

ROBERT WOOD JOHNSON FOUNDATION
NEW CAREERS IN NURSING SCHOLARSHIP PROGRAM
presents

ACCELERATED NURSING EDUCATION 6.0

TRANSFORMING THE ACADEMIC ENVIRONMENT AND ORGANIZATIONAL CULTURE



INNOVATE • COLLABORATE • NAVIGATE • DISSEMINATE

SIXTH ANNUAL PROGRAM LIAISONS' SUMMIT

OCTOBER 10-12, 2013 The Dupont Hotel at Dupont Circle | Washington, DC



Support for this conference was provided by a grant from the Robert Wood Johnson Foundation

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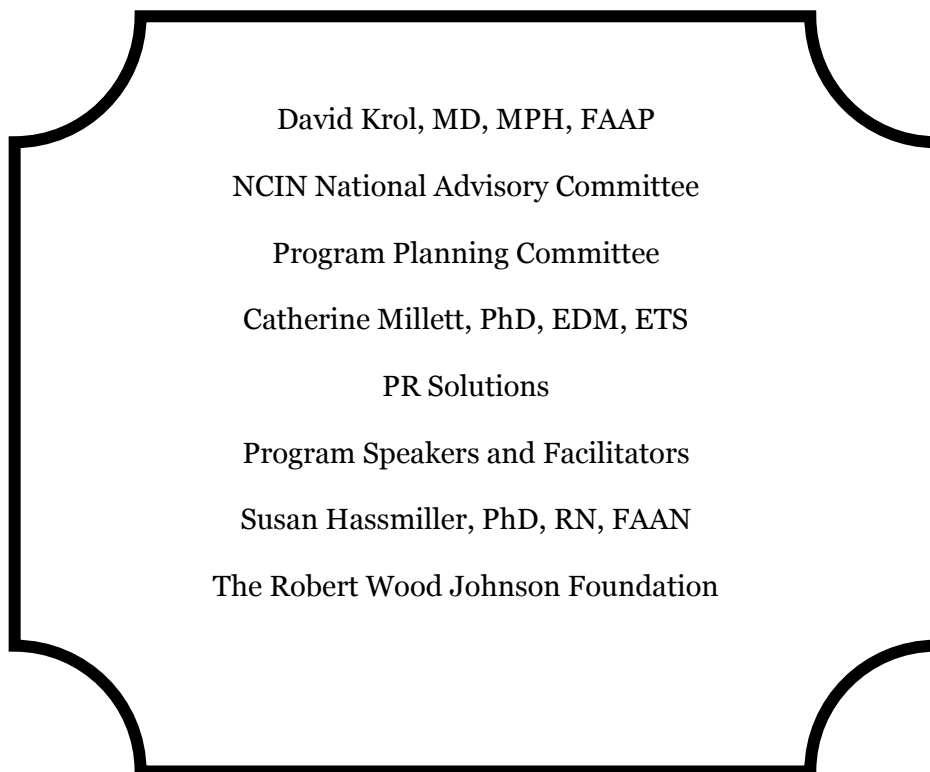
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Acknowledgments

A special thanks to the following organizations and individuals for their generous support and contributions to this program:



This program has been approved for a maximum of 15.5 contact hours. To receive credit you must complete our online evaluation and print a CE certificate.

The American Association of Colleges of Nursing is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

Conference evaluation link, will also be provided via email after the conference.
https://www.surveymonkey.com/s/2013_Summit_6

Agenda

Accelerated Nursing Education 6.0: *Transforming the Academic Environment and Organizational Culture*

Thursday, October 10, 2013

12:30 p.m.

Conference Registration
Posters available for viewing

Dupont A Foyer
Glover Park A

2:00 – 4:00 p.m.

**First Session: Shifting Organizational Culture: Roundtable
Conversations**

Roundtable participants:

Paul Gorski, PhD, Associate Professor, George Mason University

Talmadge Guy, EdD, Associate Professor of Adult Education, University of Georgia

Michael Relf, PhD, RN, AACRN, ACNS-BC, CNE, FAAN, Assistant Dean for Undergraduate Education, Duke University School of Nursing

Mark Brimhall-Vargas, PhD, MPP, Deputy Chief Diversity Officer, University of Maryland

Facilitator: Ann Marie Mauro, PhD, RN, CNL, CNE, Clinical Associate Professor, New York University

Dupont A

4:00 - 5:00 p.m.

New Grantee Orientation

Speaker: Vernell DeWitty, PhD, MBA, MSN, RN, Program Deputy Director, New Careers in Nursing

Dupont A

5:00 – 5:30 p.m.

Poster Reception

Communications Consultation – by appointment

Glover Park A
Dupont A

5:30 – 8:00 p.m.

Dinner Presentation:

“The Role of Nurses as Innovators in Health Care”

Speaker: Harriet Kitzman, PhD, RN, FAAN, Senior Associate Dean for Research, University of Rochester

Foxhall Ballroom

Moderator: Brenda K. Zierler, PhD, RN, FAAN, National Advisory Committee member

Friday, October 11, 2013

- 8:00 a.m. Conference Registration Dupont Foyer
 Poster Sessions Open Glover Park A
- 8:00 – 9:00 a.m. Glover Park A
NCIN Grantees Stimulating Innovation in Accelerated Nursing Education
 Plated Breakfast
 Speaker: Vernell DeWitty, PhD, MBA, MSN, RN, Deputy Program Director, New Careers in Nursing
- 9:00 – 9:15 a.m. Dupont A
Greetings from Robert Wood Johnson Foundation and National Program Office
 Speakers: Carolina Huerta, EdD, MSN, RN, FAAN, Nursing Department Professor & Chair, The University of Texas-Pan America
 David Krol, MD, MPH, FAAP, Senior Program Officer, Human Capital Team
- 9:15 – 10:45 Dupont A
Keynote Session
Research on Teaching and Learning in Accelerated Nursing Education
 Speakers: Cheryl Brandt, PhD, RN, ACNS-BC Professor, Department of Nursing University of Wisconsin – Eau Claire

 Catherine Millett, PhD, EDM, Senior Research Scientist, Policy Evaluation and Research Center, Educational Testing Services

 Moderator: Elias Provencio-Vasquez, PhD, RN, FAAN, FAANP, Dean and Professor, The University of Texas at El Paso
- 10:45 – 11:00 a.m. Glover Park A
 Break
- 11:00 – 12:00 p.m. Dupont A
Technology and On-Line Learning in Accelerated Nursing Education
 Speaker: Allen C. Johnston, PhD, Director of IS Programs and Associate Professor, School of Business, Department of Management, Information Systems, & QM, The University of Alabama at Birmingham

 Moderator: Debbie Danforth, RN, NCIN National Advisory Committee Member
- 12:00 – 1:30 p.m.
 Lunch on your own
 Nursing Centralized Application System (CAS) Presentation Dupont A
- 1:30 – 2:30 p.m. Dupont A
NCIN Scholar Network: Student Panel
 Speakers: NCIN Scholar Network Steering Committee

Catherine Millett, PhD, EdM, Senior Research Scientist
Policy Evaluation and Research Center, Educational Testing Services
Alumni Survey: What have we learned?

2:30- 2:45 p.m.

Movement Break

2:45 - 3:45 p.m.

Breakout Sessions I

1. Using Technology in Accelerated Nursing Education

Leader: Allen C. Johnston, PhD

National Advisory Committee Facilitator: Gaurdia Banister, PhD, RN

2. Sustainability Strategies in Accelerated Programs

Leader: Cheryl Brandt, PhD, RN, ACNS-BC

National Advisory Committee Facilitator: Daisy Cruz-Richman, PhD, RN

3. Successful Retention Strategies for Diverse Student

Co-Leaders: Elizabeth Speakman, EdD, RN, CDE, ANEF

Samira Moughrabi, PhD, RN, CNS

National Advisory Committee Facilitator: Paul Gorski, PhD

4. Simulation Based Learning I

Co-Leaders: Jana McAllister, RN, MSN, PhD

Allen Hanberg, PhD, RN

National Advisory Committee Facilitator: Elias Provencio-Vasquez, PhD, RN,
FAAN, FAANP

3:45- 4:00 p.m.

Movement Break

4:00– 5:00 p.m.

Breakout Session II

Innovations in Accelerated Nursing Education: Small Group Breakouts Dupont A
Establishing Connections and Collaborations Glover Park A

5:00- 5:30 p.m.

Networking and final opportunity to view the Posters

Voting close at 5:30 pm

Glover Park A

6:30-8:00 p.m.

Planning Committee Dinner

Invitation Only

Level Nine, The Heights

Saturday, October 12, 2013

- 7:30 - 8:30 a.m. Glover Park A
Roundtable Discussions: (guided discussions)
 Plated Breakfast
 Innovations Roundtable
 Mentoring Roundtable
 National Advisory Committee Facilitator: Debbie Danforth, RN
- 8:35- 8:50 a.m. Dupont A
 Roundtable wrap up
- 9:00 – 9:45 a.m. Dupont A
Doctoral Advancement in Nursing
 Speakers: Carolina Huerta, EdD, MSN, RN, FAAN, Chair, NCIN National Advisory Committee, Doctoral Advancement Committee, Nursing Department Professor & Chair, The University of Texas-Pan America

 Teri Murray, PhD, APHN-BC, RN, FAAN, Doctoral Advancement Committee, Robert Wood Johnson Foundation Executive Nurse Fellow '06 and Dean, Saint Louis University School of Nursing

 Patricia Tabloski, PhD, GNP-BC, FGSA, FAAN, Doctoral Advancement Committee, Associate Professor, Boston College

 Moderator: Elias Provencio-Vasquez, PhD, RN, FAAN, FAANP, Dean and Professor, The University of Texas at El Paso
- 9:45 – 10:30 Poster Winner Presentations Dupont A
- 10:30 – 11:45 a.m.
Breakout Sessions III:
1. Simulation Based Learning Part II
 Co- Leaders: Allen Hanberg, PhD, RN
 Lori Wong, PhD, RN
 National Advisory Committee Facilitator: Teri Murray, PhD, APHN-BC, RN, FAAN

2. Mentoring Programs that Work
 Leader: Lori Escallier, PhD, RN, CPNP
 National Advisory Committee Facilitator: Catherine Crowley, EDD, RN

3. Accessing the RWJF Database: Source of Secondary Data for Research
 Leader: Catherine Millett, PhD, EDM
 National Advisory Committee Facilitator: Phyllis Sharps, PhD, RN, CNE, FAAN

4. Interprofessional Education
 Co-Leader: Elizabeth Speakman, EdD, RN, CDE, ANEF
 Co-Leader and National Advisory Committee Facilitator: Brenda K. Zierler, PhD, RN, FAAN

5. Moving Accelerated Degree Students to Doctoral Education (Call for Mentors)

Leader: Patricia Tabloski, PhD, GNP-BC, FGSA, FAAN

National Advisory Committee Facilitator: Carolina Huerta, EdD, MSN, RN

11:45a.m. – 12:00 p.m.
Break

Dupont Foyer

12:00 – 1:00 p.m.

Dupont A

Summary Report from all Breakout Sessions

Closing remarks:

Speaker: David Krol, MD, MPH, FAAP, Senior Program Officer, Human Capital Team

Next Steps:

2014 Innovations,
NCIN7 Call for Proposals

Boxed lunches will be available to pick-up as you depart the meeting.

Hotel Check-out: 12:00 PM

Welcome Letter

October 10, 2013

Dear Colleague:

We are pleased to welcome you to the sixth annual Robert Wood Johnson Foundation *New Careers in Nursing* Program Liaisons' Summit: ***Accelerated Nursing Education 6.0: Transforming the Academic Environment and Organizational Culture***

Over the past six years, the *New Careers in Nursing Scholarship Program* (NCIN) has increased the number of professional nurses by recruiting and enrolling students into the profession from groups underrepresented in nursing and economically disadvantaged backgrounds. Through grants to schools of nursing, NCIN has awarded 2,717 scholarships to college graduates with degrees in other fields who wish to transition into nursing through an accelerated baccalaureate or master's nursing program. The program also provides valuable support to grantees and students as they transition from other fields of study into nursing.

This unique partnership, launched in April 2008, has created a community of 125 unique schools of nursing located in 41 states. The NCIN program has achieved a **94 percent rate of student retention. To date, a total of 1,987 NCIN scholars have graduated and entered the nursing workforce.**

The Summit will focus on transforming organizational cultures and creating inclusive learning environments. Attendees will participate in sessions to explore best practices for promoting diversity in organizational culture, innovations in technology use for instruction, and high fidelity simulation to accelerate student learning. A point of emphasis will highlight the need to promote students advancement to doctoral education following graduation. A new project, Doctoral Advancement in Nursing (DAN) will be introduced during the Summit. Grantees will also be invited to develop innovative collaborative strategies for accelerated nursing education. Break-out sessions allow participants to engage in more in-depth discussions about successful mentoring designs, promoting academic success, and designing simulation laboratories. The NCIN scholars' panel will provide a progress report and discuss future planned activities for the Scholar Network.

For the sixth consecutive year, NCIN will display grantee posters depicting innovative approaches to preparing accelerated degree nursing students.

We welcome you to our growing community and your participation in the Summit. It is our hope that this will be a valuable opportunity to learn more about how we can support students as they enter the profession.

Sincerely,
David M. Krol, MD, MPH, FAAP
Senior Program Officer, Human Capital Team

Shifting Organizational Culture: Challenges and Promising Practices Roundtable Conversations

*Thursday, October 10, 2013
2:00–4:00 p.m.
Dupont A*

Facilitator:

ANN MARIE MAURO, PHD, RN, CNL, CNE
CLINICAL ASSOCIATE PROFESSOR
New York University

Ann Marie Mauro's master's degree is in nursing education and she is a certified nurse educator (CNE) and clinical nurse leader (CNL). She has more than 12 years of experience as a nurse educator with expertise in curriculum design, innovative teaching strategies, simulation learning, leadership, and educational policy for baccalaureate, masters, and doctoral students. She is currently Chairperson of the Curriculum Committee at New York University College of Nursing. She has presented nationally and internationally on topics related to nursing education. Three times a year, she plans educational activities for clinical teaching faculty and provide continuing education credit through ANCC.

Roundtable Speakers:

PAUL GORSKI, PHD
ASSOCIATE PROFESSOR, GEORGE MASON UNIVERSITY
George Mason University

Paul Gorski is an associate professor at the George Mason University and has an extensive background in building movements and engaging process for building equitable organizations and schools. In addition to his professorship at George Mason University, he helped found and run an undergraduate program in Social Justice. He is also the founder of EdChange, a coalition of educators who provide professional development on education equity. He has consulted with many colleges and universities to help build the competencies necessary to authenticate diversity and equity efforts. He has published extensively on the subjects of Multicultural Education.

TALMADGE GUY, EDD
THE UNIVERSITY OF GEORGIA, ASSOCIATE PROFESSOR OF ADULT EDUCATION, DEPARTMENT OF
LIFELONG EDUCATION, ADMINISTRATION & POLICY
University of Georgia

Talmadge Guy is an associate professor of adult education at the University of Georgia. His research and teaching focuses on multicultural issues in teaching and learning. His work on diversity and inclusion extends internationally in Europe, Asia, and Africa. Dr. Guy is a Houle Scholar in adult education and has been recognized for his service regarding equity and inclusion in schools and communities.

MICHAEL RELF, PHD, RN, AACRN, ACNS-BC, CNE, FAAN
 ASSISTANT DEAN FOR UNDERGRADUATE EDUCATION
Duke University School of Nursing

Michael Relf is an associate professor with tenure and the assistant dean for undergraduate education at the Duke University School of Nursing. He earned a BS in nursing/chemistry from South Dakota State University, a MS in nursing administration from Georgetown University, and a PhD in nursing science with a clinical concentration in HIV/AIDS and supporting cognate in health policy from Johns Hopkins University. His program of research addresses the psychosocial aspects of HIV/AIDS particularly focusing on HIV-related stigma and sexual risk-taking behaviors of men. His research has been featured on the front page of the *Boston Globe* and in the *Toronto Star*. Additionally, his work has been cited in reports published by the World Health Organization and the Institute of Medicine. He has been a visiting professor at Queen's University, Belfast (Northern Ireland) and the University of Zululand (Republic of South Africa). In 2008, he became a fellow in the American Academy of Nursing where he served as the co-chair of the Emerging Infectious Diseases expert panel.

MARK BRIMHALL-VARGAS , PHD, MPP
 DEPUTY CHIEF DIVERSITY OFFICER,
University of Maryland

Mark Brimhall-Vargas brings over 16 years of expertise in diversity management and programming, cultural competency and conflict resolution at the University of Maryland. He has directed the Words of Engagement Intergroup Dialogue Program, serves as an in-house expert on campus-wide organizational development, and serves on a variety of campus-wide committees. He also consults to clients in higher education, not-for-profits and public institutions on issues of climate, curriculum transformation, and program development. Dr. Brimhall-Vargas has a PhD in Social Foundations of Education from the University of Maryland. He also holds a master's degree in Public Policy from the John F. Kennedy School of Government at Harvard University and a bachelor of arts degree from Pomona College. He originally hails from Albuquerque, New Mexico. The Deputy Chief Diversity Officer (DCDO) supports the Chief Diversity Officer in the work of the Office of Diversity & Inclusion and provides leadership throughout the campus community with respect to equity, diversity, and inclusion.

Session Overview:

Describe challenges and best practices in creating diverse and inclusive learning environments in universities, schools of nursing, and the classroom setting.

Session Objective:

1. Describe challenges and best practices in creating diverse and inclusive learning environments in universities, schools of nursing and the classroom setting.
2. Discuss with participants issues and concerns regarding faculty role in creating inclusive learning environments.
3. Discuss exemplars of successful culture change

Creating Inclusive Learning Environment

1. How would you describe effective approaches to creating inclusive learning environments?
2. What are benefits and challenges in establishing learning environments with a diverse population of learners?
3. Describe challenges that may be experienced by minority students in a majority learning environment?
4. How do the unique characteristics of accelerated degree students influence their experiences in these settings?

In order to succeed in achieving organizational culture changes/shifts:

1. What indicators would indicate a shift or change in the culture?
2. When you are working in isolation to promote a more diverse culture, how might one person sustain him or herself to prevent burnout?
3. What are the essential steps an organization should consider when it wishes to create a more inclusive learning environment for it's' students?
4. What recommendation would you offer for the NCIN program to support its' grantees and program liaisons to influence the culture organizations where they work?

Promising Practices

1. What do you do without the support of senior administrative staff?
2. Describe three actions that nursing faculty can take to influence the culture of their organization?
3. What should be the future role for faculty in creating inclusive learning environments that embrace diversity?
4. How have you overcome barriers or facilitated buy-in from faculty or groups who have not joined the movement to creating more inclusive learning environments or embraced diversity?

New Grantee Orientation

*Thursday, October 10, 2013
4:00 - 5:00 p.m.
Dupont A*

Speaker:

VERNELL DEWITTY, PHD, MBA, MSN, RN
Program Deputy Director
New Careers in Nursing

Vernell DeWitty is deputy program director for *New Careers in Nursing* (NCIN). She was previously employed by the Center for American Nurses where she served as their director of programs. She has an extensive background in program development and health care and nursing administration. She has served in various administrative capacities in university teaching hospitals as well as community based hospitals; she is a nurse educator, served as guest lecturer for the George Washington University School of Medicine and School of Public Health and was a former adjunct faculty member at the George Mason University College of Health and Human Services.


She earned her doctoral degree from George Mason University and her master's in Business Administration from Howard University, where she was selected as a member of the Beta Gamma Sigma Business Honor Society. While attending the Catholic University of America, where she earned her master's degree in Nursing, she was selected as a member of Sigma Theta Tau National Nursing Honor Society. She is also a fellow in the American College of Healthcare Executives.

Session Overview:

This session is designed to present an overview of basic NCIN operations for new grantees and persons who are just beginning a role as program liaison. This open dialogue will allow new grantees to ask questions and seek clarification regarding expectations of the Robert Wood Johnson Foundation and the National Program Office. The overall goals and objectives of NCIN will be presented with an emphasis on the role of grantees in helping to meet program objectives. A demonstration of the NCIN website will provide grantees with an enhanced understanding of how to access resources at their desktops. Participants will be encouraged to discuss challenges with program implementation and identify support needed to meet these challenges. The session will conclude with a discussion of program evaluation and data collection methodologies.

Session Objectives:


1. Discuss the goals and objectives of the NCIN program.
2. Develop two to three strategies to use online resources to assist with grant implementation.
3. Identify NCIN evaluation and data collecting processes and procedures.



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NCIN Round 6 New Grantee Orientation





American Association of Colleges of Nursing

KEYS FOR SUCCESSFUL GRANT IMPLEMENTATION

- Meeting grant requirements
- Managing challenges
- Leveraging your grant
- Communications



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WHAT WE ASK FROM YOU?

- Expand enrollment of underrepresented students by successfully recruiting and enrolling diverse students in entry-level accelerated nursing programs.
 - Execute your stated plans for recruitment and retention of a diverse student body.
- Leverage the expansion of faculty resources for these professional nursing programs.
 - Demonstrate leverage of scholarships to sustain the expanded enrollment.

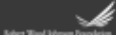

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WHAT WE ASK?

- Demonstrate capacity to develop and support:
 - *Mentorship: facilitate student retention and rapid career progression.*
 - *Leadership: support successful entry into the profession; monitor the progression of students through the program.*
- Evaluation of program based on self-determined criteria to measure impact and outcomes of scholarship funds.



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Scholarship Recipient Selection

- are from groups underrepresented in nursing or who are economically disadvantaged as defined herein;
- are U.S. citizens, resident non-citizen nationals or resident foreign nationals;
- have been accepted in an accelerated nursing degree program; hold non-nursing degree;
- complete a letter of commitment to the NCIN program;
- complete a RWJF Photo Release form,
- completes on-line entry survey, mid-program survey, and post-graduation survey, and
- are committed to pursuing professional nursing licensure through the National Council Licensure Examination for Registered Nurses (NCLEX-RN®).



