30
45 minutes	**Skill Development:** **Time Management Presentation**– brief set up for exercise on day two – hand out time Tracking Journal for students to track their evening activities. Have students read Chapter 3 of Test Success.	Program Lead or Faculty Member	Page 31
	Study Skills Presentation – brief set up for exercise on day two – hand out textbook chapter for students to read before day two. Have students read Chapter 4 of Test Success.	Program Lead or Faculty Member	Page 42
30 minutes	**School Resources** – introduce school support staff and resources available for student support.	Program Lead	
15 minutes	**Close Day One** – students each give their big "take away" for the day.	Program Lead	

APPROXIMATE TIME	DAY TWO: ACTIVITY	LEAD	RESOURCES
120 minutes (2 hours)	**Skill Development: Time Management Skills Exercise** – using Time Tracking Journals students made for prior evening	Program Lead	Page 36
	LASSI Introductory Presentation	Program Lead	Page 39
	Study Skills Exercise – using textbook chapter students read in preparation for day two.	Program Lead	Page 45
	Test Taking Techniques Presentation	Program Lead	Page 47
	Math Skills in Nursing Presentation	Program Lead	Page 50
90 minutes (1.5 hours)	**Fitting It All In Presentation**	Program Lead	Page 57
	You Don't Have Read Every Word Presentation and Exercise	Program Lead	Page 61
	Writing with Research: Avoiding Plagiarism and Finding Your Own Voice Presentation and Exercises	Program Lead	Page 66
	Getting It While It's Hot: How to Study and Review for Putting Material in Long-Term Memory Presentation	Program Lead	Page 72
75 minutes (1.25 hours)	**Professional Socialization** – brief set up for presentations and exercises	Program Lead	Page 75
	Nursing Lingo Bingo Exercise	Program Lead	Page 75
	Professional Etiquette Exercise	Program Lead	Page 79
	Mentoring Presentation	Program Lead	Page 85
60 minutes (1 hour)	**The Journey from Nursing Student to Nursing Leader** – brief set up for presentations	Program Lead	Page 89
	School Policies and Procedures	Program Lead Representatives for School Resources	Page 89
	Introduction to Faculty	Faculty	Page 90
	Networking Opportunities	Program Lead	Page 90
15 minutes	**Professional Associations**	Program Lead	Page 91
5 minutes	**Close**	Dean, Program Lead	
60 minutes (1 hour)	**Meet and Greet** – students (newly entering and current), faculty, mentors and alumni mix and mingle in a social setting.	Students, Faculty and Alumni	

NOTE: The University of Mississippi School of Nursing PIP Agenda is provided in Appendix as an example.

PIP 2-DAY SEMINAR FORMAT

PART I: NURSING SCHOOL INTRODUCTION

Section One: Introduction

The students who attend your school of nursing will come from diverse cultures, family histories, and economic situations. One thing they all have in common is a desire to transition from what they were doing previously into the field of nursing. They will all bring a host of life experiences and knowledge that they will want and need to connect to what they are learning in your program.

There is a level of excitement as well as a level of anxiety associated with transition, and in particular, transition at an accelerated pace. You can insure a higher rate of success in your program and correspondingly higher rates of retention in the field. The requirement for doing so is to help your students enter your program with an introduction that gives them time to explore how they are connected to their fellow students through their choice to enter the nursing profession, how each of their lives connects to the nursing profession already, and by showing them how much they already know. This approach may help reduce the anxiety all new learners face and sets the stage for them to succeed.

Section Two: Presentation and Exercises

The exercises in this section are designed to bring the students into the learning community and to set the base for their entry into the accelerated nursing program by showing them the connections with and knowledge about the nursing profession.

Nursing School Introduction – Presentation and Exercises
A. Introduction to Nursing Presentation
B. Who Are You Exercise
C. Nursing Experience Exercise

A. Introduction to Nursing Presentation

This presentation is design to inspire and motivate the students by giving them a sense of the tradition, honor and prestige as they join the nursing profession. The students will gain a sense of pride in their choice to become a nurse as they understand some of the history behind the profession and the meaning nursing brings to many people's lives.

INTRODUCTION TO NURSING FACILITATION GUIDE

PURPOSE

This introduction is designed to provide the students with a sense of inclusion in a profession that is steeped in history. The students begin to get a sense of the tradition and honor surrounding the nursing profession. The students also understand that they will belong to a distinguished community of giving individuals who impact the lives of people around them.

RESOURCES NEEDED

- ✓ A/V set up to be able to view the video from YouTube.

PROCESS

Presentation Total Time Frame: 15 minutes minimum (depends on size of the group)
Setting: Any

Preparation

- Access the video, The History of Care, found on YouTube at https://www.youtube.com/watch?v=ETGimIeTeis (video runs 4:43 minutes)
- Prepare your audio/visual set up to be able to show the video.

Step 1. Welcome the Students and Show the Video (6 minutes)

Welcome the students to the profession of nursing and let them know they have chosen to enter a profession that is steeping in history and honor.

Play the video (4:43 minute run time).

Step 2. Present: What is Nursing? (2 minutes).

Present the following or similar comments (add additional information if desired):

Nursing is a profession within the healthcare sector focused on the care of individuals, families, and communities so they may attain, maintain, or recover optimal health and quality of life. The American Nurses Association (ANA) states nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations.

Source: Wikipedia, http://en.wikipedia.org/wiki/Nursing

Step 3. Present: What is Nursing Practice? (7 minutes)

Nurses may be differentiated from other health care providers by their approach to patient care, training, and scope of practice. Nurses practice in a wide diversity of practice areas with a different scope of practice and level of prescriber authority in each. Many nurses provide care within the ordering scope of physicians, and this traditional role has come to shape the historic public image of nurses as care providers.

However, nurses are permitted by most jurisdictions to practice independently in a variety of settings depending on training level. In the postwar period, nurse education has undergone a process of diversification towards advanced and specialized credentials, and many of the traditional regulations and provider roles are changing.

Nursing practice takes many forms and the following are some examples of the many practices open to you:

Agency, Ambulatory Care, Anesthesia, Cardiac Care, Case Management, Critical Care, Emergency, Forensics, Gastroenterology, Geriatric, Holistic, HIV/AIDS, Informatics, Legal Nursing, Midwifery, Military, Neonatal, Neuroscience, Nurse Practitioner, Oncology, Pediatric, Perioperative (OR), Psychiatric, Research, School Nursing, Transplant, Trauma, Travel Nursing, Urology and Women's Health.

Over the course of this program, you will hear more about these different practices and will likely meet nurses in these practices as you move into the clinical portions of the program.

Source: Wikipedia, http://en.wikipedia.org/wiki/Nursing, and http://allnurses.com/nursing-career-advice/types-nursing-careers-121955.html

Suggested Resource: Fitzpatrick, J. J., & Ea, E. E. (2011). *201 careers in nursing.* New York: Springer.

Step 4. Close

Thank the students for their decision to become a nurse.

B. Who Are You Exercise

This exercise will help create a cohort feel so that the students know each other better as they start the program. This allows them to build relationships with other students that will create the opportunity for support networks that will last throughout the program and beyond.

This exercise helps students get a jump start on bridging differences within their own group and build relationships quickly. The exercise is comprised of the Who Are You Exercise Facilitation Guide and the Handout: Interview Protocol. These documents follow this section.

WHO ARE YOU EXERCISE FACILITATION GUIDE

PURPOSE

This exercise provides a means for diverse group members to get to know each other on a deeper level while promoting listening skills and building relationships.

RESOURCES NEEDED

- ✓ Interview Protocol Handout

PROCESS

Exercise Total Time Frame: 35 minutes minimum (depends on size of the group)
Setting: Any

Preparation

- Make enough copies of the handout for all participants:

  Interview Protocol Handout

- Review the handout and familiarize yourself with the content to be presented.

Step 1. Exploring Differences within a Group. (5 minutes).

Open with the following or similar comments:

You all are in a group that will be going through this accelerated nursing program for the next ____ **(fill in the number)** months. Being able to find commonalities is key to building relationships among yourselves so that you have a system of support.

This exercise focuses on finding the commonalities and bridging the differences between you as fellow students and as a group of people who will now enter an accelerated nursing program. It can improve the comfort level of those of you unfamiliar or limited in your interactions with diverse people and communities, enrich your interactions, and increase the opportunity for enduring relationships.

Step 2. Interview Protocol (10 minutes)

Have the students divide themselves in to pairs or groups of three (pairs preferred), depending on the group size. Students should be in pairs or groups with people they do not know.

Distribute the Handout (Interview Protocol Handout) and tell the students:

Pairs have 3 minutes to interview each person or a total of 6 minutes to interview both people
Groups of three people have 2 minutes per person for a total of 6 minutes to interview everyone in the group.

Tell the students: The format is an interview format – one person asks the questions, the other answers – **not** a discussion format.

Give the students time announcements at 2 minutes, 3 minutes, and 4 minutes so they can switch roles.

Step 3. Introductions (15 minutes, approximate –depends on size of group)

Have students introduce the person they interviewed, 1 minute summaries – summarizing the information or going through it briefly without adding additional comments.

Step 4. Debrief (5 minutes, approximate –depends on size of cohort)

Ask the students to comment on what they learned about their fellow cohort members – were there any surprises, did they learn something new, did they find they had something in common with someone else, how might they view their fellow cohort members differently now, how might they interact differently now that they know more about each other?

Step 5. Close

Thank the students for participating.

WHO ARE YOU EXERCISE
INTERVIEW PROTOCOL HANDOUT

Timing:

Pairs get 3 minutes to interview each person – 6 minutes total.
Groups of 3 get 2 minutes to interview each person – 6 minutes total.

Suggestions:

- Take notes.
- Listen to each other from a place of curiosity and acceptance.

1. What are the accomplishments you are most proud of personally?

2. What are the accomplishments you are most proud of professionally?

3. How or why did you select nursing as your next career?

C. Nursing Experience Exercise

This exercise provides a means for the students to recognize that they possess some knowledge already about the nursing profession and have had exposure to the practice of nursing.

This exercise helps students get a jump start on their learning because they understand that they have a level of familiarity with the nursing profession and are not beginning their journey with a total lack of knowledge. The exercise is comprised of the Nursing Experience Exercise Facilitation Guide. The guide follows this section.

NURSING EXPERIENCE EXERCISE FACILITATION GUIDE

PURPOSE

This exercise provides a means for the students to recognize that they possess some knowledge already about the nursing profession and have had exposure to the practice of nursing.

RESOURCES NEEDED

- ✓ Flip chart
- ✓ Markers
- ✓ Tape

PROCESS

Exercise Total Time Frame: 15 minutes minimum (depends on size of the group)
Setting: Any

Preparation

- Flip chart and markers available in room

Step 1. Discover what you know already. (2 minutes)

Open with the following comments:

Many of you may feel the awareness dawning that there is much to be learned and you might even feel that you are not sure how you will learn it all! Granted, some part of that is true, but first it is necessary to take a step back and ask, what do I know already that I did not acknowledge to myself that I knew – or did not know that is part of what I am going to learn in this nursing program. Taking this time to reflect can help you realize that you are not coming into this program as a blank slate and it may even confirm for you that you already know some important things about the nursing profession.

Step 2. Ask the students to raise their hands if they have been taken care of by a nurse or know someone who has been taken care of by a nurse? (2 minutes)

Note out loud: "Okay, about (1/3, 1/2, 3/4, etc.) of you. Good."

Step 3. Select a student and ask them to describe what they remember about the nurse and what they observed the nurse doing. (6 minutes)

Flip chart what they say, using bullet points to capture the duties and responsibilities they identify.

Tape the completed flip chart pages up for all the students to see.

Step 4. Debrief (5 minutes, approximate –depends on size of cohort)

Note to the students that everything they observed is, in fact, what nurses do (pointing out if there are things that nurses should not be doing if the students observed negative behaviors).
If the students noted any negative behaviors, ask them what the nurse should have done.

Ask the students if they are surprised at the amount of what they are already familiar with as far as what nurses do. Let them provide input.

Ask the students if they learned anything from what others shared. Let them provide input.

Step 5. Close

Summarize with:

Based on this exercise, you can see that you actually do know quite a bit about what nurses do. Whether you know it or not consciously, you also have values around what nurses should and should not do. These are the foundations upon which you will build as you enter your new profession. **What they will learn in the program is not only what a nurse does, but how a nurse thinks.**

Thank the students for participating.

PART II: THE ACCELERATED LEARNING PROCESS – WHAT TO EXPECT

Section One: Introduction

It is critical for the students, as adult learners who are entering an accelerated nursing program, to understand that they will be entering a different learning environment – one that they have not experienced before. They will need to be actively engaged in the learning process and they will find that they have different expectations of themselves, the faculty, and the nursing professionals they will meet through the program. These expectations will need to be managed.

