University of Wyoming Accelerated Nursing Program: Pioneering with Distance Delivery Strategies

Carrie Deselms, MSN, APRN, FNP-BC, Kristy Nielson, MSN, CCRN, Ronda Kinsey, MSN, RN

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BACKGROUND

Wyoming has a shortage of BSN nurses. Its rural nature and geography limit health care services as well as educational opportunities. Travel can be limited by long winters and the 99,000 square miles.

The **Bachelors Reach for Accelerated Nursing Degree** (BRAND) program uses innovative teaching technologies for both didactic and clinical courses to educate adult learners near their home communities.

PURPOSE

To describe the innovative teaching technologies and methods, both didactic and clinical, used in an accelerated nursing program (BRAND), designed to help alleviate the shortage of BSN prepared nurses in the State of WY.

The BRAND Program requires a motivated, independent and self-disciplined learner

METHODS

BRAND facilitates critical thinking, clinical reasoning and NCLEX success through student-student and student-faculty communication using :

- Online and hybrid courses
- Periodic on-campus intensives
- Online video networking (OVN)
- Elluminate (webinar program)
- Podcasting
- ooVoo technologies
- Face-to-face
- Clinical Scholar Model
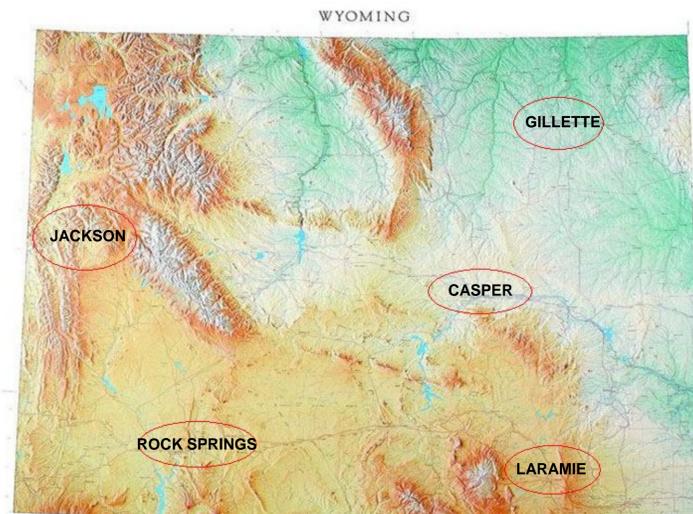- Clinical schedule in student's local area

These innovative technologies are used for the didactic coursework; and use of regional WY clinical sites allow students to remain in their local WY area to minimize travel during the winter months.

05/07/2009

05/08/2009

www.uwyo.edu/nursing/BRAND
BRAND@uwyo.edu

RESULTS

Acute care clinical sites currently include Casper, Gillette, Jackson, Rock Springs and the University campus in Laramie for skills lab with direct faculty supervision.

Community health clinical will be hands-on experiences with a preceptor and faculty oversight in the student's local area anywhere in WY.

Pilot programs were completed before the first official BRAND program was initiated. The first BRAND cohort of 20 BSN students graduated in August 2009. 28 students are enrolled for the 2009-2010 school year. Student satisfaction is very high. NCLEX success rate for the 2009 BRAND graduates will be reported.

Scholarship recipients, Eli Thornton and Emily Johnson, at a mass casualty training.

Scholarship recipient, Jessie Grigsby, preparing for patient care at clinical

Scholarship recipient, Hana Kin, giving an flu shot during clinical rotation
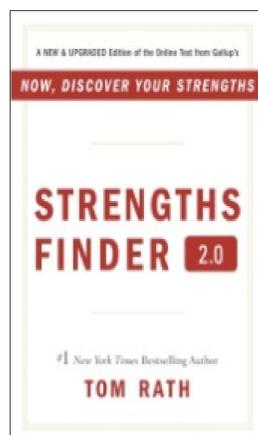
REFERENCES

The Clinical Scholar Model for partnership faculty is used during this program. Wyoming Medical Center, in Casper, has provided two master's prepared faculty to instruct acute care clinical at their agency for a number of students. This type of community/academic partnership has been instrumental for us in this program.

LEADERSHIP DEVELOPMENT for ACCELERATED STUDENTS

Karen Ahijevych PhD and Linda K. Daley PhD

A NEW & UPGRADED Edition of the Online Test from Gallup's
NOW, DISCOVER YOUR STRENGTHS
STRENGTHS FINDER 2.0
#1 New York Times Bestselling Author
TOM RATH

Background
▪ Accelerated students bring many skills from previous education and professional experiences. Building on these is critical in the accelerated program.
▪ Identifying one's strengths in interaction and collaboration is essential in leadership development.
▪ A strengths-based approach (compared to deficits) improves confidence, direction, and kindness toward others (Rath, 2007).

Purpose
To help students become aware of their talents and develop an understanding of how to build their talents into strengths for purposes of personal and professional success.

Methods
▪ Working with an Organization Development Consultant at The Ohio State University Office of Human Resources, a list of five leadership development activities were developed. Students ranked them from the most to the least beneficial.

▪The activities were: Strengths Finder, Emotional Intelligence Inventory, Leadership Practices, Change and Your Style of Change, and Inspiring Visions. Each was briefly described.

▪Strengths Finder received the highest ranking by the group. It is an online self-report assessment that gives the user his/her top five talents. The report reveals how these talents can best be translated into personal and career success.

▪ Workshop was planned in collaboration with the consultant. Students completed online assessments and received interpretation of each of their top five talents.
In the workshop students:
▪ Discussed their top five talents
▪ Developed a unique "elevator speech" promoting his/her strengths
▪ Identified opportunities to use talents in their personal and career life
▪ Evaluated how to use talents to best collaborate and work successfully as a team.

Results
In workshop evaluation by students, they identified
▪ Workshop activities useful in understanding their top five talents
▪ How they planned to use information gleaned from this experience in the future
▪What ways the experience could have been improved
▪ They would recommend this experience to future potential RWJ NCIN scholarship awardees.

▪A common theme in the responses was that the experience was very esteem-building and validating. It was particularly valuable in this time of transition to an entirely new discipline (nursing). Learning many new skills and content and being out of one's comfort zone led some to experience less self-confidence. This activity in which each student identified their natural strengths was a confidence-booster.

Conclusion
Program participants were eager to plan ways in which to put their strengths into action as they moved forward in the program and with their careers.

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American Association of Colleges of Nursing

Robert Wood Johnson Foundation

LISTENING TO THE "VOICES" OF SECOND DEGREE STUDENTS: FORMATIVE PROGRAM EVALUATION THROUGH FOCUS GROUPS

Joan Such Lockhart, PhD, RN, CORLN, AOCN, CNE, FAAN

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BACKGROUND

Program evaluation is essential in maintaining the quality of academic programs, but the rapid pace of accelerated second degree programs poses a unique challenge for schools of nursing. Ongoing focus groups provided a feasible option for problem-solving issues beyond course boundaries.

PURPOSE

This abstract focuses on the development and outcomes of a formative evaluation process using ongoing focus groups with students enrolled in a 1-year second degree undergraduate program.

METHODS

The Associate Dean for Academic Affairs led focus groups each semester with students who volunteered to represent their clinical groups. One-hour focus group sessions were informal and scheduled over lunch. Students followed these guidelines:

- Share both positive and negative perspectives
- Present issues representative of their clinical group rather than personal issues
- Accompany negative comments with solutions
- Resolve course-related issues with respective course faculty
- Communicate discussions with peers.

Recently, RWJ NCIN Scholars comprised most focus group representatives. Similar sessions were conducted with course faculty to obtain their perspective and to resolve the issues.

RESULTS

Focus group discussions benefited students, faculty, and administrators.
Students-able to offer their perspectives on issues including: orientation, coordination between/among courses, sequencing of courses and assignments, preferred teaching-learning styles, academic policies, and expected semester-end competencies. Students appreciated being part of a process that sought their input in problem-solving issues that directly impacted them. They witnessed changes made as a result of their input.
Faculty-appreciated students' input aimed at quality improvement and valued an opportunity to express their perspectives.
Administrators-valued the impact of focus groups on continuous quality improvement, the professional development of students by pairing issues with potential solutions, and providing a forum for clarifying communication pathways. The administrator also noted changes in students' confidence and tone.

CONCLUSION

Focus groups provide an effective approach to formative program Evaluation in an accelerated second degree program. While most issues can be quickly resolved, others require long-term solutions. Students need coaching to maintain guidelines.
Ongoing efforts include:
- Shortening turnaround time from sharing issues to resolving
- Tracking focus group impact on summative program evaluation

MENTORSHIP AND RETENTION STRATEGIES PROMOTE ACADEMIC SUCCESS OF UNDERREPESENTED SECOND-DEGREE STUDENTS ENROLLED IN AN ACCELERATED NURSING PROGRAM

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Increasing the diversity of the nursing workforce is considered essential to eliminating health disparities. While the diversity of the U. S. population is increasing, minorities and males remain underrepresented in the nursing profession.[1]

Historically, retention and graduation rates, as well as NCLEX-RN passage rates have been lower among underrepresented groups in nursing.

Economic need is one factor contributing to poorer outcomes . However, although essential, financial assistance alone does not result in academic success. Underrepresented groups in nursing programs cite lack of time, shortage of nursing tutors, as well as college expenses as obstacles to academic success.

Evidence-based retention strategies that promote retention of underrepresented students in college nursing programs include:

- culturally sensitive academic advising and monitoring of students' progress
- strong social support and integration to diminish social isolation
- mentors, social activities, and involvement in student organizations
- pre-matriculation programs to enhance academic skills
- strong student-faculty relationships and the presence of minority collegial support
- culturally inclusive curriculum and instruction [2-6]

PURPOSES

- Describe the development of a successful mentorship and retention program for underrepresented students in nursing.
- Compare retention rates and standardized exam (ATI) scores of Robert Wood Johnson Foundation (RWJF) scholars to other 2nd degree students in the same accelerated baccaulearate program.

METHODS

The College of Nursing implemented a pre-matriculation program for all accelerated second-degree students and a formal mentorship and academic support program for RWJF scholars.

Pre-matriculation Program

- A week-long program immediate prior to the start of the semester
- Sessions addressed skills for academic success and evaluated students' academic knowledge and critical thinking skills.
- Content and activities included: time and stress management, enhanced study and testing strategies, technology competence, professional writing, and critical thinking ability.

Mentorship and Academic Support

- Weekly two-hour sessions, scheduled into the students' course-load, with a consistent faculty mentor and doctoral students who provided academic and social support,
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- Social support through positive social infrastructure of peers. A "success breeds success" approach.
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- Tracking of student successes and difficulties throughout program by faculty mentor
- Phone, email, and face-to-face interactions with faculty mentor and peer group outside of scheduled RWJF sessions

Evaluation

- Retention rates and standardized exam scores were compared between RWJF scholars and other 2nd degree students in the program.
- A focus group was conducted to ascertain student feedback on the program.

RESULTS

Table 1. Characteristics of Second-degree Students Enrolled in an Accelerated BSN Program

	RWJF Scholars (n=10)	Non-RWJF Recipients (n=43)
Age (Years)	26.7± 1.8	27.6 ± 2.4
Male	40%	3%
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Figure 1. RWJF Scholarship Recipients

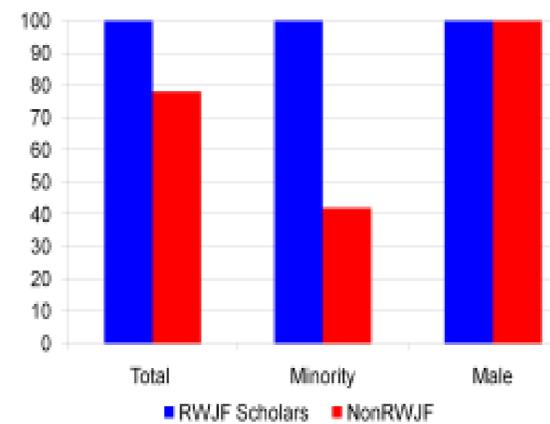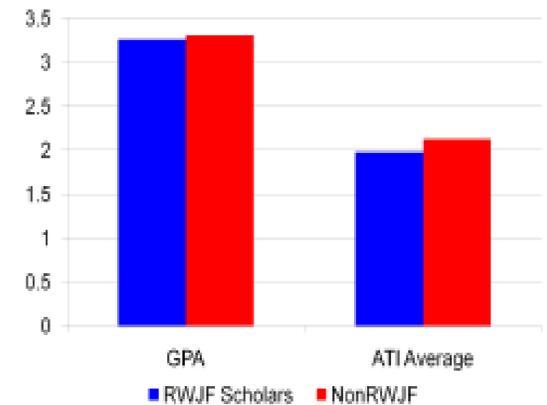Figure 2. Retention Rates of Second-degree Students Who Started Classes in the Accelerated BSN Program

RWJF Scholars | NonRWJF

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Note: 87% of coursework completed in the program

Program Evaluation:

- Attendance averaged 95% for the weekly mentoring and retention activities.
- RWJF scholars rated the program as very beneficial and recommended continuing weekly 2-hour sessions.
- All retention activities were deemed valuable. However, if attendance had not been required, students indicated their attendance would likely have been less due to competing time-demands.

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Conclusion

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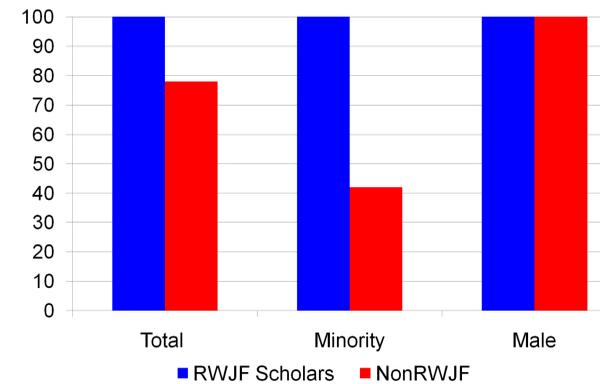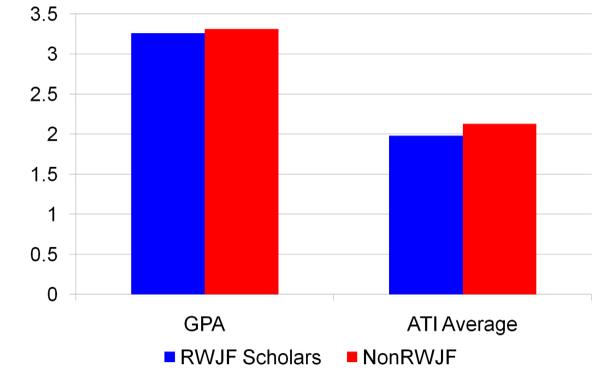

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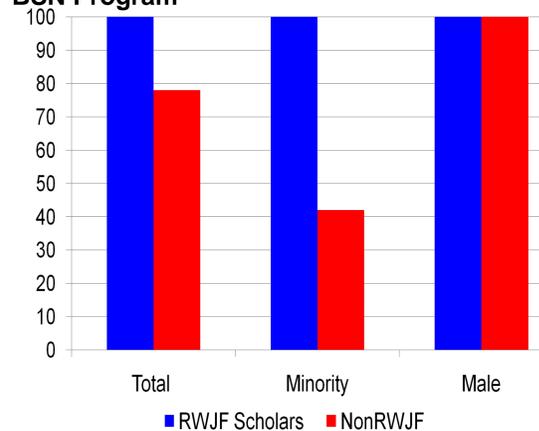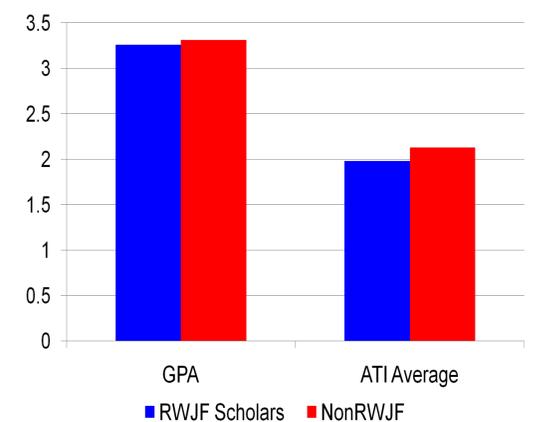**Figure 2. Retention Rates of Second-degree Students Who Started Classes in the Accelerated BSN Program**

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"IT COMES DOWN TO BEING A GOOD PERSON": *INTRA*DISCIPLINARY LEADERSHIP DEVELOPMENT FOR ACCELERATED STUDENTS

Joan C. Masters, EdD, RN, and Barbara Lee, MSN, RN, CWOCN.
Lansing School of Nursing and Health Sciences, Bellarmine University, Louisville, KY

BACKGROUND

Learning to work in interdisciplinary teams has been identified as an essential nursing skill by multiple stakeholders including AACN, the IOM, and the American Nurses Credentialing Center Magnet program (AACN, 2008; Reese, Jeffries, & Engum, 2010). However, it is intradisciplinary collaboration that may be most challenging for the new graduate. In particular, it is the quality of the relationships between RNs and nursing assistants that most directly affects job satisfaction and patient safety (Capone, 2009). Accelerated graduates, who often have little or no previous health care work experience, may be especially challenged.

PURPOSE

The purpose of this leadership development activity was to explore with nursing assistants and RWJ scholars, nursing assistant's perceptions of what they need from new graduates to form good working relationships.

METHODS

Three nursing assistants with extensive work experience in a large academic medical center were invited to meet with the RWJ scholars over lunch to share their perceptions of working with new graduates and how to develop good working relationships.

RESULTS

Six themes emerged from the lively, frank, humorous, and friendly discussion, (a) Nursing assistants need nurses to listen when the assistants warn them a patient is deteriorating or about to become aggressive ("A good nurse listens to the nursing assistants; if I see something different with my patient and the nurse has an attitude, that's not good."), (b) Nursing assistants view themselves as an extension of the nurse ("Your nursing assistant is like your arm."), (c) Nursing assistants desire reciprocity ("A nurse who helps the assistants, we love you forever.", "Even if a bad day, a calm and kind nurse, a nurse like that I love and I have her back."), (d) A belief that book knowledge is necessary but not sufficient ("Some nurses, BSN means what it's supposed to mean, and some nurses, it means something else."), (e) Nursing assistants have an altruistic view of their work that they want nurses to share ("No one helped, the nurse ran out, how would you like your mother to be treated? That's how you should treat the patients."), and (f) Nursing assistants were happy to teach nursing students who were willing to learn but resented those students who disparaged the role ("I'm aggravated with nursing assistants in nursing school who say they will never clean patients again or do assistant work."). The RWJ scholars were fully engaged in the discussion and expressed how they appreciated and needed to hear this information. The nursing assistants were very appreciative of the invitation and the thank-you gifts we gave them. Based on the success of this program, we are planning to hold another intradisciplinary activity, this time with licensed practical nurses.

CONCLUSION

Nursing assistants are an untapped source of wisdom and encouragement to students and we would encourage other faculty to consider inviting nursing assistants to meet with them.

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Three nursing assistants with extensive work experience in a large academic medical center were invited to meet with the RWJ scholars over lunch to share their perceptions of working with new graduates and how to develop good working relationships.

RESULTS

Six themes emerged from the lively, frank, humorous, and friendly discussion, (a) Nursing assistants need nurses to listen when the assistants warn them a patient is deteriorating or about to become aggressive ("A good nurse listens to the nursing assistants; if I see something different with my patient and the nurse has an attitude, that's not good."), (b) Nursing assistants view themselves as an extension of the nurse ("Your nursing assistant is like your arm."), (c) Nursing assistants desire reciprocity ("A nurse who helps the assistants, we love you forever.", "Even if a bad day, a calm and kind nurse, a nurse like that I love and I have her back."), (d) A belief that book knowledge is necessary but not sufficient ("Some nurses, BSN means what it's supposed to mean, and some nurses, it means something else."), (e) Nursing assistants have an altruistic view of their work that they want nurses to share ("No one helped, the nurse ran out, how would you like your mother to be treated? That's how you should treat the patients."), and (f) Nursing assistants were happy to teach nursing students who were willing to learn but resented those students who disparaged the role ("I'm aggravated with nursing assistants in nursing school who say they will never clean patients again or do assistant work."). The RWJ scholars were fully engaged in the discussion and expressed how they appreciated and needed to hear this information. The nursing assistants were very appreciative of the invitation and the thank-you gifts we gave them. Based on the success of this program, we are planning to hold another intradisciplinary activity, this time with licensed practical nurses.