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Underrepresented Minorities

- As defined by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS), "underrepresented minorities" are racial and ethnic populations who are underrepresented in the registered nurse population relative to the percentage of that racial or ethnic group in the total population. This would include Black or African American, Hispanic or Latino, American Indian or Alaska Native, and any Asian or Pacific Islander group other than Chinese, Filipino, Japanese, Korean, Asian Indian, or Thai. According to National Sample Survey of registered nurses, males also are underrepresented in the registered nurse population relative to their number in the total population.

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Economically Disadvantaged

- As defined by HRSA, an "economically disadvantaged" person comes from a "low income family," meaning a family with an annual income that does not exceed 200 percent of HHS's poverty guidelines; a family is a group of two or more individuals related by birth, marriage or adoption who live together, or an individual who is not living with any relatives.

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Characteristics of Successful Scholars Outcomes

- Proactive Intervention
- Time management
- Small group discussions
- Teaching study skills
- Test-taking skills in context of courses
- Writing skills (when indicated)

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ADVANCED LEADERSHIP PLAN—RETURNING GRANTEES

2013-2014 Advanced Leadership Development Plan: Program Implementation

Assessment Factors	Goals Achieved/ Goal Revision	Implementation Status/ Revised or Future Activities	Evaluation Measures
Cultural Competencies			
Curriculum			
Student Dynamics			
Faculty Dynamics			
Resources			

<http://www.newcareersinnursing.org/resources/leadership-development-toolkit>

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Program Requirements



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SCHEDULE OF DELIVERABLES

SCHEDULE OF DELIVERABLES	Fall Awards	Spring Awards	Summer Awards
Letter of Agreement	7/31/13		
Deliverable 1: PIP Plan	7/31/13	12/31/13	3/19/14
<i>Upon Completion of above, \$2,000 Check will be processed for Grantee</i>			
Deliverable 2: Leadership Plan	10/31/13	2/28/14	4/30/14
Deliverable 3: Mentoring Plan	10/31/13	2/28/14	4/30/14
<i>Upon Completion of above, \$2,500 Check will be processed for Grantee</i>			

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REPORTING REQUIREMENTS

- Interim Reports
 - Fall 2013 Awards - November 13, 2013
 - Spring 2014 Awards - April 9, 2014
 - Summer 2014 Awards - July 16, 2014
- Progress Completion Reports (PCR)
 - January 2014
 - June 2014
- Annual Report
 - Report to the foundation due September 30, 2014

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Dinner Presentation: “The Role of Nurses as Innovators in Health Care”

*Thursday, October 10, 2013
5:30–8:00 p.m.
Foxhall Ballroom*

Speaker:

HARRIET KITZMAN, PHD, RN, FAAN
Senior Associate Dean for Research
University of Rochester

Harriet Kitzman is a professor of Nursing and Pediatrics at the University of Rochester. She serves as senior associate dean for Research, and is director of the Center for Research Implementation and Translation, one of four centers of the University of Rochester Clinical and Translational Science Institute. Dr. Kitzman was a leader in the early development of the nurse practitioner role and is a national/international consultant on the nurse practitioner role and its impact. She was also a pioneer in the development of the model that unified research, education, and practice in university schools of nursing. Known best today for the research she has conducted since the early 1980's on nurse home visiting interventions for low income mothers and their infants, she is an authority on the effects of nurse home visitation on first-time mothers and their children. With a focus on the economically disadvantaged, her program of research has had significant impact on both individual care and on health care policy nationally and internationally, with broad program dissemination through the Nurse Family Partnership Service Office and recognition as one of the American Academy of Nursing's Edge Runner Programs. Based on an ecological perspective, the longitudinal databases developed from the program's three randomized trials over a 30-year period provide exceptional opportunities to continue learning about the mechanisms through which early care of mothers and infants and their environments affect the life course of families and children. Dr. Kitzman holds multiple awards and has served on a number of national and local policy committees, including the Board of Children, Youth and Families of the American Academies of Science/Institute of Medicine. She was a charter member of the NSCF study section of the National Institute for Nursing Research.

Moderator:

BRENDA K. ZIERLER, PHD, RN, FAAN
NCIN National Advisory Committee Member

Session Overview:

Examine the role of professional nurses as innovators in the health care setting.

Session Objectives:

1. Describe opportunities for nurses to make innovative contributions to health care.
2. Discuss the future roles for nurses in an expanding healthcare system.

**Breakfast Session:
NCIN Grantees Stimulating Innovation in Accelerated
Nursing Education**

*Friday, October 11, 2013
8:00–9:00 a.m.
Glover Park A*

Speaker:

VERNELL DEWITTY, PHD, MBA, MSN, RN
Program Deputy Director
New Careers in Nursing

Session Overview:

Describe future opportunities for NCIN grantees to collaborate in the design and implementation of innovative projects for accelerated degree nursing education.

Session Objectives:

1. Discuss the need for innovation in teaching and learning in accelerated nursing programs.
2. Describe several innovative approaches used by NCIN grantees in meeting program requirements.
3. Program liaisons will collaborate in identifying common areas of interest that may lead to the design of innovative projects.

Discussion Questions:

1. What opportunities exist that will promote innovative practices in accelerated nursing education?
2. Are there innovative practices that can serve as models of best practices?
3. Which other NCIN grantees are interested in developing a collaborative partnership to further develop these innovative ideas?

Areas for exploration:


Learning and teaching: How do adults learn? What teaching strategies enhance learning? How can observation, practice, and reflection enhance learning and teaching? How are effective faculty development programs designed and implemented?

Curriculum: What are the missions and assumptions of different health care curricula? What are the elements of effective curriculum design? How can we plan strategically for curricular change?

Evaluation: What are the basic purposes of educational evaluation, research and assessment in healthcare education? What methods of evaluation are effective in assessing the merits of innovative activities? How can evaluation outcomes best be disseminated and used?

Leadership: How can conflicting responses and resistance to change be dealt with productively? How can organizations plan strategically for the introduction of educational innovations? Which leadership styles increase the likelihood of acceptance of change?


Educational technology: What are the latest contributions of Information Technology to effective learning and curriculum design? How can Information Technology and Web technology be used to facilitate assessment?



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NCIN Innovations 6.0



American Association of Colleges of Nursing

The Robert Wood Johnson Foundation

M Make history - have a stretching ambition, don't compromise, and "put a ding" in the universe!

A Apply your passion - be obsessive, keep teams small, and treat every day as if it's your last.


G Go to unusual places - embrace difference, get ideas from everywhere, kickstart your dream.

I Insist on better - say no a thousand times, keep the bar high, make it "insanely great".

C Create disciples - bring together the best people, motivate and inspire, build belief and belonging.

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Possible Topics For Exploration




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- **Learning and teaching:** How do adults learn? What teaching strategies enhance learning? How can observation, practice, and reflection enhance learning and teaching? How are effective faculty development programs designed and implemented?
- **Curriculum:** What are the missions and assumptions of different health care curricula? What are the elements of effective curriculum design? How can we plan strategically for curricular change?

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- **Evaluation:** What are the basic purposes of educational evaluation, research and assessment in nursing education? What methods of evaluation are effective in assessing the merits of innovative activities? How can evaluation outcomes best be disseminated and used?
- **Leadership:** How can organizations plan strategically for the introduction of educational innovations? Which leadership styles increase the likelihood of acceptance of change?
- **Educational technology:** What are the latest contributions of Information Technology to effective learning and curriculum design? How can Information Technology and Web technology be used to facilitate teaching and learning?

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Lessons Learned



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- Start before you need to.
- Don't go it alone.
- Place multiple bets.

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Research on Teaching and Learning in Accelerated Nursing Education

Friday, October 11, 2013

9:15–10:45 a.m.

Dupont A

Speaker:

CHERYL BRANDT, PHD, RN, ACNS-BC
Professor, Department of Nursing
University of Wisconsin- Eau Claire

Cheryl Brandt's master's degree in nursing prepared her to be a nurse educator. She has been in nursing education since 1982. Most of her teaching has been in baccalaureate nursing programs; she began teaching in graduate nursing programs about 10 years ago. She was privileged to be the Accelerated Second-Degree BSN (ABSN) Program Coordinator at UW-Eau Claire for three and a half years. With her teaching colleagues she had the opportunity to apply best practices in teaching/learning as they worked with the ABSN students. They became particularly interested in the experience of faculty who teach in these demanding accelerated programs, ultimately authoring a book chapter on the experience and conducting a survey of ABSN faculty that has resulted in one publication. Analysis of that survey data continues and they are preparing a second manuscript.

CATHERINE MILLETT, PHD, EDM
Senior Research Scientist

Policy Evaluation and Research Center, Educational Testing Services

Catherine Millett is a senior research scientist in the Policy Evaluation and Research Center at Educational Testing Service. Her research focuses on educational access, student performance and achievement, educational equity, and student financing for various population groups in the United States at the postsecondary educational level.

Millett directs the evaluation of the NCIN program. She co-led the evaluation of the Goldman Sachs Foundation's signature initiative "Developing High-Potential Youth." She is co-author of the book *Three Magic Letters: Getting to Ph.D.* which is based on a research study of more than 9,000 doctoral students at 21 universities.

Millett received her BA degree in economics from Trinity College, Hartford, CT; her EdM in Administration Planning and Social Policy from the Harvard Graduate School of Education; and her PhD in Public Policy in Higher Education from the University of Michigan. Millett is a member of the Millhill Child and Family Development Corporation Board of Trustees.

Session Objective:

Identify current research related to teaching and learning in accelerated nursing education.

Session Overview:

1. Present findings of the Brandt, Boellaard, and Zorn study (2012)
2. Background on Accelerated Second-Degree BSN (ABSN) Programs
3. Research Questions of the study
4. Review of existing literature on ABSN faculty
5. Method of the study, including design, sample and sampling, description of the survey, and qualitative data analysis strategy
6. Findings of the study, including description of the respondents and the themes identified in their responses to the three items in Domain One of the survey, the “Experience of Teaching” domain.
7. Discussion of the findings and their relationship to previous research limitations of the study
8. Implications of the findings for nursing faculty and educational administrators
9. Implications of the findings for future research
10. Presentation will conclude with a question/answer/ discussion session.
11. Present NCIN Teaching and Learning Survey Findings

SESSION SLIDES FOR CHERYL BRANDT

Experiences and Emotions of Faculty Teaching in Accelerated, Second Baccalaureate Degree (ASBSN) Nursing Programs

Cheryl L. Brandt; PhD, ACNS-BC, RN
 Melissa R. Boellaard; MSN, RN
 CeCelia R. Zorn; PhD, RN
 University of WI-Eau Claire
 October 11, 2013

Acknowledgment

- ▶ Delta Phi Chapter, Sigma Theta Tau, International
- ▶ UW-Eau Claire, Office of Research and Sponsored Programs
- ▶ UW-Eau Claire Colleagues
 - Julia Lehman Caldwell
 - Cindy Albert
 - Karen Maddox
 - Teresa Loftsgaarden
 - Deidra Rykal



Background

- ▶ For students with a previously earned baccalaureate degree
- ▶ 12-18 months long
- ▶ > 225 ASBSN programs over the past 40 years



UW-Eau Claire ASBSN Graduate

Research Questions

Research Questions

- ▶ What are the experiences of faculty who teach second baccalaureate degree students in an accelerated program?
- ▶ What associations exist between selected demographic characteristics and respondents' descriptions of their teaching experiences?

Today's Presentation

ASBSN faculty's description of

- ▶ rewarding, challenging, and distressing experiences
- ▶ powerful and/or significant emotions



UW-Eau Claire ASBSN Students and Faculty

Literature Review

Faculty describe rewarding experiences

- ▶ Highly motivated adult learners with high standards and valuable life experiences
Cangelosi, 2007; Hamner & Bentley, 2007; Hegge & Hallman, 2008
- ▶ “They are the students who want to sit in front of the classroom, who come to class prepared, are fully engaged in class discussions...”
Rodgers, Burson, & Kirschling, 2004
- ▶ Students’ wish to be challenged and to excel, both of which motivated faculty to “perform ‘at the top of my game’”
Cangelosi & Moss, 2010
- ▶ Understanding a student’s perception of being “a novice again” was described as an “a-ha moment” by one faculty
Brandt, Boellaard, & Zorn, 2012

Faculty describe challenging experiences

- ▶ All faculty described students as challenging; some identified them as perfectionists; students’ prior experiences or education may be intimidating
Cangelosi & Moss, 2010
- ▶ Students were seen as wanting to be “the perfect nurse so they try so hard that they frustrate themselves...in some cases it can almost paralyze them”
D’Antonio, et al., 2010
- ▶ Students
 - Aim to control the classroom dynamics and challenge the faculty at every interaction
 - Demand more evaluation time
 - Protect their free time and express concerns when it was threatened
Lockwood, Walker, & Tilley, 2009

ASBSN students are “treading uncharted waters, sometimes needing a compass, sometimes needing a captain, sometimes needing an oar to grasp, sometimes needing a lifeboat”

Hegge & Hallman, 2008


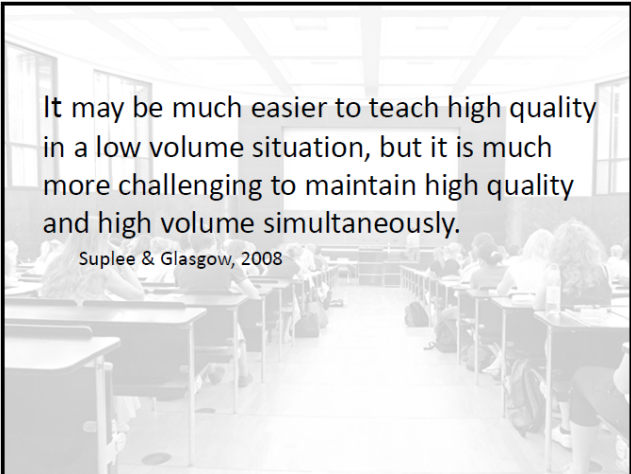
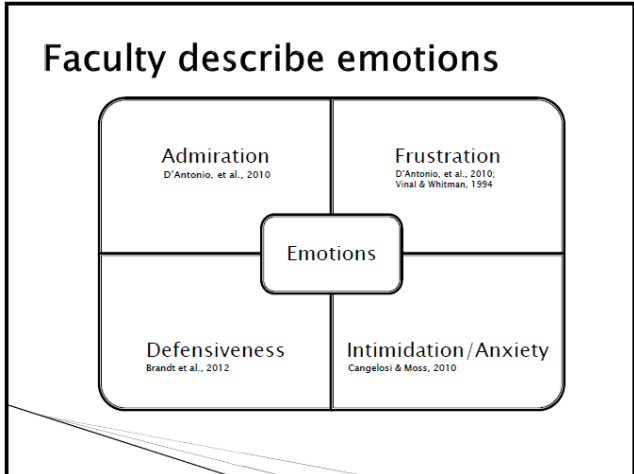


Photo courtesy Flickr user BUKANE



It may be much easier to teach high quality in a low volume situation, but it is much more challenging to maintain high quality and high volume simultaneously.

Suplee & Glasgow, 2008



Literature Synthesis

- ▶ Recent, rapidly-growing mix of research and non-research
Beal, 2007
- ▶ Focuses on students & programs; faculty experiences & emotions inferred from
 - student experiences
 - faculty descriptions of teaching strategies and programs
- ▶ Existing research about the faculty perspective: single settings, small samples
- ▶ We build on this: larger sample, broad geographic region

Method

Design

- ▶ Descriptive qualitative survey
- ▶ IRB approval obtained

Purposive Sampling

- ▶ All accredited ASBSN programs for 12-state Midwest region of AACN (N = 63)
- ▶ 12 programs eliminated
- ▶ From 51 remaining, 25 programs were randomly selected
- ▶ All nursing faculty, academic staff, & administrators (N = 986) were individually e-mailed cover letter & active link to the "Accelerated Second Baccalaureate Degree BSN Faculty Experiences Survey" (AFES)
- ▶ 138 individuals who self-identified as having "substantial" ASBSN teaching experience completed the survey
- ▶ Eliminated 9 who were clearly not second baccalaureate degree

"Accelerated Second Baccalaureate Degree BSN Faculty Experiences Survey" (AFES)

- ▶ Online survey using Qualtrics
- ▶ 15 demographic items and 13 qualitative items in 4 domains
 - Experience of teaching
 - Teaching approach
 - Facilitating students' development
 - Facilitating ASBSN faculty development

Domain One – Experience of Teaching

- ▶ Describe 2 to 3 of the most rewarding experiences you have had teaching ASBSN students. Provide specific examples to illustrate your description.
- ▶ Describe 2 to 3 of the most challenging or distressing experiences you have had teaching ASBSN students. Provide specific examples to illustrate your description.
- ▶ Describe powerful and/or significant emotions you have experienced, whether once or repeatedly, while teaching ASBSN students. Please describe situations that have contributed to these emotions.

Qualitative Data Analysis

- ▶ Data exported from Qualtrics to NVivo9
- ▶ Data cleaned and analyzed (queried, coded) using NVivo9 features
- ▶ Response coding rules established
 - “Number of comments per single item response per single respondent”
 - “Number of comments required to constitute a theme”
- ▶ Responses/codes analyzed for themes
- ▶ Themes validated and refined by three researchers

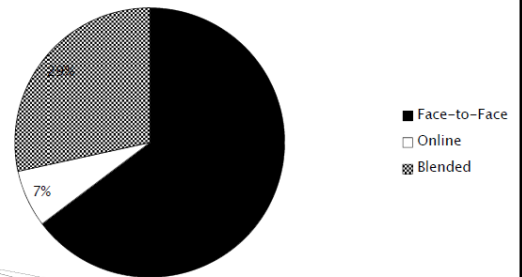
Findings

Respondents’ Characteristics

Aged 51–59 (49%)	Female (98%) and Caucasian (98%)
Master’s degree (61%) and Doctorate (38%)	Taught in ASBSN 6 years or less (79%)

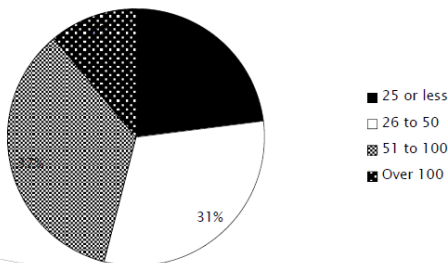
Characteristics of Respondents’ Programs

Predominant Delivery Mode



Characteristics of Respondents’ Programs

Annual Student Admissions



Experience of Teaching Domain

- ▶ 3 items
- ▶ 96 respondents answered all 3 items
- ▶ 97 – 110 respondents to each of the 3 items

Rewarding Experiences (1 Theme)

- ▶ Engaging with motivated, mature and diverse students (60 comments)

The accelerated students provide a very rewarding teaching experience because of the level of involvement they have in each class; they are motivated, interested, and connected to learning.

The discussions in class are lively and rich, with students bringing various life experiences to the table.

Their motivation and engagement is contagious.

Their motivation is inspiring. In my experience, the students arrive early for lab and are many times engaged with the manikins and equipment before I arrive.

Challenging/Distressing Experiences (5 Themes)

- ▶ Arrogant, entitled, and/or disrespectful student behaviors (36 comments)

They often do not know what they do not know...since they have had another degree, they question why they need to complete some requirements.

They are generally older students with multiple other responsibilities and expect more freedom in due dates and expectations.

Students see themselves as peers or experts rather than beginners, lack boundaries of respect for faculty or agency personnel.

- ▶ Demanding, challenging student behaviors (15 comments)

Demanding at times, expect to learn everything, always want explanations and rationale (though this is often what makes it the most fun).

High maintenance sometimes, need very close and personal attention, private reviews night before exams, argue over exam answers. In general an older group, can be unprofessional and argumentative.

- ▶ Stressed, fatigued students (11 comments)

They may have significant others or children, and it's difficult for them to balance home life and school. They may have financial constraints -- may not qualify for scholarships or aid. They may not be accustomed to the work ethic of the undergraduate students and that takes some time to adjust to our standards --- they need to work in teams and they may say they don't have the time to participate in planning meetings and group projects because of their outside employment or family life situations.

The heavy academic load--students try to work in spite of recommendations against and end up struggling until they realize that they need to cut down or quit work.

- ▶ Students choosing nursing for the "wrong reasons" (22 comments)

Some students go into nursing because it is a financially sound profession. This is sad. They do not meet the emotional, caring, physical or communication requirements needed to be a nurse. Some even graduate successfully because they pass the NCLEX and are very unhappy because their expectations were unrealistic.

I had one student who was just going through the motions. Wasn't sure he actually wanted to be a nurse, but didn't like his first career and now that was half done with the accelerated program figured he shouldn't quit (didn't want to fail 2 careers). Provided challenging dynamics with the rest of the group.

- ▶ Too much work, too little time, for students and faculty (17 comments)

The time crunch is difficult. I think that some concepts need "sink in time."

The schedule was condensed for the accelerated students which made the students feel they didn't have time to do the work required for the course and also was difficult to get feedback to them in such a short amount of time.

Stressed! Compact curriculum is stressful. Having to teach a whole semester course in 6 weeks.

Emotions (4 Themes)

▶ Amazement (9 comments)

Often I am amazed as to how accelerated students pull information from their previous careers and work experiences and apply them to nursing. It provides the class with the opportunity to realize they can build on what they've previously learned and use it in their nursing career.

I am amazed at the astonishing pace at which they learn and how well they apply that to practice.

▶ Joy & excitement (24 comments)

I can think of two situations. One when I was working at the nursing home with the ASBSN's and really enjoyed care delivery as the students so quickly anticipated the needs of the patients, considered all care aspects (holism) and really were on top of using their assessment skills (I also teach Adult Health Assessment). I so enjoyed the delivery of the best care possible because these students were "on a different level" due to their lived experiences and maturity.

