# Strategies for Success in Nursing School: From Start to Finish

# STRATEGIES FOR SUCCESS IN NURSING SCHOOL: FROM START TO FINISH

LESLIE JENNINGS, RN; RAEANNA JEFFERS; LAURA HAYGOOD; AND CRAIG KEATON

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# ABOUT THIS PROJECT

## OVERVIEW

This textbook was created for nursing intended students to provide a single resource for the most fundamental tools for success. The chapters and activities provide keys for success both inside and outside of the classroom, starting with time management and moving through study and test taking strategies. Self-care is a focus to help students identify how to care for their best self, which will carry on through the nursing profession to avoid burn out. Using the library is foundational for students to be successful with their coursework and evidence based practice in the future. Finally, there is a section on career planning to help guide a student into critical steps to start their journey to becoming a nurse.

## CREATION PROCESS

When the team members first heard about Open Education Resources, they immediately began to explore how to provide a nursing-specific resource to UTA students. While there are resources for nursing students, and new-to-college students in general, there is a paucity of material that is geared to pre-nursing students that can carry them through to graduation. These three people: a nurse faculty member, a librarian, and another librarian (who happens to be a nurse), came together to create this book that includes the most important tools for success. We recruited a social worker working on his dissertation in self-care to provide valuable information on that topic, and in the Fall of 2021, are piloting this resource in five sections of the Student Success course of freshman nursing intended students. Following this pilot period, the book will be revised with input from faculty and students prior to publication.

We are thrilled that this open resource is free to students, and the activities included can be used by instructors in other introduction courses throughout the nursing program. In addition, this information can be easily adapted to kinesiology or public health majors, those seeking other health profession degrees, and beyond.

## ABOUT THE AUTHORS

Leslie Jennings is a Clinical Assistant Professor at the University of Texas at Arlington College of Nursing and has been a member of the UTA faculty since 2010. She is the Freshman Nurse Scholar Coordinator for CONHI and serves as lead faculty for two courses. She is passionate about helping pre-nursing students begin the process of professional socialization to the field of nursing as well as helping them learn the tools they need to be successful. Leslie is currently pursuing her PhD in Nursing, with a research focus on retention in nursing education.

Laura Haygood is a Research and Education Librarian at Lewis Library, on the University of North Texas Health Science Center campus. She supports students, faculty, and residents in UNTHSC's DO and pharmacy colleges. Laura loves teaching evidence-based medicine and connecting users

to the resources they need. Furthermore, she advocates for accessibility across campus and in her professional organizations.

RaeAnna Jeffers is a Health Sciences Librarian at the University of Texas at Arlington Libraries and a Registered Nurse trained in Health Informatics. Her passion is to facilitate access to quality information for health professionals to improve evidence-based practice and outcomes for all. RaeAnna begins pursuit of her PhD in Health Informatics in the Spring of 2022.

Craig Keaton is an Adjunct Professor at the University of Texas Arlington School of Social Work. He received his Bachelor of Science in University Studies with an interdisciplinary emphasis in the biological sciences and his Master of Social Work with a health concentration. Craig's passion is helping people lead a more natural and nature-based lifestyle for individual and community health. Currently, Craig's doctoral research includes Self-Care for Helping Professionals and Students; College Student Health/Mental Health Support; Nature and Healing; Arts-Based Education; and Interdisciplinary Health Practice.

# ACKNOWLEDGMENTS

## PROJECT MANAGER'S NOTE

I would like to thank my colleagues, Laura and Rae, for their partnership on this book. This was a first-time project of its kind for all of us, and the many challenges that 2020 brought required extra patience and flexibility, and for that, I am grateful. Librarians are some of the hardest working people I know, and it was a joy to work with them. Craig, thanks for jumping on board and providing your valuable perspective. And to the students who will take the time to read this manual, it is my hope that you will walk away with practical, helpful information to help you succeed. I look forward to working alongside with you in this amazing profession.

## CONTRIBUTING AUTHOR/PROJECT MANAGER

Leslie Jennings, MSN, RN, CNE; Clinical Assistant Professor, University of Texas at Arlington, College of Nursing and Health Innovation

## CONTRIBUTING AUTHORS

Laura Haygood, MLIS, AHIP; Research and Education Librarian, University of North Texas Health Science Center, Gibson D. Lewis Library

RaeAnna Russell Jeffers, RN, BSN, MS-IS; Health Sciences Librarian, University of Texas at Arlington, UTA Libraries

Craig Keaton, MSW; Doctoral Student – Adjunct Professor, University of Texas at Arlington, School of Social Work

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# 1. INTRODUCTION

> *"Stay focused, go after your dreams and keep moving toward your goals."*
>
> – LL Cool J

Embarking on a nursing career requires unique preparation and strategies for success. The purpose of this text is to cover information to help any college student succeed, with additional information specific for both pre-nursing students and students in a formal nursing program. The project members hope that this targeted content will resonate with nursing students as they begin and continue their educational careers.

# 2. SUCCESSFUL TIME MANAGEMENT

*"All we have to decide is what to do with the time that is given us."*

*J. R. R. Tolkien*

This chapter reviews key skills to manage your time while in school. This chapter is best viewed electronically because there are interactive elements contained within the chapter. If you use a print copy, there will be placeholders with a website address that you can type into a browser like Google Chrome or Firefox to view and complete the interactive portions of this chapter.

Please contact the [UTA Libraries](#) if you are without internet access. There may be options available to you depending on your needs and the current availability of appropriate technologies.

## 2.1 START NOW!

RAEANNA JEFFERS

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| Learning Objectives |
| --- |
| At the end of this section, the learner will:<br><br>• Identify how they are currently spending time in a typical week.<br>• Prioritize weekly activities into categories.<br>• Reflect on a one-week time audit and make adjustments as necessary. |

### HOW TO GAIN CONTROL OF YOUR TIME

Learning to manage your time is an important and powerful skill to learn in college. How you manage your time shapes your life's path. Your use of time can be the difference between meeting your long-term goals and missing the mark. Focusing your attention and time on the things that matter most ensures you are achieving the life you want. This chapter aims to help you accomplish that!

### WATCH LAUREN VANDERKAM'S SHORT VIDEO: HOW TO GAIN CONTROL OF YOUR FREE TIME.

> One or more interactive elements has been excluded from this version of the text. You can view them online here: https://uta.pressbooks.pub/nursingschoolsuccess/?p=1752#oembed-1

*Notes for Student Success:*

## HOW ARE YOU SPENDING YOUR 168 HOURS EACH WEEK?

How you are currently spending your time? Understanding your use of time allows you to re-

This exercise will help you prioritize your time so when you are in 12 hour clinicals in nursing school, you will easily be able to manage your time!

prioritize so that the things that are most important to you are getting appropriate attention. This is best done before you start planning your course schedule each semester, but you can do this any time you want better control over your use of time.

## 2.1 ACTIVITY: ONE-WEEK TIME AUDIT

### One-Week Time Audit

Complete the following activity to explore your schedule:

*Track your schedule for one week using the time audit workbook provided. Save the workbook as you will need to refer to it again later:*

One_Week_Time_Audit_Workbook

**Follow these steps:**

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://uta.pressbooks.pub/nursingschoolsuccess/?p=1752#h5p-2

**Section 1 Review Questions**

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## 2.2 ESCAPE THE PROCRASTINATION TRAP

> ### Learning Objectives
>
> By the end of this section, the learner will:
>
> - Understand what procrastination is and why we do it.
> - Strategize how to deal with procrastination so that it does not impede progress toward set goals.

## ESCAPE THE PROCRASTINATION TRAP

### *WHAT IS PROCRASTINATION?*

Definition: To delay an intended course of action despite expecting to be worse off for the delay (Steel, 2007). The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure.

### *WHY DO WE PROCRASTINATE?*

Procrastination is not a "one size fits all" problem. We procrastinate for a variety of different reasons. The first step in tackling procrastination is to do some detective work – to figure out – without judgment – why it might be that you procrastinate.

### REASONS FOR PROCRASTINATION

People procrastinate for a variety of different reasons:

1. Not being sure of how to do the task at hand. If a task seems difficult, or if you're not sure you know how to complete it, it is natural to avoid tackling it.

2. The task to be done doesn't interest you, and it seems preferable to work on tasks (e.g. other courses) that are more in line with your personal interests. You may lack motivation to work on the task.

3. Fear of not doing well on the task. Trying hard at a task and failing might seem worse than failing because you didn't try. Often a root cause of this type of procrastination is perfectionism.

4.  Or, you might fear the opposite. Some people fear being too successful, because the result of this success is that people will expect more of you the next time.

Identifying the cause of procrastination can help you move towards a solution. Here are some suggested solutions for each of the four causes mentioned above:

| | |
|---|---|
| **I'm not sure I know how to do it** | Look for ways to develop your skills in the areas where you feel unsure of your ability to be successful. For example:<br><br>• Make an appointment with a math or accounting tutor to learn how to solve a difficult type of problem<br>• Make an appointment with a writing tutor to develop an outline for your paper<br>• Learn from library staff how to use the research tools that are available<br>• Make an appointment with a learning strategist to learn how to read more effectively<br><br>Rather than procrastinating, you can empower yourself to be successful. The skills you gain will help you not only on one task, but on other related tasks in the future. |
| **I'm not interested in this task/it isn't motivating for me** | • Choose to "just do it", and complete the task, allowing yourself guilt free time after it is done. Consider how continuing to dread the task might be taking away from future enjoyment of other things.<br>• Consider your attitude towards things that are uninteresting – is your attitude preventing you from finding the motivation you need? Is it realistic to expect that you will always have interesting or enjoyable tasks?<br>• Consider how the task at hand relates to your long-term goals. For example, perhaps the course is not interesting to you, but it will help you achieve your goal of finishing your degree, and obtaining employment in an area that interests you. |
| **I'm afraid of failing/I'm afraid of what success might mean** | • Consider whether you have developed unrealistic standards for yourself. How can you set realistic goals for what it means to be successful? |

## GETTING STARTED



*Figure 2.2.1 Timer*

A key aspect of overcoming procrastination is developing strategies to get started. Often, committing to complete one small task can be enough to begin moving ahead. For example, just taking out your laptop, creating a document, and typing the title can create some forward momentum.

A well-known technique for managing time that can help with procrastination is called the *Pomodoro Technique*. This technique is a method of managing procrastination by breaking down your work periods into small, manageable units. Here's how it works:

1. Choose the task you want to accomplish.

2. Set a timer for 25 minutes- no interruptions are allowed!

3. Work until the timer rings.

4. Take a short break.

5. Do up to 4 Pomodoros and then take a longer break.

## WHY THE METHOD WORKS

The Pomodoro technique can help you push past procrastination and create forward momentum because it requires you to commit to only a small, manageable period of work. In addition, it can help you discipline yourself to work without interruptions, and can create awareness of how much time individual tasks take. Lastly, this method allows you to reward yourself with frequent breaks, which maintains motivation.

## ACTIVITY 2.1 DEFEAT PROCRASTINATION

Take some concrete steps this week to defeat procrastination.

1. Of the reasons listed above, why do you tend to procrastinate? What is one step you will take this week to defeat procrastination?

2. Try the *Pomodoro technique* once this week. Do you find that it helps you get started and stay focused?

## 2.3 GOAL SETTING

RAEANNA JEFFERS AND LAURA HAYGOOD

> ## Learning Objectives
>
> At the end of this section, the learner will:
>
> - Understand how to break large goals into smaller segments.
> - Conceptualize their degree plan into goals and sub-goals.
> - Recognize that small actions lead to goal attainment.

### GOAL SETTING

The video in 2.1 illustrates that your use of time depends on your priorities at a given moment. Priorities shift based on the amount of time you have to dedicate to the tasks associated with any goal. Defining your goals ahead will allow you to remain focused, stay motivated, and on track, which reduces anxiety.

Break goals down into smaller sub-goals. Sub-goals are actionable items that move you closer to a large goal like earning a degree:
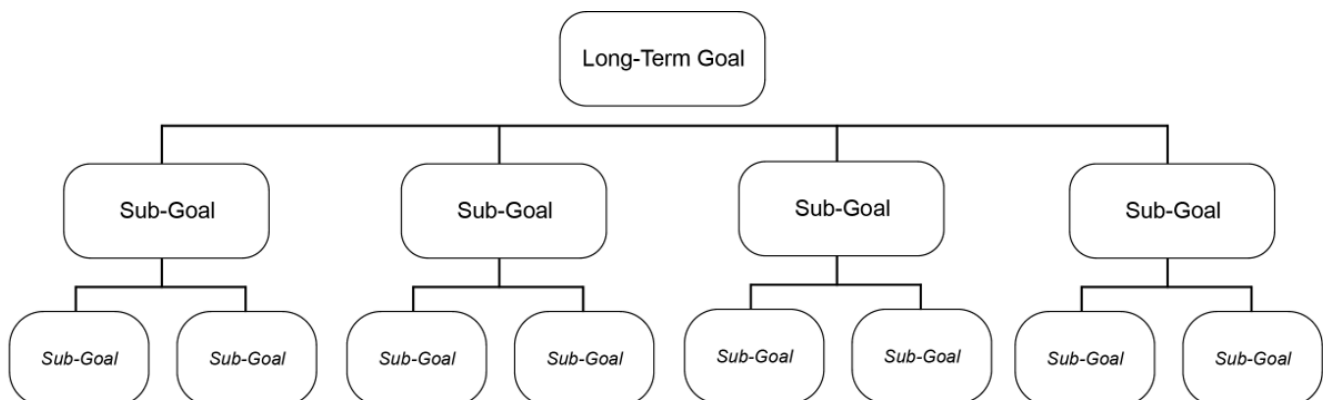


*Figure 2.3.1 Long-term goals subdivided into sub-goals. York University (2007)*

If obtaining a BSN degree is your primary goal, treat each year and semester as a milestone toward attaining the degree. Break that down further into the

classes you need to take each semester. Each course has objectives that must be met to receive credit for the class. Assignments address the objectives, therefore, assignments are sub-goals of objectives. Each assignment also has requirements you must meet, so, even your assignments have sub-goals. Ultimately, as you address each sub-goal, you edge closer to your dream of graduating with a Nursing degree.

Figures 2.3.2- 2.3.7 illustrate examples of sub-goals for earning a BSN degree. Use the slider to progress through the images.

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://uta.pressbooks.pub/nursingschoolsuccess/?p=1755#h5p-5

## ACTIVITY 2.3A: BSN GOAL SETTING

### BSN Goal Setting

- Drag and drop the correct words into the sentences.

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https://uta.pressbooks.pub/nursingschoolsuccess/?p=1755#h5p-6

## WRITING YOUR GOALS AND OBJECTIVES

Writing down your goals and objectives will help you remain focused as you work to complete your degree. College can be exhausting and it is easy to get distracted from your goals. Reminding yourself of the reason why you are in school can help you to persevere and overcome obstacles.

What is the difference between goals and objectives? **Goals** are broad outcomes you want to see reached; these can often take years to achieve, or they can be narrow and specific, like the SMART goals listed below. **Objectives** are the detailed, specific tasks you will take to achieve your goals and should be time-based when possible.

Now it's your turn to set goals and objectives for yourself.

**BE S.M.A.R.T. ABOUT YOUR GOALS?**

A S.M.A.R.T. goal is an acronym for a written goal that includes these derived aspects:

*Specific – Describes what you want to accomplish in as much detail as possible.*

*Measurable – Describes your goal in a way that can be evaluated or measured.*

*Action-oriented – Identifies the general actions that may be taken rather than personal qualities.*

*Realistic – Identifies a goal that you are capable of attaining.*

*Timely – Clearly specifies a completion date or may even break the long-term goal down into short-term goals.*

Example of a goal related to running

*I want to run a half marathon.*

Example of a S.M.A.R.T. goal related to running:

*I am going to run a half marathon (13.1 miles) in 8 months by purchasing equipment, making a plan, and registering for a race.*

**Sample Objectives:**

- During the first week, purchase needed equipment (running shoes, athletic attire, water bottles, etc).
- Make a plan to run at least 3 days per week.
- During month 1, begin training with a local running group.
- By the end of month 3, be capable of running 3 miles.
- By the end of month 5, be capable of running 5 miles.
- During month 6, register for the race.

## ACTIVITY 2.3B: GOAL SETTING

### Goal Setting Exercise

Write a personal goal and an academic goal using the S.M.A.R.T. formula discussed in "Be S.M.A.R.T. about Your Goals" above.

Think about these questions:

- Is there a level of education you'd like to complete?

- Is there a particular role you'd like?  Or an organization for whom you would like to work?

Now, list the objectives you need to meet to reach each goal.

- Specific courses you need to take?

- Networking and/or internship opportunities?

## 2.4 PLANNING A COLLEGE COURSE LOAD

RAEANNA JEFFERS

Learning Objectives

At the end of this section, the learner will:

- Calculate the number of hours needed for work, class, and study.
- Identify the number of remaining hours in a schedule for other activities.
- Begin the enrollment process.

### PLANNING A COLLEGE COURSE LOAD

Now that you are aware of your use of time, you can begin to build a college course load that makes sense for your personal goals. You will need to spend 3 hours of study and homework time per each 1 credit hour. If you do the math, a 3 credit-hour course will require 9 hours of time for completion of assignments and study time (3 credit hrs. x 3 hrs. study and homework = 9 total hrs. per 3 credit-hour course).

The table below shows a recommended time allotment for class hours and study time per hour of work at your place of employment.

**Figure 2.4.1 Recommended Weekly Time Allotment Per Hours Worked**

| # of Work Hours | # Class hours Recommended | Estimated Maximum Study Time Needed | Total Hours Needed Per Week | Remaining Hours per Week for Other Activities |
|---|---|---|---|---|
| 40 | 6 | 18 | 64 | 104 |
| 30 | 9 | 27 | 66 | 102 |
| 20 | 12 | 36 | 68 | 100 |

Now would be a good time to review your one-week time audit from 2.1. Once you decide how many course hours you can handle, you are ready to enroll in classes. Enrolling as early as possible will improve your chances of getting the desired courses and schedule. Look at the course schedules to see when classes meet, any required pre-requisites for the courses, and any other key dates like holidays, drop days, etc. **Make sure you have completed any advising appointments, orientations, or additional requirements prior to starting your enrollment process.**

## ACTIVITY 2.4: PLANNING A COURSE LOAD

Planning a Course Load

*Complete the following activity to calculate your hours for work, class, and study time. The remaining weekly balance of time will be used to plan all other activities.*

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://uta.pressbooks.pub/nursingschoolsuccess/?p=1757#h5p-3

**Refer back to these calculations later when completing your semester schedule in 2.5.**

## 2.5 BUILDING A SEMESTER SCHEDULE

RAEANNA JEFFERS

RAEANNA JEFFERS

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### Learning Objectives

At the end of this section, the learner will:

- Gather all course materials and key dates.
- Download and install Microsoft 365 (UTA Students).
- Populate an Outlook Calendar for the semester.

## BUILDING A SEMESTER SCHEDULE

After understanding your use of time, deciding your course load, completing your pre-enrollment activities, and enrolling in your courses, you are now ready to build a semester schedule. Begin by gathering all the available course materials and any key dates that you must keep track of. Also note any personal key dates like family events, birthdays, and other special occasions. Remember to plan and schedule a time for self-care activities, too. Planning in restorative periods ensures you stay well and avoid burnout.

## FOR UTA STUDENTS, KEY DATES AND INFORMATION ARE FOUND IN THE FOLLOWING PLACES:

*Notes for Nursing School Success!* As you are planning to apply for nursing school, remember to add important dates to your calendar that are required for your nursing school application: TEAS test, immunization

- Academic Calendar
- University Catalog
- Registration Timetable
- Schedule of Classes
- Course Syllabus Information
- Final Exam Schedule
- Academic Advising
- New Maverick Orientation

- [College of Nursing and Health Innovation Student Resources](#)

## GETTING ORGANIZED

The cost and utility of available organizational tools are important to consider when deciding which is best for your situation. [Applications](#), [paper planners](#), and other [software](#) are widely available. Most require payment for use and do not offer the robust features you might enjoy with your university's free student software offerings.

deadlines, and application dates!

Students with limited access to resources **outside** of UTA can leverage the Google Suite ([G Suite](#)) of products to save on costs, minimizing the need for multiple mechanisms to keep organized. Here is access to the [G Suite learning center](#) where you can learn more about those products.

**UTA students** enjoy free access to a [Microsoft 365 account,](#) including Outlook, which has all the functionality necessary to stay on track. Outlook integrates your student email account, calendar, tasks, to-do lists, and more. You can access Outlook by phone, computer, or mobile device. The Outlook desktop and web versions sync seamlessly, which is helpful when you are on the move!

Proceed to the activity where you will learn to populate your schedule in Outlook based on the key dates you have gathered.

## ACTIVITY 2.5: BUILDING YOUR SEMESTER SCHEDULE IN OUTLOOK

### Building Your Semester Schedule in Outlook

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://uta.pressbooks.pub/nursingschoolsuccess/?p=1759#h5p-1

## 2.6 EMAIL MANAGEMENT

RAEANNA JEFFERS

<div style="background:#1d4e79;color:#fff;">

### Learning Objectives

</div>

At the end of this section, the learner will:

- Learn to manage and organize their email inbox.
- Understand basic email etiquette.

## EMAIL MANAGEMENT

Leveraging and maximizing Outlook features is a key component to staying organized, managing collaborations, scheduling meetings, events, and tasks, and so much more. Learning how to use Outlook as a tool will save you time and frustration in the long term. In this section, we will review some of the most useful features. This will not be an exhaustive listing, but it will get you started.

## EMAIL SET UP

Before you begin relying heavily on Outlook email, take some time to set up folders and rules for managing your inbox. First, decide which folders you would like to create to organize incoming emails. These can be folders for projects, classes, people, topics, etc. Grouping your emails together based on an attribute or importance makes clearing your inbox strategic in that you are able to prioritize more easily what needs to be done first. There is no wrong way to do this. What is important is that you are maximizing the time you spend managing your incoming emails by automating your inbox.

**Creating a Rule for an Email in Outlook**

- Right-click an email message and select **Rules** > **Create Rule**.
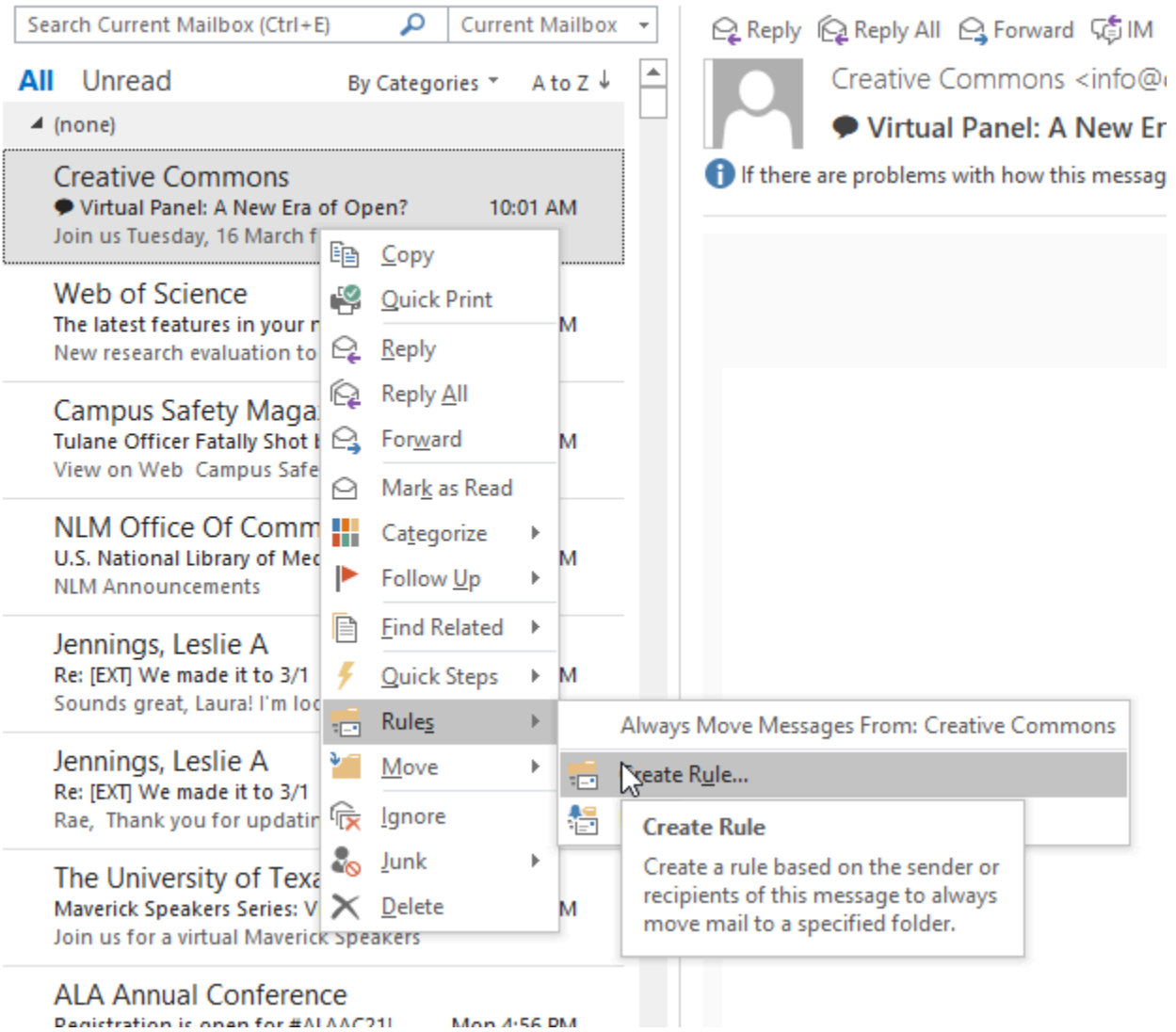
*Figure 2.6.1 Creating a rule in Outlook*

- Select a condition, and what to do with the message based on the condition.
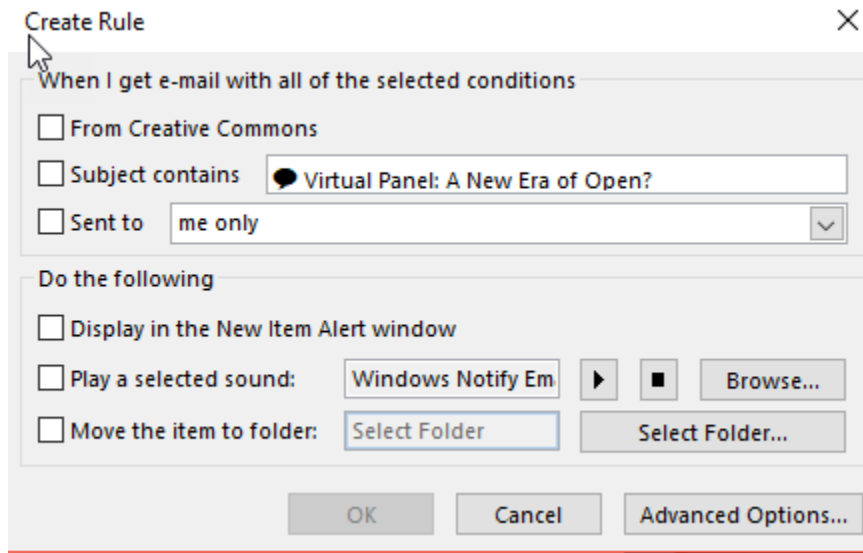
*Figure 2.6.2 Rule conditions in Outlook*

- When you're done creating the rule, select **OK.**
- To use the rule right away, select the **Run this new rule now on messages already in the current folder** checkbox, and then select **OK**.

The message now appears in the folder you assigned.

**Creating Other Email Rules in Outlook**

You can create rules for emails from specific people, words in a subject line, flag certain emails for follow-up, and more. Follow these steps to get to the Rules Wizard. From there, you will decide what rules to apply to the various emails you receive.

- Click the Rules icon, then select "Manage Rules & Alerts".
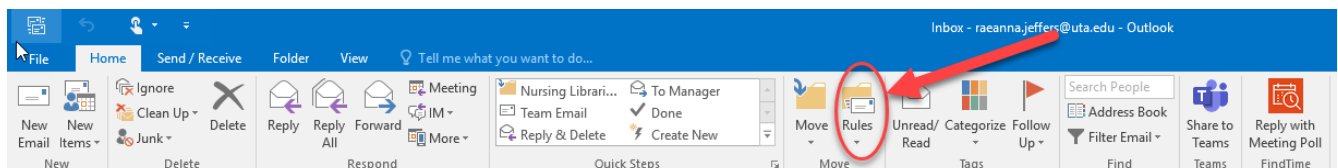


*Figure 2.6.3 Managing rules in Outlook*
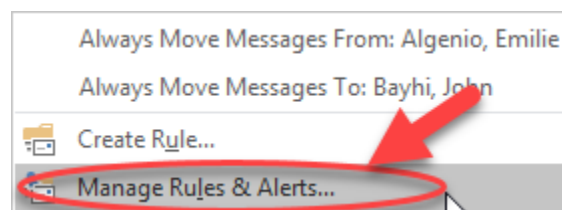


*Figure 2.6.4 Rules and alerts in Outlook*

- Click "New rule".
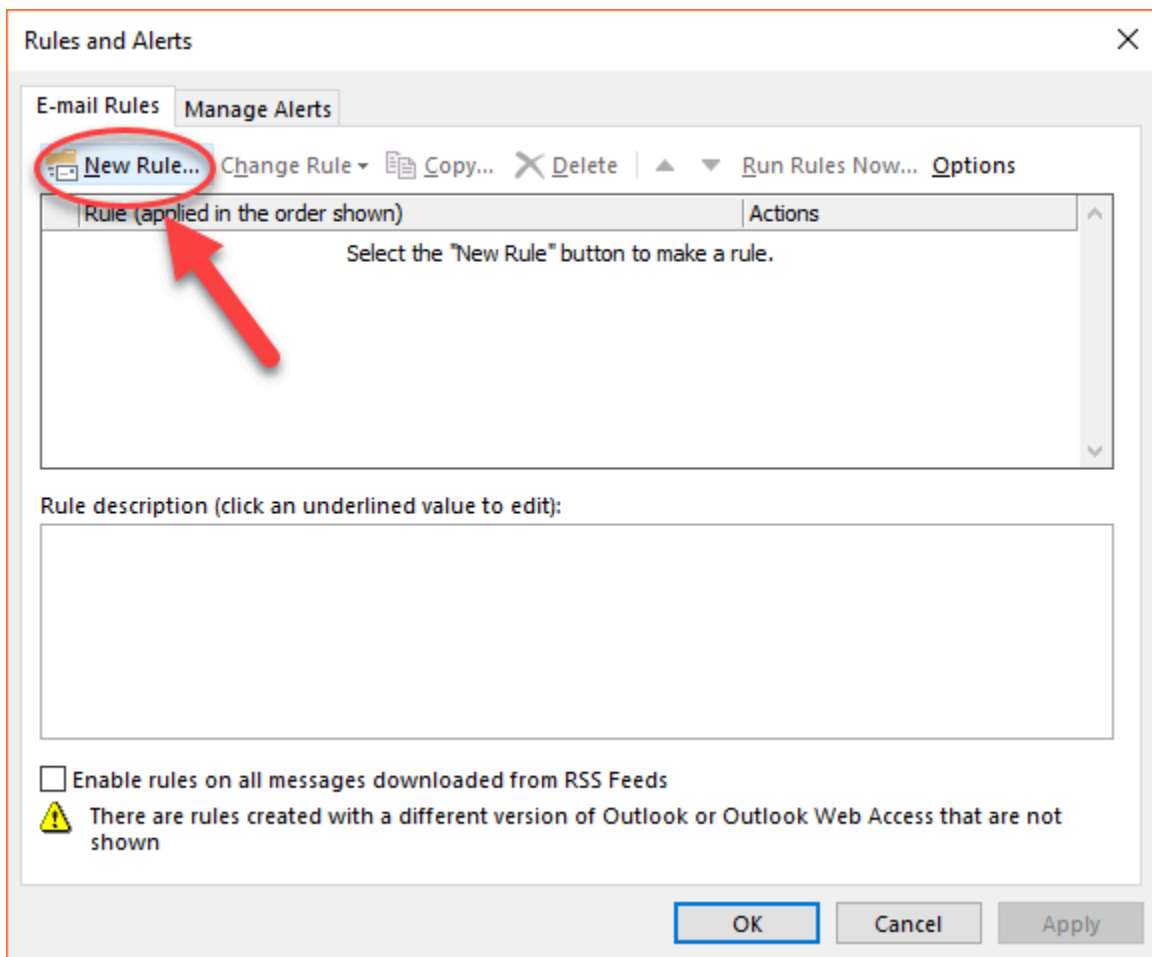
*Figure 2.6.5 New rules in Outlook*

- You have successfully navigated the Rules Wizard. Create rules based on your preferences from this screen.
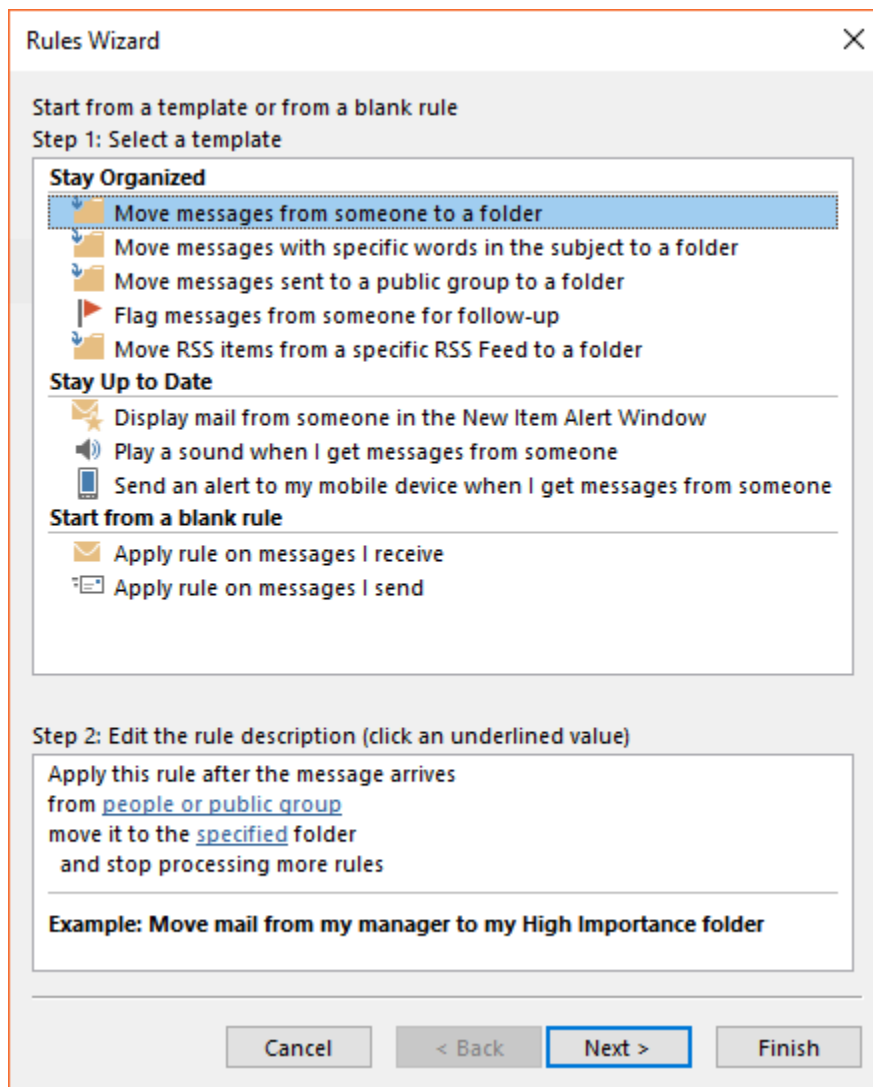
*Figure 2.6.6 Rules Wizard*

- More information on Rules Wizard can be found on the [Microsoft Support Page](Microsoft Support Page).

