Date:

Action Plan

Student Name : Mina

Strengths	Areas to improve	Areas to explore together
Strong performance on lab portion of test (83%–100%) Passing grade on Assessment-type questions (64%)* Beginning foundation in Communication Field of Knowledge (58%) Passing grade on simpler-level questions of Bloom's Taxonomy (69% and 67%) Passing grade on first half of test (60%) Fluent in two languages and learning two more Adult learner with life experience Seeing a counsellor for childhood trauma	Application of knowledge • pathophysiology (30%–50%) + pneumonia (60%) • Scientific Field of Knowledge (52.5%) Assessment-type questions (64%)* Intervention-type questions (41%) Apply-level questions (46%) * We included performance on Assessment-type questions as both a strength and an area to improve. We congratulate you on your passing grade on these questions, but it remains an area to improve, as 64% is not a strong performance.	Use of memorization as a study strategy Poor performance on second half of test (48%) – did not finish test Communication and language skills: • Lost marks for answers not clearly written Not all answers linked to the case Seeking help

Focus Points for Your Action Plan:

1. Seeking help

2. Improving English-language skills

3. Developing a more varied approach to studying

4. Improving test-taking skills

Action Plan

1. Seeking help

Explore your hesitancy in seeking help. We understand why you are hesitant, but, because Nursing is such a demanding program, we think you need additional help. We would like to help you access various college resources, if you are willing.

2. Improving English-language skills

Learning a new language is always a challenge. You are using a third language, and you should be proud. You need help, however, because some of your answers on the test were not clearly written. We can help you to arrange for an English-language peer tutor.

3. Developing a more varied approach to studying

Developing a strong knowledge base is the key. Here is what we suggest:

- Prepare for class
  - ✓ Using the Learning Outcomes in the Course Manual, skim assigned readings for main ideas
  - ✓ Skim previous notes for relevant content
- Make your own notes
  - ✓ Since you are a visual learner, let's talk about colour-coding and highlighting to help structure your notes
- Review
  - ✓ When reviewing after class, use the textbook to fill in gaps. Since you have difficulty taking notes when the teacher is talking, this will help you complete your notes
- Think about your teacher as a resource person
  - ✓ Make appointments to see your teachers. This will also help you build connections with your teachers.

We suspect you are using memorization to study. You will find this strategy limiting as content becomes more complex. Here are some strategies to help you apply theory.

- Learn to <u>understand</u> rather than memorize
  - ✓ Understanding the material helps you apply what you are learning
    - o Build on what you already know
    - o Approach the new content step by step
    - o Reflect: ask yourself questions
- Practice making links
  - ✓ Making links between pathophysiology and nursing activities helps you problem-solve
- Study actively
  - ✓ Answer the questions at the end of each chapter
  - ✓ Work through case studies
  - ✓ Consider the idea of a study group and/or peer tutor. Since you are, to some extent, a verbal learner, a study group and/or peer tutor would be very helpful for you. If you are interested, we will help you find these resources.
- Relate theory in clinical practice

✓ Apply class content to understand what is happening with your client in the clinical setting. This will help you understand the theory versus memorizing.

4. Improving test-taking skills

Preparing for the Test:

- Come prepared
  ✓ Make a written schedule to cover all topics. Because you are a visual learner, a written schedule will help you see what you have to do. Are you already doing that? If not, what are you doing to track your studying?
  ✓ Try to finish all topics 1 or 2 days before the test. Finishing all topics before the test will reduce your stress level.
- Study related topics together. It is important to see that the topics you are learning relate to one another. Look at the topics you need to study for the next test. What topics do you think can be studied together?

Preparing for Assessment-type questions – you received a passing grade on Assessment-type questions but 64% is not a strong mark.

- Make links between pathophysiology and signs and symptoms; for example . . .
- Identify the difference between a sign and a symptom; for example . . .
- Make links between pathophysiology and etiology; for example . . .
- Practise identifying the nursing problem. As your English improves, you will be able to tell the difference between an "actual," "potential" and "possible" problem.

Preparing for Intervention-type questions – you received a failing grade on Intervention-type questions (41%).

- Make links between pathophysiology and related treatments; for example . . .
- Practise how to prioritize interventions for a given disease process based on the pathophysiology. This will help you choose the priority intervention in a case situation.

Performing on Test Day

- Manage your time during the test. You said that you did not finish the last test because you took too much time on some questions. You need a strategy for managing your time on a test. We suggest that you:
  o Note the time allotted for the test (e.g., 2 hours)
  o Allow some time at the end for review (e.g., 10 minutes)
  o Divide the remaining time into two: assign half of the test to the first time block and half to the second time block.
  o When faced with a question you cannot answer, note it in the margin and move on. Since you like to answer the questions in order, this could be an efficient use of your time.