Elation - ASBSN students often learn quickly and can really perform at a high level - they challenge the status quo which makes them fun to teach.

▶ Pride (17 comments)

We constantly receive comments from clinical facilities about the excellent students and now have some who prefer to hire the more mature ASBSN students. I am proud to work with them.

I think the most powerful emotion I feel is pride in these students. They work hard and really want to succeed. When they do I feel that I have had some input into changing their lives. I have taught in the fundamental, adult health I and adult health II classes at the bedside with these students. They ask great questions, dig right in and care for their assigned patients, and are a more cohesive group than some of my traditional students are. The accelerated groups help not only their fellow classmates but offer more readily to help the staff on the floor.

▶ Frustration (16 comments)

At times I felt frustrated because I think my expectations would be too high. I assumed that with their prior experience they would be more professional, more prepared for clinical, have more confidence with patients than my traditional students, where their skills were just as varied and they needed the same guidance. I sort of expected them to be like graduate students, but they weren't.

Frustration - when they act like they know everything there is to know, or act better than their traditional counterparts, when they complain about how much work they have to do and why they should get preferential treatment because of their workload.

Discussion

Engaging with Motivated, Mature, and Diverse Students

▶ Echoes nearly a decade of research

Cangelosi, 2007
Hammer & Bentley, 2007
Hegge & Hallman, 2008
Rodgers, et al., 2004



UW-Eau Claire ASBSN Students and Faculty

▶ Essence of relationship and connection was striking

Challenging/Distressing Experiences

- ▶ Four of the five themes identified student behaviors or characteristics that are seen as negative
- ▶ Relationship with students was not implied in these experiences



- ▶ Students choosing nursing for the “wrong reasons”

Gazza, 2009

“Being a gatekeeper to the profession” was important to the participants



“we are the people who have control over who enters the profession”

Emotions

- ▶ Frustration, amazement, and joy and excitement were consistent with earlier literature
Brandt, et al., 2012; D’Antonio, et al., 2010; Vinal & Whitman, 1994
- ▶ Pride was a theme that was not identified by previous authors

Study Limitations

- ▶ AFES was researcher–designed
- ▶ Inability to calculate survey response rate

Implications for Education— Faculty and Administrators

- ▶ Faculty must be prepared
 - ✓ type of student
 - ✓ nature of ASBSN program
- ▶ Faculty must be supported
 - ✓ adequate staffing
 - ✓ preceptoring & mentoring
 - ✓ professional development for fast–paced, intense program with stressed students

Implications for Research and Literature Review

- ▶ Extend beyond Midwest
- ▶ Revise the AFES
- ▶ Employ other approaches to recruit a representative sample
- ▶ Examine how ASBSN faculty experiences and emotions compare with TBSN faculty

Questions?

Cheryl L. Brandt, PhD, RN, ACNS-BC
**Experiences and Emotions of Faculty Teaching in Accelerated Second-Degree
 Baccalaureate Degree Nursing Programs**

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SESSION SLIDES FOR CATHERINE MILLETT

**NCIN Program Liaisons’
Insights on
Teaching & Learning**

**2013 NCIN Program Liaisons Summit
American Association of Colleges of Nursing
Washington, DC
October 11, 2013**

Catherine M. Millett, Ph.D.

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Thank you!



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**“Who dares to teach
must never cease to learn.”**

John Cotton Dana

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Four Take-Away Points

1. Faculty who teach in NCIN-grantee accelerated BSN programs value student strengths.
2. Accelerated program faculty are core nursing faculty: seasoned, full-time educators who wear many hats for their students and programs.
3. Professional development activities are prevalent and varied, but rarely differentiated for faculty who teach in the accelerated program.
4. Policies promote participation in professional development, while limited resources constrain opportunities to participate.

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T&L Timeline

Friday, Oct. 12
– Introduced at NCIN Summit, Oct. 2012

Thursday, Oct. 18
– Email sent to current and prior program liaisons to notify them about the upcoming survey.

Tuesday, Oct. 23
– Hurricane Sandy delayed launch.

Tuesday, Nov. 7 – Friday, Dec. 14
– Survey invitation with link emailed to program liaisons.
– Multiple email/phone contacts made.

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T&L Study Methodology

Population:
– Program Liaisons at former as well as current NCIN grantee schools of nursing completed the survey on behalf of their programs and schools.

Delivery Method:
– Email invitation with a link to the survey.

Participation Incentive:
– \$50 electronic gift card.

Response Rate:
– 84% (81 of 96) of ABSN programs participated.
– Represent 32% (81 of 255) of ABSN programs nationwide, according to institutions’ reports to AACN.

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Participating Schools of Nursing with ABSN Programs



Source: Survey of Teaching & Learning in Accelerated Nursing Programs.

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School of Nursing Profile Respondents with ABSN Programs (N= 81)

- 51% are public universities.
- 47% are research universities.
- Located in 37 states & District of Columbia.
 - South (35%)
 - Midwest (28%)
 - Northeast (25%)
 - West (12%)
- 74% are in urban areas.

Source: ETS evaluation: IPEDS Institutional Characteristics (NCES).

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Respondent Liaison Profile Schools of Nursing with ABSN Programs (N=81)

- 94% are female.
- 86% identify as White or Caucasian.
- 75% are aged 50 years or older.
- 65% have a doctoral degree overall.
- 47% have a doctoral degree in nursing.
- 88% have served as the official NCIN Program Liaison.
- 53% are faculty members.
- 50% have worked at the school of nursing for more than 10 years.
- 85% have worked in nursing education for more than 10 years.

Source: Survey of Teaching & Learning in Accelerated Nursing Programs.

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Profile of NCIN ASBN Students At Respondent Schools of Nursing (N=1,731)

- 61% are members of racial or ethnic groups that are underrepresented in nursing.
- 40% are male.
- 39% completed their first degree 2 years ago or less.
- 34% of students are 25-29 years old.
- 30% are married.
- 94% plan to pursue graduate studies at entry.
- 63% earned an undergraduate GPA of 3.25 or higher.
- 47% earned their first bachelor's degree at a selective college or university.
- 29% majored in the physical sciences.

Source: NCIN Student Entry Survey, Years 1-5 (2008-2012).

10

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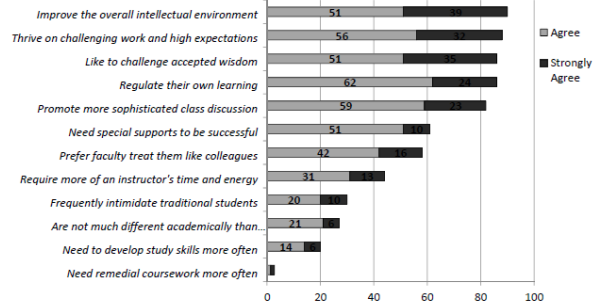
1 FACULTY IN ACCELERATED BSN PROGRAMS VALUE STUDENT STRENGTHS

11

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Accelerated Nursing Students...



Source: Survey of Teaching & Learning in Accelerated Nursing Programs.

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A Focus on Student Strengths

Among schools of nursing that have participated in NCIN, perceptions of accelerated students are positive:

- **90%** of program liaisons agreed or strongly agreed that accelerated nursing students *improve the overall intellectual environment of the school of nursing.*
- **89%** agreed or strongly agreed that accelerated students *thrive on challenging work and high expectations.*
- **86%** agreed or strongly agreed that accelerated students *regulate their own learning.*

Source: Survey of Teaching & Learning in Accelerated Nursing Programs.

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Little Support for Negative Perceptions of ABSN Students

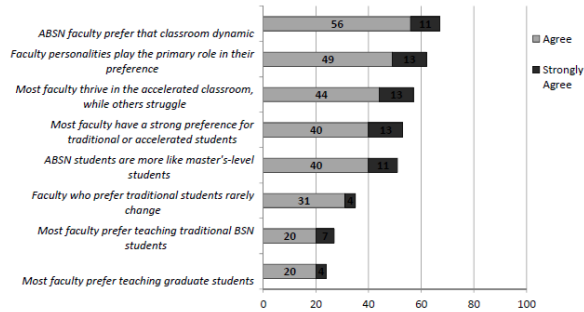
- Similarly, a majority of respondents disagreed with some common negative perceptions of accelerated students:
 - **90%** of respondents disagreed or strongly disagreed that ABSN students *need remedial coursework more often than traditional nursing students do.*
 - **76%** of liaisons disagreed or strongly disagreed that accelerated students *need to develop study skills.*
 - **59%** disagreed or strongly disagreed that accelerated students *frequently intimidate traditional students.*

Source: Survey of Teaching & Learning in Accelerated Nursing Programs.

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Faculty Preferences for Teaching



Source: Survey of Teaching & Learning in Accelerated Nursing Programs.

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Slight Preference for ABSN Students

- Respondent liaisons also reported that faculty in their programs prefer working with this type of student:
 - **67%** of program liaisons agreed or strongly agreed that *faculty teaching in the ABSN program prefer that classroom dynamic.*
 - **62%** agreed or strongly agreed that *faculty personalities play the primary role in their preferences for teaching students.*
 - **59% disagreed or strongly disagreed** that *most faculty prefer teaching traditional BSN students.*

Source: Survey of Teaching & Learning in Accelerated Nursing Programs.

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2 ACCELERATED PROGRAM FACULTY ARE CORE NURSING FACULTY

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Accelerated Faculty = Core Faculty

- The most common difference between accelerated and traditional faculty in open-ended responses was none at all (61%), perhaps due to prevalent dual appointments:

"No one exclusively teaches ABSN students in our program. Faculty who teach BSN students teach both traditional and accelerated (often in the same classroom and/or clinical group)."

"We don't make a distinction. However, faculty who express a dislike for teaching ABSN students are not assigned to teach them whenever possible."

- Those who cited differences for accelerated faculty were most likely to describe them as highly engaged (12%):

"The primary difference appears to be in the ability of faculty who are solely teaching ABSN students ... to be creative/innovative and to challenge students to achieve well beyond course expectations."

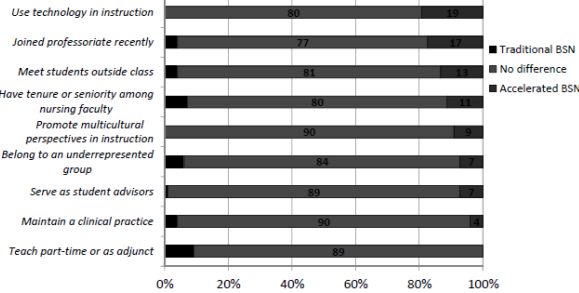
"Faculty who teach in the ABSN program are energized by the students, willing to share experiences more readily with students, and usually have more clinical practice experience in their background."

Source: Survey of Teaching & Learning in Accelerated Nursing Programs.

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Many Similarities, Yet Some Interesting Differences



Source: Survey of Teaching & Learning in Accelerated Nursing Programs.

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Accelerated Program Faculty Measure Up Nicely

- Comparing accelerated and traditional program faculty on a variety of characteristics revealed a favorable picture of accelerated faculty:
 - ABS N program faculty are more likely to be seasoned professors (Recently joined professoriate: 17% traditional v. 4% accelerated).
 - ABS N program faculty are more likely to teach full-time (Teach on part-time or adjunct basis: 9% traditional v. 0% accelerated).
 - ABS N program faculty are more likely to meet with students outside of class on a regular basis (13% accelerated v. 4% traditional).
 - ABS N program faculty are more likely to use technology in their instruction (19% accelerated v. 0% traditional).
 - ABS N program faculty are more likely to promote multicultural perspectives in their instruction (9% accelerated v. 0% traditional).

Source: Survey of Teaching & Learning in Accelerated Nursing Programs.

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3 PROFESSIONAL DEVELOPMENT IS PREVALENT AND VARIED, BUT RARELY DIFFERENTIATED

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Faculty Orientation Programs are Common, but not Universal

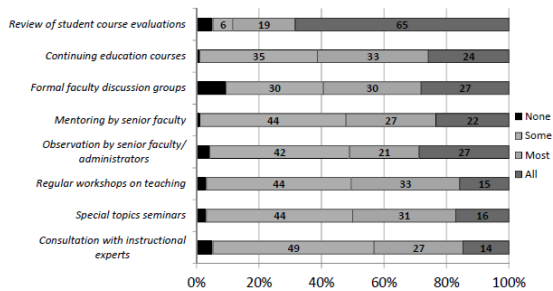
- 63% of respondents at schools with ABS N programs reported offering orientation for faculty who are new to accelerated programs.
- Among the schools that offer orientation for faculty new to accelerated education (n = 51), the most common activities included:
 - Peer observations of teaching (80%, n = 41),
 - Assignment to an experienced mentor (71%, n = 36), and
 - Consultation with instructional experts (65%, n = 33).
- About half of these schools (47%, n = 24), reported offering an orientation specifically focused on teaching in an accelerated format.

Source: Survey of Teaching & Learning in Accelerated Nursing Programs.

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Reviewing Student Evaluations Stands Out Among PD Activities



Source: Survey of Teaching & Learning in Accelerated Nursing Programs.

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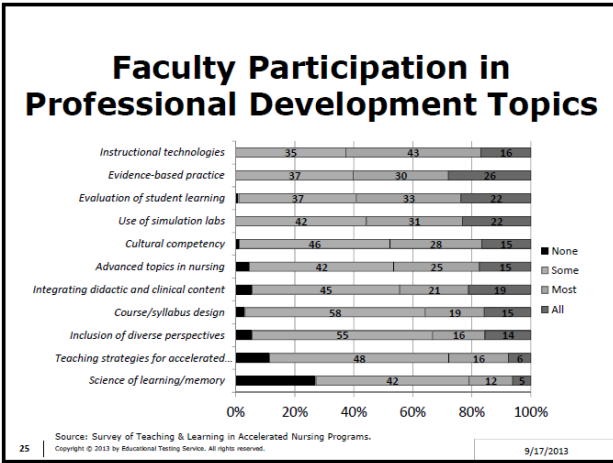
Faculty Participate in Many Forms of Professional Development

- The most common response among various types and topics of professional development in which accelerated BSN program faculty participate was that "some" faculty participate in each, with a few exceptions:
 - Formal reviews of student course evaluations (65% reported that all faculty participate),
 - Instructional technologies (43% said "most" faculty participate),
 - Continuing education courses and formal faculty discussion groups focused on teaching (about equal proportions reported that some, most, or all faculty participate), and
 - Evidence-based practice and evaluation of student learning (similar proportions reported that some, most, or all faculty participate).

Source: Survey of Teaching & Learning in Accelerated Nursing Programs.

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Professional Development Differs by Interest and Opportunity

- Findings suggests that, overall, faculty select from a variety of professional development offerings according to their interests and needs.
- This interpretation is supported by early findings about instructional strategies for accelerated nursing education (*coming soon!*).
 - Instructional strategies vary by course type, faculty style, and student preferences.
 - Differences in instructional strategies within accelerated courses, faculty, and students appear to be greater than differences between the accelerated and traditional nursing degree programs.
- In **96%** of ABSN programs, professional development is *not* differentiated for accelerated as compared with traditional program faculty.

Source: Survey of Teaching & Learning in Accelerated Nursing Programs.
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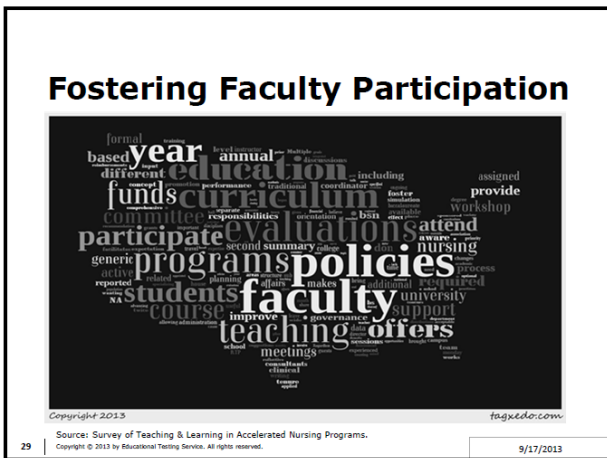
4 POLICIES PROMOTE & RESOURCES CONSTRAIN PROFESSIONAL DEVELOPMENT

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Policies Promote Faculty Participation—Where Available

- The most common theme in responses about policies that promote faculty participation in efforts to improve the accelerated student learning experience was None (**29%**):
 - "I don't believe that we have a formal policy, but faculty development is encouraged for many different areas of nursing education."*
- Among respondents citing specific policies, Professional development programs (**21%**) and Financial support (**17%**) were prevalent:
 - "We have a very active university-wide faculty development program which works to have faculty share their expertise with each other across disciplines."*
 - "Around 6 specified development offerings per year are mandatory, plus an additional 15 or so optional ones, not counting attending conferences and professional association meetings."*
 - "The College of Nursing supports faculty with \$1000 per year for faculty development."*

Source: Survey of Teaching & Learning in Accelerated Nursing Programs.
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Resources Limit Participation

- Most ABSN liaisons indicated that no policies inhibit faculty participation in efforts to improve the accelerated student learning experience (**62%**).
- Instead, responses pointed to resource limitations such as little to no financial support (**13%**), constraints on faculty members' time (**13%**), and heavy faculty workloads (**7%**):
 - "The College offers professional development grants that need to be applied for in each case of a faculty member wanting to attend a workshop or conference. Priority is given to faculty who are presenting. This does not encourage learning activities for growth and development."*
 - "The lack of funds to support the costs of faculty development. Faculty must pay these costs on their own."*
 - "Faculty assigned to the accelerated program also have to teach in other undergraduate programs and advise traditional students, so time is a barrier."*
 - "No policies, just time."*

Source: Survey of Teaching & Learning in Accelerated Nursing Programs.
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Technology and On-line Learning in Accelerated Nursing Education

*Friday, October 11, 2013
11:00 a.m.–12:00 p.m.
Dupont A*

Speaker:

ALLEN C. JOHNSTON, PHD
Director of IS Programs and Associate Professor
The University of Alabama at Birmingham

Allen Johnston is an associate professor and the director of IS programs in the School of Business at the University of Alabama at Birmingham (UAB). He also serves as the director for Information Assurance Research in UAB's interdisciplinary Center for Information Assurance and Joint Forensics Research. The primary focus of his research is in the areas of behavioral information security, privacy, data loss prevention, and innovation user communities, and his research can be found in such outlets as *MIS Quarterly*, the *European Journal of Information Systems*, and *Communications of the ACM*. Johnston has also served as a visiting professor or invited speaker at several universities and companies in the U.S. and abroad, collaborating with organizations to find the right balance of innovation and security in today's rapidly evolving technological landscape.

Moderator:

DEBBIE DANFORTH, RN
NCIN National Advisory Committee Member

Session Overview:

Identify the advantages of mobile technology in preparing accelerated nursing students to function in technology- rich health care environments.

Session Objectives:

1. Process versus practice
2. Revolutionary versus evolutionary
3. Values, processes, and resource alignment for success

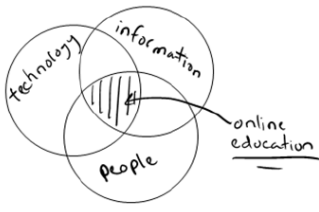
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Technology and On-Line Learning in Accelerated Nursing Education

Allen C. Johnston, Ph.D.
University of Alabama at Birmingham

My Way of Thinking

- easy to spot problems
- difficult to spot opportunities
- education can be focused anywhere, but online education is at the center
- culture dictates options
 - strategic alignment of technology to values and processes



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Understanding the cultural challenge of online learning

A CULTURE CHANGE

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Conventional Learning Environments

face-to-face instruction

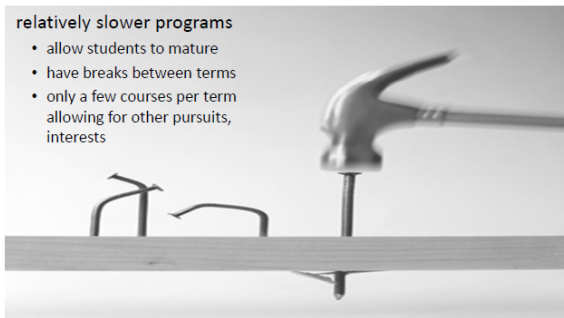


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Conventional Learning Environments

relatively slower programs

- allow students to mature
- have breaks between terms
- only a few courses per term allowing for other pursuits, interests



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Conventional Learning Environments

lead users


- hard to spot
- harder to support



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A Culture of Learning

- culture develops over time
 - values dictate ...
 - Processes, which require ...
 - resources
- if the goal is consistent outcomes, processes are essential and a culture is desirable
- if the goal is consistently "good" outcomes, practice must be valued

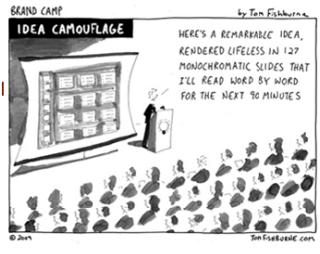


"I appreciate the text, Kate, but next time you can just raise your hand."

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Conventional Learning Environments


- conventional learning environments utilized technology in a way that supported their conventional values
- for these established cultures to remain effective they required only evolutionary (sustaining) technologies
- email (asynchronous, in-line with course schedules, nature of work)
- powerpoint (simplex information flow, in-line with content delivery)



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Evolutionary Versus Revolutionary Technologies

- evolutionary technologies are sustaining technologies
 - enhance processes, support values, entrench cultures
- revolutionary technologies are game changers
 - disrupt processes, challenge values, threaten established cultures
 - we've already seen this with the Internet, smart devices, mobile apps



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Contemporary Online Learning Environments

- to effectively depart from the culture of conventional learning environments ...
- communicate new values
 - leadership teams
- establish unique processes
 - extended engagement
- procure new resources
 - human resources: mature, focused, and inherently motivated students
 - technological resources: collaborative, synchronous, half or full-duplex, social

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Contemporary Online Learning Environments


- communicate new values
 - learning can occur in compressed timeframes
 - learning can occur in extended engagement, online environments
 - socially constructed knowledge
 - traditional experiences aren't always the "best" experiences



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Contemporary Online Learning Environments

- communicate new values
- practice has value too
 - overly-standardized practices can produce consistent student experiences but not consistently effective student experiences
- informal learning environment is important
 - social influence, vicarious experience, situational support
 - community-focused



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Contemporary Online Learning Environments

- establish unique processes to support the new values
- extended engagement
- faster paced
- more intensive
- cohort oriented
- socially intensive – a social construction of knowledge
- “lead users” influence is amplified
- how do we harness their power?