CONCLUSION

Nursing assistants are an untapped source of wisdom and encouragement to students and we would encourage other faculty to consider inviting nursing assistants to meet with them.

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CULTURAL COMPETENCE OUTCOMES ASSESSMENT: FINDINGS FROM A NURSING WORKFORCE DIVERSITY PROJECT

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Stony Brook University School of Nursing

BACKGROUND

- Lack of awareness of cultural perceptions contributes to miscommunication and conflict
- Cultural diversity is increasing in the United States
- Cultural competence among health care providers is a key factor in health outcomes

PURPOSE

- To determine if the cultural content in the nursing curriculum translates to culturally competent care in the clinical arena

  o To evaluate the cultural content in the nursing curricula of Stony Brook University School of Nursing
  o To evaluate cultural awareness of nursing faculty and students
  o To evaluate the degree of culturally respectful care provided to pediatric patients and families by graduates of the School of Nursing

METHODS

- A 5 step process was used to track the translation of cultural content from the nursing curriculum to application in the clinical arena

  1. An exhaustive review of the curriculum by a cultural competency expert
  2. Self-Assessment survey of perceived cultural awareness of students and faculty
  3. Findings of curriculum review to curriculum committee
  4. An evaluation of exemplars within the nursing curriculum specific to cultural competence
  5. A survey of family & caregivers perceptions of culturally sensitive care in the pediatric clinic of a large University Medical Center

Cultural Competence Process

METHODS (CONTINUED)

Instrumentation

- *Sociodemographic data survey*
- *Cultural Competence Assessment – Primary Care (Scholle, 1998)*
  o 12 item Likert scale
  o Higher scores indicate culturally competent care

Sample

Families & Caregivers   n=92
Age Range 26-35

	n (%)
One or more children < 5 years of age	42 (46)
Custodial parent	53 (58)
Female	57 (52)
Caucasian	55 (60)
Married	49 (53)
Primary language English	72 (78)
Public assistance medical insurance	27 (29)

RESULTS

Perceptions of Care

- 84% reported healthcare providers respected their values & customs
- Majority reported being included in healthcare decisions
- Respondents with less education perceived:
  o less assistance securing services (p=.001)
  o less a part of healthcare team (p=.004)
  o providers less comfortable interacting with their children (p=.014)

CONCLUSION

- Cultural content of nursing curricula translated to clinical setting
- Recognizing influence of education on parental perceptions of nursing care is important when interacting with
  culturally diverse patients

INCREASING DIVERSITY: DEVELOPING A SUSTAINABLE INITIATIVE

Lisa Rosenberg, PhD, RN and Marilyn O'Rourke, DNP, RN
Rush University College of Nursing

BACKGROUND

Where Are We Today?

At present, the U.S. nursing workforce is comprised of approximately:

5% African-American

4% Hispanic

< 1% Indian/Alaskan Native

5.8% male

This compares to general population demographics:

15.4% African-American

13% Hispanic

1% Indian/Alaskan Native

49+% male

Are We Making Any Progress?

The 2009 AACN Annual Survey reports baccalaureate enrollments of:

11.1% African-American

6.5% Hispanic

.7% Indian/Alaskan Native

10.8% male

This represents a percent increase for race/ethnicity Comparing the year 2000 to 2009 of:

1% for African-Americans

2.1% for Hispanics

.1% for Indian/Alaskan Natives

We Need to Do Better

A report in August 2008 from the U.S. Census Bureau projects that non-Hispanic whites will no longer comprise the majority of the population by 2042.

"The fact that the nation's health professions have not kept pace with the changing demographics may be an even greater cause of disparities in health access and outcomes than the persistent lack of health insurance for tens of millions of Americans" (The Sullivan Commission, 2007).

PURPOSE

Building the Diversity Pyramid

Right Fit Strategies

Financial Support

Organizational Commitment

Starting Point Assessment

● Has my school set diversity goals?

● Is there a culture at my institution that actually promotes diversity?

● What useful strategies has my school been using to increase diversity?

● What strategies/resources do we need to meet our goals?

A pyramid provides a way to construct a model for diversity planning that is suited to your institution.

To create a diversity initiative one must begin with foundational components that will support the next level of necessary and critical elements.

METHODS

The Foundation of the Pyramid: Establishing a Base to Build On

The necessary foundational base is a tangible organizational commitment to attracting and retaining students. Clear, objective and measurable diversity goals must be a part of the organization's strategic plan.

Organizational Commitment

This entails:

Having organizational buy-in; it is imperative if human and capital resources are to be expended for tactical planning and implementation to increase diversity. School admission policies should reflect diversity as a criterion that is considered during the admissions process. Retention strategies should include mentorship, proactive academic assistance and a welcoming cultural climate.

Middle Level of the Pyramid: Creating an Affordable Education

The middle level of the pyramid is about dedicated scholarships and adequate financial aid for diverse students.

Financial Support

Grants

Endowed scholarships and set-asides

Personal assistance through financial aid process

Top of the Pyramid: Developing a Right Fit Recruitment and Retention Plan

The top of the pyramid contains all of the media and relational strategies necessary to build a pipeline of diverse students to your school, specifically designed to your program, market and organization.

Right Fit Strategies

Beyond a market evaluation and prioritizing what strategies would be most useful, pragmatic and critical questions are:

Realistically, what are your organizational resources?

What human and capital means are available to implement a strategy effectively?

Regrettably, the wish list is always longer than the available resources. Thus, strategic planning targeted to your market and organizational resources is absolutely required.

Some Core Strategies

● Build dedicated relationships with other organizations that actively advocate your school to diverse students

● Your faculty are your ambassadors, internally & externally, to increase diversity in your student body

● Depending on the individual nature of the school, programming, geographic context, pipeline strategies will vary – do a detailed market evaluation

Targeted Strategy List

● HS to college outreach (focus on HS advisors, parents, students)

● Second degree student recruitment (focus on college student populations)

● Affiliations with feeder schools

● Relationship building with community and professional organizations

● Media (diversity on Website, videos, printed materials, advertisements)

● Increase number of diverse and male faculty

● Concentrated recruitment at HBS or schools with diverse populations

● Alumni outreach/involvement

● Conference attendance at Black, Hispanic or Male Nurses Assns.

● Changing the social message ("Are you smart enough to be a nurse?")

● Recruitment from military for men

●Public/community outreach as an expression of institutional diversity goals

●Special mentoring programs, special services

●Scholarship awarding process (making the most of what you've got)

● Strategies for retention, e.g., academic assistance

RESULTS

Application of the Pyramid Concept

For the 2008 NCIN Scholarship Program Rush University College of Nursing was:

1. Strategically committed to increase the diversity of its student body

2. Matched each student's NCIN grant with internal scholarship dollars

3. Established a collaborative mentoring program for awardees with nurses from the Chicago Schweitzer Fellows for Life program

All three elements of the pyramid –

organizational commitment to diversity, significant financial support, and a targeted use of resources –

played important roles in creating a successful grant submission.

CONCLUSION

A Final Thought

Many targeted efforts by colleges of nursing to increase their diversity make a patchwork of programmatic shifts into a powerful force of change.

All of these efforts, taken together, can make a difference in the diversity of the profession as a whole

and have the potential to positively impact the clinical outcomes of the populations we serve.

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MENTEE to MENTOR: A FOUNDATION FOR LEADERSHIP DEVELOPMENT

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DUQUESNE UNIVERSITY
SCHOOL OF NURSING
PITTSBURGH, PA

BACKGROUND

Duquesne University School of Nursing had previously developed a successful mentoring program in which second degree (SD) students were mentored by faculty and peers. This year, the Robert Wood Johnson Foundation New Careers in Nursing Scholarship Program (RWJF NCIN) presented an opportunity to expand our program to students, not only to be mentored,
but to mentor urban high school students from racially diverse backgrounds, as well as incoming SD students

PURPOSE

This abstract describes the planning, implementation, and outcomes of a new mentee-mentor program piloted with 15 RWJF NCIN Scholars enrolled in a 1-year accelerated second degree undergraduate program.

METHODS

The SD program provided the appropriate infrastructure to support student development over 12 months of study.

Fall: Participated in a workshop focused on "how to be mentored." After a networking event attended by faculty, alumni and community nursing leaders, Scholars received attendee contact information to contact potential mentors.

Spring: Attended a second workshop on "Becoming a Mentor." Collaborated with School's Center for Health Care Diversity's Health Careers Internship Program (HCIP) designed for ethnically/racially diverse local high school students interested in health professions careers. Scholars mentored HCIP students, presented workshops for them, and engaged in several social events.

Summer: Partnered with incoming SD students whom they contacted and mentored .

RESULTS

All RWJ Scholars engaged in a mentor relationship during the 12-month program. Selected mentors included faculty, nurses on their clinical units, colleagues they had encountered on a daily basis, or past graduates and friends. Students highly regarded their mentoring relationship, finding it "supporting, encouraging, guiding, modeling, challenging, and demystifying."

All Scholars evaluated mentoring HCIP students as very positive and felt it challenged them to use their leadership skills. Sessions included: preparing for college, financing education, and investigating health careers, Scholars perceived the experience as an exciting opportunity to better understand young individuals from diverse racial/ethnic backgrounds and to mentor them in making life decisions. HCIP students and program coordinators reported significant satisfaction with this mentoring initiative and recommend that it continue.

Scholars also mentored incoming second degree students by initiating email contact early spring through summer. Because many of the Scholars had been mentored by a previous student prior to entering the program, they felt encouraged to initiate and maintain an on-going relationship with the incoming SD students.

CONCLUSION

This mentoring initiative served as a beginning leadership path for our RWJ NCIN Scholars.   Due to the positive response from RWJ NCIN Scholars, HCIP students and program coordinators, and incoming second degree students, plans are underway to continue our mentoring initiatives with all 2010-2011 SD students.

PATHS TO SERVANT LEADERSHIP
Gwen Wagner MS, ARNP, Susan Larson PhD, RN, Karen Schaid, MAEd RN
Pioneering Spirit   Passion To Serve   Purposeful Lives

MIDAMERICA NAZARENE UNIVERSITY
Olathe, Kansas

SCHOOL OF NURSING AND HEALTH SCIENCE
Nursing

BACKGROUND

Background: The mission of MidAmerica Nazarene University is to _educate and inspire servant leaders_.

The School of Nursing and Health Science embodies this mission through strategic curricular design and numerous co-curricular activities. MNU's signature themes of *'pioneering spirit, passion to serve, and purposeful lives'* are realized through the praxis of service-learning, a transformative educational experience that blends service opportunities with academic instruction. For example, in a community health nursing course students were instrumental in the formation of a health clinic for a homeless rescue mission. Another instance of service-learning occurred last year as two nursing students spearheaded a campaign with the chaplain's office called the "*what IF*" project (one of the students is a current NCIN Scholar). This project, co-sponsored with Heart to Heart International, resulted in the collection of over $50,000 for the establishment of a health clinic in Guatemala. Because of MidAmerica's strong emphasis on *servant leadership* and *service-learning*, it is vital to integrate this educational paradigm into the accelerated nursing curriculum and the RWJF-NCIN leadership development program. In so doing, *nursing education offers a transformative life experience*.

MNU GO GLOBAL

PURPOSE

MNU's *Servant Leadership Series* is designed to 'provide paths' for RWJF-NCIN Scholars to gain knowledge, skill, and attitude development in servant leadership and service-learning.

METHODS

Lunch & Learn
Understanding Leadership "Type & Cross Match"

Matching Personality Types with Effective Leadership Styles

Lunch & Learn
Leadership Development: "Reflections on Servant Leadership"

Guests:
MNU University Chaplain & AmeriCorps Representatives

RWJF-NCIN CONNECTIONS

MNU Service Corps

Membership in Kansas Association of Nursing Students

Lunch & Learn
"Meet the Author"

Presentation by Dr. Gary Morsch, MD

Founder: Heart to Heart International, Inc.

Author: *"The Power of Serving Others"*

THE POWER OF SERVING OTHERS

Lunch & Learn
"Community Conversations"
Nurses making an impact through…

• Leadership/Administration
• Evidence-Based Practice
• Scholarly Publication
• Practice Innovations
• Political Activation

~The Continued Journey: Linking Theory to Practice~
RWJF-NCIN Scholars are mentored through a variety of service-learning opportunities…

OUTCOMES: IN PROGRESS

"Go International"

Through various school sponsored international mission trips, students provide health care and humanitarian relief

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"Go Local"

In association with *Heart to Heart International*, students provide health screenings in a community event designed to reach the underserved population of Kansas City

---

"Go Urban"

Mentoring is provided to support student-generated leadership & service-learning opportunities, i.e. updating a medical records system in an urban healthcare clinic that serves the poor & uninsured

---

"Go Global"

Students have opportunity to maximize leadership skills through involvement in the organization, funding and management of a medical mission trip to Guatemala

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American Association of Colleges of Nursing   Robert Wood Johnson Foundation

Utilizing Vision Boards for Accelerated BSN Students

Aliyya E. Behles, BSN, NCC, ThM

Sarah Shealy, MSN, CNM

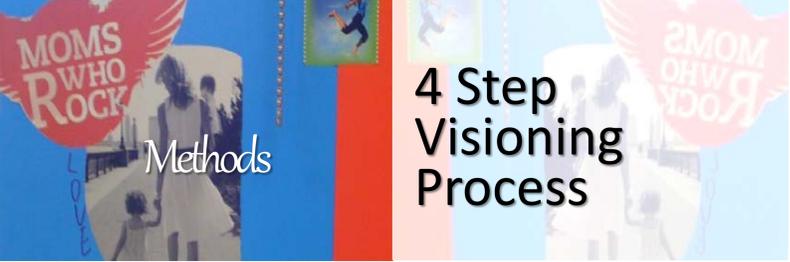Mt. Saint Mary's College
Los Angeles, CA

Background

As students struggle with the intensity of their academic and clinical loads, they often lose sight of their vision of becoming a nurse.
As faculty, we responded with a specific effort to support our students in their journey...

Purpose

Utilitze a multimodal cognitive behavorial strategy to improve educational outcomes among accelerated BSN students.
Assist students in identifying and realizing their greatest dreams in becoming nurses.

Methods

4 Step Visioning Process

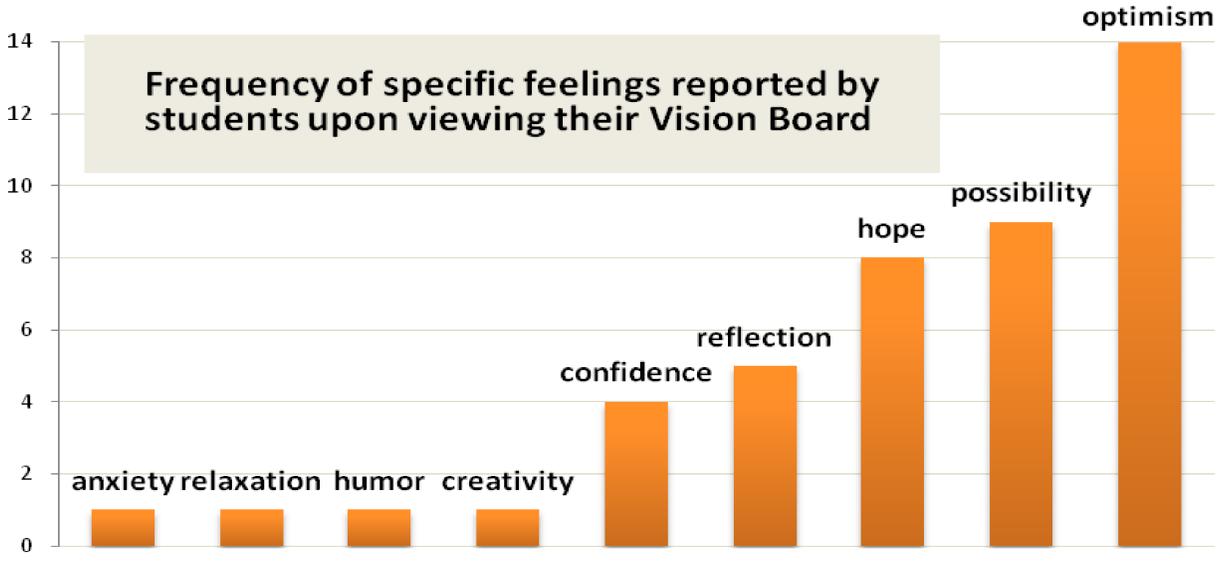|	
1. Students participate in heart-centered guided imagery meditation imagining themselves in the ABSN program (15 min)	➢Completing courses ➢Learning new ideas and skills ➢Sensing their inspiration ➢Passing the NCLEX exam ➢Visualizing actualization of their greatest dream
2. Students create Vision Boards – visual representation of the dream (30 min)	Includes elements important to their dream, uses magazines, art supplies, and relaxing music
3. Students post Vision Boards in the classroom and discuss with classmates	Incorporates shared experiences with classmates and creates accountability for shared visions
4. At home, students place Vision Boards in a prominent location and add to it whenever they are inspired to do so	Examples of prominent locations: ➢Home office ➢Bedroom ➢Car

Results

Among all students (N=37), nearly two-thirds (62%) kept their Vision Boards at home.

Among students who kept their Boards (n=23), more than 4 in 5 (83%) completed the 4th step – placing it in a visible location.

Students were more than 1.5 times as likely to view vision Boards that were prominently placed (v. stored away) at least daily than if they were stored away (38% v. 25%).

Frequent viewing increases the number of feelings elicited by the Vision Board – mean number of feeling reported among students who viewed Vision Boards at least daily = 2.3, occasional viewers reported only 1.5 feelings upon viewing.

Conclusions

Classroom participation is likely to affect out-of-classroom behavior.

Visioning exercises are highly engaging for students.

Vision Boards allow students to identify and nurture their emotional bond to nursing while gaining new professional skills, which enhances learning and retention.

Students who participate in an intense and demanding accelerated academic program reap long-term emotional rewards offered from the Visioning Process, and feel optimistic about their learning and growth.

Frequency of specific feelings reported by students upon viewing their Vision Board

(Bar chart: anxiety, relaxation, humor, creativity, confidence, reflection, hope, possibility, optimism — with values ranging approximately 1 to 14; optimism = 14, possibility = 9, hope = 8, reflection = 5, confidence = 4, and anxiety/relaxation/humor/creativity = 1)

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CARE FOR THE CAREGIVER: IMPLEMENTING A SELF CARE MODULE FOR ACCELERATED NURSING STUDENTS

Tracey Motter, MSN, RN & Barbara L. Drew, PhD, RN

KENT STATE UNIVERSITY
College of Nursing

BACKGROUND

College life is stressful. In 2009, student responses to the American College Health Association-National College Health Association survey indicated that over 50% of college students experienced "more than average stress." The experience of stress is compounded when students are wrestling with especially demanding curricula, such as nursing, which along with didactic instruction, is characterized by caring for people who are struggling with health problems.

Extreme stress can impair learning and performance, increase the likelihood of burnout and dropping out and, when combined with biological susceptibility, can affect health and well-being.

PURPOSE

The purpose of this project was to introduce and evaluate mind body self care practices into the first accelerated nursing course. The Urban Zen modalities included weekly class time dedicated to the practice of yoga, breath awareness, and meditation. Additionally, Reiki, aroma therapy, guided imagery, pet therapy, and body energy work were introduced. Our goal was to help students perceive less stress, gain a more mindful awareness of self and others, and increase their knowledge of complimentary therapies.

METHODS

Design: Quasi-experimental with data collection at the beginning, middle, and end of the Spring 2011 semester.

Sample: Convenience samples of first semester BSN students, 18 accelerated (treatment group) and 20 traditional (comparison group), completed all three sets of the surveys after IRB approval.

