

## **Research Based Support for Start Right™**

The Start Right™ in Nursing School program is based on a dissertation by Anita Kinser, EdD, RN, BC. The research study included development of a computer-assisted remediation tool for at-risk nursing students. The tool was a web-based interactive program that includes assessment of factors related to study skills and test-taking skills, with remediation suggestions provided based on the results of the assessment questions. Content validity and ease of use of the program was established through alpha testing by nursing faculty with experience in teaching and remediation with undergraduate nursing students. Following alpha testing, helpfulness and ease of use of the web-based tool was evaluated by beta testing with nursing student volunteers.

Beta testing by current nursing students from two separate nursing programs during Phase III demonstrated that student perceptions agreed that the program demonstrated appropriate assessment of study skills, test-taking skills, and interfering factors related to nursing students' ability to study effectively. Survey responses from student participants demonstrated that the majority of students felt the remediation strategies provided were helpful to current nursing students and that the interactive approach was effective in providing the assessment and remediation strategies. An overwhelming majority of nursing student participants indicated they would recommend the program to other nursing students to help them strengthen their study skills and test-taking strategies.

Based on the positive results of the dissertation project, Dr. Linda Caputi and Dr. Anita Kinser collaborated to develop a more formal, interactive web-based program that provides a printed report for students of their results and suggested strategies for improvement. The Start Right™ program also provides individual and aggregate student data for nursing faculty to be used in further remediation and data collection as needed.

Following is an abbreviated list of key references used to support the development of the program:

**Research-based references supporting remediation in study skills and test taking skills:**

**Supports knowing one's learning style as well as remediation:**

Yurkovich, E. E. (2001). Working with American Indians toward educational success. *Journal of Nursing Education, 40*(6), 259–274

**Supports need for assessment of study skills and personal/family issues.**

Manifold, C., & Rambur, B. (2001). Predictors of attrition in American Indian nursing students. *Journal of Nursing Education, 40*(6), 279–28

Wilson, M. (2001). *Predicting Student Retention and Academic Achievement in Western United States Associate Degree Nursing Programs*. Unpublished Dissertation, University of Southern California, Los Angeles

**Supports assessment & remediation with study skills in nursing students:**

Kyrkjebo, J.M., & Hanestad, B. R. (2003). Personal improvement project in nursing education: Learning methods and tools for continuous quality improvement in nursing practice. *Journal of Advanced Nursing, 41*, 1, 88-99.

(Students reported improvement after self assessment and improving study skills)

**Supports remediation in study skills and test taking:**

Lockie, N. M., & Burke, L. J. (1999). Partnership in learning for utmost success (PLUS): Evaluation of a retention program for at-risk nursing students. *Journal of Nursing Education, 38*(4), 188–196

(Students who attended remediation on reading, note-taking & study skills had improved outcomes)

Tetem, E., & Payne, J. L. (2000). The impact of a college nursing retention program on the graduation rates of nursing students. *Association of Black Nursing Faculty Journal, 11*(3), 59–65

(Demonstrated improvement in exam grades & GPA after remediation on study skills)

Waycaster, P. (2001). Factors impacting success in community college developmental mathematics courses and subsequent courses. *Community College Journal of Research & Practice, 25*, 5/6, 403-417.

(Demonstrated improved outcomes after remediation courses taken)

**Supports computer-assisted instruction:**

Beeson, S. A. & Kring, D. L. (1999). The effects of two teaching methods on nursing students' factual knowledge and performance of psychomotor skills. *Journal of Nursing Education, 38*, 8, 357-362.

- Jeffries, P. R. (2001). Computer versus lecture: A comparison of two methods of teaching oral medication administration in a nursing skills laboratory. *Journal of Nursing Education, 40*(7), 323–331
- Madorin, S., & Iwasiw, C. (1999). The effects of computer-assisted instruction on the self-efficacy of baccalaureate nursing education students. *Journal of Nursing Education, 38*(6), 282–285
- Neafsey, P. J. (1997). Computer-assisted instruction for home study: A new venture for continuing education programs in nursing. *The Journal of Continuing Education in Nursing, 28*, 164–172
- Ueltschy, L. C. (2001). An exploratory study of integrating interactive technology into the marketing curriculum. *Journal of Marketing Education, 23*(1), 63–72