

Yale School of Nursing Academic Support for Success

Yale School of Nursing (YSN) is committed to supporting the success of all students, as they progress to become the practitioners and faculty of the future. Nursing faculty share responsibility for supporting students in reaching academic goals, clinical competencies and achieving high standards of professionalism. Faculty recognize that students may need additional and various types of support to meet the standards necessary for academic progression and professional practice. At the same time, students are expected to be accountable for their learning and course assignments. In graduate academic programs, the expectation for students enrolled in a didactic course is 3 hours of work for every hour of class per week, in addition to clinical hours. The Academic Support Plan for Success (herein referred to as the Plan) aims to deliver specific and tailored support for re-learning and competency attainment, beyond the general academic supports available to all YSN students. To this end, the Plan is not a remediation plan per se instead it is a holistic process that promotes successful outcome measures for the student enrolled in the masters' program.

YSN Individualized Student Academic Support Plan

Early identification and tailored intervention for students, who may be at risk of not meeting academic metrics of successful learning across GEPN and/or MSN programs, is the primary goal. An Academic Support Team (herein referred to as Team) will be developed that is prepared to apply a learner-centered model and to support the student's educational and related needs that affect learning. YSN will identify certain faculty, preferably who have a background in educational teaching and foundations, who will become regarded as leaders of the Academic Support for Success Team. Each Team member will be able to provide educational guidance and coaching for students and faculty. When there has been a student referral, a team will be assembled by a designated Team Leader. The team will consist of 3-6 members including at a minimum the student and Team Leader. Essential members of the team may include course instructor(s), a program faculty member, GEPN and/or Specialty Program advisors, clinical preceptor, Office of Student Life & Belonging (OSLB), or any stakeholder that the student and/or Team Leader may deem essential to the student's success. To this end, the intent is to identify learning issues early, establish a specialized support team of faculty/staff, and create an individualized Plan that will promote learning and demonstration of competency.

Initiation of Plan

Referral to the team may be initiated by the student, advisor, or faculty of record, with consent of the student, at any point during the student's time at YSN, although early identification is key to academic progression and success. The Team Leader will confirm the consent with the student. Students who perceive challenges to learning are encouraged to share their concerns with faculty, staff in the OSLB and/or the Office of Diversity, Equity and Inclusion (ODEI), receive guidance for supportive resources and weigh the benefits of referral to the Team. If the student has accommodations per Yale University Student Accessibility Services, it is the student's prerogative to disclose any or all accommodations. The Team will work with the

information provided by the student and objective data available to support and guide the student.

Additional Resources for Students with Learning and/or Physical Disabilities

Students may know or be totally unaware of learning and/or physical disabilities that are causing them challenges. The Yale Student Accessibility Services (<https://sas.yale.edu>) is the primary resource that students can access to secure needed accommodations and/or seek to be evaluated. Accommodations might include certain environmental aspects while taking an exam, needing a note taker, etc. The Associate Dean of the OSLB serves as the designated liaison to Student Accessibility Services.

Operational Definition of Plan

Yale Campus resources available to all students include the OSLB, Academic Support Unit (ASU), Poorvu Center, SAS, just to mention a few. In addition, YSN has resources to support successful learning that include, but not limited to, teaching assistant (TA) or teaching fellow (TF) review sessions, pre and post exam TA support, faculty and/or advisor student meetings, peer study or support groups, peer or faculty workshops on testing strategies, practice tests, and re-taking an exam or performing an alternative assessment (as appropriate). There is a direct correlation between successful remediation and being assessed in a way that requires retrieval of content and learning¹. The Plan will therefore include re-exposure to content and a subsequent assessment to improve student learning, retention of content and nursing student competency. As such, students will be afforded the opportunity to demonstrate competency to perform an alternative re-assessment of course content, limited to one per course. A passing score will be the highest score awarded regardless of whether the grade they receive on the alternative assessment is higher. The faculty of record will decide on the type of re-assessment (e.g. multiple choice, other assignments, case study, etc), score needed/required, and time frame, but will also collaborate with the Team.

Process of Academic Support Plan Development/Implementation/Evaluation

The Team Leader will initiate the self-assessment process by meeting to collect information and insight from the student. Areas for improvement in academic/clinical performance that are challenging will be identified by both the student and faculty in order to develop a comprehensive, tailored plan incorporating a holistic view of the individual student. The Team Leader, in collaboration with the team members will determine adaptive strategies with measurable objectives and a timeline for meeting those objectives. The strategies and objectives will be put in written form with a copy kept by the team and a copy signed by the student, Team Leader and Advisor. These documentation files will be kept in the Office of Enrollment Management which will be deleted upon graduation. They will not be part of any official academic record.

The Team Leader working with the student has the responsibility to ensure optimal coordination of the supportive actions with other courses/faculty requirements students have. At each meeting the student's progress and meeting of objectives will be addressed and documented by the advisor. The student is expected to follow through with all agreed-upon plan

elements as outlined in the specific plan, (template example below). The plan may be amended or discontinued at any point by the student. It is important to recognize that although everything will be done so that the student can be successful, there is the possibility the outcome may not produce the results desired. At which point, the advisor with the student may need to refer to the policy on academic difficulty (<https://nursing.yale.edu/admissions-aid/office-enrollment-management/registrar/msndnp-students-academic-difficulty>).

¹ Green, ML, Moeller, JJ & Spak, JM. (2018). Test-enhanced learning in health professions education: A systematic review: BEME Guide No. 48. *Medical Teacher*, 40, 4, 337-350.

Approved by BPO August 19, 2020

Academic Support for Success - Individual Plan of Study Elements

Part of Plan	Technique	Who/When	How Often/ Where	Notes
	Identify/address to extent possible sources of stress that may impede learning (e.g., financial, health, family needs)			
	Facilitate referrals for assistance with specific stressors			
	Reviewing effective study skills			
	Enhancing stress management techniques			
	Taking practice tests			
	Tutoring (specialized)			
	Group work (e.g. study group, support group)			
	Simulation			
	Time management strategies			
	Critical thinking exercises			
	Collaborative learning exercises			
	Faculty advising/mentoring check-ins			
	Re-exploring/commitment to personal motivation for the program/APRN goal			
	Prep for reassessment			
	Competency exam or alternative assessment			
	Other: TBD			

Signature, Student

Date: ___/___/___

Signature, Academic Support Team Leader

Date: ___/___/___