

**Nursing Educator Webinar**

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# Overcoming the Challenges of Teaching ABSN Students

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*With Prof. Rhonda Lawes*

July 27, 2022



# Webinar Series Host

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## Prof. Rhonda Lawes

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- Director of Nursing Education at Lecturio
- Currently teaching in BSN program with emphasis on nursing research and advanced pathophysiology and pharmacology
- Award-winning, certified nurse educator and PhD(c) in educational psychology with over 30 years of experience as a nurse

# Webinar Series Team

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Adonis Wazir



Eleonora Merker



Satria Nur Sya'ban



Aaron Hill



Solina Jean-Louis



## TODAY'S AGENDA

1

Learning outcomes

2

ABSN vs. BSN/ADN:  
Differences and similarities

3

Approaching these differences

4

Discussion and conclusion



## LEARNING OUTCOMES

After this session, participants will be able to:

1

**Identify** the key differences between ABSN and BSN/ADN and **compare** them with their real-world experiences

2

**Understand** different evidence-based techniques to tackle those differences

3

**Give examples** of some key applications of technology in implementing those techniques

## POLL

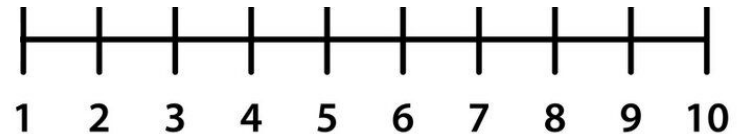
**How long have you taught ABSN or accelerated nursing program students?**

Please share your answer in the poll!

## POLL

Based on your experience, how different do you feel ABSN and BSN/ADN students are?

Rate them on the following scale



Not very  
different

Very  
different



## Our Platform Today: Padlet

- Please **scan the QR code** with your phone, or **click the link in the chat** to open Padlet in your browser.
- If you have a second screen, please open the Padlet tab there.

# Case Study

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- Nurse Jennifer is a junior faculty member who has taught in the traditional nursing program for 5 years and has received high student evaluations.
- This is her first year teaching accelerated program students, and she is finding it challenging.
- She finds it challenging to teach ABSN students because of their diverse backgrounds and abilities. Predicting student success has been difficult too.
- Nurse Jennifer wants to improve her students' performance and engagement, but isn't sure where to start, so she comes to you for help.

## QUESTION



**What is the most important piece of advice that you would give to Jennifer?**

Share your thoughts in Padlet

## QUESTION

**What differences and similarities have you found between ABSN and BSN/ADN students that could have caused Jennifer's difficulties?**

