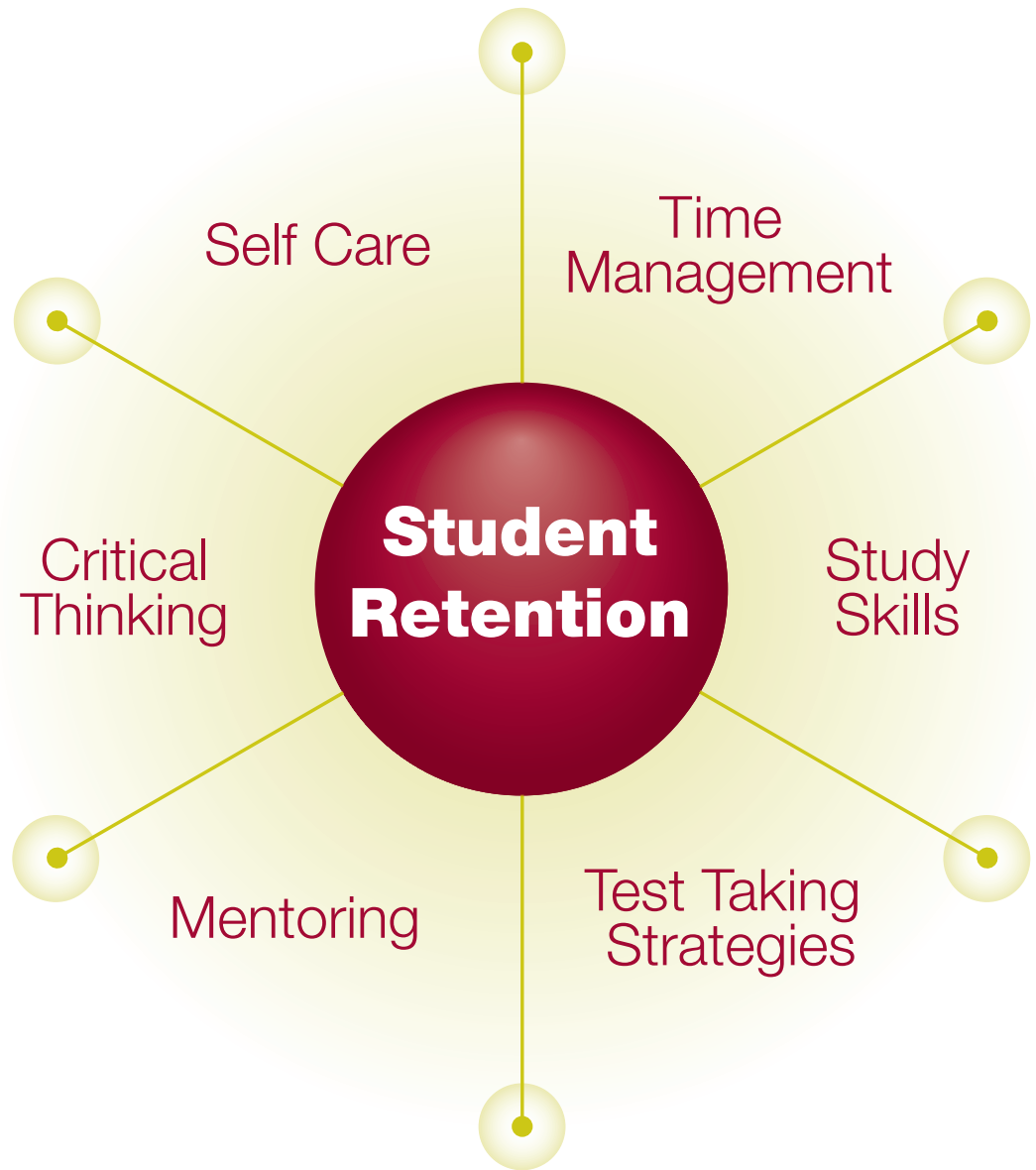


Pre-Entry Immersion Program



**Robert Wood Johnson Foundation
New Careers in Nursing Scholarship Program**

Pre-Entry Immersion Program

Preparing for Academic Success



Second Edition 2012

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Pre-Entry Immersion Program**

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**Pre-Entry Immersion Program Toolkit
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PIP TOOLKIT PURPOSE

This Toolkit is designed to guide NCIN grantees in fulfilling the grant requirements of a pre-entry immersion program, and meeting and sustaining the leadership and mentoring requirements of the scholarship grants (See Appendix) from the Robert Wood Johnson Foundation. . The recommended activities are designed to support Nursing School faculty members in assisting New Careers in Nursing scholarship recipients and nursing students with support and structured opportunities to prepare the students for the rigor of an accelerated nursing program.

The Toolkit will complement the orientation activities and leadership and mentoring activities offered by the Schools of Nursing.

PIP TOOLKIT OBJECTIVES

The objectives of the PIP Toolkit are to:

- Address the self-identified needs of RWJF scholarship recipients as they begin accelerated programs of study.
- Provide information and guidance on implementing pre-entry support for RWJF scholars prior to their entry into an accelerated nursing program.
- Provide turnkey instructional options for mentoring and leadership development activities for grantee schools,
- Provide support and structured opportunities to increase scholars success as they enter the accelerated nursing program and ensure retention as they move into the nursing profession.
- Provide information on how to encourage grantees to explore and develop partnerships using innovative strategies to increase diversity in nursing leadership.

HOW TO USE THE PIP TOOLKIT

The Toolkit begins with an Orientation and Support Assessment that allows you to get a quick view of where your school stands currently with respect to the orientation and support that is provided to students as they enter your accelerated program.

The Toolkit includes a Basic Plan, which contains all the foundational steps that are integral to the students' continued success as they move into and through your program. Your PIP Plan must include, at a minimum, the following components: Learning and Study Strategies (LASSI), time management skills, study skills, test taking techniques, mentoring and leadership development.

You are encouraged to use the Basic PIP Plan as a starting point, customizing as necessary to add additional material for issues unique to your school.

DESIGNING A PIP PLAN

Now, on to developing a PIP plan! Start with the Orientation and Support Assessment and build on what you know about your school.

Once you have completed the Orientation and Support Assessment, you will have a sense of the level of orientation and support you provide and the available resources that will shape the PIP plan that you can provide for the students.

Your responses on the Orientation and Support Assessment will indicate how you might use the Basic PIP plan included in this toolkit.

Use the Basic PIP plan to verify what you need to offer or use it as a starting point if you have no PIP. The Basic PIP can supplement an already existing plan that might have some gaps, or to fine tune an existing plan that is missing only a few of the required components.

Once you have your plan outlined, submit it to the NPO using the PIP Agenda Template in the Appendix, page 72. View a sample PIP Agenda in the Appendix, page 74.

NEW: PIP ONLINE SUPPLEMENT

As you develop your PIP plan, you may also supplement it with the PIP Online. The PIP Online is designed to complement the PIP Plan that you implement with your students. Because it is supplemental in nature, it is not intended to replace your Pre-Entry Immersion Program.

The PIP Online was developed to allow you to reach the students early and start getting them immersed in your program. The PIP Online allows you to offer students key information and skill building tools that will help prepare them for the rigors of the program.



<https://www.coursesites.com>

The PIP Online Supplement offers the following basic modules:

- Module I: Welcome to Nursing
- Module II: Developing Survival Skills: Participating in Our Program
- Module III: Introduction to Mathematics in Nursing
- Module IV: Introduction to Medical Terminology
- Module V: Leadership in Nursing

These modules were designed using student feedback that identified what they felt was important and useful based on the PIPs they attended, your feedback, and the feedback from the PIP Task Force. **The modules can be customized to fit your needs based on your technology resources.**

The PIP Online modules are being offered on COURSEsites by Blackboard as a template. Schools have the following options to obtain the PIP Online modules:

1. Copy the PIP Online modules into your own Learning Management Systems (LMS) which can include Blackboard. (You will be able to customize the modules if you copy the PIP Online modules to your LMS.); or
2. Open a COURSEsites account and copy the PIP Online modules into that account. (Once you have your own account, you can customize the modules.)

Use the following link to access COURSEsites: <https://www.coursesites.com/webapps/Bb-sites-course-creation-BBLEARN/pages/index.html>. You will be managing the PIP Online for your school.

In addition, schools will be using a Collaborate Room for the live seminars that are a part of the PIP Online modules. Schools have the following options:

1. Use their own Collaborate room or alternative virtual rooms; or
2. Use the NCIN Collaborate Room

Programs may contact the National Program Office if assistance is needed to gain access to this on-line supplement or to use the NCIN collaborate room.

Contact: 202-463-6930, ext. 257 or email jjeanty@aacn.nche.edu.

ORIENTATION & SUPPORT ASSESSMENT

This assessment is intended to provide you with an opportunity to gain a quick understanding of the school’s level of orientation and support provided to students. Your results will indicate how you might use the Basic PIP plan included in this tool kit. Each school is a mix of the elements examined in the assessment. The assessment will give you a sense of where your organization stands at this point in time. You will be able to identify areas where you will need to shift the orientation and support you provide by determining how you want to convert your “no” response to a “yes.”

Because an organization’s level of orientation and support can shift based on changes made to your school’s administration and faculty as well as the students in each program, annual assessments of the organization are helpful in reviewing the PIP plan and determining if the scope continues to be appropriate or may need to be adjusted.

A. Orientation Activities: Information provided to students prior to their entry into accelerated nursing programs greatly supports their overall ability to succeed in the programs and allows for higher retention rates.	Yes	No
1. Do you provide PAPER-BASED comprehensive orientation information about the program the student is about to enter (booklets, guides and/or checklists)?		
2. Do you provide ONLINE comprehensive orientation information about the program the student is about to enter (booklets, guides and/or checklists)?		
3. Do you provide specific information about adult learning and accelerated programs?		
4. Do you provide specific information about the critical thinking as applied to nursing?		
5. Do you conduct any in-person orientation meetings?		
6. Do you conduct any in-person meetings between the students and faculty?		
7. Do you specifically provide or discuss with the students the time requirements of the program and the need for time management and life balance?		
8. Do you conduct any in-person social activities or gatherings?		
9. Do you provide the students with the LASSI assessment?		
10. Do you provide the students with information on study skills or test taking skills or writing skills?		
11. Do you provide the students with information on writing skills?		
12. Do you provide the students with information on nursing and/or basic medical terminology?		
13. Do you provide the students with their schedules one to two months in advance of the start of the program?		
14. Do you conduct meetings or provide information on the policies and procedures specific to your nursing program?		
15. Do you provide the students with information about professional etiquette?		

ORIENTATION AND SUPPORT ASSESSMENT (CONTINUED)

B. Support: Ongoing support is critical to a positive learning experience and critical to the students' success in the transition from nursing student to nursing leader.	Yes	No
1. Do you conduct periodic check-ins to see how the student is doing and to offer support services?		
2. Do you conduct any meetings that allow the students to ask questions of and interact with nursing professionals (including nurses in specialty fields) to introduce them to the health care industry in general and the nursing profession specifically?		
3. Do you provide ongoing professional socialization opportunities where the students can learn the language of nursing meet nursing professionals and/or see nursing professionals in practice?		
4. Do students have access to a student counseling center?		
5. Do students have access to academic support services?		
6. Do students have access to a financial assistance office?		
7. Do you have a mentor program that matches students with mentors or alumni mentors from the nursing profession and/or nursing specialties?		
8. Do you have an alumni association that is active with the students?		
9. Do you have a leadership development program?		
C. Post Program Support: Once a student graduates from the accelerated program, continued support often makes the difference for retention in the field.	Yes	No
1. Do you have an active alumni association or network that interacts professionally and/or socially with your graduates?		
2. Do you offer any graduate-alumni mentoring programs?		

