Study Strategies and Resources to Maximize Success in Nursing School

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Student Success Center Resources

Academic Services
Student Services
Student Success Center Team

- Jennifer Hayes-Klosteridis, Director
- Tiffany Murphy, Assistant Director
- Whitney White, Assistant Director
- Dardanelles Estes, Coordinator
Academic Services

- Academic Advising
- Guided Study Sessions
- Individual Peer Tutoring
- Academic Coaching
- Medication Calculation Assistance
- Academic Workshops
Academic Services

Guided Study Sessions

Peer Tutoring

Academic Workshops
Student Services

- Student Success Immersion Program
- New Student Orientation
- Career Services
- Student Organization Support
- White Coat Ceremony
- Alumni Speaker Series
- Dean’s List Recognition
- Graduation Stringing
Student Services

Career Fair

White Coat Ceremony

Alumni Speaker Series

Stringing
Student Success Center

The Student Success Center (SSC) provides academic support and student services to enhance student learning outcomes and the overall student experience. Established in 2010 by a “Who Will Care?” grant from the Maryland Hospital Association, the SSC offers a variety of services:

**Academic Support Services**

- Guided study sessions
- Private peer academic tutoring
- Individualized academic coaching
- Assistance with nursing-specific uniting and medication dosage calculations
- Academic enrichment workshops

**Student Services**

- Career services
- New student orientation
- Student Success Immersion Program
- Student organizations support
- Group academic advising
<table>
<thead>
<tr>
<th>Announcement</th>
<th>Date</th>
<th>Time</th>
<th>Details</th>
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<tbody>
<tr>
<td>Canceled: How to Prepare for an Interview workshop</td>
<td>Monday, November 24, 2014</td>
<td>9:02:41 AM EST</td>
<td>The How to Prepare for an Interview workshop scheduled for 1 p.m. on 11/24 has been canceled.</td>
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<td>Thursday NURS 503 GSSs Rescheduled</td>
<td>Thursday, November 6, 2014</td>
<td>11:59:00 PM EST</td>
<td>Starting the week of 11/10, the Thursday GSS for NURS 503 with Melanie will be moving to WEDNESDAYS 11am-12noon in the Student Success Center. The Thursday GSS for NURS 503 with Sarah M. will be moving to TUESDAYS 5:30-6:30pm in Room 580.</td>
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<tr>
<td>NURS 314 - Friday GSS Cancelled</td>
<td>Wednesday, November 12, 2014</td>
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<td>This week’s Friday GSS for NURS 314 with Eddie is cancelled (11/14).</td>
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<td>Thursday NURS 505 GSS Moved to Fridays</td>
<td>Thursday, November 6, 2014</td>
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<td>Starting the week of 11/10, the Thursday GSS for NURS 505 with Melissa will be moving to FRIDAYS 10:30-11:30am in the Student Success Center.</td>
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Appointments for:
- Guided Study Sessions
- Peer Tutoring
- Academic Coaching
- Career Services (Résumé Review)
- …and more!

http://umd.tutortrac.com
- Login with your @number.
- Password: password
LASSI

- Learning & Study Strategies Inventory
  - Gather information about learning & study practices & attitudes
  - Academic Coaching appointment
  - School Number: 73143
  - User Name: ukpz
  - User Password: snd4n
  - Be sure to enter your email address to receive results.
Three Stages of Strategic Studying and Establishing a Study Plan that Works for You!
Why is it important to think about study skills at nursing school?

- Nursing school content builds on pre-requisite coursework
- Most nursing school exams are different than exams taken in pre-requisite courses
- 15 credits of nursing school coursework is not equivalent to 15 credits of coursework in other programs
Typical Student Study Approach

- Print PowerPoint slides
- Take notes during lecture
- Read textbook assignment beginning to end
- Highlight everything in textbook
- Skim charts, figures, and diagrams
- Work with assigned practice questions
- Read the objectives and/or chapter summary
- “Study” slide to slide (usually 48 hours < exam)
How to Study With Your Brain in Mind