Section Two: Presentation and Exercises

The Accelerated Learning Process – Presentation and Exercises
A. The Accelerated Learning Process – What to Expect
B. Campus Tour

A. The Accelerated Learning Process – What to Expect

Entering an accelerated program can be unsettling for an adult who has achieved a level of success in another field or in their chosen role in life. While the student might be excited about the transition, he or she really does not know what the process is going to feel like. Once the program begins, the student may feel a great deal of anxiety because they realize what they do not know.

This exercise introduces the students entering the program to students who are currently in the program. The current students share their experiences and impact their ongoing "lessons learned" to the entering students. The exercise is comprised of The Accelerated Learning Process Presentation Facilitation Guide, and the following handouts: SMART Goal Setting Criteria, Sample Goal Setting Framework, and the Goal Setting Framework. The guide and handouts follow this section.

THE ACCELERATED LEARNING PROCESS PRESENTATION FACILITATION GUIDE

PURPOSE

This exercise provides students entering the program a preview of the "fast lane" of an accelerated program and some tips on how to adjust to being an adult learner in an accelerated program.

RESOURCE NEEDED

- ✓ 3 x 5 cards
- ✓ Pens
- ✓ Goal Setting Handouts - 3

PROCESS

Exercise Total Time Frame: 30 minutes minimum (depends on size of the group)
Setting: Any

Preparation

- Recruit several of your current NCIN students to speak to the students entering the program about how to cope with the rigors of an accelerated program.
- Set chairs in a large circle - enough for both current and newly entering students (all current students should be sitting side by side much like a panel, but part of the circle). Faculty sit outside the circle. Have one moderator to keep the questions moving and to keep time.
- 3 x 5 cards ready to handout with pens.
- Copy enough Goal Setting Handouts (SMART Goal Setting Criteria handout, Sample Goal Setting Framework handout, Goal Setting Framework handout) for the students and familiarize yourself with the content.

Step 1. Opening and Introductions. (5 minutes)

Lecture/Discussion Content

Open with the following: Learning new things, at any stage of life, is challenging. You are taking on new careers. You will be challenged by this accelerated program of learning that seeks to engage you in a different manner than you are used to when you were in school previously.

During your program, you will be actively involved by:

- Sharing your perspectives and how the information you are learning relates to your goals,
- Sharing your life experiences and knowledge gained prior to entering the program,
- Asking questions and seeking to understand how information is relevant to your goals and/or the nursing work you will be doing,
- Learning theoretical material that will be applied in practical settings with patients, and
- Being present, participating and taking maximum advantage of the learning opportunities provided.

Because you have full lives, you will need to be aware of the barriers to your learning and address them so that you have the richest experience possible. The following barriers may influence your ability to maximize your learning: time, money, confidence, interest level, social commitments, family, and many other priorities.

Self-awareness, balance, and communication with others are factors that can help you succeed. These students have graciously agreed to be here today to help you begin to think about what you might need to address to be able to cope effectively in this accelerated program.

Distribute 3 x 5 cards and pens: Take a moment to jot down (one question to a card) two or three questions you'd like the current students to address about the rigors of the program. Hand them to the moderator. (This may also be effective without the notecards, as an open discussion)

Step 2. Discussion (20 minutes)

Read the questions to the current students – some or all of them may answer the questions. Allow for some different methods of coping to surface. Allow follow up on questions as necessary.

Step 3. Planning (5 minutes)

Ask the students to begin to think about what they can commit to doing to reduce their barriers based on what they heard the current students share.

Give the students the three Goal Setting Handouts and have them take them home and write down, before the orientation continues the next day, at least one adjustment goal that will help them cope with the accelerated nature of the program. Let students know that they will be asked to share at least one thing they realized they might need to adjust in order to deal with the rigors of the accelerated program.

Step 4. Close

Thank the students for sharing their experiences.

SMART Goal Setting Criteria

A SMART goal is:

- ✓ Specific – The goal is clearly identified so that it answers these questions:

  Who: Who is involved?
  What: What do I want to accomplish?
  Where: Identify a location, if appropriate.
  Which: Identify requirements and constraints, if any.
  Why: Specific reasons, purpose, or benefits of accomplishing the goal.

- ✓ Measurable – The success toward meeting the goal can be measured. Measurement is objective and answers the question: How will I know if I've done it?

- ✓ Attainable – The goal can be achieved in a specific amount of time – the scope matches the time frame. An attainable goal answers the question: Can what I want to do actually be done in the time frame I select?

- ✓ Realistic– To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work. A realistic goal answers the question: Am I willing and able to do this?

- ✓ Time Bound – The goal has a clearly defined time frame including a target date. Having a time frame answers the question: When will I achieve the goal?

EXAMPLE:

A general goal would be, "Get in shape." But a specific goal would say, "I will join the health club on 2nd street for $30/month and workout 3 days a week in order to lower my cholesterol levels and build my aerobic capacity."

SAMPLE COMPLETED GOAL SETTING FRAMEWORK

GOAL SETTING FRAMEWORK			
Goal: What do you want to achieve?	**Action Steps/Strategies:** What steps will you take to achieve each goal?	**Measurement/Objective Evidence:** How will you know when each goal is achieved? What will you be doing or saying differently?	**Celebration:** What will you do to celebrate reaching each goal?
Eat healthier while completing the program.	1. Communicate to those around me how I want to eat/my dietary needs. 2. Ask for help and support for those involved in my food preparation and/or seek help from a qualified professional for diet advice. 3. Make time to have the proper foods on hand and budget for preparation time. 4. Plan meals in advance and schedule time to eat. 5. Invest in lunch bags.	I will be eating three meals a day, sitting down (not on the run). I will not be eating junk food. I will ask for help with food preparation.	I will buy a snazzy new insulated lunch bag.
Balance family time with school/study time.	1. Communicate to my family the nature and requirements of the program. 2. Share my goal with my family and ask them to participate in helping balance and plan the time I have with them. 3. Record the plan and post it somewhere visible to all.	I will honor the plan and I will bring it up, if need be, for discussion if my family or I find the plan needs to change. I will review my schedule on a monthly basis to see if I have honored the plan. I will negotiate with my family if I cannot honor the plan.	I will treat my family and myself to dinner out in recognition of the efforts it took me for us to honor the plan.
I will manage my stress.	I will breathe deeply when I feel stressed. I will take a short walk outside to give myself time to detach from stressful situations.	I will be more centered and calm when dealing with stressful situations. I will not yell.	I will lie on the couch and read a book.

GOAL SETTING FRAMEWORK			
Goal: What do you want to achieve?	**Action Steps/Strategies:** What steps will you take to achieve each goal?	**Measurement/Objective Evidence:** How will you know when each goal is achieved? What will you be doing or saying differently?	**Celebration:** What will you do to celebrate reaching each goal?

B. Campus Tour

Acclimatizing students to their physical setting is a critical element of any PIP program. Students can "hit the ground running" when they are already familiar with where the classes are, where the resources are, and where they can rest and relax in between.

Have the current students who participated in the "What to Expect" session lead the students on a tour around the campus, sharing their own favorite short cuts and/or relaxation spots.

PART III: TIME MANAGEMENT

Section One: Introduction

One of the biggest challenges for adult learners in an accelerated program is time management. In order to manage their time, the students must manage themselves in order to successfully complete the program of study.

Section Two: Presentation and Exercises

Time Management – Presentation and Exercises
A. Time Management Presentation
B. Time Tracking for Time Management Exercise

A. Time Management Presentation

Time management is self-management. There are only 24 hours in a day and the students must choose how they spend their time. With competing commitments and priorities, the choices become more difficult as the students balance school requirements with families and friends, work, religious pursuits, hobbies, and other activities that round out their lives.

This presentation helps students to understand that they must take charge of how they manage time by looking at how they manage themselves, how they communicate with others around them and the choices they must make to keep everything in balance.

This presentation is comprised of the Time Management Presentation Facilitation Guide and the Time Tracking Handout. These documents follow this section.

TIME MANAGEMENT PRESENTATION FACILITATION GUIDE

PURPOSE

This exercise provides each student a basic understanding that the concept of time management is actually the concept of self-management and helps them set goals to manage their own time.

RESOURCE NEEDED

- ✓ Test Success, 7th ed., Chapter 3

PROCESS

Exercise Total Time Frame: 20 minutes minimum (depends on size of the group)
Setting: Any

Step 1. Present the concept of time management. (15 minutes)

Open with the following presentation:

Time may be our most valuable resource -- which is probably why we give it human qualities. We say time flies when we're celebrating with friends, it crawls during a long staff meeting, and it even stands still sometimes in monumental moments.

But it can't actually do any of these things. Because no matter where you are – or who you are – time ticks by in the same exact intervals for everyone. The only things that actually change are our perceptions of it, and how we use it.

Today, we're so obsessed today with managing time. The funny thing is, some of the things we do in the name of getting more things done – are actually counterproductive. So today, I'm going to review three popular time management mistakes.

Mistake Number 1: Working Long Hours & Skipping Breaks

Think about your cell phone for a moment. If you use it all day, what happens? At some point the beeps start, the signal fades, and it dies. If you turned it off between calls, it would last a little longer. But you have to recharge the batteries to restore full power.

We don't expect our cell phones to run forever without recharging. But we're often so busy that we expect ourselves to. We skip the chitchat, plow through lunch, and leave work exhausted. And then still feel like we should have gotten more done. Ironically, we could have - if we had taken a few time outs during the day.

Studies show that whether *you* take a break or not, your brain does - every hour or so. If you push on, your performance and productivity will plummet. You may read the same sentence several times, spend forever writing just one email, or lash out at a ringing phone. **By afternoon, it can actually take *five times* as long to finish your task versus someone who takes a time out every hour.**

The key to recharging your batteries throughout the day is pretty simple. Plan to take a breather (10-15 minutes) at least once during the morning *and* the afternoon - in addition to taking a 30-minute lunch away from your desk or whatever has your focus. Choose activities that you enjoy or that reinvigorate you like walking, calling a friend, or reading something inspirational. Avoid thinking about work and give your eyes and hands a rest from the computer.

Working overtime is also pointless. One DOL study found that the average amount of productive time in a typical working day is 4.8 hours. More research showed that those working 7 straight weeks of 50-hour weeks would get nothing more accomplished than if they'd worked 40-hour weeks instead. Again, this is because productivity is so low when we're burnt out and aren't taking enough time to replenish ourselves.

Mistake Number 2: Expecting the Impossible

Starting our day with a mile-long to-do list will accomplish only one thing – increasing your stress level. While it's great to a have a master list of things that need to be done, your goal each morning should be to create a realistic plan for the day. The U.S. military has done studies that concluded that people were most effective when given a list of only three tasks – more only overwhelmed them and fewer invited procrastination.

- Choosing three tasks also makes you focus on getting what is most important done first: those items that will have the biggest impact or have the closest deadline?

- Ironically, one of the best questions you can ask is "What do I most want to avoid doing today?" If you truly dread something, getting it out of the way early will boost your energy for the day. But things you want to avoid because they make you feel nervous are often tasks that will move you a big step forward toward one of your goals.

Mistake Number 3: Multi-Tasking

Several studies over the past year have shown that multi-taskers are less efficient than those who focus on one project at a time. Our brains are simply not wired to do two or three things at once or in quick succession. Doing them all at the same time can take longer overall than doing them one at a time.

- For one, the process of switching immediately back to a task you've just performed takes the brain longer than it would to switch tasks after a bit more time has passed (because it has to overcome "inhibitions" it imposed on itself to stop doing the first task in the first place). As a result, it actually takes longer overall to complete the tasks than if you'd simply done them one at a time.

- In addition, managing two mental tasks at once reduces the brainpower available for either task. Research at Carnegie Mellon University has shown that if the two activities involve different parts of the brain, the resources available for processing dropped 29%. And if they involve the same areas, resources dropped 53%. So obviously, you're not doing either task very well.

- Furthermore, studies have shown that people who are multitasking too much may be damaging the cells that form new memories – resulting in short-term memory problems, changes in your ability to concentrate, or gaps in your attentiveness. Focus on doing one thing at a time and you'll get more accomplished, more accurately, and faster.

In summary, you can avoid making popular time management mistakes and more done by working regular hours and taking regular breaks, focusing your daily to-do list, and doing one thing at a time. All you really have to remember is the common thread to all of these – less is more.

Source: Adapted from Top Time Management Mistakes, ©2004 Tracy Lee Needham and Adventure to Success, LLC (footnotes omitted). Used with permission.

Step 2. Give an example or share a story of time management in action – from your own experience. (5 minutes)

Ask other faculty who are present to share their own experiences with time management.

Ask the students what questions they have regarding time management in the accelerated program. Answer the students' questions as they present them.

Step 3. Close

Tell the students to read Chapter 3 of Test Success if they have not already done so, and complete the sample questions. Recommend that they use the materials throughout the program.

Thank the students for participating.