Once you have completed your assessment, and reviewed your answers, review the recommended PIP plan and begin to make modifications to your orientation as needed. **Plan a program that will offer all the required components.**

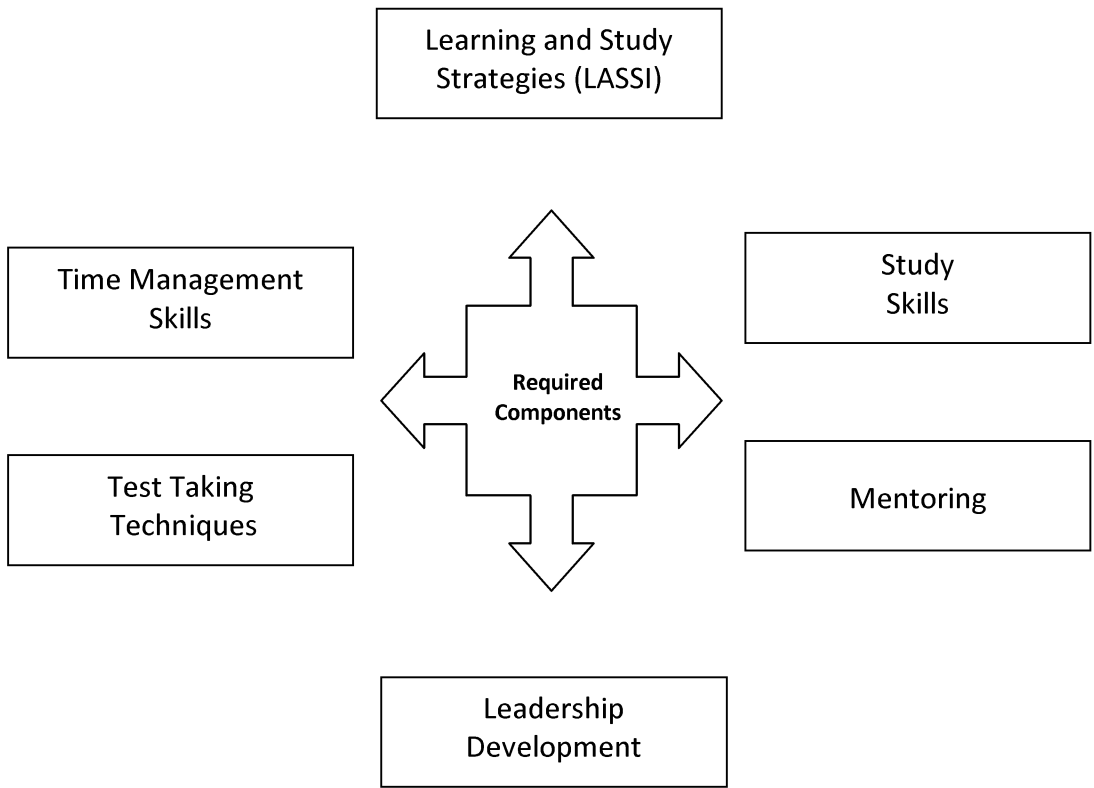
Source: Format and text adapted from Organizational Self-Assessment by Antonia Villarruel, PhD, RN, FAAN.

PIP PLAN DESIGN PROCESS

ORIENTATION AND SUPPORT ASSESSMENT
Assess the level of orientation and support your school provides to determine the scope of your PIP plan.



PIP PLAN DESIGN
The results of your assessment will guide you as to how to modify your orientation activities. Review the recommended PIP plan and begin to make modifications to your orientation program as needed or start with the Basic PIP Plan.
Plan a program that will offer all the required components.



BASIC PIP PLAN

Based on your Orientation and Support Assessment results, you can determine if you need to begin with the Basic PIP Plan, supplement your existing plan with more components or fine tune your existing PIP plan to provide all the required components.

BASIC PIP PLAN	
Nursing School Introduction	Page 13
1. Introduction to Nursing Presentation	Page 13
1. Who Are You Exercise	Page 13
2. Nursing Experience Exercise	Page 18
The Accelerated Learning Process	Page 21
1. The Accelerated Learning Process – What to Expect	Page 21
2. Campus Tour	Page 27
Time Management	Page 28
1. Time Management Presentation	Page 28
2. Time Tracking for Time Management Exercise	Page 32
Skill Development	Page 36
1. LASSI Introductory Presentation (LASSI to be taken prior to PIP)	Page 36
2. Study Skills Presentation and Exercise	Page 39
3. Test Taking Techniques Presentation and Exercise	Page 58
Professional Socialization	Page 47
1. Nursing Lingo Bingo Exercise	Page 47
2. Professional Etiquette Exercise	Page 51
3. Mentoring Presentation	Page 57
The Journey from Nursing Student to Nursing Leader	Page 61
1. School Policies and Procedures Presentation	Page 61
2. Introduction to Faculty	Page 62
3. Networking Opportunities	Page 62

THE PIP 2 DAY SEMINAR FORMAT

COLLEGE OF NURSING PRE-ENTRY IMMERSION PROGRAM

APPROXIMATE TIME	DAY ONE: ACTIVITY	LEAD	RESOURCES
5 minutes	Welcome – Introduction to PIP	Dean, Program Liaison	
	Review of Agenda/Logistics – cell phones off, location of restrooms	Program Liaison	
10 minutes	Student Introductions/Faculty Introductions – each person gives their name, faculty members identify what they teach.	Program Liaison	
90 minutes (2.0 hours)	Nursing School Introduction – brief set up for presentation and exercises	Program Liaison	Page 13
	Introduction to Nursing Presentation	Program Liaison	Page 13
	Who Are You Exercise	Program Liaison or Faculty Member	Page 14
	Nursing Experience Exercise	Program Liaison or Faculty Member	Page 18
120 minutes (2 hours)	The Accelerated Learning Process – What to Expect – participants meet with current students to learn how to deal with the rigors of an accelerated program.	Program Liaison or Faculty Member	Page 21
	Campus Tour (and Lunch) – Participants get physically acclimated to the campus.	Program Liaison	Page 27
45 minutes	Skill Development: Time Management Presentation – brief set up for exercise on day two – hand out time Tracking Journal for students to track their evening activities. Have students read Chapter 3 of Test Success.	Program Liaison or Faculty Member	Page 28
	Study Skills Presentation – brief set up for exercise on day two – hand out textbook chapter for students to read before day two. Have students read Chapter 4 of Test Success.	Program Liaison or Faculty Member	Page 39
30 minutes	School Resources – introduce school support staff and resources available for student support.	Program Liaison	
15 minutes	Close Day One – students each give their big “take away” for the day.	Program Liaison	

APPROXIMATE TIME	DAY TWO: ACTIVITY	LEAD	RESOURCES
150 minutes (2.5 hours)	Skill Development: Time Management Skills Exercise – using Time Tracking Journals students made for prior evening	Program Liaison	Page 32
	LASSI Introductory Presentation	Program Liaison	Page 36
	Study Skills Exercise – using textbook chapter students read in preparation for day two.	Program Liaison or Faculty Member	Pages 39
	Test Taking Techniques Presentation	Program Liaison or Faculty Member	Pages 58
120 minutes (2 hours)	Professional Socialization – brief set up for presentations and exercises	Program Liaison	Page 47
	Nursing Lingo Bingo Exercise	Program Liaison or Faculty Member	Page 47
	Professional Etiquette Exercise	Program Liaison	Page 51
	Mentoring Presentation	Program Liaison	Page 57
90 minutes (1.5 hours)	The Journey from Nursing Student to Nursing Leader – brief set up for presentations	Program Liaison	Page 61
	School Policies and Procedures	Program Liaison	Page 61
	Introduction to Faculty – introduce faculty that will be teaching in the program and any mentors already identified for your mentoring program.	Faculty	Page 62
	Networking Opportunities	Program Liaison	Page 90
25 minutes	Bringing It All Together – Ask the students to share some of the adjustments they realized they will need to make in order to cope with the rigors of the accelerated program.	Program Liaison	
15 minutes	Close	Dean, Program Liaison	
60 minutes (1 hour)	Meet and Greet – students (newly entering and current), faculty, mentors and alumni mix and mingle in a social setting.	Students, Faculty and Alumni	

NOTE: The University of Mississippi School of Nursing PIP Agenda is provided in Appendix as a sample PIP agenda.

PART I: NURSING SCHOOL INTRODUCTION

Section One: Introduction

The students who attend your school of nursing will come from diverse cultures, family histories and economic situations. One thing they all have in common is a desire to transition from what they were doing previously into the field of nursing. They will all bring a host of life experiences and knowledge that they will want and need to connect to what they are learning in your program.

There is a level of excitement as well as a level of anxiety associated with transition, and in particular, transition at an accelerated pace. You can insure a higher rate of success in your program and correspondingly higher rates of retention in the field. The requirement for doing so is to help your students enter your program with an introduction that gives them time to explore how they are connected to their fellow students through their choice to enter the nursing profession, how each of their lives connects to the nursing profession already, and by showing them how much they already know. This approach may help reduce the anxiety all new learners face and sets the stage for them to succeed.

Section Two: Presentation and Exercises

The exercises in this section are designed to bring the students into the learning community and to set the base for their entry into the accelerated nursing program by showing them the connections with and knowledge about the nursing profession.

Nursing School Introduction – Presentation and Exercises
A. Introduction to Nursing Presentation
B. Who Are You Exercise
C. Nursing Experience Exercise

A. Introduction to Nursing Presentation

This presentation is design to inspire and motivate the students by giving them a sense of the tradition, honor and prestige as they join the nursing profession. The students will gain a sense of pride in their choice to become a nurse as they understand some of the history behind the profession and the meaning nursing brings to many people's lives.

INTRODUCTION TO NURSING FACILITATION GUIDE

PURPOSE

This introduction is designed to provide the students with a sense of inclusion in a profession that is steeped in history. The students begin to get a sense of the tradition and honor surrounding the nursing profession. The students also understand that they will belong to a distinguished community of giving individuals who impact the lives of people around them.

RESOURCES NEEDED

- ✓ A/V set up to be able to view the video from YouTube.

PROCESS

Presentation Total Time Frame: 15 minutes minimum (depends on size of the group)

Setting: Any

Preparation

- Access the video, The History of Care, found at this link on YouTube (video runs 4:43 minutes): <http://www.youtube.com/watch?v=ETGimleTeis&feature=related>
- Prepare your audio/visual set up to be able to show the video.

Step 1. Welcome the Students and Show the Video (6 minutes)

Welcome the students to the profession of nursing and let them know they have chosen to enter a profession that is steeping in history and honor.

Play the video (4:43 minute run time).

Step 2. Present: What is Nursing? (2 minutes).