Contemporary Online Learning Environments

- procure new resources to support the unique processes
- human resources: recruit mature, educated, focused, and inherently motivated students
- technological resources: acquire collaborative, synchronous, half or full-duplex, social technologies
 - microblogs (half-duplex, social)
 - social networks (half-duplex, social)
 - wikis (collaborative, lead user platform)
 - mobile apps (social, collaborative, situational)



Integrating technology into an online learning environment

AN EXEMPLARY APPROACH



**An Exemplary Approach
Paul Di Gangi, Ph.D.**



Paul Di Gangi
Assistant Professor at Loyola University Maryland
Baltimore, Maryland Area | Higher Education

Current Assistant Professor at Loyola University Maryland
Associate Partner at Nordic Virtual World Network

Past Assistant Professor at Western Carolina University
Instructor, Research Assistant, Teaching Assistant, and Doctoral Candidate at Florida State University
Instructor at GW Summer Term

Education Florida State University - College of Business
The George Washington University - School of Business
Quinnipiac University - School of Business

Recommendations 2 people have recommended Paul

Connections 305 connections

Websites <http://www.paulmdigangi.com>
<http://www.nordicworlds.net>
<http://microsatons.com>

Contact @ pdigangi@uab.edu Website @ www.paulmdigangi.com



PAR Approach to Online Learning

- Planning
- Action
- Review



Planning



Planning – Identify Current Issues

Paul M. Di Gangi @pmdigangi
 If you could only teach 5 #infosec topics to your IT employees - What would they be? @ISC2 @EnzOnInfoSec @danphilpott @mikko @kevinmitnick

INFOSEC WORLD InfoSec World
 Discussions Members Promotions Search More

Key InfoSec Topics
 If you were only able to teach five topics (themes or content areas) to your IT employees, what would those five topics be to ensure your company is secure?

Note: I am a professor at Loyola University Maryland who will be teaching a mixed course on telecommunications and network/information security this spring. I would like to make sure the security modules are as relevant as possible for my soon to graduate information Systems undergraduate students.

Any help would be greatly appreciated!

Cheers,
 Paul

Planning – Identify Current Issues

Chester W - Sophos @CW-Sophos
 @pmdigangi Don't over-complicate, document everything, protect data based on need - not location, incident response, reduce attack surface

Brian Honan @BrianHonan
 @pmdigangi @uscert_gov @FSecure @CiscoSecurity @PrivacyProf #mobilesec #strongpasswords #socialengineering #incidentresponse #encryption

HO Moore @hmoore
 @pmdigangi "trust but verify" - build security assessments, configuration audits, and integrity checks into the IT process

Acam Ely @acamel
 @pmdigangi automate, leverage what others have already learned, and keep it simple.

Dave Kennedy (Rel1K) @DaveKennedy
 @pmdigangi asset protection, brand protection, hacking (for fun), social-engineering, conceptual attack vectors/remediation

Planning - Syllabus

Bookmarks for navigation

Course Information
 Key Dates & Deadlines
Key Objectives
 Course Requirements
 - Exams
 - Facebook Posts
 - MS Excel Assignment
 - MS Access Assignment
 - Strategic IT Analysis
 - Social Media Critique
 - Participation
 Late Assignment Policy
 Course Schedule

IS 251: INFORMATION SYSTEMS

Fall 2011 - Tuesday and Thursday - SH 102
Sections 01 & 03: 9:25am - 10:40am or 3:05pm - 4:20pm

Paul M. Di Gangi, Ph.D.
 (office) SH 305 • (skype) paul.digangi • (e-mail) pmdigangi@lovela.edu
 Phone or Text Msg @ 410

Office Hours: Tu Th 11:50am to 2:30pm and by appointment
 Web | LinkedIn | Google+ | Facebook | Twitter

COURSE INFORMATION

Course Websites:
 1) Moodle: <http://moodle.lovela.edu>
 2) Moodle Student Help Guide: <http://tinvuul.com/moodleguide>
 3) Facebook Group: <http://tinvuul.com/is251fall>

Google Voice

Action

Action – Build Anticipation

Question: Do you remember this?

This is for next week, but I wanted everyone to have a chance to answer the question: How often do you use a database?

- Never
- Rarely
- Once a Week
- A Couple of Times a Week
- Daily
- Frequently Throughout the Day

Added by: Paul M. Di Gangi • IS 251 Information Systems on Tuesday, October 11, 2011

Action - Practice

Paul M. Di Gangi
If you were the project manager overseeing the installation of a new email system, what type of implementation approach would you recommend?

Pilot
 Phased
 Parallel
 Plunge

Like · Comment · Unfollow Post · December 9, 2011 at 7:36am
View all 4 comments

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Action - Enable Discussion

Paul M. Di Gangi was at Loyola University Maryland.

Like · Comment · Unfollow Post · November 29, 2011 at 6:17pm
View all 19 comments

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Home

IS 355: Networks & Security

300 edits by 5 groups

Table of Contents

- IS 355: Networks & Security
- Introduction
- Course Goal
- Key Objectives
- Course Requirements
- Quizzes
- Education Security Article Presentation (Team Assignment)
- Exams
- Student Engagement
- Student Leadership Project (Team Assignment)
- Application Security
- Social Engineering & Physical Security
- Security Architecture
- Incident Response Management & Digital Forensics
- Electronic Data Protection Management

Introduction
The ever-shifting global environment holds significant implications for the management and use of information technology (IT). The evolutionary role of IT in business has led to an increased need to understand the fundamentals of IT infrastructure and the potential risks and threats an organization faces when it becomes networked to society. IT touches every aspect of our lives, often in unobvious ways. The evolution of cyber-crime shows that new technologies create new threats as well as offering significant benefits. This is the information age where the right information delivered to the right place at the right time can make the difference between success and failure. As future IT professionals, our goal is to support business initiatives and ensure the safety of both information and systems against internal and external threats.

Course Goal
The goal of this course is to immerse you in the world of telecommunications (IT infrastructure) and network/information security. Regardless of the type of business you may end up working for, including your own, you will start up. The relevance of telecommunications will be present. Furthermore, the importance of safely accessing operational information and resources will be paramount to the success of any business endeavor. Network/information security is more than just turning on the TV and D's. Becoming a security-conscious IT professional is about developing a core philosophy that anticipates potential threats and attempts to mitigate business exposure to ensure the continued operations and success of your organization.

Key Objectives
Upon completion of this course, students will be able to:

- 1) describe the role of telecommunications in an organization today
- 2) understand the different technical components of communication networks
- 3) appreciate the ethical, business, risks, and demands of technology use
- 4) gain an appreciation for applications that allow you to test and secure networks
- 5) function as a security analyst in developing methods for protecting organizational resources
- 6) express an informed opinion on the future of network security and telecommunications

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The inventory of robots will help speed up amazon's phase of handling and packaging customers order. Each robot will have to be specifically programmed before the robots can be used.

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Microsoft: We're Investing in Enterprise Social - The BrainYard - InformationWeek

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According to Microsoft the enterprise social space is "hot". That is, the recent recovery of social platforms lead the company to believe that investing in enterprise social via software is the best way to put workers in the center of business socials.

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[Infrastructure](#) | [Microsoft](#) | [Enterprise](#) | [Social](#)

View 15 | Buy 2012

Olympics will strain UK Internet infrastructure - BusinessWeek

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1,847 Stories; 2,097 Comments; 5,490 Votes; 180 Students

Student Presentations

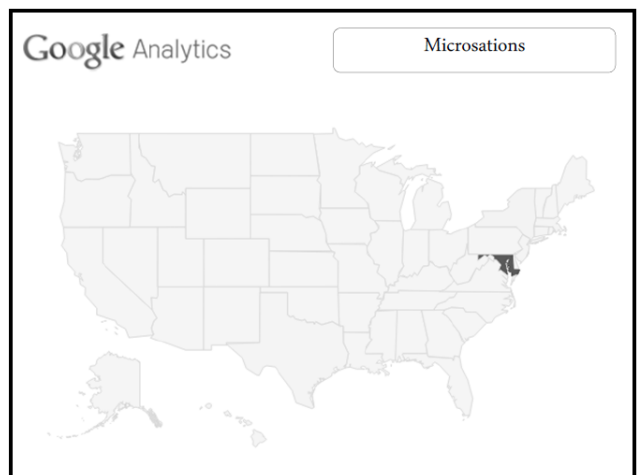
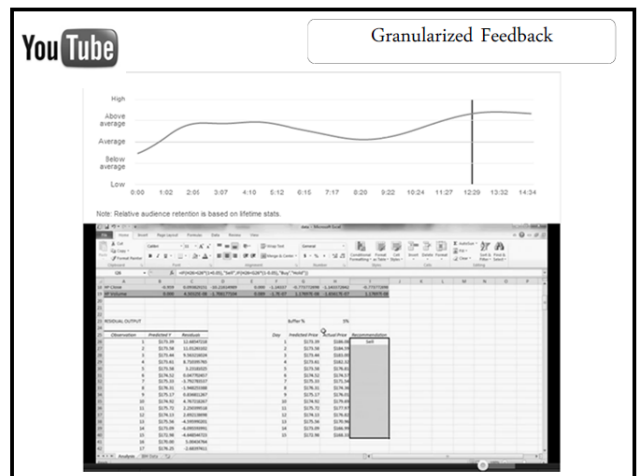
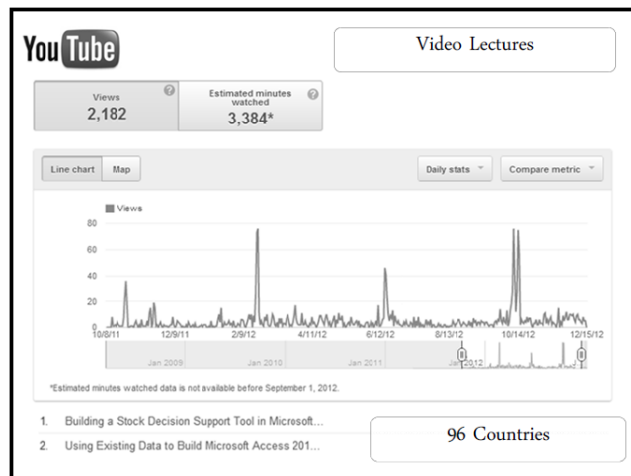
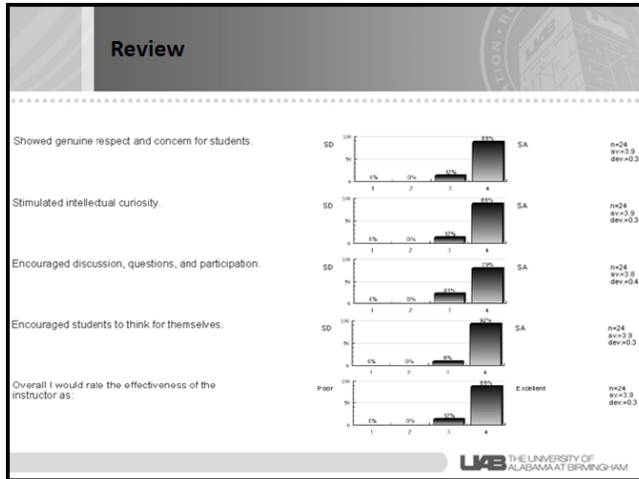
Overall I would rate this presentation as:

Answer	Count	Percentage
Exceptional (1)	0	0.00%
Very Good (2)	15	83.33%
OK (3)	2	11.11%
Could be better (4)	1	5.56%
Disaster (5)	0	0.00%

UAB THE UNIVERSITY OF ALABAMA AT BIRMINGHAM

Review

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The slide features the University of Alabama at Birmingham (UAB) logo at the top left, which includes the text "UAB THE UNIVERSITY OF ALABAMA AT BIRMINGHAM". The main title is "Technology and On-Line Learning in Accelerated Nursing Education". Below the title, the presenter's name and affiliation are listed: "Allen C. Johnston, Ph.D. University of Alabama at Birmingham". A faint circular seal of the university is visible in the background.

NCIN Scholar Network: Student Panel

*Friday, October 10, 2012
1:30–2:30 p.m.
Dupont A*

Speaker:

CATHERINE MILLETT, PHD, EDM
Senior Research Scientist
Policy Evaluation and Research Center, Educational Testing Services

Session Overview:

The New Careers in Nursing Scholars Network began in response to scholars' expressed desire to promote interconnectivity among RWJF NCIN scholars. The Scholars Network was officially established in October 2012 and the Steering Committee has met over the past year to plan for continued activities and the future direction. The Scholars will discuss the advancement they have made in their careers and plans to increase the participation of more scholars in the Network that is supported by the National Program Office. It is envisioned that this Network will continue to provide a platform for sharing resources and skill sets, allowing the group to advance and focus on its' mission and vision.

Session Objectives:

1. Describe the progress of the NCIN Scholars Network over the past year.
2. Discuss approaches that will increase the participation of NCIN scholars in the Network.
3. Describe the benefits to both scholars and NCIN programs of supporting the Network.

Scholar Network Members in Attendance:

Cattleya Buranasombati May, AMSN from Boston College

Chris Fogarty, ABSN from Kent State University

Sue No, ABSN from University of South Florida

Onome Henry Osokpo from ABSN, SUNY Stony Brook University

Beret Ravenscroft, ABSN from Southern Connecticut State University

Juan (John) Reyna, ABSN from University of Texas at El Paso

Luis Sanchez, ABSN from New York University

Blake Smith, ABSN from Nebraska Methodist College

Kenneth Stice, ABSN from University of Texas at El Paso

Natasha Leland, ABSN from Samuel Merritt University

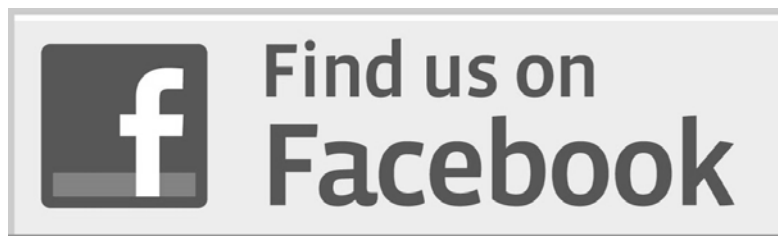
Faculty Advisors:

Aara Amidi-Nouri, PhD, RN, Samuel Merritt University

Susan Ward, PhD, RN, Nebraska Methodist College

If your students are interested in being members of the Scholar Network tell them to find us on Facebook and NING!

For Facebook: Just search for *NewCareersinNursing*.



Join us on the NING Platform

www.ncinscholarsnetwork.org



Breakout Sessions Instructions

Breakout sessions are designed to provide an opportunity for conference participants to engage in dialogue with colleagues. Discussion and processing will be one of the most important aspects of the conference and the focus of these sessions.

Discussion Leader:

1. Allow time for group members to briefly introduce themselves.
2. Present an overview of the subject matter from prepared notes and key points for discussion.
3. Engage the group in dialogue regarding discussion topics.
4. Ask the group to identify challenges and successes.

Facilitator:

1. Solicits one group member to serve as Recorder/Presenter.
2. Keeps the group focused on the topic and discussion.
3. Summarizes the various ideas of the group on an ongoing basis for documentation by the recorder.
4. Monitors the time to ensure the group completes its discussion within the allotted time.
5. Time Management: You will have a total of 90 minutes for dialogue.
6. Please allow the last 10-15 minutes to summarize your discussion and
7. prepare a summary consisting no more than 3-5 top points.

Recorder and Presenter:

1. Each group will present a brief (2-3 minutes) executive summary during the summation. You are requested to keep a detailed recording of your discussion. This will be important to the preparation of a summary for the web site.
2. Summation: The facilitator from each group will present the executive summary followed by a brief Q&A

Breakout Sessions I

One: Using Technology in Accelerated Nursing Education

Friday, October 11, 2013
2:45–3:45 p.m.

Discussion Leader:

ALLEN C. JOHNSTON, PHD
Director of IS Programs and Associate Professor
The University of Alabama at Birmingham

National Advisory Committee Facilitator:

GAURDIA BANISTER, PHD, RN
Executive Director, Institute for Patient Care
Massachusetts General Hospital

Objective:

To identify the advantages of mobile technology in preparing accelerated nursing students to function in technology-rich health care environments.

Overview:

1. Mobile technologies are revolutionary
2. Create community
3. “Lead user” management
4. What works, what doesn’t work
5. Emerging learning platforms

Breakout Sessions I

Two: Sustainability Strategies in Accelerated Programs

Friday, October 11, 2013
2:45–3:45 p.m.

Discussion Leader:

CHERYL BRANDT, PhD, RN, ACNS-BC
Professor, Department of Nursing
University of Wisconsin- Eau Claire

National Advisory Committee Facilitator:

DAISY CRUZ-RICHMAN, PHD, RN,
Dean and Professor, College of Nursing,
The State University of New York, Downstate Medical Center

Objective:

To discuss the importance of and strategies that facilitate sustaining ABSN educational programs.

Overview:

1. Review of ABSN program resources that must be sustained
2. Human resources
 - a. Students
 - b. Faculty
 - c. Administrators
 - d. Clinical preceptors
3. Fiscal
4. Models of Sustainability
5. Suspending admissions: One ABSN program's story
6. Discussion of strategies for strengthening the sustainability of ABSN programs; discussion questions will prompt participants to (1) identify barriers to ABSN program sustainability that they have encountered, and (2) describe strategies that have supported ongoing delivery of ABSN programs.

SUSTAINABILITY STRATEGIES IN ACCELERATED PROGRAMS

2013 Summit, New Careers in Nursing
October 11, 2013
Cheryl L. Brandt, PhD, RN, ACNS-BC



Resources That Must Be Sustained

- Human resources
 - Students
 - Recruitment of qualified students (Fang, Bednash, & DeWitty, 2012; Sharp & Sharp, 2012)
 - Faculty
 - Faculty shortage (Rideout, 2012)

Human resources

- Administrators and administrative support staff
 - Importance of a leadership vision (Zhan, Finch, Lee, & Dapremont, 2012)
- Ongoing relationships with clinical agencies
 - Importance of clinical placements (Caldwell & LaRocco, 2012)

Fiscal resources

- Start-up expenses (e.g., curriculum development, program accreditation, student recruitment) (Lindsey, 2009)
- Ongoing expenses (e.g., faculty and support staff salary/benefits, office and lab equipment and supplies, testing, evaluation, and much more) (Caldwell & LaRocco, 2012)

Suspending Admissions – One ASBSN Program’s Story



Models of Sustainability

- Students
 - Sensitivity to adult learners (Sharp & Sharp, 2012)
 - Financial support (e.g., scholarships)
 - Academic support (Sharp & Sharp, 2012)
- Faculty
 - Sensitive scheduling (Lindsey, 2009)
 - Seasoned instructors

Models of Sustainability

- Curriculum and pedagogy
 - “Accelerated, not abbreviated” (Meyer, Hoover, & Maposa, 2006)
 - Careful scheduling
 - Attention to scheduling for multiple programs (Caldwell & LaRocco, 2012)
 - Classroom innovation (Kaddoura, Williams, & Jabaley, 2012)
 - Experiential, interactive learning strategies
 - Technology-rich classroom
 - Course delivery models
 - Hybrid and online (Allen, VanDyke, & Armstrong, 2010)
 - Clinical teaching models
 - Simulation-rich (Patillo, Hewett, McCarthy, & Molinari, 2010)
 - Clinical immersion (Kaddoura, Jabeley, & Williams, 2012)
 - Clinical teaching fellows (Mannix, Faga, Beale, & Jackson, 2006)

Strategic partnerships

- Academic-clinical partnerships (Allen, VanDyke, & Armstrong, 2010; Mannix, Faga, Beale, & Jackson, 2006; Murray & James, 2012)
- Funding
 - Grant support for initial funding (Stuenkel, Nelson, Malloy, & Cohen, 2011)
 - Cost-recovery tuition model



DISCUSSION

Cheryl L. Brandt, PhD, RN, ACNS-BC

Breakout Session – Sustainability Strategies for Accelerated Programs

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Breakout Sessions I

Three: Successful Retention Strategies for Diverse Student

Friday, October 11, 2013
2:45–3:45 p.m.

Discussion Leaders:

ELIZABETH SPEAKMAN EDD, RN, CDE, ANEF
Associate Professor Jefferson School of Nursing CoDirector Jefferson Interprofessional
Education Center
Thomas Jefferson University

Elizabeth Speakman's research interests include: attachment relationships in adult higher education to foster and support students' learning; early intervention strategies to increase retention and success of at risk nursing students; and the development of a tool to describe and track comprehensive health promotion services to vulnerable populations in neighborhood-based sites. Currently Speakman is the PI on the Robert Wood Johnson *New Careers in Nursing* Grant. Speakman's practice settings include adult critical care, post anesthesia care unit, and emergency room. For the last two summers, she served as a Sea Camp nurse at a residential marine biology camp in the Florida Keys. Dr. Speakman was featured faculty in the journal *Nursing and Health Care Perspectives*, has been the recipient of Professional Nurse Traineeship and the Dorothy Del Buono Scholarship at Teachers College, Columbia University, and most recently was elected to the Board of Governors of the National League for Nursing.