- Understand your strengths, weaknesses, and preferred learning style
- Break studying into several sessions
- Build a weekly study schedule based on study strategies proven to be effective for nursing school
- Commit to your schedule
- Be strategic with studying
Three Stages of Strategic Studying

- **Stage 1: Preview**
  - Occurs prior to lecture
- **Stage 2: Review**
  - Occurs within 24–48 hours of lecture
- **Stage 3: Synthesis**
  - Occurs after preview, lecture, and review, but prior to the next lecture
Stage 1: Preview

- Occurs prior to lecture
- Scope out the assigned reading
- Pay attention to headings, key words, questions
- Pay close attention to the location of charts, figures, summary, and practice questions
- Compare lecture PowerPoints to assigned readings
1. Define selected terms related to medication administration. *Kozier & Erb* pp830 – key terms box

2. Describe legal aspects of administering medications. *Kozier & Erb* p832 – Table 35–2

3. Identify physiologic factors and individual variables affecting medication action. *Kozier & Erb* pp836–838

4. Identify essential parts of a medication order. *Kozier & Erb* p841 – Box 35–1 and 35–2

5. State the “rights” to accurate medication administration. *Kozier & Erb* p850 – Box 35–4

6. Describe steps for safely administering medications via all routes of administration *Kozier & Erb* pp851–898

7. Discuss measures to safely regulate and monitor IV fluid replacement therapy. *Kozier & Erb* pp878 – 895

8. Accurately calculate oral and parenteral medication dosages, IV administration rates, and pediatric dose ranges. *Boundy & Stockert* pp123–283
Stage 1: Preview

- **Stage 1: Preview**

  *Two main fluid compartments:*

  Intracellular – within cells – larger – 40% body weight
  Extracellular – outside cells – intravascular fluid (inside blood vessels) and interstitial fluid (tissue spaces) – 20%

  *Key terms:* osmolality (solute concentration), diffusion, osmosis, filtration, passive transport, active transport, semipermeable membrane, solute concentration, isotonic, 300mOsm/L, crystalloids, colloids
Stage 1: Preview – Pay attention to charts and figures
Stage 2: Review
- Occurs within 24–48 hours of lecture
- Combines lecture notes with details from the textbook
• Lower concentration (tonicity) of solutes (electrolytes)
• Infusion causes unequal solute concentration among the fluid compartments
• Crystalloid infusion lowers serum osmolality in vascular space; fluid shifts from intravascular to intracellular and interstitial space
• 0.45% NaCl, 0.33% NaCl, 0.2% NaCl, 2.5% dextrose in water (D5W)

Two basic fluid compartments
The intracellular and extracellular spaces are the body’s basic fluid compartments. The extracellular space is further divided into the intravascular and interstitial spaces.

Hypotonic Environment:
The solute concentration is greater inside the cell; the free water concentration is greater outside. Free water flows into the cell.

Ask–Do I understand?
Stage 3: Synthesis
- Occurs after preview, lecture and review, but prior to next lecture
- Elevates learning

Blooms Taxonomy

- Evaluation
  - Verbs: appraise, assess, criticize, defend, evaluate, justify, support

- Synthesis
  - Verbs: compile, create, develop, generalize, integrate, propose

- Analysis
  - Verbs: analyze, compare, contrast, differentiate

- Application
  - Verbs: apply, carry out, construct, demonstrate, operate, produce, use

- Comprehension
  - Verbs: comprehend, condense, describe, discuss, distinguish, interpret, locate

- Knowledge
  - Verbs: define, describe, identify, label, list, match, name, outline, recall, recognize, reproduce, select, state

6 Levels in the Cognitive Domain of the Taxonomy

- Pre-req test questions

Information at each level
The inferior vena cava returns ___________ blood to the _______ of the heart.