Instruments:
- Perceived Stress Scale (PSS; Cohen, Kamarck, & Mermelstein, 1983): a 14 item self-report measure of "the degree to which situations in one's life are appraised as stressful" during the last month (p. 385). Items are scored on a 5 point scale from never (0) to very often (4). Total score is obtained by reversing scores on seven positive items and then summing across all items. A higher score indicates a perception of greater stress. Cronbach's alpha ranged from .85 to .89 over the thee time points.
- Mindful Attention Awareness Scale (MAAS; Brown & Ryan, 2003): a 15 item self report designed to measure the "frequency of mindful states over time" (p. 824). Total score is obtained by computing the mean of the 15 items. A higher score indicates higher levels of dispositional mindfulness. Cronbach's alpha ranged from .89 to .93.
- Health Promoting Lifestyle Profile II (HPLP II; Walker, Sechrist, Pender, 1995): a 52 item measure of health promoting behaviors composed of a total scale and six subscales: spiritual growth, interpersonal relations, nutrition, physical activity, health responsibility, and stress management. Items are scored on a four point scale from never (1) to routinely (4). A score for overall health-promoting lifestyle is obtained by calculating a mean of the individual's responses to all 52 items. A higher score indicates more health-promoting behavior. Cronbach's alpha ranged from .89 to .93. The HPLP II served as a control for the health promoting practices the students engage in, independent of the self care module.
- Demographic information

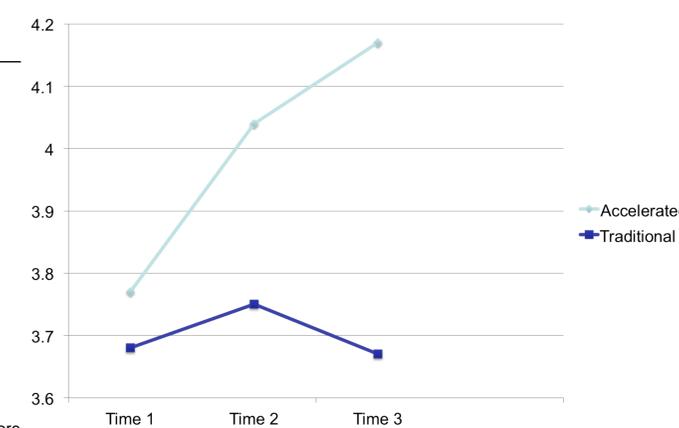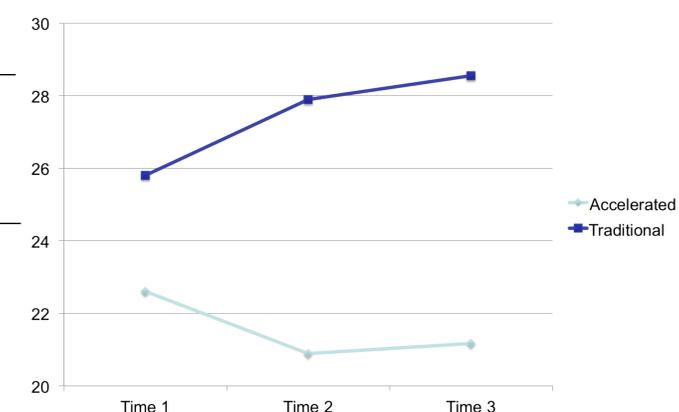Analysis: Descriptive statistics, repeated measures ANOVA

RESULTS

Comparison of accelerated (tx) and traditional (control) students

Characteristic	Accelerated (n = 18)		Traditional (n = 20)			
	M	SD	M	SD	t	p
Age in years	29.2	(7.9)	21.7	(4.5)	3.64	.001
Credit hours	14.2	(2.8)	13.5	(2.6)	.75	.456
Work hour/week	13.6	(12.0)	11.7	(11.2)	4.94	.625
Baseline: HPLP-II	1.79	(.26)	1.6	(.34)	1.17	.248
PSS	22.6	(5.8)	25.8	(7.6)	-1.4	.159
MAAS	3.77	(.69)	3.68	(.97)	.33	.746

	%	%	X_2	p
Previous degree (yes)	100	5	34.2	<.001
Relationship status				
(single)	11.1	55	7.54	.006
Gender (female)	94	85	a	.61
Hispanic, Latino,				
or Spanish	5.6	10	a	1.00
Race (not white)	0	10	a	.49
Children (yes)	11.2	10	a	1.00

Note: HPLP-II = average rating on Health-Promoting Lifestyle Profile II. PSS = total score on Perceived Stress Scale. MAAS = average rating on the Mindful Attention Awareness Scale.

[a] Fisher's exact test, expected frequency < 5 in two cells

Difference between T_1 and T_2 F(1,36) = 4.677, p = .027

CONCLUSION

Scores on the Perceived Stress Scale and the Mindful Attention Awareness Scale were compared between and within groups using repeated measures ANOVA. There were no significant differences on the dependent variables within the groups over time. However, changes in stress over time were significantly different between the two groups with perceived stress of the treatment group staying relatively consistent during the semester but increasing for students in the comparison group. While average scores on mindfulness items increased for the treatment group and were consistent over time for the comparison group, the difference was not significant. Our findings suggest that mind-body self-care supported the students' ability to regulate their experience of stress throughout the semester. Because our analysis was hindered by a small sample, we plan to repeat and expand this project in collaboration with colleagues at two additional universities.

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LEADERSHIP DEVELOPMENT ACTIVITIES FOR ACCELERATED BACCALAUREATE NURSING STUDENTS

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New York University College of Nursing

BACKGROUND

In response to the expected shortage of registered nurses (RNs) due to aging Baby Boomers and an increased need for health care (AACN, 2011), our 15-Month Accelerated Baccalaureate Program has graduated over 1200 students since fall 2005. During the 2010 – 2011 academic year, we had 202 Accelerated BS and 58 Dual Degree BS/MS graduates, 75% of whom were accelerated students. We have enrolled 223 Accelerated BS students for fall 2011 and are actively recruiting for our new Round 4 RWJF NCIN Scholars for the spring 2012 cohort.

PURPOSE

The purpose was to enable our Accelerated BS students in the RWJF NCIN Scholarship Program to develop their leadership skills and to consider advancing their education to master's and/or doctoral degrees.

METHODS

Round 1 Scholars engaged in a series of three leadership seminars focused on developing leadership abilities, communication skills, and professional role development, as well as a self-directed community health leadership project and presentation at the conclusion of the program.

Diverse nurse leaders were guest speakers for the three one-hour seminars. The final session was led by the Scholars who presented their community health leadership projects to each other, faculty, and staff.

A recent revision of our BS curriculum has included an expanded A-B clinical model with alternating traditional and simulation experiences; integrative seminars using unfolding cases; enhanced use of technology; and an emphasis on interprofessional collaboration, QSEN competencies, cultural competence, and evidence based decision making.

Our Round 4 Scholars will have strengthened advisement and mentoring relationships with further opportunities for advanced education; receive expanded offerings for building leadership skills; and engage in partnerships for professional development.

RESULTS

Our Round 1 NCIN Scholars had a 100% retention, graduation, and NCLEX pass rate, and maintained an average GPA of 3.53.

All Scholars earned a grade of A (67%) or A- (33%) in their Leadership course; and 60% were offered Dual Degree BS/MS admission, with 47% taking a graduate course during their BS program.

Currently, 27% of the Round 1 Scholars have returned to begin their MS Program.

Post graduation feedback indicates Scholars felt the NCIN Program helped to develop their leadership abilities and some have assumed leadership roles, such as preceptor and unit education council representative.

NYUCN's 2011 NCLEX pass rates were 98.46% and 96.5%, which included students in our Leadership course who scored well above the mean (73%) on the Kaplan Management and Professional Issues Integrated Test (fall 2010 = 78%; spring 2011 = 77%).

Given that approximately 80% of our 860+ undergraduate students are in the Accelerated BS Program, these results indicate our success in grooming Accelerated BS students to become our next generation of nurse leaders.

CONCLUSIONS

A planned leadership program for Accelerated BS students that addressed developing leadership abilities, communication skills, and professional role development resulted in students being able to demonstrate these competencies in a community setting and to excel in their Leadership course.

Furthermore, students were motivated to take graduate courses during their BS program and more than a quarter have already begun work on a graduate nursing degree.

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INTEGRATING E-MENTORING WITH ACCELERATED BSN STUDENTS

Jessica Parrott DNP, RN, CPNP & Bennie Marshall EdD, RN
Norfolk State University
Department of Nursing & Allied Health

BACKGROUND

Many challenges face the accelerated, second degree baccalaureate student. Among these challenges are greater family responsibilities and competing priorities. Additionally, the students are then faced with the confounding stress of nursing school. Mentoring programs for these individuals have proven advantageous, associated with reduced attrition and improved graduation rates. The difficult situation that mentoring faces, although beneficial, is finding time to have it successfully integrate into the students' schedule. E-mentoring techniques that allow students and their mentors greater flexibility with communication and support may prove to have better consistency between the mentor/mentee relationship and thus achieve better outcomes for the student has many challenges.

PURPOSE

The purpose of the program is to describe the interventions implemented to increase student success in an accelerated second degree BSN program through E-mentoring, a strategy to enhance communication between mentors and mentees.

METHODS

During the first year of the mentoring program, eleven mentors were selected. The mentors were selected based on not only their success in the nursing program, having at least a 3.0 GPA, but also were well regarded and recommended by the faculty. The mentors differed in number of years of nursing experience. Some of the mentors were recent graduates of the RN to BSN program, recent graduates from the accelerated second degree BSN program, and others from the LPN to BSN program. Additionally, some mentors were successful students further along in the accelerated second degree BSN program. The prospective mentors were then given a handbook on mentoring and a brief synopsis of the program. After the mentors agreed to be in the program an information sheet was completed and they were assigned to 1-2 mentees for the first semester. The mentors' information sheet questioned information such as prior degree/education, address, outside interest, etc.

Recruitment for the mentees occurred through an information session presented at the university's Nursing Success Institute (the pre-immersion program offered to all incoming nursing students). Application/information sheets were then passed to all and interested students responded. The mentees' information sheets also contained questions relating to the students' background degree/education, address, interest, etc.
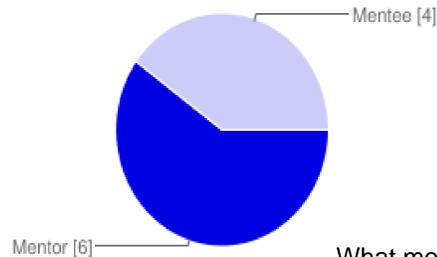
Recruitment		Communication
Mentors	• Faculty recommendation • GPA requirement	• Email • Texting • Phone • Face-to-face • School facilitated meeting
Mentees	• Nursing Success Institute presentation • Advisor recommendation	

After assignments were made, electronic communication was sent to reinforce the standards and expectations for the mutual relationships. The mentees and mentors were to communicate with each other at least once a week via their choice of several different means including; email, texting, phone, and/or face to face contact. Both groups were also asked to attend face to face meetings facilitated by the faculty sponsors to encourage team building and leadership. The face to face meetings were held in the afternoon/evening and were not mandatory, but highly recommended. The meetings were scheduled to be held approximately every six weeks.
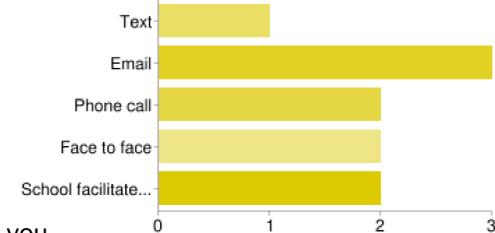
The mentors and mentees were surveyed on their experiences. The students were also surveyed on more in-depth E-mentoring techniques. Informal discussion revealed favorable perceptions of the current E-mentoring integration. The program performances of the mentees are not currently attainable at this time as the students are still in the nursing program.
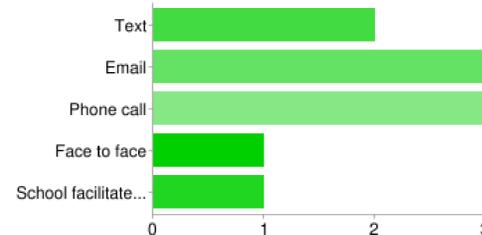
RESULTS

Of the 25 mentors and mentees surveyed the following ten responded:

Mentee [4]
Mentor [6]

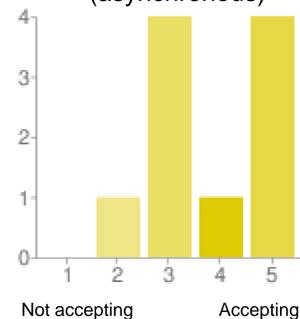What mode of communication do/did you use most frequently?

What mode of communication would you prefer to use most frequently?

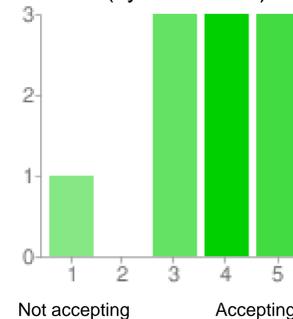The students were then asked to rank their acceptance to the following E-mentoring techniques:
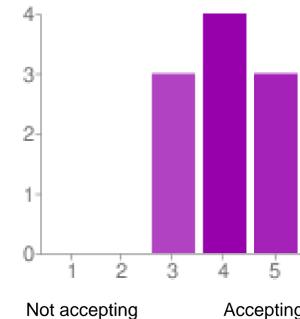

Web-based discussion groups (asynchronous)
Not accepting — Accepting

Moderated online discussion groups (synchronous)
Not accepting — Accepting

Web-based electronic tutorial to the mentoring program
Not accepting — Accepting

CONCLUSION

The mentor and mentee communication has been primarily electronically based. The student cohort is successfully progressing though the nursing program. Final program success, graduation rates and NCLEX pass rates will be measured in 2012 after program completion. The response from the brief survey lends to integrating more E-mentoring techniques into the mentoring program. The program has also been expanded to all other nursing programs at our University.

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LESSONS LEARNED: PATHWAYS TO STUDENT SUCCESS

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BACKGROUND

•The One-Year Accelerated Baccalaureate Nursing Program (ABNP) which began in 1991 is designed for students who already have completed a bachelor's degree in another discipline. Eighteen (18) student cohorts have completed this thirteen (13) month (June-July) full time program, over its twenty year history. The ABNP is a very successful educational pathway that broadens the scope of our student body and brings a depth and breadth to the School of Nursing.

PURPOSE

•The Stony Brook University School of Nursing (SBU SON) is committed to the educational success of its students. SBU SON recognizes that changing societal trends may introduce new issues, stressors or concerns that may affect the way that long-standing programs should be adapted. Therefore, the purpose of this process evaluation was to assess the experience of students presently enrolled in the ABNP to gain a better understanding of factors that serve as facilitators to their continued enrollment and success, or as barriers to program completion. This information could then be compared to similar information available for adult learners engaged in other SBU program pathways to identify changes that might be indicated in the program design.

METHODS

•An on-line survey using Survey Monkey was distributed to 63 students enrolled in the ABNP.

Three (3) questions were asked:
•1)What do you feel facilitated your success in the ABNP?

• 2) Were there any barriers to your success that you encountered while enrolled in the ABNP?

• 3) What is your advice for future students enrolled in the ABNP?

The 4-point evaluation scale ranged from definitely recommend to would probably not recommend. An overall rating of the program was also conducted.

METHODS (CONTINUED)

Sample:
One Year Accelerated Baccalaureate Nursing Students   n=63

		n	(%)
Gender	Male	18	29
	Female	45	71
Ethnicity	African-American	8	13
	Caucasian	41	65
	Hispanic	5	8
	Asian	9	14
Age	22-30 years	53	84
	31 and older	10	16

RESULTS

•ABNP students reported the following positive supportive factors: family (personal and financial support), professors (academic guidance; great teaching) flexibility (class and clinical scheduling). Two major barriers were commonly cited. These included the fast pace and intensity of the program, and the inherent challenges to equitable distribution of group work. These same barriers were among those cited by minority students enrolled in a RN to MS 3-year program, indicating that the factors are likely characteristic of life-style and life-change events associated with the student role, and less likely to be specifically attributable to program design and function. All of the respondents reported that they would definitely or likely recommend the program to others. No respondent rated the program as average or not good.

CONCLUSION

•The ABNP program design was reaffirmed. SON ABNP faculty and advisors are encouraged to be more directive with ABNP students to raise their awareness of the various SON resources designated to the support of adult learners. These resources include mentorship programs, computer and technical assistance, student psycho-social support programs, academic and financial advisement.

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PEER-TO-PEER TEACHING/LEARNING PROJECT: IMPROVING COMMUNICATION TECHNIQUES IN SENIOR ACCELERATED PROGRAM NURSING STUDENTS

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BACKGROUND

According to the American Association of Colleges of Nursing (AACN) (2008), effective communication skills are essential components for nurses to deliver patient-centered care and develop positive working relationships. In an effort to enhance the communication skills of senior-level nursing students in an Accelerated BSN program, the faculty developed a communication exercise for the senior students to mentor and teach therapeutic communication techniques to the incoming junior- level nursing students.

Sprengel and Job (2004) acknowledge the anxiety of the new nursing student in the early learning of the nursing content and that the peer-to-peer activities can reduce anxiety. The authors also proposed peer mentoring as a way to help students develop collaborative skills, improve communication skills and assist in developing professional responsibility.

PURPOSE

The purpose of this project was to reinforce and increase awareness of therapeutic communication skills in undergraduate baccalaureate nursing students through a cooperative teaching/learning activity between junior level students and senior level accelerated students .

METHODS

Twenty-one (21) Accelerated senior students enrolled in a mental-health nursing course were grouped with junior level nursing students enrolled in a health assessment course to participate in a peer-to-peer communication exercise.   This exercise was developed to promote learning in a nonthreatening environment, foster peer-to-peer relationships to model professional behaviors; and enhance confidence and competence in communication techniques of the senior-level students and health history interview techniques of the junior-level students.

The senior accelerated students
 (1) prepared a demonstration of a health history interview
 (2) prepared a script for participating in a role play group interview
 (3) prepared points for the discussion that follows the interview role play
 (4) prepared points for reflective discussion (debriefing)

The 21 senior accelerated students who participated in the laboratory sessions were asked to complete a nine item survey. The survey was administered to assess their perception of the effectiveness of this teaching/learning activity using a 4-point Likert-type scale from 1 (strongly disagree) to 4 (strongly agree) with one open-ended item to provide the students with an opportunity to make comments not previously identified.

RESULTS

Survey Question (n=21; 100% response rate) 4 --Strongly Agree; 3-- Agree; 2—Neutral; 1-- Disagree; 0 --Strongly Disagree	Mean
This lab was a valuable learning experience for me and other accelerated students	3.80
This lab was a valuable learning experience for the health assessment students	4.00
This lab enhanced my therapeutic communication techniques	3.85
This activity increased my confidence in my therapeutic communication techniques	3.85
I felt comfortable demonstrating therapeutic communication techniques to the junior students enrolled in the Health Assessment course	3.90
Through this lab I was able to model professional behaviors to the health assessment students	3.90
This lab validated the knowledge I have gained over the past year	3.85
Through this lab I was able to demonstrate my leadership skills	3.90
This type of combined learning activity should be repeated	4.00

Please add any other comments or suggestions you have concerning this lab:
• This lab was great! I learned so much
• Great idea!
• Great, but long.
• In preparation for this lab, by reviewing therapeutic communication techniques, etc., I feel as though my overall ability to communicate with patients has greatly improved. This was a great opportunity to develop communication skills for both sets of students.
• I think this was a great idea. I realized I have learning a lot in the past year.
• I think this would have been helpful last year. It would have been encouraging/to see/talk with someone who just went through the same thing.
• This lab is very good. I enjoyed acting out the interview scene for the students.
• I think this was very beneficial to both accelerated and new students.
• This was great fun!

CONCLUSION

▪Effective communication skills are essential components for nurses to deliver patient-centered care and develop positive working relationships.

▪Introducing and fostering these qualities in nursing curricula is crucial to nursing education.

▪Using innovative peer-to-peer teaching / learning activities is an effective approach to many of the challenges of nursing education.

▪Results of this project support the continued use of peer-to-peer teaching/learning activities to promote learning, enhance student confidence, and model professional behaviors.