## FLAGGING OUTGOING MESSAGES FOR FOLLOW-UP

Use the flag feature to keep up with messages you send that require a follow-up. Here are the steps:

- Create a new email by clicking the "new email" icon.
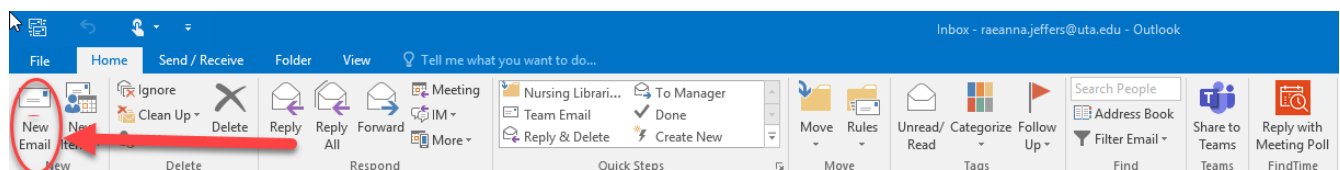


*Figure 2.6.7 Organizing outgoing emails for follow up*

- Click the "Follow-Up" flag icon and select an option.
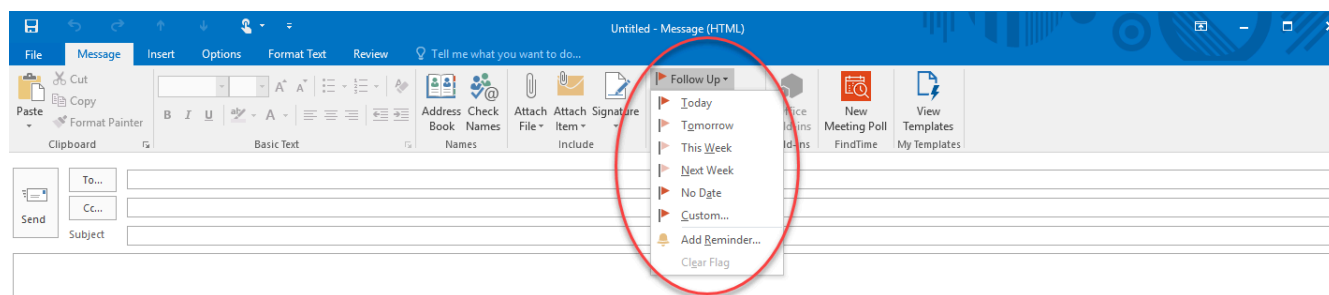
*Figure 2.6.8 Flag for follow up*

- You can set yourself a reminder as well.
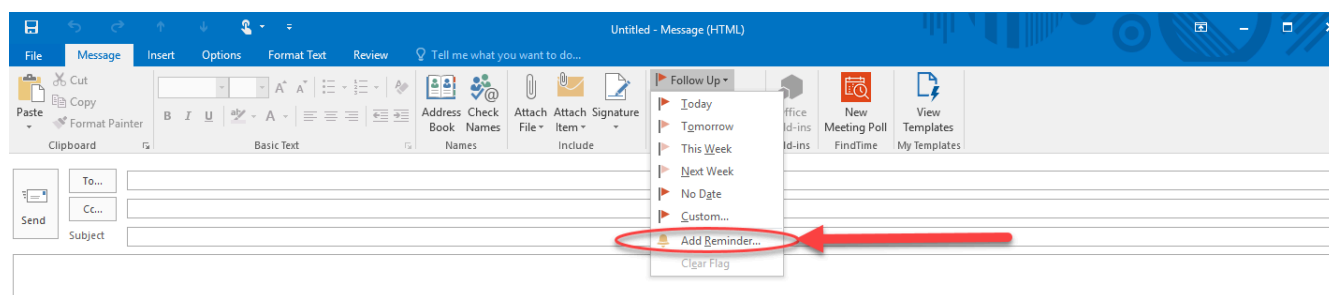


*Figure 2.6.9 Outgoing email reminders*

## FLAGGING INCOMING MESSAGES FOR FOLLOW-UP

Incoming messages can also be flagged for follow-up.

- Right-click on the message you want to follow-up on to view the options.
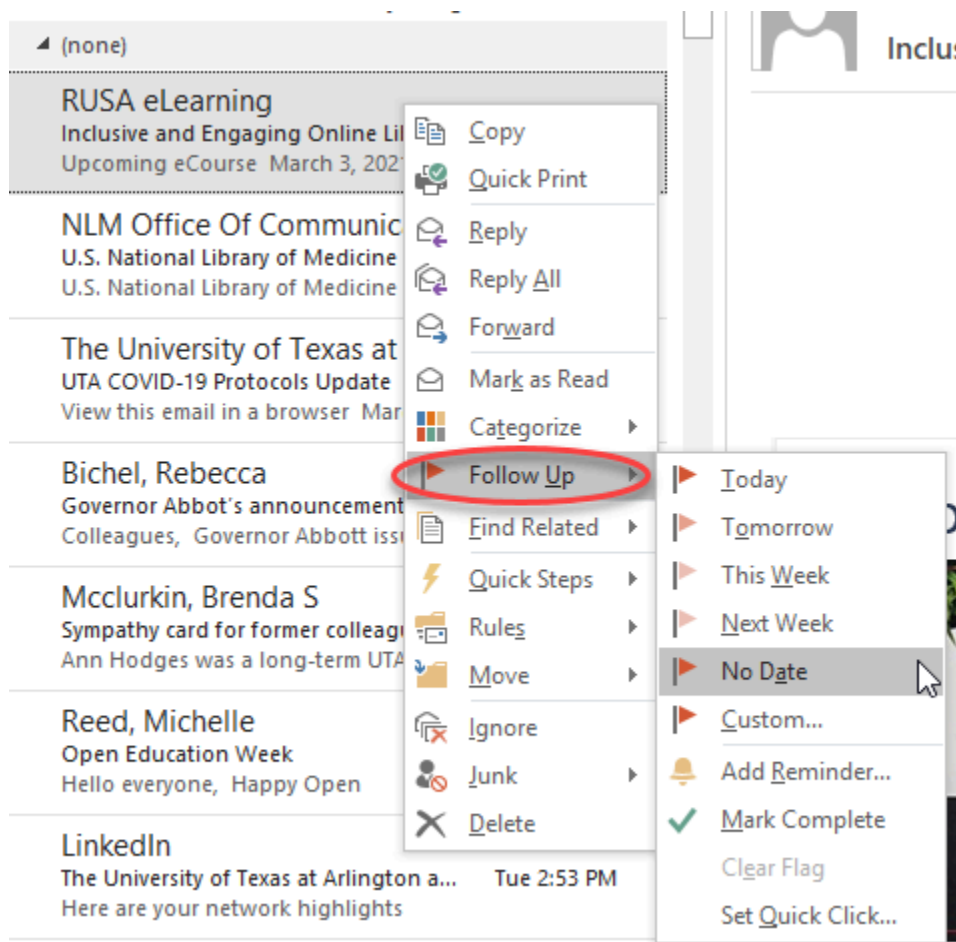
*Figure 2.6.10 Organizing incoming emails for follow up*

- Set yourself a reminder.
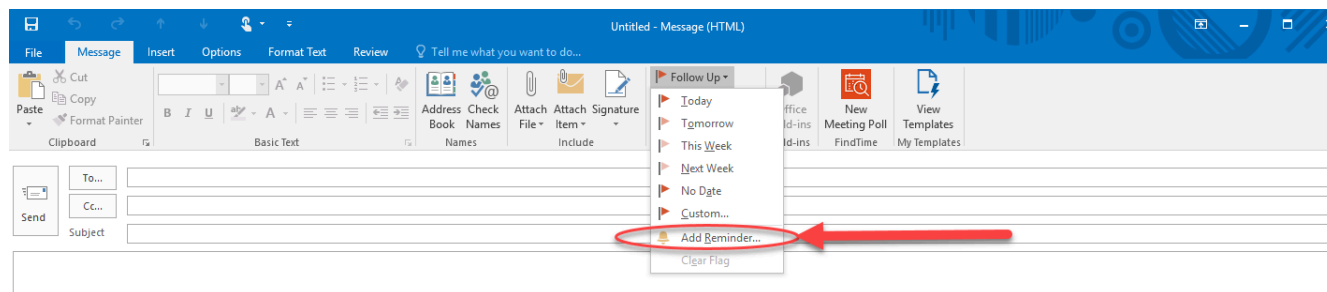


*Figure 2.6.11 Incoming email reminders*

## ADDING EMAILS TO YOUR TO-DO LIST

Your to-do list can include emails for follow-up as well.

- In the message pane, click the flag to add the email to your to-do list.
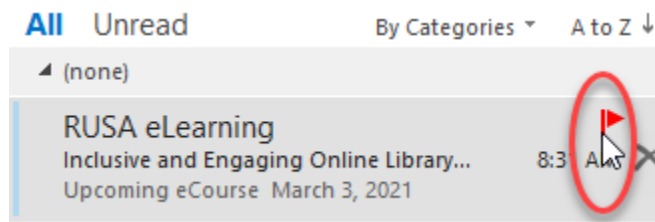
*Figure 2.6.12 To-do list*

## VIEWING YOUR TO-DO/TASK LIST

There is more than one way to view your to-do/task list in Outlook. The first way allows you to view the list as part of your email inbox screen. Follow these steps:

- Click on the View tab on the ribbon.
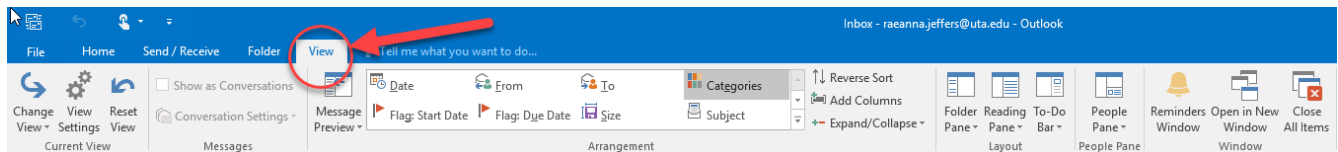


*Figure 2.6.13 How to view your to-do list*

- Click the "To-Do Bar" Icon.
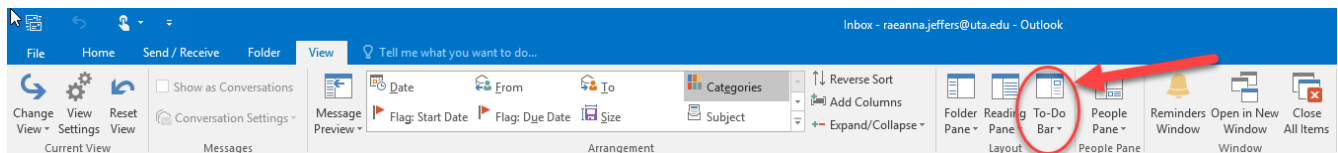


*Figure 2.6.14 To-do bar icon*

- Select the items you would like to view in the email inbox pane. For now, Tasks is selected, but you can add the other options if you wish.
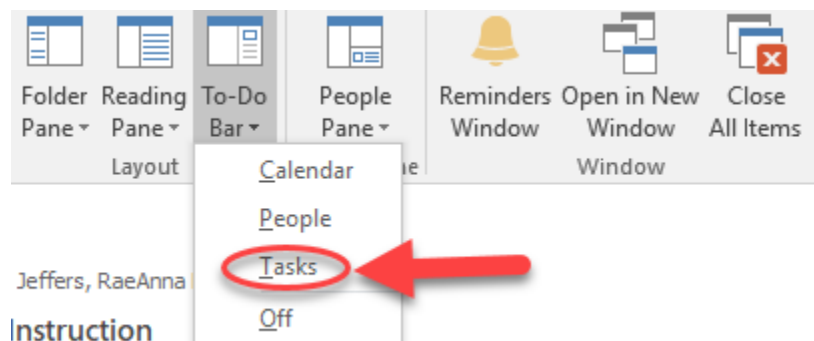


*Figure 2.6.15 Tasks menu option*

- Your to-do/task list now appears on the right side of your reading pane.
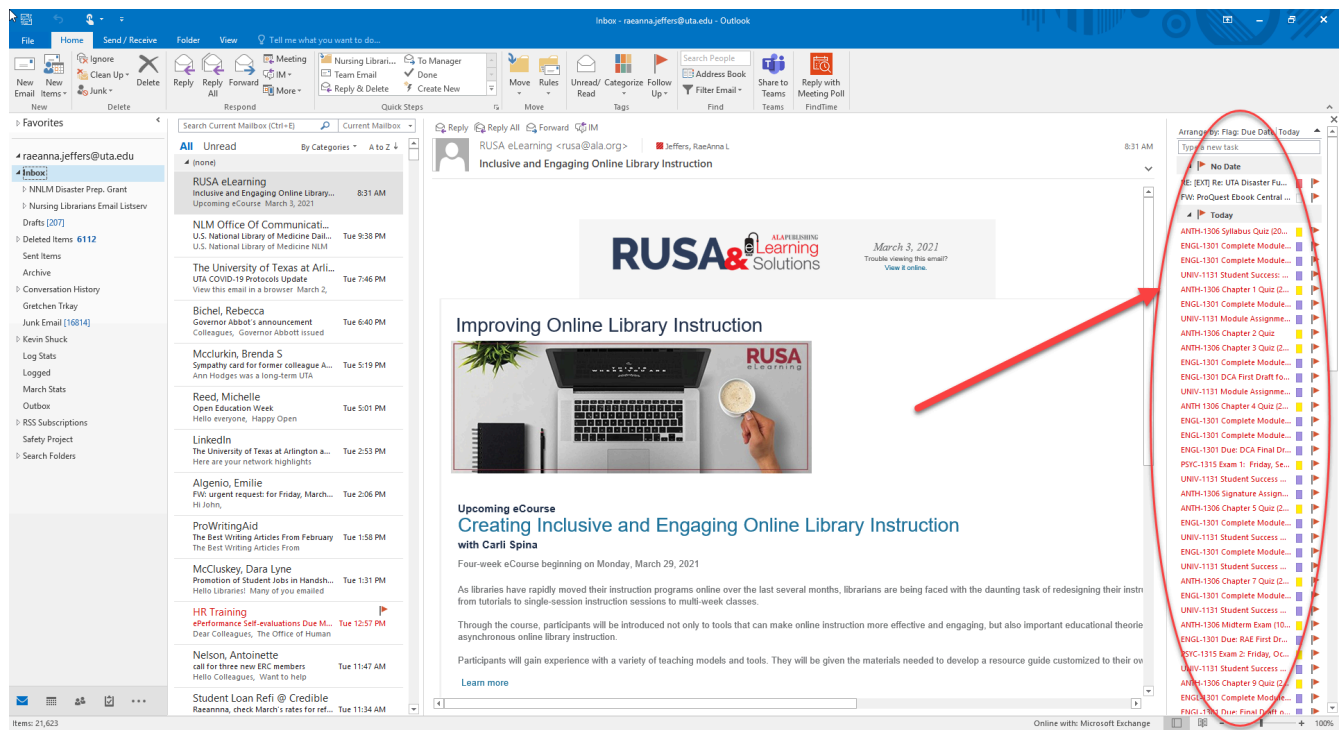
*Figure 2.6.16 Example to-do list*

The second way to view your to-do/task list is as follows:

- Click the Task icon.
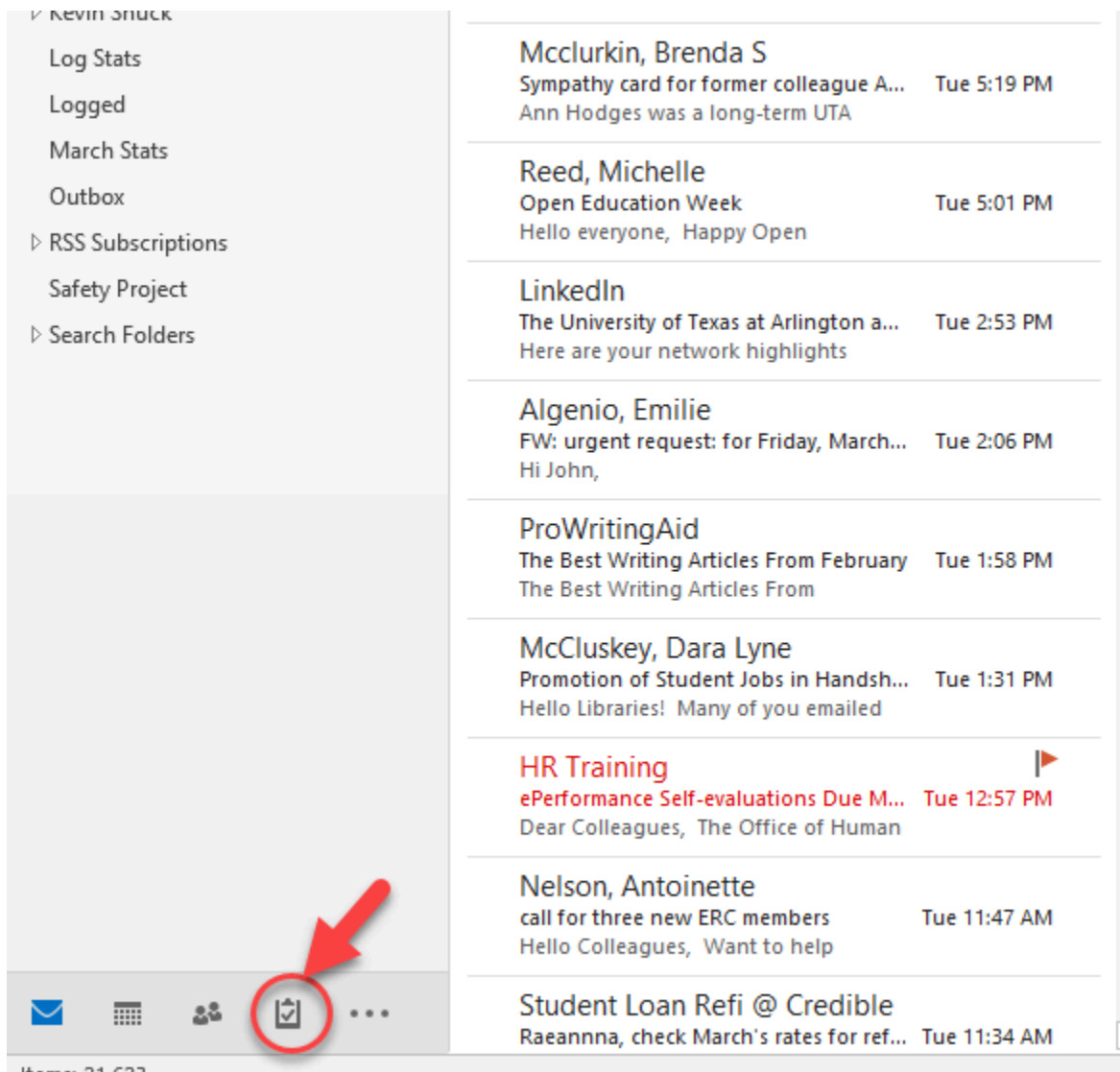
Figure 2.6.17 Second way to view to-do list

- To view your To-Do list in the full reading pane, select "To-Do List" from your available options.
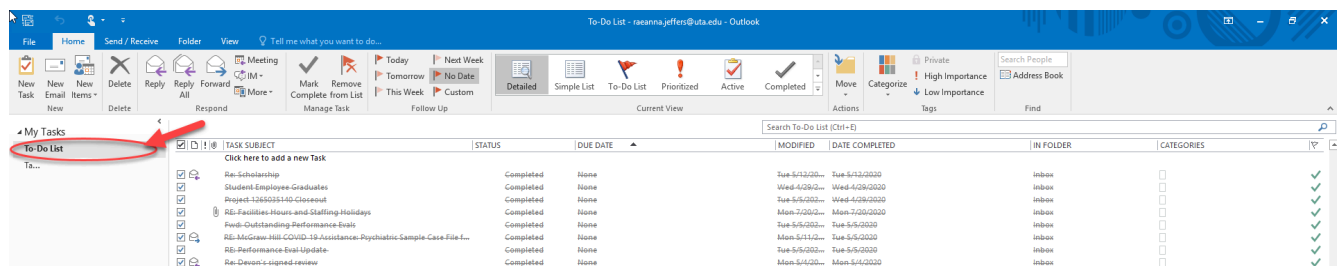


Figure 2.6.18 How to view your to-do list in a full pane

You can now see your To-Do list in the reading pane. Emails flagged for your to-do list, items entered manually, their status, and other important elements are shown in the To-Do list.

*Tasks do not appear here unless you enter them manually. See below for information about Tasks. You will have to switch to the Task pane to see those. Directions to follow.*

- Click on "Detailed" to see full details about an entry.
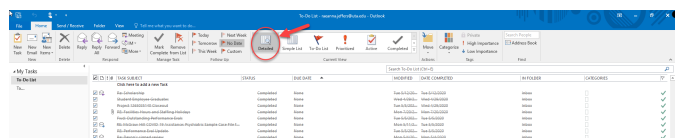


To view the Task list, select "Tasks" from the available options:

Figure 2.6.19 Instructions on detailed task list entries
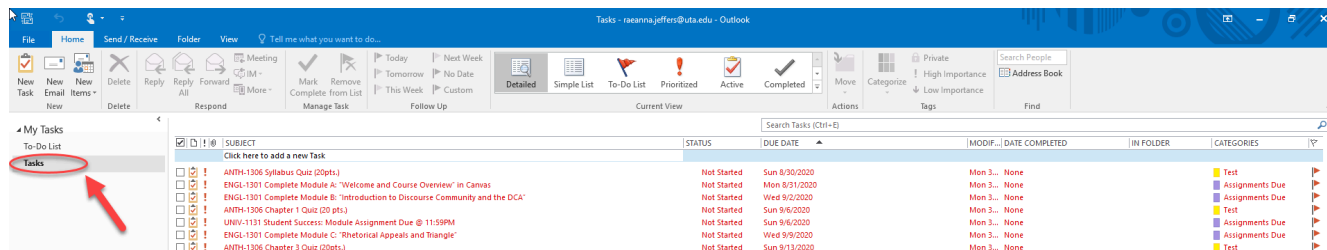


Figure 2.6.20 Task list options for detailed view

- You can add tasks manually here by clicking on the first field in the table.
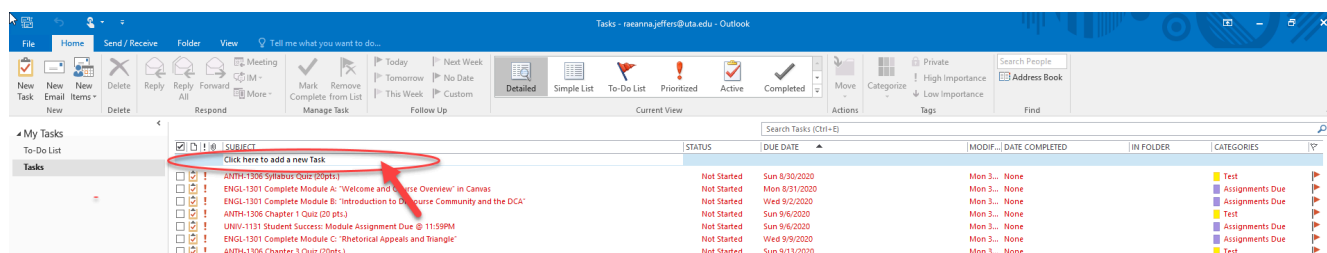


Figure 2.6.21 Adding a new task

## SETTING UP EMAIL ON MOBILE DEVICES

The following settings are from the Office of Information Technology.  Follow the steps to add your Office 365 student email account to a mobile phone or tablet.  These settings are known to work on most Android and Apple iOS devices.

*Universal Configuration Instructions:*

1. Open your email application, select new account, and choose the **Exchange** account type.
2. Under the "**User name**" field,  enter your full student email address. i.e. john_doe@mavs.uta.edu
3. Under the "**Password**" field enter your MyMav /NET ID password.
4. Under the "**Email address**" field, enter your full student email address. i.e. john_doe@mavs.uta.edu  (The contents of the user name and email address field should be

exactly the same.)

5. The "**Server address**" is m.outlook.com.

6. The "**Domain**" box should be left blank.

7. These settings should allow your student email account to be added to your device.

*iPhone/iPad Configuration Instructions:*

1. Go to Settings

2. Click on "Mail, Contacts, Calendars"

3. Click "Add an account"

4. Select "Exchange" from the account types.

5. Enter your FULL UTA student email address.

6. Enter your MyMav/NetID password

7. Enter a description that suites you

8. On the next page:

   ◦ Server = mail.office365.com

   ◦ Domain = *leave this field blank*

   ◦ Username (if you're asked for one) = your FULL UTA email address

   ◦ Password = *should be filled in automatically; if not, enter your current password*

9. Press Continue

\* If you get a server error, but the option to continue, please continue \*
\* If you get an invalid username/password issue, either your email address and/or password is NOT input correctly. Please erase and retype slowly. \*

*Known Issues:*

Android devices will require you to allow remote security administration before your account can be added.

## ADDITIONAL EMAIL CONSIDERATIONS

Now that you have reviewed how to manage the basic mechanics of Outlook, let us take a look at other considerations associated with email.

## SETTING FREQUENCIES

**Basic Etiquette**

***Consider Your Email Address:***

It is a professional practice to use an email account that identifies you as the owner.  Email

addresses with names like CatzRCute@gmail.com are viewed as unprofessional, are not likely to be read, or may end up in a junk or spam folder.

*The Subject Line*

The subject line is the first thing your reader will see when they look at their email list. Things to consider about the subject line:

- Your reader likely receives hundreds of emails a day from various sources.
- Your email subject line should get the reader's attention.
- Your email subject line should tell the reader what you need.
    - Be short
    - Be specific

*Your Greeting*

Like your subject line, your greeting can set the tone of your email. A respectful greeting is required. If you are familiar with the person you are emailing, you may use their first name. However, if you are uncertain how the person wishes to be addressed, err on the side of respect and address them by their last name. The following greeting examples are acceptable:

- Dear Dr. Smith,
- Dear Mr. Smith,
- Dear Mark,
- Hello Dr. Smith,
- Hello Mr. Smith,
- Hello Mark,

*Writing the Body of Your Email*

In the body of your email, be sure to include the following:

- Introduce yourself.
- Tell the reader why you are writing.
- Tell the reader what you want from them.
- Tell the reader when you need it done. If you need something by a deadline, *do not wait until the last minute to make a request*.
- Give the reader time to respond.

Pay attention to the tone of your email. The reader does not have the benefit of assessing your body language to understand the intent of what you are saying. Remember:

- Be courteous! Making demands will not go over well. Make polite requests instead.

- Be brief.
- Write complete sentences with correct spelling, grammar, and punctuation.
- Avoid emotionally charged emails. Come back to it later when you are calm!
- Avoid writing in ALL CAPS.  It is viewed as shouting.
- This is a no emoji zone.  Save those for social media posts and text messages to your friends.

*Closing Your Email*

When you are finished with the body of your email, end with a professional close.  The following examples are acceptable:

- Sincerely,
- Best,
- Kind regards,

Provide your first and last name.

Example:

Sincerely,

Jane Doe

## Writing for a Specific Audience

Think about your intended audience before you begin crafting your email. Ask yourself the following questions:

- Who is your audience?
- How often does your audience use email for communication?
- What is your audience's relationship to you?
- What kind of impression do you want to make?

Email is NEVER private, so be careful about what you write in an email.

### *Writing to a Professor or Instructor*

#### Is Your Email Necessary?

Most questions can be answered by carefully reviewing course materials such as the syllabus, grading rubric, or other documents. Those are located in the learning management system's course shell associated with your class. UTA's learning management system is called [Canvas](). If your course has a discussion board or announcement feed, check there for the answer to your question, as well.

The number one complaint from professors is that students do not review the information before sending emails.  Remember, professors get hundreds of emails a day.  Make yours count!

If your purpose is to report an error in course documents, remember to be kind. Mistakes happen- professors and instructors are human, too.

