



Establishing a Virtual Tutoring and Academic Support Center During COVID-19:

A Collaborative Partnership Across College of Nursing Programs



Niki Fogg, MS, RN, CPN

Cecilia Elaine Wilson, PhD, RN, CPN

Shelley Y. Hawkins, PhD, FNP-BC, GNP, FAANP

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Purpose & Background

- Development of a college campus's tutoring and academic support service center using virtual tutoring services for both undergraduate and graduate nursing students.
- Challenges related to:
 - Academic demands on undergraduate and graduate nursing students
 - Incorporating successful retention strategies for undergraduate nursing students
 - Need for academic support services during COVID-19 pandemic
 - Lack of direct care clinical placements graduate nurse educator students



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Methods: Undergraduate & Graduate Tutoring Center Design

- Funding
 - Center Coordinator
 - Paid Peer Tutors
- Website
 - Google Sites
- Tutoring Platform
 - Google Meet
- Evaluation

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Methods: Graduate Nurse Educator Partnership Development

- Clinical Practicum Design
 - Nurse Educator Track Leader
- Recruitment
- Training
- Evaluation

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Results

- Initial findings
 - Increased requests for tutoring services in “high-risk” courses
 - Pharmacology, Adult Health I, Adult Health II
 - Improved student quantitative measures
 - Higher exam scores and GPAs
 - Positive qualitative outcomes suggesting:
 - Increased critical thinking skills, self-direction, and self-confidence

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Limitations

- Small sample size of the pilot group of tutees during the first semester
- Short turnaround time for design and implementation
- Lack of comparative groups
- Lack of evaluation metrics measuring tutoring effectiveness at the university-level

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Future Directions & Implications for Practice

- Expansion of Tutoring & Academic Support Service Offerings
- Graduate Nurse Educator Training
- Academic Support Services Outreach
- College Reading and Learning Association (CRLA) Certification Application
 - International Tutor Training Program Certification (ITTPC) Level 1 Tutor designation

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QUESTIONS

Niki Fogg nfogg@twu.edu

Cecilia Wilson cwilson@twu.edu

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