SAMIRA M. MOUGHRABI PHD, RN, CNS
Assistant Professor
California State University—Northridge

Samira Moughrabi has 20 years of clinical experience in critical care/organ transplantation/dialysis/international transport of critically ill patients. As a Clinical Nurse Specialist, she is experienced in training and supervising new and seasoned nurses; developing policies, guidelines, and procedures at the unit and organization levels; initiating, conducting, mentoring, and teaching research and evidence-based projects to nurses in acute care nurses; acting as a clinical preceptor to master's nursing students; chairing/co-chairing committees (e.g. research, evidence-based practice, magnet, performance improvement...) planning/participating in training activities and conferences to nurses and clinical and administrative supervisors). As a nursing faculty, she teaches (clinical/didactic), counsels and advises undergraduate and graduate students; participates/chairs departmental and university committees (e.g. admission, advisement, assessment, search & screen...); conducts/disseminates research finding).

National Advisory Committee Facilitator:

PAUL GORSKI, PHD
Associate Professor
George Mason University

Objective:

To describe strategies and methods to retained enrolled students in accelerated nursing programs.

Overview:

1. Define compassion fatigue and nursing student stressors.
2. Describe the importance of self-care for the individual and the patient.
3. Demonstrate use of a self-care App, one of the self-care modalities.

Breakout Sessions I

Four: Simulation Based Learning

Friday, October 11, 2013
2:45–3:45 p.m.

Discussion Leaders:

JANA MCCALLISTER, RN, MSN, PHD
Clinical Assistant Professor and Director Fast Track BSN Program
The University of Texas at El Paso

Jana McCallister is an assistant professor of Nursing at the University of Texas at El Paso, and NCIN Program Liaison. She is currently director of the Fast Track Nursing Program at UTEP. She is currently active in research on the mental health sequelae of Mexican refugees fleeing drug-related violence in Mexico, funded through the Hispanic Health Disparities Research Center in El Paso.

She earned her PhD in Interdisciplinary Health Sciences in 2012 and master's in Community Health Nursing in 1999 from the University of Texas in El Paso. She currently serves on the Board of Directors for Sigma Theta Tau International Delta Kappa Chapter, and has served on the Board of Directors-Director of Community Education for the Alzheimer's Association of El Paso, and the Child Crisis Center of El Paso.

ALLEN HANBERG, PHD, RN

Director of the Masters Entry Program in Nursing and Associate Director Graduate Simulation
University of Hawaii

Allen Hanberg holds a PhD in Nursing from the University of Northern Colorado. His research focused on the utilization of High Fidelity Human Patient Simulation, identifying barriers and best practices for use in institutions of higher education. He has been working with simulation based learning since 2001 and has published numerous peer reviewed journal articles, presented on simulation at national and international conferences, and has served as a consultant for a variety of educational and health care institutions across the U.S. He has awarded numerous project and research grants. At Weber State University, Ogden UT, he led the development of Utah's first Simulation Learning Center and was awarded a grant of \$350,000 for the project. Later, while at the University of Utah, he served as the director of the Simulation Learning center and designed and implemented their \$12 million simulation center, funded in part through grants and private donations from community partners. He has served as a simulation and curriculum design consultant for the University of Northern Colorado, Westminster College, and the University of South Dakota. He is currently employed by the University of Hawaii and serves as the program director for the Masters Entry Program in Nursing, as well as the associate director for graduate simulation in the Translational Health Sciences Simulation Learning Center.

National Advisory Committee Facilitator:

ELIAS PROVENCIO-VASQUEZ, PHD, RN, FAAN, FAANP
Dean and Professor
The University of Texas at El Paso

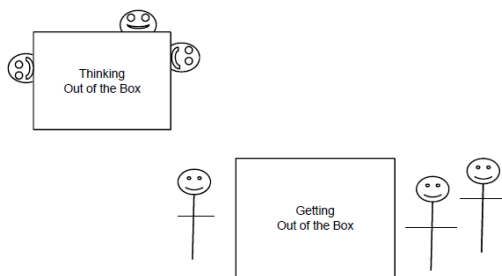
Objective:

To describe the value of high fidelity simulation as a contemporary teaching methodology in accelerated nursing education.

Overview:

1. Discuss current evidence that supports use simulation as a teaching strategy for accelerated nursing students.
2. Describe the benefits of simulated learning experiences.

Get Creative



Prior to Simulated Hospital Day

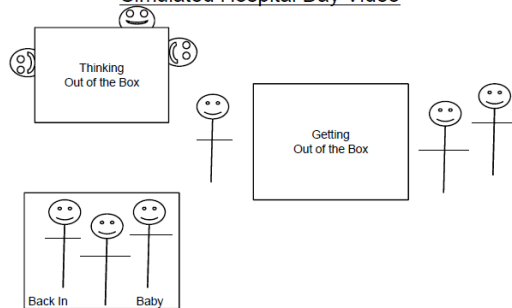


Isolation



Silos

Back in the Box "Baby" Simulated Hospital Day Video



Course Managers & Community Partners Faculty Buy-In



Course Managers, Community and Inter-professional Partners

Simulated Hospital Day

Why Created

- Dissatisfied with traditional scenarios
- Provide care as a nurse not a student nurse
- Real time activities

What Skills Incorporated

- Critical thinking
- Time management
- Prioritization
- Communication
- Multiple procedures

Today's Simulated Hospital Day

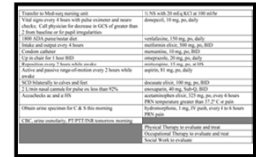


Complaints to Dean NONE

SHD Fall Schedule (18 days - 270)

Month	Day	Scenario	Day	Scenario	Day	Scenario
Aug	28		29		30	Aug 31 4812 SHD (18) 4812 SHD (18) (18) 1 Scen
September	4		Sept 5 4812 SHD (18) (18)	Sept 6 4812 SHD (18) (18) (18) Dr. Chavez 4812 SHD (18)	Sept 7 1 Scen	4812 SHD (18)
Sept 10	11		Sept 12 4812 SHD (18) (18) Dr. Chavez	Sept 13 4812 SHD (18) (18) (18) Dr. Chavez	Sept 14 4812 SHD (18) (18) (18) Dr. Chavez	Sept 15 1 Scen
Sept 17	18		Sept 19 4812 SHD (18) (18) (18) Dr. Chavez	Sept 20 4812 SHD (18) (18) (18) (18) Dr. Chavez	Sept 21 4812 SHD (18) (18) (18) (18) Dr. Chavez	Sept 22 1 Scen
October 12	23		Oct 24 4812 SHD (18) (18) (18) Dr. Chavez	Oct 25 4812 SHD (18) (18) (18) (18) Dr. Chavez	Oct 26 4812 SHD (18) (18) (18) (18) Dr. Chavez	Oct 27 1 Scen
October 30	30		Nov 1	Nov 2	Nov 3	Nov 4
November	6		7	Nov 8 4812 SHD (18) (18) (18) Dr. Chavez	Nov 9 4812 SHD (18) (18) (18) (18) Dr. Chavez	Nov 10 1 Scen
November 13	13		Nov 14 4812 SHD (18) (18) (18) Dr. Chavez	Nov 15 4812 SHD (18) (18) (18) (18) Dr. Chavez	Nov 16 4812 SHD (18) (18) (18) (18) Dr. Chavez	Nov 17 1 Scen

Training for the SHD Faculty Buy In



Create it for Me

Simulated Hospital Day

900 four hour scenarios/year



Technology & Simulated Hospital Day



Simulated Hospital Day



Operations of the Simulated Hospital Day



Faculty run it like clinical.
2 day Dress Rehearsal
Pt Info from real charts, local diagnosis

Operations of the Simulated Hospital Day



1000 Teaching Moments



1000 Teaching Moments



1000 Teaching Moments



Simulated Hospital Day Post Conference and Ongoing Debriefing



Benefits of Simulated Hospital Day



Integrate didactic into practice
Community partner involvement
Patient perspective obtained

2 day dress rehearsal
Inter-professional collaboration
1000 Teaching moments

Financials



Financial Breakdown

	G	H	I
1			
2	Instructor	Test Time	
3	1	7.5	Full Day For Instructor + Lab Turnover
4			8 Hours of Clinical For Students ??
5			
6	1	10.0	Will Usually Run Long and Late
7			
8			
9			
10	1	0.8	45 Minutes Clinical For Students
11			Full Day For Instructor

SHD vs. Scenario
SHD vs. Scenario Time

Questions

rcstout@utep.edu
Thank You

[Simulated Hospital Day Video](#)

Breakout Sessions II

Innovations in Accelerated Degree Nursing: Small Group Breakouts

*Friday, October 11, 2013
4:00–5:00 p.m.
Dupont A*

Overview: Participants will self-select and engage with colleagues to discuss potential collaborative opportunities to develop an innovative project to be submitted in response to NCIN call for project proposals.

Objective:

1. Program liaisons will collaborate in identifying common areas of interest that may lead to the design of innovative projects.

Discussion Questions:

1. What opportunities exist that will promote innovative practices in accelerated nursing education?
2. Are there innovative practices that can serve as models of best practices?
3. Which other NCIN grantees are interested in developing a collaborative partnership to further develop these innovative ideas?

Areas for exploration:

Learning and teaching: How do adults learn? What teaching strategies enhance learning? How can observation, practice, and reflection enhance learning and teaching? How are effective faculty development programs designed and implemented?

Curriculum: What are the missions and assumptions of different health care curricula? What are the elements of effective curriculum design? How can we plan strategically for curricular change?

Evaluation: What are the basic purposes of educational evaluation, research and assessment in healthcare education? What methods of evaluation are effective in assessing the merits of innovative activities? How can evaluation outcomes best be disseminated and used?

Leadership: How can conflicting responses and resistance to change be dealt with productively? How can organizations plan strategically for the introduction of educational innovations? Which leadership styles increase the likelihood of acceptance of change?

Educational technology: What are the latest contributions of Information Technology to effective learning and curriculum design? How can Information Technology and Web technology be used to facilitate assessment?

Breakout Sessions II

Establishing Connections and Collaborations

Friday, October 11, 2013
4:00–5:00 p.m.
Glover Park A

Overview: First time attendees and new program liaisons will be assigned, upon request, a mentor to assist them with understanding the NCIN program requirements. Mentors will be previously funded grantees who will share best practices, challenges they experienced, and strategies to minimize these challenges.

Objectives:

1. To provide a designated space where program participants engage in 1:1 mentoring dialogue based upon mutually agreed upon discussion topics.
2. Experienced program liaisons, mentors, will share challenges and successes with new NCIN program liaisons, mentees, with implementation of program requirements.

Dialogue:

Dialogue and processing will be the most important aspects of these sessions. The group discussions follow this format:

Helpful Tips:

1. Create an open atmosphere where all can participate
2. Prepare a brief introductory statement
3. Work hard to remain neutral
4. Encourage creative, critical, constructive thinking
5. Each group member is invited to engage with the group dialogue regarding discussion topics

Breakfast Session: Innovations Roundtables or Mentoring Roundtables

*Saturday, October 12, 2013
8:00–9:00 a.m.
Glover Park A*

National Advisory Committee Facilitator:

DEBBIE DANFORTH, RN
Operations Division Director
Oneida Comprehensive Health Division

Overview:

Participants will continue discussions regarding design and implementation of innovative projects for accelerated nursing education. The outcome of this session is a proposed timeline for those grantees who plan to propose a project.

Mentoring pairs will continue to collaborate and determine future connections.

Objectives:

1. Program liaisons will collaborate in identifying common areas of interest that may lead to the design of innovative projects.
2. Program liaisons will identify future opportunities to continue mentoring conversations and establish a plan for connecting.

Discussion Questions:

Innovations:

1. What opportunities exist that will promote innovative practices in accelerated nursing education?
2. Are there innovative practices that can serve as models of best practices?
3. Which other NCIN grantees are interested in developing a collaborative partnership to further develop these innovative ideas?
4. What common goals will meet needs of the collaboration?
5. What is a reasonable timeframe for connecting?

Mentoring:

1. What areas of discussion will interest both parties?
2. What should be the terms of our on-going mentoring relationship?
3. What are our preferred means of communication?

Doctoral Advancement in Nursing

*Saturday, October 12, 2013
9:00–9:45 a.m.
Salon B & C*

Speakers:

CAROLINA HUERTA, EDD, RN, FAAN
Nursing Department Professor & Chair
The University of Texas-Pan America

Carolina González-Huerta, a graduate of Texas A&M University, is currently chair and professor of the Nursing Department at The University of Texas Pan American in Edinburg, Texas. She is the 2008 recipient of the American Nurses Association Mary Mahoney Award. Dr. González-Huerta has received HRSA scholarship awards for educational and economically disadvantaged students. She has served as a grants reviewer for the Texas Higher Education Coordinating Board Nursing Innovative Grants Project; AACN Master's Conference Abstract Reviewer; AACN Johnson & Johnson Minority Scholarship Reviewer 2007, AACN Board of Directors 2007-2008; and Robert Wood Johnson Foundation, Anderson Rural Health Project 1998.

TERI MURRAY, PHD, APHN-BC, RN, FAAN
Robert Wood Johnson Foundation Executive Nurse Fellow '06 and Dean,
Saint Louis University School of Nursing

Teri Murray is a graduate of Saint Louis University where she is currently the dean of the School of Nursing. She is a Robert Wood Johnson Foundation *Executive Nurse Fellow* alumna. Her Robert Wood Johnson Foundation Leadership project focused on Transforming Baccalaureate Nursing Education through Inter-professional and Inter-institutional Partnerships and Identifying Innovative Partnerships in Clinical Education. Her work continues to focus on the influence of the various educational pedagogies used in clinical education to promote student learning; facilitate transition to the practice arena; and provide safe, patient-centered, evidence-based care, such that the health status of individuals, families, communities, and populations is improved and enhanced. She has been the recipient of many grants and served as a grant reviewer for the U.S. Department of Health and Human Services, Health Resources and Services Administration, Bureau of Health Professions, Division of Nursing. She has presented nationally and authored or co-authored numerous publications, including a paper in the landmark report, *The Future of Nursing: Leading Change, Advancing Health*. She is a reviewer for several refereed nursing journals and serves on the editorial board for the *Journal of Nursing Education*.

PATRICIA TABLOSKI, PHD, GNP-BC, FGSA, FAAN
Associate Professor
Boston College

Patricia Tabloski has committed her career to the teaching, practice, and study of gerontological nursing. She currently serves as an associate professor at the William F. Connell School of Nursing at Boston College. Dr. Tabloski maintained a clinical practice as an advanced practice

gerontological nurse in collaboration with two physician colleagues and a multi-disciplinary team for over 20 years. The team provided primary care to nursing home residents at all levels of care. Additionally, she established the first Geriatric Assessment Clinic at the University of Massachusetts Medical Center and arranged clinical placements for many nursing, medical, and social work students over the years. Dr. Tabloski has conducted research to improve sleep and reduce delirium using non-pharmacological interventions. She has numerous publications, presentations, and citations that attest to her accomplishments as a scholar, clinician, and researcher. She has gained a national and international reputation as an expert in the nursing care of the older adult. She has recently completed the third edition of her award winning text book entitled *Gerontological Nursing* (2013). Dr. Tabloski has been awarded fellowship by the Mayday Society, the American Academy of Nursing, and the Gerontological Society of America.

Moderator:


ELIAS PROVENCIO-VASQUEZ, PHD, RN, FAAN, FAANP
Dean and Professor
The University of Texas at El Paso

Session Overview:


Describe successful strategies faculty may use to support students in seeking and making application to nursing doctoral programs.


Session Objective:

1. Discuss the background and purposes of the Doctoral Advancement in Nursing (DAN) project.
2. Disseminate evidence regarding doctoral education in nursing as described in the DAN white paper.


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New Careers in Nursing
Doctoral Advancement in Nursing:
A Compelling Need for the Profession



 American Association
 of Colleges of Nursing



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Facts About Doctoral Nursing Education in the United States

- Nursing is the largest health care profession with 3.1 million registered nurses.
- Demand: doctorally prepared nurses with advanced practice, clinical specialties, teaching, and research roles.
- Demand is expected to outpace current supply.
- Current crisis; budget constraints, an aging faculty, and increasing competition for clinical sites.






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Facts About Doctoral Nursing Education in the United States

- Leadership positions, faculty appointments, and specialist roles; a doctorate is the appropriate credential.
- Doctoral programs focused on either research (PhD) or practice (Doctor of Nursing Practice or DNP).
- Varied pathways provide flexibility and support graduates in achieving diverse career goals.

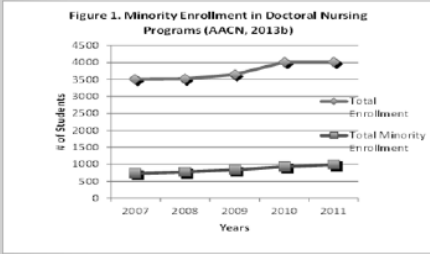



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Minority Enrollment

Figure 1. Minority Enrollment in Doctoral Nursing Programs (AACN, 2013b)



Year	Total Enrollment	Total Minority Enrollment
2007	~3500	~1000
2008	~3500	~1000
2009	~3800	~1100
2010	~4000	~1200
2011	~4000	~1200



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DAN Project

Enhance the pipeline of future nurse leaders, faculty, and researchers by:

- Identifying, encouraging, and supporting students interested in pursuing doctoral degrees;
- Focusing on graduates of accelerated and traditional nursing programs who come from groups underrepresented in nursing or from disadvantaged backgrounds; and
- Establishing mentoring relationships to guide
 - application process
 - identify sources of financial support.



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Project Goals


The project has the following goals:

- Guide and facilitate student application and subsequent enrollment in doctoral programs;
- Investigate mentoring approaches that facilitate enrollment; and
- Develop process to identify individuals interested in doctoral study.


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Motivating Students to Pursue a Post-Baccalaureate Degree

- Identify specific questions for consideration
 - Why do I want a doctoral degree?
 - Am I interested in a research or clinical degree?
 - Am I interested in education?
 - What are my career goals or aspirations?
 - Which type of doctoral program will best meet my career goals?
 - What it is like to be a doctoral student?
 - Is this the right time for me to attend school?



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Helping the Student Decide on a DNP or PhD

<https://www.surveymonkey.com/s/DANStudentAssessment>

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Helping the Student Decide on a DNP or PhD

- Ensure that the student is aware of the varying roles of each degree path:

Doctor of Nursing Practice (DNP)	Doctor of Philosophy in Nursing (PhD)
Focus is on clinical practice, improve systems of care	Focus on nursing research and dissemination of information
Possible Employment Opportunities: Health Care Administration, Advanced Practice Nursing, Clinical Faculty	Possible Employment Opportunities: Nurse Scientist, Nursing Faculty

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Action Steps

- Explore Program Options
- Gather Information
- Explore Financial Information
- Assess Program Environment
- Assess Administrative Policies and Procedures
- Create a Database of Programs That Meet Your Needs
- Apply to Three Programs

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Suggested Timeline


- During Undergraduate Education
 - Discuss interest for post BA/BS work with advisor and faculty members
 - Determine if you wish to pursue the science or clinical degree
 - Begin to define or inquire about specialties in your chosen field; science or clinical degree
 - Meet with academic or faculty advisors
 - Become knowledgeable of the resources available and develop a list of schools of interest
 - Get involved in research or clinical practice to determine which area of interest may be a good fit
 - Investigate fellowships, scholarships, and financial aid

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Timeline

- Near undergraduate completion or shortly thereafter
 - Register and prepare for the appropriate graduate admission tests.
 - Have a list of 6-12 target schools and visit as many as possible to narrow your choice to 3 schools
 - Begin to acquire letters of recommendation (3-5)
 - Get started on your application essay and set a timeline for yourself on application deadlines



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Objectives of Faculty Toolkit

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The Faculty Toolkit was developed to provide faculty with:

- Basic information necessary to guide undergraduate students seeking post-baccalaureate education;
- Tools and resources to assist undergraduate students seeking post-baccalaureate education;
- The skills to identify nursing students who are potential candidates for graduate study;
- Guidance when preparing letters of recommendation; and
- Increase student success in submission of applications for graduate education.



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Helping Students Identify Variables that Impact Doctoral Study Success

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- As a faculty advisor you should encourage the student to evaluate the level of personal support they have for pursuing doctoral study.
- Support systems (family, friends, peers)
- Maintaining a Social and Healthy Life Balance
- Housing
- Employment Assistance for Family Members
- School Age Children

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Doctoral Advancement in Nursing Student Toolkit

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Objectives of the Student Toolkit

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- Present information necessary to guide undergraduate students and others who may be interested in pursuing post-baccalaureate education.
- Provide tools and resources to achieve successful admission to the program of their choice.
- Discuss the PhD and DNP degrees so that they may match their career goals with the chosen program of study.
- Offer guidance regarding requesting letters of recommendation and writing personal statements.

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Motivating Students

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- Directs questions to students:
 - Why do I want a doctoral degree?
 - Am I interested in a research or clinical degree?
 - What are my career goals or aspirations?
 - Which type of doctoral program will best meet my career goals?
 - What is it like to be a doctoral student?
 - Is this the right time for me to attend school?
 - Would I have to relocate?

