

NRNP 6675 Week 2 Study Plan Reflection

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Assignment 2: Study Plan

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Can you imagine an athlete deciding to run a marathon without training for the event?

Most ambitious people who have set this goal will follow a specific training plan that will allow them to feel confident and prepared on the big day. Similarly, if you want to feel confident and prepared for your certification exam, you should create and follow a plan that will thoroughly prepare you for success.

In this Assignment, you will review the study plan that you developed in NRNP 6665, and revise your plan as necessary, which will serve as the road map for you to follow to attain your certification.

To Prepare

Reflect on the study plan you created in NRNP 6665. Did you accomplish your SMART goals? What areas of focus still present opportunities for growth?

The Assignment

Revise your study plan summarizing your current strengths and opportunities for improvement.

Develop 3–4 new SMART goals for this quarter and the tasks you need to complete to accomplish each goal. Include a timetable for accomplishing them and a description of how you will measure your progress.

Describe resources you would use to accomplish your goals and tasks, such as ways to participate in a study group or review course, mnemonics and other mental strategies, and print or online resources you could use to study.

By Day 7 of Week 2

Submit your study plan.

Submission and Grading Information

Sample

Learning and teaching require some level of organization. When learning is organized, the human mind comprehends information more effectively. The level of organization may necessitate the development of a study plan and the arrangement of topics in order, with time frames assigned to them to achieve the goal. A study plan, according to Kivimäki and Meriluoto (2018), is a chart or a schedule that allows a person to block out the time needed to achieve goals or complete a set of well-defined learning activities.

Find below a reflection of a study plan on intellectual disability, which was created in the previous assignment.

Strengths and Opportunities for Improvement

When a weakness in a subject is identified, developing a study plan is the most effective way to maximize one's learning in that subject. The study plan's strength, in this case, is that it is individualized, with objectives aimed at assisting one in an area of weakness. The study plan takes into account the fact that each individual is unique, with specific strengths and weaknesses that must be addressed (Aftoni et al., 2021).

Another strength of the study plan is its comprehensiveness – it includes almost all of the relevant and necessary topics on intellectual disability that are within the scope of the student’s learning. Furthermore, the study plan was designed in a simple manner to facilitate reading and learning. There are numerous resources, but there is simply not enough time to study them all. The study plan ensures that one learns using the best resources and maximizes learning time (Aftoni et al., 2021; Siagian et al., 2019). Despite the study plan’s strengths, I noticed that the time frame for completing each learning activity was not considered, necessitating room for improvement. To improve the efficiency of my next study plan, I would include the time I intend to devote to each learning activity.

Were the SMART Goals Achieved?

Each of the topics listed under intellectual disability in the study plan formed part of the SMART goals. In the case of the DSM V diagnostic criteria for intellectual disability, for example, the SMART goal was to learn the DSM V diagnostic criteria for intellectual disability within the first 30 minutes of the first lesson. The SMART goals were met for all of the topics listed in the study plan. However, there are still areas where there is room for improvement. The areas include the condition’s prevalence, the degrees of intellectual disability, and the inclusion of comprehensive questions at the end of the study plan to confirm comprehension of the topic. The omitted areas are tabulated below as the new SMART goals.

New SMART Goals and Tasks to Complete Each Goal

Intention	Specific	Measurable	Attainable	Relevant	Time-bound
What do you want to achieve?	Who? What? Why? Where? When?	How much? How often? How many?	Achievable?	Is it relevant to your ultimate vision?	When?
Learn the degrees of intellectual disability	Mild Moderate Severe Profound	Intelligence quotient (IQ) for each degree Mild: 50-69 IQ Moderate: 35-49 IQ Severe: 20-34 IQ Profound: <20	Yes	Relevant to practicing as a nurse/doctor/psychologist	June 13th, 2022. First 30 minutes of the next lesson

Learn the prevalence of Intellectual disability	Global prevalence U.S prevalence	Answer questions on this topic at the end of the lesson to gauge understanding	Resources needed to attain the goal: DSM V, scholarly peer-reviewed articles, and course textbook.	The goal is worthwhile for me as a nursing student.	June 13th, 2022, is the second part of the lesson. It will take 15 minutes.
Learn the role of a psychiatrist in the management of intellectual disability	Pharmacology Non-pharmacology	At the end of the lesson, answer questions on this topic	Resources : Scholarly peer-reviewed articles, course textbook	Information relevant to me as a nurse student	June 14th, the first 20 minutes of the lesson

Measuring progress is an important aspect of learning. At the end of the lessons, I will answer comprehension questions about my SMART goals to assess my understanding.