A) deoxygenated, left ventricle  
B) oxygenated, left atrium  
C) deoxygenated, right atrium  
D) oxygenated, right ventricle  
E) none of the above
Stage 3: Synthesis
- Occurs after preview, lecture and review, but prior to next lecture
- Elevates learning

Bloom's Taxonomy

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6 Levels in the Cognitive Domain of the Taxonomy

Nursing school test questions

Information at each level
- Judge the value of material
- Formulate new structures from existing knowledge and skills
- Understand both the content and structure of material
- Use learning in new and concrete situations
- Grasp the meaning of material
- Remember previously learned material
The nurse plans care for a 14-year-old girl admitted with an eating disorder. On admission, the girl weighs 82 lb. and is 5’4” tall. Lab tests indicate severe hypokalemia, anemia, and dehydration. The nurse should give which of the following nursing diagnoses the **HIGHEST** priority?

A. Body image disturbance related to weight loss  
B. Self-esteem disturbance related to feelings of inadequacy  
C. Altered nutrition: less than body requirements related to decreased intake  
D. Decreased cardiac output related to the potential for dysrhythmias
Stage 3: Synthesis – Actively pull information together and apply

- Charts & figures
- Concept maps
- Mnemonics
- Study Guides
- Practice Test Questions
- Case Studies
- Guided Study Sessions (GSS)
# Stage 3: Synthesis – Develop a chart

## Psychotherapeutic Drug Chart

<table>
<thead>
<tr>
<th>Drug/Drug Class</th>
<th>Action</th>
<th>Uses</th>
<th>Side/Adverse Effects</th>
<th>Nursing Implications</th>
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</thead>
<tbody>
<tr>
<td><strong>Tricyclic compounds</strong></td>
<td>- inc. neurotransmitter concentrations of norepinephrine &amp; serotonin by decr. neuronal uptake</td>
<td>- treat depression, normalize sleep, incr. appetite, elevate mood</td>
<td>- sedation</td>
<td>- not a cure only treats symptoms - drug takes 2-3 weeks before effective, incr. risk of suicide during this time - drugs can mask suicidal tendencies - teach need for compliance - dose at bedtime, may decr. sedation - safety measures—avoid OTC drugs and alcohol - take dose w/ food if GI problems - do not double up for missed doses</td>
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<tr>
<td>Amitriptyline (ELAVIL)</td>
<td>- weak alpha-1 antagonist</td>
<td>- panic attacks</td>
<td>- orthostatic hypotension</td>
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<tr>
<td>Nortriptyline (PAMELOR)</td>
<td>- weak histamine antagonists</td>
<td>- chronic HA, emesis, neuralgia</td>
<td>- tachycardia</td>
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<td>Imipramine (TOFRANIL)</td>
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<td>- anticholinergic effects</td>
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<td>Perphenazine &amp;</td>
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<td>amitriptyline (TRIVAIL)</td>
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<td><strong>MAO inhibitors</strong></td>
<td>- inhibits monoamine oxidase enzyme which metabolizes amines</td>
<td>- severe depression</td>
<td>- hypertensive crisis</td>
<td>- avoid foods w/ tyramine</td>
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<tr>
<td>NARDIL &amp; PARNATE</td>
<td>- norepinephrine</td>
<td>- not first choice for antidepressant</td>
<td>- ischemia</td>
<td>- limit foods &amp; beverages high in caffeine</td>
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<td>- serotonin</td>
<td>- if nonresponsive to tricyclics</td>
<td>- CNS stimulation: anxiety, agitation, mania</td>
<td>- MAOIs and anticholinergics result to atropine poisoning</td>
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<td>- SE of tricycles intolerable</td>
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<td>- teach compliance and SE</td>
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<td><strong>Sero tonin Reuptake Inhibitors</strong></td>
<td>- inhibition of serotonin uptake</td>
<td>- depression</td>
<td>- nausea, diarrhea</td>
<td>- takes weeks for benefits</td>
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<tr>
<td>PROZAC, ZOLOFT &amp; PAXIL</td>
<td>- investigational: OCD and eating disorders</td>
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<td>- CNS stimulation</td>
<td>- takes in A.M. if insomnia a problem</td>
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<td>- skin rash</td>
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<td><strong>Bipolar</strong></td>
<td>- normalize the catecholamine response of bipolar disorders</td>
<td>- mood stabilizer</td>
<td>- minor toxicity</td>
<td>- administer w/ meals</td>
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<td>- precise mechanism not known—somewhat involves substitution of Li for Na</td>
<td>- bipolar illness (manic-depressive)</td>
<td>- major toxicity</td>
<td>- teach about side effects-safety</td>
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<td>- renal toxicity</td>
<td>- use w/ caution in elders w/ impaired renal function</td>
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<td>- hyponatremia leads to incr. risk of Li toxicity</td>
<td>- monitor weight</td>
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<td>- hyponatremia leads to decr. effectiveness</td>
<td>- monitor suicidal client</td>
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<td>- hypernatremia leads to incr. risk of Na toxicity</td>
<td>- morning dose to avoid insomnia</td>
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<td>- hypernatremia leads to decr. effectiveness</td>
<td>- close monitoring of blood levels, levels &gt; 2 mEq (0.6-1.2, Eq/L)</td>
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<td>- administer an divided doses</td>
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<td>- several weeks for benefit</td>
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<td>- prevent dehydration</td>
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<td>- stress consistent Na intake</td>
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<td>- monitor renal status</td>
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</table>
Stage 3: Synthesis – Create a concept map