School of Nursing
The University of Mississippi Medical Center

PIP GOES ON-LINE

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Texas Tech University Health Sciences Center School of Nursing

BACKGROUND

Many schools of nursing have developed second degree programs in an effort to address demands of the current health care industry and economic climate. As students are admitted to these programs, it is essential to maximize student success in an effort to fulfill workforce needs (D'Antonio, Beal, Underwood, Ward, McKelvey, Guthrie & Lindell, 2010). The RWJF NCIN initiative supports these students by providing essential scholarships for a diverse student group. Additionally, the Pre-Entry Immersion Program (PIP) was introduced to NCIN Grantees in 2010 with extensive instructional guides to assist faculty in the development of a PIP learning experience for NCIN scholarship recipients. Upon review of the PIP material the faculty decided the content could benefit all second degree students instead of limiting access only to the NCIN scholars. The Texas Tech University Health Sciences Center accelerated 12 month BSN program provides all didactic content on-line, so faculty faced the challenge of how to introduce PIP via a web based platform to students living across Texas and assigned to five different campuses.

PURPOSE

As all didactic content for the accelerated BSN Second Degree Program at Texas Tech University Health Sciences Center is delivered on-line it became imperative to create a method of delivering PIP that incorporated best teaching practices in distance learning. The work of the faculty was to translate the RWJF PIP material to an on-line learning experience for students. Faculty created six online modules addressing the content outlined in the PIP Toolkit provided by the RWJF.

METHODS

Faculty from the accelerated Second Degree BSN Program and one of the School of Nursing's instructional design specialists worked collaboratively to create a story board outline of required topics with references to the instructional material presented in the PIP Toolkit. These topics included time management, study skills, test taking skills, writing skills, medical terminology, and mentoring/leadership development. Moodle, a cloud based learning platform, was selected to support the delivery of the content with a module developed for each major item. The learning was facilitated with reading assignments, discussion board postings, and video clips, and assessment of learning was accomplished through multiple choice quizzes and faculty review of postings. The on-line PIP was offered to 59 students admitted Spring 2011 and 69 students admitted Fall 2011. The online modules were monitored by the School of Nursing's Director of Retention for all students across the state.

RESULTS

Student Satisfaction Survey Outcomes		
Content Addressed	Spring 2011 Admits (45 respondents) % that Strongly Agree/Agree	Fall 2011 Admits (65 respondents) % that Strongly Agree/Agree
Content was useful	82%	80%
Learning objectives were clearly stated	95%	97%
Content supported achievement of stated learning objectives	98%	97%
Instructions for learning activities were clear and concise	96%	97%
Learning activities were relevant/helpful	85%	83%
Provided examples made the material easier to understand	96%	97%
Time required to complete PIP was reasonable	96%	97%
Modules were easy to navigate	95%	95%
Use of technology enhanced learning	96%	94%
Instructional materials were easy to locate and load	91%	97%

SUMMARY OF SATISFACTION SURVEYS:

Strengths of PIP Identified by Students
- Helpful and relevant content, particularly time management and goal setting modules
- Modules were well organized and content supported achievement of learning objectives
- Online modules were easy to navigate using the Moodle platform

Opportunities for Improvement
- Add content pertaining to the profession of nursing
- Remove content viewed as "remedial" by students
- Include tips for success provided by students who are already enrolled in or who have already completed the program

FUTURE PLANS FOR PIP:

- Update modules to include specific information related to nursing, Texas Nursing Practice Act and ANA Code of Ethics
- Incorporate content specific for the TTUHSC curriculum, including video clips of prior alumni
- Consider modifications applicable to Traditional and RN to BSN students to expand use of PIP to other programs

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THE USE OF GROUP INTERVIEWS IN THE SCHOLARSHIP SELECTION PROCESS

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BACKGROUND

The nursing profession is not as diverse as the population it serves and there is a need to increase the numbers of minorities and men in the profession. Bellarmine University was fortunate to be granted eight RWJ NCIN scholarships but unfortunately we had more than eight qualified applicants. The problem was how to select RWJ scholars who had the strongest potential to complete the program and become leaders within the profession. Having been involved in teaching and advising the second-degree students since the beginning of the program we have good sense of what it takes to succeed. While we were confident that we would be able to identify both strong candidates as well as those who would be a poor fit for the program and profession, the problems of time and logistics made individual interviews unfeasible. Because we were also working with incomplete data (not all spring semester transcripts were available), we decided to explore whether group interviews would facilitate the selection process. Group interviews have been identified as one way of identifying interpersonal skills, attitude, and motivation (Trice & Foster, 2008) and have been used before in programs of nursing and medicine.

PURPOSE

The purpose of this study was to determine if a group interview process improved the scholarship selection process, was efficient, and was acceptable to participants.

METHODS

Twelve qualified applicants were invited to participate in an on-campus group interview on either of two successive dates; no one declined to take part. (Two applicants who lived on the west coast were invited to interview with both authors by phone; both agreed.) After introductions and refresh-

Bellarmine University RWJ NCIN 2011-2012 Scholars

ments, applicants were asked to respond to a series of open-ended questions and to a culturally-complex vignette. The vignette was based on the admission interview process of a Canadian medical school (Donnon, Oddone-Paolucci, & Violatao, 2009) and was adapted to be appropriate to an American audience. Students were assessed on their ability to communicate therapeutically with marginalized patients and families, work cooperatively in a group, and suggest creative and insightful approaches to the social problems of homelessness and substance abuse. Group interviews took one hour and telephone interviews about 20 minutes. After all interviews were completed, we ranked, discussed, and selected applicants. Several weeks later, selected students were sent an e-mail asking them to evaluate the group interview process.

Sample questions: Why is this a good time for you to return to school? What makes you a good candidate to be a nurse?

Vignette excerpt: A young homeless patient who abuses alcohol was admitted to the ED for a knife wound. The wound is not serious but the patient and family are being uncooperative with the staff.

Sample question: How should the nurse approach the patient and his parents?

RESULTS

The group interview process was an efficient use of faculty time at a hectic point in the semester and was well received by applicants. Everyone was on time to both the in-person and phone interviews. During the group interviews students were polite, chatty, and worked cooperatively. Eight students were selected. (One student dropped out of the program early in the first semester for personal reasons.) All seven remaining students replied to our follow-up questions by e-mail even though there was also an anonymous reply option. No one reported they found it difficult to be in class with students who did not receive a scholarship. Most said they enjoyed meeting other students ahead of time and were glad to see familiar faces at orientation. Students reported that they found some of the questions repetitive but that they also thought the group interview, while still competitive, was much less stressful than an individual interview would have been. One student thought that the group process was less rigorous and may have caused qualified people to be overlooked.

Based on our experiences and student feedback, we plan to continue the group interview process but to enlarge the pool of questions, drop the vignette (because it added little additional information), add a RWJ NCIN graduate as an interviewer to each session, and offer Skype as an option for out of town applicants.

CONCLUSION

While it is still early in the program, the students we predicted to be successful are doing well and we are satisfied group interviews are an efficient use of faculty and student time. However, like other faculty (Rosenberg, Perraud, & Willis, 2007), we learned partially successful outcomes may
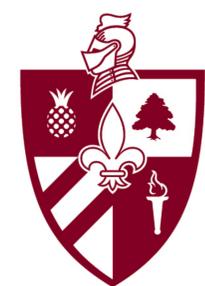
have been predicted. Excellent qualifications will not mitigate a student's inability to "get" program rigor or navigate family issues. Helping students to understand not just program information but the implications of that information continues to be a challenge.

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LOUISVILLE, KENTUCKY

Use of Outdoor Experiential Education in Assuring Academic Success for Accelerated Nursing Students

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Loyola University Chicago

BACKGROUND

A previous Robert Wood Johnson Foundation (RWJ) Accelerated Nursing Cohort at Loyola University Chicago used experiential learning to assess and develop leadership strengths. The successful use of experiential learning with this first cohort led to the development of an innovative pre entry immersion program for accelerated nursing students (N=60). This program incorporates an outdoor challenge course which has both grounds and high ropes courses which provide outdoor experiential learning opportunities. Kolb & Kolb (2009) discuss the philosophical underpinning of experiential learning theory and learning cycle development. The theorists use a meta-cognitive model describing the theoretical concepts of experiential learning and the development of learning capacity. The learning cycle is characterized as experiencing, reflecting, thinking, and acting (1). This theory is applied through the use of an outdoor challenge course in providing a pre entry immersion experience for accelerated nursing students

PURPOSE

PRIMARY OBJECTIVES:

To foster the development of leadership skills(e.g. communication, critical thinking, problem solving and community building in accelerated nursing students.

To test the feasibility of using an outdoor challenge course as an approach to develop leadership skills in accelerated nursing students

SECONDARY OBJECTIVES:

To create an environment where accelerated nursing students are comfortable seeking conversation with nursing faculty and administrators regarding their academic performance, utilization of resources and personal circumstances.

To foster the value of having "a study buddy" and participating in "study groups" to insure success in the accelerated nursing program.

METHODS

Assessment of changes in perception due to participation in the one day grounds and high ropes experiential learning program was measured by administering a self assessment tool developed for this purpose. Accelerated nursing students completed the assessment tool both before and after the outdoor experiential learning program. The assessment tool consisted of two parts. The first part of the tool uses a Likert scale (5= Always, 4=Frequently, 3=Sometimes, 2=Seldom, 1=Never) which assessed student perceptions. The second part of the tool consists of three open ended questions directed at evaluating the students experience both in anticipation of participation and then after completion of the program.

RESULTS

Part one of the pre and post survey tool reported positive change in perspective in all areas addressed by the questions. The most significant change in response was in the formation of "study groups". Before the experiential program almost half of the group (48%, n=28) was likely to "Always" use a "study Group", while after the experiential exercises (88%, n=51) were interested in "Always" using a "study group to insure academic success. The second area of greatest change was in the use of "problem solving", rather than "complaining or listening to others complain". Before the experiential exercises 69% (n=40) of the students noted that they would "Always" take the problem solving approach, while after the program 95% (n=55) of students noted that they would "Always", rather than "Frequently" use this strategy. The additional question with notable change was "assisting classmates to achieve academically". Prior to the program 76% (n=44) of students noted that they would "always" assist their fellow students while after the program 97% (n=56) indicated that they would assist their classmates academically. Summation of the results is noted in the following table.

Response Categories	Always		Frequently		Sometimes		Seldom		Never	
Results	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Focus of Question										
1. Active Member	74% (n=43)	92% (n=53)	26% (n=15)	8% (n=5)						
2. Communication with Faculty	86% (n=50)	95% (n=55)	14% (n=8)	5% (n=3)						
3. Assisting Classmates Academically	76% (n=44)	97% (n=56)	24% (n=14)	3% (n=2)						
4. Resource utilization	66% (n=38)	85% (n=49)	31% (n=18)	12% (n=7)	3% (n=2)	3% (n=2)				
5. Study Buddy	76% (n=44)	91% (n=53)	19% (n=11)	9% (n=5)	5% (n=3)	0% (n=0)				
6. Study Group	48% (n=28)	88% (n=51)	42% (n=24)	10% (n=6)	10% (n=6)	2% (n=1)				
7. Balance	90% (n=52)	95% (n=55)	10% (n=6)	5% (n=3)						
8. Problem Solving	69% (n=40)	95% (n=55)	29% (n=17)	5% (n=3)	2% (n=1)	0% (n=0)				
9. Chain of Command	69% (n=40)	86% (n=50)	24% (n=14)	10% (n=6)	7% (n=4)	4% (n=2)				
10. Professional Network	88% (n=51)	100% (n=58)	12% (n=7)	0% (n=0)						

Pre-Program: Part two of the survey asked students the following: "What the student thought would be most important", "the part of the day they were not looking forward to" and "how the bus ride was to the retreat center"? Responses revealed that students thought the most important part of the day was going to be getting to know their classmates. The aspect of the day that most were not looking forward to was "not knowing what to expect". The bus ride was noted as long (one and one-half hours), but comfortable by most.

Post Program: The students were asked on Part Two of the survey, "what they believed to be most important", "what part of the day was least helpful" and "if they would recommend this program for future groups". The student responses revealed that what was believed to be most important was getting to know people in their cohort and being part of a team. Most thought that the "mosquitoes" were least helpful part of the experience and 93% (n=54) noted that this experience should be provided for future incoming accelerated nursing students.

CONCLUSION

Experiential learning assisted the RWJF Scholars and their classmates to experience, reflect, think and act about individual and aggregate strengths and weaknesses, use of resources available to them, the importance of problem solving, the significance of having a "study buddy " and using a "study group", and the importance of supporting each other in order that all who start the accelerated nursing program will successfully complete the program with their classmates. These outcomes are likely to foster both individual and aggregate success in the accelerated program and could not have been realized without having the forced experiences provided by the outdoor experiential program. There is a saying that goes… I hear, I forget. I see, remember. I do, I know.

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"SPEED DATING" TO FACILITATE NEAR PEER MENTORING AMONG NCIN SCHOLARS

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BACKGROUND

The University of Rochester School of Nursing (URSON) has been fortunate to receive scholarship awards through the NCIN program since its inception. With each round of funding, we have continued to enhance our mentoring program. All scholars receive a one-one faculty mentor, self-selected from a list of faculty with specialized mentorship training, as support during their program of study.

Through our Center for Academic and Professional Success, one of our Round 2 scholar graduates was hired as a near-peer mentor for all of our APNN students. With the success of this near-peer mentoring relationship model, the URSON further enhanced their mentoring program during the Round 4 funding cycle.

Our NCIN recipients are diverse, well-educated and many have previous leadership experiences. We believe these unique attributes of RWJ Scholars allows them to build on previous leadership achievements and mentoring experiences to significantly impact the profession of nursing. We developed a program to facilitate the formation of mentoring relationships among past and present NCIN scholarship recipients by enlisting the support of our NCIN scholar graduates as near-peer mentors for current NCIN scholars.

PURPOSE

The purpose of this "speed dating" program was to provide a formalized structure to encourage the formation of near-peer mentoring relationships between past and present RWJ scholarship recipients.

METHODS

All current and past NCIN scholarship recipients in the Rochester area were invited to a focus group session to discuss mentoring, transitions to practice and how best to engage and help other NCIN scholars in this transition. Two themes emerged:

1) The need to develop a local NCIN scholar data base for all recipients and

2) The desire for NCIN Scholar graduates to formulate near-peer mentoring relationships with current NCIN students scholars.

Following this focus group, a subsequent meeting was held with the purpose of establishing the near-peer mentoring program. The "Speed Matching Exercise" described in *the Mentoring Program Toolkit* (RWJ/ACCN, 2011) was utilized as the basis for program development.

RESULTS

Seventeen NCIN scholar recipients attended the "Speed Dating" event. Questions tailored for this event were provided to each participant using a "speed dating" format. Evaluation data following the program was overwhelmingly positive in terms of introducing participants to each other and creating mentoring connections. The next phase of the near-peer mentoring program is currently under development.

CONCLUSION

A speed dating format may provide a useful and efficient way to pair up peer and near peer mentors. This was a successful pilot program. The initiative will be reoffered this fall after integrating the feedback from previous participants regarding environmental and process issues. The participants suggested that, ultimately, this program should be offered to all accelerated students within the SON. Data will continue to be collected from the students regarding the resilience and usefulness of these new mentoring relationships

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New Careers in Nursing

Initiatives for Enhancing Cultural Self-Efficacy of Entry Level Master's Stude

Shirley Farr, MSN, RN, CNS; Felicitas dela Cruz, DNSc., RN, FAANP; Marilyn Klakovich, DNSc., RN, NEA-BC; Phyllis Esslinger, MSN, RN

Azusa Pacific University

BACKGROUND

The changing demographic profile of Americans together with the underrepresentation of ethnic minorities in nursing has contributed to severe health disparities. To mitigate these disparities experienced by ethnically diverse populations, culturally competent health care givers are needed.
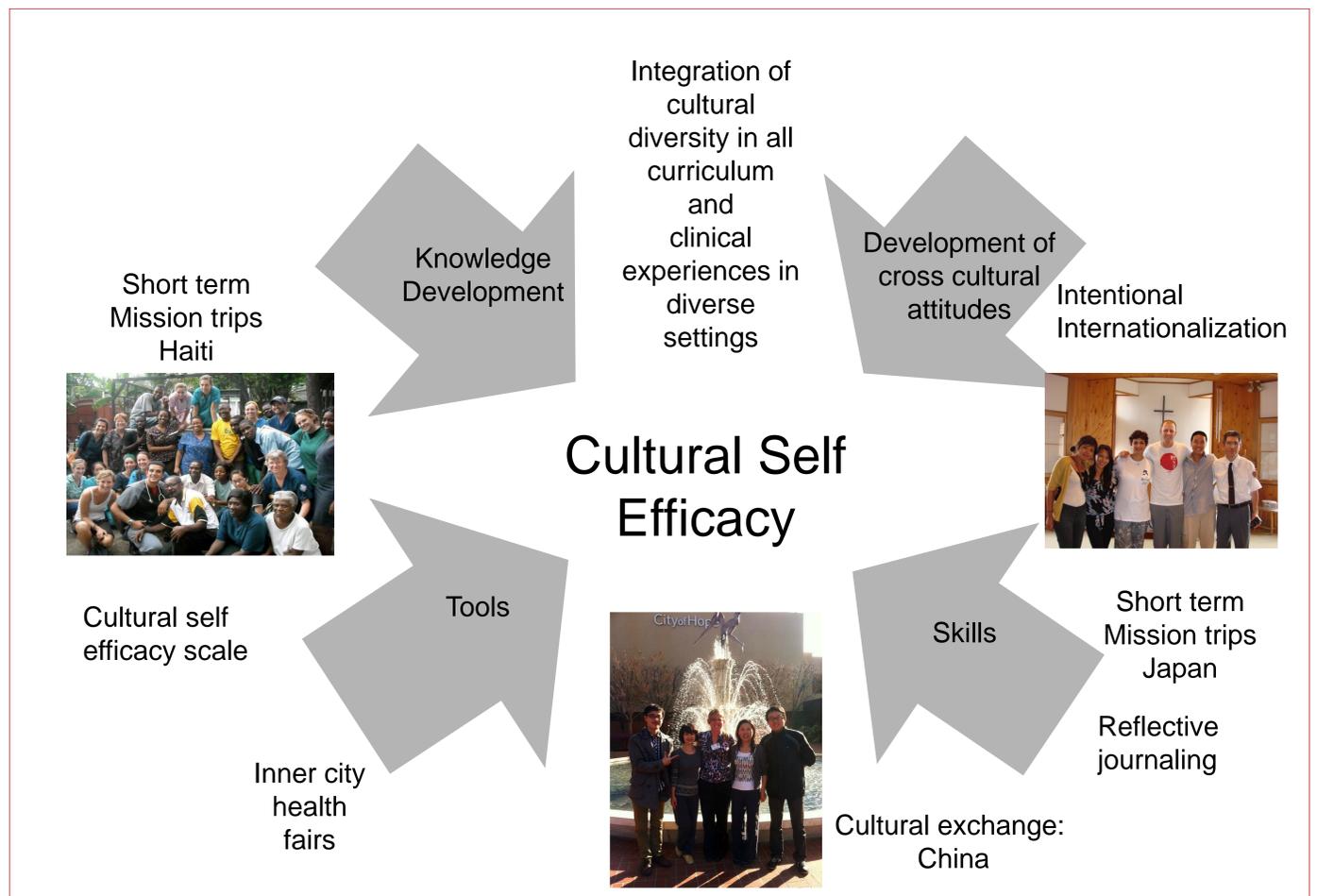
PURPOSE

This poster addresses a multi-faceted approach to enhance cultural self-efficacy in the Entry Level Master's (ELM) Program and describes outcomes of this approach. Betancourt's framework of cross cultural education and AACN's graduate nursing cultural competencies guided the integration of student, faculty, and community initiatives in the program curriculum. These conceptual frameworks focus on the development of cross-cultural attitudes, knowledge, and tools and skills.

METHODS

The ELM program:

• Recruits and retains ethnically diverse students that mirror the communities of Southern California.

• Selects clinical sites that serve diverse and underserved populations, enhancing cross-cultural awareness, sensitivity, and sharing.

• Seeks clinical experiences that provide opportunities for students to acquire cultural tools and develop skills to communicate with diverse patients and families as well as to implement culturally-tailored care.

• Rotates students to the School of Nursing Neighborhood Wellness Center and participation in the Homeless Health Outreach Clinic.

• Integrates cultural concepts in each course.

• Has implemented a community mentoring program, matching students with mentors of similar ethnic and cultural backgrounds.