Present the following or similar comments (add additional information if desired):

Nursing is a profession within the healthcare sector focused on the care of individuals, families, and communities so they may attain, maintain, or recover optimal health and quality of life.

The American Nurses Association (ANA) states nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations.

Source: Wikipedia, <http://en.wikipedia.org/wiki/Nursing>

Step 3. Present: What is a Nursing Practice? (7 minutes)

Nurses may be differentiated from other health care providers by their approach to patient care, training, and scope of practice. Nurses practice in a wide diversity of practice areas with a different scope of practice and level of prescriber authority in each. Many nurses provide care within the ordering scope of physicians, and this traditional role has come to shape the historic public image of nurses as care providers.

However, nurses are permitted by most jurisdictions to practice independently in a variety of settings depending on training level. In the postwar period, nurse education has undergone a process of diversification towards advanced and specialized credentials, and many of the traditional regulations and provider roles are changing.

Nursing practices take many forms and the following are some examples of the many practices open to you:

Agency, Ambulatory Care, Anesthesia, Cardiac Care, Case Management, Critical Care, Emergency, Forensics, Gastroenterology, Geriatric, Holistic, HIV/AIDS, Informatics, Legal Nursing, Midwifery, Military, Neonatal, Neuroscience, Nurse Practitioner, Oncology, Pediatric, Perioperative (OR), Psychiatric, Research, School Nursing, Transplant, Trauma, Travel Nursing, Urology and Women's Health.

Over the course of this program, you will hear more about these different practices and will likely meet nurses in these practices as you move into the clinical portions of the program.

Source: Wikipedia, <http://en.wikipedia.org/wiki/Nursing>, and <http://allnurses.com/nursing-career-advice/types-nursing-careers-121955.html>

Step 4. Close

Thank the students for their decision to become a nurse.

B. Who Are You Exercise

This exercise will help create a cohort feel so that the students know each other better as they start the program. This allows them to build relationships with other students that will create the opportunity for support networks that will last throughout the program and beyond.

This exercise helps students get a jump start on bridging differences within their own group and build relationships quickly. The exercise is comprised of the Who Are You Exercise Facilitation Guide, and the Handout: Interview Protocol. These documents follow this section.

WHO ARE YOU EXERCISE FACILITATION GUIDE

PURPOSE

This exercise provides a means for diverse group members to get to know each other on a deeper level while promoting listening skills and building relationships.

RESOURCES NEEDED

- ✓ Interview Protocol Handout

PROCESS

Exercise Total Time Frame: 35 minutes minimum (depends on size of the group)

Setting: Any

Preparation

- Make enough copies of the handout for all participants:

Interview Protocol Handout
- Review the handout and familiarize yourself with the content to be presented.

Step 1. Exploring Differences within a Group. (5 minutes).

Open with the following or similar comments:

You all are in a group that will be going through this accelerated nursing program for the next ____ **(fill in the number)** months. Being able to find commonalities is key to building relationships among yourselves so that you have a system of support.

This exercise focuses on finding the commonalities and bridging the differences between you as fellow students and as a group of people who will now enter an accelerated nursing program. It can improve the comfort level of those of you unfamiliar or limited in your interactions with diverse people and communities, enrich your interactions, and increase the opportunity for enduring relationships.

Step 2. Interview Protocol (10 minutes)

Have the students divide themselves in to pairs or groups of three (pairs preferred), depending on the group size. Students should be in pairs or groups with people they do not know.

Distribute the Handout (Interview Protocol Handout) and tell the students:

Pairs have 3 minutes to interview each person or a total of 6 minutes to interview both people
Groups of three people have 2 minutes per person for a total of 6 minutes to interview everyone in the group.

Tell the students: The format is an interview format – one person asks the questions, the other answers – **not** a discussion format.

Give the students time announcements at 2 minutes, 3 minutes and 4 minutes so they can switch roles.

Step 3. Introductions (15 minutes, approximate –depends on size of group)

Have students introduce the person they interviewed, 1 minute summaries – summarizing the information or going through it briefly without adding additional comments.

Step 4. Debrief (5 minutes, approximate –depends on size of cohort)

Ask the students to comment on what they learned about their fellow cohort members – were there any surprises, did they learn something new, did they find they had something in common with someone else, how might they view their fellow cohort members differently now, how might they interact differently now that they know more about each other.

Step 5. Close

Thank the students for participating.

C. Nursing Experience Exercise

This exercise provides a means for the students to recognize that they possess some knowledge already about the nursing profession and have had exposure to the practice of nursing.

This exercise helps students get a jump start on their learning because they understand that they have a level of familiarity with the nursing profession and are not beginning their journey with a total lack of knowledge. The exercise is comprised of the Nursing Experience Exercise Facilitation Guide. The guide follows this section.

NURSING EXPERIENCE EXERCISE FACILITATION GUIDE

PURPOSE

This exercise provides a means for the students to recognize that they possess some knowledge already about the nursing profession and have had exposure to the practice of nursing.

RESOURCES NEEDED

- ✓ Flip chart
- ✓ Markers
- ✓ Tape

PROCESS

Exercise Total Time Frame: 15 minutes minimum (depends on size of the group)

Setting: Any

Preparation

- Flip chart and markers available in room

Step 1. Discover what you know already.

Open with the following comments:

Many of you may feel the awareness dawning that there is much to be learned and you might even feel that you are not sure how you will learn it all! Granted, some part of that is true, but first it is necessary to take a step back and ask, what do I know already that I did not acknowledge to myself that I knew – or did not know that is part of what I am going to learn in this nursing program. Taking this time to reflect can help you realize that you are not coming into this program as a blank slate and it may even confirm for you that you already know some important things about the nursing profession.

Step 2. Ask the students to raise their hands if they have been taken care of by a nurse or know someone who has been taken care of by a nurse?

Note out loud: “Okay, about (1/3, 1/2, 3/4, etc.) of you. Good.”

Step 3. Select a student and ask them to describe what they remember about the nurse and what they observed the nurse doing.

Flip chart what they say, using bullet points to capture the duties and responsibilities they identify.

Tape the completed flip chart pages up for all the students to see.

Step 4. Debrief (5 minutes, approximate –depends on size of cohort)

Note to the students that everything they observed is, in fact, what nurses do (pointing out if there are things that nurses should not be doing if the students observed negative behaviors).

If the students noted any negative behaviors, ask them what the nurse should have done.

Ask the students if they are surprised at the amount of what they are already familiar with as far as what nurses do. Let them provide input.

Ask the students if they learned anything from what others shared. Let them provide input.

Step 5. Close

Summarize with:

Based on this exercise, you can see that you actually do know quite a bit about what nurses do. Whether you know it or not consciously, you also have values around what nurses should and should not do. These are the foundations upon which you will build as you enter your new profession. **What they will learn in the program is not only what a nurse does, but how a nurse thinks.**

Thank the students for participating.

PART II: THE ACCELERATED LEARNING PROCESS – WHAT TO EXPECT

Section One: Introduction

It is critical for the students, as adult learners who are entering an accelerated nursing program, to understand that they will be entering into a different learning environment – one that they have not experienced before. They will need to be actively engaged in the learning process and they will find that they have different expectations of themselves, the faculty, and the nursing professionals they meet through the program. These expectations will need to be managed.

Section Two: Presentation and Exercises

The Accelerated Learning Process – Presentation and Exercises
A. The Accelerated Learning Process – What to Expect
B. Campus Tour

A. The Accelerated Learning Process – What to Expect

Entering an accelerated program can be unsettling for an adult who has achieved a level of success in another field or in their chosen role in life. While the student might be excited about the transition, he or she really does not know what the process is going to feel like. Once the program begins, the student may feel a great deal of anxiety because they realize what they do not know.

This exercise introduces the students entering the program to students who are currently in the program. The current students share their experiences and impact their ongoing “lessons learned” to the entering students. The exercise is comprised of The Accelerated Learning Process Presentation Facilitation Guide, the following handouts: SMART Goal Setting Criteria, Sample Goal Setting Framework, and the Goal Setting Framework. The guide and handouts follow this section.

THE ACCELERATED LEARNING PROCESS PRESENTATION FACILITATION GUIDE

PURPOSE

This exercise provides students entering the program a preview of the “fast lane” of an accelerated program and some tips on how to adjust to being an adult learner in an accelerated program.

PROCESS

Exercise Total Time Frame: 35 minutes minimum (depends on size of the group)

Setting: Any

Preparation

- Recruit several of your current NCIN students to speak to the students entering the program about how to cope with the rigors of an accelerated program.
- Set chairs in a large circle - enough for both current and newly entering students (all current students should be sitting side by side much like a panel, but part of the circle). Faculty sits outside the circle. Have one moderator to keep the questions moving and to keep time.
- 3 x 5 cards ready to handout with pens.
- Copy enough Goal Setting Handouts (SMART Goal Setting Criteria handout, Sample Goal Setting Framework handout, Goal Setting Framework handout) for the students and familiarize yourself with the content.

Step 1. Opening and Introductions. (5 minutes)

Lecture/Discussion Content

Open with the following: Learning new things, at any stage of life, is challenging. You are taking on new careers. You will be challenged by this accelerated program of learning that seeks to engage you in a different manner than you are used to being engaged when you were in school previously.

During your program, you will be actively involved by:

- sharing your perspectives and how the information you are learning relates to your goals,
- Sharing your life experiences and knowledge gained prior to entering the program,
- asking questions and seeking to understand how information is relevant to your goals and/or the nursing work you will be doing,
- learning theoretical material that will be applied in practical settings with patients, and
- being present, participating and taking maximum advantage of the learning opportunities provided.

RESOURCE NEEDED

- ✓ 3 x 5 cards
- ✓ Pens
- ✓ Goal Setting Handouts - 3

Because you have full lives, you will need to be aware of the barriers to your learning and address them so that you have the richest experience possible. The following barriers may influence your ability to maximize your learning: time, money, confidence, interest level, social commitments, family and many other priorities.

Self-awareness, balance and communication with others are factors that can help you succeed. These students have graciously agreed to be here today to help you begin to think about what you might need to address to be able to cope effectively in this accelerated program.

Distribute 3 x 5 cards and pens: Take a moment to jot down (one question to a card) two or three questions you'd like the current students to address about the rigors of the program. Hand them to the moderator.

Step 2. Discussion (10 minutes)

Read the questions to the current students – some or all of them may answer the questions. Allow for some different methods of coping to surface. Allow follow on questions as necessary.

Step 3. Planning (2 minutes)

Ask the students to begin to think about what they can commit to doing to reduce their barriers based on what they heard the current students share.

Give the students the three Goal Setting Handouts and have them take them home and write down, before the orientation continues the next day, at least one adjustment goal that will help them cope with the accelerated nature of the program. Let students know that they will be asked to share at least one thing they realized they might need to adjust in order to deal with the rigors of the accelerated program.

Step 4. Close

Thank the students for sharing their experiences.

SMART GOAL SETTING CRITERIA

A SMART goal is:

- ✓ Specific – The goal is clearly identified so that it answers the questions:

Who: Who is involved?

What: What do I want to accomplish?

Where: Identify a location, if appropriate.

Which: Identify requirements and constraints, if any.

Why: Specific reasons, purpose or benefits of accomplishing the goal.