- Improve your approach to taking case-based tests. This will help you improve your performance on Apply-level questions.
  ✓ Use the information in the case. When forming your answer, is it based on the information in the case?
  ✓ Read the whole case through; then circle key words. This will help you form answers that link closely to the information in the case.
  ✓ Before you answer a question, take time to read it and understand what is being asked.

Below is the rationale for each of the strategies we have suggested for Student Mina. This is not part of the Action Plan, but this example will help you better understand our reasoning.

1. Seeking help

Action Plan	Rationale
Explore your hesitancy in seeking help	We decided to address "seeking help" first because many of the strategies in the rest of the plan are dependent upon Mina being willing to access college resources.

2. Improving English-language skills

Contact college resources to request a peer tutor for help with your English	These expert resources are suited to helping Mina. At this time, we are not focusing on her French-language deficits. Our priority is to improve her English so that she will pass the tests.

3. Developing a more varied approach to studying

<u>Studying – Developing a Strong Knowledge Base</u> Prepare for class ✓ Using the Learning Outcomes in the Course Manual, skim assigned readings for main ideas ✓ Skim previous notes for relevant content Make your own notes ✓ Keep your notes organized in a way that works for you; for example, colour-coding and highlighting Review ✓ When reviewing after class, use the textbook to fill in gaps See your teacher as a resource ✓ Make appointments to see your teachers <u>Studying – Applying Theory</u> Learn to *understand* rather than memorize	Considering her language difficulties, skimming rather than reading in depth may keep Mina from being overwhelmed by too much reading. We know that Mina has had limited exposure to different methods of recording information. Therefore, considering that Mina is a visual learner, teaching about colour-coding and highlighting notes can help her organize her material. Since Mina has difficulty taking additional notes when the teacher is talking, this will help her complete her notes as she reviews. Because Mina is reluctant to ask for assistance, this strategy may help make connections with her teachers.

✓ Understanding the material helps you apply what you are learning
 	
   o Build on what you already know
 	
   o Approach the new content step by step
 	
   o Reflect: ask yourself questions
	Based on the fact that Mina passed simpler-level questions and failed higher-level questions, we suspect that she is using memorization as a study strategy and therefore may not be able to make links.

Practise making links ✓ Making links between pathophysiology and nursing activities helps you with problem-solving	Again, we want Mina to diversify her study strategies.
Study actively ✓ Answer questions at the end of each chapter ✓ Work through case studies ✓ Help Mina find a study group	Mina does not have friends with whom to study as a group. We will work with her on this.
Relate theory in clinical practice Apply class content to understand what is happening with your client in the clinical setting	This will help Mina understand theory versus memorizing and make links between pathophysiology and nursing activities.

4. Improving test-taking skills

<u>Test-Taking – Preparing for the Test</u> Come prepared: ✓ Make a written schedule to cover all topics ✓ Try to finish all topics 1 to 2 days before the test	As Mina is a visual learner, a written schedule will help her see what she needs to do. In addition, finishing all topics before the test will help reduce her stress level.
Study related topics together	Again, this will help Mina make links in her learning
<u>Test-Taking – Preparing for Assessment-type questions</u> Make links between pathophysiology and signs and symptoms Identify the difference between a sign and a symptom Make links between pathophysiology and etiology	Although she received a passing grade on Assessment-type questions, this was only a marginal pass (64%). As mentioned previously, we suspect Mina is using memorization. We know that this strategy has limited value and she will struggle as these questions become more complex.

Practise identifying the nursing problem	If Mina can overcome her language difficulties and learn to differentiate between an "actual," "potential" and "possible" problem, she will be better prepared to answer these questions.
Test-Taking – Preparing for Intervention-type questions	
Make links between pathophysiology and related treatments	Mina failed the Intervention-type questions; again, this is suggestive of memorizing versus problem-solving.
Practise how to prioritize interventions: ✓ Identify the pool of interventions for a given disease process based on the pathophysiology	This will help prepare her to choose the priority intervention in a case situation.
Test-Taking – Performing on Test Day	
Manage your time during the test	Mina did not finish the previous test; therefore, she needs a strategy to manage her time when writing a test
Improve your approach to taking case-based tests: ✓ Use the information in the case ✓ Read the whole case through; then highlight, underline or circle key words ✓ Take time to read the question and understand what is being asked before you answer	We need to validate with Mina how she uses information in a case. This strategy should promote formulating answers that link closely to the information provided in the case and, ultimately, improve her performance on Apply-level questions.