Each of the three new areas will have five questions, for a total of fifteen. Thereafter, I will use the following scale: 1-5 (poor understanding), 6-10 (good understanding), and 11-15 (excellent understanding). I will be able to identify my strengths and weaknesses as well as areas for improvement by answering the questions.

Resources to Accomplish Goals

The entire course necessitates the use of various study resources. I plan to join an existing study group or form a new one with my friends. We will meet regularly to discuss our learning activities. According to Chang, (2019), study groups encourage members to think creatively and develop strong communication skills, which improve their understanding. Aside from the study group, I will review the course materials, including the textbooks and articles, to better understand the subject. In my previous assignment, I used the acronym MMASCCC to describe the various diagnoses of intellectual disability.

Mnemonics will be used as part of my strategy for easy learning in my next outline. My learning resources will also include reliable online sources and databases for nursing and medical knowledge. Google Scholar, PROQUEST, and MEDLINE are a few examples. The sources provide meaningful research papers from which accurate conclusions can be drawn based on professionally executed experimentation (Horvath, 2018). Multiple resources must be obviously used to achieve a maximum understanding of a subject.

References

Aftoni, A., Susila, I. W., Siti Adiningsih, A., & Hidayatulloh, M. K. Y. (2021).

Plan-Do-Review-Share-Happy (Plandoresh) strategy as an effort of developing

vocational high school students' independent learning. *Jurnal Pendidikan Vokasi*, 11(1).

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Siagian, M. V., Saragih, S., & Sinaga, B. (2019). Development of learning materials

oriented on problem-based learning models to improve students' mathematical

problem-solving ability and metacognition ability. *International Electronic Journal of*

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Submission Guidelines

To submit your completed Assignment for review and grading, do the following:

Please save your Assignment using the naming convention “WK2 gn2+last name+first initial.(extension)” as the name.

Click the Week 2 Assignment 2 Rubric to review the Grading Criteria for the Assignment.

Click the Week 2 Assignment 2 link. You will also be able to “View Rubric” for grading criteria from this area.

Next, from the Attach File area, click on the Browse My Computer button. Find the

document you saved as “WK2 gn2+last name+first initial.(extension)” and click Open.

If applicable: From the Plagiarism Tools area, click the checkbox for I agree to submit my paper(s) to the Global Reference Database.

Click on the Submit button to complete your submission.

Grading Criteria

To access your rubric:

Week 2 Assignment 2 Rubric

Check Your Assignment Draft for Authenticity

To check your Assignment draft for authenticity:

Submit your Week 2 Assignment 2 draft and review the originality report.

Submit Your Assignment by Day 7 of Week 2

To participate in this Assignment:

NRNP 6675 Week 2 Assignment 2 Rubric

What’s Coming Up in Module 2?

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In Module 2, you will practice assessing, diagnosing, and formulating treatment plans for various mental health disorders across the lifespan. You will also explore controversies and treatment issues related to certain disorders. Disorders not covered in NRNP 6665 will be covered in this course. You will complete your midterm exam in Week 6.

Name: NRNP_6675_Week2_Assignment2_Rubric

Grid View

List View

Excellent

90%–100% Good

80%–89% Fair

70%–79% Poor

0%–69%

Revise your study plan, summarizing your current strengths and opportunities for improvement.

23 (23%) – 25 (25%)

The response provides an accurate, clear, and complete summary of both current strengths and opportunities for improvement.

20 (20%) – 22 (22%)

The response provides an accurate summary of both current strengths and opportunities for improvement.