- ✓ Measurable – The success toward meeting the goal can be measured. Measurement is objective and answers the question: How will I know if I've done it?
- ✓ Attainable – The goal can be achieved in a specific amount of time – the scope matches the time frame. An attainable goal answers the question: Can what I want to do actually be done in the time frame I select?
- ✓ Realistic– To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work. A realistic goal answers the question: Am I willing and able to do this?
- ✓ Time Bound – The goal has a clearly defined time frame including a target date. Having a time frame answers the question: When will I achieve the goal?

EXAMPLE:

A general goal would be, "Get in shape." But a specific goal would say, "I will join the health club on 2nd street for \$30/month and workout 3 days a week in order to lower my cholesterol levels and build my aerobic capacity."

SMART GOAL SETTING CRITERIA HANDOUT

1

SAMPLE COMPLETED GOAL SETTING FRAMEWORK

GOAL SETTING FRAMEWORK			
Goal: What do you want to achieve?	Action Steps/Strategies: What steps will you take to achieve each goal?	Measurement/Objective Evidence: How will you know when each goal is achieved? What will you be doing or saying differently?	Celebration: What will you do to celebrate reaching each goal?
Eat healthily while completing the program.	<ol style="list-style-type: none"> 1. Communicate to those around me how I want to eat/my dietary needs. 2. Ask for help and support for those involved in my food preparation and/or seek help from a qualified professional for diet advice. 3. Make time to have the proper foods on hand and budget for preparation time. 4. Plan meals in advance and schedule time to eat. 5. Invest in lunch bags. 	I will be eating three meals a day, sitting down (not on the run). I will not be eating junk food. I will ask for help with food preparation.	I will buy a snazzy new insulated lunch bag.
Balance family time with school/study time.	<ol style="list-style-type: none"> 1. Communicate to my family the nature and requirements of the program. 2. Share my goal with my family and ask them to participate in helping balance and plan the time I am with them. 3. Record the plan and post it somewhere visible to all. 	I will honor the plan and I will bring it up, if need be, for discussion if my family or I find the plan needs to change. I will review my schedule on a monthly basis to see if I have honored the plan. I will negotiate with my family if I cannot honor the plan.	I will treat my family and myself to dinner out in recognition of the efforts it took me for us to honor the plan.
I will manage my stress.	I will breathe deeply when I feel stressed. I will take a short walk outside to give myself time to detach from stressful situations.	I will be more centered and calm when dealing with stressful situations. I will not yell.	I will lie on the couch and read a book.

GOAL SETTING FRAMEWORK HANDOUT

1

GOAL SETTING FRAMEWORK			
Goal: What do you want to achieve?	Action Steps/Strategies: What steps will you take to achieve each goal?	Measurement/Objective Evidence: How will you know when each goal is achieved? What will you be doing or saying differently?	Celebration: What will you do to celebrate reaching each goal?

B. Campus Tour

Acclimatizing students to their physical setting is a critical element of any PIP program. Students can “hit the ground running” when they are already familiar with where the classes are, where the resources are, and where they can rest and relax in between.

Have the current students who participated in the “What to Expect” session lead the students on a tour around the campus, sharing their own favorite short cuts and/or relaxation spots.

PART III: TIME MANAGEMENT

Section One: Introduction

One of the biggest challenges for adult learners in an accelerated program is time management. In order to manage their time, the students must manage themselves in order to successfully complete the program of study.

Section Two: Presentation and Exercises

Time Management – Presentation and Exercises
A. Time Management Presentation
B. Time Tracking for Time Management Exercise

A. Time Management Presentation

Time management is self-management. There are only 24 hours in a day and the students must choose how they spend their time. With competing commitments and priorities, the choices become more difficult as the students balance school requirements with families and friends, work, religious pursuits, hobbies and other activities that round out their lives.

This presentation helps students to understand that they must take charge of how they manage time by looking at how they manage themselves and how they communicate with others around the choices the student must make to keep everything in balance.

This presentation is comprised of the Time Management Presentation Facilitation Guide and the Time Tracking Handout. These documents follow this section.

TIME MANAGEMENT PRESENTATION FACILITATION GUIDE

PURPOSE

This exercise provides each student a basic understanding that the concept of time management is actually the concept of self-management and helps them set goals to manage their own time.

RESOURCE NEEDED

- ✓ Test Success, 5th ed., Chapter 3

PROCESS

Exercise Total Time Frame: 20 minutes minimum (depends on size of the group)

Setting: Any

Step 1. Present the concept of time management. (10 minutes)

Open with the following presentation:

Time may be our most valuable resource -- which is probably why we give it human qualities. We say time flies when we're celebrating with friends, it crawls during a long staff meeting and it even stands still sometimes in monumental moments.

But it can't actually do any of these things. Because no matter where you are -- or who you are -- time ticks by in the same exact intervals for everyone. The only things that actually change are our perceptions of it, and how we use it.

Today, we're so obsessed today with managing it. The funny thing is, some of the things we do in the name of getting more things done -- are actually counterproductive. So today, I'm going to review three popular time management mistakes.

Mistake Number 1: Working Long Hours & Skipping Breaks

Think about your cell phone for a moment. If you use it all day, what happens? At some point the beeps start, the signal fades and it dies. If you turned it off between calls, it would last a little longer. But you have to recharge the batteries to restore full power.

We don't expect our cell phones to run forever without recharging. But we're often so busy that we expect ourselves to. We skip the chit chat, plow through lunch and leave work exhausted. And then still feel like we should have gotten more done. Ironically, we could have - if we had taken a few time outs during the day.

Studies show that whether *you* take a break or not, your brain does - every hour or so. If you push on, your performance and productivity will plummet. You may read the same sentence several times, spend forever writing just one email or lash out at a ringing phone. **By afternoon, it can actually take *five times* as long to finish your task now versus someone who takes a time out every hour.**

The key to recharging your batteries throughout the day is pretty simple. Plan to take a breather (10-15 minutes) at least once during the morning *and* the afternoon - in addition to taking a 30-minute lunch

away from your desk or whatever has your focus. Choose activities that you enjoy or that reinvigorate you like walking, calling a friend or reading something inspirational. Avoid thinking about work, and give your eyes and hands a rest from the computer.

Working overtime is also pointless. One DOL study found that the average amount of productive time in a typical working day is 4.8 hours. More research showed that those working 7 straight weeks of 50-hour weeks would get nothing more accomplished than if they'd worked 40-hour weeks instead. Again, because productivity is so low when we're burnt out and aren't taking enough time to replenish ourselves.

Mistake Number 2: Expecting the Impossible

Starting our day with a mile-long to-do list will accomplish only one thing – increasing your stress level. While it's great to have a master list of things that need to be done, your goal each morning should be to create a realistic plan for the day. The U.S. military has done studies that concluded that people were most effective when given a list of only three tasks – more only overwhelmed them and fewer invited procrastination.

- Choosing three also makes you focus on getting what is most important done first. Those items that will have the biggest impact or has the closest deadline.
- Ironically, one of the best questions you can ask is “What do I most want to avoid doing today?” If you truly dread something, getting it out of the way early will boost your energy for the day. But things you want to avoid because they make you feel nervous are often tasks that will move you a big step forward toward one of your goals.

Mistake Number 3: Multi-tasking

Several studies over the past year have shown that multi-taskers are less efficient than those who focus on one project at a time. Our brains are simply not wired to do two or three things at once or in quick succession. Doing them all at the same time can take longer overall than doing them one at a time.

- For one, the process of switching immediately back to a task you've just performed takes the brain longer than it would to switch tasks after a bit more time has passed (because it has to overcome "inhibitions" it imposed on itself to stop doing the first task in the first place). As a result, it actually takes longer overall to complete the tasks than if you'd simply done them one at a time.
- In addition, managing two mental tasks at once reduces the brainpower available for either task. Research at Carnegie Mellon University has shown that if the two activities involve different parts of the brain, the resources available for processing dropped 29%. And if they involve the same areas, resources dropped 53%. So obviously you're not doing either task very well.
- Furthermore, studies have shown that people who are multitasking too much may be damaging the cells that form new memories – resulting in short-term memory problems, changes in your ability to concentrate or gaps in your attentiveness.

Focus on doing one thing at a time and you'll get more accomplished, more accurately and faster.

PIP Toolkit

In summary, you can avoid making popular time management mistakes and more done by working regular hours and taking regular breaks, focusing your daily to-do list, and doing one thing at a time. All you really have to remember is the common thread to all of these – less is more.

Source: Adapted from Top Time Management Mistakes, ©2004 Tracy Lee Needham and Adventure to Success, LLC (footnotes omitted). Used with permission.

Step 2. Give an example or share a story of time management in action – from your own experience. (5 minutes)

Ask other faculty who are present to share their own experiences with time management.

Ask the students what questions they have regarding time management in the accelerated program. Answer the students' questions as they present them.

Step 3. Close

Tell the students to read Chapter 3 of Test Success if they have not already done so, and complete the sample questions. Recommend that they use the materials throughout the program.

Thank the students for participating.

B. Time Tracking for Time Management Exercise

In order for the students to be successful in the program, they must manage themselves in order to practice time management. A significant step in the time management process is for the student to understand how they manage their time now and how they want to manage it in a way that will support them as they work to fulfill the commitments they have made to themselves and others.

This exercise helps students begin to understand the concept of time management is management of self and to begin to identify goals that the students will work toward achieving with respect to time management during the program. The exercise is comprised of the Time Tracking for Time Management Exercise Facilitation Guide and the following handouts: Time Tracking Journal. These documents follow this section.

TIME TRACKING FOR TIME MANAGEMENT EXERCISE FACILITATION GUIDE

PURPOSE

This exercise helps students begin to understand the concept of time management is management of self and to begin to identify goals that the students will work toward achieving with respect to time management during the program.

RESOURCES NEEDED

- ✓ Time Tracking Journal Handout

PROCESS

Exercise Total Time Frame: 35 minutes

Setting: Any

Preparation (set up on Day One of PIP, continue on Day Two of PIP):

- **Make enough copies of the handout for all participants and distribute during prior day's set up:**

Time Tracking Journal (have blank copies available – hardcopy or electronic – for student to use during the program).

- Review the Handouts and familiarize yourself with the contents to be presented.

Step 1. Review with students why leadership goal setting is important. (Time: 5 minutes)

Lecture/Discussion Content

Open with the following: Time management means that you must manage yourself, making choices between competing commitments, setting boundaries and communicating with others about those choices and boundaries. The most direct way to success in managing your time is to set goals.

START WITH STEP TWO ON DAY TWO OF THE PIP:

Step 2. Review Time Tracking Journals. (Time: 15 minutes)

Ask the students to review their Time Tracking Journals they begin filling out over night. Have them break into small groups and discuss what surprises they discovered when they began tracking their time, what changes might be needed because they are now in an very demanding program, and what might they need to adjust or shift to be able to meet the demands of not just the program, but their lives.

Step 3. Group Discussion. (Time: 10 minutes).

Have the students share out loud with the group, some of the shifts they might need to make in order to better manage their time.

Step 4. Wrap up. (5 minutes)

Encourage the students to keep using the Time Tracking Journal (make blank forms available) during their first week of classes and discuss setting goals around time management with school support staff or their mentors, if applicable. Refer the students back to Chapter 3 of the Test Success book.