• Includes ELM Advisory Board members who are leaders of ethnically diverse communities and who represent collaborating health care

METHODS (continued)

Cultural Self Efficacy

- Integration of cultural diversity in all curriculum and clinical experiences in diverse settings
- Knowledge Development
- Development of cross cultural attitudes
- Intentional Internationalization
- Short term Mission trips Haiti
- Short term Mission trips Japan
- Skills
- Reflective journaling
- Cultural exchange: China
- Tools
- Cultural self efficacy scale
- Inner city health fairs

RESULTS AND CONCLUSION

• Sixty percent of our students represent ethnic minorities.

• Students showed significant gains from pre to post-test on the Cultural Self-Efficacy Scale (measures student confidence in knowledge of cultural competence, knowledge of cultural patterns (African-American, Hispanic, Asian, American Indian cultures) and specific cultural nursing skills.

• Faculty demonstrated increased levels of confidence in cross-cultural competence and teaching methods with greatest change in cross-cultural communication skills following faculty workshop. In addition, faculty requested further education on cultural diversity.

• Qualitatively, students and their community-based mentors reported a higher level of confidence and satisfaction when there is ethnic concordance of the dyads.

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Innovative Curriculum Design for Accelerated Baccalaureate Students: The NYU Nursing Model

Ann Marie P. Mauro, PhD, RN, CNL, CNE; & Kellie D. Bryant, DNP, WHNP-BC

New York University, College of Nursing, New York, NY

Background

There has been a call to radically transform the way we educate nurses and to shift the paradigm for clinical teaching (Benner, et al, 2010; Richardson, et al, 2012). Learning must be contextualized using clinical experiences rather than traditional lectures in order to promote critical thinking (Benner et al., 2010). This requires nursing faculty to keep up with changing knowledge & technology, & to develop curricula that produce graduates who will improve outcomes for an aging population with complex health needs (IOM, 2010). Given the projected need for more nurses, fast track accelerated programs for those with non-nursing degrees have gained momentum. These accelerated programs are further challenged to accomplish program outcomes within a short timeframe (AACN, 2012).

Purpose

The purpose of our BS curriculum redesign was to: a) enhance integration of geriatric content; b) develop competencies focused on patient-centered, evidence-based, & culturally competent care in diverse settings; & c) implement innovative, integrative learning strategies along with an A-B clinical model using high fidelity simulation to cultivate clinical decision making skills (Mauro et al., 2012).

Methods

Our BS program has an enrollment of 860+ students; 80% are accelerated. Our academic calendar was modified to balance each semester's length & credit load. Content was streamlined to include essential quality & safety concepts, the most common acute & chronic health problems, the best available evidence, & use of technology, including on-line learning activities & high fidelity simulation. The traditional "medical-surgical" nursing & "stand alone" geriatric courses were transformed into Adult and Elder (A&E) Nursing I, II, & III with corresponding Integrative Seminar I, II, and III courses using unfolding case studies, students' actual clinical experiences, & reflection logs. Integrative learning strategies included the use of evidence-based geriatric assessment tools, smart phone technology applications, audience response devices, virtual patients, podcasting, & an A-B clinical model with 50% high fidelity simulation and 50% traditional experiences in acute care, sub-acute rehab, and long term care settings for the A&E & leadership courses. The number of simulations varied for specialty courses: acute psychiatric nursing (3), maternity (1), pediatrics (1), and community (1). A new course in foundations of genetics and genomics was recently added to the curriculum.

Results

Our 15-month BS program is 64 credits; students take 16 credits per semester. Our modified calendar consists of 13-week fall, spring, and summer semesters with 3 to 4 week semester breaks. Program outcomes are being met. Feedback from students & clinical partners has been positive. Over 75 on-campus simulations take place weekly along with daily open simulation practice sessions. Students have multiple opportunities to engage in various off-campus clinical experiences in 100+ major medical centers & other health care agencies in culturally and ethnically diverse settings in the five boroughs of New York City. First-time NCLEX-RN pass rates range from 92% to 95%.

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NALC: Nursing As An Additional Language And Culture Program – An Innovative Approach To Support Student Success In An Accelerated BSN Program.

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SCHOOL OF NURSING
University of Medicine & Dentistry of New Jersey

Background

According to the U.S. Department of Health and Human Services, the nation's demand for nurses will exceed its supply by almost 1 million nurses by 2020, creating a nursing shortage greater in severity and duration than any in history. Nurses of color, as well as men, comprise a disproportionate number of nursing professionals compared to the U.S. population. In fact, African Americans and Hispanics represent 5.4% and 3.6% of nurses respectively. Such a phenomenon will greatly impede the safety and quality of care that patients receive in all sectors of the health care system including hospitals, nursing homes, outpatient centers, and home health care. These statistics demonstrate a significant under- representation of minorities in the nursing workforce of New Jersey and do not reflect New Jersey's diverse population as a whole. Recruitment efforts have increased the diverse population of students into nursing programs, however, retention and graduation rates that relate to this group of students continue to prove worrisome. Data for five graduating cohorts at an Accelerated Baccalaureate School of Nursing (ABSN) Program indicated an academic attrition rate (failure to graduate from program) of 14.4 % for all students. Of these graduating cohorts, ethnically and culturally diverse students experienced an academic attrition rate of 22.4% as compared to 2.2% for Caucasian students.

Purpose

The Nursing as an Additional Language and Culture Program (NALC) is an educational intervention designed to enhance retention by minimizing barriers to success in an accelerated nursing program. Data collected at a school of nursing in New Jersey demonstrated that the majority of minority student attrition occurred by the end of the first term of the program. Needs assessment identified academic attrition for this student population was related to failure of one course in the first semester, putting student at greater risk of academic attrition, withdrawal from a course because of failing mid-term grades and withdrawal from the nursing program related to personal reasons, such as the need to work while in the program, family responsibilities, financial problems or language difficulties.

Methods

SN administers a post-admission exam of the Assessment Technologies Incorporated (ATI) TEAS (Test of Essential Academic Skills). This evaluation tool is a multiple choice exam which assesses proficiency in mathematics, basic sciences, reading comprehension and English language usage. A separate writing skills assessment is administered at Program Orientation and directed interventions are undertaken prior to and synchronous with the assignment of graded written work in the first level courses of the program. The Dean approved and funded an "early intervention" project – NALC: Nursing as an Alternative Language and Culture - which was initiated in Spring 2010 to identify at-risk students using the TEAS. At-risk students are subsequently provided with an intensive, on-site, nine-day pre-nursing immersion program that includes academic content (medical terminology, A&P review and basic algebra). In addition to study/learning skills and

Methods (continued)

an introduction to the professional attitudes and behaviors expected of registered nurses. The NALC program stresses socialization into the role of nursing as a new culture and language to be integrated into the student's lifestyle. Successful students and alumni of the ABSN program visit and discuss strategies for success in the nursing program. Mentors are developed and study groups are formed. Following the NALC program, faculty advisors, mentors and the academic support center tutors meet with the students to support ABSN success.

Results and Recommendations

After a pilot study, the NALC program was offered four times during 2010-2011. Of the 45 students who participated in the programs, 99% progressed, 100% successfully completed first semester pathophysiology, medical math and medical terminology. Surveys identified an increase in student comfort and decreased stress in the first semester. It is anticipated that the NALC program will ultimately increase diversity in the nursing profession and hopeful that other schools will replicate into their nursing programs.

RESULTS FROM THE LEARNING COLLABORATIVE FOR ACCELERATED MODELS OF NURSING EDUCATION

Linda Honan Pellico, PhD, RN, CNS-BC, Yale School of Nursing; Janet Rico PhD (c) MBA, NP-BC-FNP, Simmons College; Eileen Terrill, PhD, RN, University of Massachusetts, Worcester Graduate School of Nursing; Patricia White, PhD, ANP-BC, ANP, Simmons College

BACKGROUND

The Learning Collaborative for Accelerated Models of Nursing Education (LCANE) was begun in 2005 by a group of faculty from the Northeast. This group came together in regular meetings to consider best teaching practices for educating the accelerated generic master's students who are now the largest group of students entering advanced practice in this country. LCANE has had an on line open-ended survey designed to have students consider the teaching practices that have facilitated or hindered their learning in the program. Data is being analyzed utilizing descriptive statistics and qualitative content analysis.

PURPOSE

If we are concerned about scrutinizing our curricular activities to discern facilitators and barriers to learning, it seems reasonable that we cannot really teach better unless we hear the students' perspective. As noted by Weitzel and McCahon (2008, p. 83), "there is no literature on accelerated nursing students' perceptions or experiences, the activities that support or inhibit their work, and their recommendations to faculty regarding needs, challenges, supports or teaching/learning strategies."

METHODS

Content analysis was performed using Krippendorff's technique with his unit of analysis of themes. The student nurses' written comments were read by four researchers so a sense of the whole could be determined. The text was then coded, noting phrases or sentences that related to specific research questions. Passages were selected, enumerated and categorized. Comparisons were made, and attention paid to unique comments as well as recurrent passages. Phrases and sentences were clustered to identify data that shared some characteristics. An audit trail that recorded personal reflections and methodological decisions was created and reviewed by all authors. Dendrograms or tree-like diagrams were created to illustrate how data were collapsed into themes.

Sample: Yale Students: 55/76 (72%)/ Simmons Students: 13/38 (34%)
Age mean= 26 Range = 20-43
Gender 90% F 10% M
Race
 Caucasian   81%
African American   4%
         Asian   9%
 American Indian   1%
Other Pacific Islander 1%
 Hispanic or Latino   3%
Educational background

Yale	Simmons
BA- 40 (73%)	BA-8 (62%)
BS-15 (27%)	BS-5 (38%)
BSW-1	
MA-4	
MS-3	
MPH-5	
MBA-1	

Demographic Data: 15 % are married, 7% have children; 91% need loans to support their education, 42.6% do not work during the first year while 35% work less than ten hours a week.

RESULTS

Question One: What worked well in Year One?   Theme one: There is a method to the madness
System Structure: Ordering of coursework, sequencing, continuity, cadence, immersion, interrelations; "coursework is cohesive and planned in such a fashion that lays a good foundation of nursing for the student with no previous exposure to the field."
Experiential/relationship: "Clinical, Clinical, clinical…instead of memorizing facts from books, I was able to put faces and treatment plans to the disease"; faculty concern, expertise, support- care, "Amazing faculty that really helped me to learn the material quickly and effectively."; "Big Sibs", non-competitive supportive environment.
Question two: What did not work well? Theme: This is madness
Structure- what structure? " I hate that I never know what lies around the corner." Unacceptable disorganization of schedules; "one week at a time does not work for every person." Syllabi are confusing and poorly integrated; "there is no standard curriculum, the lectures, the content are all over the place." "Some courses were quite detailed and thorough while others were more vague…more detail would have been valuable." " I had taken prereqs and still was startled by the amount of material covered in so small an amount of time." " lecturers are so advanced in their own research that they seem to have a hard time dumbing it down to its most basic level, instead they are always saying how fatal or complex something is which a)adds to stress and b) doesn't make the information any more clear." "The biggest downfall is that so many faculty's primary focus is on research and not on nursing. If I wanted to learn from researchers, who are disconnected from patient care, I would have gone to medical school
Question three: Prereqs?? Theme: No pre-reqs equates with Open doors, Open time, Open mind, Open to diversity "Any prerequisite would be of some value; but I think, ultimately, none are necessary, as direct-entry coursework easily fills in the gaps." "I looked at programs that had prerequisites but only applied to two programs that had none. This was EXTREMELY important to me given the extra time and expense it would have taken to do prerequisites. Had prerequisites been necessary, they may have deterred me from entering the field of nursing."
"I feel like prerequisites are arbitrary hurdles that keep A LOT of great minority or special population students (mothers/low-income/etc.) out of school. If you're worried about recruitment- look at your pre-recs.... "
The lack of prerequisite work allows for a diverse population to enter nursing, which improves the students' experience and the professions growth. However many acknowledge that the work of learning nursing is indeed easier if one has anatomy and physiology before entering accelerated programs. "Honestly, I do not feel that my background (I took Anatomy, Physiology, Statistics) education before starting this program helped at all. I suppose hearing most things for the 2nd time didn't hurt, but it's not anything that I wouldn't be able to handle had I not taken the courses."
Question: What are the personal barriers you encountered in learning nursing? Theme: Barriers abound
Students note financial barriers in terms of debt; personal barriers related to moving away from support systems to attend school; issues of intimacy, masquerading " the move from "pretending" and feeling insecure to actually "being," is a significant one". The barrier of "fitting into the nursing personality and allowing it to fit into mine"
What facilitates their learning: Clinical debriefing, case studies, Simulation labs, mentoring, Teamwork and problem based learning are particularly useful. Whereas Video streaming, Debate and PDA use are less effective.

CONCLUSION

In the end- there is work to be done! The system issues they describe related to inconsistent standards in teaching and disorganization are not new but perennials observations that necessitate us to consider do we really value teaching? Much of their issues can be easily solved with a committed faculty, mentorship and support of novice teachers and retraining of others.
 Their suggestions about not requiring pre-requisites adds an interesting perspective about improving the diversity of the work force and a warning to those that mandate them results in potential loss from the profession permanently.
 Finally, the policy implications are worrisome in that students continue to note a disconnect between academia and practice; notions that they need to wait to continue their education; and perhaps the oldest question our students still have to answer is "what a smart person like them are doing in nursing?" leading one to ponder how much progress have we really made?   Interestingly, despite their observations, over 72% rank the first year on a 1-10 scale as 7 and above. With all our weaknesses, students note they are "happy in the nursing field …. If I had to do it over again, I would make the same decisions. Thank you!"

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SUCCESSFUL ORIENTATION: STUDENT EVALUATION AND ACADEMIC OUTCOMES AFTER NCIN PRE-ENTRY IMMERSION PROGRAM

Sherri Ulbrich, PhD, RN, CCRN & Cheryl Bausler, PhD, RN
University of Missouri Sinclair School of Nursing

Background

Accelerated BSN programs have intense curricula delivered over a short time. Such intensity increases the demands and stress on students which affects their academic performance, professional development, and personal satisfaction. Orientation programs such as the NCIN Pre-Entry Immersion Program (PIP) can help students better prepare to meet these challenges and be successful.

Purpose

The purpose of the University of Missouri PIP was not only to promote student retention of attendees, but also to maximize the potential for student success.

Methods

Using the PIP Toolkit and round 3 PIP evaluation data, the round 4 PIP was planned. The entire accelerated BSN nursing class was invited, with 30 of 50 attending, including all 5 NICN scholars. The PIP was held May 9-10, 2012, 2 weeks prior to the start of class. Building upon toolkit exercises, strategies such as information sharing by peers and faculty, skill development, goal setting, self-assessment, establishing expectations, social and environmental acclimation, planning and organization, and interactive activities, were used to deliver the PIP content. To promote student faculty relationship formation 14 faculty members welcomed students and delivered dynamic PIP sessions. Additionally, a current accelerated student panel shared their "Secrets to Success and Survival Strategies." Each day evaluation data were collected. Final courses grades at the end of the first semester were also compared.
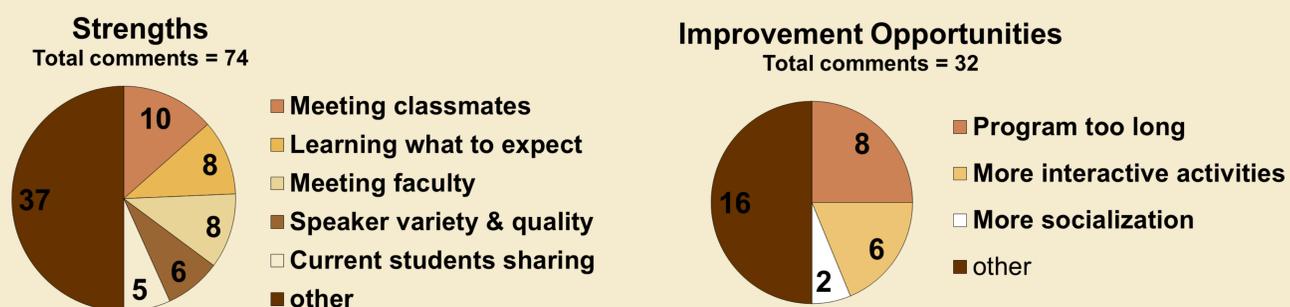
TIME/LOCATION	DAY ONE: ACTIVITY	LEAD
0800 – 0820 S455	WELCOME – INTRODUCTION OF DEAN, FACULTY, AND STUDENTS; INTRODUCTION TO PIP	Dean Miller, Drs. Ulbrich, Bausler, & McDaniel
	Review of Agenda/Logistics – classroom objectives, expectations, etc	Drs. Ulbrich & Bausler
0820 –0930 S455	Nursing School Introduction 1. Who Are You/Exploring Differences Exercise 2. Nursing Experience Exercise 3. Nursing Framework Exercise	Dr. Ulbrich
0930-0950 S455	Critical Thinking Applied to Nursing	Heidi Holtz
0950-1000	Break	
1000-1100 S248	Medical Terminology	Pam Evans-Smith
1100-1200 S455	Success and Survival Strategies from Current Accelerated Student Panel	Ebonyck Allen, Gregg Bush, Britannye Daniels, Brittany DeLaney, Jose Gamboa
1200-1300 S455	Lunch & Socialization with Current Accelerated Students	All
1300-1345	Learning About Learning – students become familiar with the rigors of an accelerated program 1. Adult Learning and Accelerated Learning Process Exercise	Kathleen Ellis
1345-1420 S455	2. Goal Setting for Life Balance, Stress Mgmt, Self-Care	Brenda Hanson & Chris Grider
1420-1430	Break	
S455 1430-1515	Time Management 1. Time Management Presentation 2. Goal Setting For Time Management	Kari Lane
1515-1600	3. Test Success Book	Dr. Ulbrich
1600-1630	Wrap-Up and Evaluation	

TIME/LOCATION	DAY TWO: ACTIVITY	LEAD
0800-0810 S455	Introductions & Review of Agenda	Drs. Ulbrich & Bausler
0810-0845 0845-0915	Skill Development 1. LASSI – Overview 2. Study skills	Dr. Bausler Dr. Ulbrich
0915-0950 S455	1. Test Taking Techniques 2. Test Taking Goal Setting	Gretchen Gregory
0950-1000	Break	
1000-1100 S455	School Policies & Procedures, Accelerated Curriculum & Schedule, Tour of Lab	Dr. Bausler
1100-1130 S455	Professional Socialization Professional Etiquette	Val Bader
1130-1200 S455	Lunch	
1200-1230 1230-1300 S455	Journey from Nursing Student to Nursing Leader 1. National Student Nurses' Association 2. Professional Organizations (MONA, ANA)	Donna Otto Alysa Cairer Marcia Flesner
1300-1330 S455	Non-NCIN Scholars PIP Evaluation	Dr. Bausler
1300-1330 S455	Leadership Program Overview	Dr. Ulbrich
1330-1500 S455	Mentoring Program 1. Successful Mentoring 2. Speed Matching Exercise	Drs. Ulbrich & Bausler & Mentors
1500-1600 Computer Lab	Wrap-Up & Evaluation Completion of NCIN Entry Survey	Dr. Ulbrich

Results

Overall student evaluations, 23/24 on day 1 and 18/19 on day 2, were excellent on a 5 pt Likert scale from excellent to unacceptable. All individual sessions received a majority of excellent ratings. Sessions with the most excellent ratings were success and survival strategies, study skills and test taking. Those with fewer excellent ratings were nursing experience and framework exercises. Students were asked to identify 3 strengths and 3 opportunities for improvement for the PIP which were analyzed for themes (see charts below).

Common Themes in Student Evaluation Comments

Strengths
Total comments = 74

- Meeting classmates — 10
- Learning what to expect — 8
- Meeting faculty — 8
- Speaker variety & quality — 6
- Current students sharing — 5
- other — 37

Improvement Opportunities
Total comments = 32

- Program too long — 8
- More interactive activities — 6
- More socialization — 2
- other — 16

Numerous other comments referred to feeling less anxious, less stressed, better prepared, and excited after attending. Students wrote," I learned a lot and had lots of questions answered and feel a lot less stressed about what nursing school is going to be like" and "Thank you! Great way to get students to know one another better and get over anxieties." Decreased levels of stress and anxiety among PIP attendees may be another outcome.