Share your thoughts in Padlet

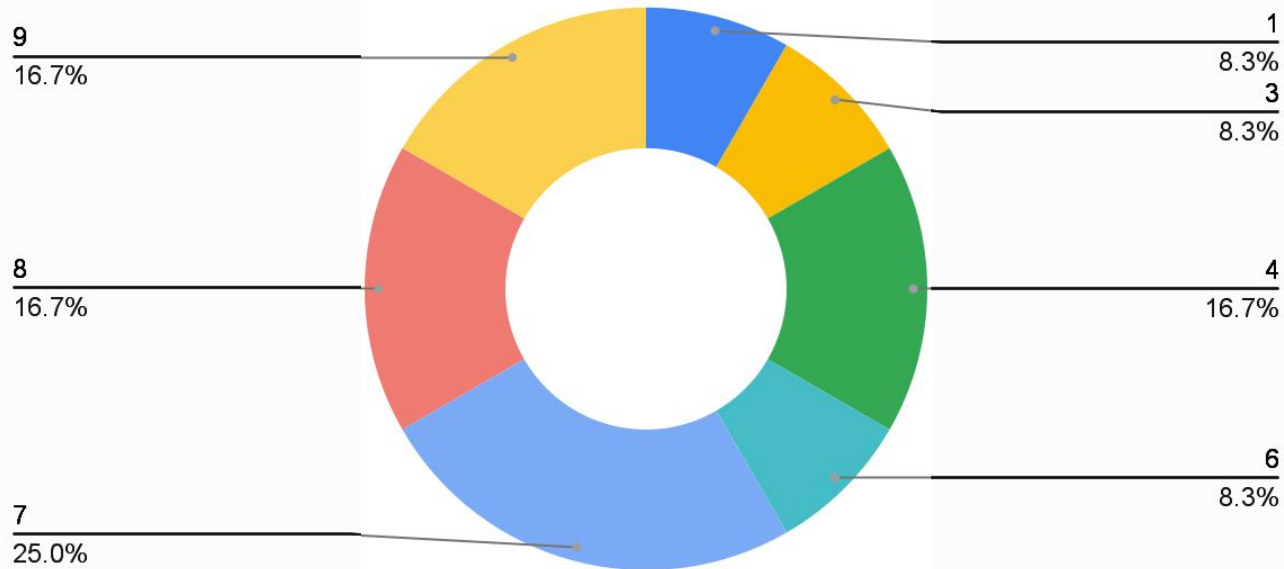


## ABSN vs. BSN/ADN: Differences and Similarities

# Some Responses From Our Faculty Community

## Perceived level of difference between accelerated and traditional program students

On a scale of 1 (not very different) to 10 (very different)



**What are the main differences that the evidence suggests?**

**QUESTION**

## Differences

# 1

## Teaching in Accelerated Programs Is Intense<sup>1</sup>

- Higher attrition rates
- Higher academic diversity
- Broader demographic diversity
- Pre-admission science scores may not gauge NCLEX pass rate accurately

1. Millett C, Stickler L, Wang H. Accelerated Nursing Degree Programs: Insights Into Teaching and Learning Experiences. ETS Research Report Series. 2015;2015(2):1-32.

## Differences

# 1

## Teaching in Accelerated Programs Is Intense<sup>1</sup>

- Lower self-confidence in some areas
  - Culture of safety
  - Working in teams
  - Managing safety tasks
  - Discussing adverse events

1. Millett C, Stickler L, Wang H. Accelerated Nursing Degree Programs: Insights Into Teaching and Learning Experiences. ETS Research Report Series. 2015;2015(2):1-32.

# A Quote From a Fellow Educator

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“

*“The number of the required hours, including theory and clinical components. **Meeting the expectations of students with different abilities.**”*

Source: Lecturio pre-webinar survey



# A Quote From a Fellow Educator

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“

***Life challenges:*** *ability to complete mandatory clinical assignments with work mandates, illness (COVID-19), pregnancy.”*