TIME TRACKING JOURNAL				
Time	Activity	Must Do	Want to Do	No Need to Do
5-6am				
6-7am				
7-8am				
8-9am				
9-10am				
10-11am				
11am-12pm				
12-1pm				
1-2pm				
2-3pm				
3-4pm				
4-5pm				
5-6pm				
7-8pm				
8-9pm				
9-10pm				
10-11pm				
11pm-12am				
12-1am				
1-2am				
2-3am				
3-4am				
4-5am				

Source: Adapted from Test Success, 5th ed., Nugent, Patricia M., and Vitale, Barbara A. (F.A. Davis Co. 2008)

PART IV: SKILL DEVELOPMENT

Section One: Introduction

Adult learners who are returning to school do need to be reminded of and brush up on the basic skills required to be successful students. While some of the students may have, in the past, been stellar with their learning skills, many may not have been. Providing support in the areas of time management skills, study skills, and test taking skills allows the student to have a jump start back into the world of learning.

Section Two: Presentation and Exercises

Skills Development – Presentation and Exercises
A. Learning and Study Strategies Inventory (LASSI) Introductory Presentation
B. Study Skills Exercise
C. Test Taking Techniques Exercise

A. Learning and Study Strategies Inventory (LASSI) Introductory Presentation

NCIN will supply every scholar with the Learning and Study Strategies Inventory (LASSI) online assessment. **This assessment must be taken prior to the start of your orientation program.** This evaluation tool will examine their skill, will and self-regulation habits as it relates to strategic learning. Upon completion, they will have the tools to practice successful learning methods and how to alter their thinking and practices to increase their success. The assessment is both diagnostic and prescriptive. The web-based assessment allows students to learn how they rank against the average national college student within minutes of completion. Faculty will also have access to each student's results, which can be useful when preparing to teach the students and for understanding what support might be useful for the students.

LASSI INTRODUCTORY PRESENTATION FACILITATION GUIDE

PURPOSE

This exercise helps students identify the study skills that they have or need to have as they begin the program. Students will explore how they can help each other with the skills they have.

RESOURCES NEEDED

- ✓ LASSI Goal Setting Framework Handout

PROCESS

Exercise Total Time Frame: 30 minutes

Setting: Any

Preparation:

- Make enough copies of the handout for all participants:
LASSI Goal Setting Framework
- Review the Handout and familiarize yourself with the contents to be presented.

Step 1. Review with students why goal setting is important. (Time: 5 minutes)

Lecture/Discussion Content

Open with the following: Learning and strategic study skills – these skills are important to you as adult learners in an accelerated program. It's time to brush up on and /or implement these skills again.

You took the LASSI assessment before you arrived here today and received results about where you stand with respect to a number of learning and study strategies: skill, will and self-regulation components of strategic learning. The focus of the LASSI assessment is on both covert and overt thoughts, behaviors, attitudes and beliefs that relate to successful learning. These factors contribute significantly to success in the college level learning environment. The LASSI assessment provides feedback about areas where you may be challenged and need to improve your knowledge, attitudes, beliefs and/or skills.

Today you will review your results and identify the areas where you are challenged. The most direct way to success with these skills is to set goals.

You will be given the LASSI Goal Setting Framework as a handout today and are encouraged to complete it prior to meeting with school support staff and/or your mentors to talk about the results of your LASSI assessment.

Step 2. Distribute the handout.

LASSI Goal Setting Framework.

Step 3. Have the students break into small groups and share what they learned from their LASSI results: what surprised them, what was not a surprise, in which areas do they have strengths, which areas are challenges. (Time: 15 minutes)

Build support by having students share this information with their fellow students so that they can support each other in their achievements.

Have each group report out on what commonalties they discovered and discuss how they might help each other.

Step 4. Wrap up.

Remind students that if they know their own strengths and challenges, they can find ways to use and share their strengths and challenges to support each other. Remind them to use the goal setting handouts to better support themselves as they move into the program.

B. Study Skills Presentation

Adult learners need to brush up on, or implement for the first time, effective study skills. Some of the students may not have adopted strong study skills in their earlier experiences in college.

This presentation helps students to understand that they must take a look at how they can be effective as they study in this program. The LASSI assessment begins the process by showing the students where they stand. The next step the students must take is to focus on which study skills they need to improve in order to achieve the results they want given the time challenges they face.

This presentation is comprised of the Study Skills Presentation Facilitation Guide and the Study Skills Practice Exercise. These documents follow this section.

STUDY SKILLS PRESENTATION FACILITATION GUIDE

PURPOSE

This exercise provides each student a basic understanding of the Importance of using various study skills to support their learning during the course of the accelerated program.

RESOURCE NEEDED

- ✓ Test Success, 5th ed., Chapter 4

PROCESS

Exercise Total Time Frame: 15 minutes minimum (depends on size of the group)

Setting: Any

Step 1. Present introduction on study skills. (10 minutes)

Open with the following presentation:

Some of you may come to this program with stellar study skills. Others of you may come to this program with adequate study skills. Still others of you may ask – what are study skills? All of these levels are not unexpected. No matter what your starting point is, you will need to implement or adopt new study skills to be successful in the accelerated environment of your nursing program and with the completing priorities that you have in your life.

Nugent and Vitale, in Test Success, outlined the general study techniques that can be applied to any subject:

- Establish a routine – set aside regular time for studying, making it reasonable and realistic (recall your time management and LASSI goals). Use shorter, more frequent study sessions for maximum benefit.
- Set short and long term goals around the outcomes you want to achieve with your studying. Goal directed learning is most effective because it is planned learning with a purpose. For example, a short term study goal would be to reread class notes and compare the information in the notes to your text book readings within one (1) hour. A long term goal might be to answer 90% of the study questions in a particular chapter of your text within seven (7) hours.
- Simulate a school environment. Sit at a desk and get all the supplies you will need. This familiarity reduces any dissonance you might feel if you studied instead, for example, in bed or lying down. Create the same environment so that practice what it feels like to be in it.
- Control internal and external distractions. Focus on your studying by keeping interruptions to a minimum.

- Prepare for class. If you cannot read the assignments, then at least skim them and develop the questions you may want to ask in class.
- Take class notes. These are critical because they provide the blueprint for studying for exams.
- Be familiar with your own learning style. How we take in new information differs from person to person. If information is not delivered in your preferred style, find a way to study that allows you to process the information in your preferred learning style.
- Capture moments of time to study. Use time when you might otherwise be doing a rote or “mindless” activity such as vacuuming to review information.
- Use appropriate resources. Learning the nursing profession is not a linear process. Seek help from peers, faculty and other nursing professionals when you feel stuck or need to understand a concept more fully.
- Balance sacrifices and rewards. You must be your own “cheerleader” when you study. Reward yourself after you’ve studied – it may be you get to relax with a significant other, read a book or have a cup of coffee, etc. Reward yourself for the effort you have made – taking small study step - toward your overall goal of becoming a nursing professional!

Step 2. Give an example or share a story of study skills – from your own experience. (5 minutes)

Ask other faculty who are present to share their own experiences with study skills when they were in school.

Ask the students what study skills and strategies they will set as goals. Answer the students’ questions as they present them.

Step 3. Close

Tell the students to read Chapter 4 of Test Success if they have not already done so, and complete the sample questions. Recommend that they use the materials throughout the program.

Thank the students for participating.

STUDY SKILLS PRACTICE EXERCISE FACILITATION GUIDE

PURPOSE

This exercise helps students practice the study skills that they will work toward achieving during the program.

PROCESS

Exercise Total Time Frame: 25 minutes

Setting: Any

RESOURCES NEEDED

- ✓ Textbook Chapter (selected from a textbook students will be reading from during the program)

Preparation (set up on Day One of PIP):

- Make enough copies of the handout for all participants:
Textbook Chapter
- Review the Handout and familiarize yourself with the contents to be presented.

Step 1. Review with students why leadership goal setting is important. (Time: 5 minutes)

Lecture/Discussion Content

Open with the following: Earlier, you read some material from one of your textbooks that you will be using during the program. Given the accelerated nature of the program, how you choose to study will be critical. Today, you will experience how a study group can be beneficial as a learning/studying tool. Study groups can help you learn and be a place where you can help others learn because you teach each other.

START WITH STEP TWO ON DAY TWO OF THE PIP:

Step 2. Have students break into small groups that will serve as their study group for this exercise. share one of their goals with the group. (Time: 15 minutes)

Have the students discuss what they read earlier. Have them guide their discussion with these questions: What did you understand from the reading? What was not clear from the reading? Was all the information new or were there familiar things? If there were familiar things, what were they and why were they familiar? How might you apply what you read

Step 3. Wrap up.

Remind students to take what they are learning about their own study skills and seek school staff support and/or support from their mentors to build their skills. Remind students to read Chapter 4 of Test Success.

C. Test Taking Techniques

Adult learners need to brush up on, or implement for the first time, effective test taking skills. Some of the students may not have adopted strong test taking skills in their earlier experiences in college.

This presentation helps students to understand that they must take a look at how they can be effective as test takers in this program. The students must focus on which test taking skills they need to improve in order to achieve the results they want given the time challenges they face.

This presentation is comprised of the Test Taking Techniques Presentation Facilitation Guide, the Test Taking Techniques Exercise. These documents follow this section.

TEST TAKING TECHNIQUES PRESENTATION FACILITATION GUIDE

PURPOSE

This exercise helps students identify the test taking skills that they will work toward achieving during the program. They will discuss what they need to do to analyze their own test taking techniques.

RESOURCE NEEDED

- ✓ Test Success, 5th ed., Chapter 7

PROCESS

Exercise Total Time Frame: 15 minutes minimum (depends on size of the group)

Setting: Any

Step 1. Present concept. (5 minutes)

Open with the following presentation:

Test taking can be a daunting prospect, but it does not have to be. Preparing for a test by consciously focusing on your reactions and managing them goes a long way to supporting your success as a test taker.

Nugent and Vitale, in *Test Success*, outline some general test taking techniques that would benefit you immensely as adults participating in an accelerated program:

- Follow your regular routine the night before a test –don't further unsettle yourself by changing your routines.
- Arrive on time for the test. Who hasn't had the nightmare where you show up late for a test? Lateness will increase anxiety and perhaps cause you to lose the opportunity to take the test at all.
- Bring the appropriate tools. This is the "be prepared" reminder. Take what you need or are allowed to bring so you will have the tool handy if you actually need it.
- Understand all the directions for the test before starting. Read the instructions for the test before beginning. They provide valuable information and may save you time and/or prevent you from over-thinking or burning up time on things you don't have to do.

- Manage your time when taking a test. Determine how much time you have for each question and for reviewing your answers. Budgeting your time helps you create a sense of structure and allows you to have short and long term goals: complete this question in 1 minute, complete the test in 45 minutes with 15 minutes left for review.
- Concentrate on the simple before the complex. Take your easy wins. It feels good and leaves you the time and energy to tackle the harder questions.
- Avoid reading into the question. Don't make the questions harder than they need to be. Sometimes, they ARE that simple.
- Make educated guesses if you must guess. Trust your instincts. Reduce the options for the answer and then guess if need be among the remaining options.
- Maintain a positive mental attitude. Relax as best you can and do not distract yourself with negative thoughts and fears.
- Check your answers and answer sheet. If you have time, review your work. Make sure you've answered in the correct areas if you have computer scan sheets for recording answers. Many a mistake has been made by putting the answers in the wrong columns!