B. Time Tracking for Time Management Exercise

In order to the students to be successful in the program, they must manage themselves in order to practice time management. A significant step in the time management process is for the student to understand how they manage their time now and how they want to manage it in a way that will support them as they work to fulfill the commitments they have made to themselves and to others.

This exercise helps students begin to understand the concept of time management is management of self and to begin identifying goals that the students will work toward achieving with respect to time management during the program. The exercise is comprised of the Time Tracking for Time Management Exercise Facilitation Guide and the following handouts: Time Tracking Journal. These documents follow this section.

TIME TRACKING FOR TIME MANAGEMENT EXERCISE FACILITATION GUIDE

PURPOSE

This exercise helps students begin to understand the concept of time management is management of self and to begin identifying goals that the students will work toward achieving with respect to time management during the program.

RESOURCES NEEDED

- ✓ Time Tracking Journal Handout

PROCESS

Exercise Total Time Frame: 35 minutes
Setting: Any

Preparation (set up on Day One of PIP, continue on Day Two of PIP)**:**

- **Make enough copies of the handout for all participants and distribute during the prior day's set up**:

  Time Tracking Journal (have blank copies available – hardcopy or electronic – for student to use during the program).

- Review the Handouts and familiarize yourself with the contents to be presented.

Step 1. Review with students why leadership goal setting is important. (Time: 5 minutes)

Lecture/Discussion Content

Open with the following: Time management means that you must manage yourself, making choices between competing commitments, setting boundaries, and communicating with others about those choices and boundaries. The most direct way to success in managing your time is to set goals.

START WITH STEP TWO ON DAY TWO OF THE PIP:

Step 2. Review Time Tracking Journals. (Time: 15 minutes)

Ask the students to review their Time Tracking Journals they began filling out overnight. Have them break into small groups and discuss what surprises they discovered when they began tracking their time, what changes might be needed because they are now in an very demanding program, and what might they need to adjust or shift to be able to meet the demands of not just the program, but their lives.

Step 3. Group Discussion. (Time: 10 minutes).

Have the students share out loud with the group, some of the shifts they might need to make in order to better manage their time.

Step 4. Close. (5 minutes).

Encourage the students to keep using the Time Tracking Journal (make blank forms available) during their first week of classes and discuss setting goals around time management with school support staff or their mentors, if applicable. Refer the students back to Chapter 3 of the Test Success book.

TIME TRACKING JOURNAL				
Time	**Activity**	**Must Do**	**Want to Do**	**No Need to Do**
5-6am				
6-7am				
7-8am				
8-9am				
9-10am				
10-11am				
11am-12pm				
12-1pm				
1-2pm				
2-3pm				
3-4pm				
4-5pm				
5-6pm				
7-8pm				
8-9pm				
9-10pm				
10-11pm				
11pm-12am				
12-1am				
1-2am				
2-3am				
3-4am				
4-5am				

Source: Adapted from Nugent, P. M., & Vitale, B. A. (2015). *Test success: Test-taking techniques for beginning nursing students* (7th ed.). Philadelphia, PA: F.A. Davis.

TIME MANAGEMENT TRACKING JOURNAL HANDOUT

PART IV: SKILL DEVELOPMENT

Section One: Introduction

Adult learners who are returning to school do need to be reminded of and brush up on the basic skills required to be successful students. While some of the students may have, in the past, been stellar with their learning skills, many may not have been. Providing support in the areas of time management skills, study skills, test taking, and math skills allows the student to have a jumpstart back into the world of learning.

Section Two: Presentation and Exercises

Skills Development – Presentation and Exercises
A. Learning and Study Strategies Inventory (LASSI) Introductory Presentation
B. Study Skills Exercise
C. Test Taking Techniques Exercise
D. Math Skills in Nursing Presentation

A. Learning and Study Strategies Inventory (LASSI) Introductory Presentation

It is recommended that students take the Learning and Study Strategies Inventory (LASSI) online assessment. This assessment should be taken prior to the start of your orientation program. This evaluation tool will examine their skill, will, and self-regulation habits as it relates to strategic learning. Upon completion, they will have the tools to practice successful learning methods and how to alter their thinking and practices to increase their success. The assessment is both diagnostic and prescriptive. The web-based assessment allows students to learn how they rank against the average national college student within minutes of completion. Faculty will also have access to each student's results, which can be useful when preparing to teach the students and for understanding what support might be useful for the students.

Learn more about LASSI at www.hhpublishing.com

LASSI INTRODUCTORY PRESENTATION FACILITATION GUIDE

PURPOSE

This exercise helps students identify the study skills that they have or need to have as they begin the program. Students will explore how they can help each other with the skills they have.

RESOURCES NEEDED

- ✓ LASSI Goal Setting Framework Handout

PROCESS

Exercise Total Time Frame: 25 minutes
Setting: Any

Preparation:

- Make enough copies of the handout for all participants:

  LASSI Goal Setting Framework

- Review the Handout and familiarize yourself with the contents to be presented.

Step 1. Review with students why goal setting is important. (Time: 5 minutes)

Lecture/Discussion Content

Open with the following: Learning and strategic study skills – these skills are important to you as adult learners in an accelerated program. It's time to brush up on and/or implement these skills again.

You took the LASSI assessment before you arrived here today and received results about where you stand with respect to a number of learning and study strategies: skill, will, and self-regulation components of strategic learning. The focus of the LASSI assessment is on both covert and overt thoughts, behaviors, attitudes, and beliefs that relate to successful learning. These factors contribute significantly to success in the college level learning environment. The LASSI assessment provides feedback about areas where you may be challenged and need to improve your knowledge, attitudes, beliefs, and/or skills.

Today you will review your results and identify the areas where you are challenged. The most direct way to have success with these skills is to set goals.

You will be given the LASSI Goal Setting Framework as a handout today and are encouraged to complete it prior to meeting with school support staff and/or your mentors to talk about the results of your LASSI assessment.

Step 2. Distribute the handout.

LASSI Goal Setting Framework.

Step 3. Small group discussions. (Time: 20 minutes)

Have the students break into small groups and share what they learned from their LASSI results: what surprised them, what was not a surprise, which areas they have strengths, which areas are challenges. (10 minutes)

Build support by having students share this information with their fellow students so that they can support each other in their achievements.

Have each group report out on what commonalities they discovered and discuss how they might help each other. (10 minutes)

Step 4. Close.

Remind students that if they know their own strengths and challenges, they can find ways to use and share their strengths and challenges to support each other. Remind them to use the goal setting handouts to better support themselves as they move into the program.

The LASSI is a very helpful tool – especially for identifying potential risks and/or challenges. Learn more about LASSI at http://www.hhpublishing.com.

B. Study Skills Presentation

Adult learners need to brush up on, or implement for the first time, effective study skills. Some of the students may not have adopted strong study skills in their earlier experiences in college.

This presentation helps students to understand that they must take a look at how they can be effective as they study in this program. The LASSI assessment begins the process by showing the students where they stand. The next step the students must take is to focus on which study skills they need to improve in order to achieve the results they want given the time challenges they face.

This presentation is comprised of the Study Skills Presentation Facilitation Guide and the Study Skills Practice Exercise. These documents follow this section.

STUDY SKILLS PRESENTATION FACILITATION GUIDE

PURPOSE

This exercise provides each student a basic understanding of the importance of using various study skills to support their learning during the course of the accelerated program.

RESOURCE NEEDED

- ✓ Test Success, 7th ed., Chapter 4

PROCESS

Exercise Total Time Frame: 15 minutes minimum (depends on size of the group)
Setting: Any

Step 1. Present introduction on study skills. (10 minutes)

Open with the following presentation:

Some of you may come to this program with stellar study skills. Others of you may come to this program with adequate study skills. Still others of you may ask – what are study skills? All of these levels are not unexpected. No matter what your starting point is, you will need to implement or adopt new study skills to be successful in the accelerated environment of your nursing program and with the competing priorities that you have in your life.

Nugent and Vitale (2015), in their Test Success book, outlined the general study techniques that can be applied to any subject:

- Establish a routine – set aside regular time for studying, making it reasonable and realistic (recall your time management and LASSI goals). Use shorter, more frequent study sessions for maximum benefit.

- Set short and long term goals around the outcomes you want to achieve with your studying. Goal directed learning is most effective because it is planned learning with a purpose. For example, a short term study goal would be to reread class notes and compare the information in the notes to your text book readings within one (1) hour. A long term goal might be to answer 90% of the study questions in a particular chapter of your text within seven (7) hours.

- Simulate a school environment. Sit at a desk and get all the supplies you will need. This familiarity reduces any dissonance you might feel if you studied instead, for example, in bed or lying down. Create the same environment so that practice feels like school.

- Control internal and external distractions. Focus on your studying by keeping interruptions to a minimum.

- Prepare for class. If you cannot read the assignments, then at least skim them and develop the questions you may want to ask in class.

- Take class notes. These are critical because they provide the blueprint for studying for exams.

- Be familiar with your own learning style. How we take in new information differs from person to person. If information is not delivered in your preferred style, find a way to study that allows you to process the information in your preferred learning style.

- Capture moments of time to study. Use time when you might otherwise be doing a rote or "mindless" activity such as vacuuming to review information.

- Use appropriate resources. Learning the nursing profession is not a linear process. Seek help from peers, faculty, and other nursing professionals when you feel stuck or need to understand a concept more in-depth.

- Balance sacrifices and rewards. You must be your own "cheerleader" when you study. Reward yourself after you've studied – it may be you get to relax with a significant other, read a book, have a cup of coffee, etc. Reward yourself for the effort you have made – taking a small study step - toward your overall goal of becoming a nursing professional!

Step 2. Give an example or share a story of study skills – from your own experience. (5 minutes)

Ask other faculty who are present to share their own experiences with study skills when they were in school.

Ask the students what study skills and strategies they will set as goals. Answer the students' questions as they present them.

Step 3. Close

Tell the students to read Chapter 4 of Test Success if they have not already done so, and complete the sample questions. Recommend that they use the materials throughout the program.

Thank the students for participating.

STUDY SKILLS PRACTICE EXERCISE FACILITATION GUIDE

PURPOSE

This exercise helps students practice the study skills that they will work toward achieving during the program.

RESOURCES NEEDED

- ✓ Textbook Chapter (selected from a textbook students will be reading from during the program)

PROCESS

Exercise Total Time Frame: 20 minutes
Setting: Any

Preparation (set up on Day One of PIP):

- Make enough copies of the handout for all participants:

  Textbook Chapter

- Review the Handout and familiarize yourself with the contents to be presented.

Step 1. Review with students why leadership goal setting is important. (Time: 5 minutes)

Lecture/Discussion Content

Open with the following: Earlier, you read some material from one of your textbooks that you will be using during the program. Given the accelerated nature of the program, how you choose to study will be critical. Today, you will experience how a study group can be beneficial as a learning/studying tool. Study groups can help you learn and be a place where you can help others learn because you teach each other.

START WITH STEP TWO ON DAY TWO OF THE PIP:

Step 2. Have students break into small groups that will serve as their study group for this exercise. Share one of their goals with the group. (Time: 15 minutes)

Have the students discuss what they read earlier. Have them guide their discussion with these questions: What did you understand from the reading? What was not clear from the reading? Was all the information new or were there familiar things? If there were familiar things, what were they and why were they familiar? How might you apply what you read?

Step 3. Wrap up.

Remind students to take what they are learning about their own study skills and seek school staff support and/or support from their mentors to build their skills. Remind students to read Chapter 4 of Test Success.

C. Test Taking Techniques

Adult learners need to brush up on, or implement for the first time, effective test taking skills. Some of the students may not have adopted strong test taking skills in their earlier experiences in college.

This presentation helps students to understand that they must take a look at how they can be effective as test takers in this program. The students must focus on which test taking skills they need to improve in order to achieve the results they want given the time challenges they face.

This presentation is comprised of the Test Taking Techniques Presentation Facilitation Guide and the Test Taking Techniques Exercise. These documents follow this section.

TEST TAKING TECHNIQUES PRESENTATION FACILITATION GUIDE

PURPOSE

This exercise helps students identify the test taking skills that they will work toward achieving during the program. They will discuss what they need to do to analyze their own test taking techniques.

RESOURCE NEEDED

- ✓ Test Success, 7th ed., Chapter 7

PROCESS

Exercise Total Time Frame: 15 minutes minimum (depends on size of the group)
Setting: Any

Step 1. Present concept. (10 minutes)

Open with the following presentation:

Test taking can be a daunting prospect, but it does not have to be. Preparing for a test by consciously focusing on your reactions and managing them goes a long way to supporting your success as a test taker.

