

[YSN Academic Support for Success](#)

Yale School of Nursing Academic Support for Success

Yale School of Nursing (YSN) is committed to supporting the success of all students. Nursing faculty share responsibility for supporting students in reaching academic goals, clinical competencies, and achieving high standards of professionalism. 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. However, some students may need extra time and support to meet the standards necessary for academic progression and professional practice. The Academic Support Team (AST) aims to deliver specific and tailored support for competency attainment to those students. AST supports a holistic process that promotes the student's success in meeting expected academic and clinical outcomes for GEPN and MSN specialty students.

YSN Individualized Student Academic Support

The goals of AST are

- to identify students who may be at risk of failing to meet academic standards of successful learning as early as possible
- to develop tailored interventions to support students in meeting these standards

The Academic Support Team is prepared to apply a learner-centered model and to support the student's education and related needs that affect learning. To this end, the intent is to identify learning issues early, establish specialized support, and create an individualized plan that will promote learning and demonstration of competency. The YSN Academic Support Team (AST) is a committee at YSN comprised of faculty and staff

Initiation of the Plan

AST referral must be initiated by the student, but an advisor, faculty of record may suggest a self-referral, as early identification and referral are key to academic progression and success. Students can make a self-referral by filling out the [Academic Support Team Referral Qualtrics](#). When a student self-refers, the student will meet with the Associate Dean of Student Life who is the chair of AST to briefly discuss their individual challenges and share their goals for working with their AST faculty member. Then, the chair will connect the student with an AST faculty member. The student and faculty member will meet at mutually agreed upon intervals. AST faculty members may interface with course instructor(s), specialty/program directors, preceptor, or any stakeholder that the student/faculty member deem essential to supporting the student

Students who perceive challenges to learning are encouraged to share their concerns with faculty, staff in the Office of Student Life (OSL) and/or the Office of Diversity, Equity, and Inclusion, and Belonging (ODEIB) to receive guidance for supportive resources and weigh the benefits of referral to AST.

Process of Academic Support Plan Development/Implementation/Evaluation

The AST faculty member will initiate the self-assessment process by meeting, to collect information and insight, from the student. Together they will identify areas for improvement in academic/clinical performance to develop a comprehensive, holistic, tailored plan. The AST faculty member, in collaboration with the AST, will determine strategies with 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 share with the student. These documentation files will be deleted upon graduation. They will not be part of any official academic record.

The AST faculty member working with the student is responsible for coordinating the supportive actions with other courses/ faculty requirements. At each meeting, the student's progress and objectives will be addressed and documented. The student is expected to follow through with all agreed-upon plan elements as outlined in the specific plan. The plan may be amended or discontinued at any point by the student. It is important to recognize that although a support plan will be put into place so that the student can be successful, there is the possibility the outcome may not produce the results desired.

Additional Resources for Students with Learning and/or Physical Disabilities

Students may know or be unaware of learning and/or physical disabilities 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. Accommodation might include certain environmental aspects while taking an exam, needing a note taker, etc. The YSN Associate Dean of Student Life and the YSN Associate Director of Student Success serve as the designated liaison to Student Accessibility Services (SAS).

If the student has accommodations per Yale University Student Accessibility Services, it is the student's prerogative to disclose any or all accommodations. AST will work with the information provided by the student and objective data available to support and guide the student. Students are never required to disclose disabilities to faculty members.

Reassessment Plan for Students with a Failed Assessment in a Course:

Yale Campus resources are available to all students including OSL, Office of Teaching and Learning (OTL), Poorvu Center, SAS, and ODEIB. In addition, YSN has resources to support successful learning that may include 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 YSN reassessment plan will therefore include re-exposure to content and a subsequent reassessment to improve student learning, retention of

content and ability to demonstrate competency. As such, YSN students will be afforded the opportunity to perform a reassessment of course content, limited to one per course of an attempted assessment that was failed. A passing score of 74% will be the highest score awarded regardless of whether the grade a student receives on the reassessment is greater than 74%.

The faculty of record will decide on the type of reassessment and the grading rubric, as in some cases, only the topical area(s) where competency was not demonstrated will be reassessed (e.g., multiple choice, short answer, other assignments, case study, presentation, project, etc.).

The timing of the reassessment will be at the end of the semester. However, if mutually desired, the reassessment may occur sooner with shared decision-making between the student and faculty. Often coursework is scaffolded, and it is important for students to demonstrate competency with initial material before moving on to more advanced concepts. Students requesting a reassessment must notify the faculty of record prior to the last day of the course, requests for a reassessment of the final exam must be received within 3 days of the final exam grade being posted in Canvas

¹Green, 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 March 22, 2023

* Students in the Yale Online MSN program will work with the YSN Office of Student Life directly regarding student support.

https://nursing.yale.edu/sites/default/files/files/Academic%20Success%20Plan_FINAL.PDF