Step 2. Give an example or share a story of your own about test taking skills – from your own experience. (5 minutes)

Ask other faculty who are present to share their own experiences with test taking.

Ask the students if they have any questions on test taking techniques, skills and strategies. Answer the students' questions as they present them.

Share what resources are available from the school support staff with respect to test taking techniques. Encourage students to discuss and set goals for improving their test taking techniques with their mentors.

Step 3. Close

Remind the students to read Chapter 7 of Test Success if they have not already done so, and complete the sample questions. Recommend that they use the materials throughout the program.

Thank the students for participating.

PART V: PROFESSIONAL SOCIALIZATION

Section One: Introduction

Professional socialization is the process through which the students become proficient not only in the chosen profession, but also in the language and norms of that profession. Nursing has a language of its own. The terminology and language of nursing is closely related to, if not the same in many cases, as the terminology and language of the medical field. The students must learn the specialized language of the nursing profession as part of their transition into the field.

This presentation will help them become more familiar with the language and terminology of the nursing profession and begin the professional socialization process.

Section Two: Exercises

Professional Socialization – Exercises and Presentations
A. Nursing/Medical Lingo Bingo Exercise
B. Professional Etiquette Exercise
C. Mentoring Presentation

A. Nursing/Medical Lingo Bingo

The students will enter the program with some nursing and/or medical language already in their knowledge base. They may not have the correct usage given that this knowledge may come from reading books that contain such language and watching movies or television that uses a great deal of nursing/medical language.

This exercise provides a fun way to show the students that they do know some of the lingo already and are on their way to learning more. This exercise is comprised of the Nursing/Medical Lingo Bingo Facilitation Guide and the Nursing/Medical Lingo Bingo handout. These documents follow this section.

NURSING/MEDICAL LINGO BINGO FACILITATION GUIDE

PURPOSE

This exercise allows the students to get a sense of the nursing/medical terminology with which they are already familiar.

RESOURCE NEEDED

- ✓ Nursing/Medical Lingo Bingo Handout
- ✓ Prizes – three (3)

PROCESS

Exercise Total Time Frame: 20 minutes minimum (depends on size of the group)

Setting: Any

Preparation

- Make enough copies of the handout for all participants:
Nursing/Medical Lingo Bingo Handout
- Review the handout and familiarize yourself with the content to be presented.

Step 1. Set the stage. (2 minutes)

Open with the following: You all have been exposed to the nursing and medical professions, whether in real life or on television, and have picked up a fair amount of the “lingo.” Let’s have some fun and see what you know already!

Distribute Handout: Nursing/Medical Lingo Bingo.

Step 2. Give the rules and start. (10 minutes)

Give the rules:

The caller names the items in the handout in random order. Mark out the square if you can answer in the affirmative to that experience or situation. NOTE: There is a free space – no need to mark it out – it is yours already!

The first three people who get 5 boxes marked out (can include the free space) in a consecutive row and LOUDLY call out “Bingo,” will win a prize. If no one gets 5 in a row, we will consider 4 in a row as eligible for winning purposes.

Ready?

Step 3. Award Prizes (2 minutes)

Have the winners call out which items they got in a row to verify their status as winners.

Award prizes.

Step 4. Close. (Time: 2 minutes)

Close with:

It will not take much to gain familiarity with some of the terminology in the nursing profession because you know it already as this exercise demonstrated. We will next tackle another aspect of the terminology used in the nursing profession – technical medical terminology.

Nursing/Medical Lingo Bingo

Had an IV	Seen an instrument sterilizer	Worn scrubs	Suffered from a rhinovirus	Seen a hemostat
Worn latex gloves	Seen a trocar	Has had an abrasion	Worn or has seen danskos	Read a medical chart or record
Heard of a Foley	Had a suture removed	FREE SPACE!	Has been or knows someone who has been in traction	Had a subdural hemotoma
Has taken a temperature	Applied a sterile dressing	Used a blood pressure cuff	Taken a pulse	Has seen a butterfly bandage
Has had or knows someone who has had a rhinoplasty	Has heard of O2 saturation	Used a stethoscope	Had an EKG	Seen or had a CT scan

B. Professional Etiquette Exercise

Education and experience are two critical components in the process of moving from nursing student to nursing professional. However, there is a third critical component: professional etiquette. A student will not be properly socialized in the nursing field if they are not aware of the concept of professional etiquette and how to implement it.

The following exercise introduces the concept of profession etiquette for nurses and provides some basic etiquette tips that the students can begin to practice. The exercise includes the Professional Etiquette Exercise Facilitation Guide and the Professional Etiquette Handout. These documents follow this section.

PROFESSIONAL ETIQUETTE EXERCISE FACILITATION GUIDE

PURPOSE

This exercise provides the students with an overview of what the concept of professional etiquette means in the nursing world and gives them an opportunity to experience the concepts in practice so that they can begin to implement them immediately.

RESOURCES NEEDED

- ✓ Professional Etiquette in Nursing Handout
- ✓ Professional Etiquette Scenarios

PROCESS

Exercise Total Time Frame: 30 minutes minimum (depends on size of the group)

Setting: Any

Preparation

- Make enough copies of the handout for all participants:
Professional Etiquette in Nursing Handout
- Make enough copies of the Professional Etiquette Scenarios so that you can provide one scenario to each subgroup (if your group has more than 3 subgroups, you can use the same scenarios as each group will have their own take on the scenario).
- Review the handouts and familiarize yourself with the content to be presented.

Step 1. Professional etiquette and how it relates to the nursing profession. (2 minutes)

Open with the following comments:

Most of you know what etiquette is – its manners – its how you behave yourself in various settings. Professional etiquette means the rules and conventions governing correct or polite behavior in a specific professional group or situation.

Professional etiquette is applicable in any professional setting. It includes, for instance, how you greet people, how you show respect to seasoned professionals, how you introduce yourself, how you network, what you wear, even how you eat and drink with other professional. We will address a few practices that will serve you as you make your first impressions as a nursing student and as a nursing professional. These practices can help boost your confidence and credibility as well as help you avoid embarrassment in professional settings.

Each profession also has its own specific professional etiquette that governs how individuals conduct themselves when practicing their profession. For instance, you've heard of "professional courtesies." You will learn more of the nursing specific professional etiquette

practices as you move into the clinical settings – be sure to keep your eyes and ears open as these practices are learned by example rather than explicitly taught.

Step 2. Distribute the Professional Etiquette in Nursing Handout

Review handout with students. Give students examples of professional etiquette from your own experience. Answer students' questions if they arise.

Step 3. Divide the group into pairs or small groups of 3 or 4 (have at least 3 pairs or groups, if possible. Give each group one of the three scenarios in the Scenario Handout. (15 minutes)

Tell the students in each group to read the scenario and plan two short skits based on the scenario - one showing a lack of professional etiquette, the other showing professional etiquette in action. Give the students 10 minutes to plan both 1-2 minute skits.

Have the groups present both their skits (each group performs both skits before the next group presents their skits) – start with the lack of professional etiquette skit and follow with the professional etiquette in action skit.

Step 4. Debrief (10 minutes, approximate –depends on size of cohort)

Ask the students to comment on how they reacted internally when they watched the skits – were there any surprises, did they learn something new, how might they adjust how they behave based on the ideas presented by others? Let them provide input.

Step 5. Close

Close with:

Professionals, no matter what profession they are in, have rules of etiquette. Observing these rules is what helps you become part of the professional group. Don't let something you do become a distraction which prevents others from seeing the skills and abilities you have to offer. If you do run afoul of the rules of etiquette, simply acknowledge it and ask for guidance. The goal is to build relationships within your chosen profession.

Thank the students for participating.

PROFESSIONAL ETIQUETTE IN NURSING

Entering a Clinical Setting: You will be entering clinical settings where you will be gaining valuable nursing experience. Professional etiquette would dictate that you:

- Respect those who work there and honor their experiences – Ask about them. Get to know them. Ask questions about their experiences and ask them for feedback on how you do. Build relationships.
- Remember that you are there to help them FIRST and gain experience SECOND. Ask what is expected of you and offer to help. Approach the experience with a “giving” attitude, not a “getting”/WIIFM (what’s in it for me) attitude.
- Remember that you are the lowest ranking person in the pecking order – you must make a good impression. Dress and speak appropriately (see below also).
- Remember that if you have suggestions or questions about how or why something is done, ask when and where input might be appropriate to inquire or present suggestions (do not give unsolicited advice unless you’ve been given the opening or forum to do so).
- Show what you can do by being responsible, capable and collaborative. Use questions to learn the why and how of things – don’t use verbal challenges when you disagree or are not sure of something.
- Use language that indicates that you understand that you need to be part of the team. Determine what the team needs and balance that with what you need. Get clarification or help when you don’t understand something or are not clear on how you will get the experience you need.

Dress and Speak Appropriately: You have 7 seconds to make your first impression. The following are general parameters of professional etiquette when it comes to how you dress and speak in professional settings:

- If you are not aware of how to dress for any environment, err on the side of over dressed. Dressing more formally and conservatively is considered a sign of respect.
- Ask, if you have the opportunity prior to arriving at the event, what the standard of dress is for that event or situation.
- Listen first, then speak. Observe how others conduct themselves and take cues from those who are more familiar with the situation or event.
- Use grammatically correct language and enunciate your words.
- Speak slowly. Don’t let nervousness overcome you and speed up the pace of your speaking, make your voice squeaky or high pitched, or make every statement out of your mouth sound like a question. Modulate your tone, listen to yourself and self-correct as you go.

Professional Etiquette Resources

Nursing Specific

Pagana, Kathleen D., *The Nurse's Etiquette Advantage: How Professional Etiquette Can Advance Your Nursing Career*, Honor Society of Nursing, Sigma Theta Tau International (2008). Preview contents at: nursingknowledge.net/Portal/CMSLite/GetFile.aspx?ContentID=88738

Pagana, Kathleen D., *Seven Tips to Improve Your Professional Etiquette*, Nursing Management: Volume 41, Issue 1, p. 45–48 (January 2010). Available at: http://journals.lww.com/nursingmanagement/Citation/2010/01000/7_tips_to_improve_your_professional_etiquette.11.aspx

General

Coleman, John, *Professional Etiquette Guide* (Harvard Business School 2009)
www.bu.edu/law/ssi/jd/contacts/affairs/.../professional_etiquette.pdf

Burleson, Donald K., *Business Etiquette for Professionals* (2009)
http://www.dba-oracle.com/consultant_etiquette_manners.htm

Dick, Thom, *Professional Etiquette* (EMS Responder 2008)
[http://www.emsresponder.com/print/EMS-Magazine/Professional-Etiquette/1\\$2266](http://www.emsresponder.com/print/EMS-Magazine/Professional-Etiquette/1$2266)

Ghosh, Paramita, *Professional Etiquette*
<http://www.buzzle.com/articles/professional-etiquette.html>

USAID, Professional Etiquette, http://www.ccrussia.ru/?mod=s_page&sp_id=109

PROFESSIONAL ETIQUETTE SCENARIOS

NOTE: Copy the scenarios and cut them apart so that each subgroup gets only one. If you have more than three subgroups, give the same scenarios to the additional groups. Each group will have its own take on the scenario.