You can also check the [library](#) for a guide that might answer your questions.  Guides, [found here,](#) are created by librarians to help http://www.libraries.uta.eduyou navigate the libraries' resources as well as course work.

**Use Your Student Email Account**

When you are writing to your professor or instructor, you are expected to use the email account issued by your school.  Other accounts may go into the professor's junk or spam email folders because you are not recognized as part of the network. If you use an outside email address, your professor or instructor may never see your email.

**The Subject Line**

The subject line is the first thing your professor will see when they look at their email list.  Things to consider about the subject line:

- Your professor receives hundreds of emails a day from various sources.
- Your email subject line will need to look like it is from a student to get the professor's attention.
- Include the following information in your subject line
    - Course Name and Section Number (Example: NURS 5366-001)
    - Email topic (Example: Meeting Request for Exam 4 Review)

*Emailing Your Librarian*

When emailing your librarian to ask for assistance locating research, please provide the following information:

- Assignment requirements – attach the assignment requirements and/or the grading rubric.
- Search Terms – tell the librarian what terms you have already tried.
- Issues/Problems – what problems are you having? Be specific!
- Make sure to reply to any responses from your librarian.

*Emailing your Academic Advisor*

When emailing your academic advisor, or anyone else in the university who has access to your student file, include your student ID number. Doing so will get you a faster response, as they won't have to email you back asking for this information.

_**Emailing a Prospective Employer**_

When emailing a prospective employer, you should consider the way you are representing yourself. You want the employer to see that you are conscientious, can communicate effectively, and can be an asset to their team. To do so, keep the following in mind:

- Use proper grammar and punctuation – We covered this in the General Etiquette Tips section, but it bears repeating. Minor mistakes may make the employer wonder what other mistakes you would make that could cost the company greatly.
- Be concise – if the employer feels that you have wasted their time, they are less likely to want to hire you.

Do your research – don't ask questions that you can easily find the answer to on their website.

## ACTIVITY 2.6: PROSPECTIVE EMPLOYER EMAIL

### Prospective Employer Email

Visit this [webpage](#) for more information about emailing a prospective employer. Create a draft of an email that could be used, and save for future use.

If you have questions while preparing for your job hunt, please contact the [UTA Career Development Center](#). They provide assistance with crafting your resume, preparing for an interview, and much more!

## 2.7 PUTTING IT ALL TOGETHER

RAEANNA JEFFERS

<div style="border: 1px solid #ccc;">

### Learning Objectives

At the end of this section, the learner will:

- Look at to-dos/tasks ahead daily, weekly, and monthly.
- Proactively navigate scheduling conflicts.

</div>

### PUTTING IT ALL TOGETHER

Congratulations! You are now organized and ready to achieve your goals. All that you need to do now to meet your goals is to stay on top of what is happening with your calendar and to-dos/tasks. Follow these tips to stay on track.

### CHECK YOUR CALENDAR AND TO-DOS/TASKS:

1. *Monthly*

   - Keep your calendar and to-dos/tasks up to date throughout the year so that you can see conflicts before they become emergent.

   - Where conflicts exist, make adjustments so that the priority items are tended to first.

   - When conflicts cannot be resolved, you will have to make decisions about what is most important to you. Sometimes that may mean you have to put personal items on hold to tend to academic responsibilities. Others, you might spend less time on coursework.

   - If conflicts exist in your preparation of coursework like assignments and exams, remember to look at the weighted average for each as a percentage of your total grade. This will clue you into which one should get the most attention. If you add those weighted percentages in your title or subject line on your calendar and to-dos/task lists as suggested earlier in this chapter, you will be able to see this without referring back to your course documents.

   - As always, reach out to your instructor for support early if you need help!

2. *Weekly*

- Choose a day each week that you will review your calendar and to-dos/tasks.

- Make a plan to address these items prior to the start of the next week.

- If something was added to your schedule that does not fit, see if you can move anything that is not a top priority to the next week(s). If you cannot resolve the conflict, reach out right away to anyone that is affected and work toward a solution. This includes your instructor(s).

3. *Morning*

- This will help create a focus for your day.

- Make a to-list for the day and address the items based on the priority you assign each one.

4. *Evening*

- Recap your day by reviewing your accomplishments for the day! Doing so will keep you motivated as you will be able to see progress toward your goals incrementally.

- Review what is coming for the next day sometime before you go to bed. Your brain will continue to work while you sleep. Clearing out your mind by gaining an understanding of the next steps will help your sleep be more restful, setting you up for success tomorrow.

## ACTIVITY 2.7: REFLECTIVE EXERCISE

### Reflecting on Your Goals

- Write down 10 things you did yesterday on one piece of paper.

- On the second piece of paper, write down 5 things you expect to complete in the next two weeks.

- Look at the two lists next to one another. Mark items from the first list that relate to those on the second list.

  - Did you spend time working toward your goal?

  - If not, why?

  - What adjustments can you make to achieve the items on the second list?

# 3. SUCCESSFUL STUDY STRATEGIES

*"If you study to remember, you will forget, but, if you study to understand, you will remember."*

– Unknown

Why do some students earn good grades and others do not? Answers vary. Students with poor grades have said students with good grades are born book smart. Students with good grades answer that studying and hard work got them there.

Despite the stigma of being a "nerd," it feels good to receive good grades. Take pride in your preparation, take pride in your studying, and take pride in your accomplishments.

Students know many things they need to do in order to achieve good grades – they just don't always perform them.

## 3.1 THE BASICS OF STUDY SKILLS

LESLIE JENNINGS, RN

<div class="learning-objectives">

### Learning Objectives

At the end of this section, the learner will:

- Identify success strategies useful for the classroom.
- Describe strategies for use outside the classroom.
- Formulate a plan to designate and improve a study space.

</div>

### IN THE CLASSROOM

### ATTEND EVERY CLASS

Attending each and every class requires a lot of self-discipline and motivation. Doing so will help you remain engaged and involved in course topics, provide insight into what your instructor deems most important, allow you to submit work and receive your graded assignments, and give you the opportunity to take quizzes or exams that cannot be made up.

Missing class is a major factor in students dropping courses or receiving poor grades. In addition, students attempting to make up the work from missing class often find it overwhelming. It's challenging to catch up if we get behind.

### SIT FRONT AND CENTER

Even if your faculty says, "Sit wherever you want — sit where you are most comfortable," think about where you would want to be if you were to attend a concert for your favorite artist. The answer is most often in front of the stage, because the best experience is closest to the band. That's why front-and-center tickets are the most expensive. There are some reasons sitting in the back works for some students, but you run the risk of sitting behind someone you cannot see over. And if you're sitting in the back so that you can send text messages without being seen, work on something else or so that you can disengage (not pay attention without the instructor noticing), then you're sitting in the back for the wrong reasons. Rather than hiding, you want to create the best learning environment, from both a visual and auditory perspective.

## ASK QUESTIONS

Many students feel like they are the only one that has a question or the only one that doesn't understand something in class. Ask questions during class, especially if your instructor encourages them. If not, make the effort to ask your questions before or after class or during your instructors' office hours.

If you take a class offered online, ask a lot of questions via the preferred method your instructor recommends. Since the delivery method is different to what most students are used to, students in online courses tend to have more questions. Online students may ask questions to understand the material and to be able to successfully navigate through the course content.

## OUTSIDE OF THE CLASSROOM

## BE PREPARED FOR EACH CLASS

Complete your assigned reading ahead of the deadline. Follow the syllabus so that you'll have familiarity with what the instructor is speaking about. Bring your course syllabus, textbook, notebook and any handouts or other important information for each particular class along with a pen and a positive attitude. Become interested in what the instructor has to say. Be eager to learn. Sleep adequately the night before class and ensure you do not arrive to class on an empty stomach. Many courses, both in person and online, use digital platforms called Learning Management Systems (LMS). Examples of these are Canvas, Blackboard, and Moodle. It is important for students to check their e-mail regularly as well as announcements or notifications from their instructor through the LMS.

## READ AND RETAIN YOUR SYLLABUS

In addition to acting as a contract between the instructor and you, the syllabus is also often the source of information for faculty contact information, textbook information, classroom behavior expectations, and attendance policy and course objectives. Some students make the mistake of stuffing the syllabus in their backpack when they receive it on the first day of class and never take a look at it again. Those who clearly read it, keep it for reference and review it frequently find themselves more prepared for class. If there is something in the syllabus you don't understand, ask your instructor about it before class, after class or during their office hours.

## USE YOUR CALENDAR WISELY

Place all of your assignments for all of your classes with their due dates in your calendar, planner, smart phone or whatever you use for organization. Successful students will also schedule when to start those assignments and have an idea of how long it will take to complete them.

It's easy to put off studying if it's not something we schedule. Block specific times and days for studying. Put the times on your calendar. Stick to the schedule. (Refer to Chapter 2 for more time management tips.)

## COMPLETE ALL OF YOUR ASSIGNED READINGS & ASSIGNMENTS (ON TIME)

There will be things that you are more interested in doing than your assignments and unexpected life

happenings that will come up. Students who earn good grades have the motivation and discipline to complete all of their assignments.

College courses have a significant amount of assigned reading and it can take a while to become comfortable with the workload. Some students fall behind early in keeping up with the reading requirements and others fail to read it at all. You will be most prepared for your class and for learning if you complete the reading assigned before your class. Staying on top of your syllabus and class calendar will help you be aware of your reading assignment deadlines. (See Chapter 3.2 for more help with pre-reading).

## KNOW WHAT THE CAMPUS RESOURCES ARE AND WHERE THEY ARE, AND USE THEM

There are many campus resources at your college or university and it's likely that they are underutilized because students don't know they exist, where they are, or that most of them are free. Find out what is available to you by checking your school's website for campus resources or student services, or talk to an academic advisor or counselor about what resources may be helpful for you. See Chapter 8 for a list of resources here at UTA.

## REVIEW FOR EXAMS

Preparation for an exam should begin on the first day of class, not when the exam is announced nor the night before an exam. Review your notes frequently to keep material fresh in your head. See Chapter 3.3 for additional tips.

## HAVE SOMEONE READ YOUR PAPERS BEFORE YOU SUBMIT THEM

You might be surprised to learn how many students turn in papers with spelling, grammar and punctuation errors that could have been easily corrected by using a spellchecker program or having someone read your paper. Many schools offer writing centers or tutors who will read your paper and give feedback, make suggestions, and help shape ideas. Take advantage of these services if they are offered. Another strategy is to read your paper aloud to yourself. You may catch errors when you read aloud that you might not catch when reading your writing. Remember that it is always the students' responsibility to have papers proofread, not someone else's.

## YOUR STUDY SPACE

## STUDY AT A TIME AND LOCATION THAT IS BEST FOR YOU

Some students study best in the morning and some at night. Some excel at a coffee shop, and others at the library. The place and time in which students often study is usually the most convenient for them. Students often find convenient places and times may also be full of distractions and thus are not good choices for them to study. It's worth the effort to study at the time and place that will be most productive for you. For most students, it is best to turn off the cell phone and TV and to keep off the Internet (and social media) unless it directly relates to your work.

## TIPS FOR EFFECTIVE, INDIVIDUAL STUDY SPACES

Most students take what they can get when it comes to study areas. Schools usually offer a variety of nooks and crannies for students to hunker down and get their assignments done. The school library is a good (and quiet) place. Many common areas elsewhere on campus have tables, chairs, couches, and lounges to accommodate learners. But most students end up doing the majority of their out-of-class work at home.

Home environments may be limited in terms of providing all of the recommended aspects of a good study space, but many of the recommendations can be either implemented or adapted from what a student has on hand or what can be improvised no matter what environment they are living in. Elements conducive to a more effective study/homework experience include such things as good lighting, ample supplies, comfortable seating, adequate space, and personalizing the study area to add a touch of inspiration and motivation.

## ACTIVITY 3.1 – IMPROVING YOUR STUDY SPACE

### Improving Your Study Space

Think about your current study area at home–the good, the bad, the ugly. Be thorough. List as many ways you think you can realistically improve, change, (or start over…) your study area. Remember, you might not have the advantage of a whole room, or even a corner of a room, but there are still some changes you can make to create a more effective study environment.

## 3.2 SUCCESS BEFORE CLASS: PRE-READING

LESLIE JENNINGS, RN

<div style="background:#e8f4fb">

### Learning Objectives

At the end of this section, the learner will:

- Explain the importance of pre-reading as a strategy for successful learning.
- Recognize reading principles that enhance the learning process.
- Practice taking notes from assigned readings.

</div>

### SUCCESS BEFORE CLASS

Most students entering college have not yet dealt with the level of difficulty involved in reading and comprehending scholarly textbooks and articles. The challenge may even surprise some who have had adequate comprehension skills so far. Other students for whom reading has mostly consisted of social media, texts, forum chat rooms, and emails, find they are intimidated by the sheer *amount* of reading there is in college classes.

Reading and learning are processes that work together. As with learning from lectures and discussions, the learning of information and skills presented in readings, textbooks, and written text from a website should be viewed as a process: preparation to take in the new information, the act of taking in the new information, and then reviewing the information so that it is later accessible (recalled from memory) to use for a project, paper, or test..

Preparing for class by reading assigned texts related to the lecture material is extremely important to optimize the lecture experience. If you have a professor who tends to lecture at a fast pace, you have the foundational information and only need to focus on writing down unfamiliar information. If you are taking an online class with recorded lectures, this approach can apply too. If your professor expects class participation in discussions or utilizes active classroom techniques, such as case studies, small group activities and discussions, simulations, or demonstrations, you will understand what is happening and be able to contribute to the learning experience.

NOTES FOR NURSING
Reading a nursing textbook is going to be different than reading a mathematics textbook or a psychology textbook. Further, nursing students may be assigned to read scientific journals or academic articles often housed in college libraries' online databases. Scholarly articles require a different kind of reading and librarians are a resource for how to find and read this kind of information.

Keep in mind that the best students develop reading skills that are different for different subjects. The main question you want to ask yourself is: Who are you reading for? And what are the questions that drive the discipline? We read different materials for different purposes. Reading texts, blogs, leisure books and textbooks are all different experiences, and we read them with different mindsets and different strategies. The same is true for textbooks in different areas. Applying the principles in this chapter will help with your reading comprehension, but it's important to remember that you will need to develop specific reading skills most helpful to the particular subject you are studying.

## THE SEVEN READING PRINCIPLES

**1) Read the assigned material.** You might be surprised to learn how many students don't read the assigned material. Often, it takes longer to read the material than had been anticipated. Sometimes it is not interesting material to us and we procrastinate reading it. Sometimes we're busy and it is just not a priority. It makes it difficult to learn the information your instructor wants you to learn if you do not read about it before coming to class.

**2) Read it when assigned.** This is almost as big of a problem for students as the first principle. You will benefit exponentially from reading assignments when they are assigned (which usually means reading them before the instructor lectures on them). If there is a date for a reading on your syllabus, finish reading it before that date. The background knowledge you will attain from reading the information will help you learn and connect information when your instructor lectures on it, and it will leave you better prepared for class discussions. Further, if your instructor assigns you 70 pages to read by next week, don't wait until the night before to read it all. Break it down into chunks. Try scheduling time each day to read 10 or so pages. It takes discipline and self-control but doing it this way will make understanding and remembering what you read much easier.

**3) Take notes when you read.** A significant amount of the information we take in is lost after only 20 minutes without review. For the same reasons that it's important to take notes during lectures, it's important to take notes when you are reading. Your notes will help you concentrate, remember and review. Refer to Chapter 3.3 for Effective Note Taking Strategies and see the table below for help in finding the main ideas.

**4) Relate the information to you.** We remember information that we deem is important. The strategy then is to make what you are studying important to you. Find a way to directly relate what you are studying to something in your life. Sometimes it is easy and sometimes it is not. But if your attitude

is "I will never use this information" and "it's not important," chances are good that you will not remember it.

**5) Read with a dictionary or use an online dictionary.** We may not always recognize all the words in a textbook or their meanings, especially when concepts are new to us. If you read without a dictionary and you don't know what a word means, you probably still won't know what it means when you finish reading. Students who read with a dictionary (or who look the word up online) expand their vocabulary and have a better understanding of the text. Take the time to look up words you do not know. Another strategy is to try to determine definitions of unknown words by context, thus eliminating the interruption to look up words.

**6) Use your resources when you have questions or if there are concepts you do not understand.** Visiting an instructor's office hours or emailing a professor are some of the most underutilized college resources. If you do, you will get answers to your questions; at the same time, you'll demonstrate to your instructor that their course is important to you. Find out when your professor's office hours are (they are often listed in the syllabus), ask before or after class or e-mail your professor to find out. Be polite and respectful.

**7) Read it again.** Some students will benefit from reading the material a second or third time as it allows them to better understand the material. The students who understand the material the best usually score the highest on exams. It may be especially helpful to reread the chapter just after the instructor has lectured on it.

## TAKING READING NOTES: IN SEARCH OF MAIN IDEAS

Some students do not actively take notes or mark their readings and texts because they determine it is a lot of extra work to write down so much information. However, the problem is that students are usually writing down too much information and not really cluing in to the main ideas. Here are some tips for identifying the main ideas when reading. The Table of Contents and chapter outlines provide a broad view of the main points that will be covered in a reading. Flesh out the outlines that are already provided for you.

- Often in a textbook, the main idea is the first or last sentence of a paragraph. If it is not the first or the last sentence, then look back at the entire paragraph to see what the overall issue seems to be. Look for the overall patterns of your textbooks.

- Titles, headings, and subheadings announce the major subject. Make these headings into questions, and the answers to the questions will likely be the main ideas.

- Bold and italic words point to a main idea or key concept that you need to understand.

- Repetition of key words or phrases throughout the text point to a main idea.

- Questions at the end of the chapter are about the main ideas of the text. Answer those questions and you will identify your main ideas.

- Summaries presented at the end of the chapter also tend to restate the main ideas briefly. Flesh these ideas out with some supporting ideas, and you would have a good view of the entire chapter.

- Stop and look at the visuals—pictures, diagrams, tables, etc. Often, the message depicted in the graph or picture is a main idea.

- Detailed statistics, several examples in a row, and other details often signal that a main idea is being clarified, proven, supported, etc. Track back or ahead to find the main idea they are trying to illustrate.

- Text that includes bullet points, numbering, or sequences is often a main idea.

- Look for organizational patterns in the reading that might highlight the main ideas. For instance, are two issues being compared or contrasted? What was the effect of a certain event? Are problems and various solutions being presented? Is there a timeline of events that is important?

- Be intentional about searching for the main ideas. Ask yourself at the end of each section or paragraph, "What is the point?" or "What is it that the author wants me to know?"

## ACTIVITY 3.2 – PRE-READING PRACTICE

### Pre-Reading Practice

Utilizing what you have learned from the previous section called, "In Search of Main Ideas", select a text chapter to read. When you are finished, close the book and write down as many of the main ideas of this chapter as you can remember by skim reading it. Try not to look back. When finished, check your work to make sure you have transcribed the information correctly.

# 3.3 SUCCESS DURING CLASS: EFFECTIVE NOTE-TAKING

LESLIE JENNINGS, RN

<div style="border:1px solid #1a3a6b;">

## Learning Objectives

At the end of this section, the learner will:

- Recognize effective note-taking strategies.
- Select a method of note-taking from various examples.
- Formulate a plan to improve listening skills.

</div>

## EFFECTIVE NOTE TAKING

The first step in being able to review is to take notes when you are originally learning the information. Students who do not take notes in class in the first place will not be able to recall all of the information covered in order to best review. Different systems work best for different people. Experiment in different ways to find the most success.

Taking notes during lectures is a skill, just like riding a bike. It is challenging to listen to someone speak and then make a note about what they said, while at the same time continuing to listen to their next thought.

Attending class and taking the notes is important primarily because the professor may be presenting information that is not presented in the text. It should also be seen as a structured opportunity to engage with the material that will further aid recall when needed. By attending class, students can also get clues as to what professor perceives as important material that will aid in test preparation.

### TIPS FOR TAKING NOTES DURING LECTURE

- Arrive early and find a good seat- front and center are best for being able to see and hear information.
- Accept responsibility as a listener with a positive attitude; listening is a choice.
- Don't try and write everything down the instructor talks about; distinguish the most important topics and ideas only.
- Use abbreviations and don't worry about writing in complete sentences, correct spelling, or

punctuation.

- Leave space to add information later.

- Monitor your concentration throughout the class period and continually refocus.

## KEY INFORMATION IN LECTURES

### NONVERBAL CUES

As the lecturer, live or video, presents the material, there are two types of key information cues to be aware of. A speaker will often have unique facial and body nonverbal cues that alert you to several things, as you learn to "read" your professor:

> ***Notes for Nursing Success!***
> Remember that content you learn in many of your courses build upon themselves, so organized notes that you can review will help you prepare for the required exams at each level, as well as for your NCLEX.

- Stances or movements that alert you to when he/she will shift to a different topic or subtopic.

- Other cues that alert you to when the information is of special significance (including verbal cues, below).

### VERBAL CUES

- Pay attention to when the speaker uses any of the transition cues used in reading comprehension.

- Some instructors will give you cues to let you know something is important. If you hear or see one of these cues, it's something you should write down. This might include an instructor saying, "this is important," or "this will be covered on the exam." If you notice an instructor giving multiple examples, repeating information or spending a lot of time with one idea, these may be cues. Writing on the board or presenting a handout or visual information may also be a cue.

- Many speakers also announce when they are adding information or changing topics in various other ways.

## REVIEW

The most important aspect of reviewing your lecture notes is when your review takes place in relation to when your notes were taken. For maximum efficiency and retention of memory, it's best to review within 20 minutes of when the lecture ends. Ideally, if you can avoid taking back-to-back classes without 30 minutes in between, you could have adequate review time and give your brain a break. Reviewing shortly after the lecture will allow you to best highlight or underline main points as well as fill in any missing portions of your notes. Students who take lecture notes on a Monday and then review them for the first time a week later often have challenges recalling information that help make the notes coherent.

If you wish to go "above and beyond," you may consider discussing your notes in a study group

with your classmates, which can give you a different perspective on main points and deepen your understanding of the material. You may also want to make flashcards for yourself with vocabulary terms, formulas, important dates, people, places, etc. Online flash cards are another option. Students can make them for free and test themselves online or on their phone.

## THE BIG PICTURE

Keep in mind that students who know what their instructor is going to lecture on before the lecture are at an advantage. Why? Because the more they understand about what the instructor will be talking about, the easier it is to take notes. How? Take a look at the syllabus before the lecture. It won't take much time but it can make a world of difference. You will also be more prepared and be able to see important connections if you read your assigned reading before the lecture. It's not easy to do, but students that do it will be rewarded. Refer back to Chapter 3.2.

## NOTE-TAKING METHODS: WHAT IS RIGHT FOR YOU?

### TYPES OF NOTE-TAKING METHODS

**Outline Method**

The Outline Method provides a running list of statements that capture the main ideas and supporting ideas for the main points. The highest level of main idea is justified on the left, followed by the next level of supporting ideas that are right indented, followed by the next level of supporting ideas that are further indented, etc. The statements you write down at each level could be key phrases or could utilize the Sentence Method of note taking (see below). It is key for students who utilize the Outline Method to avoid getting so immersed in the "proper" number method for outlining that they lose sight of the information; use a simple numbering or bulleted method. This method is ideal for note taking while reading or listening to a lecturer with a highly structured presentation style.

**Cornell Method (sometimes called Split Page Method)**

The Cornell Method is a well-known note-taking method that not only encourages documentation of information but also builds in critical thinking and self-testing methods for future review of the material.
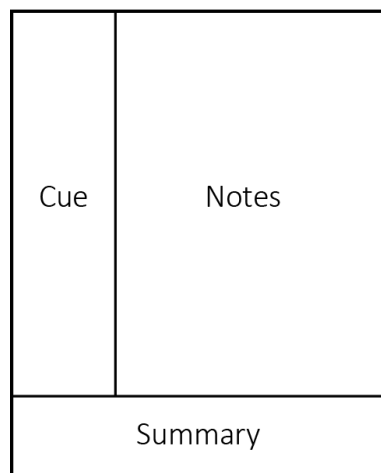


*Figure 3.3.1 Cornell Method*

The Cornell Method requires that students set aside a "cue column" on the left side of the paper that is about 2 1⁄2 inches of the left side of the paper. Notes are taken on the right side of the paper using whatever methods students choose to utilize. After class, a summary of the lecture is written to ensure a review of the material and main points to be considered and expressed. In the cue column, students are encouraged to develop questions regarding the adjacent notes. Consider Bloom's Taxonomy as you develop questions to ensure that you are not only developing knowledge and comprehension questions, but also including higher-level questions that you might anticipate on an exam. Later, this format can be used for self-testing. Cover up the answer on the right side of the page, and then ask yourself to answer the question on the left side. Check your answer and determine where you have holes in your knowledge to help focus further review. If you search Google for Cornell Note Taking, you can find Web sites that will generate the Cornell paper format for you to print, though drawing a line on notebook paper works perfectly fine.

**Text-Class Integration Method (sometimes also called Split Page Method)**

For this method, students split their notebook paper in half with a line in the middle. On the left side, students take notes from their course reading, and on the right side, they take notes in class for the corresponding text material. This method allows for easy integration of material from both sources.

**Mapping Method**

The Mapping Method represents the lecture in a visual or graphic format. It helps to utilize 11 ˝ 17 ˝ inch paper or 8 1⁄2 ˝ 11 ˝ inch paper in landscape profile. Students should start with documenting the main idea and placing that in the center of the paper. Then additional ideas feed off of that center point in a hierarchical manner. It allows students to see quickly the main point and relationships to follow. Typically, it is better if students stick with brief statements—one or two words—that capture the ideas. Mapping Methods are also useful to summarize notes taken in another method.
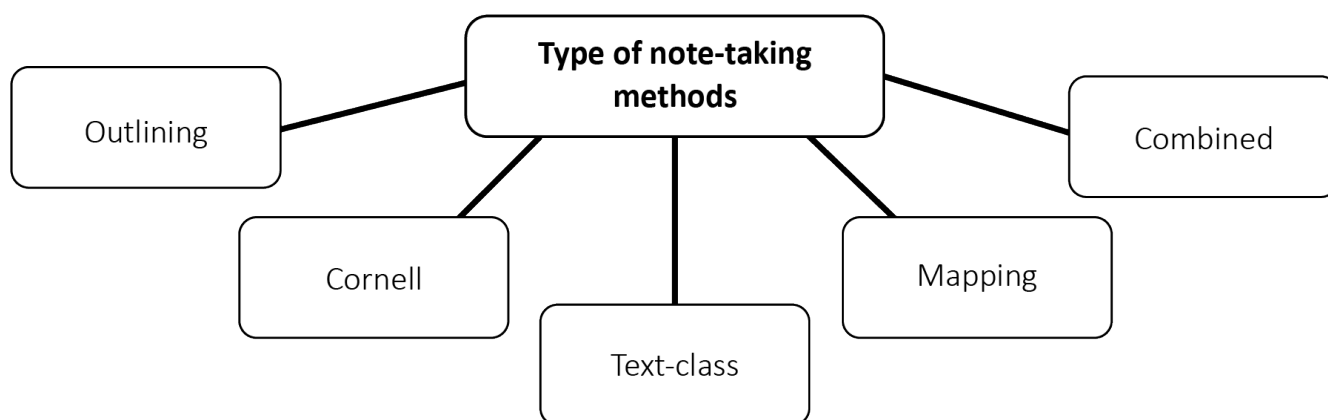
Figure 3.3.2 Note Taking Methods

**Sentence Method (sometimes also called the Paragraph Method)**

This is a simple method in which students write down a main point, fact, or topic, each on separate lines, numbering as they go. It is a useful technique when a lecture is somewhat organized and material is presented at a fast pace. However, relationships may be lost without reorganization of notes at a later time.

**Combined Method**

You may start with a particular method described above. However, as you become more skilled in your note taking abilities, you may begin combining methodologies to suit the type of information that is being presented. For instance, you may start off the session using the Sentence Method but then use the Mapping Method as you see a pattern emerge in a new concept that is conducive to mapping. You may opt to use the Outline Method in your Political Science course, because the faculty member presents a very organized lecture and use the Text-Class Integration Method in your Math class so that you can see parallel steps between examples from the textbook and the class. The key is to try out some of the different methods and use what works for you.

**\*Should I use my laptop for note-taking?**

Many students use laptop computers for taking notes. It is noteworthy that many students report missing information. You may find that you try to type everything you hear because you can type faster than you can write. In addition, you may be distracted with formatting issues or even other activities that you can opt to do with your laptop. Whichever method you choose to do, remember that the most important part of note-taking may very well be the act of reviewing your notes after.

## ACTIVITY 3.3 – IMPROVING YOUR LISTENING SKILLS

### Improving Your Listening Skills

Watch the TED talk below:

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://uta.pressbooks.pub/nursingschoolsuccess/?p=917#oembed-1

**Video: 5 Ways to Listen Better, Julian Treasure at TED Global 2011**

Write a one-page (250-300 words) reflection summary covering these questions:

1. What are the three types of listening the speaker discusses?
2. How and why have we been "losing our ability to listen," as the speaker suggests?

3. What are some of the tools we can use to listen better?

4. How you can use the information on non-verbal and listening skills to enhance both your ability to pay attention to lectures and to take better notes on them?

## 3.4 SUCCESS AFTER CLASS: REVIEWING MATERIAL

LESLIE JENNINGS, RN

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**Learning Objectives**

At the end of this section, the learner will:

- Describe the importance of a review period prior to an exam.
- Create a Five Day Study plan for an upcoming exam.

</div>

### PLANNING A REVIEW PERIOD PRIOR TO AN EXAM

Many students, however, don't start thinking about test taking, whether weekly exams, mid-terms, or finals, until the day before when they engage in an all-nighter, or cramming. Students wanting to be successful have to have the self-discipline to schedule time to study well in advance of the exam. They have to actually do the work: the preparation needed in order to have the best opportunity for success on the exam. Then, they have to be able to apply their preparation accordingly and perform well on the exam.

It would be beneficial to spread this preparation and practice out over time and prepare periodically rather than to wait until the last minute and binge study or cram. Planning for a review period over five days prior to the exam and healthy eating and sleep habits cannot be overemphasized. Without a plan, preparation would not be the same and this may affect your test score. Binge studying and cramming also are not healthy. Careful review of the material prior to each exam is required for optimal performance, and student reports tell us that the habit of "cramming" the night before the exam is not going to lead to positive, long-term results. Staying up late puts stress on our brain and body, and not getting adequate sleep places our bodies at risk for getting sick.

Students need to develop a mindset that every time they attend class or complete a reading assignment they are preparing for the next exam, because so much of their grade rides on those exams. In college, it is not uncommon for your entire course grade to be based on two or three exams with no options for a retake or extra credit. Instead of an exam being over one or two chapters, exams are more likely to cover 5+ chapters of material, and in the case of a comprehensive exam, an entire semester's worth of material. Intentionally working through the process of preparing for, taking, and learning from the testing process will facilitate successful outcomes.

Often, students jump right in to taking an exam feeling stressed and rushed with a need to regurgitate information immediately. However, approaching a test in a careful and methodical way can help ensure the best results. You can best utilize your exam time by taking the time to survey the exam directions and point values and planning how to approach sections of the test. Strategy is particularly important for tests with mixed types of questions (i.e., multiple choice and essay) or tests with multiple essay questions. For example, if you were to spend too much time on the multiple choice questions and not allocate enough time to complete an essay question, you may have answered the majority of the total number of questions but still do poorly on the exam if the essay question was worth a larger portion of the exam's total points. Plan your time carefully and manage your stress.

## ACTIVITY 3.4 – CREATING A STUDY PLAN

### Creating a Study Plan

Identify when your next substantial exam will be given in a class. Create a five-day study plan using the formula described in "Create a Five-Day Study Plan for Exams". Once you have created this plan, incorporate the schedule into your time management calendar for implementation.