The final course grades of PIP attendees and non-attendees were compared after the first semester. In all 4 courses, PIP attendees scored on average 0.5-1.4 points higher than non-attendees. Higher achieving students self-selecting to attend the PIP may also account for at least some of the differences in test scores.

Summer Course	PIP (n=~30)	Non-PIP (n=~20)
Foundations	90	88.6
Patho	90.2	89.3
Skills	89.5	88.8
Research	88	87.5

Conclusions

The Pre-Entry Immersion Program prepares students to meet the challenges and be successful in an accelerated BSN program. The most common perceived strengths are socialization with other students and faculty and learning about what to expect. The PIP may also have academic benefits. Considerations for future improvements include condensing the format into one day for non NCIN scholars, using the online PIP supplement, and adapting the PIP to traditional BSN programs.

References
Robert Wood Johnson Foundation/AACN. Pre-Entry Immersion Program Toolkit. Retrieved from http://www.newcareersinnursing.org/resources/pre-entry-immersion-program-toolkit

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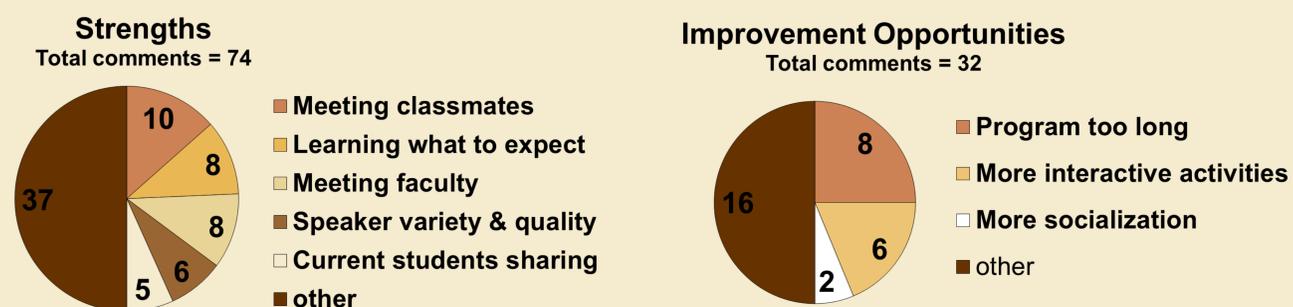
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Time/Location	Day Two: Activity	Lead
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Research	88	87.5

Conclusions

The Pre-Entry Immersion Program prepares students to meet the challenges and be successful in an accelerated BSN program. The most common perceived strengths are socialization with other students and faculty and learning about what to expect. The PIP may also have academic benefits. Considerations for future improvements include condensing the format into one day for non NCIN scholars, using the online PIP supplement, and adapting the PIP to traditional BSN programs.

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TOMORROW'S LEADERS-TODAY'S CHANGE: NCIN SCHOLARS AS POLITICAL ADVOCATES

Sherri Ulbrich, PhD, RN, CCRN & Gregg Bush, GN, NCIN Scholar
University of Missouri Sinclair School of Nursing

Background

Participation in government and the legislative process is a right and responsibility in our roles as nurses and citizens in the United States. Developing political activism skills is essential to best represent ourselves and our profession, be advocates for our patients and their families, and shape health care and public policy.

Scholar Issue Background: As a result of the 2011 devastating tornado in Joplin, Missouri, access to health services needed by residents and the local hospital was obstructed because no state mechanism existed to enable trained and licensed providers to provide health care after a disaster without meeting additional and time-consuming requirements.

(*Background photo of St. John's Mercy Regional Medical Center, Joplin, MO after May 22, 2011, tornado. Associated Press*)

Purpose

The purpose of this leadership development activity was to increase the understanding of and need for political advocacy in nursing and actively engage NCIN scholars in the legislative process as citizens and future nurses. Scholars would also understand the role of the Missouri Nurses Association (MONA) and American Nurses Association (ANA) in political advocacy.

Scholar Purpose: Garner legislator support for the Volunteer Health Services Act (HB1072) which would allow licensed health professionals to provide volunteer services within their scope of practice for a sponsoring organization during natural disasters without additional licensure requirements. The bill also offers limited liability protection.

Methods

The University of Missouri Sinclair School of Nursing NCIN Scholars participated in the 26th Annual MONA Nurse Advocacy Day including independently meeting with Missouri 46th District Representative Stephen Webber (D) to advocate for the Volunteer Health Services Act (HB 1072). NCIN funds were used to fund the scholar registration fees.

January 19, 2012 - Nurse Advocacy Day was introduced to the scholars during a leadership session. Resources such as the House and Senate websites, conference agenda, overview of the legislative process, and websites of health related bills were shared. Scholar roles in planning and participation were decided among the group.

January-February, 2012 - The group selected the Volunteer Health Services Act, developed an advocacy plan including a single-page fact sheet, an "elevator pitch", and contacted legislators for appointments.
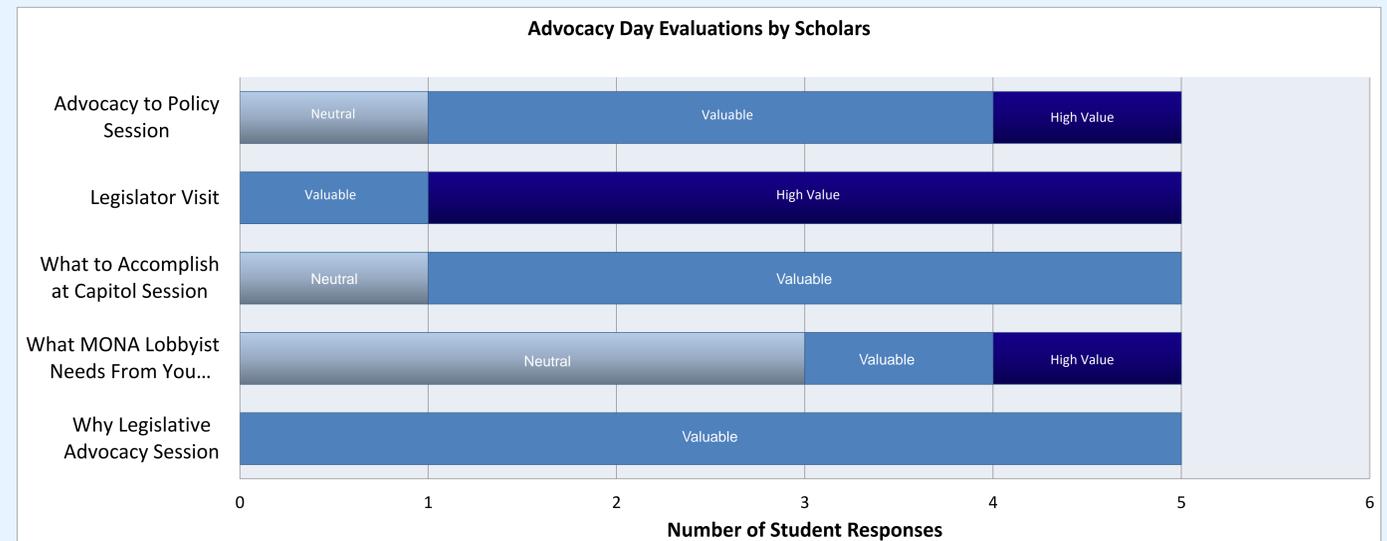
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February 22, 2012 - Scholars attended Nurse Advocacy Day including five sessions about current legislation and advocacy skills by MONA and ANA leaders. Scholars met Representative Webber in his office and formally requested his support of the bill using their prepared materials.

Results

Scholars evaluated each main Advocacy Day activity on a 5pt Likert scale (high value to not at all valuable) on the school's NCIN Blackboard site. Most sessions were generally considered valuable with no session receiving low value or not valuable responses.

Advocacy Day Evaluations by Scholars

Session		
Advocacy to Policy Session	Neutral / Valuable / High Value	
Legislator Visit	Valuable / High Value	
What to Accomplish at Capitol Session	Neutral / Valuable	
What MONA Lobbyist Needs From You...	Neutral / Valuable / High Value	
Why Legislative Advocacy Session	Valuable	

Number of Student Responses (0 to 6)

Four of five scholars rated visiting with their legislator as very valuable and many added comments about its value (see quotes below). Legislator awareness of the presence and advocacy of nurses in public policy increased. The scholars took active leadership roles in the political process to improve the provision of health care in Missouri during disasters by advocating for needed legislative change. Scholars recommended a guided and interpreted tour of the capitol for future groups.

Scholar results: The Volunteer Health Services Act passed in the House on March 15, 2012. The bill was amended and passed in the Senate on May 14, 2012 and is awaiting a joint conference.

"Visits with the legislators really brought everything into perspective."

"The most valuable part was understanding and participating in the legislative process…that we had to research a bill and present it to our legislator made Nurse Advocacy Day more meaningful…It gave me a more in depth understanding of being a nurse advocate aside from the clinical setting."

"Some of the most valuable things I gained were the experience with the legislator, learning more about how I will be able to impact the nursing community, as well as hearing about the experiences of nurses whom advocate for positive changes in the nursing field every day."

Conclusions

NCIN Scholar participation in MONA Nurse Advocacy Day was an effective leadership activity to develop knowledge, skills, and confidence in political advocacy. Scholars taking an active role by advocating for an issue contributed significantly to the success of the activity.

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MISSOURI HOUSE OF REPRESENTATIVES
Printer Friendly
House Home Page : House Bill List : HB1072

HB 1072
Establishes the Volunteer Health Services Act to allow certain licensed health professionals to provide services without additional licensure requirements

Sponsor: Sater, David (068)
Proposed Effective Date: 8/28/2012
LR Number: 4051S.03C
Last Action: 5/17/2012 - House Refuses to Concur, Requests Senate to Recede or Grant Conference
Bill String: SCS HCS HB 1072
Next Hearing: Hearing not scheduled
Calendar: BILLS CARRYING REQUEST MESSAGES

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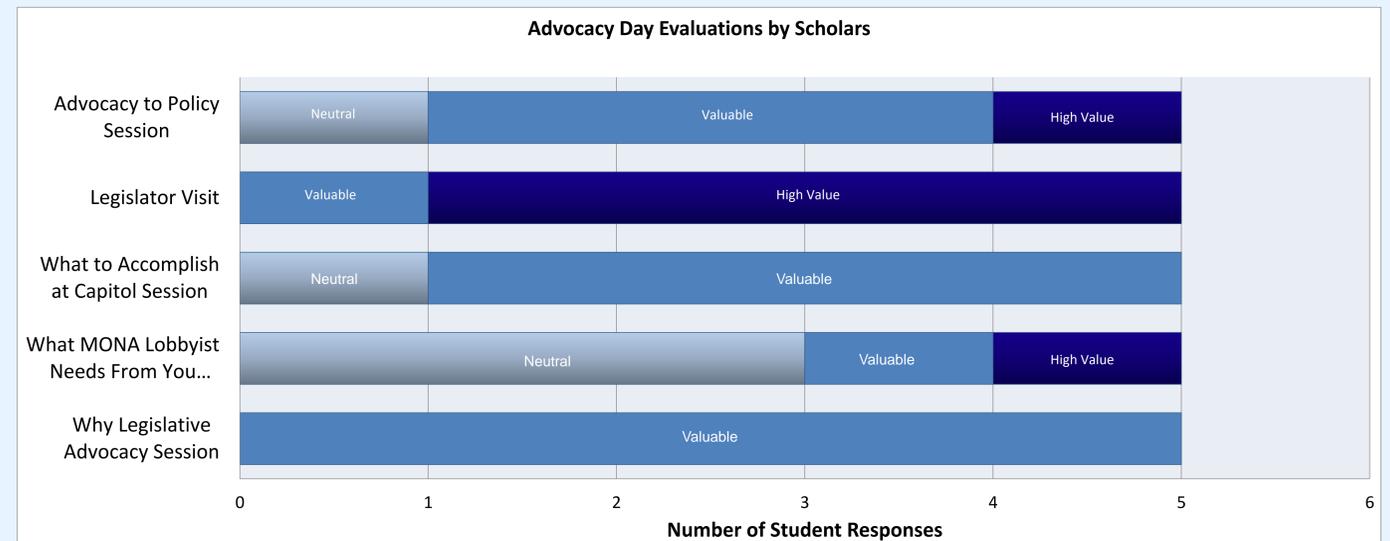
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Why Legislative Advocacy Session	Valuable		

Number of Student Responses

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A HOLISTIC APPROACH TO FACILITATING PROFESSIONAL SOCIALIZATION OF ACCLERATED SECOND BACCALUAREATE DEGREE NURSING STUDENTS

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Ida V. Moffett School of Nursing, Samford University

IDA V. MOFFETT SCHOOL OF NURSING SAMFORD UNIVERSITY

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BACKGROUND

The demographics of students entering nursing education is changing. Trends demonstrate an increase in the number of students entering nursing education at an older age, having earned previous degrees unrelated to nursing, and seeking accelerated programs of study. Current literature describes adult learners in accelerated nursing education programs as having different needs from traditional college students. Socialization into the role of professional nurse is imperative to successful progression and matriculation in these fast-paced programs. Socialization begins with effectively coping with the psychosocial stressors of returning to school. Faculty in the Ida V. Moffett School of Nursing are taking a holistic approach to facilitating professional socialization by assessing the perceived stressors and coping mechanisms of accelerated second baccalaureate degree nursing students.

PURPOSE

The purpose of this ongoing program evaluation is to assess the perceived stressors and self-coping mechanisms of accelerated second baccalaureate degree nursing students at the beginning, middle, and end of a 15-month program.

METHODS

Using the available literature, including the Returning to School Syndrome Model (Shane, 1980), three IRB approved surveys were developed in 2011 to answer the following questions:

1. What are the perceived stressors and coping mechanisms of students enrolled in an accelerated second baccalaureate degree nursing program?

2. Do the perceived stressors and coping mechanisms change or remain the same throughout the program?

Three cohorts of accelerated second degree students were provided the opportunity to anonymously complete a survey at the beginning, middle, and end of the accelerated nursing program.

The results are being utilized to further develop the Pre-Entry Immersion Program (PIP), Leadership Development Plan, and Mentoring Program for current and future cohorts.

Results

Results of the ongoing program evaluation include the responses of three accelerated second baccalaureate degree cohorts between 2011 and 2013. Perceived stressors and coping mechanisms were similar among the cohorts, and did not change throughout the program.

Gender — Male, Female: 13, 27

Age — 21-24, 25-29, 30-34, 35-39: 14, 14, 3, 2

Race/Ethnicity — Caucasian, African American, Asian, Hispanic, Korean, No Response: 25, 2, 1, 3

Perceived Stressors	Coping Mechanisms
Financial Burdens	Prayer/Bible Study
Not Knowing What to Expect	Exercise
Balancing Time Between Family and School	Talking with Friends and Family
Lack of Time to Prepare Academically	Adhering to a Study Schedule

CONCLUSION

Although this evaluation is limited by low response rates, responses are consistent with the literature. Program enhancements are being implemented to further address each stressor, and facilitate effective coping mechanisms. Enhancements include increasing the initial orientation to 3 days, and the PIP to 6 weeks to allow time for involvement from representatives from the university's Campus Life, Counseling Services, and Disability Services; involving faculty from the traditional program in the leadership development plan to streamline course activities; and introducing mentoring activities earlier in the program for all accelerated nursing students. Innovative strategies are being explored and developed to decrease financial burdens, such as alternative course delivery methods and course schedules. Regularly scheduled meetings between the students and the program coordinator are conducted to individualize study strategies based on preferred learning styles and knowledge base. The newest cohort has voiced great satisfaction with the enhanced orientation, PIP, and increased student-faculty interactions.

ALUMNI NURSE TUTORS: AN INNOVATIVE APPROACH FOR SUPPORTING UNDERREPRESENTED NURSING STUDENTS

Amidi-Nouri, Aara, RN, PhD
School of Nursing

BACKGROUND

Studies reveal that underrepresented students in predominantly white institutions are vulnerable to alienation and ethnic isolation, which increases the likelihood of attrition. Multiple role responsibilities, multiple role stress, and cultural incongruence are contributing factors to attrition of underrepresented students. Moreover, the first few weeks of college are critical times for students in developing study groups, a key to success in nursing programs. Mentoring of students has been identified as one of the key components of successful retention.

Only one traditional Bachelor of Science Nursing (BSN) program is offered in the city of Oakland, CA, and it is at Samuel Merritt University (SMU). The traditional BSN program is the most diverse program at the university, with many underrepresented students being first-generation college students. Many of the underrepresented students choose the program because it is located in their hometown, where they can maintain their ties to their families and communities. Though the elementary school education in Oakland is improving, young adults enrolling in the program are often underprepared for the rigors of the nursing program, despite high GPAs on their admissions transcripts.

Free tutoring is offered to all students at SMU; however, many underrepresented students do not avail themselves to these resources until late in the semester when they are already failing a course. The literature suggests that first-generation-college students often lack the skills in how to navigate the academic terrain of higher education. Retention of underrepresented students and successful passage of NCLEX are top priorities for the program. The Alumni Nurse Tutor program was created as an approach to addressing both the mentoring and tutoring needs of underrepresented traditional BSN students, by pairing RWJ NCIN Scholar alumni with underrepresented students in the traditional BSN program.

PURPOSE

The purpose of this pilot program was to develop an alumni nurse tutoring program, where underrepresented students in the traditional BSN program would receive tutoring from underrepresented alumni. It was expected that the program would serve two aims:

1. To provide BSN students with a 'like me' tutor who might also serve as a role model and informal mentor
2. To provide employment to recent graduates in job market adversely affected by the economic climate.

METHODS

Alumni Nurse Tutors who were RWJ NCIN Scholar alumni were hired as casual employees through the affiliated parent medical organization, based on applications that were submitted to the Office of Academic & Disability Support (ADS). Priority hiring was given to RWJ NCIN scholar graduates**.** Hiring and training of Alumni Nurse Tutors were conducted by ADS coordinator and director. Underrepresented BSN students who were at greatest academic risk were identified through pre-nursing GPA and TEAS scores by the program coordinator, and matched with tutors.

RESULTS (preliminary)

- A total of four new graduate nurse tutors were hired. All tutors passed the NCLEX on the first attempt, and were hired within one month of passing NCLEX.

- Nine underrepresented first-generation students in the traditional BSN program were given priority for tutoring, and each received a minimum of four hours of tutoring per week .

- In addition to individual tutoring, 3-hour group tutoring sessions were offered on Saturday mornings by the Alumni Nurse Tutors, open to all students, with priority to underrepresented students.

- All 9 students remained enrolled in the program at the end of Spring term, four of the 9 students increased their GPAs by 0.5-1.0 on a 4.0 scale. One student gained such confidence, that she emerged as a leader in her class, and was elected as class representative at the end of the term.

- All Alumni Nurse Tutors were successfully hired as RNs within two-four months of becoming a tutor, and continued their tutoring until the end of the spring term (2013).

CONCLUSION

The RWJ NCIN Alumni Nurse Tutors reported having a sense of confidence in their prospective job interviews, and feeling that they were providing a meaningful and significant service to the school. An unexpected benefit of the program was that being a tutor increased the marketability and competitiveness of the new graduates in the current limited market for new graduate nurses. Each of them was gainfully employed as a registered nurse within a short time of working as a tutor, much sooner than their peer graduates.

There were also several benefits to the students such as: 1. Increased availability of alumni nurse tutors relative to peer tutors. 2. Improved understanding of relevance of course material to NCLEX. Having just passed the NCLEX, the alumni nurse tutors are keenly aware of how the coursework is linked with successful passage of the NCLEX. 3. Role modeling and mentoring: Alumni nurse tutors served as informal mentors, and since these tutors were also underrepresented ethnic minorities, the students were able to envision themselves as future nurses just like their tutors.

Based on this pilot program, the university has decided to fund an alumni nurse tutor program to enhance the current tutoring program for all nursing students, which began in Fall 2013.