18 (18%) – 19 (19%)

The response provides a somewhat vague and/or inaccurate summary of both current strengths and opportunities for improvement.

0 (0%) – 17 (17%)

A summary of both the current strengths and opportunities for improvement are incomplete or missing.

Develop 3-4 new SMART goals for this quarter and the tasks you need to complete to

accomplish each goal. Include a timetable for accomplishing them and a description of how you will measure your progress.

27 (27%) – 30 (30%)

The response provides 3-4 new clear and appropriate SMART goals for the study plan, including tasks to complete to accomplish each goal. A clear timeline is provided for the study plan as well as a description of how progress toward goal completion will be measured.

24 (24%) – 26 (26%)

The response provides 3-4 new appropriate SMART goals and objectives for the practicum experience. Appropriate tasks, timeline, and description of how progress will be measured are provided.

21 (21%) – 23 (23%)

The response provides 3-4 somewhat vague or general goals for the study plan. Tasks, timeline, and description of how progress toward goals will be measured are vague or somewhat inappropriate.

0 (0%) – 20 (20%)

The response provides 3-4 unclear or inappropriate goals for the study plan, or goals are missing. Tasks, timeline, and a description for how progress will be measured are incomplete or missing.

Describe resources you would use to accomplish your goals and tasks, such as ways to participate in a study group or review course, mnemonics and other mental strategies, and print or online resources you could use to study.

27 (27%) – 30 (30%)

The response provides a clear description of appropriate resources to support the study plan that are tailored to individual needs.

24 (24%) – 26 (26%)

The response provides a description of appropriate resources to support the study plan that are somewhat tailored to individual needs.

21 (21%) – 23 (23%)

The response provides a description of general resources that are not tailored to individual needs.

0 (0%) – 20 (20%)

The response provides a description of inappropriate resources to support the study plan, or the description of resources is vague or missing.

Written Expression and Formatting – Paragraph Development and Organization:

Paragraphs make clear points that support well-developed ideas, flow logically, and demonstrate continuity of ideas. Sentences are carefully focused—neither long and rambling nor short and lacking substance. A clear and comprehensive purpose statement and introduction are provided that delineate all required criteria.

5 (5%) – 5 (5%)

Paragraphs and sentences follow writing standards for flow, continuity, and clarity.

A clear and comprehensive purpose statement, introduction, and conclusion are provided that delineate all required criteria.

4 (4%) – 4 (4%)

Paragraphs and sentences follow writing standards for flow, continuity, and clarity 80% of the time.

Purpose, introduction, and conclusion of the assignment are stated, yet are brief and not descriptive.

3.5 (3.5%) – 3.5 (3.5%)

Paragraphs and sentences follow writing standards for flow, continuity, and clarity 60%–79% of the time.

Purpose, introduction, and conclusion of the assignment are vague or off topic.

0 (0%) – 3 (3%)

Paragraphs and sentences follow writing standards for flow, continuity, and clarity <60% of the time.

Purpose statement, introduction, and conclusion were not provided.

Written Expression and Formatting – English Writing Standards:

Correct grammar, mechanics, and proper punctuation

5 (5%) – 5 (5%)

Uses correct grammar, spelling, and punctuation with no errors

4 (4%) – 4 (4%)

Contains 1-2 grammar, spelling, and punctuation errors

3.5 (3.5%) – 3.5 (3.5%)

Contains 3-4 grammar, spelling, and punctuation errors

0 (0%) – 3 (3%)

Contains five or more grammar, spelling, and punctuation errors that interfere with the

reader's understanding

Written Expression and Formatting – The paper follows the correct APA format for parenthetical/in-text citations and reference list.

5 (5%) – 5 (5%)

Uses correct APA format with no errors

4 (4%) – 4 (4%)

Contains 1-2 APA format errors

3.5 (3.5%) – 3.5 (3.5%)

Contains 3-4 APA format errors

0 (0%) – 3 (3%)

Contains five or more APA format errors

Total Points: 100

Name: NRNP_6675_Week2_Assignment2_Rubric