#### CREATE A FIVE-DAY STUDY PLAN FOR EXAMS

Making a plan that will allow for the careful review of all of the assigned and presented material leads to less stress the day of an exam and the best conditions for recall and performance. Here is a simple method for creating a study plan:

1. Break the material for the exam into four manageable "chunks." If material can be logically divided by chapters, use that method. If not, make up your own chunks based on the content of the material. Note: It is not a good idea to break up information by the method of delivery (i.e., one chunk equals notes, one chunk equals readings, etc.). You want to include all information on specific topics together in one chunk (e.g., information about the topic of osmosis from the lecture notes and the textbook in a chunk).

2. Plan to spend about two hours studying on each of the five days.

3. You should work with the material on the exam in two ways, by preparing that material for review and by reviewing that material. Preparation of material incorporates study

techniques discussed earlier in this chapter such as combining and clarifying lecture and textbook notes and creating visual organizers for topics.

*Example of the Schedule for a Five-Day Study Plan*

**Day One**
Prepare 1st Chunk – 2 hours

**Day Two**
Prepare 2nd Chunk – 2 hours
Review 1st Chunk – 30 minutes

**Day Three**
Prepare 3rd Chunk – 1.5 hours
Review 2nd Chunk – 30 minutes
Review 1st Chunk – 15 minutes

**Day Four**
Prepare 4th Chunk – 1 hour
Review 3rd Chunk – 30 minutes
Review 2nd Chunk – 15 minutes
Review 1st Chunk – 10 minutes

**Day Five**
Review 4th Chunk – 1 hour
Review 3rd Chunk – 30 minutes
Review 2nd Chunk – 30 minutes
Review 1st Chunk – 30 minutes

Taking some time to plan out what material will go into each chunk will ensure that you do not miss anything.

This method typically works very well for courses that offer two or three tests throughout the semester; however, a similar method could be modified by the number of days or the amount of time spent each day if a course offers more exams with less material on each exam.

# 4. SUCCESSFUL TEST TAKING

*"By failing to prepare, you are preparing to fail."*

– Benjamin Franklin

Preparation for an exam is not glamorous. It's easy to find other things to do that are more interesting and fun. Students need to keep themselves motivated with their "eyes on the prize." Think of it like this: if the most important event of your life was coming up and you wanted to perform to the best of your ability in that event, you would likely spend some time preparing for it, rehearsing for it, practicing it, etc. Approaching test-taking can be successful if you approach in the same way.

## 4.1 DEALING WITH TEST ANXIETY: MANAGING YOUR STRESS FOR SUCCESS

LESLIE JENNINGS, RN

> ### Learning Objectives
>
> At the end of this section, the learning will:
>
> - Describe how to manage anxiety related to exams.
> - Evaluate the level of personal test anxiety.
> - Identify where to locate resources to help with test anxiety.

### THE DOS AND DON'TS OF MANAGING ANXIETY RELATED TO EXAMS

The stress brought on by a major exam in a course can be extreme enough that it impairs the clear thinking needed for optimal performance. Consider the Dos and Don'ts lists below for managing anxiety related to exams.

### DO...

- Do prepare for an exam using the "Five-Day Study Plan" in Chapter 3.3. Students who feel prepared will have less anxiety overall.
- Do stay positive about yourself and your ability to perform well.
- Do plan to reward yourself with something relaxing or fun after the exam. Think about that when stressful thoughts may occur.
- Do relax the last hour before the exam to reduce tension and stressful thoughts.
- Do eat a moderate breakfast that includes both protein and healthy carbohydrates.
- Do periodically conduct checks on the tension in certain areas of your body and try to relax those areas. Breathing deeply and engaging in some positive imagery can also reduce tension quickly during an exam.
- Do survey the entire exam and plan carefully.
- Do ask questions of your professor if you are unsure about what to do on a particular question.

## DON'T...

- Don't cram for an exam. Underprepared students naturally have something to worry about.

- Don't let negative thoughts or worrying get in the way of clear thinking. If you catch yourself worrying about what you do not know, stop yourself and replace it with positive affirmations and what you do know.

- Don't spend time with classmates who might confuse you or generate stress about the exam on the day of the exam.

- Don't stay up late the night before the exam. A good night's sleep will improve your mental state and promote clearer thinking.

- Don't drink a lot of caffeine before the exam. Arousal from caffeine can add to stress and make you jumpy.

- Don't show up late for an exam. Feeling rushed to finish adds to the stress.

- Don't panic if you "go blank" on a question. Go answer other questions and come back to it later. If all else fails, guess or write down what you do know.

- Don't resort to looking at anyone else's paper if you are unsure of your performance. Maintaining your integrity is far more important than the results of this exam.

If you feel that you are unable to manage your stress, please utilize the resources through the university listed in the appendix of this book. You don't have to do this alone!

## ACTIVITY 4.1 – TEST ANXIETY ASSESSMENT

> **Test Anxiety Assessment**
>
> Do you experience test anxiety?
>
> Rate yourself on these items.

| | Usually | Sometimes | Not usually |
|---|---|---|---|
| I am so nervous on tests that I don't do my best, even when I have studied well and am prepared. | | | |
| My stomach gets tight and upset before or during a test | | | |
| My hands get cold and sweaty during a test. | | | |
| I get headaches before or during a test. | | | |
| I have trouble sleeping the night before a test. | | | |
| I find my mind racing or becoming dull and "muddy" so that I can't think clearly while taking a test. | | | |
| During a test, I forget material I have studied and learned, only to remember it again after the test is over. | | | |
| I "over-analyze" questions, see too many possibilities, choose complex answers, and overlook the simpler, correct answers. | | | |
| I make careless errors on a test. | | | |

The more checks you put in the "usually" or "sometimes" columns, the greater the likelihood that you may be experiencing test anxiety. This is a common issue, and there is help available. Please refer to the appendix for resources available.

## 4.2 TEST-TAKING STRATEGIES

LESLIE JENNINGS, RN

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### Learning Objectives

At the end of this section, the learner will:

- Review test-taking strategies for before, during, and after an exam.
- Identify strategies specific to different types of test items.
- Apply test-taking tips and strategies to a scenario.

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## TEST TAKING STRATEGIES

Approaching a test in a careful and methodical way can help ensure the best results. You can best utilize your exam time by taking the time to survey the exam directions and point values and planning how to approach sections of the test. Strategy is particularly important for tests with mixed types of questions (i.e., multiple choice and essay) or tests with multiple essay questions. For example, if you were to spend too much time on the multiple choice questions and not allocate enough time to complete an essay question, you may have answered the majority of the total number of questions but still do poorly on the exam if the essay question was worth a larger portion of the exam's total points. Plan your time carefully and manage your stress.

**NOTES FOR NURSING SUCCESS:** The NCLEX is a computer adaptive test that does not allow backtracking and is timed. See the bonus chapter for more information!

Additionally, a lot of students are unaware of the many strategies available to help with the test-taking experience before, during, and after.

*EFFECTIVE TECHNIQUES FOR TEST PREPARATION AND TAKING*

**Before the Test:**

Go to all of your classes and take lecture notes and read all of your assigned reading using techniques described in Chapters 3.2 and 3.3.

- Develop a study plan and schedule the time to review for an exam over several days. Refer to "Create a Five-Day Study Plan for Exams in Chapter 3.4.

- Schedule study sessions with classmates in advance of the night before the exam.

- If you know how many questions, what the format is, and/or how much time you will have, you can start to mentally prepare for the exam much more so than if you are coming in with no information. There are two more important aspects that you may or may not know: a) what will be covered or asked on the exam; b) how the exam will be scored.

- Be sure you have materials you need for the exam ready at least the night before the exam, such as multiple writing utensils, scantrons, blue books, notebook paper, etc.

- Get a good night's rest the night before the exam.

- To ensure that you are on time to your exam, set two alarm clocks or arrange to have a friend call you to make sure you are awake.

- Eat a good breakfast and avoid caffeine prior to the exam.

- Prioritize self-care and test-anxiety strategies reviewed in previous chapters.

**During the Test:**

- Take a moment to take some deep cleansing breaths (or any other quick relaxation techniques) if you feel stressed by a question or the exam as a whole.

- Keep your eye on the clock. Sit where you are most comfortable and have less distractions.

- Wear earplugs, if noise distracts you. If permitted, get up and stretch (or stretch in your chair) from time to time to relieve tension and assist the blood to the brain!

- Always read the directions first. Mark your exam with the necessary identification. Read them thoroughly. Scan the exam for question types, point values, etc.

- Develop a plan for how you will use your time to complete all questions on the exam.

- Read each item carefully and fully before marking an answer. You might find clues to the answer and will be less likely to make a preventable mistake.

- Skip difficult questions and come back to them if you are pressed for time. Caution: if using a scantron to record answers be very careful that you do not incorrectly record your answers on the wrong line and get off track.

- If time is available at the end of the exam, review questions you marked as "difficult" in order to check for errors. Try not to leave any answers blank. You might be awarded partial credit or even make a correct guess.

- If you have an essay question to write, take the time to briefly outline an answer to ensure that you are answering all aspects of the question and that you provide a well-organized answer for your faculty member to read.

**After the Test:**

- Conduct an error analysis for items missed on the test. Look up the correct answers.

Determine the nature of the errors you made.

- Talk with your professor about items you missed on the exam. Discuss adjustments in your test preparation methods if necessary. This is especially useful for quizzes that contain information that may be incorporated into more inclusive exams such as mid-terms and finals.

- Analyze the test questions to see if patterns arise, such as, "Were most of the questions from the lecture, the book, or both?" "What types of questions were asked?" "What levels of thinking were being tested based on Bloom's Taxonomy?" etc.

- Review the methods that you used to study for the exam and determine what adjustments you need to make in preparing for the next exam.

- Determine your overall grade in the course based on the new information that this grade has provided you. Talk with your professor and academic advisor if you have concerns about your overall grade.

- If allowed, archive your exam for future reference. Students should review the answers that were correct because they may see those questions on future exams and it is important to reinforce learning . Students should also review the answers that were incorrect in order to learn what the correct answer was and why.

## TIPS FOR BETTER TEST TAKING: TYPES OF TEST ITEMS

The types of test items on a test are as different as the professors who created the tests. "Objective" test questions refer to items in which students have to recognize the correct answer from a list of provided options (e.g., multiple choice, true-false, matching). In most cases there is one best answer, though it is important to note that a professor could indicate in the directions that you can select more than one answer. "Subjective" test items are the fill-in-the-blank, short answer, or essay questions in which students must recall and produce the answer.

## MULTIPLE CHOICE QUESTIONS

- Read the question and all of the answer options first.

- Think of these questions as four true or false statements in one. One of the statements is true (the correct answer) and the others will be false. Mark out any answers that you know are not correct.

- Once you have selected an answer, do not change it unless you misread the question and know the new answer is correct. Usually, your first answer is the correct one if you are making an educated guess.

- Many times, the correct answer has more information in it.

- If there is no penalty for guessing, do not leave any items blank—make an educated guess.

- If there is an "All of the Above" option and there are two options that are correct, select "All of the Above."

- In a question with "All of the Above" and "None of the Above," if you are certain that one of the answers is true, do not select "None of the Above" and, likewise, if one of the answers is

false, then do not select "All of the Above."

- Make sure to match the grammar of question and answer. For example, if the question indicates a plural answer, look for the plural answer.

## TRUE-FALSE QUESTIONS

- Read the statement carefully, but do not read too much into the statement. Base your answer on the information provided.

- Make sure to read the entire statement. With statements that have multiple facts, all parts of a sentence must be true if the whole statement is to be true. If one part of it is false, the whole sentence is false. Long sentences are often false for this reason.

- Qualifying words like "all", "always," "never," "no", "none", "only", and "every" indicate that this would have to be true all of the time. If it is not true all of the time, then you should answer false.

- Qualifying words like "usually," "sometimes," "many", "most", "some", "often", and "generally" indicate that it could be true or false depending on the situation. Oftentimes the answer is true.

## MATCHING QUESTIONS

- First, read the instructions and take a look at both lists to determine what the items are and their relationship. It is especially important to determine if both lists have the same number of items and if all items are to be used, and used only once.

- Count both sides to be matched. Matching exams become much more difficult if one list has more items than the other or if items either might not be used or could be used more than once. If your exam instructions do not address this, you may wish to ask your instructor for further clarification.

- Take a look at the whole list before selecting an answer because a more correct answer may be found further into the list.

- Mark items when you are sure you have a match (pending the number of items in the list this may eliminate answers for the future). Guessing (if needed) should take place once you have selected answers you are certain about.

## ESSAY QUESTIONS

- Read the essay question(s) and the instructions first. Make sure you understand what the question is asking you to do. An essay question is not an opportunity to simply regurgitate everything you know about a particular topic.

- Take a minute or so to plan out your answer and jot down a brief outline of key points to guide your writing before you start. A well-organized answer tends to score more points when graded.

- Formula for Essay Questions:

  - Introductory statements that define terms and describe what you will accomplish in your essay. This section should be brief. Address the answer to the question in

your first or second sentence.

- State your first main idea, and then give supporting facts, examples, statistics, or details. Follow with your next main idea and continue the pattern until complete. The bulk of your time should be spent developing this section of the essay as it would likely include the details your professor wants to see in grading. Typically, each main idea would have its own paragraph. Use transitional works like "first, second, third…," "next," "also," "however," etc., to aid your reader.

- End with a summary or final conclusion. This section is also likely to be brief.

○ Budget time to proofread and revise if needed.

○ Write legibly. Neater papers tend to receive higher marks.

○ Save some time for review when you have finished writing to check spelling, grammar and coherent thought in your answer.

○ Make sure you have addressed all parts of the essay question.

## ACTIVITY 4.2 – TEST-TAKING TIPS

### Test-Taking Tips

Write an email with advice to this friend, offering test-taking tips and strategies you think will help him.

RJ believes he is good at organization, and he usually is–for about the first two weeks of classes. He then becomes overwhelmed with all of the handouts and materials and tends to start slipping in the organization department. When it comes to tests, he worries that his notes might not cover all of the right topics and that he will not be able to remember all of the key terms and points–especially for his math class. During tests, he sometimes gets stuck on an item and tends to spend too much time there.  He also sometimes changes answers but finds out later that his original selection was correct. He is also easily distracted by other students and noises which makes it hard for him to concentrate sometimes, and, unfortunately, he does admit to occasionally "cramming" the night before.

# 4.3 BONUS MATERIAL: GETTING READY FOR THE NCLEX

KATHLEEN STRAKER, RN

This Bonus Chapter was provided, with permission, from Straker & Kelman's (2007) book, *Vital Skills: Study Strategies Every Nursing Student Must Know.*

## PREPARING FOR THE NCLEX-RN®

You've done it! You've graduated from nursing school. Now there's one more thing to do before you are allowed to begin your career as a Registered Nurse. The National Council Licensing Examination (NCLEX-RN®) is the test that all nurses must pass in order to be eligible for licensure. The exam is offered only as a computer-adaptive test. Therefore, if you are not familiar with computerized tests, part of your preparation will be to become comfortable with that format.

## PLAN YOUR REVIEW SCHEDULE

Depending on how much time you will have each week to devote to preparing for the NCLEX, you will probably need to begin your review two to four months before the exam date. Test preparation books and programs recommend 80 to 120 hours of study, review and practice questions. So, if you have twelve weeks to prepare, you will need to spend approximately 10 hours per week, if you have eight weeks to prepare, then you will need to spend approximately 15 hours per week, if you have six weeks you will need to spend about 20 hours per week, and so forth.

The NCLEX will provide another opportunity for you to use the category charts, flow charts and note cards you made for your classes. Since you created those notes and have studied from them before, they will make reviewing and remembering what was in those classes much easier than using all new study materials with which you are unfamiliar.

Arrange to take the exam as soon as is practical after completing your coursework. Taking the exam while still in "school mode" will help increase your likelihood of success. Most nursing programs strongly encourage students to take the NCLEX within one to three months of graduation. Save that "celebration vacation" until after the exam! If possible, wait until after the NCLEX to start your new job or increase your workload, if you've been working.

The National Council of State Boards of Nursing has an excellent website (www.ncsbn.org) that provides the information you will need for registering to take the exam.

## REVIEW COURSES TO PREPARE FOR THE NCLEX

The main advantage of review courses is that they force you to set aside time to prepare for the exam. If your program offers assistance in preparing for the NCLEX, by all means take advantage of it. But you will still need to plan your own review schedule. No general review course can possibly address the individual needs of each student. It is your job to continue to take charge of your learning and develop your own review schedule that will ensure you are fully prepared for the exam.

## WHAT TO REVIEW FIRST

Performance on the NCLEX is highly correlated with grades in nursing courses. That tells you:

1. The content of nursing courses you have taken over the last two years will be on the NCLEX
2. How much you learned in chose courses (and can still recall) will help you on the NLCEX

Begin planning your review schedule by looking back at the courses you have taken in nursing school. This will require some candid self assessment on your part. We recommend you begin your period of review with the topic that is most difficult for you (probably the one in which you received your lowest grade) and work towards the topics or areas that come more easily. This approach ensures that you will spend time on the areas that need the most work.

If you run out of time as you near the exam date, you'll be glad you didn't neglect your weaker areas to spend more time on your strong subjects. The point is to spend more time where you need the most review and spend less time where you need less review.

Students find some organ systems and medical specialties more complicated than others. The cardiovascular system, fluid and electrolyte balance, and renal function are often considered more difficult topics. Your prior knowledge of the subject and your level of personal interest make the order in which you review the topics a highly individual process.

You've labored long and hard toward your goal. Keep up the great work during this final phase!

## EXIT EXAMS

Many nursing programs administer an exit exam before students are allowed to take the NCLEX. There is a high correlation on many exit exams with performance on the NCLEX, which means if you perform well on the exit exam you are more likely to perform well on the NCLEX.

If your schools gives an exit exam you may want to use the preparation strategies in this chapter to prepare for that exam. The results from the exit exam may then be used to help you focus your review and preparation strategies for the actual NCLEX.

| Steps | Actions to Take | Done |
|---|---|---|
| | **Part One: Preparations** | |
| 1 | Locate and organize your nursing text books and class notes by subject. | |
| 2 | Purchase or borrow one or two NCLEX review books with additional practice questions on CD-ROM. Many students say that they find the Saunders NCLEX review book to be the most helpful. *Note:* If you are still having difficulty discerning what some test questions are "really" asking, refer to the book *Successful Problem-Solving & Test-Taking for Beginning Nursing Students* by Patricia Hoefler. It's not just for beginning nursing students. | |
| 3 | Make a list of every nursing course and the grade received (and test grades, if you have that information.) Based on this information, list areas to review. Begin with the one that needs the most work (i.e., has the lowest grade), second is the next lowest and so on. Or, you may want to use the results from your exit exam. The results from that exam should give you an excellent idea of the areas that need more of your attention. | |
| 4 | Use your personal calendar to choose an exam date. Preferably within three months of graduation. | |
| | **Part Two: Schedule Review Time** | |
| 5 | On your review/study calendar, mark off any dates you cannot study between the start of your review and the exam date. | |
| 6 | Beginning with the exam date, count **backwards** the number of days available between the start of review and testing date. How many hours on each of those days will you be able to study? Will that add up to the 80-120 hours recommended? If not, you may need to reschedule the exam date. Remember that the sooner you take the exam after graduation, the better. Make sure you leave the week (or at least five days) prior to the exam open, with nothing scheduled. This will allow time for a general review of the material and will give you a little "flex time" in case an emergency arises that gets you off track for a day or two. | |
| | **Part Three: Actual Review** | |
| 7 | Estimate the time you will allocate to each topic, allowing time to go over some areas again near the end. Use the recommended 80-120 hours of review ·as a general guideline ·when planning your schedule. The activities that will be included in your review sessions will vary, but should permit you to: | |

| Steps | Actions to Take | Done |
|---|---|---|
| | **Part One: Preparations** | |
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| | **Part Three: Actual Review** | |
| 7 | Estimate the time you will allocate to each topic, allowing time to go over some areas again near the end. Use the recommended 80-120 hours of review ·as a general guideline ·when planning your schedule. The activities that will be included in your review sessions will vary, but should permit you to: <br><br> 1. Review your old charts, cards and other notes. <br> 2. Take a 100-itemNCLEX practice test. <br> 3. Read and make study notes on any content material not yet mastered. <br> 4. Self test over your own notes. <br> 5. Answer short sets of NCLEX practice questions. <br> 6. Review responses to practice questions. <br> 7. Determine if topic is mastered (85% or higher on practice questions and self tests). If a topic is not yet mastered, write the name of the topic on a "Final Review List. <br> 8. Repeat steps above as time allows and then move on to the next topic. <br><br> The CD that accompanies many of the review books will give you feedback on the type of question and content area. We suggest that you create a tracking grid to record the topics that have been reviewed and learned to the 85% criterion. | |

| 8 | Once you have estimated the time you want to spend on each topic, re-count how many days and hours your review schedule allows. Is it enough? Do you need to change the start date for your review or the test date? | |

## HOW TO USE PRACTICE QUESTIONS AND PRACTICE EXAMS

As a general rule, you will answer practice questions only after you have reviewed a topic. Using questions as your main review tool will not provide the structure necessary to pin point how to best spend your time. Most review books have short (10-20) sets of questions that are well-suited for self testing. The longer tests (50-200 questions) should be used as practice exams and taken once or twice a week during your review period. Some exam preparation programs recommend that by the time you sit for the actual NCLEX, you should have answered 2,000-3,000 NCLEX-type questions.

### ◆ CASE STUDY

Nicole is in her final semester of nursing school. She will graduate with a bachelor of science in nursing (BSN) in only a few weeks.

She has been using our study system since her first semester of nursing school and has a well-organized set of study notes to use as she begins preparing for the NCLEX.

Nicole has kept a record of her course grades (as well as individual exam scores for each course) so she knows where she needs to begin. She uses her list of course grades to help her decide which area will need the most review.

Nicole received her lowest grades during the first semester of the nursing program, while she was learning to adjust to the pace and the amount of material she was expected to learn. Since she received her lowest grade in Pharmacology, she lists this as the first area she will review. She will pay particular attention to the topics that were covered in the first semester of this multi-semester course.

| Semester I Courses | Final Course Grade |
|---|---|
| Health History and Physical Assessment | 88% |
| Pathophysiology I | 83% |
| Adult Health Care | 84% |
| Pharmacology I | 80% |
| Fundamentals of Nursing | 89% |
| **Semester II Courses** | |
| Pathophysiology II | 88% |
| Community Health | 95% |
| Nursing Care of Families with Children | 91% |
| Medical Surgical Nursing | 88% |
| Mental Health Nursing | 93% |
| **Semester III Courses** | |
| Care of the Childbearing Family | 93% |
| Pharmacology II | 90% |
| Nursing Research | 95% |
| Medical Surgical Nursing II (Theory) | 89% |
| Medical Surgical Nursing II (Clinical) | 96% |
| **Semester IV Courses** | |
| Synthesis of Nursing Knowledge | 94% |
| Nursing as a Profession Seminar | 93% |
| Nurse as Manager | 90% |
| Medical Surgical Nursing III | 92% |

The next subject that Nicole lists is Pathophysiology. She was among the many students who struggled with the concept of fluid and electrolyte balance, so that will be at the top of her list of topics to review in patho. One of her teachers pointed out that given the current diabetes epidemic, she could count on seeing several questions about diabetes on the NCLEX exam, so diabetes will be next on her list of things to review in patho. Finally, she knows that cardiovascular disease is likely to be addressed on the NCLEX, so that is the third main are on which she will focus.

Nicole will also review much of what was covered the first semester in Adult Health Care. These three courses continued through other semesters, and Nicole was able to master much of the later material, but she knows this is her chance to review and fill in some gaps in her knowledge from those first difficult months of nursing school. She has already purchased two highly-recommended NCLEX review books. She chose the ones that the students in the class ahead of her said were even harder than the actual NCLEX!

## SCHEDULING

Next, Nicole gets out her calendar, so she can plan her re view schedule and choose a date to take the NCLEX. The job she plans to accept will begin two months after graduation. She and her husband are planning a well-deserved vacation after she takes the NCLEX and before her new job begins. That leaves her about six weeks between graduation and the start of her vacation.

Graduation is on May 15 so she looks at her calendar and counts forward to the date her new job will begin, which is July 10. Now, counting backward from July 10 she blocks out three days to get settled back in and rest after her vacation. Continuing to count backwards she writes a "V' on the eight days she and her husband will be out of town.

The next decision Nicole makes is how many days there should be between the date she takes the NCLEX and when they leave for their vacation. She decides that two days after the exam should give her plenty of time to get ready, so she counts back two days from the start of her vacation and writes a "P" on those two days. The "P" stands for preparation.

She then writes NCLEX lightly on her calendar. Now she has to figure out if she's left herself enough time to cover all the topics before she takes the exam.

Nicole has already decided which courses and notes need to be reviewed. The review books indicate that she should spend between 80 and 120 hours in review and self test in order to be well prepared. She thinks that it is realis tic to study for about six hours per day, five days a week. If she puts in 30 hours per week, then she needs to schedule four weeks of study.

So, counting backwards from the tentative NCLEX date, she lands on the date of her graduation ceremony. Many of Nicole's family and friends are coming to her graduation and there are at least two parties over the weekend that she plans to attend, so she knows either the NCLEX date or her study schedule will have to change.

Nicole sees that if she studies on two of the three Saturdays before the exam, she will be able to stick to her original NCLEX test date.

The scheduling is pretty tight, and she does not have much flexibility in how she will spend her time if any emergencies arise. After talking with her nursing school advisor, Nicole decides to spend eight hours a day studying for the first two weeks, in addition to studying on Saturdays, so she can build in a little bit of a cushion.

Nicole is busy planning for her pinning ceremony and graduation, and she knows she will not be able to do much (if any) studying before graduation, but with the advance work she has done, she will be ready to dive right into reviewing the material immediately after the celebrations are over.

## STUDY AND REVIEW BEGIN

Nicole had a wonderful graduation weekend and is now starting her first day of study and review. She has drawn up a chart entitled "Final Review List" on which she will keep a record of any area that she does not receive at least an 85% in when she begins self testing.

Once graduation is over, Nicole calls the testing center to schedule the exam. Because she is calling several weeks in advance, Nicole is able to arrange to take the NCLEX on the date she has chosen.

Nicole had already identified Pharmacology as the subject to review first and has gathered her charts from the first semester. She can tell that some of them are not complete, so her first task is to update her charts so they contain all the information she needs to master. She uses her course textbook, the class handouts and the review books to fill in the gaps in her charts. It's slow going and takes most of the morning. Nicole is a little discouraged. She decides to use productive self-talk and reminds herself that once she has re-worked her charts the rest will come more easily.

At the end of day one, Nicole has nearly finished updating her notes. She writes a "to do" list for tomorrow so she can get started quickly on the work. Finally, she pulls out her "NCLEX Study Hours" tracking grid and records that she has studied for eight hours today. Whew! A good start.

At the end of the first week Nicole is on track and feeling good about the progress she has made. Today she plans to take her first practice exam using the CD that came with a review book. This will be a 100 question exam and she is looking forward to seeing how well she does on the questions.

The score that she receives on the practice exam is a 70%, which is lower than she had expected. Nicole decides to examine the types of questions that she answered incorrectly. She discovers that the items she missed were mostly from topics she had not yet studied. That was good news! When she counted up the items relating only to the topics she had studied her score increased to 87%. Much better.

By the end of the third week Nicole has studied and reviewed each of the topics thoroughly. She is ready to spend the last week reviewing and self-testing in the areas she feels need a little more work. She has taken one or two full length practice exams each week during her preparation for the NCLEX, as well as short paper-and-pencil quizzes over the topics.

## FINAL REVIEW TIME

In order to determine what areas still need work, she looks over her "Final Review List" and also takes another full length practice exam on the computer. This one has 200 questions, so it will be a test of her endurance as well as her knowledge of the material.

This will probably be her last full length practice exam, as she does not want to experience test-taking burn out prior to the big day of the NCLEX.

Nicole has learned that there are really two parts to taking the NCLEX. The first, and most important part, is learning the material thoroughly. The second part is learning to answer the question chat the test item is asking, and not "read into" the question.

On the day before she is scheduled to take the NCLEX, Nicole begins the last phase of her preparation, the mental and the physical. She plans her meals for maxi mum nutrition and, even though she is feeling a little nervous, she will not skip any meals.

Nicole spends the day in light review and does not do any self testing. She goes for a nice, long walk mid-day and takes a hot bath at bedtime to help her relax. Nicole sets two alarm clocks and

places them far from the bed so she will have to get up to turn them off. No chance of over sleeping tomorrow! And throughout the day she has been using productive self-talk to remind herself how well-prepared she is for the NCLEX.

## TAKING THE NCLEX

On the morning of the NCLEX exam, Nicole eats an especially nutritious breakfast, with plenty of protein and complex carbohydrates, and allows an extra half hour for her drive to the testing center. When she arrives at the testing center she is feeling a little nervous, but decides to channel that feeling into eagerness to show what she has learned. Nicole knows she is well-prepared and looks forward to her future as a Registered Nurse.

## NCLEX CONTENT AND FORMAT

### Distribution of the Content

The NCLEX is an application-based test, which means you must apply basic science concepts to clinical situations. It is organized by the broad theme of "meeting clients' needs". The four major areas of the exam are:

- Physiological Integrity
- Safe and Effective Care Environment
- Health Promotion and Maintenance
- Psychosocial Integrity

You will be expected to analyze the information you have been learning for the last two (or more) years and apply it to clinical situations.

Make sure you have familiarized yourself with the most current list of topics and requirements issued by the National Council of State Boards of Nursing by visiting their website.

## NCLEX TEST FORMAT

The NCLEX is administered using a computer-adaptive testing format. What that means is how you answer each test item will determine the level of difficulty of the next test item. The length of the exam is determined by the size of the sample that the software program requires to accurately determine the extent of your knowledge. The time limit for the entire exam is five hours, though most students say they are able to finish in about three to four hours. Currently the maximum number of exam questions is 145 and the minimum is 75.

No matter how many test questions you are given, 15 of them will be experimental items that are being tested for use in future exams. All standardized exams test future questions in this manner. These items will not count either for or against you in determining whether or not you pass the exam. But since you will not be told which questions are experimental, you must answer each question to the best of your ability.

The NCLEX will end when one of the following events has taken place:

- The five hour time limit or the 145 question limit has been reached,

- You have answered at least 75 questions and have passed the exam,

- You have answered at least 75 questions and have not passed the exam.

The best strategy to use for this exam is to be well-prepared in terms of content and be familiar with answering NCLEX type questions on the computer-in that order.

To mentally prepare yourself, the best strategy is- plan to be at the testing center for the full five hours and plan to answer all 145 questions.

## TEST TIME

### THE DAY BEFORE THE EXAM

As noted in our case study, the best way to spend the day before the NCLEX is a combination of light review, good nutrition, moderate exercise and a full night's rest-with a back-up alarm clock set, so there's no chance of over sleeping.

### THE DAY OF THE EXAM

After a good night's rest and a nutritious breakfast, plan to arrive at the testing center twenty to thirty minutes before your scheduled exam time. This will allow time for traffic delays on the way, and, once you arrive, will give you a few minutes to do some deep breathing exercises, make a bathroom stop and whatever else you need to do to finish preparing yourself mentally and physically.

Although you will not be allowed to carry anything into the exam room, you should plan to dress in a way that you will not be too hot or too cold, so you can fully concentrate on answering questions. Many test centers are notorious for being uncomfortably over air-conditioned, especially in the summer months.

Most testing centers offer a number of standardized exams, such as those required for admission to law school, medical school or graduate school, so do not assume that the other people in the room with you are taking the NCLEX.

Examine your work station before you begin the exam. Make sure you can easily see the computer screen and that your chair is a comfortable height. If you have any computer difficulties during the exam, contact the room monitor or proctor immediately. They will need to make a report of anything that does not go according to the standards set by the testing committee.

Instead of offering paper and pencil for students to use during standardized tests, many testing centers now provide a small white board and marker. Find out which your testing center offers so you can use the same thing when taking practice NCLEX exams. You want to closely simulate the actual conditions, so they will all be familiar to you on test day.

No matter how well you prepare, some unexpected topic or subject matter may be presented. If it is, use deep breathing and productive self talk to remain calm. Remind yourself that you are well prepared for this exam and will continue to focus on the questions in front of you.