Risk Factors:
- Smoking
- Gender
- Pollution
- Age >65
- Heredity.

Complications:
- Cor Pulmonale
- Exacerbation of COPD
- Acute respiratory failure
- Peptic ulcer disease and GERD
- Depression and anxiety

Signs & Symptoms:
- Dyspnea
- Intermittent cough
- Barrel chest
- Wheezing and chest tightness
- Wt loss and anorexia
- Hypotension

Possible Nursing Dx:
- Ineffective airway clearance
- Ineffective breathing pattern
- Impaired gas exchange
- Activity intolerance
- Risk for infection

Pathophysiology:
It is a preventable and treatable disease state characterized by airflow limitation that is not fully reversible. It is characterized by chronic inflammation found in the airways, lung parenchyma and the pulmonary vasculature. Inflammation with mucosal edema and increased inflammatory cells and airways.

Medical Diagnosis: COPD

Nursing Interventions:
- Smoking Cessation
- Drug therapy
- O2 therapy
- Nutrition therapy
- Surgical Therapy
- Resp and physical therapy

Diagnostic Procedures & Medications:
- Chest X-ray
- ABGs
- ECG
- Sputum Specimen
- Echocardiogram
- H&P exam
- PFT
- Serum alpha antitrypsin levels
Stage 3: Synthesis – Mnemonics

**Epiglottitis**

- A • Airway Inflammation → Obstruction
  - I • Increased Pulse
  - R • Restlessness

- R • Retractions
- A • Anxiety Increased
  - I • Inspiratory Stridor
- D • Drooling

**Treatment:**
- ↓ Anxiety
- Don’t Examine Throat
- Tongs, No Blade
- Position for Comfort
- Trach Tray or Endotracheal Tube Available

- Cool Mist
  - Humidification
  - Oxygen
  - No Oral Fluids
  - IV Fluids
Stage 3: Synthesis – Make a study guide
The nurse is caring for a patient with severe generalized anxiety disorder. Which agent will be the most effective for immediate stabilization?

A. Venlafaxine (Effexor)
B. Buspirone (BuSpar)
C. Paroxetine (Paxil)
D. Alprazolam (Xanax)

The nurse is caring for a patient receiving buspirone (BuSpar) for the treatment of anxiety. Which symptom below is most likely explained as an adverse effect of this drug?

E. Drowsiness
F. Risk for abuse
G. Dizziness
H. Weight gain
Stage 3: Synthesis – Do a case study

- Introduces nursing students to real-world patient scenarios.
- Offers critical thinking test items for each patient scenario and enhances critical thinking skills.
- Provides review and remediation for students preparing to take the NCLEX® examination.

*This booklet cannot be returned for refund or credit if the shrink wrap has been opened or removed.*
Stage 3: Synthesis – GSS
## Strategic Studying: Making it work for you

<table>
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<th>Time/Day</th>
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<td>9 am - 11am NURS 319 Assessment LAB</td>
<td>9 am - 12 noon NURS 316 Research</td>
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Strategic Studying: We can help set up a plan that works for you!

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Sign up for a schedule building workshop by calling 410-706-5426