Nugent and Vitale (2015), in their Test Success book, outline some general test taking techniques that would benefit you immensely as adults participating in an accelerated program:

- Follow your regular routine the night before a test –don't further unsettle yourself by changing your routines.
- Arrive on time for the test. Who hasn't had the nightmare where you show up late for a test? Lateness will increase anxiety and perhaps cause you to lose the opportunity to take the test at all.
- Bring the appropriate tools. This is the "be prepared" reminder. Take what you need or are allowed to bring so you will have the tool handy if you actually need it.
- Understand all the directions for the test before starting. Read the instructions for the test before beginning. They provide valuable information and may save you time and/or prevent you from over-thinking or burning up time on things you don't have to do.

- Manage your time when taking a test. Determine how much time you have for each question and for reviewing your answers. Budgeting your time helps you create a sense of structure and allows you to have short and long term goals: complete this question in 1 minute; complete the test in 45 minutes with 15 minutes left for review.

- Concentrate on the simple before the complex. Take your easy wins. It feels good and leaves you the time and energy to tackle the harder questions.

- Avoid reading into the question. Don't make the questions harder than they need to be. Sometimes, they ARE that simple.

- Make educated guesses if you must guess. Trust your instincts. Reduce the options for the answer and then guess if need be among the remaining options.

- Maintain a positive mental attitude. Relax as best you can and do not distract yourself with negative thoughts and fears.

- Check your answers and answer sheet. If you have time, review your work. Make sure you've answered in the correct areas if you have computer scan sheets for recording answers. Many a mistake has been made by putting the answers in the wrong columns!

Step 2. Give an example or share a story of your own about test taking skills – from your own experience. (5 minutes)

Ask other faculty who are present to share their own experiences with test taking.

Ask the students if they have any questions on test taking techniques, skills and strategies. Answer the students' questions as they present them.

Share what resources are available from the school support staff with respect to test taking techniques. Encourage students to discuss and set goals for improving their test taking techniques with their mentors.

Step 3. Close

Remind the students to read Chapter 7 of Test Success if they have not already done so, and complete the sample questions. Recommend that they use the materials throughout the program.

Thank the students for participating.

D. Math Skills in Nursing

Nursing is a profession where proficiency in mathematics is necessary to safely administer medications and intravenous fluids. It is important to learn the "language" spoken – to know the terminology and abbreviations used when calculating patient medication dosages.

This presentation helps students to understand the basic math skills needed to be a competent, safe nurse. Students must focus on which math skills they need to improve in order to achieve the mathematical competencies needed for nursing.

MATH SKILLS IN NURSING PRESENTATION FACILITATION GUIDE

PURPOSE

This presentation will help students identify the math skills that they will need to acquire during the program. They will identify what they need to do to analyze their own math abilities.

RESOURCES NEEDED

- ✓ Common Measurement Conversion Tables handout
- ✓ Dosage Calculation Formulas Handout

PROCESS

Exercise Total Time Frame: 20 minutes minimum
Setting: Any

Step 1. Present concept. (5 minutes)

Open with the following presentation:

Mathematical proficiency in dosage calculations is critical in nursing care. You must be able to determine the proper amount of medication a patient is to receive. This presentation will assist you in brushing up on your basic math knowledge and begin to understand the calculations necessary for safe and effective administration of medication.

The necessary mathematical competencies in nursing are the ability to:

- Translate Arabic numerals to Roman numerals
- Translate Roman numerals to Arabic numerals
- Add, subtract, multiply, and divide whole numbers, fractions and decimals
- Convert decimals to percents
- Convert percents to decimals
- Set up and solve ratio and proportion problems
- Convert from one system of measure to another
- Solve drug problems involving non-parenteral and parental medications
- Solve IV drip rate problems

There are three measurement systems commonly used in health care facilities: metric, apothecary and household. In order to compare measured amounts in the systems, approximate equivalents have been developed. For example, 1 teaspoon is approximately equal to 5 mL (milliliters).

RULE: Always convert from one unit of measure to another by the shortest number of steps possible.

Because the measures are not exactly equal, a conversion that takes more than one step will not produce as accurate a value as a conversion that only takes one step. For example, it is more accurate to convert from teaspoons to milliliters by using the conversion factor directly from teaspoons to milliliters than it is to go from teaspoons to ounces to milliliters.

See Common Measurement Conversion Tables for Volume and Weight handout.

Step 2. Present mathematical conversions and dosage calculation formulas then give examples. See Dosage Calculation Formulas Handout (15 minutes)

Mathematical Conversions

Basic Formula

Value you want = Value you have x Conversion

Example:

You are caring for a patient that weighs 73 pounds. How many kilograms (kg) does this person weigh?

Value you want (kg) = 73 pounds (value you have) x $\frac{1 \text{ kg}}{2.2 \text{ pounds}}$

kg = 73 pounds x $\frac{1 \text{ kg}}{2.2 \text{ pounds}}$ (cancel out the common terms)

kg = $\frac{73 \text{ kg}}{2.2}$

kg = 33.18 (rounded to the nearest tenth, the patient weighs 33.2 kg)

Dosage Calculation Formulas

There are several ways to correctly calculate medication dosages and they all work perfectly well. What is MOST important is for you to find the formula that you understand the best, learn how to use it, and then use it consistently. You may need to use another method occasionally, so it's good to understand how to use them all if necessary. In the beginning, use one formula consistently so that you get practice and create a sound foundation for further learning.

DO-DA Method

$\frac{\text{DO}}{\text{DA}}$ x Volume (or Vehicle) = Amount to be administered to patient

- DO means "dose ordered" by the prescribing healthcare provider
- DA means "dose available," which is how the medication is labeled
- Volume or Vehicle is the way the medication is delivered

MATH SKILLS PRESENTATION FACILITATION GUIDE 2

DO-DA Method Example 1:

Your patient is to receive 500mg of Keflex and the pharmacy sent 250mg tablets. How many tablets should the patient receive?

Amount to be administered to patient = 500mg (DO) x 1 tablet (Vehicle)
250mg (DA)
= 500 x 1 tablet
250
= 2 x 1 tablet
= 2 tablets

DO-DA Method Example 2:

If the medication order is for Ampicillin suspension 250 mg and it is available as 125 mg/5 mL, how many mL should the patient receive?

Amount to be administered to patient = 250 mg x 5 mL
125 mg
= 1250 mL
125
= 10 mL

Ratio and Proportion Method

H (on hand) = D (desired dose)
V (vehicle) X (amount to give)

Ratio and Proportion Method Example 1:

Using the same example as the DO-DA method, your patient is to receive 500mg of Keflex and the pharmacy sent 250mg tablets. How many tablets should the patient receive?

250 mg = 500mg Cross multiply and solve for x
1 tablet x tablet(s)
250 x = 500
x = 500
250
x = 2 tablets

MATH SKILLS PRESENTATION FACILITATION GUIDE 3

Ratio and Proportion Method Example 2:
Using the same example as the DO-DA method, if the medication order is for Ampicillin suspension 250 mg and it is available as 125 mg/5 mL, how many mL should the patient receive?

$$\frac{125\text{ mg}}{5\text{ mL}} = \frac{250\text{ mg}}{x\text{ mL}}$$ Cross multiply and solve for x

$$125x = 1250$$

$$x = \frac{1250}{125}$$

$$x = 10\text{ mL}$$

Remind students to practice, practice, practice:
Preparation for the math requirements in nursing takes independent study along with help from your faculty and by participating in study groups. Use the resources below to practice working dosage calculations.

Resources

- *Fundamentals of Mathematics for Nursing*, McAlister, Cynthia M, and Shapiro, Sandra G. (Eastern Kentucky University 2004). Available at http://www.laniertech.edu/downloads/Nursing Math.pdf
- *Math for Nursing and Allied Health*, Baiyasi, Stephanie S., Constan, Karen, Dewey, Elizabeth, with Hersh, Leslie J. (Delta College 2001). Available at http://www.delta.edu/files/TLC/Math for Nursing and Allied Health.pdf
- *Dosage Drills* available at http://www.waybuilder.net/free-ed/HealthCare/MedMath/NursingMath/DoseDrill01.asp
- *Dosage Calculation Tutorial and Practice Questions*. Available at http://www.DosageHelp.com
- Once you are proficient, there is an app available on iTunes: *Kaplan Math for Nurses.* Available at http://itunes.apple.com/us/app/kaplan-math-for-nurses/id309887100?mt=8
- There are many good videos on YouTube, so browse and see what works for you. Here is one as an example: *Med Math Study Review for RN Nurses & Paramedics.* Available at http://www.youtube.com/watch?v=2QR9yCkAEpE

Step 3. Close

Thank the students for participating.

Common Measurement Conversion Table for Volume

Metric System	Apothecary System	Household System
	1 minim (m)	1 drop (gtt)
1 milliliter (mL) (cc)	15-16 minims (m)	15-16 drops (gtts)
4 milliliters (mL)(cc)	1 dram (dr) (4 ml/cc)	1 teaspoon (t) (4-5 ml/cc) 60 drops (gtts)
15 milliliters (mL)(cc)		1 tablespoon (T) 3 teaspoons (t)
30 milliliters (mL)(cc)	1 ounce (oz)	2 tablespoons (T)
1000 milliliters (1 liter)	1 quart	1 quart
Note: Cubic centimeters (cc) and milliliters (mL) can be used interchangeably.		

Common Measurement Conversion Table for Weight

Metric System	Apothecary System	Household System
1 milligram (mg)	1000 micrograms (mcg)	
60 milligrams (mg)	1 grain (gr)	
1 gram (gm)	15 grains (gr) 1000 milligrams (mg)	
454 grams (gm)	16 ounces (oz)	1 pound (lb)
1 kilogram (kg)		2.2 pounds (lb)
Note: Units (U) and milliequivalents (mEq) cannot be converted to units in other systems. They have their value given and will never need to be converted. (1 unit = 1000 milliunits)		

COMMON MEASUREMENT CONVERSION TABLES FOR VOLUME AND WEIGHT HANDOUT

DOSAGE CALCULATION FORMULAS HANDOUT

Mathematical Conversions

Basic Formula

Value you want = Value you have x Conversion

Dosage Calculation Formulas

There are several ways to correctly calculate medication dosages and they all work perfectly well. What is MOST important is for you to find the formula that you understand the best, learn how to use it, and then use it consistently. You may need to use another method occasionally, so it's good to understand how to use them all if necessary. In the beginning, use one formula consistently so that you get practice and create a sound foundation for further learning.

DO-DA Method

$$\frac{DO}{DA} \times \text{Volume (or Vehicle)} = \text{Amount to be administered to patient}$$

- DO means "dose ordered" by the prescribing healthcare provider
- DA means "dose available," which is how the medication is labeled
- Volume or Vehicle is the way the medication is delivered

Ratio and Proportion Method

$$\frac{H \text{ (on hand)}}{V \text{ (vehicle)}} = \frac{D \text{ (desired dose)}}{X \text{ (amount to give)}}$$

PART V: STRATEGIES FOR ACADEMIC SUCCESS

Section One: Introduction

Students often find it challenging to meet the academic demands of rigorous nursing curricula. This presentation will provide guidance and strategies to academically successful in accelerated and other entry level nursing programs.

Section Two: Presentations

Strategies for Academic Success – Presentations and Exercises
A. Fitting It All In Presentation
B. You Don't Have to Read Every Word Presentation
C. Writing with Research: Avoiding Plagiarism and Finding Your Own Voice
D. Get It While It's Hot: How to Study and Review for Putting Material in Long-Term Memory

These Strategies for Academic Success presentations and exercises were adapted from content and resources provided by Dr. Marsha Youngblood, Dr. Isabell Cserno, and Ms. Mary Gallagher, The Center for Academic Success, Universities at Shady Grove, Rockville, MD.

A. Fitting It All In

Students entering the program may find it difficult meet all of the requirements of their course work in the nursing program. This presentation provides guidance on how to "fit it all in" their academic schedule.

FITTING IT ALL IN FACILITATION GUIDE

PURPOSE

This presentation provides guidance and strategies to meet the academic demands of the nursing program.

PROCESS

Exercise Total Time Frame: 20 minutes minimum
Setting: Any

Step 1. Present the concept. (15 minutes)

Open with the following: Students entering the nursing program may find it challenging to fit in all of the requirements of their nursing program and courses. We are going to discuss some strategies to help you to "fit it all in" all of your course requirements to enhance your opportunity for academic success.

Advise students to "Put the big rocks in first": Schoolwork is one of the BIG pieces, one of your priorities. You have to make it important by scheduling regular blocks of time for doing schoolwork – reading for class, doing homework problems, reviewing and learning class notes, working on a paper or project, etc.

Tell students "It all pays off": The important determinants of your learning will include: your abilities, skills, feedback, and time on a task. The single most important determinant will be the time you spend doing work!!