# IF AN EMERGENCY ARISES

Despite your best efforts, an emergency or other unforeseen event may occur on test day. If you are feeling ill, if you have a car accident or if you receive upsetting news as you walk out the door, it's time to re-think your testing strategy.

Even though you will probably have to pay for the already scheduled exam, nursing faculty members say they advise students that it is much better to reschedule the NCLEX than to try and "gut it out" and take the test when physically ill or emotionally upset.

If an emergency does occur, call the exam center to let them know you will not be coming. Do what you can to remedy the situation and reschedule the exam as soon as possible.

# 5. SELF-CARE: STRATEGIES FOR PERSONAL AND PROFESSIONAL SUCCESS

*"It seems that our relationship with our Self is most critical to all other aspects of healing work. It starts with Self and moves in concentric radiating circles out to all whom we touch."*

– Nurse Theorist and Professor Jean Watson (2005, p.133)

## INTRODUCTION TO SELF-CARE

Before exploring the contents of this chapter about self-care, take a moment to check in with yourself. How are you? How are you feeling – physically and emotionally? What's on your mind? Take a brief moment to answer these questions for yourself…

Now, do you have an idea of how you are and what is going with you at this moment? Great job! You have just practiced self-care! With a quick self-care practice complete, let's take a look at self-care. **What** is self-care? **How** does one practice self-care? And **why** is self-care important for nursing students?

As you move forward, keep in mind that self-care is a lifelong practice. Consider each section of this chapter thoughtfully, give yourself time to self-reflect as you go, and continually develop and use self-awareness to guide your experience. Self-care is not a destination; it's a journey.

## WHY SELF-CARE?

First, nursing and nursing school is demanding and, at times, stressful. Taking care of yourself, being mindful of and nurturing your health and well-being, supports academic performance and physical, mental, and emotional resilience.

Furthermore, self-care is a professional calling. The American Nurses Association Code of Ethics

states, "the nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth."

Finally, there is an expression relevant to helpers, "you can't pour from an empty cup." Self-care is about being a healthy and vital person to serve as a model for well-being and to best help everyone for whom you will give care. In fact, according to Maslow's Hierarchy of Needs, helping others is best accomplished when one's own needs are being cared for. As Nurse Jean Watson said, "it seems that our relationship with our Self is most critical to all other aspects of healing work. It starts with Self and moves in concentric radiating circles out to all whom we touch." (2005, p.133).

# 5.1 THE BASICS OF SELF-CARE

CRAIG KEATON

## DEFINITION OF SELF-CARE

If you were asked to describe self-care, what would you say? Most often, people talk about the health trinity: *sleep, exercise, and diet*. If you think back to Maslow's Hierarchy of Needs, those are certainly very important components of self-care. However, self-care can be so much more – an idea that is explored in more detail later in this chapter. The most useful definition of self-care may be: ***self-care is anything that makes you better***. To explore this idea, let's first look at self-care through the lens of the health trinity.

## SLEEP

## WHY IS SLEEP IMPORTANT?

Sleep is an essential part of your daily routine. Sleep allows your brain to "reset" and your body to remain healthy. The sleep-wake cycle consists of roughly 8 hours of nocturnal sleep and 16 hours of daytime wakefulness. This cycle is controlled by two internal influences: sleep homeostasis and circadian rhythms. More than 25% of the U.S. population report occasionally not getting enough sleep. Nearly 10% have chronic insomnia (Centers for Disease Control & Prevention, 2009). These can be serious problems for a college student.

Sleep loss results in a "sleep debt." Sleep debt is the accumulated loss of sleep that is lost due to poor sleep habits. Like any other debt, sleep debt must eventually get repaid, or there will be consequences to personal health and well-being. For example, staying awake all night results in a sleep debt of 7 to 9 hours. Our bodies will demand that this debt be repaid by napping or sleeping longer in later cycles. Even loss of one hour of sleep over several days can have a negative effect.

Insufficient sleep is associated with a number of chronic diseases and conditions such as diabetes, heart disease, obesity, and depression. As well, daytime sleepiness can affect mood, performance, and memory. One research study found that **students who stayed up all night simulating "pulling an all-nighter" studying scored 40% lower on a general test** compared to students who got the recommended amount of sleep (Walker, 2019). That means that getting a good night's sleep can be the difference between making an A and a D on an important test.

## HOW MUCH SLEEP DO I NEED?

*NOTES FOR NURSING SUCCESS*! Sleep deprivation is one of the most significant burnout risks for nurses, due to the long shift hours required to work. Starting to work on your sleep health now can help you prepare for your clinical schedules and beyond!

The National Sleep Foundation recommends:

- young adults aged 18–25 years sleep 8.5 to 9.5 hours every night
- adults should sleep 7–9 hours every night (National Sleep Foundation, 2009).

The National Sleep Foundation has many resources including sleep facts and tips for restful sleep: www.sleepfoundation.org

### SLEEP HYGIENE TIPS

1. Avoid caffeinated drinks after lunch.
2. Go to bed at the same time each night and rise at the same time each morning.
3. Avoid bright light in the evening. Make sure your bedroom is quiet, dark, and relaxing.
4. Avoid arousing activities around bedtimes such as heavy study, text messaging, prolonged conversations, and heavy exercise.
5. Avoid large meals before bedtime.
6. Avoid pulling an "all-nighter" to study.
7. Sleeping in on weekends is okay. However, it should not be more than 2 to 3 hours past your usual wake time to avoid disrupting your circadian rhythm.

*National Sleep Foundation, (2009)*

## ACTIVITY 5.1A: SLEEP ACTIVITY

### Sleep Activity: What's your Chronotype?

All of our bodies follow a 24-hour sleep-wake circadian rhythm. However, not everyone's rhythm is the same. Some are more alert earlier in the day, while others come to life a bit later. This variation is known as your chronotype.

A simple way to classify chronotypes are: morning lark, day dove, and night owl. Morning larks are, naturally, early to bed and early to rise. Night owls, by contrast, get going and may have an alert and productive period later in the day. Day doves seem to fall somewhere in the middle.

- Which chronotype fits you?

- What's your best sleep/wake schedule?

- What might that mean for your most productive time of day?

Based on your answers, This might be a good time to do more important and challenging work, like writing a paper or doing more focused studying.

## EXERCISE

### REGULAR EXERCISE: HEALTH FOR LIFE

The importance of getting regular exercise is probably nothing new to you. The health benefits are well known and established. Regular physical activity can produce long-term health benefits by reducing your risk of many health problems, such as heart disease, cancer, and diabetes, and it can also increase your chances of living longer, help you control your weight, and even help you sleep and think better.

As a busy college student, you may be thinking, *I know this, but I don't have time! I have classes and work and a full life!* What you may not know is that—precisely because you have such a demanding, possibly stressful schedule—now is the perfect time to make exercise a regular part of your life.

Getting into an effective exercise routine now will not only make it easier to build healthy habits that you can take with you into your life after college, but it can actually help you be a more successful student, too. In addition to keeping your heart healthy, helping with weight loss, and helping you live longer, regular exercise can also improve your mood and help keep depression and anxiety at bay. Exercise is a powerful tool for stress management and improving one's mental health and memory—all of which are especially important when you're in school.

The good news is that most people can improve their health and quality of life through a modest increase in daily activity. You don't have to join a gym, spend a lot of money, or even do the same activity every time—just going for a walk or choosing to take the stairs (instead of the elevator) can make a difference. Studies continue to show that it's never too late to start exercising and that even small improvements in physical fitness can significantly improve overall health.

You can be successful with the inclusion of an exercise regime in your new life, but **it is very important to find an activity that you like***. Setting a schedule is advisable for success in your program. Also, doing a variety of activities will result in less boredom, and incorporating fun activities with family and friends can be very encouraging. The Maverick Activities Center (MAC) offers a wide range of exercise options from free-play sports, exercise equipment, swimming, indoor track, and more. Getting involved in intramural sports can also increase your activity level while meeting some social

needs. Also, you will have the opportunity to walk on campus to contribute to your exercise activity, so don't be so concerned with finding the closest parking spot available.

## BEING ACTIVE THROUGHOUT THE DAY

In addition to formal exercise, there are many opportunities to be active throughout the day. The more you move around, the more energy you will have. The following strategies can help you increase your activity and energy levels:

- Walk instead of drive whenever possible

- Take the stairs instead of the elevator

- Work in the garden, rake leaves, or do some housecleaning every day

- Park at the far end of the campus lot and walk to class

- Take regular breaks from your computer and desk to stand up, stretch, and walk around

## ACTIVITY 5.1B: WORKOUT OR WORK IN?

### Workout or Work in?

Fitness expert Paul Chek says that the best workout is the one that you will do repeatedly.

- What is your favorite exercise or exercise routine?

- How often do you like to do it?

Paul Chek also has a concept of working out vs. *working in*. A workout is a strenuous exercise session like weightlifting, sprinting, or intense cardio. *Working in*, on the other hand, is doing more gentle, energy-building movement and exercise; it's not energy depleting but energy generating. Examples of *working in* include yoga, tai-chi, qi gong, stretching, and walking.

- How much working *out* do you need?

- How much *working in*?

## DIET

A diet is anything that you consume on a regular basis. If you drink Diet Coke for breakfast every day, that's part of your diet. When people talk about "going on a diet," they usually mean changing their existing dietary habits in order to lose weight or change their body shape. All people are on a diet because everyone eats!

Having a *healthy diet* means making food choices that contribute to short- and long-term health. It means eating the right amounts of nutrient-rich foods. The right mix can help you be healthier now and in the future. Developing healthy eating habits doesn't require you to sign up for a gimmicky health-food diet or lifestyle; you don't have to become vegan, gluten-free, "paleo," or go on regular

juice fasts. The simplest way to create a healthy eating style is by learning to make wise food choices that you can enjoy, one small step at a time.

## HEALTHY EATING IN COLLEGE

College offers many temptations for students trying to create or maintain healthy eating habits. You may be on your own for the first time, and you're free to eat whatever you want, whenever you want. You may not be in the habit of shopping or cooking for yourself yet, and, when you find yourself short on time or money, it may seem easier to fuel yourself on sugary, caffeinated drinks and meals at the nearest fast-food place. Cafeterias, all-you-can-eat dining facilities, vending machines, and easy access to food twenty-four hours a day make it tempting to choose hyper-palatable, nutrient-deficient unhealthy foods and overeat.

Ideas for healthy eating

- If personally tolerated, eat foods from all the major whole food groups
- Whole, natural foods generally are the most nutrient-dense
- Plan ahead and schedule a time to shop for groceries, prepare, and cook
- Pack your lunch and snacks to better ensure healthy eating on the go
- Drink plenty of water

There are a wide array of healthy foods and ways of eating. ***Like exercise, find the healthy foods and dietary approach that you like, that makes you feel good, and that you can naturally and easily sustain your lifestyle.***

As you find what works for you, it's important to remember that it's common for people to overeat (or not eat enough) when they feel anxious, lonely, sad, stressed, or bored, and college students are no exception. It's incredibly important to develop healthy ways of coping and relaxing that don't involve reaching for food, drink, or other substances. While self-care does involve the health trinity, there are other important elements, including stress management.

## ACTIVITY 5.1C: PLANNING A HEALTHY DAY

### Planning a Healthy Day

It's been said that if you fail to plan, you plan to fail. Take a few minutes and write out what a full day of healthy eating looks like for you.

- What would you eat? What would you not eat?
- How much would you eat?
- How often would eat?
- What would you drink? What would you not drink?

- How much would you drink?

- What, if anything, do you need to do to help you do this on a daily basis?

Use your findings as a way to begin to design a healthy eating meal plan for yourself.

## 5.2 STRESS MANAGEMENT AND YOUR BEST SELF

CRAIG KEATON

<div>

### Learning Objectives

At the end of this section, the learner will:

- Identify problems associated with chronic stress.
- Describe a personal definition of 'Your Best Self'

</div>

### STRESS MANAGEMENT

If you're a college student, it may feel like stress is a persistent fact of life. In fact, a wide range of research from the last two decades finds that one of the top challenges to academic performance is college student stress. Scott (2009) notes that academic stress is caused by the different workload in college, challenging classes, and an independent learning structure. Freshmen face social stresses such as a new social network, less parental support, being away from home, living with a roommate, part-time jobs, and the dynamics of relationships. Other stresses include day-to-day chores, time management, and the developmental tasks of young adulthood. If not managed, stress can result in feelings of being overwhelmed, which can result in unhealthy habits like heavy drinking, weight issues, and the possibility of dropping out of college.

Sometimes stress can be good. For instance, it can help you develop skills needed to manage potentially challenging or threatening situations in life. However, stress can be harmful when it is severe enough to make you feel overwhelmed and out of control. While everyone experiences stress at times, a prolonged bout of it can affect your health and ability to cope with life. It's not only unpleasant to live with the tension and symptoms of ongoing stress; it's actually harmful to your body, too. Chronic stress can impair your immune system and disrupt almost all of your body's processes, leading to increased risk of numerous health problems, including:

- Anxiety
- Depression
- Digestive problems
- Heart disease
- Sleep problems

- Weight gain

- Memory and concentration impairment

The potential health problems associated with stress reflect why it's so important to learn healthy ways of coping with the stressors in your life. The best strategy for managing stress include taking care of yourself in the following ways:

- ***Carefully use drugs and alcohol*** -They may seem to be a helpful way to feel better, but in the long run, they can create more problems and add to your stress—instead of taking it away.

- ***Manage your time*** – Misra and McKean (2000) found that time management behaviors had a greater buffering effect on academic stress than engaging in leisure activities. *(Be sure to review [Chapter 2: Successful Time Management](#)).*

- ***Slow down and disconnect technologically*** – Try a short or extended digital fast. Take a break from your phone, tv, email, and social media from time to time.

- ***Connect socially*** – Make time to enjoy being with classmates, friends, and family, and try to schedule study breaks that you can take with other people.

- ***Find support*** – Seek help from a friend, family member, partner, counselor, doctor, or clergy person. Having a sympathetic listening ear and talking about your stress really can lighten the burden.

- ***Take care of your health*** – Eat a healthy, well-balanced diet. Exercise regularly. Get plenty of sleep. And build and maintain a normal routine… Sound familiar?

If the self-care techniques listed above aren't enough and stress is seriously interfering with your studies or life, don't be afraid to get help. The student health center and Counseling and Psychological Services (CAPS) are both good resources.

## ACTIVITY 5.2A: STRESS MANAGEMENT

### Stress Management: What Works for You?

How might you use the stress management techniques mentioned above? For example:

- How is your relationship with alcohol and drugs? Is there a change you feel would be good to make? If yes, how do you do it?

- How can you better manage your time? Are there aspects of your day that are most important to work on? If yes, what are they? And how do you make that change?

## YOUR BEST SELF

Returning to our definition of self-care – self-care is anything that makes you better– there is an addition that may help direct you in further developing your approach. Humanist Psychologist Carl Rogers described the healthy and vital individual as a fully functioning person. According to Rogers,

this person strives to and may act in congruence with what they envisioned as their ideal, best self. This was the process that Rogers referred to as self-actualization, and as a precondition to authentically helping others. Based on this understanding, a revised definition of self-care could be: *self-care is anything that makes you better and helps you live more like your best self*.

Previously mentioned was the idea that self-care says, "you can't pour from an empty cup." If self-care is, in part, about realizing our best selves, it matters what you fill your cup with. There may be times when getting food-to-go and watching Netflix is the best thing for your mind, body, and soul. Other times, those same things could just be more junk that isn't serving you or your development towards your best self. Therefore, when you think about your self-care needs, it may be crucial to ask:

- "What does my best self want?"
- "What does my best self need?"
- "What can I do now that my current self and future self will both thank me for?"

To help guide you in recognizing and acting in alignment with your ideal self, self-awareness and self-compassion may be essential. The next section covers these in more detail.

## ACTIVITY 5.2B: MY BEST SELF

### My Best Self

Describe your best self. At your best, according to you:

- What is your best physical self? What can you do with your physical body? How do you feel?
- What is your best mental self? What do you think? What is your mindset? How do you care for a healthy mind?
- What is your best emotional self? What do you to support positive emotional states? How do care for yourself in negative emotional states? How do you develop greater emotional intelligence?
- What is your best social self? What are your social networks? Who are your most important relationships? How do you nurture them?

Find a time to give yourself 20 minutes or more of uninterrupted writing.

## 5.3 SELF AWARENESS AND SELF COMPASSION

CRAIG KEATON

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### Learning Objectives

At the end of this section, the learner will:

- Develop skills to practice self-awareness and self-compassion.
- Summarize self-care techniques.

</div>

### SELF-AWARENESS

It's been said that in order to grow yourself – grow towards your ideal self – you must know yourself. That's self-awareness. Self-awareness is being consciously aware of yourself, your feelings (physical and emotional), your thoughts, motivations and drives, and your behaviors. Developing self-awareness may go by many names and take many forms.

Greater awareness of self can be accomplished through self-reflection, introspection, mindfulness, or meditation, to name a few. This is the more *internally-focused* form of self-awareness. Self-awareness can also be gained through feedback from other, trusted people in your life. This is a more *externally-focused* form of self-awareness. Both forms of knowledge about self are useful and can lead to an array of improvements in your life. To embark on a well-balanced journey of self-awareness consider the following actions:

- ***Search yourself*** – Experiment with different mindfulness, meditation, and self-reflective practices.
- ***Share yourself*** – Share with those you trust the many parts of yourself, including your ideas, thoughts, feelings, concerns and worries, motivations, and passions.
- ***Look outside yourself*** – Seek feedback from those you trust and who see you in action in a range of different contexts.
- ***Challenge yourself*** – As you begin to know more about yourself, your limits, your challenges, and your desires, challenge yourself to step beyond your comfort zone and experience new things. You will discover new things about yourself and grow at the same time.

As you explore self-awareness, you may notice that you can be tough on yourself, overly negative or critical, and begin feeling insecure. Pastor Steven Furtick said, "the reason we struggle with insecurity is because we compare our behind-the-scenes with everyone else's highlight reel." Not only can taking seriously the feedback of others be helpful, adopting a self-compassionate perspective can help, too.

> *NOTES FOR NURSING SUCCESS*! Self-awareness is a critical component of therapeutic use of self, where a nurse is aware of their own thoughts, feelings, and actions, and how these might affect their interactions with patients. content here.

## ACTIVITY 5.3A: JOURNALING

### Journaling

A great way to begin to explore and know yourself is journaling. While there are many ways to do this, the most important aspect is simply to do it. You can write on paper, type it out, or even dictate notes on your phone. You can do it in the morning to prepare for your day. Journal throughout the day as a way of checking in with yourself. Or you can journal at night to clear your head, release the stress or the day and day upcoming, and more fully relax and rest! You can write for a long time or you can simply make notes or bullets about things you want to get out of your head and onto paper.

Try journaling for a day or two. Come back to class and report how the experience was, how you did it, what worked, what didn't, what you learned, and learn from others.

## SELF-COMPASSION

While you may be familiar with self-awareness, self-compassion may be newer to you. Kristen Neff, a leading self-compassion researcher, explains that compassion for yourself is no different for the compassion and patience you have for others. According to Neff (n.d.), compassion has three parts: (1) noticing suffering, (2) being moved by and responding to that suffering, and (3) recognizing that suffering and imperfection is something we all share in common. Therefore, self-compassion is responding to your own struggles and imperfection the way you would a good friend or loved one: with kindness.

To begin your practice in self-compassion, consider the following questions:

- What is one healthy thing I can do to support myself when I'm sad or stressed out?

- When I am hurting – physically or emotionally – the kindest thing I can do for myself is?

- What is one story I tell myself that doesn't support me which I can reinterpret?

- What would I say to someone I deeply care about who was struggling with the same issue I am?

- If I loved myself fully, how would I treat myself every day?

- What's one small way I can start doing that today?

(Tartakovsky, 2018)

To learn more about self-compassion and for exercises to develop it, visit Self-compassion.org

Ultimately, Neff explains that "self-criticism asks: are you good enough? [while] self-compassion asks: what's good for you?" Self-compassion seen through this lens aligns perfectly with the best self-care: self-care done your own way and always with a conscious aim to make yourself better!

## ACTIVITY 5.3B: REFLECT AND SHARE

> ### Reflect and Share
>
> Take a few minutes in class to answer the self-compassion questions above and discuss your findings with a partner, small group, or as a class.

## SELF-CARE SUMMARY

Nursing and school can be stressful. The healthier and more vital you are, the better your work and academic performance will be. Better yet, you can only give what you have. The healthier and more vital you are, the more health and vitality you will have to help, support, and give to others. Self-care is not selfish. Self-care is an essential foundation to most authentically helping others. As nurse theorist and professor, Jean Watson, so beautifully shares, self-care is the most important aspect of healing work. Healing, health, and vital life for all starts with you!

# 6. USING THE LIBRARY: A KEY TO SUCCESS

*"My encouragement to you is to go tomorrow to the library."*

-Maya Angelou

Many students are intimidated by the library at their university. They are accustomed to smaller public and school libraries, and many have never visited a large research library. However, your librarians want to help you, you just need to stop by and ask! Most libraries will give you a brief tour, helping you to understand where things are located and highlighting the resources available to you. Many university libraries offer more than just access to research, many offer movies and games, fun social events, and classes on how to use the equipment in their makerspace.

As the name suggests, a makerspace is a place where you *make* things. They often feature 3D printers, sewing machines, vinyl cutters, and other useful tools.

Be sure to explore all the fun things your library has to offer, but also don't forget to use your library for your research projects!

## 6.1 INFORMATION GATHERING

LAURA HAYGOOD

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### Learning Objectives

</div>

At the end of this section, the learner will:

- Understand how one goes about seeking information
- Create a plan for an assignment or project
- Explain peer review and its importance

## HOW WE GATHER INFORMATION

Brenda Dervin, a researcher in information-seeking behavior, asserts that an individual's quest for knowledge can be compared to a journey. An individual finds themselves in a situation where they become aware that there is a gap in their knowledge, then the individual takes steps to bridge that gap, then they continue their journey. Dervin calls this process **gap-bridging**. Gap-bridging can be broken down even further, as the individual attempts to define the gap they face. Before attempting to bridge the gap, the individual must first face it, define the gap, then consider the strategies they will use to bridge it (Savolainen 2006, 1120).

You are already following this process every day, without even realizing it. For example, let's say you went to get a flu shot and the nurse said "would you like the flu nasal spray? It's a live vaccine?" You realize you don't know what she meant by "live" vaccine. In order to fill this gap in your knowledge, you search Medline Plus to learn what a live vaccine is. Congratulations, you just bridged a gap!

The process is the same when you are seeking information for your coursework. It is important for students to understand that gap-bridging, or the process of seeking information, is an **iterative process**. An iterative process is one that you repeat multiple times, getting closer to achieving the correct result with each repeat. You may try your search, discover that the results are not what you're looking for, then go back and adjust your search terms and try again. It may feel like a large task, as you realize there are many gaps to bridge, but don't hesitate to consult with a librarian. They can guide you to the most relevant resources.

## STEP-BY-STEP PROCESS FOR INFORMATION RESEARCH

You will bridge many gaps as you gather information for your assignment, including making certain you understand the expectations of the assignment. When working on a research assignment, use the following steps to make a plan and stay organized as you complete the assignment.

### 1. UNDERSTAND THE ASSIGNMENT

Make certain that you understand each element of the assignment, and what is being expected of you. Carefully read the assignment, the syllabus, and the grading rubric, if your professor has provided you with one. If there is anything you don't understand, ask your instructor! They may be able to answer your question quickly, or they may suggest that you stop by their office hours. Many students are intimidated to visit their professor during office hours, and they are missing a terrific opportunity to learn more and ask questions.

### 2. MAKE A PLAN

Make a list of the tasks you need to complete and set deadlines for yourself to accomplish each one. Be sure to build in extra time in case there are delays. You may need to ask your professor a question, and it may take a couple of days to get a response. You may want a resource from the library that may take a few days to become available. Someone may have checked out the item, or the library may not have it and will need time to borrow it for you from another library. Building in extra time allows for delays without putting you at risk of missing the assignment deadline.

### 3. EXPLORE A TOPIC THAT INTERESTS YOU

If you are able, find a topic that interests you. Perhaps it's a topic that intersects meets your assignment guidelines but also intersects with your interests. Do some preliminary searches to explore the major themes of the topic. (See Chapter 6.2 for more information on how to search databases).

### 4. CRAFT YOUR THESIS

Now that you've explored your topic, what argument would you like to make? Your **thesis** is the statement/argument you'd like to make in your paper, the argument you will support throughout your paper. You may need to refine your argument based on the sources you gather.

### 5. REFINE YOUR SEARCH/GATHER SOURCES

Now you need to refine your search to gather sources that address your thesis statement. Keep in mind what types of information your professor will allow you to use. Some assignments lend themselves to using non-academic sources, such as newspapers and blogs, while others require that you only use peer-reviewed research.

> **Peer review** is a process scholars use to ensure that research within the field is reliable and

reputable. Before a peer-reviewed journal will publish a paper, other experts in the field read it to ensure the research methods are sound and the claims match what the research shows.

## 6. COMPLETE THE ASSIGNMENT

Once you have your sources, it's time to complete the assignment. If you need assistance with your writing,  Make sure you cite all the research you use in your paper. This textbook covers citations and references in  Chapter 6.4.

## ACTIVITY 6.1 – LOCATING A DATABASE

### Locating a Database

Libraries offers hundreds of databases, each containing thousands of articles covering a range of subjects and eras.

Specifically, here at UTA:

- To find a database relevant to your work, visit the Libraries' A-Z databases page, then select the subject you'd like to research for a list of relevant databases.
- Use your Net ID to access databases from home or elsewhere.
- Read many database articles online.
- Print, save, or e-mail articles from databases.

Libraries often list relevant databases by subject. Locate 'Nursing' in the subject guide page. What are some of the top recommended databases for nursing?

## 6.2 KEYWORD SEARCHING

LAURA HAYGOOD

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### Learning Objectives

At the end of this section, the learner will:

- Use one commonly used database to search nursing literature
- Utilize search tips such as truncation, field searching, boolean operators, and filters to create a relevant search

</div>

### WHAT IS KEYWORD SEARCHING?

**Keyword searching** is fairly straightforward, you search for the key terms for your topic. You probably search databases in this way already. However, there are some strategies that can enhance a keyword search, which are covered in this section.

When keyword searching, you should assess your search topic and select what you view as the key words in that topic.

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### Keywords

You may want to research the following question: what are the common complications of Type II Diabetes? The key words/phrases in this example are **complications** and **Type II Diabetes**.

</div>

### TRUNCATION

When searching a database, it is important to keep in mind that the database will interpret your search literally. What you type is what you get. Fortunately, there is a way around this: truncation. **Truncation** is a search method that allows you to search for the stem of a word, followed by an asterisk, allowing for variations to the ending.

For example, you may want information about education, but don't want to exclude words such as educate, educator, educating, etc. By shortening the word to the stem, educat, and adding an asterisk, the database will retrieve all instances of words beginning with "educat."

| Truncation |
| --- |
| educat*   = educate, educator, education, educating, etc |

## FIELD-SPECIFIC SEARCHES

One way to reduce the number of results in your search is to search specific fields. When you don't select a field for your search, the database will search all fields. This may return results where your term is mentioned, but is not a major theme of the article.

Searching specific fields can bring more relevant results. For example, searching the title field will only yield results where your term occurs in the title. When attempting to narrow results, consider searching the title and abstract fields.

Additionally, a field-specific search is useful when you know the author's name, as you can then search in the author field. Alternatively, if you know what journal (publication) you would like to search, you can use the publication name field.

| Useful Fields |
| --- |
| • Title<br>• Author<br>• Abstract<br>• Publication Name |

*Figure 6.2.1 CINAHL Field Search Function*

## BOOLEAN OPERATORS

Boolean operators are words that indicate the relationship between search terms. These terms are AND, OR, and NOT. You may have noticed these terms in most databases, often in a drop-down menu next to the search box.

AND can be used to narrow the number of results. AND forces the database to only retrieve results that list **both** terms.

**cat AND dog**
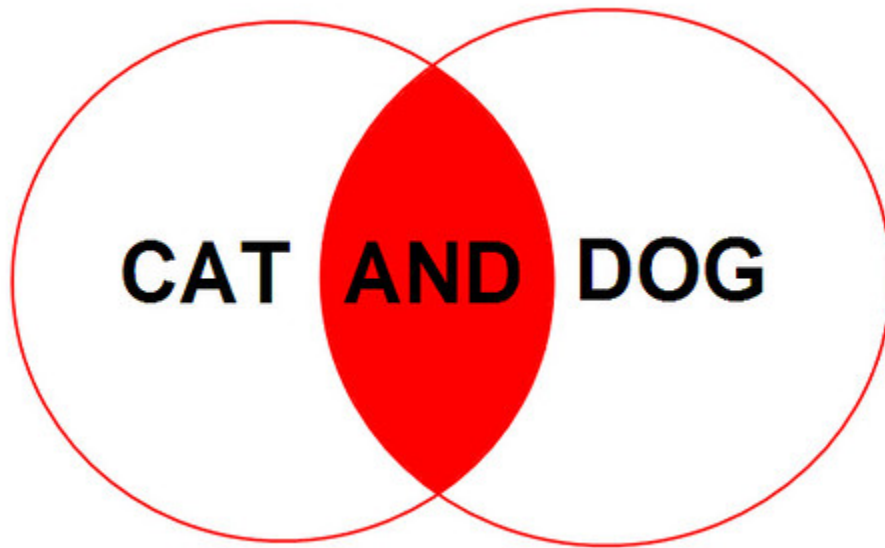
*Figure 6.2.2 AND Boolean Operator*

OR can be used to broaden the number of results that you retrieve. This is useful for synonyms, or words that mean the same thing. In this example, you could search for cat OR feline. You can also use OR when searching for similar terms. For example, you may need information about household pets, namely dogs or cats. Using OR will retrieve articles that mention **either** of the terms.

**cat OR feline**

**cat OR dog**
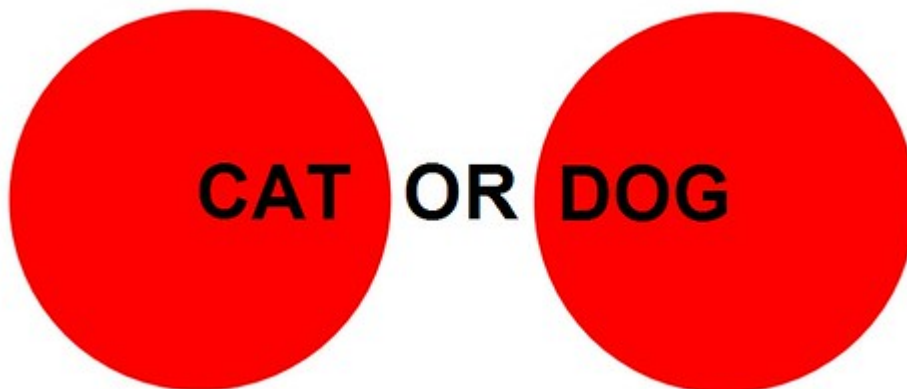


*Figure 6.2.3 OR Boolean Operator*

NOT is used to exclude a term. The order of your terms is important when using NOT. All results that mention the term *after* NOT will be excluded. NOT should be used sparingly, as it can eliminate relevant results. In the example in bold below, I wanted information about the therapeutic uses of magnets but kept retrieving articles about magnetic resonance imaging. Using NOT eliminated those results, but I knew that I may be missing some information. There may have been articles about the therapeutic use of magnets, that just happen to mention magnetic resonance imaging, but those were excluded. For this reason, NOT should be used carefully.

