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RICHIE Model for Student Success

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Objectives

Upon completion, participants will be able to:

1. Identify the purpose of the RICHIE Model for student success.
2. Describe the components of the RICHIE Model.
3. Discuss how to adapt the RICHIE Model to improve student success in nursing programs.

RICHIE Model

RICHIE ~ A conceptual model proposes that nursing specific academic, psychosocial, functional, and intellectual support provided in an inclusive learning environment incorporating retention strategies will enhance and support multidimensional nursing student success. The RICHIE provides an individualized approach to meet the needs of nursing students from diverse backgrounds.

- **Reduce attrition**
- **Improve retention, progression, graduation, and NCLEX pass rate**
- **Comprehensive (academic/nonacademic)**
- **Holistic strategies for diverse learners and learning styles**
- **Inclusive and Individualized learning environment/strategies**
- **Evaluation of initiative outcomes for Program and University accreditation**

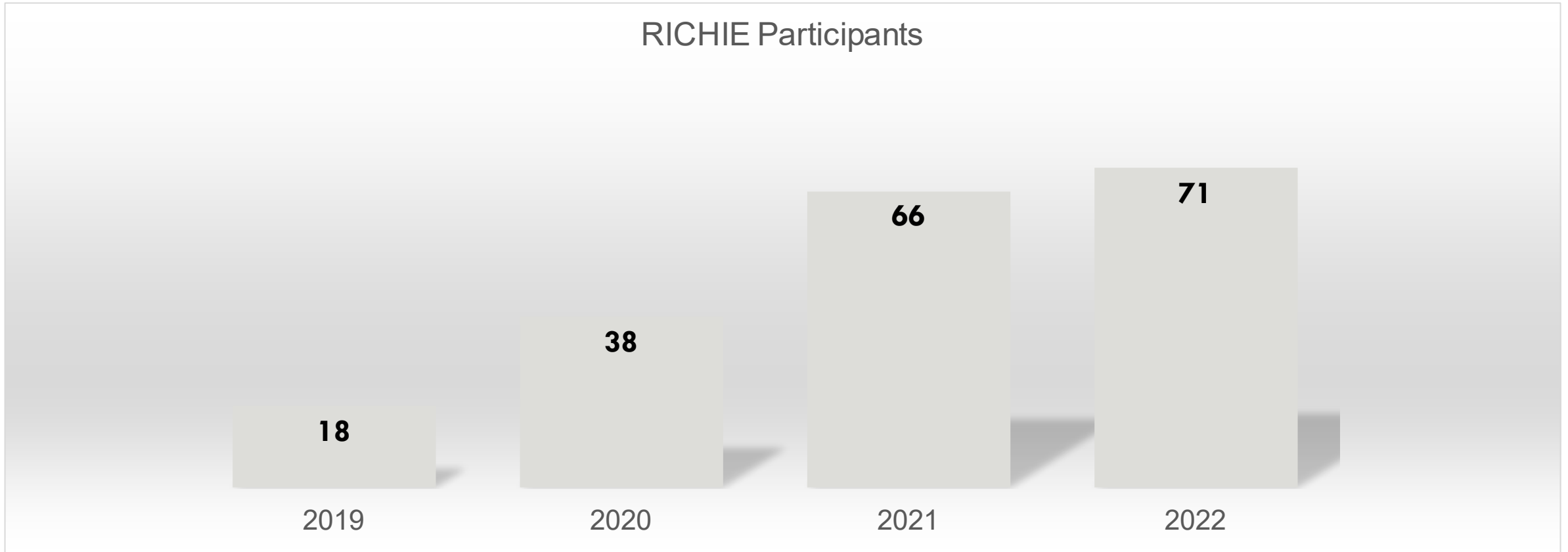
Asking the Right (and sometimes hard) Questions

- What specific support do we have to offer our students?
- If we have a support program, how could we better support them?
- If we have a support program, what have we done to evaluate the current system?
- If we do not have a support system in place, where do we start?

RICHIE Model

- A nursing student specific support program ~ academic and non-academic
- Early identification of at-risk and high-achieving students
- Decrease out-of-sequence students (academic)
- Support out-of-sequence students to return prepared with a plan for success
- Increase/maintain 100% National Council Licensure Examination (NCLEX) pass rate
- Evaluate initiative outcomes for Program accreditation (CCNE) and University (SACS)

RICHIE Participants



Student Perception

- Students present with different needs and understand that they may have different learning experiences. These students realize and understand that the responsibility lies with them while the RICIE mentor/coach provides resources, encouragement, support, and feedback.
- Some students were able to enhance academic performance from previously failing a course to achieving an A in that course while others were able to move from achieving an average to an above average grade.
- Other students verbalized that with improved academic performance and positive feelings about school.
- The purpose of this program is to facilitate the success and retention of students. C does not mean low ability.