Inform students about the memory curve and the importance of taking breaks: Two points from research to help you make your time for study more productive are:

1. Honoring the Memory Curve
2. Taking Breaks

Let's discuss some research about the memory curve. Did you know that?:

- After lecture, memory of material goes up for about one hour.
- The memory curve starts to drop sharply after that for the next 24 hours.
- If you don't review/learn material from class within 24 hours, you will lose *80%* of what you knew when you were in class!
- If you do review within 24 hours, then you can keep this information in your memory for up to a week!
- Then, you have to review it again to keep it for a month.

So, what does this mean for your study time? This means scheduling time (an hour or more) within 24 hours of class to review and learn your pathophysiology notes/problems, your health assessment notes/problems, etc. If you take advantage of the memory curve, you won't have to spend so much time re-learning material that you knew when you were in class! Plus, you'll be putting material in long-term memory that you can use later in the workplace or on the job.

Emphasize the importance of breaks to the students: The picture of intense study is very grim – students slogging away for hours without a break. In reality, research shows that students learn more, learn faster, and study with more intensity if they work less continuously and take more breaks. So, take frequent, well-planned rests, which will give you better results for less work.

Example of how breaks work: In the 1940's, workers at Bethlehem Steel moved 12.5 tons of pig iron and were exhausted by noon. When the workers took regular breaks, they moved 47 tons of pig iron every day. What was their secret? They rested before they got tired! They did 26 minutes of work, and took 34 minutes of rest.

Why Are Breaks Important?

1. We don't get as tired.
2. We remember more when we take breaks because of the way that the mind naturally works.
    a. Peak of remembering: Primacy and recency
        - 2 hours ➔ 2 peaks, WHEREAS
        - 5 sessions with 4 breaks ➔ 10 peaks OR
        - 4 sessions with 3 breaks ➔ 8 peaks
3. It is easier to concentrate at a greater intensely for 20 – 30 minutes at a time.
4. Breaks take advantage of another effect.
    a. We recall more after 2 – 10 minutes of rest than immediately after studying.

How to structure your breaks: Breaks should be from 2 – 10 minutes in length. Plan to do something else during this time (besides studying or something related to the material). Use a timer or clock, especially one that's easy to reset. Remember to take breaks even if your studying is going well and even if you don't feel tired!

- Adapt the length of a study session to subject matter – a shorter session for math, a longer session for reading or history.
- Do "something else" during breaks.
- Shift from left brain (logic & reading) to right brain activities by walking, music, drinking or eating, juggling, etc.

Interest management is key: Change your self-talk. Think about how nice it would be to be DONE! Replace negativity with inspiring and positive language. Visualize the feelings that you want to have!

Step 2. Give an example or share a story of your own about challenges in "fitting it all in" – from your own experience. (5 minutes)

Ask other faculty who are present to share their own experiences with "fitting it all in."

Ask the students if they have any questions on the "fitting it all in" strategies. Answer the students' questions as they present them.

Share what resources are available from the school support staff with regard to their academic success. Encourage students to discuss and set goals for "fitting it all in" to achieve academic success.

Step 3. Close

Remind the students to set goals for their academic success. Recommend that they use the materials throughout the program.

Thank the students for participating.

B. You Don't Have to Read Every Word

Students may become overwhelmed by the amount of reading that is assigned in their nursing courses. This presentation and exercise offers students strategies for how to tackle the reading required in the program.

YOU DON'T HAVE TO READ EVERY WORD FACILITATION GUIDE

PURPOSE

This presentation and exercise provides guidance and strategies for how to read effectively for courses in the nursing program.

RESOURCES NEEDED

- ✓ You Don't Have to Read Every Word Pre-Assessment Handout
- ✓ Four Stages of Control and Mastery of Assigned Reading Handout

PROCESS

Exercise Total Time Frame: 15 minutes minimum (depends on size of group)
Setting: Any

Step 1. Preparation. (Have students complete prior to PIP Day Two)

You Don't Have to Read Every Word Pre-Assessment Handout: Have students reflect on and answer the questions in advance.

Step 2. Present the concept. (10 minutes)

Open with the following: Nursing students are often assigned multiple chapters in their textbooks or several articles to read in preparation for their courses. Students may find this overwhelming. The worst thing you can do when you've been assigned to read a text is to read it beginning to end! Why? Because you don't know what is in it, how it is organized, or what you should get out of it.

Strategies for Control and Mastery of Assigned Reading:

- Be aggressive and not passive!
- Make sure that you take control (as opposed to letting the textbook guide you and dictate how and what you read).
- Mastering the content of reading can be done in stages and across multiple readings but it takes no more time than a single "normal" reading
- Get the bigger picture and let your mind fill in the gaps as it works with the material

Solving the Puzzle: Reading is like solving a jigsaw puzzle. What is the first thing that you do to solve a jigsaw puzzle? What do you do next? What do you do then? What comes after that? What is the final step?

Review the Four Stages for Control and Mastery of Assigned Reading handout with students: There are four stages to taking control and to gaining mastery of your assigned reading (also known as SHARe): Scoping out, "hooking," actual reading or skimming**,** and reviewing. These stages will be applied to reading from your nursing coursework.

Remind student to "put in the big rocks first": Remember that the use of study time affects your ability to remember as we discussed about "fitting it all in."

Step 2. Large group discussion. (5 minutes)

Have students share out loud with the group, their pre-assessment results and some of the shifts they may need to make in their approach to reading.

Step 3. Close

Remind the students to set goals for their academic success. Recommend that they use the materials throughout the program.

Thank the students for participating.

You Don't Have to Read Every Word
Pre-Assessment

1. Which of the following statements do you agree with? (Select all apply.)

   a. I need to always read the textbook chapter before class to learn during lecture.
   b. I can read sections in a textbook chapter in whatever order I want.
   c. Textbook chapters are boring.
   d. I don't need to do anything with the textbook chapter after lecture – notes are enough.
   e. Reading textbook chapters always helps with preparing for exams.
   f. It takes too long to read textbook chapters.

2. How many hours per week do you need to spend on schoolwork for all your classes (reading, studying, reviewing, etc.)?

   a. 5 – 10 hours
   b. 11 – 15 hours
   c. 16 – 20 hours
   d. 21 – 25 hours
   e. 25 or more hours

Four Stages for Control and Mastery of Assigned Reading (also known as SHARe)

Stage 1: Scope Out

- Skim through the VISUAL elements – These are used to recognize the external structure of the text and to get a condensed summary of the basic idea. Important concepts are introduced and connections are made between ideas
  - Headings and subheadings
  - Words italicized, bolded or underlined
  - Tables, graphs and charts
  - Pictures with captions
- Look for questions to terms to know at the end
- Look for an introduction at the beginning or a conclusion at the end
- Should be done in five minutes or so
- See what you already know and concentrate on what you don't know!

Stage 2: Hook

- Frame "hooks" to use in looking for the most important material
- "Hooks" can come from:
  - Headings – turn them into questions!
  - Bold terms
  - Questions at the end of the chapter
  - Key points in an introduction and/or summary – They prevent us from getting lost or awash in words.

Stage 3: Actually Skim or Read

- Use the "hooks" or questions formed in Stage 2
- Skim for or catch the main ideas to be remembered
- Put them in brief note form, using the text more like an encyclopedia than a novel and picking out major ideas, terms, etc. to learn
- Put answers to questions in key word form
- Capture just the BASIC IDEAS in the notes during this stage – Don't fall into the trap of rewriting the whole textbook!

Stage 4: Review

- Quiz yourself and recite the answers
- Find out what you know and what you still need to work on
- After the lecture, go back to the chapter and carefully re-read any sections that you don't understand. Now is the time to highlight or underline key words and phrases.

C. Writing with Research: Avoiding Plagiarism and Finding Your Own Voice

Student may not be aware they are plagiarizing the work of others when they are writing papers or completing assignments. This presentation and related exercises offer students guidance on how to paraphrase citations accurately in their own words.

WRITING WITH RESEARCH: AVOIDING PLAGIARISM AND FINDING YOUR OWN VOICE FACILITATION GUIDE

PURPOSE

This presentation provides presentation and related exercises offer students guidance on how to paraphrase citations accurately in their own words when writing papers.

RESOURCES NEEDED

- ✓ How to Paraphrase Examples Handout
- ✓ Avoiding Plagiarism Exercises Handout

PROCESS

Exercise Total Time Frame: 30 minutes minimum (depends on size of group)
Setting: Any

Step 1. Present the concept. (10 minutes)

Open with the following: The point in a research paper is NOT to simply repeat other people's ideas BUT to use other people's ideas to present your own thoughts and ideas about a topic. Your role is to be an interpreter, not a collector of information. By paraphrasing other people's content in your voice, you are making sense of a puzzle.

Basic Game Plan for Research:

- Identify a topic/area for your research paper
- DO RESEARCH!!!! This means finding peer-reviewed articles and other relevant sources such as newspaper or magazine articles and website.
- READ THE RESEARCH!!! Use summaries of articles and other materials IN YOUR OWN WORDS to structure future paragraphs
- In your summary, you should:
  - Sum up the main point in one to two sentences
  - Describe how the author(s) make their conclusions (research methods, sample size, what sources were used, etc.)
  - State your evaluation/opinion of the source

What is Plagiarism? The word plagiarism comes from the Latin word "plagiarius," which means kidnapper. Plagiarism means not acknowledging that the words, ideas, or information you use are not your own. This may include the failure to:

- Put quotation marks around words that are not your own
- Change wording/the order of words in a paraphrase
- Cite the source of words or information

The Need to Cite: It is important to protect yourself and to avoid plagiarism. You must give credit to the author(s) and distinguish between your ideas and someone else's ideas. This allows your instructor to see: 1) how well you've analyzed and interpreted information, and 2) the quality of your sources.

How to Cite Information: Summarizing a quotation in your own words is tricky business!!! You *must:*

- Not use any words from your source except for technical language (e.g., defibrillator, or kidney transplant) without quotation marks.
- Keep all the major ideas of the original.
- Use quotation marks around any words that are the same as the original. [Note: According to APA style, using 3 words or more without quotation marks is plagiarism.]
- Put the ideas in a different order and in different sentence structure from those of the original.
- Cite the source of your paraphrase.

Review the How to Paraphrase Examples Handout with the students. Answer any questions.

Step 2. Small group discussions. (10 minutes)

Break the students into small groups and have them complete the Avoiding Plagiarism Exercises handout.

Step 3. Large group discussion. (10 minutes)

Have students share out loud with the group, their conclusions and results for both exercises.

Answer to Exercise #1: Yes, it was plagiarism.

Original Quote: "Given PDA usage in the clinical environment and specifically in the social context of doctor-patient interaction, it is important to investigate the consequences of handheld computer use."

Plagiarized Version (*see plagiarized content italics*): The article by Lottridge, Chignell, and Straus (2006) states that *PDA usage in the clinical setting and especially in the social context of patient-doctor communication i*s an important area to research in order to better understand *the consequences of handheld computer use*.

Suggest this Correctly Paraphrased Version: In recent years, medical providers have started using handheld devices while consulting with patients one-on-one. Recent research by Lottridge, Chignell and Straus (2006) provides insights into how patients perceive handheld devices such as PDAs during a visit with a physician.

Step 4. Close

Remind the students to set goals for their academic success. Recommend that they use the materials throughout the program.

Thank the students for participating.

Suggested Resources:

APA Style: http://www.apastyle.org/

The Purdue Online Writing Lab for APA Style:
https://owl.english.purdue.edu/owl/section/2/10/

You Don't Have to Read Every Word
How to Paraphrase Examples

Example #1:

How to Write a Research Summary:

Denver, J. (2007). Communication and technology in the workplace: Developments since the mid-20th century. *Journal of Communication*, *12*(2), 213-234.

- Increasing changes in communication patterns in US society since World War II (cell phone, computers, email, PDAs, et al.)
- Focus on the workplace
- Blackberries and other PDAs are responsible for a decrease in face-to-face communication in the modern workplace
- Used previous research studies about how increased computer usage, especially email, changed people's communications styles on the job.
- Conducted several focus groups with executive managers from a variety of companies
- Problem: limited sample; small number of focus groups; limited variety of companies; not representative
- Problem: raises more questions than providing answers

Example #2:

Original Text:
"Of the more than 1000 bicycling deaths each year, three-fourths are caused by head injuries. Half of those killed are school-age children. One study concluded that wearing a bike helmet can reduce the risk of head injury by 85 percent. In an accident, a bike helmet absorbs the shock and cushions the head (Anonymous, 1990, p. 348)."

Source:
Anonymous. (1990). Bike helmets: Unused lifesavers. *Consumer Reports*, 55, 348-353.

How to paraphrase the block quote above by putting it into your own words:
The use of a helmet is the key to reducing bicycling fatalities, which are due to head injuries 75% of the time. By cushioning the head upon impact, a helmet can reduce accidental injury by as much as 85%, saving the lives of hundreds of victims annually, half of whom are school children (Anonymous, 1990).