**magnet NOT magnetic resonance imaging**

**cat NOT dog**
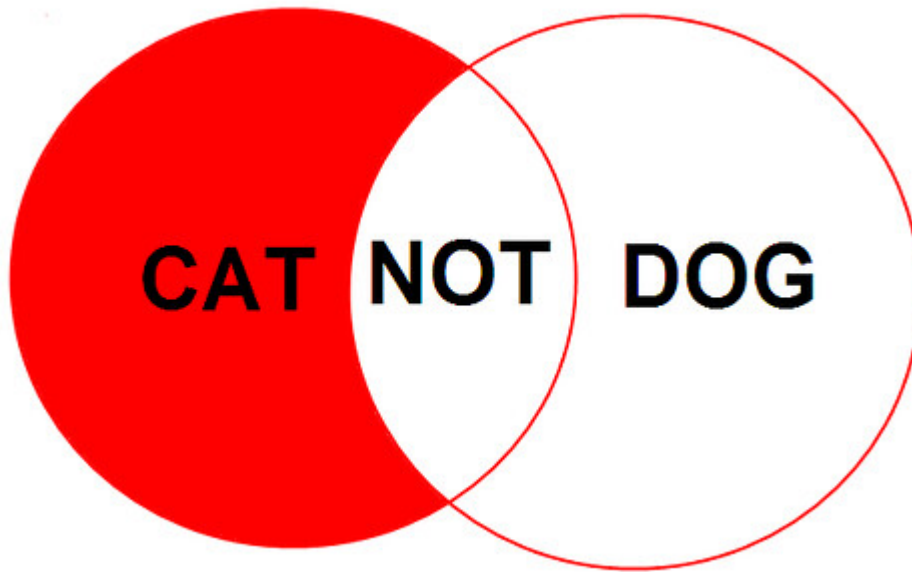


*Figure 6.2.4 NOT Boolean Operator*

## FILTERS/LIMITERS

Filters, aka limiters, may be used to reduce your search results to a more relevant set. You have probably used filters when shopping online. For example, you would use the "Prime" filter in Amazon to search for Prime-eligible items.

To locate limits, enter your search terms and hit search. On the left side of the screen, look for the section "Limit To." Underneath this section, click the "Show more" link. This will open a box with all of the limits available.

*Figure 6.2.5 CINAHL Useful Limiters*

Two of the most useful limits for health sciences students are the Publication Date and English Language filters. For most assignments, you will need information published in the last 5 years. Filtering for English language will limit your results to those written in English.

The examples provided here are from CINAHL, a database that indexes the top nursing and allied health literature available, including nursing journals and publications. There are many other useful limits in CINAHL, but if you use too

*NOTES FOR NURSING SUCCESS! This information*

*will be useful for you not only in nursing school as you prepare assignments, but after you enter the field. This will prove invaluable to help you locate the most recent research related to clinical and practice guidelines.*

many at once, you may end up with zero results. If this happens, you may need to reduce the number of filters you use.

As a word of caution, it is not recommended to use the PDF Full-text filter. Many articles may be easily accessed in full text by clicking a link that takes you outside of the database. If you select the PDF Full-text filter, you will exclude all of these useful articles.

Search Options     X

Reset    Search

**Search Modes and Expanders**

**Search modes** (?)
- ● Boolean/Phrase
- ○ Find all my search terms
- ○ Find any of my search terms
- ○ SmartText Searching   Hint

Apply equivalent subjects ☑

Apply related words ☐

Also search within the full text of the articles ☐

**Limit your results**

References Available ☐

Abstract Available ☐

**Published Date**
Month ▼ Year: [ ] —
Month ▼ Year: [ ]

**Author**
[ ]

**Publication**
[ ]

**English Language** ☐

Peer Reviewed ☐

Research Article ☐

Exclude Pre-CINAHL ☐

Search Only Pre-CINAHL ☐

Exclude MEDLINE records ☐

CE Module ☐

Evidence-Based Practice ☐

Meta-Synthesis ☐

**Clinical Queries**
| All |
| Therapy - High Sensitivity |
| Therapy - High Specificity |
| Therapy - Best Balance |

Human ☐

First Author is Nurse ☐

Any Author is Nurse ☐

Randomized Controlled Trials ☐

**Journal Subset**
| All |
| Allied Health |
| Alternative/Complementary Therapies |
| Biomedical |

**Geographic Subset**
| All |
| Africa |
| Asia |
| Australia & New Zealand |

**Language**
| All |
| Afrikaans |
| Arabic |
| Chinese |

**Publication Type**
| All |
| Abstract |
| Algorithm |
| Anecdote |

**Sex**
| All |
| Female |
| Male |

Pregnancy ☐

Inpatients ☐

Outpatients ☐

**Age Groups**
| Aged, 80 and over |
| All Infant |
| All Child |
| All Adult |

**Special Interest**
| All |
| Advanced Nursing Practice |
| Case Management |
| Chiropractic Care |

**Number of Pages**
All ▼ [ ]

PDF Full Text ☐

Image Quick View ☐

**Image Quick View Types**
- ☐ Black and White Photograph
- ☐ Chart
- ☐ Color Photograph

*Figure 6.2.6 CINAHL Limiters*

## ACTIVITY 6.2 – PRACTICE A SEARCH

### Practice a Search

What is a topic in healthcare you would like to know more about?  Refer to the previous activity to locate the database CINAHL, and follow these steps to practice a search.

- What keywords should you use? Are there any synonyms you should add?

- Are there any words you can truncate? Where would you truncate?

- Should you try searching a specific field?

- What boolean operators should you use? Remember the OR operator can be used between synonyms, while you may want to use AND to combine different topics.

- What filters should you use? Do you only want recent information? Or only sources written in English?

# 6.3 ACADEMIC INTEGRITY: WHY DOES IT MATTER SO MUCH?

LAURA HAYGOOD

> ## Learning Objectives
>
> At the end of this section, the learner will:
>
> - Locate and summarize the UTA Student Code of Conduct
> - Identify academic integrity violations

## STUDENT CODE OF CONDUCT

The University of Texas at Arlington understands and values the hard work and effort you put into earning your degree. It is that understanding that makes the faculty and administration committed to ensuring that your degree has value when you enter the career of your choice. This commitment underscores our policy on scholastic dishonesty and academic integrity. It is our expectation here at UTA that "Mavericks" use their own minds. As such, faculty and staff have a no-tolerance policy when it comes to violating our scholastic dishonesty policies. It is important for you as an incoming student to understand the policies so that you know how to avoid placing yourself in violation.

> ## Student Code of Conduct
>
> The University policies on scholastic dishonesty can be found in the [Student Code of Conduct](Student Code of Conduct) (Chapter 2 of the Handbook of Operating Procedures).

Specifically, the policy on Academic Integrity prohibits students from engaging in the following behaviors:

- Cheating on an examination or an assignment, which could include:
  - copying the work of another; allowing someone to copy; engaging in written, oral, or any other means of communication with another; giving aid to or seeking aid from another when not permitted by the instructor;
  - using material during an examination or when completing an assignment that is not

authorized by the person giving the examination or making the work assignment, including, but not limited to, electronic or digital devices such as calculators, cell phones, camera phones, scanner pens, palms, or flash drives, etc.;

◦ taking or attempting to take an examination for another, or allowing another to take or attempt to take an examination for you;

◦ using, obtaining, or attempting to obtain by any means the whole or any part of an examination or work assignment that is not provided for your use by your instructor;

◦ any act designed to give an unfair advantage to a student or the attempt to commit such an act.

- **Plagiarism**, meaning the unacknowledged incorporation of someone else's work in anything that is offered for credit.

- **Collusion**, meaning working with another student on homework or other assignments that are offered for credit when the faculty member hasn't given permission to do so.

Each class you attend at UTA will have a syllabus that outlines the expectations of your work as a student in that faculty member's course. Included on each syllabus will be a statement regarding the expectations for academic integrity in that specific course. It is important for you to read this policy and to ask clarifying questions of your faculty member. Some faculty members will encourage working with others to problem solve homework, whereas some faculty members have strict policies against discussing homework with other students. Each course will be different, and it is your responsibility to be certain you know and abide by the policies in each of your classes.

Unfortunately, as a student at UTA, you may face obstacles that provide challenges to your academic integrity. Many students find they are pressured by a friend who hasn't prepared appropriately for class to share their assignments. Others find themselves stressed due to procrastination, and still others are pressured to maintain the highest grade marks and so make the decision to cheat, plagiarize, or collude to overcome those obstacles. What you must understand is that the consequences of cheating, plagiarizing, and colluding far outweigh any temporary benefit you may receive.

It is the hope of all faculty and administrators at UTA that you have a successful tenure as a Maverick, and this includes maintaining your integrity in the classroom.

**Academic Integrity**

**Plagiarism Tutorial**

**UTA Writing Center** (Located in the Central Library; can provide assistance on all written assignments)

# ACTIVITY 6.3 – ACADEMIC INTEGRITY CASE STUDIES

## Academic Integrity Case Studies

Discuss the following case studies with a classmate or faculty member.

**Case Study A**

A student is in a class that is held in a computer lab. All the tests are computer-based. In preparation for the midterm examination, the professor gives several old versions of her tests for the students to use for practice/study material. One student responds to all of the practice tests in electronic format and saves them on his desktop.

The midterm exam date rolls around and the professor indicates that the test will be open book. When the exam is passed out the student realizes that it is identical to one of the practice tests that the professor distributed for study material. The student pulls up a folder on his desktop marked Study Test Responses and copies and pastes his answers from his practice test directly to his examination.

Has the student committed scholastic dishonesty?

What would your response be if you knew that the student was a part of a study group and that they answered the practice test questions as a group?

What if the student and another student who was a part of the group both used the "group responses" in their examination?

**Case Study B**

A student submits a paper on the "History of Nursing." The student cites all her sources in a references page and does an in-text citation for any direct quotes. One section of the student's paper is below:

*According to Wikipedia, "Nursing comes in various forms in every culture, although the definition of the term and the practice of nursing has changed greatly over time." One of the oldest definitions of the word from the English language is a woman who is hired to suckle and generally care for a young child. Later, this developed into the concept of looking after someone, not just meaning a woman looking after a child. Nursing has developed into this later definition, although the concept of nourishing in the broadest sense refers to present-day nursing and the promotion of quality of life.*

When the professor goes to check the student's sources she stumbles upon this Wikipedia article:

*Nursing comes in various forms in every culture, although the definition of the term and the practice of nursing has changed greatly over time. The oldest sense of the word in the **English language** is a woman employed to suckle and/or generally care for a younger child. The former being known as a **wet nurse** and the latter being known as a dry nurse.[1] In the 15th century, this developed into the idea of looking after or advising another, not necessarily meaning a woman looking after a child.[1] Nursing has continued to develop in this latter sense, although the idea of nourishing in the broadest sense refers in modern nursing to promoting quality of life.*

Has the student plagiarized?

Why or why not?

# 6.4 HOW TO CITE YOUR SOURCES: AVOIDING PLAGIARISM

LAURA HAYGOOD

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## Learning Objectives

At the end of this section, the learner will:

- Explain the difference between a reference and a citation
- Utilize resources to create accurate citations and references

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## CITATIONS AND REFERENCES

After reading about academic integrity, you may feel nervous about unintentionally committing plagiarism. However, you can avoid plagiarism by giving credit where credit is due, by using citations and references.

What is a citation or reference? The terms are often used interchangeably; however, a **citation** is often included in the text of your writing (often referred to as an in-text citation). A **reference** tells your reader what sources you used in your writing. This generally includes pieces of information such as the title, author, and year of publication. References and citations are highly formatted, listing each piece of information in a specific order. The formatting used for citations and references varies depending on what field you are studying. For example, Nursing, History, and English all use different methods or style books.

### MLA

The MLA Handbook is the citation guide for the Modern Language Association. You will use MLA in your English classes. For more information on MLA, view the Purdue OWL (Online Writing Lab) website.

### APA

The American Psychological Association (APA) shares its guidelines for citations in its APA Publication Manual. APA is the citation format nursing students are required to use. For more information, visit the APA Style Blog.

## ACTIVITY 6.4: A CLOSER LOOK AT APA 'SENTENCE CASE'

### A Closer Look at APA 'Sentence Case'

The most common error encountered with APA format is related to sentence case for book and article titles. Confused as to what this means? You may be accustomed to capitalizing every word in the title of a paper, but in sentence case, only the first word is capitalized. There are a couple of exceptions, however, where you would still capitalize the first letter of the word:

- proper nouns

- first word of a subtitle

- first word following punctuation, such as a colon or em dash.

Read this post from the APA blog to learn more, dating back to 1929!

Don't forget – sentence case is one of the distinguishing factors between MLA and APA format.

# 7. CAREER PLANNING

> *"It is not what happens to you that determines how far you go in life; it is what you do with what happens to you."*
>
> -Zig Ziglar

Planning for one's career is a task often overlooked by college students in the early years of their education. However, making a plan and preparing for your job search now will save you time and money later.

# 7.1 PAYING FOR COLLEGE

LAURA HAYGOOD AND RAEANNA JEFFERS

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## Learning Objectives

At the end of this section, the learner will:

- Describe a myriad of ways to pay for attending college
- Identify a variety of definitions related to financial aid

</div>

## PAYING FOR COLLEGE

### SCHOLARSHIPS

Thinking about applying for scholarships can seem like an overwhelming prospect, and students have many excuses for not applying. There are so many scholarships available for college that knowing where to start is the first obstacle to the process. Remember, scholarships are the gift of money for college. A gift does not have to be paid back like a loan does.

Scholarships are offered to students who meet a specific requirement established by the sponsor, who may be an individual or an organization. Scholarships can be offered through local, state, or national sponsors. Each scholarship will have its own requirements based on the purpose of the scholarship. Scholarships are a good way to help pay for college without increasing student debt. Students may apply for multiple scholarships. Receiving a scholarship will affect the student's overall financial aid award because all the student aid added together cannot be more than the cost of attending college. However, it is important to realize that scholarships are gifts and do not have to be repaid, so trying to include a scholarship in your overall financial aid package is a good idea.

**Common Excuses For Not Applying For Scholarships**

- Scholarships are only for people with good grades or athletic skills.
- There aren't scholarships for someone like me.
- You have to be a good essay writer to win a scholarship.
- There is too much competition to even try.
- Finding scholarships to apply for is hard and takes too much time.

- Scholarship awards are for small amounts of money, so it's not worth it.
- Scholarships are only for recent high school graduates.
- GED graduates can't get scholarships.

Finding scholarships requires research and effort on the part of the student, but the effort can have a financially rewarding outcome. Searching for scholarships today is much easier than in the past. Students used to have to comb through books in counselors' offices and photocopy applications to be put in the mail, snail mail!

The Internet has changed the search process. In today's scholarship search process, a student can use several websites to help find the treasure. *Never* pay for help to search for scholarships. Websites that charge fees to find scholarships may be scams. The Scholarship Fraud Prevention Act of 2000 was passed to help increase the penalties for people convicted of [scholarship fraud](#). Before this Act was passed, the Federal Trade Commission was limited to closing operations defrauding consumers. Now the government has the power to incarcerate or fine perpetrators of scholarship fraud.

Free help can be found through the college you have selected to attend as well as through several great websites. Check with student support services at your college to see what services are offered. *[Scholarship Junkies](#)*, *[Unigo,](#)* *[Fastweb](#)*, and *[Fin Aid](#)* are examples of online resources for finding scholarships to apply for. *[Unigo](#)* even has a section for scholarships that don't require an essay.

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## Lists of Nursing Scholarships

- [UTA CONHI scholarships](#)
- [UTA Mav ScholarShop](#)
- [Nurse.org](#)
- [Johnson & Johnson](#)
- [American Association of Colleges of Nursing](#)

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**Mistakes to avoid when applying for college scholarships**

Scholarship committees want to give their money away to deserving students. It's your job to properly sell yourself so they know why you are the right choice. Build a profile that can't be ignored, one that showcases your originality, your character, and your drive to be successful. Avoid these common mistakes students make. Get your application done right!

- Deadlines – don't miss them! Note the date, time, and time zone of the deadline.
- Fill out the application carefully – don't be careless!
- Fill out the application completely – incomplete applications are often rejected.
- Double-check eligibility – if you aren't eligible, move on to another scholarship.

- Proofread – both your application as well as the essay or personal statement.

Your attention to detail during the scholarship application process can save you time and money later.

## FINANCIAL AID

**Financial Aid Basics**

Most students will need some form of financial aid to help pay for college. Before accepting an offer of assistance, it is important for a student to understand what each possible offer means and what the student's responsibility will be after accepting the offer. The Office of the US Department of Education offers financial assistance to students in the form of grants, loans, and work-study programs. Filling out the [FAFSA application](#) is the first start towards receiving financial aid for college.

Understanding interest rates and how they impact student loans is essential. Many students shy away from doing the math to understand what their responsibility will be in repaying a loan. It is also essential that students understand the difference between a ***[subsidized](#) and [unsubsidized](#) loan***. Both types of loans may be offered to a student in an award letter for financial aid. Many of the horror stories about the burden of college debt on students when they graduate from college could be avoided if students better understood options for financing their college education and examined their college selection process in greater detail.

There is a difference between a flat/annual interest rate and a compound interest rate. Compound interest can make you very happy as an investor, but it works against you as a borrower. ***Subsidized*** loans ***do not*** add interest while a student is attending college. The interest is not compounded while the student is attending college. ***Unsubsidized*** loans begin charging interest as soon as you take out the loan as a car loan would.

The key difference between unsubsidized and subsidized loans is the amount of debt a student will leave college owing. Unsubsidized loans charge students interest while they are attending college, so the interest is growing on the loan during that time. A student might think they are borrowing $4,000.00 or $6,000.00, but unsubsidized loans add interest to the amount borrowed that adds up over time. Subsidized loans do not add interest while the student is attending college, so $4000.00 really is $4,000.00, no extras added.

Another important thing to remember when borrowing money for college is that if you add the cost of books and supplies or other needs onto the loan you have taken on for tuition, and you have unsubsidized loans, that extra money also grows over time with interest.

**Loan Calculator**

Students need to remember that they are consumers when it comes to taking on loans for college. Not thinking about what the debt means after college only compounds the issues. It is important to think about how much could you afford to pay monthly on a student loan once you have completed college. It's easy to do the math on loan costs. *The Smart Student's Guide to Financial Aid* has a [free loan calculator](#) that will do the work for you. All you have to do is plug in the numbers. The loan calculator will also give you an estimate of what your annual salary will need to be able to repay the loan. Of

course, the loan calculator will not know your other financial commitments, so be sure to look at the monthly payment and decide if you can afford that additional expense. College debt is considered a partial economic hardship if it requires you to use more than 15% of your discretionary income.

**Repayment**

It is also important to realize that even if you don't finish college, you will have to repay a loan taken out for college. According to an article titled *The Feds Don't Care If You Dropped Out of College. They Want Their Money*, students who dropped out of college and ultimately didn't obtain a degree or certificate, generally don't earn higher wages after leaving school. Statistics show that students who start college but don't finish struggle with student debt.

The US government backs loans that are taken out through FAFSA/Federal Student Aid. Repayment is expected. The government has the authority to garnish wages and withhold tax returns as part of the repayment of loans that are not paid. Government-backed debt cannot be forgiven in bankruptcy, except under rare circumstances.

The cost of going to college seems to be constantly increasing. Understanding the opportunity cost both now and in the future needs to be an important part of a student's decision process when selecting a college and a major. Do the math! There are plenty of resources to help you. Follow your dreams, but be informed.

Financial aid vocabulary is a specialized language that students participating in the process must understand.

**Common Financial Aid Vocabulary Definitions**

| Terminology | Definition |
|---|---|
| **Award package** | The way colleges and universities deliver their news about student eligibility for financial aid or grants. The most common packages include Pell Grants, Stafford Loans, and Work-Study. |
| **Borrower** | A person or group that obtains funds from a lender for a particular period of time. A borrower signs a "promissory note" as evidence of indebtedness. |
| **Campus-Based Financial Aid Programs** | The three major aid programs are funded by the federal government, but the disposition of the funds is handled by colleges' financial aid offices. The aid programs are the Federal Supplemental Educational Opportunity Grant, the Federal Perkins Loan, and Federal Work-Study (FWS). |
| **Cost of education** | This includes tuition and fees, room and board, books and supplies, transportation, and miscellaneous expenses. A student's financial aid eligibility is the difference between the cost of education and the Expected Family Contribution as computed by the federal government using the FAFSA. |
| **Default** | A failure to meet a financial obligation, especially a failure to make a payment on a loan. Defaults are recorded on permanent credit records and may result in prosecution and/or loss of future borrowing possibilities. |
| **Dependent Student** | A student claimed as a dependent member of the household for federal income tax purposes. |
| **Expected Family Contribution (EFC)** | The amount of financial support a family is expected to contribute toward a child's college education. This amount is part of the formula used by the federal government to determine financial aid eligibility using the FAFSA form. |
| **Federal Direct Loan** | A group of federal loan programs for which the lender is the federal government. Included in these programs are government-subsidized loans for students and unsubsidized loans for both students and parents. |
| **Federal Pell Grant Program** | This is a federally sponsored and administered program that provides grants based on needs to undergraduate students. Congress annually sets the appropriation; amounts range from approximately $400 to $3,000 annually. This is "free" money because it does not need to be repaid. |
| **Federal PLUS Loan** | A nonsubsidized loan program for parents of undergraduate students under the Federal Education Loan Program umbrella |
| **Federal Perkins Loan Program** | A federally run program based on need and administered by a college's financial aid office. This program offers low-interest loans for undergraduate study. Repayment does not begin until a student graduates. |
| **Federal Stafford Loan** | A federal program based on need allows a student to borrow money for educational expenses directly from banks and other lending institutions (sometimes from the colleges themselves). These loans may be either subsidized or unsubsidized. Repayment begins six months after a student's course load drops to less than halftime. Currently, the interest rate is 0 percent while in school and then is variable up to 8.25 percent. The loan is typically repaid within ten years. Be sure to know the interest rate at the time of borrowing. |
| **Federal Work-Study Program (FSW)** | A federally financed program that arranges for students to combine employment and college study; the employment may be an integral part of the academic program (as in cooperative education or internships) or simply a means of paying for college. |
| **Financial Aid Award Letter** | Written notification to an applicant from a college that details how much and which types of financial aid are being offered if the applicant enrolls. |
| **Financial Aid Package** | The total amount of financial aid a student receives for a year of study. |
| **Free Application for Federal Student Aid (FAFSA)** | This is the federal government's instrument for calculating need-based aid. It is available from high school guidance departments, college financial aid offices, and the Internet (www.fafsa.ed.gov). The form should be completed and mailed as soon after January 2 as possible. |
| **Gap** | The difference between the amount of a financial aid package and the cost of attending a college or university. The student and his/her family are expected to fill the gap. |

| | |
|---|---|
| **Gift Aid** | Grant and scholarship money are given as financial aid that does not have to be repaid. |
| **Grants/scholarships** | These are financial awards that are usually dispensed by the financial aid offices of colleges and universities. The awards may be need- or merit-based. Most are need-based. Merit-based awards may be awarded on the basis of excellence in academics, leadership, volunteerism, athletic ability, or special talent. |
| **Lender** | One who provides money on the condition that the money is returned, usually with an interest charge. |
| **Merit awards, merit-based scholarships** | More "free" money, these awards are based on excellence in academics, leadership, volunteerism, athletic ability, and other areas determined by the granting organization, which can be a college or university, an organization, or an individual. They are not based on financial needs. |
| **PIN** | Personal identification number. |
| **Student Aid Report (SAR)** | Report of the government's review of a student's FAFSA. The SAR is sent to the student and released electronically to the schools that the student listed. The SAR does not supply a real money figure for aid but indicates whether the student is eligible. |
| **Subsidized Student Loan** | The government is paying the interest on the loan while the student is in college at least part-time (six credits). |
| **Tuition** | Amount of money charged to students for instructional services. Tuition may be charged per term, per course, or per credit. |
| **Unsubsidized Student Loan** | The interest is accruing while the student is in college. The government is not paying the interest on the loan. |

## ACTIVITY 7.1: VOICES OF DEBT: THE STUDENT LOAN CRISIS

### Voices of Debt: The Student Loan Crisis

Watch the following video, and write a one-minute paper with your reflections and thoughts related to student debt.

**Video: *Voices of Debt: The Student Loan Crisis – Don't Major in Debt***

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://uta.pressbooks.pub/nursingschoolsuccess/?p=1453#oembed-1

## 7.2 EXPLORATION OF THE FIELD

LAURA HAYGOOD AND RAEANNA JEFFERS

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### Learning Objectives

At the end of this section, the learner will:

- Describe a five-step process for choosing a career
- Explore a variety of nursing specialties
- Discover a process for how to select a nursing specialty

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### THE FIVE-STEP PROCESS FOR CHOOSING YOUR CAREER

As your thoughts about your career expand, keep in mind that over the course of your life, you will probably spend a lot of time at work—thousands of hours, in fact. According to the Bureau of Labor Statistics, the average workday is about 8.7 hours long, and this means that if you work 5 days a week, 50 weeks a year, for 35 years, you will spend a total of 76,125 hours of your life at work. These numbers should convince you that it's pretty important to enjoy your career.

If you do pursue a career, you'll find yourself making many decisions about it. Is this the right career for me? Am I feeling fulfilled and challenged? Does this career enable me to have the lifestyle I desire? It's important to consider these questions now, whether you're just graduating from high school or college, or you're returning to school after working for a while.

Choosing a career—any career—is a unique process for everyone, and for many people the task is daunting. There are so many different occupations to choose from. How do you navigate this complex world of work?

The California Community Colleges Chancellor's Office has identified a five-step decision process that will make your career path a little easier to find. Below are the steps:

1. Get to know yourself.
2. Get to know your field.
3. Prioritize your "deal makers" and rule out your "deal breakers".
4. Make a preliminary career decision and create a plan of action.

5.  Go out and achieve your career goal.

## STEP 1: GET TO KNOW YOURSELF

Get to know yourself and the things you're truly passionate about.

- Gather information about your career-related interests and values.
- Think about what skills and abilities come naturally to you and which ones you want to develop.
- Consider your personality type and how you want it to reflect in your work.

## STEP 2: GET TO KNOW YOUR FIELD

Get to know your field. You'll want to investigate the career paths available to you. You may also want to see what your college Career Center offers or conduct informational interviews to find out more about your field. One of the handiest starting points and "filters" is to decide the level of education you want to attain before starting your first or your next job. Students should consider determining both how much education they are willing to acquire, and how much education a particular career will require. Do you want to earn an associate's degree, a bachelor's degree, a master's degree, or a doctorate or professional degree? Meeting with a college counselor or career counselor can help a student clarify this information.

## STEP 3: PRIORITIZE YOUR DEAL MAKERS

Prioritize your deal makers and rule out your deal-breakers. Educational requirements aren't the only criteria that you will want to consider. Do you want to work outside or in an office? In the country or a city? In a big or small organization? For a public organization or a private company? What type of industry is interesting to you? What role do you see yourself playing in the organization? Do you want to be your own boss?

## STEP 4: MAKE A PRELIMINARY CAREER DECISION

Make a preliminary (or first) career decision and create a plan of action. It is not set in stone and you may have multiple careers in your lifetime, but everything starts with that preliminary career decision and plan of action. As a student matures and gains experience, more career opportunities will present themselves.

Now that you have an idea of who you are and where you might find a satisfying career, how do you start taking action to get there? Some people talk to family, friends, or instructors in their chosen disciplines. Others have mentors in their lives with whom to discuss this decision. Your college has career counselors and academic advisers who can help you with both career decision-making and the educational planning process. Nevertheless, be advised: You'll get the most from sessions with your counselor if you have done some work on your own.

## STEP 5: GO OUT AND ACHIEVE YOUR CAREER GOAL

Go out and achieve your (initial) career goal! Now it's time to take concrete steps toward achieving

your educational and career goals. This may be as simple as creating a preliminary educational plan for next semester or a comprehensive educational plan that maps out the degree you are currently working toward. You may also want to look for internships, part-time work, or volunteer opportunities that help you test and confirm your preliminary career choice. Your college counselor can help you with this step, as well.

Your work experiences and life circumstances will undoubtedly change throughout the course of your professional life, so you may need to go back and reassess where you are on this path in the future. However, no matter if you feel like you were born knowing what you want to do professionally, or you feel totally unsure about what the future holds for you, remember that with careful consideration, resolve, and strategic thought, you can find a career that feels rewarding.

## SPECIALIZED FIELDS

### NURSING SPECIALTIES

While you may have already chosen nursing as a field, it is important to consider the various roles nurses may fill. The following three resources provide information about the various specialties nurses can pursue, as well as information about the average salary and the education level needed:

- Johnson & Johnson's Nursing Specialties
- Occupational Outlook Handbook (scroll down to "Similar Occupations")
- Imprint Career Planning Guides

### PUBLICATIONS

The following publications are helpful resources to explore more aspects of nursing practice (UTA Students, follow the hyperlinked title for access):

- Professional Nursing by Beth Black
  ISBN: 9780323431125
  Publication Date: 2016-06-23

- Becoming a Nurse by Derek Sellman (Editor); Paul Snelling (Editor)
  ISBN: 0273786210
  Publication Date: 2016-10-12

- 301 Careers in Nursing by Joyce Fitzpatrick
  ISBN: 0826133088
  Publication Date: 2017

- Nursing Practice by Ian Peate (Editor); Karen Wild (Editor)
  ISBN: 1119237483
  Publication Date: 2017-11-20

- Coping with Caring by Meredith Mealer
  ISBN: 0429448775

Publication Date: 2019-07-08

- [Imprint: Career Planning Guides by National Student Nurses' Association](#)
  Publication Date: 2020

- [Advancing Your Career by Rose Kearney Nunnery](#)
  ISBN: 0803690142
  Publication Date: 2019-10-01

## GUIDING QUESTIONS TO THINK ABOUT

You should consider the following questions when deciding if you want to specialize in a particular field of nursing. Regardless of your answers, there is likely a field of nursing that will suit both you and the profession:

### ARE YOU AN INTROVERT OR AN EXTROVERT?

How you answer this question requires deep insight on your part. Consider the various environments you might work and thrive in based on your natural tendencies. This question does not imply that either is better or worse than the other.

Some specialties for introverts include (not limited to):

- Forensic Nursing

- Nursing Education

- Legal Nursing

- Nursing Informatics

- Private Duty Nursing

- Nurse Researcher

- Surgical Nurse

- Case Management

- Infection Control and Prevention

- Mental Health Nursing

Some specialties for extroverts include (not limited to):

- Emergency Nursing

- Critical Care/Intensive Care Nursing

- Medical-Surgical Nursing

- Labor & Delivery Nursing

### ARE YOU WILLING TO GO FOR ADDITIONAL TRAINING BEYOND THIS DEGREE?

This is a valid question in that nursing is a challenging degree to obtain. Your individual

circumstances after graduation may play into whether or not you pursue additional degrees and/or certifications. Many specialties require more credentials, so look through all of the requirements of the specialty you choose. Think about your support system and other logistics involved in obtaining the required training, too.

## WHICH POPULATION ARE YOU MOST INTERESTED IN CARING FOR?

For some, this is an easy question to answer. For others, it will take more self-evaluation to determine. If you find that no specific population rises to the top of your list, do not worry! There is still a place for you.

There are many areas that work with a variety of patients, such as (not limited to):

- Primary Care Nursing
- Public Health Nursing
- Family Nurse Practitioner
- Rehabilitation Nursing
- Mental Health Nursing
- Pain Management Nursing
- Specific Disease Care (diabetes, cardiovascular disease, asthma, etc.)

## DO YOU HAVE A PERSONAL EXPERIENCE THAT CONNECTS YOU TO A FIELD OF STUDY?

Many nurses were called to the profession by a personal experience that stirred something within them to serve. If you have those experiences, examine what sparked the interest. That could provide you with the link between your professional nursing service and your true passion.

## ARE YOU AFRAID OF BLOOD AND BODILY FLUIDS? WHAT THINGS GROSS YOU OUT MOST?

Consider what each specialty will expose you to. Be aware these can become desensitized over time with experience. However, if there are phobias and/or strong aversions that may interfere with your ability to care for your patient(s), those areas of practice should be avoided if possible.