Who is Considered At-Risk?

- Athletes (combination of athletic and nursing responsibilities)
- ROTC Nursing Cadets (combination of ROTC and nursing responsibilities)
- Out-of-Sequence students
- Nursing GPA below 3.0
- High-achieving students

Referral Process

- Faculty
- Faculty Advisor
- Peer
- Self-referral



Meeting Types and Duration

- Individual metrics are defined for course/program success requirements
- Individualized plan for success ~ mutually developed for achievement goals
- One-on-One meetings ~ weekly, biweekly, or as needed; in-person or Zoom
- Appointment duration ranges from 15-minute check-in to 1-hour initial appointment
- Average appointment time is 15-30 minutes
- Ongoing for term, academic year, or program duration

Support

- ***Time management ~ using a planner
- Study strategies ~ alone and with a group
- Test-taking strategies specific NCLEX and NGN questions ~ ATI / other resources
- Critical thinking and prioritization ~ Nurse logic, Achieve, in class question review
- Testing anxiety reduction strategies ~ in preparation and immediately prior to the exam
- Non-academic ~ provide a safe place and be have a foundation of resources available

Time Management is the Foundation of Success

5:30am Wake up
SHOWER
EAT
COMMUTE

6-7

January/20

2020

December
SUN MON TUE WED THU FRI SAT
1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30 31

February
SUN MON TUE WED THU FRI SAT
1
2 3 4 5 6 7 8
9 10 11 12 13 14 15
16 17 18 19 20 21 22
23 24 25 26 27 28 29

TOP GOALS THIS WEEK

1
2
3
4
5

TO DO LIST

END OF WEEK REVIEW

- 201
- 210
- 213
- 213L
- 218/L

MON Jan20 20/346	TUE Jan21 21/345	WED Jan22 22/344
7 ON CAMPUS	7	7
8 BE ON-TIME NUR201 or FOUNDATIONS	8 NUR213 or PROF SKILLS LECTURE	8 NUR213 L or PROF SKILLS LAB
11 LUNCH	11 LUNCH	11 LUNCH
12 FOUNDATIONS ① NURSING TODAY ETHICS ROLES SELF-CARE	12 PROF SKILLS ① INFECTION CONTROL HAND HYGIENE LIFESPAN	12 LUNCH
2 NUR218 or HEALTH ASSESS	2 NUR210 or PATHOPHYSIOLOGY	2 213L ① SKILLS HYGIENE BEDS BEDPANS - URINALS SKIN BREAKDOWN ASSESSING WOUNDS
4 (RUN)	4 PATHO ① Cell Adaptation Ischemic Injury Apoptosis	4 (WORKOUT)
5 DINNER	5 DINNER	5 DINNER
6 218 Health Assess ① Assessment Interviews QSEN Communication		

SLEEP 10-6 (ROTC ATHLETE SLEEP 9-4:30 (for example))

January/26

THU Jan23 23/343	FRI Jan24 24/342	SAT Jan25 25/341	SUN Jan26 26/340
7	7	7	7
8 HEALTH ASSESS	8 PROF. SKILLS LAB	8	8 PATHO READ WEEK 2
11 LUNCH	11 LUNCH	11 FOUNDATIONS ② NURSING TODAY ETHICS ROLES SELF-CARE HOMEWORK	11 LAB OPEN SKILLS HYGIENE BEDS
12 HEALTH ASSESS ② Assessment Interviews QSEN Communication	12 LUNCH	12 HEALTH ASSESS ③ ASSESSMENT INTERVIEWS QSEN Communication	12 FOUNDATIONS READ WEEK 2
2 PATHO	2 213L ② HYGIENE BEDS BEDPANS SKIN BREAKDOWN ASSESSING WOUNDS	2 HEALTH ASSESS READ WEEK 2	2
4 PATHO ② Cell Adaptation Ischemic Injury Apoptosis	4 (EXERCISE)	4 PROF SKILLS ② INFECTION CONTROL HAND HYGIENE LIFESPAN	4 PROF SKILLS READ WEEK 2
5 DINNER	5 DINNER	5 PATHO ③ Cell Adaptation Ischemic Injury Apoptosis HOMEWORK	5



Example Proposal

- Determine the need
- Present to Director/Chair for support
- Request fellow faculty interest
- Stipend or course release
- Possible budget for planners and supplies

High student satisfaction with the RICHE program and perceptions that the RICHE would positively support retention speak to the continued need for support strategies that enrich the academic experience.

Thank you.

I welcome your questions and comments.



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