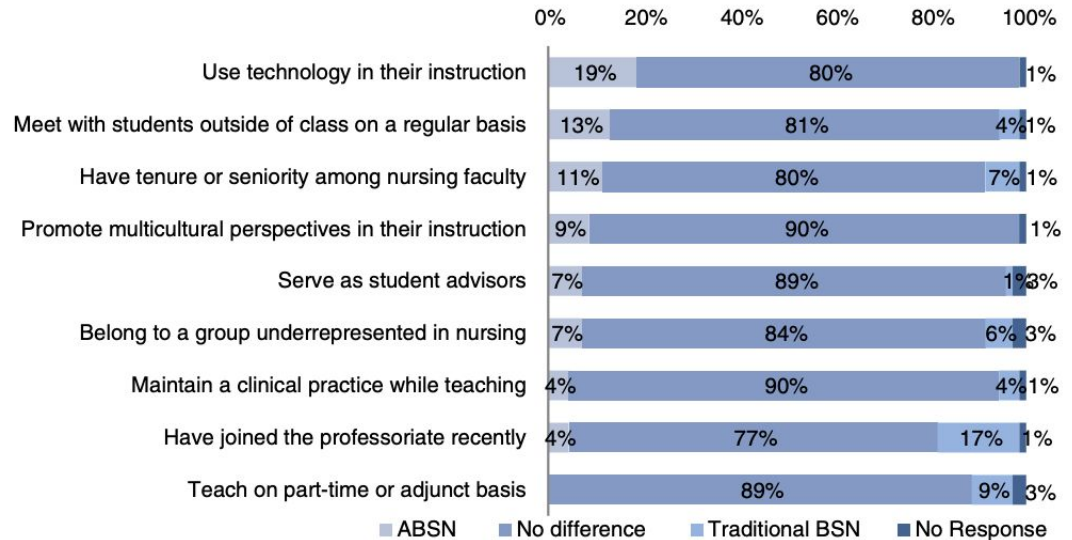
Source: Lecturio pre-webinar survey



## Differences

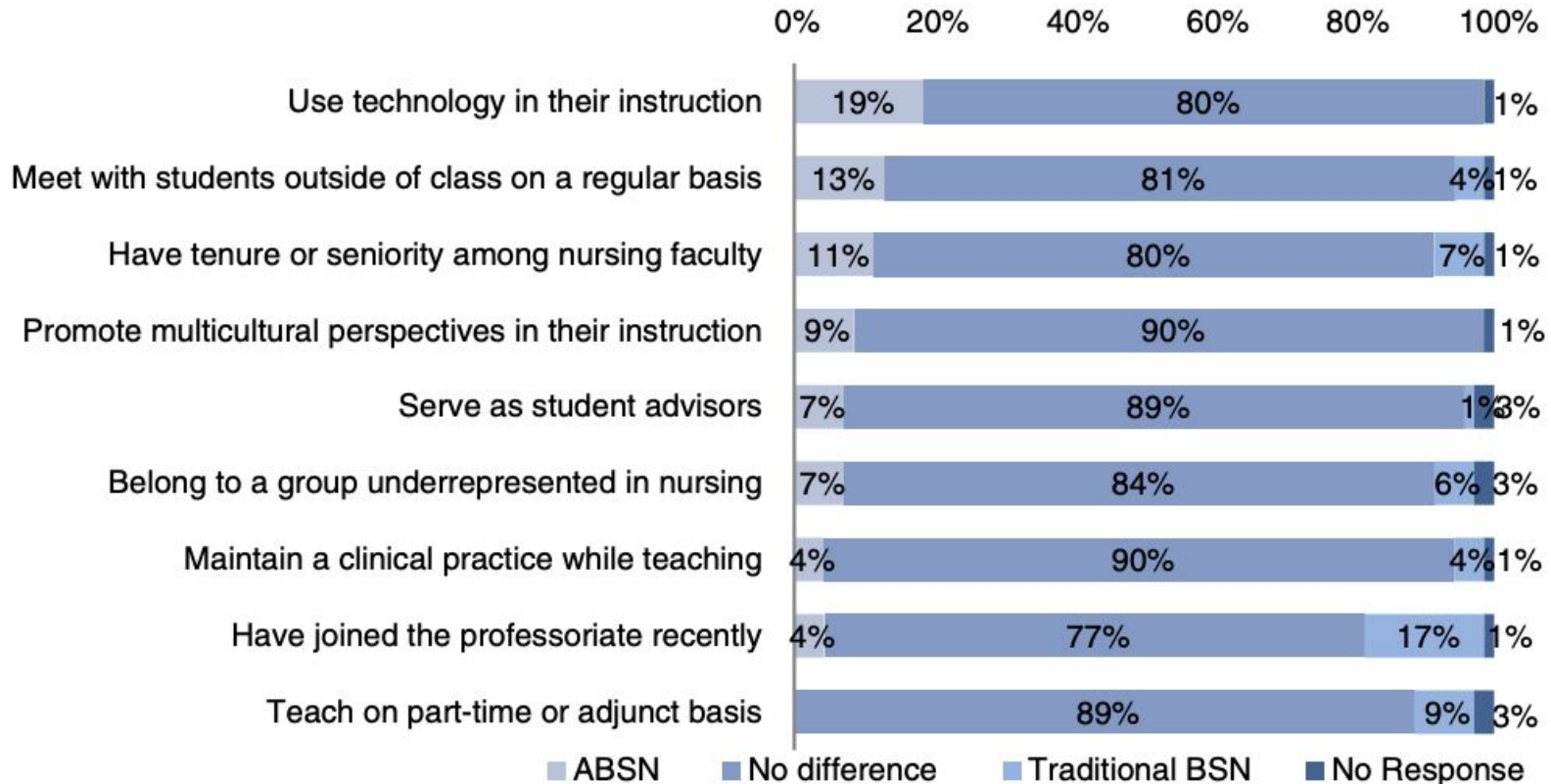
# 2

## Higher Use of Technology, Levels of Interaction with Students, and Seniority of Faculty<sup>1</sup>



1. Millett C, Stickler L, Wang H. Accelerated Nursing Degree Programs: Insights Into Teaching and Learning Experiences. ETS Research Report Series. 2015;2015(2):1-32.

# Higher Use of Technology, Levels of Interaction with Students, and Seniority of Faculty



## Differences

# 3

## ABSN Faculty Members Often Assume Multiple Roles<sup>1</sup>



Teachers

Scholars



Clinicians

Advisors

1. Millett C, Stickler L, Wang H. Accelerated Nursing Degree Programs: Insights Into Teaching and Learning Experiences. ETS Research Report Series. 2015;2015(2):1-32.