Scenario One: You are attending a meeting of the American Nurses Association (ANA) and have chosen to attend an evening cocktail reception where many of the board members (all highly educated, experienced nursing professionals and leaders) are in attendance. Consider how you might conduct yourself – what do you need to do, say, or wear?

Scenario Two: You are entering your first clinical setting to gain experience after you have graduated from your accelerated program. You are used to being treated as special and you feel pressured to get experience. Consider how you might conduct yourself – what do you need to do, say, or wear?

Scenario Three: You have been asked to speak to a group of new nursing students who are just beginning the accelerated nursing program that you went through. You have been in the nursing profession just one year and will be sharing about your experience as a recent graduate seeking employment. Consider how you might conduct yourself – what do you need to do, say, or wear?

C. Mentoring Presentation

Mentoring is a critical component in retaining students in accelerated learning programs as well as once the student begins their journey in the nursing profession. Mentoring is key in supporting the students' transition from nursing student to nursing professional.

Share the following information on mentoring relationships and provide students the time to explore and participate in the mentoring program available at your School of Nursing. You may want to have the mentors you have selected attend the PIP and be introduced during the faculty introduction portion of your PIP and/or participate in the Meet and Greet after the close of Day One of the PIP.

If you do not have a mentoring program at your School of Nursing, review the AACN Mentoring Program Toolkit for guidance.

This presentation will familiarize students with the concept of mentoring and introduce them to your mentoring program. The presentation includes the Mentoring Presentation Facilitation Guide. The Guide follows this section.

MENTORING PRESENTATION FACILITATION GUIDE

PURPOSE

This presentation provides the students with a basic understanding of the concept of mentoring and introduces them to the mentoring program offered by your School of Nursing,

RESOURCE NEEDED

- ✓ Your School of Nursing Mentoring Program information

PROCESS

Exercise Total Time Frame: 30 minutes minimum (depends on size of the group)

Setting: Any

Preparation

- Make enough copies of handout for all participants:
(Your School of Nursing Mentor Program information)
- Review the handout and familiarize yourself with the content to be presented.

Step 1. Present the basic concepts of mentoring. (15 minutes)

Lecture/Discussion Content

Open with the following:

Susan Murphy, Ph.D., in the Resource Guide, Maximizing Your Mentoring Relationships (Robert Wood Johnson Foundation, Physician Faculty Scholars Program, National Advisory Committee 2009) provides that:

Mentoring is the all-inclusive description of everything done to support protégé orientation and professional development. Mentoring describes a more long term process and that focuses on the protégé's career growth and personal advancement. Mentors deal with all life structures - family, career, and current work role.

"Mentor" comes from The Odyssey written by Homer, the Greek poet. As Odysseus is leaving to fight the Trojan War, he has left his only heir, Telemachus, a teenager, to be "king" while he's off fighting the war. Odysseus hires a trusted family friend named "Mentor" to be Telemachus's tutor on "King-ship." According to Webster, "mentor" means "a wise advisor, a teacher or coach".

Whether you are a mentor or a mentee, these are the best practices that you want to keep in mind:

MENTORING BEST PRACTICES - MAXIMIZING YOUR MENTORING RELATIONSHIPS

- Mentoring is a partnership built on respect and trust; it's not about the mentor being in control of the mentee. The key is to focus on a relationship where a mentor and mentee work together to provide the mentee with knowledge, sharpen skills, develop latent abilities, and hone thinking.
- Although the mentor/mentee relationship seems to focus on providing the mentee with essential skills and knowledge, the mentor should enter into the partnership with a keen eye on what s/he can gain from the affiliation as well.
- Expectations are a major component to a successful mentoring relationship.
- The mentee needs to be clear about what s/he would like from the experience and discuss those expectations with the mentor so that both partners are working towards the same goals.
- The logistics of the relationship should be defined clearly for both mentor and mentee. Consider duration of the relationship, frequency and type of communication that will be used, frequency of interaction, and the like.
- People are not good mentors just because they are successful in their careers.
- Mentors should be trained in the skills of communication, coaching, leading, and especially listening. Plus, good mentors have a good sense of humor - humor allows for a level of camaraderie and comfort to be forged.
- Trustworthiness is a vital characteristic—the mentee should feel as if s/he can fully confide in the mentor. Mentors & mentees must keep building trust.
- Establishing closure after the mentoring process is over is a key element for both mentor and mentee. Setting aside a special time to reflect on the journey allows both parties the ability to qualify the hard work each has done, especially as they review their intended goals and how they were reached.
- Remember that an effective mentor doesn't protect the mentee from working on his/her own. A mentor must allow a mentee to make decisions and learn from those choices—a mentor is a tutor, not a parent.

Source: © 2009 Dr. Susan Murphy Maximizing Performance Management Series. Used with permission.

Step 2. Distribute Handout (15 minutes)

Distribute Handout: (Your School of Nursing Mentor Program information). Walk the student's through your program.

Give an example or share a story – from your own experience – of how mentoring impacted your life – as a mentee and a mentor. Ask other faculty to comment so that both perspectives are covered.

Ask the students to share their experiences – how have they been impacted by mentor/mentee experiences they have had in their lives.

Step 3. Close.

Close with: The mentoring program offered here is a critical component of your success. You are entering an accelerated program that will add another dimension of intensity to your life. A mentor is the person who can help you sort out not only the professional side of your transition from nursing student to nursing professional, but also help you balance all of life's demands as well. We look forward to you being in our mentor program.

Thank the students for participating.

PART VI: THE JOURNEY FROM NURSING STUDENT TO NURSING LEADER

Section One: Introduction

The transition from nursing student to nursing leader requires support and guidance, particularly for adult learners in accelerated programs, who typically want to make the transition in a short time frame. What you provide in terms of support will directly influence the student's desire to remain in the program and successfully transition into the nursing profession. The methods you employ to provide the support, and how the faculty models support for the students will influence the students to develop methods to support themselves and in turn, support other students after they graduate.

Section Two: Presentations and Exercises

The Journey from Nursing Student to Nursing Leader – Presentations
A. School Policies and Procedures Presentation
B. Introduction to Faculty
C. Networking Opportunities

A. School Policies and Procedures Presentation

It is important for the students to understanding the curriculum and what to expect as they prepare for the rigorous program of study they are entering. Because the students are becoming acutely aware of the intensity of the program and its demands on their time, they will need to be reminded of the policies and procedures specific to your school of nursing.

Specific areas to be highlighted include counseling, financial assistance and academic support services. The stress of integrating a rigorous accelerated program into a student's life can warrant counseling services beyond what a mentor or peer could provide. Moreover, the students' financial situations may put a strain on their academic success, so access to financial assistance services is also key. Finally, students need to know that if they are experiencing academic problems, academic support services center are available to provide guidance. These services help retain students in the program so making the students aware of the support services that are available is critical.

Present your school's policies and procedures, including information on counseling, financial assistance and academic support services to the students in any format of your own choosing. **NCIN would like the Counseling Center, Financial Assistance Office, and Academic Support Services to introduce their centers and services at PIP.** By presenting the staff of your various service centers, students will feel less intimidated about visiting when they are in need.

B. Introduction to Faculty

To the extent possible each member of the accelerated program's faculty should introduce him/herself during the Pre-Entry Immersion Program (PIP) and provide information about themselves both from a professional perspective and from a personal perspective. Adult students are motivated to move to the practical and gain competency quickly, so they desire to hear about faculty experiences and stories so that they can get a sense of how they will react in various professional settings.

Students who feel a connection with and sense of support from faculty feel more supported and tend to perform better. If students are comfortable with their professors and instructors, they are more likely to seek their guidance. If students have a trusting relationship with faculty, they are able to discuss their concerns and get the assistance they need- from stress management to academic difficulties.

C. Networking Opportunities

There is no better way for a student to become involved and feel a part of a profession than to meet and develop relationships with professionals who are already in the field. Informal mentoring relationships are often established at gatherings that allow nursing school alumni or nursing professionals to mix and socialize with the nursing students.

Networking events are the best opportunities to bring together a diverse group of individuals to expose the students to the possibilities of the nursing profession as well. It is at these events where students are exposed to leaders in the nursing profession and the seeds are planted in the students' minds of how they, too, lead in the nursing profession.

1. Networking Events

Students enjoy meeting nursing professionals in addition to faculty so that they can hear more "stories from the field" and begin to visualize themselves in the nursing profession. As part of your orientation program you must provide this kind of exposure for the students. Relationships are built at these events that will help the students keep focused in the program and retain them in the nursing profession once they have graduated.

Provide an array of events during different times of day as many students may have obligations in the evenings that will prevent them from attending evening events.

2. Professional Associations

Networking opportunities also occur regularly at meetings hosted by professional associations. Make the students aware of the opportunities available for them to be involved immediately in the professional organizations formed for nursing professionals. Involvement in these organizations is another way to retain the students' interest and ensure a successful transition from nursing student to nursing leader.

You can provide students with the handout on professional associations that follows this section.

Professional Associations

Nursing Associations The professional associations that you might want to investigate initially are the National Student Nurses Association (NSNA), and the American Nurses Association (ANA).

Specialty Nursing Associations As you progress in your careers, you may decide to specialize in a particular kind of nursing. There are a great number of professional associations that represent those specialty nursing careers. The American Association of Colleges of Nursing's website provides a comprehensive list of nursing and nurse specialty associations as well as groups, including those devoted to faculty development and nursing research. The listing can be accessed by using the following link: <http://www.aacn.nche.edu/Education/reflist.htm>.

National Student Nurses Association (NSNA) www.nсна.org

NSNA's mission is to mentor students preparing for initial licensure as registered nurses, and to convey the standards, ethics, and skills that students will need as responsible and accountable leaders and members of the profession.

- Founded in 1952, NSNA is a nonprofit organization for students enrolled in associate, baccalaureate, diploma, and generic graduate nursing programs. It is dedicated to fostering the professional development of nursing students. The organization has over 45,000 members in 50 states, the District of Columbia, Guam, Puerto Rico and the U.S. Virgin Islands.
- NSNA's Board of Directors is made up of 10 nursing students who are elected at the organization's Annual Convention. Two non-voting consultants are appointed by the American Nurses Association and the National League for Nurses to provide guidance. NSNA also employs a full-time staff headquartered in Brooklyn, NY.
- Over 3,000 nursing students participate in NSNA's Annual Convention, which features leadership and career development activities, opportunities to listen to renowned nursing leaders, hear about job opportunities and the chance to network with hundreds of other students. The program includes a state board exam mini review.
- NSNA holds a second meeting which attracts over 1,500 students yearly: the MidYear Conference offers workshops and panels on career and association development as well as a state board exam mini-review.
- The Foundation of the NSNA, created in memory of NSNA's first executive director, Frances Tompkins, is a non-profit corporation (501 C-3) organized exclusively for charitable and educational purposes. The FNSNA has distributed over 2 million dollars in scholarships for undergraduate nursing education. The Promise of Nursing Regional Scholarship Program, administered by the FNSNA, provides undergraduate and graduate nursing scholarships and school grants
- NSNA's official magazine, Imprint, publishes five times a year and is mailed to the entire membership, with bonus issues distributed during the MidYear Conference and Convention.