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EXPLORING THE FILM "WIT" TO CREATE A TRANSFORMATIONAL LEARNING EXPERIENCE IN THERAPEUTIC COMMUNICATION FOR ACCELERATED NURSING STUDENTS

Danielle McGinnis, MSN, RN, Waynesburg University, Pennsylvania
Barbara Summers, MSN, RN, West Virginia University, West Virginia
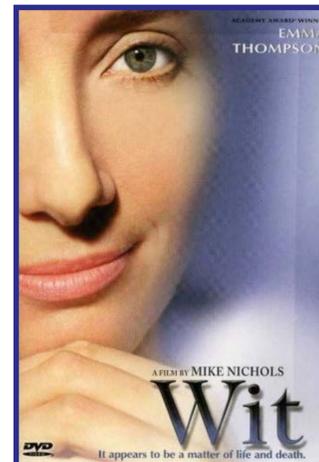Amanda Machesky, MSN, RN, Waynesburg University, Pennsylvania

BACKGROUND

Innovative program designs, in addition to traditional lecture format, offer students both cognitive and affective experiences which transform learning beyond the simple accumulation of facts. The film "WIT" inspires students to transcend the role of passive observer, to become absorbed in the subtleties of human responses portrayed. Accelerated nursing students learn through contextual understanding, interpreting meaning in the context of their own lives. Students vicariously live the jarring experiences dramatized in "WIT." Subsequently, they formulate therapeutic, empathetic, and caring communication to replace the non-therapeutic communication exhibited in the film. As a result, students begin to expand their world view of nursing and of themselves.

METHODS

Students attend a traditional lecture on therapeutic and non-therapeutic communication; later, they watch the film "WIT." In groups of 7-9, students are assigned 2 scenes from the film to identify and analyze therapeutic and non-therapeutic communication. Students formulate therapeutic responses where the film is non-therapeutic. Together as the class watches the analyzed scenes, the film is paused and the group's findings are presented to and discussed with the class. Students answer the following 3 questions:

1. What are your thoughts when first viewing your assigned scenes?
2. Using the definitions from lecture, label interactions between the patient and the healthcare providers.
3. What would you do differently? Why?

PURPOSE

The purpose of this program is to use the film "WIT," a portrayal of a vulnerable cancer patient, to enhance accelerated students' ability to understand therapeutic and non-therapeutic communication.

Goals:
1. To evaluate the value of the innovative use of film on student learning
2. To improve student knowledge of therapeutic and non-therapeutic communication
3. To enhance student understanding of the unique role of empathy in nursing

RESULTS

Student comments were positive. Students indicated they valued the use of film: "this was a helpful method" and "this (film) helped me understand the subject material in a tangible…visual way." An improved knowledge of therapeutic & non-therapeutic communication was reported with comments such as, "the movie and in-class exercise clearly drove the point home regarding therapeutic communications and the do's and don'ts," and "it gave us a chance to think about how we might approach a situation differently" and "we were able to apply what we learned." Students also reported an enhanced understanding of empathy with comments such as, "it reinforces all of the concepts of nursing we have talked about…such as advocacy and empathy."

IMPLEMENTING TRANSFOMRATIONAL LEADERSHIP THEORY IN AN ACADEMIC PEER MENTORSHIP PROGRAM TO IMPROVE CLINICAL LEADERSHIP SKILLS

JEANANN SOUSOU, DNP, RN, CNM-FA
RUTGERS SCHOOL OF NURSING

BACKGROUND

James MacGregor Burns (1978) developed transformational leadership theory based on ideals and characteristics of charismatic leaders who made change and were admired by their followers. Examples of such leaders include John F Kennedy, Martin Luther King Jr., and Ghandi.

Bernard Bass (1985) expanded on this theory based this on the perception that leaders who possess idealized influence (attributes and behaviors), inspirational motivation, intellectual consideration, and individualized consideration are transformational leader and was the theory that guided this pilot study. This theory has been identified on several levels and in many studies as having positive influence on leadership performance, follower performance, job satisfaction, as well as increased self-esteem and self-confidence within a mentoring relationship.

PURPOSE

There is no published literature this researcher could locate specific to Rutgers School of Nursing (formally UMDNJ-SON), focusing on improvement of clinical leadership skills among Accelerated Bachelor of Science in Nursing (ABSN) nursing students in leadership and mentoring programs using Bass transformational leadership theory. The question asked was *whether clinical leadership skills improve among students mentoring and mentored after implementation of the Bass transformational leadership theory when compared to traditional curriculum?*

METHODS

Project Design

Two phase Pilot Study: Quantitative cross sectional design tested four separate homogenous groups of nursing students

Fall 2012 semester (Phase I- traditional leadership curriculum) and Spring 2013 semester (Phase II- implementing transformational leadership theory training session).

Evaluation instrument – MLQ-- rendered at two different points during each semesters for 4 total collections points during both Phases.

Phase I was the baseline in which no implementation of theory training session was rendered to upper level nursing students, while Phase II had the implementation of theory training. During both Phases, upper level students volunteered time mentoring lower level students in available campus skills and open lab sessions.

Lower level students received no training session in either Phase.

Population of study

Accelerated Bachelor of Science in Nursing (ABSN) students- 15 month program/4 semesters- Level 1 (lower level) and Level 4 (upper level) students

Age range: 18-89, Fulltime status, no restriction with grade point average or academic standing. Invitational consent was rendered to all and participation was voluntary.

Evaluation Instrument Used

Multifactor Leadership Questionnaire (MLQ 5x Short Form) developed by B.M Bass based on the Full Range Leadership Model. Several studies have shown this instrument to have stable validity results in different leader roles, organizations, gender, and cultures worldwide (Casida & Parker, 2011).

Implementation of Training Session

During Phase I of the fall semester 2012, level fours subjects were not offered a formal training session on Bass transformational leadership theory in Nursing 420, but learned and discussed its significance among other leadership theories.

During Phase II of the spring semester 2013, level four subjects received the same required didactic learning objectives and course material, along with a training session devoted to transformational leadership theory focusing on the mentoring relationship.

No intervention with level one students except for attending regularly scheduled skills lab session in which level four volunteered assisting in the mentoring role.

RESULTS

A means comparison was conducted using SPSS version 20 for the following 3 comparisons. Overall, there was **no statistically significant data** to indicate improved clinical leadership skills among level one and level four students, even after implementing the Bass transformational leadership training session to level four students during Phase II. A Likert Scale was used with the following scale in identifying characteristics of each leadership quality of the Full Range Leadership Model: 1= not at all, 2= once in a while, 3= sometimes, 4= fairly often, 5= frequently.

When comparing the two phases, Level 1 students in both phases **Sometimes to Fairly Often** conformed to transformational leadership characteristics, more so than transactional and passive avoidant.

LEVEL ONE: PHASE I VERSUS PHASE II MEANS COMPARISON

	LEVEL ONE PHASES	N	Mean	Std. Deviation	Std. Error Mean
TRANSFORMATIONAL LEADERSHIP	Phase I	22	3.8977	.46687	.09954
	Phase II	11	3.8227	.36971	.11147
TRANSACTIONAL LEADERSHIP	Phase I	23	3.5924	.49603	.10343
	Phase II	14	3.3750	.39831	.10645
PASSIVE AVOIDANT LEADERSHIP	Phase I	25	1.9900	.54237	.10847
	Phase II	17	1.9044	.41817	.10142

When comparing the two phases, Level 4 students in both phases **Fairly Often** conform to transformational leadership characteristics, more so than transactional and passive avoidant. Ideally, passive avoidant characteristics were seen less often in the level 4 students than in the level 1 students.

LEVEL FOUR: PHASE I VERUS PHASE II MEANS COMPARISON

	LEVEL FOUR PHASES	N	Mean	Std. Deviation	Std. Error Mean
TRANSFORMATIONAL LEADERSHIP	Phase I	19	4.0342	.55253	.12676
	Phase II	11	3.7091	.56295	.16973
TRANSACTIONAL LEADERSHIP	Phase I	19	3.3947	.55787	.12798
	Phase II	12	3.3021	.61111	.17641
PASSIVE AVOIDANT LEADERSHIP	Phase I	22	1.6648	.43709	.09319
	Phase II	12	1.7188	.47710	.13773

When comparing pre to post implementation of the training session, although there was no significant change with the means comparison after implementation, the data demonstrates that lower and upper level students conform **Sometimes to Fairly Often** to elements of transformational leadership characteristics more so than transactional and passive avoidant.

PRE-IMPLEMENTATION VERSUS IMPLEMENTATION: MEANS COMPARISON

	PRE VERUS POST IMPLEMENTATION	N	Mean	Std. Deviation	Std. Error Mean
TRANSFORMATIONAL LEADERSHIP	Pre-Implementation	56	3.8991	.51597	.06895
	Implementation	7	3.8429	.35406	.13382
TRANSACTIONAL LEADERSHIP	Pre-Implementation	61	3.4529	.53676	.06872
	Implementation	7	3.3393	.33630	.12711
PASSIVE AVOIDANT LEADERSHIP	Pre-Implementation	68	1.8217	.50247	.06093
	Implementation	8	1.9375	.34718	.12275

CONCLUSION

Discussion and Implications for future studies

Although the results were statistically insignificant as shown above, as a nurse educator in an Accelerated BSN program, these results are an encouraging finding for this group of non-traditional students. The results do not suggest that transformational leadership does not improve with training, but that *students entering this ABSN program as non traditional students are already transformational leaders representing elements of the theory characteristics. The greater means comparisons with the level 4 students show that they only improve upon those characteristics as they progress in the program from level to level.*

It is the role of nurse educator faculty to enhance these leadership skills in their students by encouraging future student leaders by getting involved in the various leadership and community roles and programs their campus and community has to offer, thereby translating them further into their practice as a future nursing professional.

Future implications for this study include comparing traditional with non traditional programs, using a heterogeneous population and including other allied health schools, and including a qualitative arm by using focus groups.

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Less is More: Redesign of a Mentoring Program

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Linfield
The Power of a Small College

BACKGROUND

Peer Resource Network (PRN) is a peer-mentoring program that benefits entering nursing students at Linfield College. PRN matches students in the first semester of nursing school with peers who have successfully progressed in the program. The goal of PRN is to help new students successfully transition into nursing school. Historically, the program relied on volunteer mentors who were paired one-to-one with new student mentees. Up to 40 mentoring pairs had to be assigned and coordinated making the program challenging to manage. Because there were so many volunteer mentors, it was impossible to provide adequate training on good mentoring practices. Additionally, it was difficult to ensure that all of the mentors were adequately communicating with their assigned mentees throughout the semester.

PURPOSE

The purpose of redesigning the Peer Resource Network was to make the program more manageable and effective, provide more communication between mentors and mentees, increase accountability, and provide more opportunities for data collection and assessment.

METHODS

- Reduced number of mentors from 40 to 6.

- Mentor candidates submitted a job application and were interviewed for the positions.

- Mentors participated in half-day training where they learned about best practices in mentoring.

- Potential mentees submited online application prior to start of classes.

- Each mentor was assigned four to six mentees.

- Mentors reviewed mentee applications to determine best fit.

- Mentors were paid two hours per week for their time communicating with assigned mentees.

- Mentor-Mentee Meetup at the beginning of each semester was hosted to allowed for first face-to-face contact.

- Throughout semester, mentors kept track of mentee communications and interactions using a weekly log sheet.

- Monthly mentor team meetings took place to facilitate discussions and ongoing training.

RESULTS

The redesign of the PRN mentoring program allowed us to improve the leadership of the program, hire highly qualified mentors, and create more opportunities for mentors and mentees to interact. Highlights of the redesigned program include:

- Two mentors from the spring semester continued on with student leadership and became student body president and vice-president, respectively.

- Hired six accelerated students as mentors for our new accelerated cohort, two of whom were NCIN scholars.

- Hosted three successful PRN meetups to create space for face-to-face interaction.

Next steps to continue improving PRN include:

- Monthly communication logs submitted by the mentors to the program coordinator.

- Developing new ways to engage mentees such as, hosting small group gatherings throughout the semester.

- Developing pre and post surveys to ensure the program is meeting the needs and learning objectives of the mentees.

The PRN Mentor board displays mentors profiles for new students.

Enjoying lunch together at the PRN Mentor training.

A mentor provides advise for her group of mentees at the Meetup.

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RUTGERS
School of Nursing

Nursing As An Additional Language And Culture Program: An Innovative Pre-entry Program Designed To Improve Success Of "At-risk" Nursing Students

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Background

Nurses of color comprise a disproportionate number of nursing professionals compared to the U.S. population with African Americans and Hispanics representing 5.4% and 3.6% of nurses respectively. These statistics demonstrate a significant under-representation of minorities in the nursing workforce of New Jersey and do not reflect New Jersey's diverse population as a whole.

Data for five graduating cohorts at an Accelerated Baccalaureate School of Nursing (ABSN) Program indicated an academic attrition rate (failure to graduate from program) of 14.4 % for all students. Of these graduating cohorts, ethnically and culturally diverse students experienced an academic attrition rate of 22.4% as compared to 2.2% for Caucasian students.

Purpose

The Nursing as an Additional Language and Culture Program (NALC) is an educational intervention designed to enhance retention for minority students in an accelerated nursing program.

Goals of this program are to increase retention and decrease attrition for minority nursing students, and to increase comfort and decrease anxiety in the nursing program with the primary objective to increase diversity in the nursing workforce.

Methods

The NALC program

• nine days, starting six weeks prior to the first day of the actual ABSN program

• NALC focuses on three broad domains.

   • The first domain comprised the languages of nursing, such as medical terminology, anatomy and physiology reviews and medication math.

   • The second domain consisted of activities designed to enhance student learning and included development of effective reading, note-taking and test-taking skills.

   • The third domain focused on helping the students understand the unique culture of the profession of nursing and nursing education. Social activities (e.g., lunches with faculty, alumni and peers) and small group discussions intended to help develop professional relationships between student and faculty were included in the third domain.

• Kolcaba's (2003) holistic comfort theory applied to the nursing education environment was utilized during the development and implementation of the NALC program. A comfortable and supportive education environment decreases fear and anxiety and students are further supported toward program success.

Results

• Scores on the Test of Essential Academic Skills (TEAS) were merged with enrollment data. Overall TEAS scores were used to control for academic skill.

• Post-program surveys administered at the completion of the program and again at the end of the first semester measured students' satisfaction with the NALC program and their levels of comfort with the ABSN program. NALC program participation and race/ethnicity were the two focal independent variables.

• Race/ethnicity was a categorical variable of whether or not the respondent reported non-Hispanic white, non-white, or unknown race.

• Risk ratios for attrition by NALC participation were calculated separately by race/ethnicity. A log-binomial regression was then used to adjust the risk ratio for pre-program TEAS scores. A squared term for TEAS was included in the regression model to account for the quadratic relationship of TEAS to program withdrawal.

Conclusion

• Results indicated that attrition was equal between NALC and non-NALC students, and between Caucasian and minority students. Given that TEAS scores were lower among NALC participants, an attrition rate equal to students with higher TEAS scores may indicate that the NALC program was successful in its goal of reducing attrition for minority nursing students.

• NALC students also reported a high level of comfort with the faculty and fellow students and a moderate level of comfort with the nursing program, and rated program content and quality as excellent.

• It is anticipated that the NALC program may help to increase diversity in the nursing profession.

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For More Information

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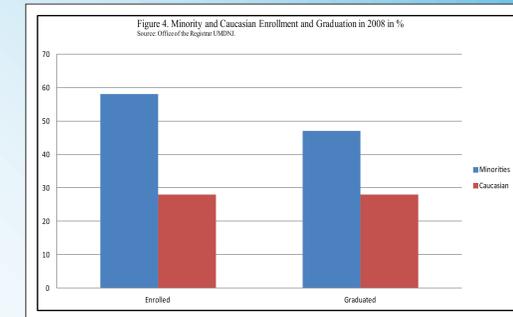Minority and Caucasian Enrollment & Graduation in 2008

Figure 4. Minority and Caucasian Enrollment and Graduation in 2008 in %
Source: Office of the Registrar UMDNJ

Table 1. Descriptive Statistics

*P<.05 t-test for equality of means by NALC participation

Characteristic	NALC (N=98)	Non-NALC (N=282)	Overall (N=380)
	%	%	%
Race			
White	33.7	35.1	34.7
Non-White	35.7	31.9	32.9
Unknown	30.6	33	32.4
	M (SD)	M (SD)	M (SD)
Overall TEAS Score*	75.4 (9.2)	77.8 (8.7)	77.2 (89)

TRANSCULTURAL SELF-EFFICACY IN ACCLERATED NURSING STUDENTS

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BACKGROUND

What is known:

•**The process of cultural competence** occurs over time (The National Center for Cultural Competence, 2013).

•**Professional caring** includes provision of culturally sensitive care.

•**American Association of Colleges of Nursing** (2008**), National League for Nursing** (2009) and **Institute of Medicine** (2011) emphasize the importance of culturally competent nurses.

What is needed:

•**New models** of education with outcomes that address attitudes, skills, and knowledge regarding cultural competence.

What was done:

•Jeffreys' (2010) Cultural Competence and Confidence (CCC) model was used as the theoretical framework for the study.

•The model incorporates the construct of transcultural self-efficacy (TSE) as a factor that influences the enhancement of cultural competence.

•Formal educational experiences using transcultural concepts were incorporated throughout the curriculum, including didactic, laboratory, and clinical.

METHODS

Transcultural Self-Efficacy Tool (TSET) (Jeffreys, 2010) administered at the beginning and end of the nursing program.

Interventions included:

* Attendance at a conference in fall and spring semesters with transcultural nursing scholars.

* Inclusion of culturally relevant course outcomes in nursing course syllabi.

* Cultural assessments on clinical assignments.

* Culturally enriched simulated patient experiences.

* Cultural immersion experiences outside of the classroom were available.

PURPOSE

The purpose of this study was to evaluate the influence of cultural educational offerings on the transcultural self-efficacy perceptions in accelerated, second-degree, nursing students.

Funded by
The New Careers in Nursing Program
An initiative of American Association of Colleges of Nursing and the Robert Wood Johnson Foundation
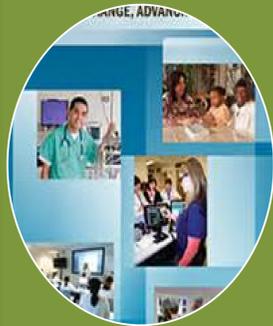
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RESULTS

Subscale and Overall TSET Scores (Fall 2012 vs Spring 2013)

*Statistically significant (P< .05)

		Fall Semester	Spring Semester
Overall			
	Mean	6.7513	8.1141
	SD	1.2958	1.2625
	t-test	4.100 (p = 0.000)	
Cognitive			
	Mean	5.6951	7.5883
	SD	1.5556	1.5031
	t-test	4.521(p = 0.000)	
Practical			
	Mean	6.0903	7.6571
	SD	1.9057	1.7550
	t-test	3.089 (p = 0.005)	
Affective			
	Mean	7.1136	8.9778
	SD	1.1691	0.9992
	t-test	3.693 (p = 0.000)	

* An HSRB approved procedure allowed the matching of questionnaires while still maintaining anonymity of the students.

* The TSET tool was administered to accelerated students in fall (N=38) and spring (N=25) semesters.

* The usable and matching data gathered in the longitudinal sample was analyzed (N=24) using SPSS 19.0.

* Univariate analysis was repeated for the accelerated students for the fall and spring semester.

* For this pre-test and post-test longitudinal sample, the standard parametric paired t-test was conducted to determine if the overall and three subscale scores changed during the academic year within the same group of students**.**

* **Statistically significant changes were demonstrated in self-efficacy scores for the overall and three subscale average scores. Significance level was set at P<.05.**

CONCLUSIONS

* Intentionally integrating cultural outcomes in courses including simulated laboratory and clinical experiences and providing cultural conferences and immersion experiences were effective in positively impacting transcultural self- efficacy perceptions in accelerated nursing students.

* Integrating cultural concepts in a highly visible manner did effect change in second degree accelerated nursing students.

* Administrative leadership and faculty engagement is key to effective integration of cultural education in the curriculum.

A relationship of mutual benefit: Integrating doctoral students into the New Careers in Nursing program.

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Background

- The majority of graduates from PhD in nursing programs will be employed in academic settings, with teaching responsibilities.

- Research focused doctoral programs may not afford doctoral students the opportunity to hone teaching skills, which is especially important to doctoral students without backgrounds in teaching.

- The University of Tennessee Health Science Center integrated doctoral students into the Robert Wood Johnson Foundation New Careers in Nursing (NCIN) Scholarship Program.

- Participation in the NCIN program allowed both doctoral and entry-level students in the accelerated nursing program new opportunities for growth and development.