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The Application Process

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- **Preparing for Entrance Exams**
 - GRE preparation techniques
 - TOEFL (if required)
- **Writing Personal Statement/Admission Essay**
 - General advice for writing
- **Preparing for the Doctoral Admissions Interview**
 - Helpful hints to ensure a successful interview
- **Managing Outcomes**
 - Advice on how to deal with admission decisions

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Mentoring



- Only 57% of doctoral students complete in 10 years
- Minority students range 47%-51%
- Having a mentor contributes to positive outcomes
- Social and academic interactions with faculty
- Producing research of their own or with others
- Completing their degree

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ncin.chronus.com



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Apply to be a Mentor



- Complete the DAN project mentor application at ncin.chronus.com and providing:
 - A description of past work experience
 - A personal bio-sketch
 - Evidence of current nursing licensure
 - Complete contact information
 - Review and agree to engage in mentoring dialogue as agreed upon with mentees

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Apply to be a Mentee



- Complete the DAN Project Mentee assessment at: <https://www.surveymonkey.com/s/DANStudentAssessment>
- Complete the DAN Project Mentee application by visiting ncin.chronus.com and provide the following:
 - A description of past work experience
 - Evidence of current nursing licensure
 - A personal bio-sketch
 - Contact information
 - Completed personal doctoral milestone chart
- Review and agree to engage in mentoring dialogue as agreed upon with mentor

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Breakout Sessions Instructions

Breakout sessions are designed to provide an opportunity for conference participants to engage in dialogue with colleagues. Discussion and processing will be one of the most important aspects of the conference and the focus of these sessions.

Discussion Leader:

1. Allow time for group members to briefly introduce themselves.
5. Present an overview of the subject matter from prepared notes and key points for discussion.
6. Engage the group in dialogue regarding discussion topics.
7. Ask the group to identify challenges and successes.

Facilitator:

1. Solicits one group member to serve as Recorder/Presenter.
2. Keeps the group focused on the topic and discussion.
3. Summarizes the various ideas of the group on an ongoing basis for documentation by the recorder.
4. Monitors the time to ensure the group completes its discussion within the allotted time.
5. Time Management: You will have a total of 90 minutes for dialogue.
6. Please allow the last 10-15 minutes to summarize your discussion and
7. prepare a summary consisting no more than 3-5 top points.

Recorder and Presenter:

1. Each group will present a brief (2-3 minutes) executive summary during the summation. You are requested to keep a detailed recording of your discussion. This will be important to the preparation of a summary for the web site.
2. Summation: The facilitator from each group will present the executive summary followed by a brief Q&A

Breakout Sessions III **One: Simulation Based Learning Part II**

Saturday, October 12, 2013
10:30–11:45 a.m.

Discussion Leaders:

ALLEN HANBERG, PHD, RN

Director of the Masters Entry Program in Nursing and Associate Director Graduate Simulation
University of Hawaii

LORI WONG, PHD, RN

Director of Simulation/Translational Health Science Simulation Center
University of Hawaii

Lorrie Wong has taught at the University of Hawai'i at Manoa School of Nursing and Dental Hygiene (UHSONDH) since 1989. She received her PhD from the UHSONDH, her master's degree in nursing from Columbia University, a bachelor's degree in nursing and post-master's certificate in adult advanced practice nursing from the UHSONDH. She is an adult advanced practice nurse with experience in critical care, intensive care and trauma. She has been honored numerous times with the Nurse Educator Award, a recognition provided by the graduating class of nursing students and received the University of Hawai'i Chancellor's Citation for Meritorious Teaching in 2004. In 2010 she was selected to participate in the National League for Nursing Simulation Educator Program. Her research interests include integrating new technology into health care education for students as well as clients with chronic diseases. She has been invited to present at local, national and international conferences on the topic of simulation learning methodology and curriculum integration.

In 2006, Dr. Wong was appointed as the Director for Simulation Learning, responsible for overseeing the development of the University of Hawaii School of Nursing's simulation program. She worked with the UH THSSC development team to oversee the expansion of the school's simulation capabilities through the development of the new state-of-the art Translational health science simulation center and the organization of a statewide Simulation Collaborative.

National Advisory Committee Facilitator:

TERI MURRAY, PHD, APHN-BC, RN, FAAN

Robert Wood Johnson Foundation Executive Nurse Fellow '06 and Dean
Saint Louis University School of Nursing

Overview:

Describe the process for planning and design of a simulation laboratory for student learning.

Objectives:

1. Identify the essential steps for planning a simulation laboratory.
2. Describe the sequential steps and time to develop a simulation program implementation.
3. Compare and contrast approaches for selecting equipment for a laboratory.

University of Utah College of Nursing Simulation Learning Center Design Project Decision Tracking Summary

#	Decision	Rationale / Comments	Responsible	Date
Process / Management Decisions				
1.	Methodology for simulation will be based on patient care management experiences	Discussed multiple models for simulation-based training Procedure based vs. Patient care management experiences		
2.	Cognitive, technical, and behavioral based performance outcomes will be measured using video recordings for data capture	Discussed at SLC Task force meetings as well as town hall meetings		
3.	Standardized patient care management experiences will be based on a framework aligned with curriculum and will go through a committee process vs. ad hoc faculty prepared experiences	Desire for standardization to assure that students receive a patient care management experience that has been through a “process” that is reliable and valid		
4.				
5.				
6.				
Structural / Functional Decisions				
Skills Training Studio				
#	Decision	Rationale / Comments	Responsible	Date
1.	Use of HSEB building 4 th floor for storage and training of task and	This space was found to be underutilized and will open up more flex space for skills		

	procedural models	training		
2.	Skills training studio to be as open and flexible as possible	SLC task force desire for space to be as flexible to accommodate future growth and changes in curriculum and methods of teaching		
3.	Decentralized storage carts	SLC task force desire for space to be as flexible to accommodate future growth and changes in curriculum and methods of teaching		
4.				
5.				
6.				
Structural / Functional Decisions Patient Care Management Studio				
#	Decision	Rationale / Comments	Responsible	Date
1.	Microphones Patient Care Rooms Common Areas Debriefing Rooms	Need to be able to pick up and record clear conversations occurring without interference from HVAC or other background disturbances		
2.	Video Capture Live Feed required to each debriefing room from any patient care or common area Record up to 30 minutes per scenario	Increases through-put by utilizing observers This allows observers to watch the simulation real-time and be active participants in the debriefing process Provides for immediate		

	Instant replay to each debriefing room within 3 minutes of completion of event Split screen shot capabilities	video playback for debriefing as well as later for evaluation review, coding, and research Allows 2-4 different views simultaneously		
3.				
4.				
5.				
Decisions yet to be made				
#	Decision	Rationale / Comments	Responsible	Date
1.	Vendor to supply A/V data capture	to procure specs, bids, quotes		
2.	Vendor(s) to provide High fidelity and mid fidelity manikins	Simulation Equipment Budget drafted 12/03/08 by Document reviewed by MSD		
3.				
4.				

*Refer to audio-visual system operational goals document for detailed A/V requirements based on determined operational goals

Breakout Sessions III

Two: Mentoring Programs that Work

Saturday, October 12, 2013
10:30–11:45 a.m.

Discussion Leader:

LORI ESCALLIER, PHD, RN, CPNP
Clinical Professor and Associate Dean
Stony Brook

Lori Escallier has had several decades of experience leading mentorship programs (both grant funded and university funded) at the Stony Brook University School of Nursing and the University at large. She is also published in this area.

National Advisory Committee Facilitator:

CATHERINE CROWLEY, EDD, RN
Project Director
Who Will Care? Initiative

Overview:

Discuss components of successful RWJ NCIN mentoring programs in accelerated nursing programs.

Objectives:

1. Compare and contrast the benefits and constraints when planning a mentoring program for scholars.
2. Identify challenges with implementing mentoring programs for NCIN scholars.

Breakout Sessions III
Three: Accessing the RWJF Data Base: Source of Secondary Data for Research

Saturday, October 12, 2013
10:30–11:45 a.m.

Discussion Leader:

CATHERINE MILLETT, PHD, EDM
Senior Research Scientist
Policy Evaluation and Research Center, Educational Testing Services

National Advisory Committee Facilitator:

PHYLLIS SHARPS, PHD, RN, CNE, FAAN PHD, RN, CNE, FAAN
Professor and Chair, Department of Community Public Health Nursing
Johns Hopkins University

Overview:

Describe potential use of a secondary database that is being archived by the Robert Wood Johnson Foundation.

Objectives:

1. Discuss how nurse researchers may gain access to secondary database.
2. Identify the potential use of secondary data in nursing research.

Breakout Sessions III

Four: Interprofessional Education

Saturday, October 12, 2013
10:30–11:45 a.m.

Discussion Co-Leader:

ELIZABETH SPEAKMAN EDD, RN, CDE, ANEF
Associate Professor Jefferson School of Nursing CoDirector Jefferson Interprofessional
Education Center
Thomas Jefferson University

Elizabeth Speakman's research interests includes: attachment relationships in adult higher education to foster and support students' learning, early intervention strategies to increase retention and success of at risk nursing students and the development of a tool to describe and track comprehensive health promotion services to vulnerable populations in neighborhood based sites. Currently Speakman is the PI on the Robert Wood Johnson, *New Careers in Nursing Grant*. Speakman's practice settings includes adult critical care, post anesthesia care unit, and emergency room. For the last two summers, she served as a Sea Camp nurse at a residential marine biology camp in the Florida Keys. Speakman, was a featured faculty in the journal *Nursing and Health Care Perspectives*, has been the recipient of Professional Nurse Traineeship and the Dorothy Del Buono Scholarship at Teachers College, Columbia University and most recently was elected to the Board of Governors of the National League for Nursing.

Discussion Co-Leader and National Advisory Committee Facilitator:

BRENDA K. ZIERLER, PHD, RN, FAAN
Professor, Department of Biobehavioral Nursing and Health Systems
Co-Director Center for Health Sciences Interprofessional Education, Practice and Research
Associate Director- Institute for Simulation and Interprofessional Studies
University of Washington

Brenda Zierler's research explores the relationships between the delivery of health care and outcomes at both the patient and system levels. Her primary appointment is in the School of Nursing at the University of Washington, but she holds three adjunct appointments- two in the School of Medicine and one in the School of Public Health. As co-PI of a Macy Foundation-funded study, She leads a group of interprofessional faculty and students in the development of a simulation-based, team training program to improve collaborative interprofessional communication both within teams and with patients. She was the co-planning lead for the Collaborating Across Borders (CAB) III meeting in Tucson, Arizona (November 2011) and is a member of the planning committee for the 2013 Collaborating Across Borders Interprofessional meeting in Vancouver, BC. She is the co-director for the UW Center for Health Sciences Interprofessional Education, Practice and Research, and associate director of the UW Institute for Simulation and Interprofessional Studies (ISIS) in the School of Medicine. She is the co-PI of

a Josiah Macy Foundation grant focused on faculty development for interprofessional education and collaborative practice. She also leads a HRSA training grant focusing on faculty development in the use of technology across a five-state collaborative. She is a board member of the American Interprofessional Health Collaborative, a member of the IOM Global Forum on Innovation in Health Professional Education, and is on the Advisory Committee for the RWJF *New Careers in Nursing* Program. She was a fellow in the RWJF *Executive Nurse Fellows* Program (2008-2011).

Overview:

Describe interprofessional educational opportunities to teach team based patient centered care for the accelerated nursing student.

Objectives:

1. Discuss the expected outcomes of interprofessional education.
2. Identify opportunities for interprofessional learning in the clinical environment.

**Robert Wood Johnson: New Careers in Nursing
Breakout Session III
Interprofessional Education**

Facilitators

Brenda Zierler PhD, RN, FAAN
Co-Director, Center for Health Sciences
Interprofessional Education, Practice & Research
University of Washington

Elizabeth Speakman Ed.D, RN, ANEF
Co-Director Jefferson Interprofessional Education
Center, Thomas Jefferson University

**Interprofessional Collaborative Practice
Competency Domains**

Competency Domain 1:	Values/Ethics for Interprofessional Practice
Competency Domain 2:	Roles/Responsibilities
Competency Domain 3:	Interprofessional Communication
Competency Domain 4:	Teams and Teamwork

Interprofessional Education Collaborative Expert Panel. Core competencies for interprofessional collaborative practice: Report of an expert panel. May, 2011. Washington, D.C. Interprofessional Education Collaborative.

What are the Simple Rules of IPE?



- Talk with those at your table about successful IPE efforts you have seen.
- What were the “simple rules” that made these efforts successful?

IPE Case Scenario

IPE Case Scenario

- Each table serves as consulting group for QUAHC
- Initial IPE effort last year that was unpopular with students
- Faculty team trying to decide whether to continue their IPE efforts



IPE Case Scenario

- Read the scenario at your tables
- Identify things that the team did well
- Come up with three suggestions for improvement in their IPE efforts.



Envisioning the Future of Interprofessional Education



The future you're trying to determine is currently unavailable. Please leave a message after the beep.

Take Home Exercise

- Do you have an idea for:
 - Enhancing a current IPE activity?
 - Introducing a new IPE activity?
 - Transforming a current single-profession learning experience into an interprofessional learning experience?
 - Linking an IPE learning activity with a clinical IP team?

Questions to Consider - Possible IPE Projects

- What learners should be involved?
- What competencies are you hoping to address?
- How will you know if you are successful?
- What methods will you use to reach this goal?
- What faculty will need to be involved? How should they be prepared?
- Who will need to collaborate on this project or cooperate with this effort for it to succeed?

Resources

To Err Is Human: Building a Safer Health System
Recommended interdisciplinary team training to increase patient safety and quality health care
IOM, 1999



Crossing the Quality Chasm
All health professionals should be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics, IOM, 2001



Health Professions Education: A Bridge to Quality
Once in practice, health professionals are asked to work in interdisciplinary teams, often to support those with chronic conditions, yet they are not educated together or trained in team-based skills, IOM, 2003



The Future of Nursing: Leading Change, Advancing Health
Nurses should be full partners, with physicians and other health care professionals, in redesigning health care in the United States, IOM, 2010



Interprofessional Education for Collaboration: Learning How to Improve Health from Interprofessional Models across the Continuum of Education to Practice- Workshop Summary May 2013



Cochrane systematic review (2009)
Reeves, Zwarenstein, Goldman, Barr, Freeth, Hammick, Koppel

IPE demonstrated enhanced patient care and health outcomes:

- Improving the culture and patient satisfaction in ED
- Reduction of errors in an ED
- Improved care delivered to victims of domestic violence
- Improvement of knowledge and skills of mental health professionals

Cochrane systematic review (2013)
Reeves, Perrier, Goldman, Freeth, Zwarenstein

To improve the quality of evidence relating to IPE and patient outcomes or healthcare process outcomes, the following three gaps will need to be examined:


- The effectiveness of IPE interventions compared to separate, profession-specific interventions
- Qualitative strands examining processes relating to the IPE and practice changes
- Cost-benefit analysis of IPE care

National Center for Interprofessional Practice and Education

- Public-private partnership
- Funded by HRSA and four private foundations
- Launched in fall 2012
- Located at the University of Minnesota
- National Center Director: Barbara Brandt, PhD
- Join the National Center's conversation at www.nexusipeblog.com.
- Coming soon: Twitter, LinkedIn, and a new website

The National Center for Interprofessional Practice and Education is supported by a Health Resources and Services Administration Cooperative Agreement Award No. U59HP25067. © 2013 Regents of the University of Minnesota. All Rights Reserved

Questions?



IPE Case Scenario

NCIN: Break Out Sessions III: Interprofessional Education

October 12, 2013

Institution: Quality University Academic Health Center (QUAHC)

Make-up of QUAHC: Health professions schools: Dentistry, Medicine, Nursing, Pharmacy, and Public Health. Clinical care: 500 bed acute care hospital; 10 ambulatory clinic sites in the city.

History of IPE at QUAHC: Last year, Betty Smart, the new Vice Chancellor for Health Professions at QUAHC decided that students at all of their schools would be part of a new interprofessional education (IPE) program. To align schedules, she decreed that six Friday mornings would be reserved on the calendars of all schools for the IPE work. Mary Teacher from the School of Nursing was appointed to lead the initiative. Representatives from each of the other schools were appointed to assist her on a faculty advisory team. Due to scheduling difficulties, the advisory team only met twice in the weeks leading up to the IPE experience.

All 300 students from the five health professions schools were asked to attend sessions in a large auditorium. Faculty presented lectures on topics like: teamwork in health care, patient safety, quality improvement, and end-of-life care. Faculty noted that students from each profession tended to sit together. As the IPE course progressed, attendance lagged, with the room only one-third full for the final session.

The advisory team has just reviewed the student evaluations for the IPE experience, and the student satisfaction scores were quite low. Most students felt the lectures were boring. Dental students were upset that cases presented had no relationship to oral health, and the public health students felt that population health was ignored. Medical students felt that the whole course distracted them from studying for Part 2 of the National Board exam. Many students recommended that the IPE course be discontinued.

The group at your table has been asked to meet with the faculty advisory team to help them decide how to proceed with IPE work in the coming year. You've heard that Dr. Teacher is so discouraged, she is thinking of resigning as the IPE lead.

Questions for Discussion:

1. Can you identify some things that were done well with the IPE initiative?
2. How might you suggest the team integrate some of the principles of IPE that we've discussed this morning to make the IPE efforts more successful?

Breakout Sessions III
Five: Moving Accelerated Degree Students to Doctoral Education
(Call for Mentors)

Saturday, October 12, 2013
10:30–11:45 a.m.

Discussion Leader:

PATRICIA TABLOSKI, PHD, GNP-BC, FGSA, FAAN
 Associate Professor
Boston College

Patricia Tabloski has committed her career to the teaching, practice, and study of gerontological nursing. She currently serves as an associate professor at the William F. Connell School of Nursing at Boston College. Tabloski maintained a clinical practice as an advanced practice gerontological nurse in collaboration with two physician colleagues and a multi-disciplinary team for over 20 years. The team provided primary care to nursing home residents at all levels of care. Additionally, she established the first Geriatric Assessment Clinic at the University of Massachusetts Medical Center and arranged clinical placements for many nursing, medical and social work students over the years. Tabloski has conducted research to improve sleep and reduce delirium using non-pharmacological interventions. She has numerous publications, presentations and citations that attest to her accomplishments as a scholar, clinician and researcher. She has gained a national and international reputation as an expert in the nursing care of the older adult. She has recently completed the third edition of her award winning text book entitled *Gerontological Nursing (2013)*. Tabloski has been awarded fellowship by the Mayday Society, the American Academy of Nursing and the Gerontological Society of America.

National Advisory Committee Facilitator:

CAROLINA HUERTA, EDD, MSN, RN, FAAN
 Chair, NCIN National Advisory Committee, Doctoral Advancement Committee, Nursing
 Department Professor & Chair
The University of Texas-Pan America

Overview:

Describe the urgent need to educate more nurses at the doctoral degree early in career process.

Objectives:

1. Discuss the role of nursing faculty in engaging nursing students to encourage their advancement to the doctorate degree.
2. Differentiate the approaches that may be needed to prepare accelerated degree nursing graduates to advance to the DNP or the PhD degree.

Poster Abstracts

*Glover Park A
Voting closes at 5:30 p.m.
Friday, October 11, 2013*

Overview:

The poster session will provide an opportunity for conference attendees to learn about innovative work in progress and to preview late-breaking research results. These abstracts summarize the creative approaches to preparing accelerated degree nursing students for their programs.

Categories for poster exhibits are:

- Cultural Competence Initiatives;
- Hot Topics/ Other (Amazing in progress or completed projects such as challenges faced, unexpected accomplishments/successes, Scholars leveraging previous skills etc...);
- Innovative program design for accelerated students;
- Leadership development activities for accelerated students;
- Program evaluation of accelerated programs;
- Successful mentoring programs;
- Successful recruitment and retention strategies to yield/retain ethnically diverse or underrepresented students.

Poster Competition:

Conference attendees are asked to complete a score sheet identifying the poster that they feel best exemplifies innovation in each category.

The following abstracts are listed by location number.

The deadline for submitting score sheets is Friday, October 11 at 5:30 p.m.

A New Kind of Nurse: Implementing a Vision for a Master's Entry Program

Category: INNOVATIVE PROGRAM DESIGN FOR ACCELERATED STUDENTS

Location: 1

Background Statement: The need to improve safety and quality at the point of care has been well documented in the literature (e.g., Institute of Medicine reports). The role of the Clinical Nurse Leader (CNL) has been devised specifically for the nurse to be a leader at the point of care who can drive improved clinical outcomes because of her or his graduate education and experiences. To address this need, the faculty of Rush University College of Nursing made the bold move to eliminate baccalaureate education in lieu of a master's entry program that would produce not only competent providers of nursing care, but also leaders at the point of care who were equipped with the necessary knowledge and abilities to improve care processes in the microsystem.

Statement of Purpose: The purpose of this poster is to articulate the vision that drove the development and implementation of a master's entry level CNL program and provide specific examples of how that vision was operationalized within the context of the curricular structure. The goal is to present relevant outcome data that demonstrate attainment of the curriculum's terminal objectives and the CNL competencies.

Methods: It was important to first envision the nurse we wished to create before engaging in curriculum and course development. The terminal program objectives, as crafted by the faculty, arose from a synthesis of the literature pertaining to health care reform, future trends, the AACN's CNL white paper, and conversations with leadership of our primary practice partner, Rush University Medical Center. Though the curriculum followed traditional lines in terms of grouping and sequencing courses, particular attention was paid to ensuring the pedagogical approaches provided students with ample opportunities to: a) develop high-level analytical capabilities in patient care and systems; b) develop and apply leadership abilities; c) integrate professional role and values into practice; and d) gain an ability to contextualize care based on culture, clinical setting, and inter-professional communication patterns. The faculty committed to having high expectations of these graduate learners, believing them capable of comprehending and integrating the "big picture" of delivering patient-centered care while concurrently learning dense scientific information.

Results: Results date back to 2008 since the program's institution: NCLEX pass rate of 97 percent, CNL pass rate of 92 percent, Quality and Safety Education for Nurses (QSEN) competency attainment, employer feedback (judgment, professional development), comments on NCIN scholar reports, and Capstone projects. Our HESI scores, as assessed by the QSEN blue print, indicate that we are above benchmark. Rush Oak Park Hospital, our CNL partner, has utilized our graduates to design, pilot, and implement a CNL clinical model. Another partner, the Rehabilitation Institute of Chicago, is engaging in this process as well. We believe this data demonstrates the value of our program as well as the quality of CNLs we are graduating.