## Differences

# 4

## Accelerated Program Students Have Different Characteristics<sup>1, 2</sup>

- Tough questions, high expectations, anxiety, confrontational dynamics<sup>1</sup>
- Curiosity, motivation, engagement<sup>2</sup>



1. Lockwood S, Walker C, Tilley D. Faculty Perceptions of an Accelerated Baccalaureate Nursing Program. *Journal of Nursing Education*. 2009;48(7):406-410.
2. Cangelosi P, Moss M. Voices of Faculty of Second-Degree Baccalaureate Nursing Students. *Journal of Nursing Education*. 2010;49(3):137-142.

# A Quote From a Fellow Educator

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“

***“ABSN students are adults. [They are] more mature and have some knowledge of nursing. Teacher[s] should be well versed in their subject. [The] reasoning ability of [these] student[s] is [greater].”***

Source: Lecturio pre-webinar survey



## QUESTION

**Do you share these  
experiences?  
Is there anything you  
find surprising?**

Raise your hand or respond in Padlet



Approaching These Differences



# Professional Considerations to Remember

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*These students are **older**, this is their **second degree**,<sup>1</sup> and they may approach their education with a **different intensity**.*

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1. A Profile of Accelerated BSN Graduates, 2004. Journal of Nursing Education. 2006;45(8):324-327.

## A Quote From a Fellow Educator

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“

*“The ABSN program is fast, with shorter semesters and fewer clinical experiences. Sometimes I have found that **just because the ABSN students have a previous degree, doesn’t make them better at understanding nursing theory or skills.**”*

Source: Lecturio pre-webinar survey



**Let's discuss how to  
provide optimal  
learning environments  
that address these  
differences**

**DISCUSSION**

## Solution

1

*Lean* into the differences  
and personalize your  
approach

# Evidence on What Works

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Provision of **targeted support** employing an LMS to **at-risk students** based on identified factors led to:<sup>1</sup>

- Improvement in program completion
- Reduction of extra semesters
- Reduction of attrition rates
- Improvement in first-time pass rates

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1. Kramlich D, Holt K, Law-Ham D. Strategies to Promote the Success of Academically At-risk Accelerated Bachelor of Science in Nursing Students. Nurse Educator. 2020;45(4):193-197.

# Motivation and Commitment to Profession

- These are predictive of success<sup>1</sup>
- These have been identified as facilitators of learning in ABSN students<sup>2</sup>
  - Programs should be designed that help foster a supportive environment that caters to the specific needs of the ABSN population in the cohort.



1. Millett C, Stickler L, Wang H. Accelerated Nursing Degree Programs: Insights Into Teaching and Learning Experiences. ETS Research Report Series. 2015;2015(2):1-32.
2. <https://www.proquest.com/docview/816838066?pq-origsite=gscholar&fromopenview=true>

# Different Types of Learners Have Different Needs

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Solid mastery of study!

## Hikers

Too fast, too blurry!

## Race Car Drivers



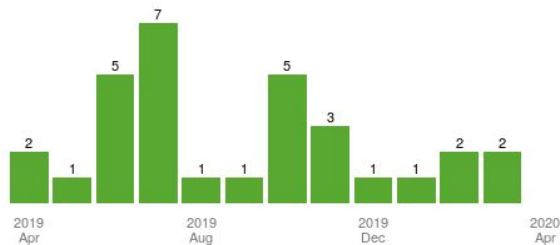
# Educational Analytics Enable Personalization