Example taken from Purdue University Online Writing Lab

Avoiding Plagiarism Exercises

Directions: *Students should break into small groups to complete the following exercises.*

Exercise #1: Is it plagiarism?
Review the original text citation and discuss whether or not the paraphrased version is plagiarized. Provide rationale for your conclusion.

Original Text:
"Given PDA usage in the clinical environment and specifically in the social context of doctor-patient interaction, it is important to investigate the consequences of handheld computer use."

Paraphrased Version:
The article by Lottridge, Chignell, and Straus (2006) states that PDA usage in the clinical setting and especially in the social context of patient-doctor communication is an important area to research to better understand the consequences of handheld computer use.

Exercise #2: Paraphrase This!!
Summarize the block quote below in your own words. Remember to begin by including an analytic topic sentence.

Original Text:
"One exception has been the campaign sponsored by Rock the Vote, an organization whose primary goal is to encourage young adults to get involved in politics. During the 1992 presidential election, Rock the Vote initiated a mass media campaign on the cable music channel MTV using public service announcements (PSAs) in which celebrities urged young adults to vote. In 1996, this media campaign was extended to include radio announcements and was coupled with a nationwide voter registration effort targeted at young adults. Although voter registration drives on college campuses are a common way to reach young adults, Rock the Vote was unusual in that it was committed to reaching out more broadly to young people, including the noncollege population" (p.30).

Source: Burgess, D., Haney, B., Snyder, M. Sullivan, J., & Transue, J. (2000, Spring). Rocking the Vote: Using personalized messages to motivate voting among young adults. *The Public Opinion Quarterly*, *64*(1), 29-52.

D. Get It While It's Hot: How to Study and Review for Putting Material in Long-Term Memory

Students may be using ineffective study skills that rely on memorization and copying material from their textbooks. This presentation provides guidance and study strategies to assist students in developing effective learning strategies that make information more meaningful and easier to remember.

GET IT WHILE IT'S HOT:
HOW TO STUDY AND REVIEW FOR PUTTING MATERIAL IN LONG-TERM MEMORY
FACILITATION GUIDE

PURPOSE

This presentation provides guidance and study strategies to assist students in developing effective learning strategies that make information more meaningful and easier to remember.

PROCESS

Exercise Total Time Frame: 15 minutes minimum (depends on size of group)
Setting: Any

Step 1. Present the concept. (10 minutes)

Open with the following: Students may be using ineffective study skills that rely on memorization and copying material from textbooks. We are going to discuss several learning strategies and their effectiveness. Some of these strategies make information more meaningful and allow you to remember the material better. Others are less effective as they form little or no connections between new information ad exiting information.

Rehearsal Strategies: These include taking notes straight from the source, copying material over, underlining in the textbook, and reciting information over and over. Rehearsal strategies make few connections between new information and information already in your long-term memory (LTM). This makes it hard to retrieve information because it is not connected to anything in the LTM!! *Rehearsal strategies are the most common ways students study; however, they are the most ineffective!!*

Elaboration Strategies: These include paraphrasing (in your own words), making up questions and answers, making notes, creating examples and analogies, making up mnemonics, and applying information.

- *Making Up Questions and Answers:* Look at information as the answer to a question. As the question becomes clear, jot it down. Then try to answer the questions you have formed. An eastern college studied students that used question and answer to study for exams. About 80% of the actual exam had key questions that students had made up, and grades were 10% higher among students using this strategy.
- *Making Notes:* Write the key words or phrases that can cue your recall of lecture notes.
- *Examples and analogies:* Ask yourself what does the information mean? How does the information relate to other ideas I have already learned? What examples can I think of? For example, a political action committee (PAC) 's purpose is to influence policy, and the National Rifle Association (NRA) is one example.

- *Mnemonics:* Involve the visual management part of the brain and make the study material more important. Most mnemonics are scruffy and crude. The images most easily remembered are: exaggerated, absurd, humorous, active, colorful, or vulgar. We best remember mnemonics we make for ourselves. Simple mnemonics include:
    - Absurd sentences or words containing the first letter or key words to be remembered (acronyms)
    - Sound alike associations – these are especially useful for learning vocabulary
    - Crazy stories students can "walk through" mentally

Organizational Strategies: These involve mind mapping, making matrices or charts, and outlining key words. New information is stored more effectively and is remembered more completely when it is organized. Use mind maps to organize materials in one page! Focus on key words – you don't need to know 90% of the words you read.

Interest Management: Interest is the number one thing that helps put material into long-term memory (LTM). We often approach textbook reading holding our noses like when something smells bad! You will not retain material unless you can find a way to take an interest in it. The secret: we control our interest! We CAN become interested in things we are not excited about. We can do this by what we say to ourselves, and what we picture about the materials we are reading or studying. Instead of saying, "I hate going over the textbook chapters," you can say, "I love reading about pharmacokinetics."

Here are some tips for controlling your interest:

- Picture yourself in the place where you read or study and feel psyched!
- Change your physiology by not slouching in your chair or not frowning.
    - Instead, sit up in your chair, smile, look at the ceiling, and think, "I enjoy learning to master pharmacokinetics!"
- Having a powerful, positive intention to read means you are much more likely to remember the material.
- Set a goal for each reading session.

Step 2. Large group discussion. (5 minutes)

Have students share out loud with the group, some effective elaboration, organizational, and interest management strategies they have used.

Step 3. Close

Remind the students to set goals for their academic success. Recommend that they use the materials throughout the program.

Thank the students for participating.

PART VI: PROFESSIONAL SOCIALIZATION

Section One: Introduction

Professional socialization is the process through which the students become proficient not only in the chosen profession, but also in the language and norms of that profession. Nursing has a language of its own. The terminology and language of nursing is closely related to, if not the same in many cases, as the terminology and language of the medical field. The students must learn the specialized language of the nursing profession as part of their transition into the field.

This presentation will help them become more familiar with the language and terminology of the nursing profession and begin the professional socialization process.

Section Two: Exercises

Professional Socialization – Exercises and Presentations
A. Nursing/Medical Lingo Bingo Exercise
B. Professional Etiquette Exercise
C. Mentoring Presentation

A. Nursing/Medical Lingo Bingo

The students will enter the program with some nursing and/or medical language already in their knowledge base. They may not have the correct usage given that this knowledge may come from reading books that contain such language and watching movies or television that uses a great deal of nursing/medical language.

This exercise provides a fun way to show the students that they do know some of the lingo already and are on their way to learning more. This exercise is comprised of the Nursing/Medical Lingo Bingo Facilitation Guide and the Nursing/Medical Lingo Bingo handout. These documents follow this section.

NURSING/MEDICAL LINGO BINGO FACILITATION GUIDE

PURPOSE

This exercise allows the students to get a sense of the nursing/ medical terminology with which they are already familiar.

RESOURCE NEEDED

- ✓ Nursing/Medical Lingo Bingo Handout
- ✓ Prizes – three (3)

PROCESS

Exercise Total Time Frame: 15 minutes minimum (depends on size of the group)
Setting: Any

Preparation

- Make enough copies of the handout for all participants:

  Nursing/Medical Lingo Bingo Handout

- Review the handout and familiarize yourself with the content to be presented.

Step 1. Set the stage. (3 minutes)

Open with the following: You all have been exposed to the nursing and medical professions, whether in real life or on television, and have picked up a fair amount of the "lingo." Let's have some fun and see what you know already!

Distribute Handout: Nursing/Medical Lingo Bingo.

Step 2. Give the rules and start. (10 minutes)

Give the rules:
The caller names the items in the handout in random order. Mark out the square if you can answer in the affirmative to that experience or situation. NOTE: There is a free space – no need to mark it out – it is yours already!

The first three people who get 5 boxes marked out (can include the free space) in a consecutive row and LOUDLY call out "Bingo," will win a prize. If no one gets 5 in a row, we will consider 4 in a row as eligible for winning purposes.

Ready?

Step 3. Award Prizes (2 minutes)

Have the winners call out which items they got in a row to verify their status as winners and award prizes.

Step 4. Close.

Advise students: It will not take much to gain familiarity with some of the terminology in the nursing profession because you know it already as this exercise demonstrated. We will next tackle another aspect of the terminology used in the nursing profession – technical medical terminology.

Nursing/Medical Lingo Bingo

Had an IV	Seen an instrument sterilizer	Worn scrubs	Suffered from a rhinovirus	Seen a hemostat
Worn latex gloves	Seen a trocar	Has had an abrasion	Worn or has seen Dansko clogs	Read a medical chart or record
Heard of a Foley	Had a suture removed	**FREE SPACE!**	Has been or knows someone who has been in traction	Had a subdural hematoma
Has taken a temperature	Applied a sterile dressing	Used a blood pressure cuff	Taken a pulse	Has seen a butterfly bandage
Has had or knows someone who has had a rhinoplasty	Has heard of O2 saturation	Used a stethoscope	Had an EKG	Seen or had a CT scan

B. Professional Etiquette Exercise

Education and experience are two critical components in the process of moving from nursing student to nursing professional. However, there is a third critical component: professional etiquette. A student will not be properly socialized in the nursing field if they are not aware of the concept of professional etiquette and how to implement it.

The following exercise introduces the concept of professional etiquette for nurses and provides some basic etiquette tips that the students can begin to practice. The exercise includes the Professional Etiquette Exercise Facilitation Guide and the Professional Etiquette Handout. These documents follow this section.

PROFESSIONAL ETIQUETTE EXERCISE FACILITATION GUIDE

PURPOSE

This exercise provides the students with an overview of what the concept of professional etiquette means in the nursing world and gives them an opportunity to experience the concepts in practice so that they can begin to implement them immediately.

RESOURCES NEEDED

- ✓ Professional Etiquette in Nursing Handouts - 2
- ✓ Professional Etiquette Scenarios Handout

PROCESS

Exercise Total Time Frame: 30 minutes minimum (depends on size of the group)
Setting: Any

Preparation

- Make enough copies of the handout for all participants:

  Professional Etiquette in Nursing Handout

- Make enough copies of the Professional Etiquette Scenarios so that you can provide one scenario to each subgroup (if your group has more than 3 subgroups, you can use the same scenarios as each group will have their own take on the scenario).
- Review the handouts and familiarize yourself with the content to be presented.

Step 1. Professional etiquette and how it relates to the nursing profession. (5 minutes)

Open with the following comments:

Most of you know what etiquette is – manners – it is how you behave yourself in various settings. Professional etiquette means the rules and conventions governing correct or polite behavior in a specific professional group or situation.

Professional etiquette is applicable in any professional setting. It includes, for instance, how you greet people, how you show respect to seasoned professionals, how you introduce yourself, how you network, what you wear, even how you eat and drink with other professional. We will address a few practices that will serve you as you make your first impressions as a nursing student and as a nursing professional. These practices can help boost your confidence and credibility as well as help you to avoid embarrassment in professional settings.

Each profession also has its own specific professional etiquette that governs how individuals conduct themselves when practicing their profession. For instance, you've heard of "professional courtesies." You will learn more of the nursing specific professional etiquette

practices as you move into the clinical settings – be sure to keep your eyes and ears open as these practices are learned by example rather than explicitly taught.

Step 2. Distribute the Professional Etiquette in Nursing Handout

Review handout with students. Give students examples of professional etiquette from your own experience. Answer students' questions if they arise.

Step 3. Divide the group into pairs or small groups of 3 or 4 (have at least 3 pairs or groups, if possible. Give each group one of the three scenarios in the Scenario Handout. (15 minutes)

Tell the students in each group to read the scenario and plan two short skits based on the scenario - one showing a lack of professional etiquette, the other showing professional etiquette in action. Give the students 10 minutes to plan both 1-2 minute skits.

Have the groups present both their skits (each group performs both skits before the next group presents their skits) – start with the lack of professional etiquette skit and follow with the professional etiquette in action skit.

Step 4. Debrief (10 minutes, approximate –depends on size of cohort)

Ask the students to comment on how they reacted internally when the watched the skits – were there any surprises, did they learn something new, how might they adjust how they behave based on the ideas presented by others? Let them provide input.

Step 5. Close

Close with:

Professionals, no matter what profession they are in, have rules of etiquette. Observing these rules is what helps you become part of a professional group. Don't let something you do become a distraction which prevents others from seeing the skills and abilities you have to offer. If you do run afoul of the rules of etiquette, simply acknowledge it and ask for guidance. The goal is to build relationships within your chosen profession.

Thank the students for participating.