## DO YOU PREFER PROVIDING TEAM-BASED CARE OR INDIVIDUALIZED 1:1 CARE?

Recognize that nurses work in a myriad of environments. Some are conducive to individualized 1:1 or 1:2 care, while others lean on care teams to coordinate. If you like to spend a lot of time with your patients, you might choose a specialty that lends itself to that level of care. Conversely, if you prefer lots of interactions with colleagues, choose those that encompass your preference for collaboration.

## WHAT PACE OF WORK DO YOU PERFORM BEST IN?

The pace of a nurse's work varies greatly depending on the specialty, facility, location, time of day,

patient load, etc. Knowing your preferences in this area will help you identify the kind of environment you need to work in to be optimal.

Fast-paced nursing specialties (not limited to):

- Emergency Care Nursing
- Post-Anesthesia Care Unit Nursing
- Cardiovascular Care Nursing
- Progressive Care/Step-down Care Unit

Slower-paced nursing specialties (not limited to):

- Clinic Nurse
- Nurse Educator
- Nurse Researcher
- Public Health Nurse
- Occupational Health Nurse
- Informatics Nursing
- Home Health Nursing

### HOW DO YOU RESPOND TO STRESS/CRISIS?

The way you react to stress in your body impacts your ability to provide care amid crisis. Think about your natural physical, mental, emotional, and spiritual response to different levels of experienced stress. Picture yourself in the environment you selected. Imagine all of the sensory inputs you encounter there. Process how this makes you feel inside your body. Use this to guide you toward a specialty that resonates with your natural level of stress tolerance.

### WHAT IS THE NEED IN YOUR AREA OF RESIDENCE?

Need drives jobs! Get to know the local market in your specialty. Be prepared to relocate or create a secondary plan if the available openings are competitive (2019 Texas Professional Nursing Trends: Statewide)

### ACTIVITY 7.2: NURSING SPECIALTY EXPLORATION

> Nursing Specialty Quiz
>
> Take the Johnson and Johnson's Nursing Specialty Quiz and reflect on the questions you read about above. Did you discover any additional specialties you haven't thought of before? What have you learned about yourself in the process?

## 7.3 SKILL DEVELOPMENT

LAURA HAYGOOD AND RAEANNA JEFFERS

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### Learning Objectives

At the end of this section, the learner will be able to:

- Describe the different sets of skills that employers look for in an employee.
- Build a networking strategy.

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### HARD AND SOFT SKILLS

If you lived and worked in colonial times in the United States, what skills would you need to be gainfully employed? What kind of person would your employer want you to be? And how different would your skills and aptitudes be then, compared to today?

Many industries that developed during the 1600s–1700s, such as health care, publishing, manufacturing, construction, finance, and farming, are still with us today. And the professional abilities, aptitudes, and values required in those industries are many of the same ones employers seek today.

For example, in the health care field then, just like today, employers looked for professionals with scientific acumen, active listening skills, a service orientation, oral comprehension abilities, and teamwork skills. And in the financial field then, just like today, employers looked for economics and accounting skills, mathematical reasoning skills, clerical and administrative skills, and deductive reasoning.

Why is it that with the passage of time and all the changes in the work world, some skills remain unchanged (or little changed)?

The answer might lie in the fact that there are two main types of skills that employers look for: hard skills and soft skills.

- **Hard skills** are concrete or objective abilities that you learn and perhaps have mastered. They are skills you can easily quantify, like using a computer, speaking a foreign language, or operating a machine. You might earn a certificate, a college degree, or other credentials that attest to your hard-skill competencies. Obviously, because of changes in technology, the hard

skills required by industries today are vastly different from those required centuries ago.

- **Soft skills,** on the other hand, are subjective skills that have changed very little over time. Such skills might pertain to the way you relate to people, or the way you think, or the ways in which you behave—for example, listening attentively, working well in groups, and speaking clearly. Soft skills are sometimes also called "transferable skills" because you can easily transfer them from job to job or profession to profession without much training. Indeed, if you had a time machine, you could probably transfer your soft skills from one time period to another!

## WHAT EMPLOYERS WANT IN AN EMPLOYEE

Employers want individuals who have the necessary hard and soft skills to do the job well and adapt to changes in the workplace. Soft skills may be especially in demand today because employers are generally equipped to train new employees in a hard skill—by training them to use new computer software, for instance—but it's much more difficult to teach an employee a soft skill such as developing rapport with patients and coworkers or knowing how to manage conflict. An employer might rather hire an inexperienced worker who can pay close attention to details than an experienced worker who might cause problems on a work team.

## TRANSFERABLE SKILLS FOR ANY CAREER PATH

Transferable (soft) skills may be used in multiple professions. They include, but are by no means limited to, skills listed below:

- Dependable and punctual (showing up on time, ready to work, not being a liability)
- Self-motivated
- Enthusiastic
- Committed
- Willing to learn (lifelong learner)
- Able to accept constructive criticism
- A good problem solver
- Strong in customer service skills
- Adaptable (willing to change and take on new challenges)
- A team player
- Positive attitude
- Strong communication skills
- Good in essential work skills (following instructions, possessing critical thinking skills, knowing limits)
- Ethical
- Safety-conscious

- Honest

- Strong in time management

These skills are transferable because they are positive attributes that are invaluable in practically any kind of work. They also do not require much training from an employer—you have them already and take them with you wherever you go. Soft skills are a big part of your "total me" package. Work on communicating your skills when speaking with employers, giving examples of how you have used soft skills in the past.

So, identify the soft skills that show you off the best, and identify the ones that prospective employers are looking for. By comparing both sets, you can more directly gear your job search to your strongest professional qualities.

## NETWORKING

In the context of career development, networking is the process by which people build relationships with one another for the purpose of helping one another achieve professional goals.

When you "network," you exchange information.

- You may share business cards, résumés, cover letters, job-seeking strategies, leads about open jobs, information about companies and organizations, and information about a specific field.

- You might also share information about meet-up groups, conferences, special events, technology tools, and social media.

- You might also solicit job "headhunters," career counselors, career centers, career coaches, an alumni association, family members, friends, acquaintances, and vendors.

Networking can occur anywhere and at any time. In fact, your network expands with each new relationship you establish. And the networking strategies you can employ are nearly limitless. With imagination and ingenuity, your networking can be highly successful.

*Figure 7.3.1 Networking Diagram*

## STRATEGIES FOR NETWORKING

We live in a social world. Almost everywhere you go and anything you do professionally involves connecting with people. It stands to reason that finding a new job and advancing your career entails building relationships with these people. Truly, the most effective way to find a new job is to network, network, and network some more.

Once you acknowledge the value of networking, the challenge is figuring out how to do it. What is your first step? Whom do you contact? What do you say? How long will it take? Where do you concentrate your efforts? How do you know if your investments will pay off?

For every question you may ask, a range of strategies can be used. Begin exploring your possibilities by viewing the following energizing video, *Networking Tips for College Students and Young People*, by Hank Blank. He recommends the following modern and no-nonsense strategies:

1. Hope is not a plan. You need a plan of action to achieve your networking goals.

2. Keenly focus your activities on getting a job. Use all tools available to you.

3. You need business cards. No ifs, ands, or buts.

4. Attend networking events. Most of them offer student rates.

5. Master Linkedin because that is what human resource departments use. Post updates.

6. Think of your parents' friends as databases. Leverage their knowledge and their willingness to help you.

7. Create the world you want to live in in the future by creating it today through your networking activity. These are the times to live in a world of "this is how I can help."

**Strategies at College**

- **Get to know your professors**: Communicating with instructors is a valuable way to learn about a career and also get letters of reference if and when needed for a job. Professors can also give you leads on job openings, internships, and research possibilities. Most instructors will readily share information and insights with you. Get to know your instructors. They are a valuable part of your network.

  *NOTES FOR NURSING SUCCESS*! Each of these areas includes tips specific for nursing students… just for you!

  - **Nursing students:** This is especially important for nursing students. Instructors are keen observers of their students. They are looking for those who exhibit a passion for the profession and are actively engaged in their learning. Establishing a good working relationship with your instructors is key. You are more likely to get help from those with whom you have built connections than those you have not. Treat every day in college like an ongoing job interview. It is good practice!

- **Check with your college's alumni office**: You may find that some alumni are affiliated with your field of interest and can give you the "inside scoop."

  - [UTA Alumni Association]

- **Check with classmates**: Classmates may or may not share your major, but many of them may have leads that could help you. You could be just one conversation away from a good lead.

  - **Nursing students:** Many of your classmates already work in the health care industry in a variety of roles and settings. These classmates can alert you to job openings even before they are posted publicly. Be a good colleague. Do not pester your classmates for this information. Rather, be helpful to them and build working relationships through collaborations, teamwork, communication, empathy, etc. Show them your value. Your attitude and approach will influence your classmates to either help you or avoid you. Ask yourself, "Would I want to work with me?" followed by, "How may I serve?".

**Strategies at Work**

- **Join professional organizations**: You can meet many influential people at local and national meetings and events of professional and volunteer organizations. Learn about these organizations. See if they have membership discounts for students or student chapters. Once you are a member, you may have access to membership lists, which can give you prospective access to many new people to network with.

  - **Nursing students:**  There are numerous organizations that can help you connect with people and various useful resources.

    - [Sigma Theta Tau (Delta Theta Chapter)]
    - [Arlington Student Nurses Association]
    - [National Student Nurses Association]

- Texas Nurses Association
- American Nurses Association

*For more nursing organizations and links to the journal publications for each are located in the Appendix. Click the permalink to access the journal through UTA Libraries. It is good practice to read the literature coming out of these organizations to stay abreast of new developments in your area of practice.*

- **Volunteer**: Volunteering is an excellent way to meet new people who can help you develop your career, even if the organization you are volunteering with is not in your field. Just by working alongside others and working toward common goals, you build relationships that may later serve you in unforeseen and helpful ways. Research to find a placement that interests you. Understand your responsibilities and be aware of the time commitment you agree to.

  - If you are seeking a local position, The Leadership Center at the University of Texas at Arlington maintains a database of ongoing and short-term volunteer opportunities for students. A cross-section of organizations — including schools, ministries, nonprofit organizations, and nursing facilities — are represented. VolunteerMatch.org lets you search for opportunities by location and area of interest, such as Health & Medicine, Seniors, or Crisis Support. Databases like GoAbroad.com and WorkingAbroad.com let you search for international opportunities.

  - **Nursing students:** Potential options include the American Red Cross, local hospitals, long-term care facilities, hospice/palliative care (Check out The National Hospice Foundation's search tool to find a hospice near you).

- **Get an internship**: Many organizations offer internship positions to college students. Some of these positions are paid, but often they are not. Paid or not, you gain experience relevant to your career, and you potentially make many new contacts. Check CollegeRecruiter.com and internships.com for key resources.

  - **Nursing students:** Many hospitals are now offering residency programs to new graduate nurses. Research these early in your college career so that you may prepare to meet the criteria outlined in the posting or announcement. These can be highly competitive depending on the location of the facility and the number of applicants per rotation. These can last from 3 months to 1 year. Benefits include exposure to multiple areas of practice, comprehensive training, and mentorship throughout the program. When the residency is completed, nurses will then be provided with options for placements. This process has proven to increase confidence in the new nurse graduates and reduce the experience of burnout.

- **Get a part-time job**: Working full-time may be your ultimate goal, but you may want to fill in some cracks or crevices by working in a part-time job. Invariably you will meet people who

can feasibly help with your networking goals. And you can gain good experience along the way, which can also be noted on your résumé. Check your college career center website. Many have online job boards for full and part-time employment.

- **Join a job club**: Your career interests may be shared by many others who have organized a club, which can be online or in person. If you don't find an existing club, consider starting one.

- **Attend networking events**: There are innumerable professional networking events taking place around the world and also online. Find them listed in magazines, community calendars, newspapers, journals, and at the websites of companies, organizations, and associations.

  ◦ **Nursing students:** The appendix has centralized many of the relevant nursing organizations for your convenience.

- **Conduct informational interviews**: You may initiate contact with people in your chosen field who can tell you about their experiences of entering the field and thriving in it. Many websites have guidance on how to plan and conduct these interviews.

**Strategies at Home and Beyond**

- **Participate in online social media**: An explosion of career opportunities awaits you with social media, including LinkedIn, Twitter, Facebook, Instagram, Pinterest, and many more. You will find an extensive list of suggested sites at CareerOneStop. Keep your communication ultra-professional at these sites. Peruse magazine articles, and if you find one that's relevant to your field and it contains names of professionals, you can reach out to them to learn more and get job leads. Realize that social media is public and posting pictures of yourself at parties or commenting in an unbecoming way could cost you an opportunity.

- **Ask family members and friends, coworkers, and acquaintances for referrals**: Do they know others who might help you? You can start with the question "Who else should I be talking to?"

## ACTIVITY 7.3: NETWORKING

### Networking

Identify 1-3 professional organizations in your career field that you want to join.

  ◦ Do the organizations publish any professional journals?
  ◦ What journals do they publish?

Identify 1-3 people in your network that may be able to help you connect with a job opportunity.

  ◦ Craft a professional email to solicit their support.

## 7.4 JOB SEEKING

LAURA HAYGOOD AND RAEANNA JEFFERS

### Learning Objectives

At the end of this section, the learner will be able to:

- Understand the purpose and elements of a professional resume.
- Compose an effective cover letter.
- Prepare for various interview formats.

## RÉSUMÉS

A résumé is a "selfie" for business purposes. It is a written picture of who you are—it's a marketing tool, a selling tool, and a promotion of you as an ideal candidate for any job you may be interested in.

The word *résumé* comes from the French word *résumé*, which means "a summary." Leonardo da Vinci is credited with writing one of the first known résumés, although it was more of a letter that outlined his credentials for a potential employer, Ludovico Sforza. The résumé got da Vinci the job, though, and Sforza became a longtime patron of da Vinci and later commissioned him to paint *The Last Supper*.

Résumés and cover letters work together to represent you in the most positive light to prospective employers. With a well-composed résumé and cover letter, you stand out—which may get you an interview and then a good shot at landing a job.

In this section, we discuss résumés and cover letters as key components of your career development tool kit. We explore some of the many ways you can design and develop them for the greatest impact in your job search.

## YOUR RÉSUMÉ: PURPOSE AND CONTENTS

Your résumé is an inventory of your education, work experience, job-related skills, accomplishments, volunteer history, internships, residencies, and/or more. It's a professional autobiography in outline form to give the person who reads it a quick, general idea of who you are, and what skills, abilities, and experiences you have to offer. With a better idea of who you are, prospective employers can see how well you might contribute to their workplace.

As a college student or recent graduate, though, you may be unsure about what to put in your résumé, especially if you don't have much employment history. Still, employers don't expect recent grads to have significant work experience. And even with little work experience, you may still have a host of worthy accomplishments to include. It's all in how you present yourself.

**Elements of Your Successful Résumé**

Perhaps the hardest part of writing a résumé is figuring out what format to use to organize and present your information in the most effective way. There is no correct format, per se, but most résumés follow one of the four formats below. Which format do you think will best represent your qualifications?

1. **Reverse chronological résumé**: A reverse chronological résumé (sometimes also simply called a chronological résumé) lists your job experiences in reverse chronological order—that is, starting with the most recent job and working backward toward your first job. It includes starting and ending dates. Also included is a brief description of the work duties you performed for each job, and highlights of your formal education. The reverse chronological résumé may be the most common and perhaps the most conservative résumé format. It is most suitable for demonstrating a solid work history, and growth and development in your skills. It may not suit you if you are light on skills in the area you are applying to, or if you've changed employers frequently, or if you are looking for your first job. Reverse Chronological Résumé Examples

2. **Functional résumé**: A functional résumé is organized around your talents, skills, and abilities (more so than work duties and job titles, as with the reverse chronological résumé). It emphasizes specific professional capabilities, like what you have done or what you can do. Specific dates may be included but are not as important. So if you are a new graduate entering your field with little or no actual work experience, the functional résumé may be a good format for you. It can also be useful when you are seeking work in a field that differs from what you have done in the past. It's also well suited for people in unconventional careers. Functional Résumé Examples

3. **Hybrid résumé**: The hybrid résumé is a format reflecting both the functional and chronological approaches. It's also called a combination résumé. It highlights relevant skills, but it still provides information about your work experience. With a hybrid résumé, you may list your job skills as most prominent and then follow with a chronological (or reverse chronological) list of employers. This résumé format is most effective when your specific skills and job experience need to be emphasized. Hybrid Résumé Examples

4. **Video, infographic, and website résumé**: Other formats you may wish to consider are the video résumé, the infographic résumé, or even a website résumé. These formats may be most suitable for people in multimedia and creative careers. Certainly, with the expansive use of technology today, a job seeker might at least try to create a media-enhanced résumé. But the paper-based, traditional résumé is by far the most commonly used—in fact, some human resource departments may not permit the submission of any format other than paper-based. Video Resume Examples; Infographic Résumé Examples; Website Résumé Examples

An important note about formatting is that, initially, employers may spend only a few seconds

reviewing each résumé—especially if there is a big stack of them or they seem tedious to read. That's why it's important to choose your format carefully so it will stand out and make the first cut.

**Résumé Contents and Structure**

For many people, the process of writing a résumé is daunting. After all, you are taking a lot of information and condensing it into a very concise form that needs to be both eye-catching and easy to read. Don't be scared off, though! Developing a good résumé can be fun, rewarding, and easier than you think if you follow a few basic guidelines.

*Contents and Components To Include*

1. **Your contact information**: name, address (note that some recommend not sharing for security purposes, others recommend sharing to be complete), phone number, professional email address

2. **A summary of your skills**: 5–10 skills you have gained in your field

3. **Work experience**: depending on the résumé format you choose, you may list your most recent job first; include the title of the position, employer's name, location, employment dates (beginning, ending); Working for a family business is valid work experience and should definitely be on a resume.

4. **Volunteer experience:** can be listed in terms of hours completed or months/years involved. Use the same format as that used to list work experience.

5. **Education and training**: formal and informal experiences matter; include academic degrees, professional development, certificates, internships, etc.

6. **Other sections**: may include a job objective, a brief profile, a branding statement, a summary statement, additional accomplishments, and any other related experiences

*Caution*

Résumés resemble snowflakes in as much as no two are alike. Although you can benefit from giving yours a stamp of individuality, you will do well to steer clear of personal details that might elicit a negative response. It is advisable to omit any confidential information or details that could make you vulnerable to discrimination, for instance. Your résumé will likely be viewed by a number of employees in an organization, including human resource personnel, managers, administrative staff, etc. By aiming to please all reviewers, you gain maximum advantage.

- Do not mention your age, gender, height or weight.
- Do not include your social security number.
- Do not mention religious beliefs or political affiliations, unless they are relevant to the position.
- Do not include a photograph of yourself or a physical description.
- Do not mention health issues.
- Do not use first-person references (I, me).

- Do not include wage/salary expectations.

- Do not use abbreviations.

- Proofread carefully—absolutely no spelling mistakes are acceptable.

## TOP TEN TIPS FOR A SUCCESSFUL RÉSUMÉ

1. Aim to make a résumé that's 1–2 pages long on letter-size paper.

2. Make it visually appealing.

3. Use action verbs and phrases.

4. Proofread carefully to eliminate any spelling, grammar, punctuation, and typographical errors.

5. Include highlights of your qualifications or skills to attract an employer's attention.

6. Craft your letter as a pitch to people in the profession you plan to work in.

7. Stand out as different, courageous.

8. Be positive and reflect only the truth.

9. Be excited and optimistic about your job prospects!

10. Keep refining and reworking your résumé; it's an ongoing project.

Remember that your résumé is your professional profile. It will hold you in the most professional and positive light, and it's designed to be a quick and easy way for a prospective employer to evaluate what you might bring to a job. When written and formatted attractively, creatively, and legibly, your résumé is what will get your foot in the door. You can be proud of your accomplishments, even if they don't seem numerous. Let your résumé reflect your personal pride and professionalism. A resume is also a "living document" and will change as your experiences and skills change.

## COVER LETTERS

A cover letter is a letter of introduction, usually 3–4 paragraphs in length, that you attach to your résumé. It's a way of introducing yourself to a potential employer and explaining why you are suited for a position. Employers may look for individualized and thoughtfully written cover letters as an initial method of screening out applicants who may lack necessary basic skills, or who may not be sufficiently interested in the position.

Often an employer will request or require that a cover letter be included in the materials an applicant submits. There are also occasions when

**Cover Letter Examples**

you might submit a cover letter uninvited (also called a letter of interest). For example, if you are initiating an inquiry about possible work or asking someone to send you information or provide other assistance.

With each résumé, you send out, always include a cover letter specifically addressing your purposes.

## CHARACTERISTICS OF AN EFFECTIVE COVER LETTER

Cover letters should accomplish the following:

- Get the attention of the prospective employer
- Set you apart from any possible competition
- Identify the position you are interested in
- Specify how you learned about the position or company
- Present highlights of your skills and accomplishments
- Reflect your genuine interest
- Please the eye and ear

## INTERVIEWING

If your résumé and cover letter have served their purposes well, you will be invited to participate in an interview with the company or organization you're interested in. Congratulations! It's an exciting time, and your prospects for employment are very strong if you put in the time to be well prepared.

In this section, we look at how to get ready for an interview, what types of interviews you might need to engage in, and what kinds of questions you might be asked.

## PREPARING EFFECTIVELY FOR A JOB INTERVIEW

### Review the Job Description

When you prepare for an interview, your first step will be to carefully read and reread the job posting or job description. This will help you develop a clearer idea of how you meet the skills and attributes the company seeks.

### Research the Company or Organization

Researching the company will give you a wider view of what the company is looking for and how well you might fit in. Your prospective employer may ask you what you know about the company. Being prepared to answer this question shows that you took time and effort to prepare for the interview and that you have a genuine interest in the organization. It shows good care and good planning—soft skills you will surely need on the job.

### Practice Answering Common Questions

Most interviewees find that practicing for the interview in advance with a family member, a friend, or a colleague eases possible nerves during the actual interview. It also creates greater confidence when you walk through the interview door. In many interviews, you will be asked behavioral questions. Employers ask these questions to learn how you handled situations in the past. If you practice answering common behavioral interview questions in advance, then you will have examples fresh in your mind to share with the interviewer.

**Plan to Dress Appropriately**

Interviewees are generally most properly dressed for an interview in business attire, with the goal of looking highly professional in the eyes of the interviewer.

**Come Prepared**

Plan to bring your résumé, cover letter, and a list of references to the interview. You may also want to bring a portfolio of representative work. Leave behind coffee, chewing gum, and any other items that could be distractions.

**Be Confident**

Above all, interviewees should be confident and "courageous." By doing so you make a strong first impression. As the saying goes, "There is never a second chance to make a first impression."

## JOB INTERVIEW TYPES AND TECHNIQUES

Every interview you participate in will be unique: The people you meet with, the interview setting, and the questions you'll be asked will all be different from interview to interview.

The various factors that characterize any given interview can contribute to the sense of adventure and excitement you feel. But it's also normal to feel a little nervous about what lies ahead. With so many unknowns, how can you plan to "nail the interview" no matter what comes up?

A good strategy for planning is to anticipate the type of interview you may find yourself in. There are common formats for job interviews, described in detail, below. By knowing a bit more about each type and being aware of techniques that work for each, you can plan to be on your game no matter what form your interview takes.

**Screening Interviews**

Screening interviews might best be characterized as "weeding-out" interviews. They ordinarily take place over the phone or in another low-stakes environment in which the interviewer has maximum control over the amount of time the interview takes. Screening interviews are generally short because they glean only basic information about you. If you are scheduled to participate in a screening interview, you might safely assume that you have some competition for the job and that the company is using this strategy to whittle down the applicant pool. With this kind of interview, your goal is to win a face-to-face interview. For this first shot, though, prepare well and challenge yourself to shine. This type of interview should be treated like a real interview. This may mean dressing for the interview and having a resume in front of you so that it can be referred to. Another suggestion is to use a landline phone if possible and/or make sure a cell phone is fully charged and that the screening interview takes place in a location that is free of distractions. Try to stand out from the competition and be sure to follow up with a thank-you note.

**Phone or Web Conference Interviews**

If you are geographically separated from your prospective employer, you may be invited to participate in a phone interview or online interview, instead of meeting face-to-face. Technology, of course,

is a good way to bridge distances. The fact that you're not there in person doesn't make it any less important to be fully prepared, though. In fact, you may wish to be all the more "on your toes" to compensate for the distance barrier. Make sure your equipment (phone, computer, Internet connection, etc.) is fully charged and works. If you're at home for the interview, make sure the environment is quiet and distraction-free.  If the meeting is online, make sure your video background is pleasing and neutral, like a wall hanging or even a white wall.

### One-on-One Interviews

The majority of job interviews are conducted in this format—just you and a single interviewer—likely with the manager you would report to and work with. The one-on-one format gives you both a chance to see how well you connect and how well your talents, skills, and personalities mesh. You can expect to be asked questions like "Why would you be good for this job?" and "Tell me about yourself." Many interviewees prefer the one-on-one format because it allows them to spend in-depth time with the interviewer. Rapport can be built. As always, be very courteous and professional. Have handy a portfolio of your best work.

### Panel Interviews

An efficient format for meeting a candidate is a panel interview, in which perhaps four to five coworkers meet at the same time with a single interviewee. The coworkers comprise the "search committee" or "search panel," which may consist of different company representatives such as human resources, management, and staff. One advantage of this format for the committee is that meeting together gives them a common experience to reflect on afterward. In a panel interview, listen carefully to questions from each panelist, and try to connect fully with each questioner. Be sure to write down names and titles, so you can send individual thank-you notes after the interview.

### Serial Interviews

Serial interviews are a combination of one-on-one meetings with a group of interviewers, typically conducted as a series of meetings staggered throughout the day. Ordinarily, this type of interview is for higher-level jobs, when it's important to meet at length with major stakeholders. If your interview process is designed this way, you will need to be ultra prepared, as you will be answering many in-depth questions. Be prepared.

### Lunch Interviews

In some higher-level positions, candidates are taken to lunch or dinner, especially if this is a second interview (a "call back" interview). If this is you, count yourself lucky and be on your best behavior, because even if the lunch meeting is unstructured and informal, it's still an official interview. Do not order an alcoholic beverage, and use your best table manners. You are not expected to pay or even to offer to pay. But, as always, you must send a thank-you note.

### Group Interviews

Group interviews are comprised of several interviewees and perhaps only one or two interviewers who may make a presentation to the assembled group. This format allows an organization to quickly prescreen candidates. It also gives candidates a chance to quickly learn about the company. As with all interview formats, you are being observed. How do you behave with your group? Do you assume a

leadership role? Are you quiet but attentive? What kind of personality is the company looking for? A group interview may reveal this.

## ACTIVITY 7.4: BEHAVIORAL INTERVIEW QUESTIONS EXERCISE

### Behavioral Interview Questions Exercise

Write out your response to the following questions, reflecting on how your previous experiences apply to the question. Use the STAR technique to craft your response, describing the **S**ituation, the **T**ask you were assigned, the **A**ction you took, and the **R**esult.

- Tell me about a goal you achieved.
- Tell me about a major mistake you made, and what you did to correct it.
- Tell me about a time when you used your problem-solving skills to find a solution to a problem.

# 9. CONCLUSION

> *"Success is a journey, not a destination."*
>
> – Ralph Arbitelle

It was the goal of the project team to provide nursing and nursing intended students with targeted content to help them be successful, from start to finish. It is our hope that this information was useful, and we wish you all the best as you pursue your career goals.

# 8. UTA RESOURCES

## ACADEMIC SUPPORT SERVICES

- **CHEMISTRY CLINIC**– This clinic seeks to support students in all chemistry and biochemistry courses.

- **ENGLISH WRITING CENTER AND ONLINE WRITING LAB**– The English Writing Center offers students both face-to-face tutoring (offered in the Central Library) and online interaction. Appointments may be made on the English Writing Center website where you will also find other tips and resources for improving your papers.

- **LIBRARY SERVICES**: The Library sponsors a wealth of resources and information for you.

- **MATH CLINIC/MATH EMPORIUM**– The Math Clinic and Math Emporium are drop-in tutoring centers located in Pickard Hall that offer assistance for students in specific undergraduate math courses and final review sessions before exams.

- **SCIENCE LEARNING CENTER**– The Science Learning Center offers resource materials and study aids for students in Biology, Chemistry and Biochemistry, Mathematics, Physics, and Psychology classes.

- **STUDENT ACCESS AND RESOURCE CENTER** ( formerly the OFFICE OF STUDENTS WITH DISABILITIES- The SAR Center provides services, in the form of academic accommodations, to students with all types of disabilities. Our accessibility specialists provide aid and guidance to students in personal, academic, and career matters.

- **STUDENT SUPPORT SERVICES**– Student Support Services provides free academic support to U.S. citizens or permanent residents who are either first generation, low income, and/or disabled. Free services include tutoring, counseling, advising, a private computer lab, seminars, cultural events, and laptop, calculator, and textbook lending programs.

- **UNIVERSITY TUTORIAL AND SUPPLEMENTAL INSTRUCTION**– The University Tutorial offers individualized tutoring by high-quality, nationally certified tutors to students in a variety of subjects at a low price per hour. Supplemental Instruction is an internationally recognized student assistance program aimed at improving student performance in historically difficult courses and is free to all students.

## More academic assistance services can be found at **RESOURCES.**

## COMMUNITY THAT CARES RESOURCES

- **UTA HEALTH SERVICES-** Provides quality, accessible, comprehensive, and cost-effective primary health care. In addition to a general medicine clinic, Health Services houses a pharmacy, laboratory, radiology department, women's health clinic, immunization clinic, and

a health promotion and substance abuse prevention office.

- **COUNSELING AND PSYCHOLOGICAL SERVICES-** Provides services to help students increase their understanding of personal issues, address mental and behavioral health problems, and make positive changes in their lives. CAPS offers counseling, psychological, and psychiatric service.

- **MAVS TALK 24 HR CRISIS LINE: 817-272-8255**

- # RELATIONSHIP VIOLENCE AND SEXUAL ASSAULT PREVENTION– Committed to creating and maintaining an environment in which all members of the University Community can persevere academically, personally, and professionally in an equitable and safe manner, devoid of sexual and relationship violence.

- **BEHAVIOR INTERVENTION TEAM**– A network of professionals from across campus that are committed to a caring, confidential program of identification, intervention, and response in order to provide students with the greatest chance of success and our community with the greatest level of protection.

- **CENTER FOR STUDENTS IN RECOVERY**– Provides a safe, healthy, and welcoming environment for students to cultivate life skills and celebrate success. With a variety of programs that emphasize community and accountability, CSR helps students draw upon their own inner strength, develop compassion, and build resilience.

- **MAVS STAND UP/BYSTANDER INTERVENTION**– Bystander intervention is recognizing a potentially harmful situation or interaction and choosing to respond in a way that could positively influence the outcome. Steps to Intervention: (1) Recognize, (2) Choose, (3) Act.

- **EMERGENCY ASSISTANCE FUND**– The Emergency Assistance Fund provides limited monetary help to students who are suffering temporary financial hardship due to a sudden emergency, accident, or unforeseen event that would otherwise jeopardize their ability to attend UTA.

- **THE MAC: MAVERICK ACTIVITIES CENTER**– The MAC, a $34.5 million recreation facility, is approximately 190,000 sq. ft. and includes a variety of equipment and activities. The MAC also offers group fitness – including virtual live and on-demand fitness classes, personal training, and massage therapy

## GETTING INVOLVED ON CAMPUS

- **STUDENT ORGANIZATIONS: MAV ORGS**– There are hundreds of groups that serve to complement your academic work, provide leadership development, and enhance your collegiate experience.

- **NURSING STUDENT ORGANIZATIONS**: There are seven nursing organizations and two kinesiology organizations that you can join, even as a pre-nursing student.

For more opportunities to be involved on campus, see GET INVOLVED.

## CAREER PLACEMENT RESOURCES

- **LOCKHEED MARTIN CAREER DEVELOPMENT CENTER** – Visit the career center for all your job-related questions. Services offered:

- ◦ Career Fairs
- ◦ Resources for Creating your [Resume](#) and [Cover Letter](#)
- ◦ [Career Spot Drop-Ins and Appointments](#)
- ◦ [Practice Interviews](#)
- ◦ [Assistance Planning for Grad School](#)

## UTA NURSING SCHOOL RESOURCES

- **NURSING STUDENT RESOURCES–** Our faculty mentors and advising staff are dedicated to the success of our students. We also offer peer mentors and a variety of student organizations that enhance the academic experience and build professional skills.