Author(s): Lisa Rosenberg, PhD, RN and Frank Hicks, PhD, RN
Nursing School: Rush University College of Nursing

Exploring the Film “Wit” to Create a Transformational Learning Experience in Therapeutic Communication for Accelerated Nursing Students

Category: INNOVATIVE PROGRAM DESIGN FOR ACCELERATED STUDENTS

Location: 2

Background Statement: 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.

Statement of Purpose: To use the film “WIT,” a portrayal of a vulnerable cancer patient, to enhance accelerated students’ ability to understand therapeutic & 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; and 3. To enhance student understanding of the unique role of empathy in nursing

Methods: Students attend a traditional lecture on therapeutic & non-therapeutic communication; later, watch the film “WIT.” In groups of seven-to-nine, students identify and analyze therapeutic and non-therapeutic communication in different scenes from the film, formulating therapeutic responses where the film presents non-therapeutic. Findings are presented to and discussed with the class. Students complete an evaluation of the experience.

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 and 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.”

Author(s): Danielle McGinnis, MSN, RN, West Virginia University, West Virginia
Barbara Summers, MSN, RN, West Virginia University, West Virginia
Amanda Machesky, MSN, RN, Waynesburg University, Pennsylvania
Nursing School: West Virginia University School of Nursing

The Use of Art and Music to Improve Nursing Students Observational and Auscultative Abilities

Category: INNOVATIVE PROGRAM DESIGN FOR ACCELERATED STUDENTS

Location: 3

Background Statement: Observation and auditory skills are essential competencies for nursing practice. Research studies reveal observational abilities are improved with visual training in an art museum and that the standing competence of auscultative skills is inadequate. This initiative demonstrated that there are numerous avenues to pursue in learning, refining, and integrating our senses as we educate future generation of nurses. Given that the skill of physical examination is multisensory, curriculum that enhances the skills of observing, touching, and hearing logically has potential for improved competency. This intervention will be beneficial in any educational or profession setting that requires observation and assessment and is currently being translated to all basic nursing students.

Statement of Purpose: The art of inspection/observation and listening/auscultation are essential skills for health care providers. Given that observational and auditory skills take time to perfect, the concern revolves around accelerated students' ability to master proficiency in a timely manner. This presentation or poster will describe the "looking is not seeing and listening is not hearing" innovative program and the impact of music auditory training for nursing students in an accelerated master's entry program on their competence in detecting of heart, lung, and bowel sounds. The Looking is not seeing aspect used art work in a museum and visual training as a means to develop observational and diagnostic reasoning skills.

Methods: A factorial design was used in which 77 students in an accelerated master's program for non-nursing college graduates were randomized to receive either music auditory training by a music professor in a music hall and observation training in a museum with a gallery instructor using artwork, versus viewing a DVD of the music intervention and observation training in a classroom with a nursing instructor using handheld images and artwork display via PowerPoint. All students were given a pre-test during the first week of nursing school and asked about their history of music and art training. Testing assessed of students' ability to identify which organ was associated with specific body sounds, as well as their ability to interpret a total of 25 sounds (10- lung, 11-heart, 4-bowel sounds), and interpretation of pictorial images of specific disease states.

Results: Results reveal that students correctly identified approximately 68 percent of bowel sounds, 38 percent of lung sounds, and 26 percent of heart sounds after this two-hour intervention, and significantly improved their observational abilities over time ($p < .0001$) on all measures with few exceptions. In addition, there were no differences between the groups over time for most measures, suggesting that the classroom experience is an effective pedagogy for improving the observational skills of nursing students. In addition, there were no differences between the groups over time for most measures, suggesting that the classroom experience is an effective pedagogy for improving the observational skills of nursing students. The activities of viewing works of art and aural training using music sharpens the observational and reasoning skills of nursing students and auscultative interpretive abilities, and holds promise for future medical education.

Author(s): Linda Honan Pellico, PhD, RN, APRN
Nursing School: Yale University

Choosing Doctoral Education: Factors Influencing Pursuit of Doctoral Education by Previous New Careers in Nursing Scholarship Recipients

Category: SUCCESSFUL MENTORING PROGRAMS

Location: 4

Background Statement: A culturally diverse nursing workforce is essential to meet the health care needs of the nation and reduce health disparities. Higher levels of nursing education are also necessary for nurses to stay abreast of advancements in research and technology. From 2002 to 2011, the number of nursing students from minority groups has increased to 26.1 percent in master's programs and 23.3 percent in research focused doctoral programs. In contrast, the number of men in nursing programs has remained relatively stable (9.5 percent of master's students and 7.5 percent of research-focused doctoral students).

Statement of Purpose: To explore the factors contributing to pursuit of doctoral education of previous New Career in Nursing (NCIN) scholarship recipients.

Methods: Forty NCIN scholarship recipients (37.5 percent male, 85 percent minority, 97 percent disadvantaged) were contacted by telephone or email following completion of their initial nursing program to ascertain factors influencing their pursuit of further nursing education. Key informant interviews with scholarship recipients were held with individuals who chose to apply to doctoral degree programs to explore how being a NCIN scholarship recipient affected their decision to apply to graduate school. Questions posed included: 1. What factors contributed to your decision-making process of applying to graduate school?; 2. Were there any individuals, activities, or life experiences that contributed to your desire to further your nursing education?; 3. What could the College of Nursing and the NCIN have done to assist or prepare you to continue your education?

Results: Of these 40 individuals, 42.5 percent applied to graduate programs (DNP=11, PhD=2; PhD/DNP=1; MSN=5). Male students reported that exposure and interactions through NCIN with other males who were enrolled in doctoral programs positively influenced their decision to enroll in the DNP Program. Females responded that frequent encounters, through the NCIN program, with female faculty members (PhD and DNP) played a large role in their decision-making process to pursue doctoral education. Financial support through scholarships and loans (DNP), and tuition waivers and stipends (PhD) was crucial. For males and females, family support and faculty affirmation of their ability to succeed in the programs assisted in their decision-making process. As a whole, past scholars were pleased with the College of Nursing's and NCIN's efforts in educating them about the significance of continuing their education. **Conclusion:** The NCIN assumed a vital role in promoting culturally diverse nursing students' pursuit of doctoral education.

Author(s): Patricia A. Cowan, PhD, RN, Y'Esha Weeks, MSN, RN, & Jennifer Hitt, MSN, RN
Nursing School: The University of Tennessee Health Science Center

How to Build a Successful Mentoring Program for Nursing Students

Category: SUCCESSFUL MENTORING PROGRAMS

Location: 5

Background Statement: The retention and academic success of students is an important outcome of nursing education. Programs that provide academic and peer support for students are likely to enhance student success. Mentoring is described as a reciprocal relationship where both students share in the personal growth and development of one another. Career advancement and psychosocial support are often identified as primary reasons mentees engage in the mentorship process (Ehrich, Hansford, & Tennent, 2004). The outcomes of mentoring in nursing, according to Dorey, Baker, & Constance (2004), are enhanced self-efficacy, career progression, professional competence and networking. In addition, Dorey, Baker & Constance considered mentoring as a tool for student retention, helping students cope with the stresses of schooling and increasing diversity in advanced nursing programs. As part of the Robert Wood Johnson Foundation (RWJF) *New Careers in Nursing* (NCIN) scholarship program, the University of Maryland School of Nursing (UMSON) developed a mentoring program for students in the Clinical Nurse Leader (CNL) option. The CNL option is designed to prepare individuals with a baccalaureate degree in another discipline for a career in nursing. The NCIN program provides scholarship funding to nursing students from underrepresented groups in nursing or those from disadvantaged backgrounds who are enrolled in accelerated (second degree) nursing programs.

Statement of Purpose: The purpose of the CNL Mentoring Program is to offer support and resources to students as they acclimate to UMSON and the nursing profession. For second degree students, some of whom have been in the workforce for some time, the transition to an accelerated nursing program can be challenging. Each semester, NCIN scholars and other CNL students commit to participating in the mentoring program. This program consists of a mandatory training session, two social networking events, monthly meetings, and on-going communication between the mentor liaison, mentors, and mentees.

Methods: In spring 2013, the Assistant Director, UMSON Student Success Center surveyed mentor program participants to determine their satisfaction with the program. Of 42 students, 53.0 percent completed the electronic survey.

Results: Results of data analysis suggested that the formalized structure increased student satisfaction and retention in the mentoring program. All of the mentees surveyed reported wanting continual mentorship for the next semester, 64.3 percent wanted to become mentors, and 75.0 percent of the mentors wanted to continue in their role.

Author(s): Tiffany Murphy & Gail Lemaire
Nursing School: University of Maryland School of Nursing

Less is More: Redesign of a Mentoring Program

Category: SUCCESSFUL MENTORING PROGRAMS

Location: 6

Background Statement: 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.

Statement of 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: The most significant change that we made to the program was to reduce the number of mentors from 40 to 6. Rather than coordinating many one-on-one mentoring pairs, each mentor is assigned four to six mentees. Mentors are now paid two hours per week for their time communicating with their assigned mentees. Mentor candidates submit an application and take part in an interview to be selected for the position. Once selected for the position, mentors must complete a half-day training which educates them on good mentoring practices. The training uses theories and activities borrowed from *The Mentor's Guide* by Lois Zachary. At the beginning of the semester, mentors and mentees meet face-to-face at an event, the Mentor-Mentee Meetup. Throughout the semester, mentors keep track of communications, interactions, and any concerns they encounter with their assigned mentees using a weekly log. Monthly mentor team meetings take 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. Subsequently, as a result of their involvement in the spring PRN team, two mentors continued on with student leadership and became student body president and vice-president, respectively. In the summer of 2013, six accelerated students were hired as mentors, mentoring our new accelerated cohort, two of whom were NCIN scholars. We have hosted three successful PRN meetups to create space for face-to-face dialogue. Next steps to continue improving PRN include: weekly email logs submitted by the mentors to the program coordinator; facilitating small group meetings throughout the semester (one mentor meeting with their assigned mentees); and developing pre and post surveys to ensure the program is meeting the needs and learning objectives of the mentees.

Author(s): Michael Reyes Andrillon, MPA; Beverly Epeneter, RN, EdD
Nursing School: Linfield College

Student Mentoring: A Program Evaluation

Category: SUCCESSFUL MENTORING PROGRAMS

Location: 7

Background Statement: Future nurses need the knowledge, skills, and attitudes necessary to continuously improve the quality and safety of the health care systems in which they work. The American Association of Colleges of Nursing's *Essentials of Baccalaureate Education for Professional Nursing Practice* states that graduates must be able to communicate and collaborate among healthcare professionals to deliver high quality and safe patient care (AACN, 2008). Furthermore, there are benefits of improved productiveness and positive student experiences (Myall, Levett-Jones, & Lathlean, 2007), personal and professional growth (Wolak, McCann, & Madigan, 2009), and a positive impact on practice, personal satisfaction, and professional success (LaFleur & White, 2010) with mentoring programs. Therefore, the implementation of a student mentoring program should create opportunities to practice these necessary skills, gain related benefits, and integrate the AACN's Essentials. The purpose of this study was to evaluate a new Peer Mentoring Program for Baccalaureate to BSN (BAC/BSN) nursing students.

Statement of Purpose: To evaluate a peer mentoring program for BAC/BSN nursing students. Goals: mixed methods evaluation of program's strengths, benefits, and weaknesses using a scored survey and student comments.

Methods: This study used a prospective, cross-sectional design using a mixed-methods approach. The sample was recruited from second-semester Sophomore, and Junior and Senior Undergraduate BAC/BSN nursing students. The mentoring relationship consisted of a Sophomore mentee matched with a Junior or Senior student mentor and involved participation for one academic year. An evaluation survey was completed by the participants at the end of the program. The survey consisted of 23 items using 5-point Likert-scale questions and 3 open-ended. Higher scores indicate higher satisfaction with the program. The survey included four subscales to evaluate the program, the relationship match, the school, and personal benefits. For analysis of the student comments, common themes and key concepts were determined and tabulated by two independent investigators.

Results: The mean total score was 93.53 ± 19.95 with range of 23-115. The mean Program subscale score was 33.49 ± 6.60 with range 8-40. The mean Relationship subscale scored highest of the four subscales at 29.59 ± 6.60 with range 7-35. The mean School subscale score was 11.64 ± 3.37 with range 3-15. The mean Personal Benefits subscale score was 18.80 ± 5.14 with range 5-25. Altogether, the scores reflect a positive evaluation of the program. Furthermore, 19 out of 32 (59 percent) participants stated they would recommend the program to others. The weaknesses identified from the participant surveys included the following: scheduling conflicts; loss of communication with mentor/mentee; and losing sight of program goals. Common recommendations for the program included: more communication and/or contact with their match and having the mentor/mentee being only one semester apart in the program. Results from participants' surveys indicated the following benefits: being helpful; providing emotional support and encouragement; and the matching process. Additional benefits from participating in the program included: emotional support; less anxiety and stress; confidence; being better prepared; and having a relationship with someone who has had the same experiences.

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A Brief Assessment of Core Aspects of an Accelerated Baccalaureate Nursing Program

Category: PROGRAM EVALUATION OF ACCELERATED PROGRAMS

Location: 8

Background Statement: Accelerated second-degree baccalaureate nursing programs are a common feature in schools of nursing, therefore it is essential that schools of nursing examine the attributes of these programs and these graduates as they transition into practice. The Stony Brook University School of Nursing has been the recipient of the Robert Wood Johnson Foundation (RWJF) *New Careers in Nursing* (NCIN) scholarship funds over the past five years. These scholarships are provided for the purpose of increasing the number of nursing graduates in the One-Year Baccalaureate Program (ABP), and to increase the diversity of nursing professionals. The NCIN Scholars receive individual mentoring that extends beyond the typical avenues of student support and advisement. Their educational experience is also enhanced with focused leadership development activities, given an understanding that leadership identity development is considered an important part of becoming an expert nurse.

Statement of Purpose: The purpose of this study was to: (1) assess the effectiveness of the mentoring strategies as perceived by the RWJF scholarship graduates, and the workforce impact that stemmed from the focus on leadership development; (2) evaluate elements of the program design, specifically, perceptions of the value and challenges related to the integration of the basic (2-yr program) and ABP students in selected courses.

Methods: A mixed-method survey design was utilized. A student survey instrument was designed by the authors for the specific purpose of the study. The instrument solicited socio-demographic information about the respondents and their experiences since their transition into the nursing workforce. Open-ended questions allowed (qualitative) responses about their experience as a NCIN Scholar, the program adaptations and interventions related to leadership and mentorship, and their potential effect on the experience of the NCIN graduates since entry into the nursing workforce. Faculty were also asked to offer five (5) adjectives that they believed best characterized the accelerated baccalaureate student and to describe the type of support that the faculty member expected to provide to the accelerated students that differed from the support typically provided to all other students. Narrative responses from both faculty and students were reviewed for the emergence of themes related to the purpose of the study. The study was exempt from institutional review board approval as it was considered part of the alumni assessment. Surveys were sent by e-mail to each of the 22 NCIN graduates. Follow-up phone calls or emails were sent to late responders. Narrative responses were independently reviewed by the co-authors, and interpretations mutually confirmed.

Results: A 45 percent graduate response rate was achieved. Graduate responses were very positive about the nursing profession as a second career. The reasons for choosing nursing as a second career varied, but the majority of the respondents indicated that the holistic nature of nursing and the opportunities available in the profession were major influences. Program evaluation ratings were uniformly positive concerning the program's ability to prepare students to practice safely, and on the effectiveness of both the mentoring and leadership strategies employed. There were only a few suggestions for improving; either program element, most comments were about the value of these enhancement activities and requests that "more of the same" be incorporated. Respondents indicated that the one-year program design was "just about enough" time for preparation for the professional role. Graduates were most responsive to the

query about the program's design in which certain classes are shared with basic (two-year) nursing students. There was support for both an inclusive and exclusive program design, however, the majority of participants expressed the preference that accelerated students form a separate cohort, rather than being integrated with basic baccalaureate students for upper division nursing courses. Six faculty provided responses concerning their perceptions of students and indicated that accelerated students were motivated, experienced, mature, self-directed and focused. They also expressed that ABP students required more flexibility and accommodation for other life pressures and events, but less support for development of time-management, test-taking and writing skills. Faculty perceived the need for some adaptation of pedagogical approaches that reflect the needs of these more advanced adult learners. The findings of this small cohort study confirm the experiences reported by others in a broad variety of geographic and practice settings that accelerated students enter seamlessly into the nursing workforce, that their peers, supervisors and employers do not perceive differences in transition to the profession or performance in the role, and that they remain engaged in the work of nursing.

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A Cost-Conscience Assessment “Tool Kit” for Identifying Predictions of NCLEX-RN Success in Accelerated Second Degree Students

Category: PROGRAM EVALUATION OF ACCELERATED PROGRAMS

Location: 9

Background Statement: While accelerated second degree nursing programs support our nation’s goal of increasing the proportion of baccalaureate prepared nurses to 80 percent of the total nursing workforce by 2020 (Institute of Medicine, 2010), nursing school graduates’ failure to pass the NCLEX-RN licensure exam on the first try creates problems not only for those graduates, but also for schools of nursing and health care organizations. Licensure exam failures also delay the impact of national initiatives, like the Robert Wood Johnson Foundation *New Careers in Nursing* Program (NCIN), aimed at developing a more diverse nursing workforce (NCIN, 2013). Therefore, it is vital that schools of nursing utilize resource-conscious continuous quality improvement strategies to systematically identify factors that predict students’ first time success so that early, tailored interventions can be used to support at-risk students upon admission.

Statement of Purpose: This poster describes the process used to create, implement, and evaluate Duquesne University School of Nursing’s assessment plan to determine factors that could be used to predict first-time NCLEX-RN success of accelerated second degree students after completing a one-year program. Our model, developed after studying over four years of basic and second degree graduates, can serve as a cost-effective “Tool Kit” for other schools to replicate in their efforts to strengthen this essential accreditation program outcome.

Methods: Designing and implementing a successful NCLEX-RN assessment plan requires careful preparation, ongoing communication and analysis, precise monitoring, and a qualified team dedicated to continuous follow-up. Duquesne University School of Nursing utilized a 10-step approach to accomplish this goal: 1) create a team, identify a leader, and assign roles and responsibilities; 2) define purpose and aims; 3) review past NCLEX-RN research; 4) seek potential funding sources; 5) develop detailed proposal (design, sample/setting, key variables, procedures for data collection and analysis, timeline); 6) obtain Institutional Review Board approval (if intend to publish); 7) create code book and database; 8) collect data; and 9) analyze data; 10) prepare and present report (suggested action plan based on comparison of actual vs. targeted results). Each step of this assessment plan will be elaborated upon using specific examples from our team’s experience.

Results: The NCLEX-RN Assessment Team analyzed data from the last four years of basic and second degree graduates from our current community-based curriculum. Overall, the assessment plan was a cost-effective strategy that provided a model for evidence-based decision-making. Assessment results were presented to faculty at the undergraduate program committee, which is responsible for developing an action plan, as needed, to attain the school’s NCLEX target. This action plan could include adjustments such as curriculum or policy changes (admission, grading, progression, etc.) or reallocation of resources. Such decisions need to be recorded in the committee minutes for ongoing tracking of continuous quality improvement.

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Nursing School: Duquesne University School of Nursing

A Holistic Approach to Facilitating Professional Socialization of Accelerated Second Baccalaureate Degree Nursing Students

Category: PROGRAM EVALUATION OF ACCELERATED PROGRAMS

Location: 10

Background Statement: The demographics of students entering nursing education are 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 continue to take a holistic approach to facilitating professional socialization by assessing the perceived stressors and self-reported coping mechanisms of accelerated second baccalaureate degree (ASD) nursing students.

Statement of Purpose: The purpose of this ongoing program evaluation is to assess the perceived stressors and self-reported coping mechanisms of (ASD) nursing students at the beginning, middle, and end of the 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?, and 2. Do the perceived stressors and coping mechanisms change or remain the same throughout the program? All ASD students are provided the opportunity to anonymously complete a survey at the beginning, middle, and end of the ASD program. The results are utilized to further develop the Pre-Entry Immersion Program (PIP), Leadership Development Plan, and Mentoring Program for current and future ASD cohorts.

Results: Results of the ongoing program evaluation include the responses of three ASD cohorts between 2011 and 2013. Perceived stressors common to all cohorts throughout the program, and consistent with the literature, include: 1. financial burdens; 2. uncertainty about the future; 3. balancing time between family and school; and 4. lack of time to prepare academically. Coping mechanisms common to all cohorts throughout the program include: 1. prayer/Bible study; 2. exercise; 3. talking with friends and family; and 4. adhering to a study schedule. Perceived stressors and self-reported coping mechanisms have remained the same over time. Based on these results and additional survey data, program enhancements are being implemented, such as more involvement with representatives from the university's Campus Life, Counseling Services, and Disability Services in the PIP, providing time outside of class for faculty-led group review of unit examinations, involving faculty from the traditional program in the leadership development plan, and introducing mentoring activities earlier in the program for all ASD students.

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Evaluation of the Pre-Entry Immersion Program for the Robert Wood Johnson Scholars on Blackboard®

Category: PROGRAM EVALUATION OF ACCELERATED PROGRAMS

Location: 11

Background Statement: The seven- week Pre-Entry Immersion Program at the University of Miami School of Nursing and Health Studies (SONHS) was designed to prepare NCIN Scholar students with the fundamentals of an undergraduate accelerated academic program. This seven-week Pre-Entry Immersion Program utilizes Blackboard® online technology to introduce and prepare students in academic success strategies including mathematics, medical terminology, life preparedness, and time management. Unique to this program is faculty member leadership in the online modules in order to reinforce the information and allow for questions. Lastly, the program served as an introduction to the profession of nursing and enlightened participants to the many career opportunities and leadership roles available to them. Completion of the program was mandatory for all scholarship recipients before beginning the accelerated nursing program. The ultimate goal of this program was to prepare and assist students in successful completion of the Accelerated BSN course at University of Miami SONHS and prepare them to be lifelong learners and nursing professionals.