PROFESSIONAL ETIQUETTE IN NURSING

Entering a Clinical Setting: You will be entering clinical settings where you will be gaining valuable nursing experience. Professional etiquette would dictate that you:

- Respect those who work there and honor their experiences – Ask about them. Get to know them. Ask questions about their experiences and ask them for feedback on how you do. Build relationships.
- Remember that you are there to help them FIRST and gain experience SECOND. Ask what is expected of you and offer to help. Approach the experience with a "giving" attitude, not a "getting"/WIIFM (what's in it for me) attitude.
- Remember that you are the lowest ranking person in the pecking order – you must make a good impression. Dress and speak appropriately (see below also).
- Remember that if you have suggestions or questions about how or why something is done, ask when and where input might be appropriate to inquire or present suggestions (do not give unsolicited advice unless you've been given the opening or forum to do so).
- Show what you can do by being responsible, capable and collaborative. Use questions to learn the why and how of things – don't use verbal challenges when you disagree or are not sure of something.
- Use language that indicates that you understand that you need to be part of the team. Determine what the team needs and balance that with what you need. Get clarification or help when you don't understand something or are not clear on how you will get the experience you need.

Dress and Speak Appropriately: You have 7 seconds to make your first impression. The following are general parameters of professional etiquette when it comes to how you dress and speak in professional settings:

- If you are not aware of how to dress for any environment, err on the side of overdressed. Dressing more formally and conservatively is considered a sign of respect.
- Ask, if you have the opportunity prior to arriving at the event, what the standard of dress is for that event or situation.
- Listen first, then speak. Observe how others conduct themselves and take cues from those who are more familiar with the situation or event.
- Use grammatically correct language and enunciate your words.
- Speak slowly. Don't let nervousness overcome you and speed up the pace of your speaking, make your voice squeaky or high pitched, or make every statement out of your mouth sound like a question. Modulate your tone, listen to yourself, and self-correct as you go.

Professional Etiquette Resources

Nursing Specific

Mauro, A. M. P., Escallier, L. A., Rosario-Sim, M. G. (2015). *NCIN Scholar Alumni Toolkit: Resources for Successful Transition to Professional Practice.* Washington, DC: New Careers in Nursing. Retrieved from: http://www.newcareersinnursing.org/resources/ncin-scholar-alumni-toolkit-resources-successful-transition-professional-practice

Pagana, Kathleen D., *The Nurse's Etiquette Advantage: How Professional Etiquette Can Advance Your Nursing Career*, Honor Society of Nursing, Sigma Theta Tau International (2008). Preview contents at: nursingknowledge.net/Portal/CMSLite/GetFile.aspx?ContentID=88738

Pagana, Kathleen D., *Seven Tips to Improve Your Professional Etiquette*, Nursing Management: Volume 41, Issue 1, p. 45–48 (January 2010). Available at: http://journals.lww.com/nursingmanagement/Citation/2010/01000/7_tips_to_improve_your_professional_etiquette.11.aspx

General

Coleman, John, *Professional Etiquette Guide* (Harvard Business School 2009) www.bu.edu/law/ssi/jd/contacts/affairs/.../professional_etiquette.pdf

Burleson, Donald K., *Business Etiquette for Professionals* (2009) http://www.dba-oracle.com/consultant_etiquette_manners.htm

Dick, Thom, *Professional Etiquette* (EMS Responder 2008) http://www.emsresponder.com/print/EMS-Magazine/Professional-Etiquette/1$2266

Ghosh, Paramita, *Professional Etiquette* http://www.buzzle.com/articles/professional-etiquette.html

USAID, Professional Etiquette, http://www.ccfrussia.ru/?mod=s_page&sp_id=109

PROFESSIONAL ETIQUETTE SCENARIOS

NOTE: Copy the scenarios and cut them apart so that each subgroup gets only one. If you have more than three subgroups, give the same scenarios to the additional groups. Each group will have its own take on the scenario.

Scenario One: You are attending a meeting of the American Nurses Association (ANA) and have chosen to attend an evening cocktail reception where many of the board members (all highly educated, experienced nursing professionals and leaders) are in attendance. Consider how you might conduct yourself – what do you need to do, say, or wear?

Scenario Two: You are entering your first clinical setting to gain experience after you have graduated from your accelerated program. You are used to being treated as special and you feel pressured to get experience. Consider how you might conduct yourself – what do you need to do, say, or wear?

Scenario Three: You have been asked to represent your class at a faculty meeting to address future plans for the nursing program. Consider how you will prepare for the meeting and how you plan conduct yourself – what do you need to do, say, or wear?

C. Mentoring Presentation

Mentoring is a critical component in retaining students in accelerated learning programs as well as once the student begins their journey in the nursing profession. Mentoring is key in supporting the students' transition from nursing student to nursing professional.

Share the following information on mentoring relationships and provide students the time to explore and participate in the mentoring program available at your School of Nursing. You may want to have the mentors you have selected attend the PIP and be introduced during the faculty introduction portion of your PIP and/or participate in the Meet and Greet after the close of Day One of the PIP.

If you do not have a mentoring program at your School of Nursing, review the AACN Mentoring Program Toolkit for guidance.

This presentation will familiarize students with the concept of mentoring and introduce them to your mentoring program. The presentation includes the Mentoring Presentation Facilitation Guide. The Guide follows this section.

MENTORING PRESENTATION FACILITATION GUIDE

PURPOSE

This presentation provides the students with a basic understanding of the concept of mentoring and introduces them to the mentoring program offered by your School of Nursing.

RESOURCE NEEDED

✓Your School of Nursing Mentoring Program information

PROCESS

Exercise Total Time Frame: 30 minutes minimum (depends on size of the group)
Setting: Any

Preparation

- Make enough copies of handout for all participants:

  (Your School of Nursing Mentor Program information)

- Review the handout and familiarize yourself with the content to be presented.

Step 1. Present the basic concepts of mentoring. (15 minutes)

Lecture/Discussion Content

Open with the following:

Susan Murphy, Ph.D., in the Resource Guide, Maximizing Your Mentoring Relationships (Robert Wood Johnson Foundation, Physician Faculty Scholars Program, National Advisory Committee 2009) provides that:

Mentoring is the all-inclusive description of everything done to support protégé orientation and professional development. Mentoring describes a more long term process and that focuses on the protégé's career growth and personal advancement. Mentors deal with all life structures - family, career, and current work role.

"Mentor" comes from The Odyssey written by Homer, the Greek poet. As Odysseus is leaving to fight the Trojan War, he has left his only heir, Telemachus, a teenager, to be "king" while he's off fighting the war. Odysseus hires a trusted family friend named "Mentor" to be Telie's tutor on "King-ship." According to Webster, "mentor" means "a wise advisor, a teacher, or coach".

Whether you are a mentor or a mentee, these are the best practices that you want to keep in mind:

MENTORING BEST PRACTICES - MAXIMIZING YOUR MENTORING RELATIONSHIPS

- Mentoring is a partnership built on respect and trust; it's not about the mentor being in control of the mentee. The key is to focus on a relationship where a mentor and mentee work together to provide the mentee with knowledge, sharpen skills, develop latent abilities, and hone thinking.
- Although the mentor/mentee relationship seems to focus on providing the mentee with essential skills and knowledge, the mentor should enter into the partnership with a keen eye on what s/he can gain from the affiliation as well.
- Expectations are a major component to a successful mentoring relationship.
- The mentee needs to be clear about what s/he would like from the experience and discuss those expectations with the mentor so that both partners are working towards the same goals.
- The logistics of the relationship should be defined clearly for both mentor and mentee. Consider the duration of the relationship, frequency, and type of communication that will be used, frequency of interaction, and the like.
- People are not good mentors just because they are successful in their careers.
- Mentors should be trained in the skills of communication, coaching, leading, and especially listening. Plus, good mentors have a good sense of humor - humor allows for a level of camaraderie and comfort to be forged.
- Trustworthiness is a vital characteristic—the mentee should feel as if s/he can fully confide in the mentor. Mentors & mentees must keep building trust.
- Establishing closure after the mentoring process is over is a key element for both mentor and mentee. Setting aside a special time to reflect on the journey allows both parties the ability to qualify the hard work each has done, especially as they review their intended goals and how they were reached.
- Remember that an effective mentor doesn't protect the mentee from working on his/her own. A mentor must allow a mentee to make decisions and learn from those choices—a mentor is a tutor, not a parent.

Source: © 2009 Dr. Susan Murphy Maximizing Performance Management Series. Used with permission.

Step 2. Distribute Handout (15 minutes)

Distribute Handout: (Your School of Nursing Mentor Program information). Walk the students through your program.

Give an example or share a story – from your own experience – of how mentoring impacted your life – as a mentee and a mentor. Ask other faculty to comment so that both perspectives are covered.

Ask the students to share their experiences – how have they been impacted by mentor/mentee experiences they have had in their lives.

Step 3. Close.

Close with: The mentoring program offered here is a critical component of your success. You are entering an accelerated program that will add another dimension of intensity to your life. A mentor is a person who can help you sort out not only the professional side of your transition from nursing student to nursing professional, but also help you balance all of life's demands as well. We look forward to you being in our mentor program.

Thank the students for participating.

Additional Resource:
New Careers in Nursing. (2011). *Mentoring program toolkit and handbook.* Washington, D.C. Retrieved from: http://www.newcareersinnursing.org/resources/mentoring-toolkit-and-handbook

PART VII: THE JOURNEY FROM NURSING STUDENT TO NURSING LEADER

Section One: Introduction

The transition from nursing student to nursing leader requires support and guidance, particularly for adult learners in accelerated programs, who typically want to make the transition in a short time frame. What you provide in terms of support will directly influence the student's desire to remain in the program and successfully transition into the nursing profession. The methods you employ to provide the support, and how the faculty models support for the students, will influence the students to develop methods to support themselves and in turn, support other students after they graduate.

Section Two: Presentations and Exercises

The Journey from Nursing Student to Nursing Leader – Presentations
A. School Policies and Procedures Presentation
B. Introduction to Faculty
C. Networking Opportunities

A. School Policies and Procedures Presentation

It is important for the students to understanding the curriculum and what to expect as they prepare for the rigorous program of study they are entering. Because the students are becoming acutely aware of the intensity of the program and its demands on their time, they will need to be reminded of the policies and procedures specific to your school of nursing.

Specific areas to be highlighted include counseling, financial aid, and academic support services. The stress of integrating a rigorous accelerated program into a student's life can warrant counseling services beyond what a mentor or peer could provide. Moreover, the students' financial situations may put a strain on their academic success, so access to financial aid services is also key. Finally, students need to know that if they are experiencing academic problems, academic support services centers are available to provide guidance. These services help retain students in the program so making the students aware of the support services that are available is critical.

Present your school's policies and procedures, including information on counseling, financial aid and academic support services to the students in any format of your own choosing. **NCIN strongly recommends that the Counseling Center, Financial Aid Office, and Academic Support Services introduce their centers and services at the PIP.** By presenting the staff of your various service centers, students will feel less intimidated about visiting when they are in need.

B. Introduction to Faculty

To the extent possible each member of the accelerated program's faculty should introduce him/herself during the Pre-Entry Immersion Program (PIP) and provide information about themselves both from a professional perspective and from a personal perspective. Adult students are motivated to move to the practical and gain competency quickly, so they desire to hear about faculty experiences and stories so that they can get a sense of how they will react in various professional settings.

Students who feel a connection with and sense of support from faculty feel more supported and tend to perform better. If students are comfortable with their professors and instructors, they are more likely to seek their guidance. If students have a trusting relationship with faculty, they are able to discuss their concerns and get the assistance they need- from stress management to academic difficulties.

C. Networking Opportunities

There is no better way for a student to become involved and feel a part of a profession than to meet and develop relationships with professionals who are already in the field. Informal mentoring relationships are often established at gatherings that allow nursing school alumni or nursing professionals to mix and socialize with the nursing students.

Networking events are the best opportunities to bring together a diverse group of individuals to expose the students to the possibilities of the nursing profession as well. It is at these events where students are exposed to leaders in the nursing profession and the seeds are planted in the students' minds of how they, too, can lead in the nursing profession.

1. Networking Events

Students enjoy meeting nursing professionals in addition to faculty so that they can hear more "stories from the field" and begin to visualize themselves in the nursing profession. As part of your orientation program you must provide this kind of exposure for the students. Relationships are built at these events that will help the students keep focused in the program and retain them in the nursing profession once they have graduated.

Provide an array of events during different times of day as many students may have obligations in the evenings that will prevent them from attending evening events.

2. Professional Associations

Networking opportunities also occur regularly at meetings hosted by professional associations. Make the students aware of the opportunities available for them to be involved immediately in the professional organizations formed for nursing professionals. Involvement in these organizations is another way to retain the students' interest and ensure a successful transition from nursing student to nursing leader.

You can provide students with a handout on professional associations that follows this section.

Suggested Resource:

Mauro, A. M., Escallier, L. A., Rosario-Sim, M. G. (2015). *NCIN Scholar Alumni Toolkit: Resources for Successful Transition to Professional Practice.* Washington, D.C.: New Careers in Nursing. Retrieved from: http://www.newcareersinnursing.org/resources/ncin-scholar-alumni-toolkit-resources-successful-transition-professional-practice

Professional Associations

Nursing Associations The professional associations that you might want to investigate initially are the National Student Nurses Association (NSNA), and the American Nurses Association (ANA).