Purpose

The purpose of this project is to describe the innovative method of incorporating and integrating doctoral students into the NCIN scholars program.

Doctoral Students Working with New Careers in Nursing Scholars

Methods

- Doctoral students receive tuition waiver in exchange for service hours within the college.
- One doctoral student was paired with the NCIN Faculty Coordinator.
- The doctoral students participated in the pre-immersion program, and weekly NCIN academic and social support, leadership, and mentorship activities.
- Involvement included:
    - coordinating community service learning activities
    - providing regular tutoring services
    - and leading sessions on topics such as concept mapping, communication, and test taking strategies
- Additionally, doctoral students provided students in the accelerated nursing program with informal mentoring and role modeling, which was especially important as the doctoral students represented both genders and a variety of ethnic backgrounds.

Results

- Focus group results showed NCIN Scholars had a positive perception about the doctoral students they encountered in the program.

- They had favorable responses concerning the tutoring services, service learning activities, and doctoral-led sessions within the program.

- The scholars responded favorably in regards to having the doctoral students available as role models and mentors in the program.

- Doctoral students reported feeling more acclimated to the role of a faculty member and feeling more connected to the school and the community following service learning activities

Growing Minority Nursing Healthcare Leaders:
An Innovative Leadership Approach

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Background

The IOM Future of Nursing report calls for educational institutions to prepare the nursing workforce to assume leadership positions across all levels

The IOM report encourages public, private, and governmental healthcare decision makers to ensure that leadership positions are available to and filled by nurses

The University of Miami School of Nursing and Health Studies has provided leadership training to three cohorts of RWJF scholarship recipients

Purpose

The purpose of this program was to provide scholars with the basic foundations in leadership that will enhance self-preparedness to enter into nursing leadership roles post-graduation.

Methods

Three cohorts of RWJF Scholars attend monthly Leadership Lunch Seminars where the Leadership Toolkit was utilized to provide leadership training activities for 1 to 1.5 hours followed by presentations from community healthcare leaders about various aspects of leadership unique to their role. In the latter half of the program, each student was provided the opportunity to shadow a nursing leader for a day at their place of practice. Follow up interviews, focus groups, and surveys, were administered to participants.

The last 2 cohorts of students were asked to organize a community charity event during their last semester which they conducted with the support of fellow students and faculty. This project enabled the students in the program to implement their newly developed leadership skills and stand out as leaders before the entire nursing school.

Results

Of the 16 respondents, 94% either strongly agreed or agreed to the following statements:
- I gained a sound foundation of what leadership in nursing is as a result of the leadership series
- The leadership activities allowed me to apply the leadership skills I learned
- As a result of the series I feel more prepared in leadership skills
- The series helped me realize the importance of being a future leader in nursing

The leadership series strived to have an impact on the students long after the completion of nursing school.

PROJECT W.I.N.:
AN INOVATIVE APPROACH TO SUPPORT STUDENT SUCCESS

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SUNY
DOWNSTATE
Medical Center
College of Nursing

BACKGROUND

SUNY Downstate Medical Center, College of Nursing (CN) has implemented a three-prong approach to enrich the accelerated baccalaureate nursing (ABSN) program. This approach will assist in student retention using concepts from themes emerging from literatures on barriers and obstacles to retention of diverse and economically disadvantaged students.

PURPOSE

The purpose of this project was to develop a plan to enhance student success as evidenced by retention/graduation rate and NCLEX-RN pass rate for first time taker in an ABSN program.

METHODS

Review of literature was conducted to identify concepts on student retention that assist in the development of an approach to enrich the ABSN program. The CN developed a three-prong approached called Project W.I.N. The overarching concept in Project W.I.N. is an educational supporting the needs of all students regardless of cultural, ethnic, racial, gender or economic backgrounds with mentorship as a common thread that permeated the supporting concepts. Project W.I.N was implemented in 2009 and the CN tracked the overall impact of the project during the first five years of its implementation. The 2009-2013 cohort were compared to the previous years cohort (2004-2008) without the project.

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RESULTS

PROJECT W.I.N.

W – A welcoming environment that supports and fosters self-development. The CN implemented the Pre-Entry Immersion Program (PIP) using the NCIN PIP Tool to implement the school orientation for all new incoming students one week prior to starting the ABSN program. The PIP is designed t o assist new students to adjust to the rigors of the accelerated program. NCIN scholar participated in the PIP where they shared their perspectives and experiences with the new students. A scholar support group was formed led by a minority faculty. University-based support services such as educational counseling, test-taking and study skills were available to support students.

I – Individualized developmental academic advisement and support. Each student was assigned a designated academic faculty advisor through the duration of the program to monitor student progress. Learning contracts were used as "work plans" for students who required remediation. An NCLEX-RN Readiness Plan was integrated into the curriculum to prepare students for the licensing examination.

N – Nurturing through mentoring. The CN initiated a formalized mentoring program using the NCIN Mentoring Toolkit in collaboration with the CN Alumni Academy utilizing alumni as mentors. The CN implemented the NCIN "Scholars as Mentors" to assist new students. Nurses and preceptors in clinical training sites who come from diverse background served as mentors.

Table 1 presents the NCLEX-RN Readiness Plan for Project W. I. N.

The overall of Project W.I.N is presented in Figure 1, which showed improvement in graduation rate and NCLEX-RN pass rate for first time takers comparing the period of 2004-2008 and 2009-2013.

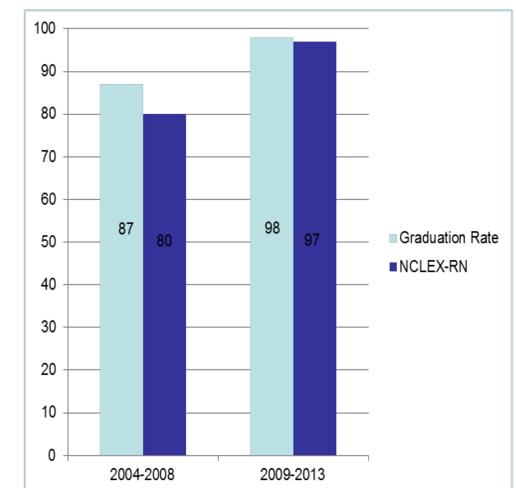Table 1. NCLEX-RN Readiness Plan

Figure 1. Comparison of the graduation rate and NCLEX-RN pass rate for first time taker between the period of 2004-2008 and 2009-2013

CONCLUSION

Project W.I.N. has proven to be a successful approach in graduation and NCLEX-RN pass rate. SUNY Downstate Medical Center, CN continues to implement Project W.I.N. and will be periodically evaluated as a major strategy for student success. Future recommendation to test Project W.I.N. with NCIN scholars from different states to determine applicability to varying environment.

SUSTAINING AND EXPANDING SUCCESSFUL ACADEMIC SUPPORT AND MENTORING ACTIVITIES FOR STUDENTS ENROLLED IN AN ACCELERATEED NURSING PROGRAM

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BACKGROUND

- Students from underrepresented backgrounds comprise 28.3% of entry-level, nursing baccalaureate programs and 29.3% of master's programs.[1]

- However, retention and graduation rates of these students lag behind those seen in white nursing students.[1]

- Evidence-based strategies that promote retention and academic success of underrepresented students include: [2,3,4,5]

    (1) pre-matriculation programs to enhance academic skills,

    (2) strong student-faculty relationships, and

    (3) academic support services, such as tutoring.

- At the University of Tennessee Health Science Center New Careers in Nursing scholars (n=61) who received financial and academic support, as well as leadership training and mentoring had a 100% retention, 98% on-time progression rate, and 94% first-time NCLEX-RN pass rate.

- Sustaining these successful outcomes required modification of our existing strategies to expand services to the entire cohort of students enrolled in the accelerated program.

PURPOSE

To describe the modification and expansion of our pre-immersion program (PIP), academic support activities, and mentoring activities for students in an accelerated nursing program.

METHODS

- In 2014, the College of Nursing introduced an online PIP in conjunction with an on-campus PIP for all pre-licensure students in the accelerated nursing program. This reduced the on-campus PIP to 2.5 days and enabled students to have access to the online PIP prior to entering the program and throughout the term.

Pre-Immersion Program	Previous	Modified for Sustainability
Duration	3.5 days On-campus	2.5 days On-campus with Online Component
University Orientation	On-Campus	Online and On-campus
HIPAA	NA	Online
Professional Etiquette	On-campus	Online and On-campus
Learning Style and Critical Thinking Assessments	On-campus	On-campus
Time Management	On-campus	Online
Note-Taking	On-campus	On-campus
Test-taking	On-campus	Online and On-campus
Medical Terminology	NA	Online
Writing	On-campus	Online
Introduction to Nursing Leadership	NA	Online
Dosage Calculation	On-campus	Online and On-campus

- Free, group peer tutoring (one session weekly per course) was available.

- A peer mentoring program was instituted with peer mentoring training provided.

- Weekly academic counseling sessions with advisors was implemented.

- Mixers with faculty and DNP students were held to foster connections.

- Additional scholarship funds were solicited.

RESULTS

- All students completed aspects of the on-line orientation, however only 25% did so prior to the on-campus pre-matriculation program.

- All peer mentors attended mentorship training and contacted their mentees.

- Approximately 60% of students participated in group, peer-lead tutoring sessions.

- The off-campus mixer for students in the accelerated and doctoral programs was well attended; however, the faculty-student reception yielded limited student participation.

- The Chancellor provided additional funding (total of $219,000) to the College of Nursing for diversity scholarships for the 2014-2015 academic year.

DISCUSSION

- **Earlier availability of the on-line orientation may facilitate completion prior to the on-campus sessions.**

- **Faculty learned new technologies, such as Adobe Presenter and You Tube videos) to develop online orientation materials.**

- **Refinement of some orientation materials is needed.**

- **Scheduling additional mentoring opportunities on-campus may facilitate greater involvement of both mentees and mentors.**

- **Additional tutoring sessions may be needed to accommodate the large number of students attending the peer tutoring sessions.**

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THE NCLEX CHALLENGE: UNLOCKING THE KEY TO SUCCESS

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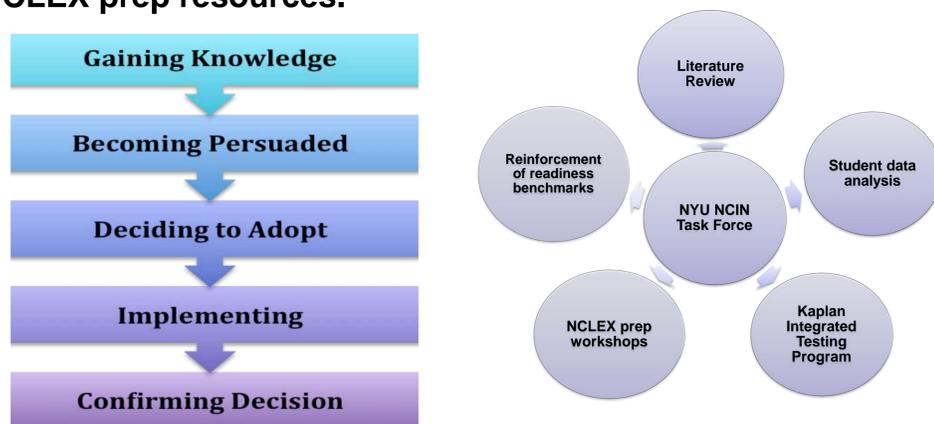
NYU | NURSING

BACKGROUND

In April 2013, the National Council of State Boards of Nursing (NCSBN) made minor revisions in the test plan for the NCLEX-RN Examination and raised the passing standard to 0.00 logits, an increase of 0.16 logits. This was significantly higher than previous increases in the passing standard from 1995 to 2010, which ranged from 0.05 logits to 0.07 logits. While prior passing standard increases resulted in decreases in first-time pass rates of 3% to 5%, the April to June 2013 first-time pass rates decreased by 9.74% nationwide (NCSBN, 2013). At New York University, our first-time 2013 NCLEX pass rate dropped from 93% (January-March, *n* = 190) to 79% (April to June, *n* = 22), and then 74% (July to September, *n* = 147). While it is the student's responsibility to pass the NCLEX exam, nursing faculty need to implement strategies to enhance chances of success (Lavin & Rosario-Sim, 2013).

PURPOSE

The aim was to implement strategies to assist accelerated and traditional baccalaureate nursing students at New York University to pass the NCLEX-RN Examination on their first attempt.

METHODS

Rogers (1995) diffusion of innovations model was used to guide our NCLEX success strategies, including: gaining knowledge, becoming persuaded, deciding to adopt, implementing, and confirming the decision to adopt the new idea. A task force consisting of core course coordinators, the undergraduate program dean, administrators, and advisement team members was formed to: 1) review the literature; 2) analyze student data to determine factors associated with NCLEX failure; and 3) examine use of our Kaplan integrated testing program and NCLEX prep resources.

Gaining Knowledge → Becoming Persuaded → Deciding to Adopt → Implementing → Confirming Decision

NYU NCIN Task Force: Literature Review, Student data analysis, Kaplan Integrated Testing Program, NCLEX prep workshops, Reinforcement of readiness benchmarks

RESULTS

Table 1. Factors Associated with NYUCN Graduates' NCLEX Failure on 1st Attempt

Lack of Preparation	*Education deficits**	*OTHER*
Limited use of Kaplan resources	"C" grades in Patho, A&E II, Pharm, & Maternity	English as a 2nd language*
Ignored benchmarks	"C" grades in Microbiology and A&P	Anxiety*
Poor remediation	Low preclinical GPA*	Personal issues
* Denotes also seen in literature		Delayed testing > 3mos*

A specialized NCLEX advisement plan was developed that included: a) expanded use of Kaplan resources and remediation, b) reinforcement of benchmarks and available resources in the final semester, c) assigned NCLEX advisors who conducted individualized outreach and coaching to graduates at risk for failure, and d) offering NCLEX workshops. Following implementation, the first-time NCLEX-RN pass rate increased to 92% (Jan to March 2014, *n* = 136), which was significantly higher than the NY state pass rate of 84% for baccalaureate programs during this same period.

Table 2. Results of NYUCN Graduates 1st Attempt at NCLEX (2013 – 2014)

DATES	*n*	PASS RATE
January – March 2013	190	93%
April – June 2013	22	79%
July – September 2013	147	74%
January – March 2014	136	92%

CONCLUSIONS

The results show that programmatic changes and identification of students at risk can enhance chances of NCLEX success. It is important that nursing faculty provide appropriate guidance and motivate students to adequately prepare for the NCLEX-RN exam by fully utilizing available resources and achieving benchmarks prior to testing.

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Where are they now?
A review of the career trajectories of RWJF Scholars after completing a mentorship & leadership program

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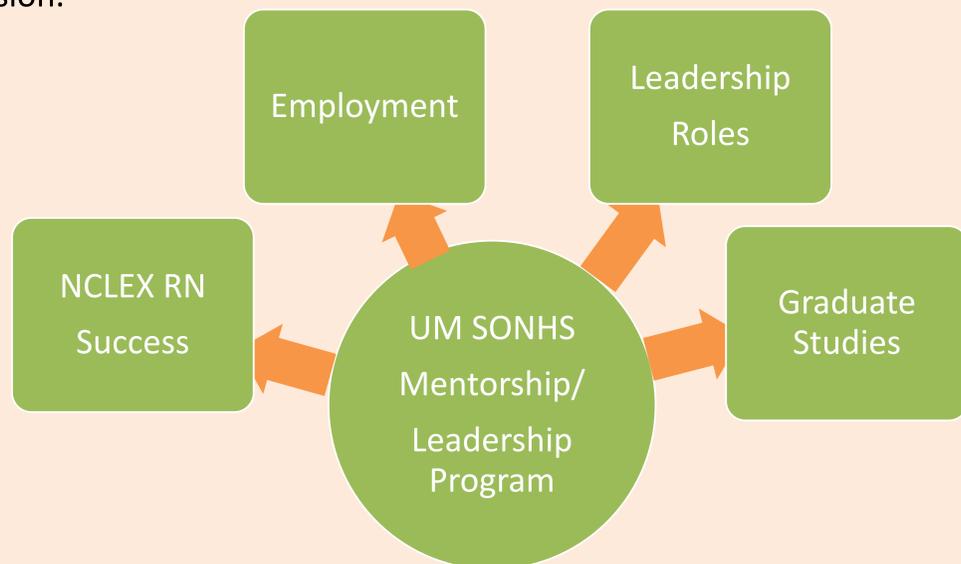University of Miami School of Nursing and Health Studies

Background

The need to increase minority representation in the nursing profession nationally, especially in leadership roles, has been strongly documented as our nation becomes more diversified. As a part of the implementation of the RWJF NCIN scholarship program, the University of Miami School of Nursing and Health Studies (UM-SONHS) created a mentorship and leadership program for its scholars. Developing minority nurse leaders will help alleviate the minority nursing shortage and aid in addressing some of the health disparities that are prominent in our nation.
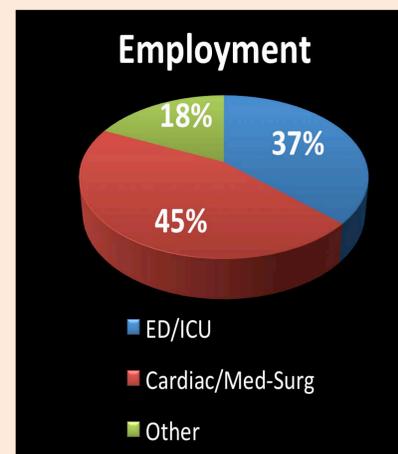
Purpose

The program was designed to prepare nursing students from underrepresented groups for entry-level leadership positions and to educate them about different graduate study programs in nursing. The aim was to increase underrepresented individuals in nursing and provide a foundation to create future leaders in the profession.
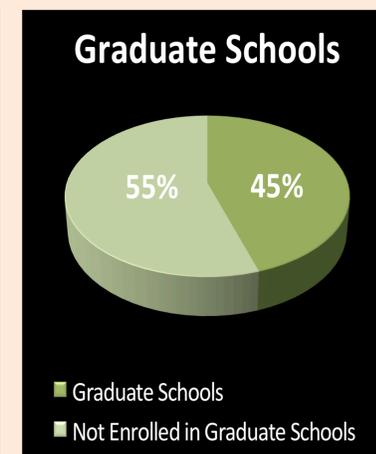

Methods

Two cohorts of RWJF scholars (n=12) of minority background participated in a weekly on-line pre-immersion course for seven weeks that included one-hour virtual classroom seminars. Students were each assigned a faculty mentor with whom they met weekly during the 12 month program, utilizing the mentoring toolkit and following the Learner-Centered Model. Throughout the year, students received individualized tutoring as needed. During the last two semesters of the program, foundational leadership training was provided using the leadership toolkit and reinforced by a monthly series of speakers from the community. Students were provided an opportunity to shadow a nurse leader at his or her place of employment. The students were encouraged to implement their newly acquired leadership skills by organizing a charity event to benefit local needy families. Follow-up surveys via email and phone were provided to all participants at 6 months and 1 year after graduation to evaluate outcomes and determine their anticipated career trajectory.
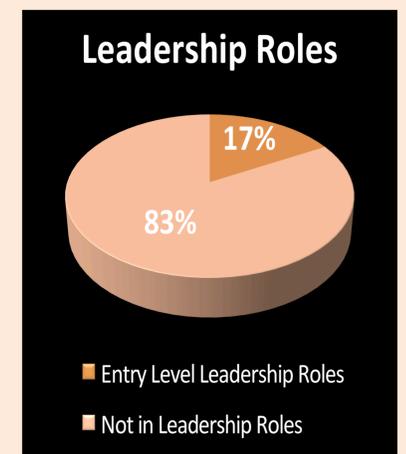
Results

100% of scholars were employed within 1 year.

45% of scholars are attending graduate school.

17% of scholars are currently in entry level leadership roles.

Conclusion

Based on the results, the UMSONHS RWJF Scholars mentorship and leadership program appeared to positively influence the scholars in obtaining employment, pursuing graduate studies, and planning to obtain a position of leadership. Compared to the national average, students who graduated from the RWJF program had a 12% higher employment rate (AACN, 2014). According to AACN, the current nationwide percentage of minority nurses is 12.3 %. This program enrolled two cohorts of students, 100% of them from minority groups, further assisting to diversify the workforce of nurses.