American Nurses Association (ANA) www.nursingworld.org

- The American Nurses Association (ANA) is the only full-service professional organization representing the nation's entire registered nurse population. From the halls of Congress and federal agencies to the board rooms, hospitals and other health care facilities, the ANA is the strongest voice for the nursing profession. It is headquartered in Silver Spring, Maryland.
- The ANA represents the interests of the nation's 2.9 million registered nurses through its 54 constituent member associations and over 150,000 members.
- Dedicated to ensuring that an adequate supply of highly-skilled and well-educated nurses is available, the ANA is committed to meeting the needs of nurses as well as health care consumers. The ANA advances the nursing profession by fostering high standards of nursing practice, promoting the economic and general welfare of nurses in the workplace, projecting a positive and realistic view of nursing, and by lobbying the Congress and regulatory agencies on health care issues affecting nurses and the general public.
- The ANA is at the forefront of policy initiatives pertaining to health care reform. Among the priority issues are: a restructured health care system that delivers primary health care in community based settings; an expanded role for registered nurses and advanced practice nurses in the delivery of basic and primary health care; obtaining federal funding for nurse education and training; and helping to change and improve the health care workplace.
- Through the ANA's political and legislative program, the association has taken firm positions on a range of issues including Medicare reform, patients' rights, appropriate staffing, the importance of safer needle devices, whistleblower protections for health care workers, adequate reimbursement for health care services and access to health care. The ANA and its state nurses associations' lobbying efforts are contributing to health care reform on both state and national levels.
- The ANA continues its efforts to expand the scientific and research base for nursing practice, for the collective bargaining rights and workplace advocacy for all nurses, to gain better compensation and better working conditions for nurses, and to implement new ways in which nursing services can be delivered to respond to current and future demands for cost-effective, quality health care.

State Nurses Associations

Joining the American Nurses Association as a full member confers membership in the state nurses association. Note that a nurse can join the ANA directly, but will not be able to access the benefits of state association membership. A nurse can also join their state nurses association directly and will be automatically be an ANA member. State association membership allows a nurse to participate at the state level in the following activities:

- Protect and safeguard the Nursing Practice Act – one of the most important roles of ANA's State Nurses Associations
- Advocate at the state level
- Network with colleagues in the nurse's area at educational events and lobby days
- Stay informed on issues that matter in the nurse's state

PIP Toolkit Appendix

ELIGIBILITY & SELECTION CRITERIA

The *Robert Wood Johnson Foundation New Careers in Nursing* is a scholarship program to help alleviate the nursing shortage and increase the diversity of nursing professionals.

To be eligible, applicant institutions must:

- offer an entry-level accelerated baccalaureate nursing program or master's nursing program for non-nursing college graduates; and
- be accredited by a nursing accrediting agency recognized by the U.S. Department of Education.

Preference may be given to those applicants that may be either public entities or nonprofit organizations that are tax-exempt under Section 501(c)(3) of the Internal Revenue Code.

RWJF is committed to programs that embrace racial, ethnic and economic diversity. Applications should address the applicant's past achievements and future plans to recruit and retain a diverse student body.

Successful applicants must demonstrate that scholarship funds will be used to:

- assist in the recruitment and expansion of student enrollment in entry-level accelerated baccalaureate nursing programs and/or master's nursing programs for non-nursing college graduates;
- leverage the expansion of faculty resources for these professional nursing programs; and
- **offer mentorship and leadership development activities for scholarship recipients at the award site.**

Excerpted from: <http://www.rwjf.org/applications/solicited/cfp.jsp?ID=20621>

PIP AGENDA TEMPLATE

**COLLEGE OF NURSING
PRE-ENTRY IMMERSION PROGRAM**

TIME	DAY ONE: ACTIVITY	LEAD	MATERIALS
	Welcome – Introduction to PIP, participant introductions	Dean, Program Liaison	Name Tags, food
	Review of Agenda/Logistics – cell phones off	Program Liaison	Flip chart of agenda prepared in advance
	Student Introductions – students interview each other w/ intro questions: What are you most proud of personally and professionally? Why did you pick nursing?	Program Liaison	Handout
	Intro to Nursing – students participate in Nursing Experience – how have you had contact with the nursing profession or how has it touched your life	Group	Flipchart responses; collect note cards for discussion session
	Your view of nursing		
	The nursing process		
	Learning About Learning – students become familiar with the rigors of an accelerated program	Program Liaison, Group	Handout, reports, have copies of summary available.
	Adult learner exercise + lecturette		
	Accelerated Learning and adjusting to it. Quick exercise doing something in 10 min – debrief about pressure, what is gained, what is lost (individual or group?) what did they feel when doing it? how might it feel doing it over 12-18 months? What did they give up doing while doing the short exercise? What might they have to think about balancing when in the program. Journal on it. set goals.	Program Liaison, Group	
	Goal Setting for life balance, communication with others, intensity, stress mgmt, self-care		

	Time Management	Group	Flipchart action items and commitments
	Time management discussion + lecturette		
	Complete entry survey Complete LASSI		
TIME	DAY TWO: ACTIVITY	LEAD	MATERIALS
	Skill Development		
	LASSI – Overview and Working through your results		
	Study skills		
	Test Taking Techniques		
	Writing Skills		
	Setting Goals		
	Professional Socialization		
	Lingo bingo exercise + lecturette (use generally familiar terms or things they might have heard on tv to show that they are familiar w/ some things already and must learn others as they go (can't expect to know it all know))		
	Intro to medical terminology		
	Beginning Your Journey from Nursing Student to Nursing Leader		
	Policies and Procedures		
	Intro to faculty		
	Mentoring Programs		
	Networking opportunities		
	Meet and Greet		
	Close		

SAMPLE PIP AGENDA - UNIVERSITY OF MISSISSIPPI

TIME	DAY ONE: ACTIVITY	LEAD	MATERIALS
8:30	SIGN IN AND PICK UP PACKETS	Student Affairs	Orientation packets
9:00	WELCOME	Dr. Kim Hoover, Interim Dean Christina Vanderloo, Student Affairs	
9:15	INTRODUCTIONS	Gayle Harrell, MS Nurses Association Dr. Pat Waltman, Associate Dean of Academic Affairs	
9:20	PACKET CONTENT/STUDENT FORMS	Kim Ferguson, Student Recruiter	
9:40	STUDENT LEADERS	Hailey Ramage, Nursing Student Body President and MS Association of Student Nurses President	
9:50	FINANCIAL AID WORKSHOP	Stacey Matthews, Director of Student Financial Aid	Handout
10:15	QUALITY ENHANCEMENT PLAN (QEP)	Dr. Ralph Didlake, Director, Center for Bioethics and Medical Humanities	Presentation
10:30	INTERNET COMPLIANCE	Robert Singleton, Chief Information Security Officer	Presentation
10:45	BREAK		
11:00	TECHNOLOGY	Calvin Hewitt (Blackboard) Antonio Tate (Groupwise/Outlook/Computers) Lanny Helton (Distance Learning/Media Center) Jonathan Sanders (Distance Learning/Media Center)	Presentation/ Handouts
11:45	ALUMNI AFFAIRS	Geoff Mitchell and Ginger Daniels, Alumni Affairs	
12 noon	LUNCH	Lunch with Student Ambassadors	
12:45	MEET WITH ACADEMIC ADVISORS	Wanda Fisher and Dr. Tina Martin, Accelerated BSN Program Faculty	Program of Study Handout
1:30	SAP STUDENT INFORMATION SYSTEM TRAINING	Dr. David Fowler, Director of Academic Information Systems	Handout
2:00	EVALUATIONS	Kim Ferguson, Student Recruiter	
2:15	CAMPUS TOURS Library, Financial Aid, Office of Student Records and Registrar, Bookstore, School of Nursing, Hospital	Tours led by Student Ambassadors	
TIME	DAY TWO: ACTIVITY	LEAD	MATERIALS
8:30	SCHOOL OF NURSING OVERVIEW	Dr. Tina Martin, Director of Accelerated BSN Program Dr. LaDonna Northington, Director of Traditional BSN Undergraduate Studies Dr. Robin Wilkerson, Director of North MS Sites	
8:45	UNDERGRADUATE PROGRAM OVERVIEW	Drs. Martin, Northington, Wilkerson	Student Handbook
9:45	UNDERGRADUATE POLICIES	Drs. Martin, Northington, Wilkerson	Student Handbook
10:45	BREAK		
10:50	SKILL DEVELOPMENT I TEST TAKING AND STUDY SKILLS	Drs. Martin, Northington & Wilkerson	Presentation/ Handout
11:20	EVALUATIONS	Kim Ferguson, Student Recruiter	

TIME	DAY THREE: ACTIVITY	LEAD	MATERIALS
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11:00-12:00	Welcome – Introduction to PIP Student/faculty introductions Review of Agenda/Logistics Skill Development II LASSI Goal Setting Exercise – (online assessment)	Dr. Waltman; Wanda Fisher; Dr. Tina Martin	Flip chart of agenda Student folders
1:00-3:00	Rowland Medical Library Orientation	Helvy McCall Price	
TIME	DAY FOUR: ACTIVITY	LEAD	MATERIALS
9:00-12:00	Nursing School Introduction <u>Exercises :</u> <i>Who Are You</i> <i>Nursing Experience</i> <i>Nursing Framework</i> <i>Critical Thinking Applied to Nursing</i>	Wanda Fisher	Handouts; note cards
1:00-2:00	Skill Development III Writing Skills	Dr. Pat Waltman	APA manual; handouts
2:00-4:00	The Adult Learner and the Accelerated Learning Process Adult Learner Stages of Learning	Dr. Pat Waltman	Handouts; Barsch Learning Style Inventory
TIME	DAY FIVE: ACTIVITY	LEAD	MATERIALS
10:00-1:00	Professional Socialization <u>Exercises:</u> <i>Nursing Lingo Bingo Exercise</i> <i>Medical Terminology</i> <i>Professional Etiquette</i>	Dr. Tina Martin	Handouts; Online Language of Medicine modules;
	<u>Goal Setting Exercises :</u> <i>Balance, self-care & stress management</i> <i>Boundaries & communication</i>	Dr. L. Northington Dr. Tina Martin Wanda Fisher	Handouts
	Mentoring	Office of Multicultural Affairs	Handout
	The Journey from Nursing Student to Nursing Leader Networking Opportunities	Former Student Panel Discussion and Q&A	Lunch
TIME	DAY SIX: ACTIVITY	LEAD	MATERIALS
8:00-10:00	Skill Development III Academic Counseling LASSI- overview and results HESI admission results	Dr. Natalie Gaughf, Office of Academic Counseling Dr. Tina Martin Wanda Fisher	Handouts; portfolio of HESI admission test results; breakfast
10:00-11:00	Time Management Exercises: Time Management Goal Setting Exercise for Boundaries & Communication	Dr. Tina Martin	Handouts
11:30-12:30	The Journey from Nursing Student to Nursing Leader Meet and Greet	Current students, faculty, alumni, Alumni Affairs, Office of Multicultural Affairs, and Office of Student Affairs School of Nursing	Lunch



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