Study Habits Checklist for Nursing Students
Teacher’s Guide to Interpreting the Data

Effective study habits are linked to good academic performance. The Study Habits Checklist for Nursing Students was adapted from the checklist developed by the Vanier College Tutoring and Academic Success Centre (TASC) to assess the specific circumstances of Nursing students.

The purpose of the Study Habits Checklist is to produce a score, which gives both you and the student information about the student’s current study habits, and ultimately, to generate an individualized Action Plan. You can add this data to the Student Assessment Data Worksheet.

**Step 1 Look at the student’s overall score**

Into which category does the student fall? The feedback that corresponds to the score offers the student some guidance on what to do next.

**Step 2 Look at individual habit scores where the student scored 0s and 3s**

Some habits are more important than others. You know your own course and can guide the student in developing those study habits that are the most applicable.

When you sit down with the student, keep in mind that this is a collaborative process. This is an opportunity to validate with the student the accuracy of your initial assessment. It is the dialogue between you and the student that yields the most productive results.

With the student’s input and using your expertise as a teacher, you can focus on the most pertinent areas.

**Step 3 (complementary)** **Ask the student to predict their test mark before receiving their actual mark.**

The purpose of this exercise is to help students gain insight into their current performance level. The exercise works best with second- and third-year students, because these students are more familiar with the format of nursing tests.

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| ***Scenario A:*** *The student predicted a low score and received a low score.**This is usually a good thing. The student may have insight into what they do and do not know. If they are willing to make the necessary changes to their study habits, there is the potential for improvement.* |

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| ***Scenario B:*** *The student predicted a higher score than they received.**The student may not have insight into what they do and do not know. Now is the time to acknowledge the need for change in order to improve.* |

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| ***Scenario C:*** *The student predicted a lower score than they received.**This is tricky. It may be a confidence issue. The student is using strategies that are working but feels that they are performing at a lower level. Ask the student to reflect on why they think this is happening.* |

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| ***Scenario D:*** *The student predicted a high score and received a high score.**You are less likely to be needed here – the student is doing well!* |