Specialty Nursing Associations As you progress in you careers, you may decide to specialize in a particular kind of nursing. There are a great number of professional associations that represent those specialty nursing careers. The American Association of Colleges of Nursing's website provides a comprehensive list of nursing and nurse specialty associations as well as groups, including those devoted to faculty development and nursing research. The listing can be accessed by using the following link: http://www.aacn.nche.edu/Education/reflist.htm.

National Student Nurses Association (NSNA) www.nsna.org

NSNA's mission is to mentor students preparing for initial licensure as registered nurses, and to convey the standards, ethics, and skills that students will need as responsible and accountable leaders and members of the profession.

- Founded in 1952, NSNA is a nonprofit organization for students enrolled in associate, baccalaureate, diploma, and generic graduate nursing programs. It is dedicated to fostering the professional development of nursing students. The organization has over 45,000 members in 50 states, the District of Columbia, Guam, Puerto Rico, and the U.S. Virgin Islands.
- NSNA's Board of Directors is made up of 10 nursing students who are elected at the organization's Annual Convention. Two non-voting consultants are appointed by the American Nurses Association and the National League for Nurses to provide guidance. NSNA also employs a full-time staff headquartered in Brooklyn, NY.
- Over 3,000 nursing students participate in NSNA's Annual Convention, which features leadership and career development activities, opportunities to listen to renowned nursing leaders, hear about job opportunities, and the chance to network with hundreds of other students. The program includes a state board exam mini review.
- NSNA holds a second meeting which attracts over 1,500 students yearly: the MidYear Conference offers workshops and panels on career and association development as well as a state board exam mini-review.
- The Foundation of the NSNA, created in memory of NSNA's first executive director, Frances Tompkins, is a non-profit corporation (501 C-3) organized exclusively for charitable and educational purposes. The FNSNA has distributed over 2 million dollars in scholarships for undergraduate nursing education. The Promise of Nursing Regional Scholarship Program, administered by the FNSNA, provides undergraduate and graduate nursing scholarships and school grants
- NSNA's official magazine, Imprint, publishes five times a year and is mailed to the entire membership, with bonus issues distributed during the Midyear Conference and Convention.

American Nurses Association (ANA) www.nursingworld.org

- The American Nurses Association (ANA) is the only full-service professional organization representing the nation's entire registered nurse population. From the halls of Congress and federal agencies to the board rooms, hospitals, and other health care facilities, the ANA is the strongest voice for the nursing profession. It is headquartered in Silver Spring, Maryland.
- The ANA represents the interests of the nation's 2.9 million registered nurses through its 54 constituent member associations and over 150,000 members.
- Dedicated to ensuring that an adequate supply of highly-skilled and well-educated nurses is available, the ANA is committed to meeting the needs of nurses as well as health care consumers. The ANA advances the nursing profession by fostering high standards of nursing practice, promoting the economic and general welfare of nurses in the workplace, projecting a positive and realistic view of nursing, and by lobbying Congress and regulatory agencies on health care issues affecting nurses and the general public.
- The ANA is at the forefront of policy initiatives pertaining to health care reform. Among the priority issues are: a restructured health care system that delivers primary health care in community based settings; an expanded role for registered nurses and advanced practice nurses in the delivery of basic and primary health care; obtaining federal funding for nurse education and training; and helping to change and improve the health care workplace.
- Through the ANA's political and legislative program, the association has taken firm positions on a range of issues including Medicare reform, patients' rights, appropriate staffing, the importance of safer needle devices, whistleblower protections for health care workers, adequate reimbursement for health care services, and access to health care. The ANA and its state nurses associations' lobbying efforts are contributing to health care reform on both state and national levels.
- The ANA continues its efforts to expand the scientific and research base for nursing practice, for collective bargaining rights and workplace advocacy for all nurses, to gain better compensation and better working conditions for nurses, and to implement new ways in which nursing services can be delivered to respond to current and future demands for cost-effective, quality health care.

State Nurses Associations

Joining the American Nurses Association as a full member confers membership in the state nurses association. Note that a nurse can join the ANA directly, but will not be able to access the benefits of state association membership. A nurse can also join their state nurses association directly and will be automatically be an ANA member. State association membership allows a nurse to participate at the state level in the following activities:

- Protect and safeguard the Nursing Practice Act – one of the most important roles of ANA's State Nurses Associations
- Advocate at the state level
- Network with colleagues in the nurse's area at educational events and lobby days
- Stay informed on issues that matter in the nurse's state

PIP Toolkit
Appendix

PIP AGENDA TEMPLATE

COLLEGE OF NURSING
PRE-ENTRY IMMERSION PROGRAM

TIME	DAY ONE: ACTIVITY	LEAD	MATERIALS
	Welcome – Introduction to PIP, participant introductions	Dean, Program Lead	Name Tags, food
	Review of Agenda/Logistics – cell phones off	Program Lead	Flip chart of agenda prepared in advance
	Student Introductions – students interview each other w/ intro questions: What are you most proud of personally and professionally? Why did you pick nursing?	Program Lead Group	Handout
	Intro to Nursing – students participate in Nursing Experience – how have you had contact with the nursing profession or how has it touched your life	Group	Flipchart responses; collect note cards for discussion session
	Your view of nursing	Group	
	The nursing process	Program Lead	
	Learning About Learning – students become familiar with the rigors of an accelerated program	Program Lead, Group	Handout, reports, have copies of summary available.
	Adult learner exercise + lecturette	Program Lead	
	Accelerated Learning and adjusting to it. Quick exercise doing something in 10 min – debrief about pressure, what is gained, what is lost (individual or group?) What did they feel when doing it? How might it feel doing it over 12-18 months? What did they give up doing while doing the short exercise? What might they have to think about balancing when in the program? Journal on it. Set goals.	Program Lead, Group	
	Goal Setting for life balance, communication with others, intensity, stress management, self-care		
	Time Management	Program Lead Group	Flipchart action items and commitments
	Time management discussion + lecturette Complete entry survey Complete LASSI	Program Lead Group	

TIME	DAY TWO: ACTIVITY	LEAD	MATERIALS
	Skill Development	Program Lead	
	LASSI – Overview and Working through your results	Program Lead Group	
	Study Skills	Program Lead	
	Test Taking Techniques	Program Lead	
	Writing Skills	Program Lead	
	Math Skills for Nursing	Program Lead	
	Setting Goals	Group	
	Strategies for Academic Success	Program Lead	
	Fitting It All In	Program Lead	
	You Don't Have Read Every Word	Program Lead	
	Writing with Research: Avoiding Plagiarism and Finding Your Own Voice	Program Lead	
	Getting It While It's Hot: How to Study and Review for Putting Material in Long-Term Memory	Program Lead	
	Professional Socialization	Program Lead	
	Lingo bingo exercise + lecturette (use generally familiar terms or things they might have heard on TV to show that they are familiar w/ some things already and must learn others as they go (can't expect to know it all know))	Program Lead Group	
	Intro to medical terminology	Program Lead	
	Beginning Your Journey from Nursing Student to Nursing Leader	Program Lead	
	Policies and Procedures	School Resources Representatives	
	Intro to faculty	Program Lead Faculty	
	Mentoring Programs	Program Lead	
	Networking opportunities	Program Lead	
	Meet and Greet	Group	
	Close	Program Lead	

SAMPLE PIP AGENDA - UNIVERSITY OF MISSISSIPPI

TIME	DAY ONE: ACTIVITY	LEAD	MATERIALS
8:30	**SIGN IN AND PICK UP PACKETS**	Student Affairs	Orientation packets
9:00	**WELCOME**	Dr. Kim Hoover, Interim Dean Christina Vanderloo, Student Affairs	
9:15	**INTRODUCTIONS**	Gayle Harrell, MS Nurses Association Dr. Pat Waltman, Associate Dean of Academic Affairs	
9:20	**PACKET CONTENT/STUDENT FORMS**	Kim Ferguson, Student Recruiter	
9:40	**STUDENT LEADERS**	Hailey Ramage, Nursing Student Body President and MS Association of Student Nurses President	
9:50	**FINANCIAL AID WORKSHOP**	Stacey Matthews, Director of Student Financial Aid	Handout
10:15	**QUALITY ENHANCEMENT PLAN (QEP)**	Dr. Ralph Didlake, Director, Center for Bioethics and Medical Humanities	Presentation
10:30	**INTERNET COMPLIANCE**	Robert Singleton, Chief Information Security Officer	Presentation
10:45	**BREAK**		
11:00	**TECHNOLOGY**	Calvin Hewitt (Blackboard) Antonio Tate (Groupwise/Outlook/Computers) Lanny Helton (Distance Learning/Media Center) Jonathan Sanders (Distance Learning/Media Center)	Presentation/ Handouts
11:45	**ALUMNI AFFAIRS**	Geoff Mitchell and Ginger Daniels, Alumni Affairs	
12 noon	**LUNCH**	Lunch with Student Ambassadors	
12:45	**MEET WITH ACADEMIC ADVISORS**	Wanda Fisher and Dr. Tina Martin, Accelerated BSN Program Faculty	Program of Study Handout
1:30	***SAP* STUDENT INFORMATION SYSTEM TRAINING**	Dr. David Fowler, Director of Academic Information Systems	Handout
2:00	**EVALUATIONS**	Kim Ferguson, Student Recruiter	
2:15	**CAMPUS TOURS** Library, Financial Aid, Office of Student Records and Registrar, Bookstore, School of Nursing, Hospital	Tours led by Student Ambassadors	
TIME	**DAY TWO: ACTIVITY**	**LEAD**	**MATERIALS**
8:30	**SCHOOL OF NURSING OVERVIEW**	Dr. Tina Martin, Director of Accelerated BSN Program Dr. LaDonna Northington, Director of Traditional BSN Undergraduate Studies Dr. Robin Wilkerson, Director of North MS Sites	
8:45	**UNDERGRADUATE PROGRAM OVERVIEW**	Drs. Martin, Northington, Wilkerson	Student Handbook
9:45	**UNDERGRADUATE POLICIES**	Drs. Martin, Northington, Wilkerson	Student Handbook
10:45	**BREAK**		
10:50	**SKILL DEVELOPMENT I** TEST TAKING AND STUDY SKILLS	Drs. Martin, Northington & Wilkerson	Presentation/ Handout
11:20	**EVALUATIONS** **9**	Kim Ferguson, Student Recruiter	

TIME	**DAY THREE: ACTIVITY**	LEAD	MATERIALS
11:00-12:00	**Welcome –** **Introduction to PIP** **Student/faculty introductions** **Review of Agenda/Logistics** **Skill Development II** **LASSI Goal Setting Exercise – (online assessment)**	Dr. Waltman; Wanda Fisher; Dr. Tina Martin	Flip chart of agenda Student folders
1:00-3:00	**Rowland Medical Library Orientation**	Helvy McCall Price	
TIME	**DAY FOUR: ACTIVITY**	LEAD	MATERIALS
9:00-12:00	**Nursing School Introduction** Exercises : *Who Are You* *Nursing Experience* *Nursing Framework* *Critical Thinking Applied to Nursing*	Wanda Fisher	Handouts; note cards
1:00-2:00	**Skill Development III** Writing Skills	Dr. Pat Waltman	APA manual; handouts
2:00-4:00	**The Adult Learner and the Accelerated Learning Process** Adult Learner Stages of Learning	Dr. Pat Waltman	Handouts; Barsch Learning Style Inventory
TIME	**DAY FIVE: ACTIVITY**	**LEAD**	**MATERIALS**
10:00-1:00	**Professional Socialization** **Exercises:** *Nursing Lingo Bingo Exercise* *Medical Terminology* Professional Etiquette	Dr. Tina Martin	Handouts; Online Language of Medicine modules;
	Goal Setting Exercises : *Balance, self-care & stress management* *Boundaries & communication*	Dr. L. Northington Dr. Tina Martin Wanda Fisher	Handouts
	Mentoring	Office of Multicultural Affairs	Handout
	The Journey from Nursing Student to Nursing Leader Networking Opportunities	Former Student Panel Discussion and Q&A	Lunch
TIME	DAY SIX: ACTIVITY	**LEAD**	MATERIALS
8:00-10:00	**Skill Development III** Academic Counseling LASSI- overview and results HESI admission results	Dr. Natalie Gaughf, Office of Academic Counseling Dr. Tina Martin Wanda Fisher	Handouts; portfolio of HESI admission test results; breakfast
10:00-11:00	**Time Management** Exercises: Time Management Goal Setting Exercise for Boundaries & Communication	Dr. Tina Martin	Handouts
11:30-12:30	**The Journey from Nursing Student to Nursing Leader** Meet and Greet	Current students, faculty, alumni, Alumni Affairs, Office of Multicultural Affairs, and Office of Student Affairs School of Nursing	Lunch