Texas Tech University
Health Sciences Center
School of Nursing
SUCCESS PROGRAM

Advocating for the
Success of EVERY Student!!
Mission:

The mission of the TTUHSC School of Nursing Success Program is to provide the undergraduate student with tools necessary to succeed in nursing education through a Success Program which promotes individual student growth through both clinical and didactic experiences.

Vision:

The TTUHSC SON Success Program will be recognized for visionary leadership, respect for the unique gifts of every student and innovative student-centered plans for success.

Values:

The TTUHSC SON Success Program recognizes that a successful retention program must actualize student potential by embracing a spirit of approachability and trust, compassion and transparency. Therefore, our values reflect an encompassing emphasis on integrity, personal accountability, caring team work, respect for diversity and individual uniqueness, and innovation in teaching and learning.
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Services Offered:

The purpose of the Success Program is to assist every student in learning how to achieve success, which is identified (at a minimum) as remaining in nursing school and graduating on time. The services Retention Faculty offer include, but are not limited to, guidance to:

- Assess learning needs
- Identify obstacles to learning
- Develop a learning plan based on identified needs
- Assist in learning new skills, such as:
  - Test-taking skills
  - Improved study skills
  - Time management skills
  - Coping strategies to address mild situational anxieties
- Introduce new resources, such as ATI, NCLEX review books, quality nursing websites and other learning tools
- Review of exams and NCLEX questions
- Provide a sounding board for balancing the pressures of nursing school
- Referrals for:
  - Peer tutors
  - Professional counseling services
  - Student Services for ADA testing/accommodations
  - Department Chair or Student Services for advice on scholarships and financial aid
Success sessions with a Retention Faculty may be done by scheduling appointments on an “as needed” basis or on a schedule that works for you.

Success sessions may be done individually or in groups (either large or small).

Students may self-refer to the Success Program or may be referred by one of their nursing professors.

More information and tips on being successful in a nursing program are available at (website)

The Retention Faculty for my nursing program/class is:

____________________________________________________________________

Contact info:
Office phone:
Cell phone:
Email:
Texas Tech University Health Sciences Center
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I, ________________________________, acknowledge that I have been given information and had the opportunity to ask questions about the Success Program and how to contact the Retention Faculty for my nursing program.

____________________________________________________     ______________
Signature of student                                                                               Date
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Conceptual Framework:

There are several frameworks that we may consider when looking at the needs and experiences of the nursing student. The student is being exposed to a new culture, new language, to new and more demanding constraints on their time, different ways of learning, and often doing so without the close personal relationships that have supported them to this point in their educational experience.

In order to put into practice the stated values of the Success Program, we must find ways to identify the at-risk student and offer help in ways that are meaningful and relevant to the student, as well as being congruent to our mission, vision and values. Early intervention is crucial to the success and retention of every student.

As new students enter the unknown culture of nursing school and the wider culture of nursing in general, with its new language, customs and practices, it is essential that we, as Retention Faculty, be aware of our role as a mentor in guiding those who fall behind or are resistant to learning about this new culture. Culture shock is not a phenomenon known only to tourists in foreign lands. In addition, because we recognize and value diversity in our students, we realize there are many other cultures coming into play, along with assimilation into the culture of nursing school. In our role of Retention Faculty, we must be culturally competent and sensitive to our influence as part of the different cultures that we represent, including that of the experienced nurse and as a representative of the nursing school. As we help students make a seamless transition into nursing school, we may consider Campinha-Bacote’s Model of Cultural Competency, “Have I ASKED myself the right questions?” Using the ASKED mnemonic (Awareness, Skills, Knowledge, Encounters and Desire), we can check our own actions to be sure that we are aware of the students background and are helping the student to assimilate into the culture and expectations of nursing school, as well as checking in on the reactions of students as they learn about this new and often confusing culture.
Benner’s theory of learning, *From Novice to Expert*, helps us, as Retention Faculty, to recall and understand the reactions of students as they move through the experiences of novice nursing students learning new ways of dealing with the often tremendous sense of being overwhelmed by the workload expected of them. As they grow into their roles and move into competency and proficiency as nursing students, they hone their learning skills and begin to think critically. As they develop nursing judgment, they move into the phase of expert – not expert nurses, but expert nursing students, able to successfully navigate the intricacies of learning the role of graduate nurse.

However, as Retention Faculty, our main focus is on the student who is not successfully navigating his/her way through the potential shoals of nursing school. Our role is to help those who struggle with this task, to leave behind habits and ways of learning that are ineffective now and to find new ways of studying, learning and coping. We accomplish this by developing an individualized plan of action with the student, focusing on identifying obstacles to learning, learning more efficient ways to study and manage their time, and developing skills for testing and coping (insight, anxiety, negative self-talk).

But one of the most important aspects of our role as Retention Faculty is to care about the success of every student. Jean Watson, in her *Theory of Human Caring*, states that caring is the central characteristic of nursing, a transpersonal caring relationship based on the conscious connection between the one caring for (Retention Faculty) and the one cared for (student), while maintaining the dignity and uniqueness of each person’s teaching-learning experience. As John Maxwell said, “People don’t care how much you know, until they know how much you care.” This is especially true with some students, who need the extra care and attention of a mentor, while also having professional boundaries role-modeled for them by the Retention Faculty. While all members of faculty are concerned for the success of every student, it is gratifying for students to have the support of Retention Faculty who are there specifically to help them grow and flourish in their new environment. The impact of this caring and supportive relationship is immeasurably important to successfully identifying at-risk students and putting early interventions in place for their success, as well as being helpful to the student who is doing well but wants to improve to his/her greatest potential.

While the retention of every student is important in a nursing program and to nursing as a whole, the focus of the [Success Program](#) is on more than that. Just as nursing is more than a career, the [Success Program](#) is concerned with building competent, caring people who will be capable of entering any field of nursing, experiencing continued growth and demonstrating excellence throughout their career as a professional nurse.
References