Overview

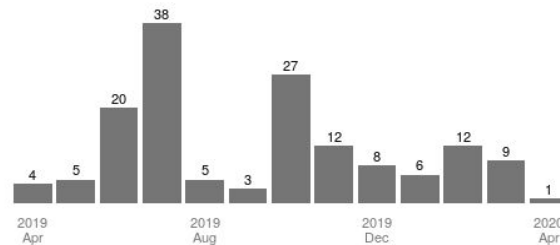
Performance by Course

Performance by User

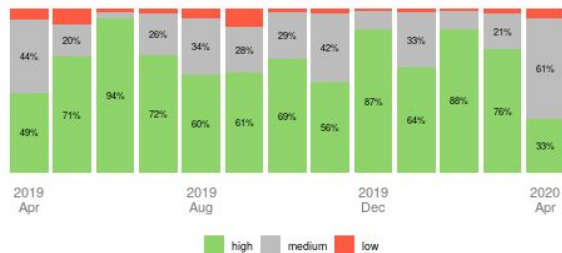
► Average Lectures Watched per User



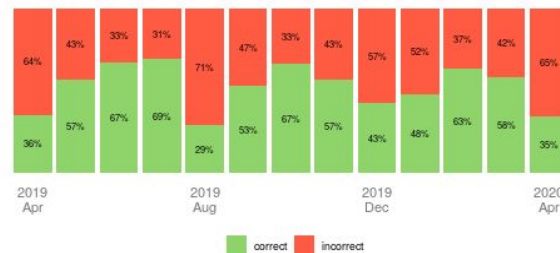
⌚ Average Recall Questions Answered per User



⌚ Overall Recall Question Confidence



⌚ Overall Recall Question Performance

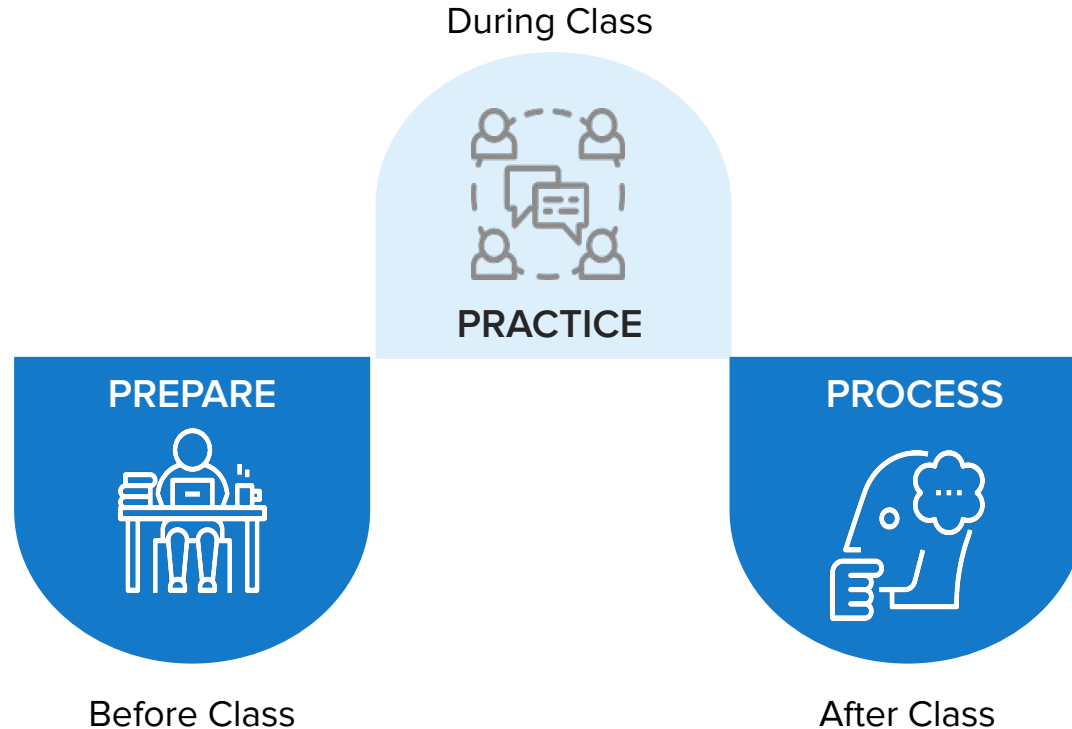


**Solution**

**2**

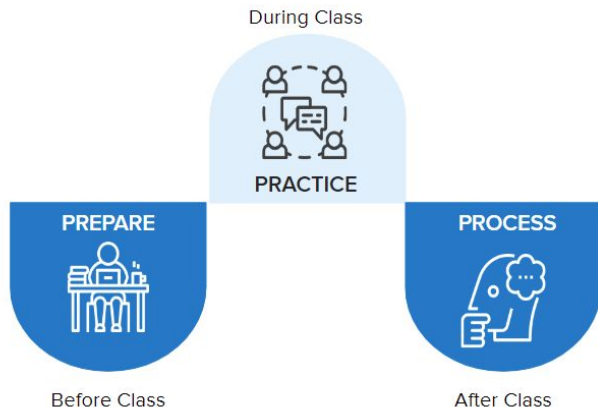
**| Use evidence-based  
techniques**

# Consider Implementing Flipped Classroom Strategies<sup>1</sup>



1. El-Banna M, Whitlow M, McNelis A. Flipping around the classroom: Accelerated Bachelor of Science in Nursing students' satisfaction and achievement. Nurse Education Today. 2017;56:41-46.