- **BSN APPLICANT CHECKLIST–** This document serves as a guide through the minimum requirements to apply to the upper-division campus-based BSN program.

- **PRE-LICENSURE NURSING IMMUNIZATION REQUIREMENTS–** The most recent information about immunizations that are required as part of the application process to the BSN Program.

- **TEAS INFORMATION-** UTA's Pre-Licensure BSN program requires a minimum score in the "proficient" range in each section to be eligible to apply to the BSN Program.

For more information about the undergraduate nursing program, please see the **CONHI BSN page**.

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## DERIVATIVE

This open textbook is compiled from selected content mainly from two open resources: [Foundations and Strategies for College Success](#), by the University of Texas Arlington,  and [Blueprint for Success in College and Career](#), by Dave Dillon.  The chapter Escape the Procrastination Trap is adapted from [University101: Study, Strategize and Succeed](#) by the Kwantlen Polytechnic University Learning Centre team. The following index details where content from each source was used in this book.  New content (as noted below) indicates major additions that were created. All 'Notes for Nursing Success' are original content. Minor revisions not noted below include editing language for clarify, length, and flow as well as corrections to hyperlinks and citations.

## CHAPTER 1 INTRODUCTION

- Quote from Dillon (Chapter 33)

## CHAPTER 2 TIME MANAGEMENT

- Quote from J. R. R. Tolkien, *The Fellowship of the Ring*

### CHAPTER 2.1 START NOW!

- All new content.

### CHAPTER 2.2 PROCRASTINATION

- Adapted from Kwantlen Polytechnic University Learning Centre team.

### CHAPTER 2.3 GOAL SETTING

- Charts and selected content from University of Texas Arlington  (Chapter 4)

### CHAPTER 2.4 PLANNING A COLLEGE COURSE LOAD

- All new content.

### CHAPTER 2.5 BUILDING A SEMESTER SCHEDULE

- All new content.

### CHAPTER 2.6 EMAIL MANAGEMENT

- All new content.

### CHAPTER 2.7 PUTTING IT ALL TOGETHER

- All new content.

# CHAPTER 3 SUCCESSFUL STUDY SKILLS

- Quote from Dillon (Chapter 20)

## CHAPTER 3.1 BASIC STUDY SKILLS

- Selected content from Dillon (Chapter 20)
- Selected content from University of Texas Arlington (Chapter 5)

## CHAPTER 3.2 SUCCESS BEFORE CLASS; PRE-READING

- Selected content from Dillon (Chapters 22, 23, and 24)
- Selected content from University of Texas Arlington (Chapter 4)

## CHAPTER 3.3 SUCCESS DURING CLASS; NOTE-TAKING

- Selected content from Dillon (Chapters 26, 27)
- Selected content from University of Texas Arlington (Chapter 5)

## CHAPTER 3.4 SUCCESS AFTER CLASS

- Selected content from Dillon (Chapters 30, 31)
- Selected content from University of Texas Arlington (Chapter 5)

# CHAPTER 4 SUCCESSFUL TEST TAKING STRATEGIES

- Quote from Dillon (Chapter 31)

## CHAPTER 4.1 TEST ANXIETY

- Selected content from University of Texas Arlington (Chapter 6)

## CHAPTER 4.2 SUCCESSFUL STUDY STRATEGIES

- Selected content from Dillon (Chapters 30, 31)
- Selected content from University of Texas Arlington (Chapter 5)

## CHAPTER 4.3 BONUS CHAPTER

- Straker & Kelman, (c) 2021, Vital Skills: Study Strategies Every Nursing Student Must Know, pp. 223-241, Karista Press. Reprinted with permission.

# CHAPTER 5 SELF-CARE: STRATEGIES FOR PERSONAL AND PROFESSIONAL SUCCESS

## CHAPTER 5.1 THE BASICS OF SELF CARE

- Selected content from Dillon (Chapters 49 and 50)
- Selected content from University of Texas Arlington (Chapter 7)

## *CHAPTER 5.2 STRESS MANAGEMENT AND YOUR BEST SELF*

- Selected content from Dillon (Chapter 53)
- Selected content from University of Texas Arlington (Chapter 7)

## *CHAPTER 5.3 SELF AWARENESS AND SELF COMPASSION*

- All new content.

## CHAPTER 6 USING THE LIBRARY A KEY TO SUCCESS

- Quote from American Libraries (2014)

## *CHAPTER 6.1 INFORMATION GATHERING*

- All new content.

## *CHAPTER 6.2 KEYWORD SEARCHING: CINAHL COMPLETE DATABASE*

- All new content.

## *CHAPTER 6.3 ACADEMIC INTEGRITY: WHY DOES IT MATTER SO MUCH?*

- Selected content from University of Texas Arlington (Chapter 6)

## *CHAPTER 6.4 HOW TO CITE YOUR SOURCES: AVOIDING PLAGIARISM*

- All new content.

## CHAPTER 7 PLANNING FOR A SUCCESSFUL CAREER

- Quote from Dillon (Chapter 14)

## *CHAPTER 7.1 PAYING FOR COLLEGE*

- Selected content from Dillon (Chapter 60)
- Selected content from University of Texas Arlington (Chapter 9)
- Selected content from Lamoreaux, 2016, "Beyond Tuition: Understanding College Expenses," *A Different Road to College*, Open Oregon Educational Resources

## *CHAPTER 7.2 EXPLORATION OF THE FIELD*

- Selected content from Dillon (Chapter 34)

## *CHAPTER 7.3 SKILL DEVELOPMENT*

- Selected content from Dillon (Chapters 37, 40)

### CHAPTER 7.4 JOB SEEKING

- Selected content from Dillon (Chapters 42, 43)

### CHAPTER 8 UTA STUDENT RESOURCES

- Selected content from University of Texas Arlington (Chapter 10 )

## HYPERLINKS

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### CHAPTER 2: SUCCESSFUL TIME MANAGEMENT

- Ask UTA: https://ask.uta.edu/

### CHAPTER 2.1: START NOW

- How to Take Control of Your Free Time:   https://youtu.be/n3kNlFMXslo
- One Week Time Audit Workbook: https://uta.pressbooks.pub/app/uploads/sites/90/2020/10/One_Week_Time_Audit_Sheet.xlsx

### CHAPTER 2.2: PROCRASTINATION

### CHAPTER 2.4: PLANNING A COLLEGE COURSE LOAD

- Course schedules: https://www.uta.edu/academics/courses-and-schedules

### CHAPTER 2.5: BUILDING A SEMESTER CALENDAR

- Academic Calendar: http://www.uta.edu/uta/acadcal.php
- University Catalog: http://www.uta.edu/uta/acadcal.php
- Registration Timetable: http://www.uta.edu/records/calendars/registration-timetables.php
- Schedule of Classes: https://www.uta.edu/academics/courses-and-schedules
- Course Syllabus Information: https://www.uta.edu/academics/courses-and-schedules/courses
- Final Exam Schedule: http://www.uta.edu/records/calendars/final-exams.php
- Academic Advising: https://www.uta.edu/student-success/advising
- New Maverick Orientation: http://www.uta.edu/orientation/
- College of Nursing and Health Innovation Student Resources: https://www.uta.edu/conhi/students/index.php
- Applications: https://play.google.com/store/search?q=student%20planner&c=apps
- Paper planners: https://www.amazon.com/s?k=student+planner+college&ref=nb_sb_noss_1
- Software: https://www.savethestudent.org/save-money/free-software-for-students.html&uact=5
- G Suite: https://gsuite.google.com/features/
- G Suite learning center: https://gsuite.google.com/training/

- Microsoft 365 account: https://oit.uta.edu/services/office-365/

## CHAPTER 2.6: EMAIL MANAGEMENT

- Microsoft Support Page: https://support.microsoft.com/en-us/office/manage-email-messages-by-using-rules-c24f5dea-9465-4df4-ad17-a50704d66c59#ID0EAAFAAA=Step_1
- Office of Information Technology: https://uta.service-now.com/navpage.do
- Library: http://www.libraries.uta.edu
- Found here: https://libguides.uta.edu/?b=s
- Webpage: https://www.recruiter.com/i/mastering-the-intro-email-to-a-prospective-employer/
- UTA Career Development Center: https://www.uta.edu/careers/students/index.php

## CHAPTER 4.3: BONUS MATERIAL: GETTING READY FOR THE NCLEX

- http://www.ncsbn.org/

## CHAPTER 5.1: THE BASICS OF SELF CARE

- Sleep Foundation: http://www.sleepfoundation.org/
- Chapter 2: Successful Time Management: https://uta.pressbooks.pub/nursingschoolsuccess/part/2-successful-time-management/

## CHAPTER 5.3: SELF-AWARENESS AND SELF-COMPASSION

- Self compassion: https://self-compassion.org/

## CHAPTER 6.1: INFORMATION GATHERING

- Chapter 6.2: https://uta.pressbooks.pub/nursingschoolsuccess/chapter/database-searching-cinahl-complete/
- Chapter 6.4: https://uta.pressbooks.pub/nursingschoolsuccess/chapter/citations-and-academic-integrity/

## CHAPTER 6.3: ACADEMIC INTEGRITY: WHY DOES IT MATTER SO MUCH?

- Student Code of Conduct: http://www.uta.edu/policy/hop/
- Academic Integrity: http://www.uta.edu/conduct/academic-integrity
- Plagiarism Tutorial: http://library.uta.edu/plagiarism
- UTA Writing Tutorial: http://www.uta.edu/owl

## CHAPTER 6.4: HOW TO CITE YOUR SOURCES: AVOIDING PLAGIARISM

- Purdue OWL: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

- APA Style Blog: https://apastyle.apa.org/blog

- APA guide: https://libguides.uta.edu/apa

- APA 7th Ed. Reference Examples: https://ereserves.uta.edu/2020/spring/APAWILL100.pdf

- APA 7th Ed. Reference List: https://ereserves.uta.edu/2020/spring/APAWILL100.pdf

## CHAPTER 7.1:

- Scholarship Fraud Prevention Act of 2000: http://www.finaid.org/scholarships/s1455.pdf

- Scholarship fraud: http://www.finaid.org/scholarships/s1455.pdf

- Scholarship Junkies: http://scholarshipjunkies.org/

- Unigo: https://www.unigo.com/scholarship

- Fastweb: http://www.fastweb.com

- Fin Aid: https://finaid.org/

- UTA CONHI scholarships: https://www.uta.edu/conhi/students/scholarships/index.php

- UTA Mav ScholarShop: https://uta.academicworks.com/

- Nurse.org: https://nurse.org/scholarships/

- American Association of Colleges of Nursing: https://www.aacnnursing.org/Students/Financial-Aid

- FAFSA application: http://www.fafsa.ed.gov

- Subsidized and Unsubsidized: https://studentaid.ed.gov/sa/types/loans/subsidized-unsubsidized loan:

- Free loan calculator: http://www.finaid.org/calculators/loanpayments.phtml

- The Feds Don't Care If You Dropped Out of College. They Want Their Money: http://www.bloomberg.com/news/articles/2016-08-08/the-feds-don-t-care-if-you-dropped-out-of-college-they-want-their-money-back

- FAFSA website: http://www.fafsa.ed.gov

- Johnson & Johnson's Nursing Specialties: https://nursing.jnj.com/specialty

- Occupational Outlook Handbook: https://www.bls.gov/ooh/healthcare/registered-nurses.htm

- Imprint Career Planning Guides: https://www.nsna.org/career-planning-guides.html

- Professional Nursing by Beth Black: https://uta.alma.exlibrisgroup.com/discovery/openurl?institution=01UTAR_INST&rfr_id=info:sid%2Fsummon&rft_dat=ie%3D21132469740004911,language%3DEN&svc_dat=CTO&u.ignore_date_coverage=true&vid=01UTAR_INST:Services&Force_direct=false

- Becoming a Nurse by Derek Sellman (Editor); Paul Snelling (Editor): https://uta.alma.exlibrisgroup.com/discovery/openurl?institution=01UTAR_INST&rfr_id=info:sid%2Fsummon&rft_dat=ie%3D511367224

- 80004911,language%3DEN&svc_dat=CTO&u.ignore_date_coverage=true&vid=01UTAR_INST:Services

- 301 Careers in Nursing by Fitzpatrick, Joyce: https://uta.alma.exlibrisgroup.com/discovery/openurl?institution=01UTAR_INST&rfr_id=info:sid%2Fsummon&rft_dat=ie%3D51125647240004911,ie%3D51102656990004911,language%3DEN&svc_dat=CTO&u.ignore_date_coverage=true&vid=01UTAR_INST:Services

- Nursing Practice by Ian Peate (Editor); Karen Wild (Editor): https://uta.alma.exlibrisgroup.com/discovery/openurl?institution=01UTAR_INST&rfr_id=info:sid%2Fsummon&rft_dat=ie%3D51125647240004911,ie%3D51102656990004911,language%3DEN&svc_dat=CTO&u.ignore_date_coverage=true&vid=01UTAR_INST:Services

- Coping with Caring by Meredith Mealer: https://uta.alma.exlibrisgroup.com/discovery/openurl?institution=01UTAR_INST&rfr_id=info:sid%2Fsummon&rft_dat=ie%3D51135813750004911,language%3DEN&svc_dat=CTO&u.ignore_date_coverage=true&vid=01UTAR_INST:Services

- Imprint: Career Planning Guides by National Student Nurse Association: https://www.nsna.org/career-planning-guides.html

- Advancing Your Career by Rose Kearney Nunnery: https://uta.alma.exlibrisgroup.com/discovery/openurl?institution=01UTAR_INST&vid=01UTAR_INST:Services&%3Fctx_ver=Z39.88-2004&ctx_enc=info:ofi%2Fenc:UTF-8&rfr_id=info:sid%2Fsummon.serialssolutions.com&rft_val_fmt=info:ofi%2Ffmt:kev:mtx:book&rft.genre=book&rft.title=Advancing%20Your%20Career&rft.au=Kearney%20Nunnery,%20Rose&rft.date=2019-01-01&rft.pub=F.%20A.%20Davis%20Company&rft.isbn=9780803690141&rft.externalDocID=EBC5985006&paramdict=en-US

- 2019 Texas Professional Nursing Trends: Statewide: https://uta.alma.exlibrisgroup.com/discovery/openurl?institution=01UTAR_INST&vid=01UTAR_INST:Services&%3Fctx_ver=Z39.88-2004&ctx_enc=info:ofi%2Fenc:UTF-8&rfr_id=info:sid%2Fsummon.serialssolutions.com&rft_val_fmt=info:ofi%2Ffmt:kev:mtx:book&rft.genre=book&rft.title=Advancing%20Your%20Career&rft.au=Kearney%20Nunnery,%20Rose&rft.date=2019-01-01&rft.pub=F.%20A.%20Davis%20Company&rft.isbn=9780803690141&rft.externalDocID=EBC5985006&paramdict=en-US

## CHAPTER 7.2: SKILL DEVELOPMENT

- UTA Alumni Association: http://utaalumni.org/
- Sigma Theta Tau (Delta Theta Chapter): https://deltatheta.sigmanursing.org/home
- Arlington Student Nurses Association: https://mavorgs.campuslabs.com/engage/organization/ansa
- National Student Nurses Association: https://www.nsna.org/
- Texas Nurses Association: https://www.texasnurses.org/
- American Nurses Association: https://www.nursingworld.org/ana/

- Appendix: https://uta.pressbooks.pub/nursingschoolsuccess/back-matter/appendix/

- The Leadership Center at the University of Texas at Arlington: http://www.uta.edu/leadership

- VolunteerMatch.org: https://www.volunteermatch.org/

- GoAbroad.com: http://www.goabroad.com/volunteer-abroad/search/nursing/volunteer-abroad-1

- WorkingAbroad.com: http://www.workingabroad.com/database

- American Red Cross: https://www.redcross.org/volunteer/become-a-volunteer.html

- Search tool: https://netforum.nhpco.org/eWeb/DynamicPage.aspx?Site=NHPCO&WebKey=a9338cdd-546a-42f5-9061-6b91dbdb31da

- CollegeRecruiter.com: http://www.collegerecruiter.com/

- Internships.com: http://www.internships.com/

- Appendix: https://uta.pressbooks.pub/nursingschoolsuccess/back-matter/appendix/

- CareerOneStop: http://www.careeronestop.org/jobseekertools/jobSeekerChallenge.aspx?category=5&subcategory=&keyword=&searchTab=&recommanded=&recommandedCategory=&recommandedSubCategory=

## CHAPTER 7.3 JOB SEEKING

- Reverse Chronological Résumé Examples: https://www.google.com/search?q=Reverse+Chronological+R%C3%A9sum%C3%A9+Example&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjVjZTT1MPKAhWDOyYKHU66B6gQ_AUIBygB

- Functional Résumé Examples: https://resumegenius.com/resume-formats/functional-samples-writing-guide#functional-resume-samples-by-industry

- Hybrid Résumé Examples: https://www.google.com/search?q=hybrid+R%C3%A9sum%C3%A9+Example&source=lnms&tbm=isch&sa=X&ved=0ahUKEwiQ_7b41MPKAhWBWCYKHd7LDFkQ_AUIBygB&biw=1280&bih=565

- Video Resume Examples: https://www.google.com/search?q=video+resume&ie=utf-8&oe=utf-8#q=video+resume&tbm=vid

- Infographic Résumé Examples: http://biginterview.com/blog/2013/06/infographic-resumes.html

- Website Résumé Examples: https://www.themuse.com/advice/the-35-best-personal-websites-weve-ever-seen

- Cover Letter Examples: https://www.google.com/search?q=cover+letter&source=lnms&tbm=isch&sa=X&ved=0ahUKEwiMydqLjsTKAhWFPj4KHaueCEMQ_AUIBygB&biw=992&bih=438&dpr=1.94

- Common behavioral interview questions: https://www.indeed.com/career-advice/interviewing/most-common-behavioral-interview-questions-and-answers

- STAR technique: https://www.indeed.com/career-advice/interviewing/how-to-use-the-star-

interview-response-technique

## CHAPTER 8: UTA RESOURCES

- CHEMISTRY CLINIC– http://www.uta.edu/chemistry
- ENGLISH WRITING CENTER AND ONLINE WRITING LAB- http://www.uta.edu/owl
- LIBRARY SERVICES: https://libraries.uta.edu/services/undergraduate
- MATH CLINIC/MATH EMPORIUM- http://www.uta.edu/math/emporium/
- SCIENCE EDUCATION AND CAREER CENTER-  http://www.uta.edu/cos/SECC
- STUDENT ACCESS AND RESOURCE CENTER- https://www.uta.edu/student-affairs/sarcenter
- STUDENT SUPPORT SERVICES- http://www.uta.edu/sss
- UNIVERSITY TUTORIAL AND SUPPLEMENTAL INSTRUCTION- http://www.uta.edu/tutoring
- RESOURCES- http://www.uta.edu/resources
- UTA HEALTH SERVICES- http://www.uta.edu/healthservices/
- COUNSELING AND PSYCHOLOGICAL SERVICES- https://www.uta.edu/caps/
- RELATIONSHIP VIOLENCE AND SEXUAL ASSAULT PREVENTION- http://www.uta.edu/rvsp/
- BEHAVIOR INTERVENTION TEAM- http://www.uta.edu/bit/
- CENTER FOR STUDENTS IN RECOVERY- http://www.uta.edu/csr/
- BYSTANDER INTERVENTION- http://www.uta.edu/deanofstudents/bystander/
- EMERGENCY ASSISTANCE FUND-  https://www.uta.edu/student-affairs/about-student-affairs/giving-to-student-affairs/giving-emergency-assistance-fund
- THE MAC: MAVERICK ACTIVITIES CENTER- https://www.uta.edu/student-affairs/campus-recreation/fitness-and-wellness
- STUDENT ORGANIZATIONS: MAV ORGS- https://mavorgs.campuslabs.com/engage/
- NURSING STUDENT ORGANIZATIONS: https://www.uta.edu/academics/schools-colleges/conhi/academics/student-resources/student-orgs
- GET INVOLVED- https://www.uta.edu/student-affairs/get-involved
- LOCKHEED MARTIN CAREER DEVELOPMENT CENTER- https://www.uta.edu/student-affairs/careers
- Resume- https://www.uta.edu/student-affairs/careers/students-alumni/get-ready-to-apply/resume
-  Cover Letter- https://www.uta.edu/student-affairs/careers/students-alumni/get-ready-to-apply/cover-letters
- Career Spot Drop-Ins and Appointments: https://www.uta.edu/student-affairs/careers/

students-alumni

- Practice Interviews- https://www.uta.edu/student-affairs/careers/students-alumni/prepare-for-your-interview/practice-interviews

- Assistance Planning for Grad School- https://www.uta.edu/student-affairs/careers/students-alumni/plan-for-graduate-school

- NURSING STUDENT RESOURCES- http://www.uta.edu/conhi/students/index.php

- BSN APPLICANT CHECKLIST- https://cdn.web.uta.edu/-/media/project/website/conhi/documents/unurs/cb-bsn-ud_applicantchechecklist.ashx?revision=07c4b8fb-e6d7-4c3f-882c-e7303cff4148

- PRE-LICENSURE NURSING IMMUNIZATION REQUIREMENTS- https://www.uta.edu/academics/schools-colleges/conhi/academics/undergrad-programs/imm-prelic

- TEAS INFORMATION- https://www.uta.edu/student-success/resources/testing-services/admissions-tests/program-admissions/teas

- CONHI BSN page- https://www.uta.edu/academics/schools-colleges/conhi/academics/undergrad-programs/nursing-bsn

## BIBLIOGRAPHY

- American Nurses Association Code of Ethics for Nurses- https://nursing.rutgers.edu/wp-content/uploads/2019/06/ANA-Code-of-Ethics-for-Nurses.pdf

- National Council of State Boards of Nursing- www.ncsbn.org

- What is self-compassion– https://self-compassion.org/the-three-elements-of-self-compassion-2/

- Six Reasons People Procrastinate- https://success.oregonstate.edu/sites/success.oregonstate.edu/files/LearningCorner/Tools/procrastination_-_six_reasons_-_19.pdf

- Sleep is your superpower [Video]- https://www.ted.com/talks/matt_walker_sleep_is_your_superpower?language=en#t-175716

## DERIVATIVES

- Foundations and Strategies for College Success-https://uta.pressbooks.pub/nolimits/

- Blueprint for Success in College and Career-https://press.rebus.community/blueprint2/#main

- University101: Study, Strategize and Succeed- https://kpu.pressbooks.pub/studystrategizesucceed/

# APPENDIX

## NURSING ORGANIZATIONS' JOURNAL INDEX

Use this index to connect with the organizations and literature associated with various fields of nursing.

| NURSING ORGANIZATION | WEBSITE | UTA LIBRARIES JOURNAL LINK |
|---|---|---|
| Academy of Medical-Surgical Nurses | [www.amsn.org](www.amsn.org) | [MEDSURG Nursing Journal](MEDSURG Nursing Journal) |
| Academy of Neonatal Nursing | [www.academyonline.org](www.academyonline.org) | [Neonatal Network: The Journal of Neonatal Nursing](Neonatal Network: The Journal of Neonatal Nursing) |
| Air & Surface Transport Nurses Association | [www.astna.org](www.astna.org) | N/A |
| American Academy of Ambulatory Care Nursing | [www.aaacn.org](www.aaacn.org) | [ViewPoint](ViewPoint) |
| American Academy of Nursing | [www.aannet.org](www.aannet.org) | [Nursing Outlook](Nursing Outlook) |
| American Association for Men in Nursing | [www.aamn.org](www.aamn.org) | [Nursing History Review](Nursing History Review) |
| American Association for the History of Nursing | [www.aahn.org](www.aahn.org) | [Nursing History Now](Nursing History Now) |
| American Association of Colleges of Nursing | [www.aacnnursing.org](www.aacnnursing.org) | [Journal of Professional Nursing](Journal of Professional Nursing) |
| American Association of Critical-Care Nurses | [www.aacn.org](www.aacn.org) | [Critical Care Nurse](Critical Care Nurse) [American Journal of Critical Care](American Journal of Critical Care) [AACN Advanced Critical Care](AACN Advanced Critical Care) [AACN Bold Voices](AACN Bold Voices) |
| American Association of Diabetes Educators | [www.diabeteseducator.org](www.diabeteseducator.org) | [ADCES in Practice](ADCES in Practice) |
| American Association of Legal Nurse Consultants | [www.aalnc.org](www.aalnc.org) | [Journal of Legal Nurse Consulting](Journal of Legal Nurse Consulting) |
| American Association of Managed Care Nurses | [www.aamcn.org](www.aamcn.org) | [Journal of Managed Care Nursing](Journal of Managed Care Nursing) |
| American Association of Neuroscience Nurses | [www.aann.org](www.aann.org) | [Journal of Neuroscience Nursing](Journal of Neuroscience Nursing) |
| American Association of Nurse Anesthetists | [www.aana.com](www.aana.com) | [AANA Journal](AANA Journal) |
| American Association of Nurse Attorneys | [www.taana.org](www.taana.org) | N/A |
| American Association of Spinal Cord Injury Nurses | [www.academyscipro.org](www.academyscipro.org) | [Journal of Spinal Cord Medicine](Journal of Spinal Cord Medicine) |

| Organization | Website | Publication |
|---|---|---|
| American Board of Nursing Specialties | www.nursingcertification.org | N/A |
| American Association on Intellectual and Developmental Disabilities | www.aaidd.org | American Journal on Intellectual and Developmental Disabilities<br>Intellectual and Developmental Disabilities |
| American College of Nurse Midwives | www.midwife.org | Journal of Midwifery & Women's Health |
| American Holistic Nurses Association | www.ahna.org | Beginnings<br>Journal of Holistic Nursing |
| American Nephrology Nurses' Association | www.annanurse.org | Nephrology Nursing Journal |
| American Nurses Association | www.nursingworld.org | American Nurse<br>Online Journal of Issues in Nursing |
| American Nursing Informatics Association | www.ania.org | Journal of Informatics Nursing |
| American Organization of Nurse Executives | www.aone.org | Nurse Leader<br>Journal of Nursing Administration |
| American Psychiatric Nurses Association | www.apna.org | Journal of the American Psychiatric Nurses Association |
| American Public Health Association | www.apha.org | American Journal of Public Health<br>The Nation's Health |
| American Society of Ophthalmic Registered Nurses | www.asorn.org | InSight |
| American Society for Pain Management Nursing | www.aspmn.org | Pain Management Nursing |
| American Society of Paranesthesia Nurses | www.aspan.org | Journal of PeriAnesthesia Nurses |
| Association for Professionals in Infection Control and Epidemiology | www.apic.org | American Journal of Infection Control |
| Association for Nursing Professional Development | www.anpd.org | Journal for Nurses in Professional Development |
| Association for Radiologic and Imaging Nursing | www.arinursing.org | Journal of Radiology Nursing |

| Organization | Website | Journal |
| --- | --- | --- |
| Association for Vascular Access | www.avainfo.org | Journal of the Association for Vascular Access |
| Association of Camp Nurses | www.campnurse.org | CompassPoint |
| Association of Community Health Nursing Educators | www.achne.org | N/A |
| Association of Nurses in AIDS Care | www.nursesinaidscare.org | Journal of the Association Of Nurses in AIDS Care |
| Association of Pediatric Hematology/Oncology Nurses | www.aphon.org | N/A |
| Association of Perioperative Registered Nurses | www.aorn.org | AORN Journal |
| Association of Rehabilitation Nurses | www.rehabnurse.org | Rehabilitation Nursing Journal |
| Association of Women's Health, Obstetric and Neonatal Nurses | www.awhonn.org | Journal of Obstetric, Gynecologic, & Neonatal Nursing<br>Nursing for Women's Health |
| Commission on Graduates of Foreign Nursing Schools | www.cgfns.org | N/A |
| Dermatology Nurses' Association | www.dnanurse.org | Journal of the Dermatology Nurses' Association |
| Developmental Disabilities Nurses Association | www.ddna.org | International Journal of Nursing in Intellectual and Developmental Disabilities |
| Emergency Nurses Association | www.ena.org | Journal of Emergency Nursing |
| Endocrine Nurses Association | www.endo-nurses.org | Endocrine News |
| Gerontological Advanced Practice Nurses Association | www.gapna.org | Geriatric Nursing |
| Hospice and Palliative Nurses Association | www.hpna.org | Journal of Hospice and Palliative Care Nursing<br>Journal of Palliative Medicine |
| Infusion Nurses Society | www.ins1.org | Journal of Infusion Nursing |
| International Council of Nurses | www.icn.ch | N/A |
| International Nurses Society on Addictions | www.intnsa.org | Journal of Addictions Nursing |

| Organization | Website | Journal |
| --- | --- | --- |
| International Organization of Multiple Sclerosis Nurses | www.iomsn.org | International Journal of MS Care |
| International Society of Nurses in Genetics | www.isong.org | N/A |
| International Society of Plastic and Aesthetic Nurses | www.ispan.org | Plastic Surgical Nursing |
| International Society of Psychiatric-Mental Health Nurses | www.ispn-psych.org | Archives of Psychiatric Nursing |
| National Association Directors of Nursing Administration/ Long Term Care | www.nadona.org | The Director: Journal of the National Association of Directors of Nursing Administration in Long Term Care |
| National Association for Home Care and Hospice | www.nahc.org | N/A |
| National Association of Clinical Nurse Specialists | www.nacns.org | Clinical Nurse Specialist: The International Journal for Advanced Nursing |
| National Association of Hispanic Nurses | www.thehispanicnurses.org | Hispanic Health Care International |
| National Association of Neonatal Nurses | www.nann.org | Advances in Neonatal Care |
| National Association of Nurse Practitioners in Women's Health | www.npwh.org | Women's Healthcare: A Clinical Journal for NPs |
| National Association of Orthopaedic Nurses | www.orthonurse.org | Orthopaedic Nursing |
| National Association of Pediatric Nurse Practitioners | www.napnap.org | Journal of Pediatric Health Care |
| National Association of School Nurses | www.nasn.org | The Journal of School Nursing NASN School Nurse |
| National League for Nursing | www.nln.org | Nursing Education Perspectives |
| National Organization of Nurse Practitioner Faculties | www.nonpf.com | Nurse Educator |
| National Student Nurses Association | www.nsna.org | Imprint |
| North American Nursing Diagnosis Association International | www.nanda.org | International Journal of Nursing Knowledge |

| Organization | Website | Journal |
|---|---|---|
| Oncology Nursing Society | www.ons.org | Clinical Journal of Oncology Nursing |
| Organization for Associate Degree Nursing | www.oadn.org | Teaching and Learning in Nursing |
| Pediatric Endocrinology Nursing Society | www.pens.org | Journal of Pediatric Nursing |
| Preventive Cardiovascular Nurses Association | www.pcna.net | Journal of Cardiovascular Nursing |
| Respiratory Nursing Society | www.respiratorynursingsociety.org | Perspectives in Respiratory Nursing |
| Society of Gastroenterology Nurses & Association, Inc. | www.sgna.org | Gastroenerology Nursing |
| Society of Otorhinolaryngology and Head-Neck Nurses, Inc. | www.sohnnurse.com | ORL – Head and Neck Nursing Journal |
| Society of Pediatric Nurses | www.pedsnurses.org | Journal of Pediatric Nursing |
| Society of Trauma Nurses | www.traumanurses.org | Journal of Trauma Nursing |
| Society of Urologic Nurses and Associates | www.suna.org | Urologic Nursing |
| Society for Vascular Nursing | www.svnnet.org | Journal of Vascular Nursing |
| Texas Nursing Association | www.texasnurses.org | Texas Nursing |
| Transcultural Nursing Society | www.tcns.org | Journal of Transcultural Nursing |
| Wound, Ostomy, and Continence Nurses Society | www.wocn.org | Journal of Wound, Ostomy and Continence Nursing |