Statement of Purpose: The purpose of this quality improvement project was to evaluate the Pre-Entry Immersion Program presented in the learning platform.

Methods: An evaluation questionnaire requesting feedback on strengths and opportunities for improvement was distributed via email to 14 NCIN scholars who had completed the Pre-Entry Immersion content within the year. Twelve completed questionnaires were received and reviewed.

Results: NCIN scholars provided evaluative feedback on topics, including: welcome to nursing; developing survival skills; introduction to mathematics in nursing; introduction to medical terminology; leadership in nursing; learning styles and communication; and personal wellness. Suggestions which emerged included: increased mentorship from cohorts of other NCIN scholars, as students greatly enjoyed listening to interviews of previous students; increased time to meet with mentors in the program; increased support for test taking; and increased support systems (such as a support group) to decrease feelings of isolation. Based on the comments and suggestions received from the students, modifications will be incorporated into the program to promote a successful transition into the rigorous accelerated nursing program.

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Outcomes of the Robert Wood Johnson Foundation New Careers in Nursing Program for Accelerated Students

Category: PROGRAM EVALUATION OF ACCELERATED PROGRAMS

Location: 12

Background Statement: The IOM (2010) has called for transformation of the nursing workforce to meet the complex health needs of future diverse populations and the call for more nurse leaders and faculty. This requires increasing the number of nurses from underrepresented groups, funding support for accelerated students to meet the nursing shortage, and cultivating highly educated entry-level nurses who can become future leaders and educators.

Statement of Purpose: The aim was to assess the outcomes of the Robert Wood Johnson Foundation *New Careers in Nursing* (NCIN) Scholarship Program to provide leadership development and mentoring to accelerated baccalaureate (BS) nursing students from underrepresented and/or disadvantaged groups at New York University.

Methods: Program outcomes were measured using mixed methods. Students (N = 25) were enrolled in a 15-month accelerated BS curriculum and were selected for the NCIN Program from a competitive applicant pool. Descriptive statistics were calculated for program evaluation scores; cumulative GPA; retention, 15-month graduation, and first-time NCLEX pass rates; as well as enrollment in graduate study. Periodic assessments through reflective journals and comments on program evaluations were analyzed for themes using content analysis.

Results: Retention, graduation, and first-time NCLEX pass rates were 100 percent with an average cumulative GPA of 3.53 and graduate enrollment of 27 percent for the first cohort. Students currently enrolled have a GPA of 3.51, and are engaged as student leaders. Overall ratings for all NCIN program activities were excellent (mean = 4, on 1-4 scale). Comments on program offerings included the themes: 1) feeling prepared for the accelerated BS program; 2) increased self awareness; and 3) developing new ways of thinking. Content analysis of the reflective journals revealed five themes: 1) full engagement; 2) time flying by; 3) personal and academic growth; 4) connections between education and practice; and 5) professional development through mentoring and support. These results indicate the NCIN Scholarship Program to support accelerated entry-level nursing students from underrepresented and/or disadvantaged groups through leadership development and mentoring has been successful. Continued cultivation of highly educated nurses representing diverse populations with the potential to be future leaders and educators is necessary to transform the nursing workforce in order to provide quality health care to patients with complex needs.

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Cultivating Leaders in Nursing

Category: LEADERSHIP DEVELOPMENT ACTIVITIES FOR ACCELERATED STUDENTS

Location: 13

Background Statement: Incorporating leadership activities into the hectic, full schedule of an accelerated BSN student is challenging. University of Delaware (UD) New Career In Nursing (NCIN) scholars are paired with practicing nurse mentors, periodically meet with local nurse leaders, attend at least one professional meeting, and complete the required professional/leadership seminars in the nursing curriculum to meet the leadership goals of the NCIN program. These opportunities are advantageous but integrating teaching and research assistant requirements into the NCIN program further builds knowledge, skill, and confidence.

Statement of Purpose: To describe innovative leadership opportunities as research assistants and teaching assistants in the NCIN program for accelerated BSN students in the University of Delaware (UD) School of Nursing.

Methods: Leadership immersion has been promoted through a required one semester teaching or research assistantship for NCIN scholars during the last six months of the accelerated BSN program. Following completion of a year of the accelerated nursing curriculum, students are asked if they prefer to be a teaching (TA) or research assistant (RA). The program liaison and accelerated BSN program coordinator work with each student to determine the best match. Students' decisions are influenced by success in a course, relationships with faculty members, and previous life/work/school experiences. Their choices are also tempered by guidelines requiring TAs to have at least a 3.0 overall GPA both in the program and at least a B in the course in which they would like to assist. All TAs in the school are assigned by a professional staff member and approved by course faculty. At this time, there is no minimal GPA to function as an RA. Interested faculty interview the prospective RA after reviewing student resumes. The faculty researcher ultimately approves the RA and delegates appropriate responsibilities based on individual student capabilities. Students are required to provide approximately 28 hours of service under the supervision/mentorship of their respective nursing faculty member. Reflection on leadership qualities and competencies gained through these experiences are incorporated through periodic individual/group meetings with the NCIN cohort, program liaison and program coordinator.

Results: Three students in the 2011-2012 program participated in TA activities, specifically, in a sophomore level pathophysiology course, in a junior level adult health course, and in the simulation laboratory setting. Outcomes observed and/or informally reported included in-depth knowledge of content, enhanced organizational and communication skills, nurturing of the seeds of mentoring, and instillation of confidence in their ability to be successful in the program and in the profession. Two students in the 2012-2013 NCIN program will be functioning as TAs in the simulation laboratory and three students will volunteer as RAs this fall semester. Research topics are cognitive functioning in elderly African Americans and improvement of functional status of individuals with Parkinson's disease. Areas for improvement of this leadership initiative include additional direction to the faculty member supervisors/mentors and more focused NCIN scholar discussion and analysis of leadership competencies developed through TA/RA activities. A formal evaluation will be completed by scholars and involved faculty to assist in future planning.

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Implementing Transformational Leadership Theory in a Peer Mentoring Program to Improve Clinical Leadership Skills: A Piolet Study

Category: LEADERSHIP DEVELOPMENT ACTIVITIES FOR ACCELERATED STUDENTS

Location: 14

Background Statement: Background: Transformational leadership theory is based on five criteria: idealized influence (attributes and behaviors), inspirational motivation, intellectual stimulation, and individualized consideration. It has been identified as having positive influence on leadership performance, follower performance, and job satisfaction in both the academic and health care setting. Transformational leadership is one of the five domains of a Magnet Accredited healthcare facility. Well known transformational leaders include John F. Kennedy, Martin Luther King, Jr., and Gandhi.

Statement of Purpose: Purpose and goal: At the time of this pilot study, there was no formally published literature addressing leadership skills in Student Government Association, Academic Ambassador Program, or Peer Mentorship Program on student leadership outcomes specifically at University of Medicine and Dentistry of New Jersey- School of Nursing (UMDNJ-SON). The goal was to identify whether clinical leadership skills improved among lower and upper level students of a non-traditional nursing program. After incorporating the teaching of Bass's transformational leadership theory in a mentorship training program designed for upper level student, these student then volunteered mentoring time with lower level students in skills lab sessions.

Methods: Methods: After successful IRB approval, this quantitative cross sectional pilot study tested four separate homogenous groups, lower and upper level students from the fall 2012 (Phase I, no implementation), and spring 2013 semester (Phase II, implementation). Multifactor Leadership Questionnaire (MLQ) was incorporated to assess leadership tendencies at two points each semester. During both phases, upper level students were asked to volunteer as mentors to lower level students during any available class skills and open lab sessions. A means comparison of the MLQ was conducted between levels and across semesters to determine improvement in leadership skills after implementation.

Results: Results: Results demonstrate no statistically significant data showing improvement of clinical leadership skills after implementation of theory training on several comparisons between and semesters and levels. Results show that all students in both phases entered the program already with transformational leadership tendencies and the training session had no impact on improvement of their clinical leadership skills. It can be hypothesized that that their non-traditional status may play a role in their leadership styles. Implications for further study include: using a more heterogeneous population (other allied health programs in dental and medical schools); comparing traditional with nontraditional nursing students; developing a longer term study spanning more than two semesters and including several collections points; and developing a qualitative arm using focus groups and incorporating anecdotal data into the results. Where to find additional information: Avolio, B. J., & Bass, B. M. (2004). Multifactor leadership questionnaire: Manual and sample set [Print training manual]. Published instrument. Retrieved from <http://www.mindgarden.com> Bass, B. M., & Riggio, R. E. (2006). Transformational leadership (2nd ed.). New York, NY: Psychology Press.

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***Nursing as an Additional Language and Culture Program:
An Innovative Pre-Entry Program Designed to Improve Success
of “At-Risk” Nursing Students***

Category: SUCCESSFUL RECRUITMENT AND RETENTION

Location: 15

Background Statement: Background: The nation’s demand for nurses will exceed its supply by almost 1 million nurses by 2020. Nurses of color comprise a disproportionate number of nursing professionals compared to the U.S. population. In fact, African Americans and Hispanics represent 5.4 percent and 3.6 percent of nurses, respectively. Such a phenomenon will greatly impede the safety and quality of patient 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. 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 percent for all students. Of these graduating cohorts, ethnically and culturally diverse students experienced an academic attrition rate of 22.4 percent as compared to 2.2 percent for Caucasian students.

Statement of 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: 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. NALC participation was a dichotomous indicator of whether or not the student participated in the NALC program (1=yes, 0=no). 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.

Results: 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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***Faculty/Peer Interactions and Drive to Be a Nurse:
Significant barriers and facilitators for underrepresented
minorities in predominantly white BSN programs***

Category: SUCCESSFUL RECRUITMENT AND RETENTION STRATEGIES TO YIELD/ RETAIN
ETHNICALLY DIVERSE OR UNDERREPRESENTED STUDENTS

Location: 16

Background Statement: In order to cultivate a more racially and ethnically diverse nursing workforce, it is essential to better understand underrepresented minority (URM) students' lived experiences in their pursuit of a nursing degree. Additional research is needed to fully explore URM motivation for considering and choosing a career in nursing, perceptions of their education, interactions in and around their school or nursing, and how outside forces such as family play a role in their progression in and engagement with their curriculum, faculty, and peers. Previous work in this area has featured a variety of samples that are not necessarily generalizable, such as minority students in community colleges or other commuter schools, in schools with high minority student populations, ESL students, and returning adult students. All of these studies provide valuable contributions; however, it is important to recognize the unique experiences that may or may not be generalizable to traditional-aged, underrepresented minority nursing students in predominantly white BSN programs. Therefore, this paper adds to the knowledge base regarding these unique lived experiences, including barriers and facilitators to recruitment and retention.

Statement of Purpose: The purpose of this study was to gain insight into the experience of traditionally-aged African-American and Latina baccalaureate nursing students in a predominantly white university. The aims of this study are to: 1.) examine the experiences of currently enrolled African-American and Latina nursing students in and outside of their nursing school; and 2.) highlight the hurdles and promotive elements nested within and around nursing education that may impact URM student recruitment and retention.

Methods: Following approval by the university's institutional review board, invitations to participate in the study were emailed to junior and senior undergraduate students in the School of Nursing (SON) who identified (on their admission application) as African-American or Latina. Invitations included the details of the project as well as the informed consent form. Potential participants were also made aware that their participation was voluntary and would have no impact on their academic standing. According to SON records, there were 40 students eligible to participate. Thirteen respondents indicated their desire to participate and signed the informed consent form. Of those 13, 12 (7 African-Americans and 5 Latinas) completed each of the emailed questionnaires; this study features the responses from those 12 respondents. All participants were female, and ages of the participants ranged from 19-22. Three participants were born in countries other than the U.S. Participants were offered a \$25.00 American Express gift card for their participation in the five week study. Once the signed informed consent form was received by the researchers, the participants were emailed a questionnaire for each of five consecutive weeks (by the lead researcher). Each week's questionnaire contained different questions pertaining to specific topics of interest regarding the experiences of African American and Latina nursing students. Each participant chose a unique study ID code to protect confidentiality during the analysis of the qualitative data and placed the ID code on the questionnaires returned each week. Participants were asked to complete the questions either by hand or using a word processor and to return a hard copy of their completed questionnaires to a

secured office in the SON. Most participants turned in their completed questionnaires within a week after receiving the questions. Follow-up emails were sent to the participants after seven days if they had yet to return their weekly responses. Data were analyzed using a multi-step coding process (Miles & Huberman, 1994; Kvale & Brinkmann, 2009). Initially, transcripts were read by each author independently to identify reoccurring concepts. This inductive process identified key factors impacting the experiences of URM nursing students. Once these factors were clearly conceptualized by the researchers, a frequency analysis was conducted to identify how many times each factor was actually raised and how many independent sources raised each specific factor. To ensure a satisfactory level of inter-coder reliability the authors met at the beginning and end of each stage of analysis to discuss findings, memos, and notations. Differences between team members regarding particular findings were openly discussed and decisions were based upon consensus. The analysis of the qualitative data was led by a non-nursing school-affiliated co-author to minimize potential bias.

Results: A systematic review of these impacting factors led the researchers to group them into three related, yet distinct, categories: Family Oriented, School Based, and Other Sustaining/Promotive. The most discussed factor among any category was Interactions/Experiences with Faculty/Advisors followed by interactions with students/peers. Systematic review demonstrates barriers including negative interactions with and lack of diversity of faculty and peers, deficiency of cultural competency training, lack of academic and financial support, and negative family behaviors. Facilitators include a strong desire to be a nurse, family member in the healthcare profession, and proximity to home. Novel findings include highly polarized responses regarding interactions with faculty and peers and the drive to be a nurse as a unique aspect of general determination to succeed in one's life goals. Results will help nursing educators and policy makers customize relevant, evidence-based recruitment and retention practices.

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Transcultural Self- Efficacy in Accelerated Nursing Students

Category: CULTURAL COMPETENCE INITIATIVES

Location: 17

Background Statement: As the nation experiences increased diversity among the populace, new models of education are required to educate future health care providers. Employers emphasize the need for these providers to have competencies in attitudes, skills, and knowledge to meet the needs of a diverse patient population. The National Center for Cultural Competence (2013) describes cultural competence as a developmental process that occurs over time. As faculty support this development among students, changes in the student's attitudes, skills, and knowledge regarding cultural competence become part of the graduate's educational outcomes. Cultural competency is a required core component of the American Association of Colleges of Nursing (2008). Additionally, the National League of Nursing (2009) called for the transformation of nursing education to prepare nurses who can work in a diverse society. The Institute of Medicine (2011) supports advancing cultural competence among nurses based on the increasingly diverse society. Jeffreys' (2010) cultural competence and confidence (CCC) model was used as the theoretical framework for this study. The model incorporates the construct of transcultural self-efficacy (TSE) as a factor that influences the enhancement of cultural competence. Formal education on transcultural concepts and TSE throughout the educational experience is thought to influence the skills necessary to provide culturally congruent care. The research is sponsored with funds from Grant #D11HP22187-01-00, I CARE: Increasing Baccalaureate Nursing Enrollment, Nurse Education, Practice, Quality and Retention (NEPQR).

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

Methods: Students completed the Transcultural Self-Efficacy Tool (TSET) (Jeffreys, 2010) to measure overall and three subscales (cognitive, practical, and affective) of accelerated nursing students' cultural self-efficacy perceptions at the beginning and end of the nursing program. Interventions throughout the program included a conference in the fall and spring with nationally known transcultural nursing scholars or experts. Culturally relevant course outcomes were included in all nursing course syllabi. Students completed clinical paperwork where an intentional focus was placed on cultural assessment. Culturally enriched patient simulation experiences were completed in coursework across the curriculum. Opportunities for additional cultural immersion experiences were available outside of the classroom.

Results: The TSET tool was administered to the accelerated students in the fall (N=38) and spring (N=25) semester. An HSRB approved procedure allowed the matching of questionnaires while still maintaining anonymity of the students. The usable and matching data gathered in the longitudinal sample was analyzed (N=24). Data was analyzed 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. Statistical significant changes were demonstrated in self-efficacy scores for the overall and three subscale average scores. Significance level was set at $P < .05$.

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Nursing School: Ashland University

Solving the Silo Challenge: Interprofessional Education for Accelerated Students

Category: HOT TOPICS

Location: 18

Background Statement: Team-based work patterns are becoming more important in health care as evidence emerges that effective teamwork improves the quality of care. Traditionally, education has focused on specific disciplines, such as nursing, pharmacy, physical therapy, and medicine, with little opportunity for interaction across disciplines. Students in health care professions, particularly those from accelerated programs, enter the workforce poorly prepared for the team-based environment in which they may be required to practice. Difficulties include lack of knowledge of different roles, lack of skills in teamwork, and variable levels of respect. Leaders from the Institute of Medicine and the World Health Organization have endorsed interprofessional teamwork as essential for the education of health care professionals. Interprofessional education (IPE) has been identified as important, yet empirical research on the subject is limited. The author of a recent research agenda noted that there is considerable literature about the development and delivery of IPE, but few evaluative studies, and most of them assess participant satisfaction.

Statement of Purpose: Purpose is two-fold: to present the IPE seminars conducted by four schools at Saint Louis University and the St. Louis College of Pharmacy, and to describe a study in progress assessing student attitudes about interprofessional education and interprofessional practice before and after participating in the seminars. Goals: 1. outline the design of IPE for accelerated BSN and MSN students at Saint Louis University; 2. explore challenges and barriers to IPE in post-baccalaureate, pre-licensure programs; 3. present study in progress about the Interprofessional Team Seminars.

Methods: In 2006, faculty and administration at Saint Louis University identified the importance of IPE as part of its curriculum and developed a series of required courses for all undergraduate health professions students. Students in post-baccalaureate, pre-licensure programs, including social work, pharmacy, medicine, physician assistant, occupational therapy, and accelerated nursing were recognized as having unique learning needs and a series of seminars were developed. Six seminars have been conducted through each of the past four academic years. Since 2011, students have been asked to participate in a study of the seminars which consists of a pre and post survey assessing their attitudes about interprofessional education and practice.

Results: Specific seminar topics, challenges encountered in scheduling the seminars, and strategies used to manage large classes will be presented. Evidence for survey development and factors assessed through the survey will be outlined. Preliminary survey results may be included.

Author(s): Sheila A. Leander, Kris L'Ecuyer, Brittaney Vaughn

Nursing School: Saint Louis University

***The Doctorate of Nursing Practice (DNP):
Knowledge and Perceptions of Students in an Accelerated
Master's Program in Nursing***

Category: HOT TOPICS
Location: 19

Background Statement: While the nursing community generally agrees that the Doctorate of Nursing Practice (DNP) degree will strengthen nursing as an academic discipline, there is little known about students' perceptions of the advanced degree.

Statement of Purpose: The purpose of this descriptive study was to examine knowledge and perceptions of the DNP as the standard entry-level degree for advanced practice nurses from the perspective of students enrolled in an accelerated master's program in nursing.

Methods: A quantitative descriptive design guided this study aiming to identify and describe knowledge and perceptions of students in an accelerated masters program in nursing regarding the DNP.

Results: A total of 45 students participated in the study. In this study, 51 percent of participants supported the transition to the DNP as the standard degree for practice nursing while 29 percent were opposed. The majority of participants (71 percent) planned to pursue an advanced practice nursing degree/certification with 81 percent of this group signifying that they would do so even if a DNP is required. The majority of participants agreed that the DNP will improve public perception of advanced practice nursing, but 71 percent thought the title of "doctor" would confuse patients. Participants in this study were accepting, though not entirely supportive of the transition to the DNP. Therefore there is a need to educate current nursing students about the DNP to alleviate concerns, while enhancing their level of support for the new degree.

Author(s): Young-Me Lee, Karyn Holm, Elizabeth Florez, Megan Glauser, Erin Haswell
Nursing School: DePaul University

Alumni Nursing Tutors: An Innovative Approach For Supporting Underepresented Nursing Students

Category: HOT TOPICS
Location: 20

Background Statement: 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. The traditional Bachelor of Science Nursing (BSN) program at Samuel Merritt University (SMU) is the most diverse program at the university, with many underrepresented students being first-generation college students. Many of the underrepresented students choose SMU because it is located in their hometown, Oakland, 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, even with high GPAs. SMU offers free tutoring to all students; however, many underrepresented students do not avail themselves of 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 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 to address both the mentoring and tutoring needs of underrepresented BSN students, by pairing NCIN Scholar alumni with underrepresented students in the traditional BSN program.

Statement of Purpose: The purpose of this pilot program was to develop an alumni nurse tutoring program, in which underrepresented students in the traditional BSN program would receive tutoring from underrepresented alumni. It was expected that the program would serve two aims: to provide BSN students with a 'like me' tutor who might also serve as a role model and informal mentor; and to provide employment to recent graduates in a job market adversely affected by the economic climate.

Methods: Alumni Nurse (AN) Tutors who were NCIN Scholar alumni were hired as casual employees through the affiliated parent medical organization, based on applications submitted to the Office of Academic & Disability Support (ADS). Priority was given to hiring NCIN Scholar alumni. Hiring and training of AN 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: Pilot study is ongoing. Preliminary results show 100 percent retention for all tutees, with progression for all selected students, except one. The one student did not avail herself of the tutoring support offered. Based on this minimal time in the pilot study, the university has decided to fund an alumni tutor program to enhance the current tutoring program for all students. The NCIN tutors were able to list the medical organization as an employer on their resumes, and gain a sense of financial security as they searched for nursing positions. The tutors reported having confidence in their prospective job interviews, and of feeling that they were providing a meaningful and significant service to the school.

Author(s): Aara Amidi-Nouri, PhD, RN, Director of Diversity/Associate Professor
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