# Impact of Flipped Classroom Strategies



- **ABSN** students in flipped classrooms had higher scores on the first pharmacology exam, but no difference on the second.<sup>1</sup>
- Qualitative insights: *Don't fix what isn't broken. Treat me as an adult. Remember that the work is overwhelming.*

1. El-Banna M, Whitlow M, McNelis A. Flipping around the classroom: Accelerated Bachelor of Science in Nursing students' satisfaction and achievement. *Nurse Education Today*. 2017;56:41-46.

# Expectancy Value Theory

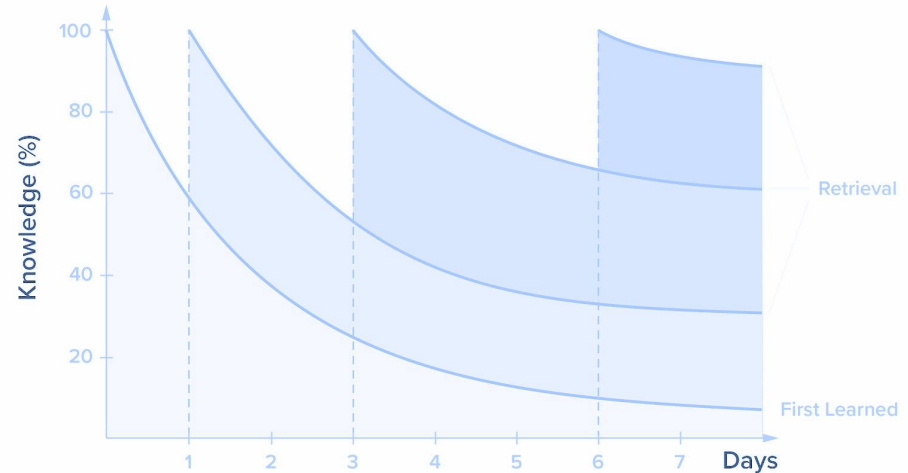
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- **Value:** Model the connection between learning in your class and the assessment of their learning on the exam and application to professional practice.
- **Expectancy:** Use practice questions and walk through with desirable difficulty.



# Implement Spaced Retrieval

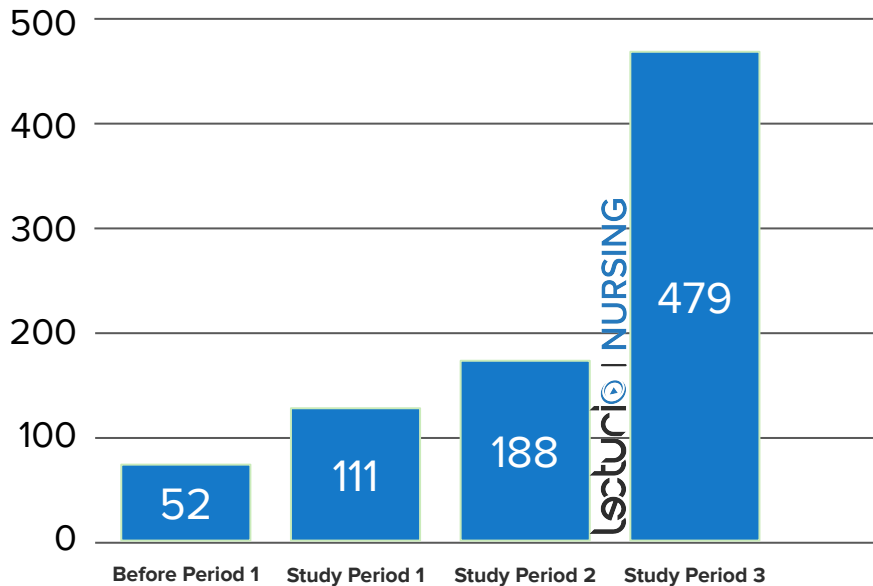
- Spaced Retrieval is the retrieving of knowledge on a topic at certain intervals
- It combines the **testing effect/retrieval practice** and **spaced learning**
- Evidence suggests **41% better retention** of information and **less forgetting** in groups practicing spaced retrieval.<sup>1</sup>



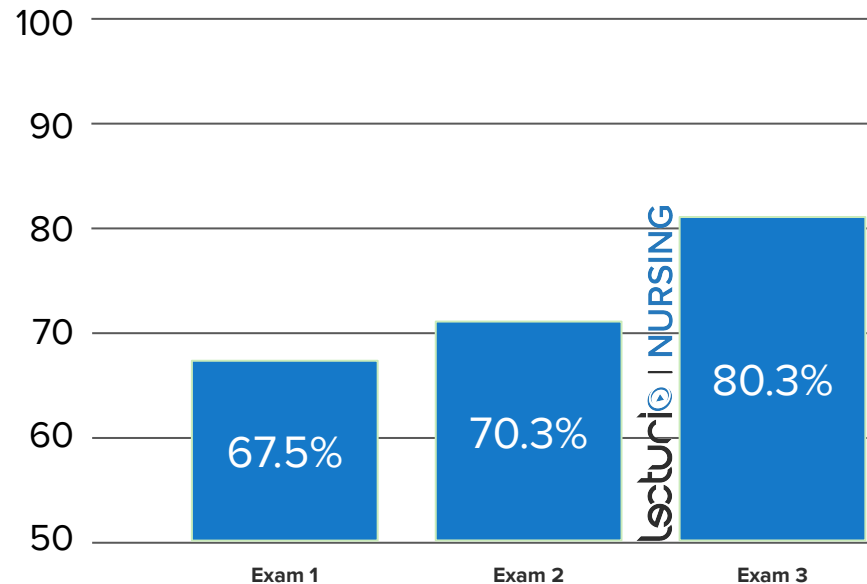
1. Dobson, J. L. (2013). *Retrieval practice is an efficient method of enhancing the retention of anatomy and physiology information. Advances in Physiology Education*, 37(2), 184–191. doi:10.1152/advan.00174.2012

**After midterm intervention to reinforce Lecturio Spaced Repetition**  
among 87 students in a private university BSN program,  
**student engagement with SR increased by 155%** and **exam grade average increased by 10%**

Spaced Repetition Questions per Student:



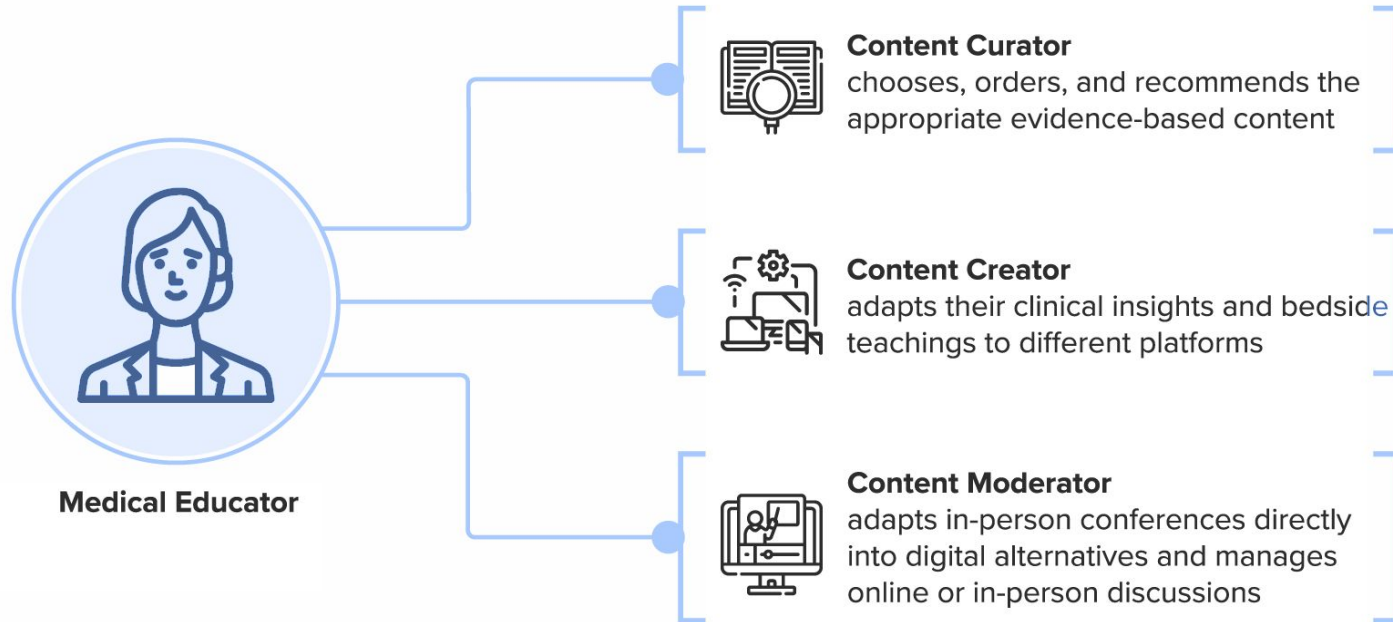
Exam Grades:



## Solution

**3** | Incorporate technology  
and embrace change

# The Role of Health Professions Faculty Is Changing<sup>1</sup>



1. Minter DJ, Geha R, Manesh R, Dhaliwal G. The Future Comes Early for Medical Educators. J Gen Intern Med [Internet]. 2020 Sep 1 [cited 2021 Jan 6]; Available from: <https://doi.org/10.1007/s11606-020-06128-y>

# How Nursing Faculty Will Adopt Technology by 2025<sup>1</sup>

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+84%

Online Learning

+79%

Secure Exam Delivery

+81%

Adaptive Quizzing

+81%

LMS

+87%

Virtual Simulation

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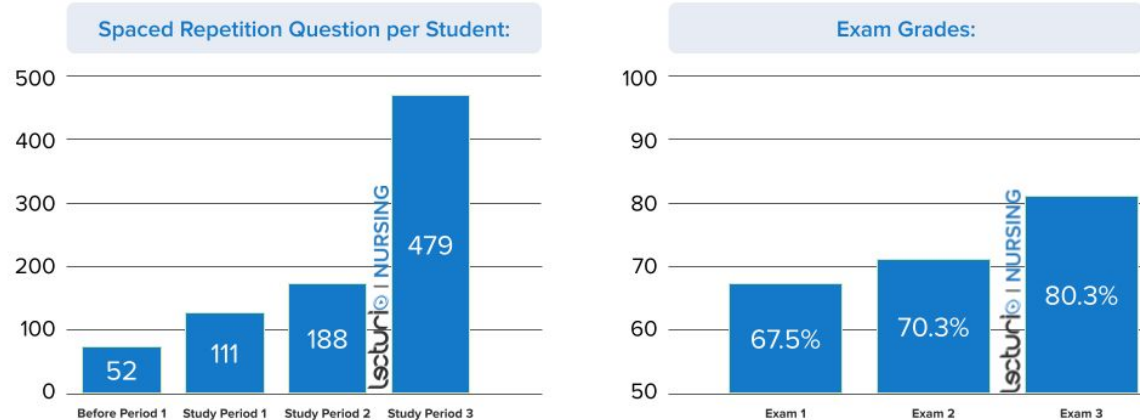
1. <https://www.wolterskluwer.com/en/news/nationwide-survey-forecasts-big-tech-investment-ahead-for-nursing-education>

# Better Outcomes With Online Platforms

- Incorporating online lectures appears to produce better feedback and better performance in students.<sup>1</sup>

## Lecturio | NURSING

Following Midterm Intervention to reinforce Lecturio Spaced Repetition  
n=87 students in a private university BSN program.  
Student engagement with SR increased 155% and exam grade average increased 10%



1. Tang B, Coret A, Qureshi A, Barron H, Ayala AP, Law M. Online Lectures in Undergraduate Medical Education: Scoping Review. JMIR Med Educ. 2018 Apr 10;4(1):e11.



## Discussion and Conclusion



# Conclusion

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1. Lean into the differences and personalize your approach
2. Use evidence-based techniques
3. Incorporate technology and embrace change

# Would You Like to Stay up to Date on Future Events?

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**Save the date** for our upcoming  
Nursing Educator Webinar

## **Reinventing Your Professional Self in Post-Pandemic Nursing Education**

September 21, 2022, 9:00 PDT | 12:00 EDT | 18:00 CEST

**Join** our next Durable Learning Seminar

**Effective Presentations:  
Optimize the learning  
experience with evidence-based  
multimedia principles**

August 2, 2022, 12:00 EDT | 18:00 CEST | 20:00 GST



# Connect with our Nursing Educator Community

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Sign up for Lecturio's monthly  
**Nursing Insider**  
newsletter to receive news and  
insights from the  
nurse educator world



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**Thank you for joining!**

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Contact me:  
[r.lawes@news.lecturio.com](mailto:r.lawes@news.lecturio.com)

