

2011-2012

**ANNUAL
REPORT**

The story of *New Careers in Nursing* (NCIN) isn't any one narrative. It is many tales woven together: the stories of our grantee schools of nursing, the lives of our scholars and NCIN's impact on them, and the impact they have on their communities. These individual tales combine into something greater, something stronger. NCIN is contributing to the very fabric of a vital profession, and we are growing and changing to meet the needs of grantees and scholars.



A Crucial Investment

NCIN was launched in 2008 to address the national nursing shortage, develop a demographically representative nursing workforce, and fuel the pipeline of nurse faculty and leaders. Created by the Robert Wood Johnson Foundation (RWJF) and the American Association of Colleges of Nursing (AACN), the program enables schools of nursing to expand student capacity in accelerated baccalaureate and master's programs, and build a more diverse workforce ready to serve the needs of a changing patient population.

Schools of nursing apply to NCIN for grants that fund \$10,000 scholarships awarded to students entering an accelerated nursing degree program who are from groups underrepresented in nursing or from economically disadvantaged backgrounds. NCIN scholars build on degrees in other disciplines and immerse themselves in academic preparation to pass the registered nurse (RN) licensure exam in as little as 12 to 18 months.

During Round 4, the 2011–2012 school year, NCIN made grants to 52 schools, which awarded 400 scholarships. Since 2008, NCIN has granted 2,317 scholarships to 109 schools of nursing in 40 states and the District of Columbia.

In just four years, RWJF's investment in nursing development and scholarship through NCIN has grown to more than \$23 million. But the demand is clearly there for more: Nearly 200 schools of nursing have applied for scholarships totaling \$76 million.

The success of NCIN scholars—96 percent have passed the National Council Licensure Examination, more than 50 percent have reported plans to pursue a master's degree, and more than 40 percent have reported plans to pursue a doctorate—points to the value of NCIN's efforts to date and the importance of NCIN in the future.

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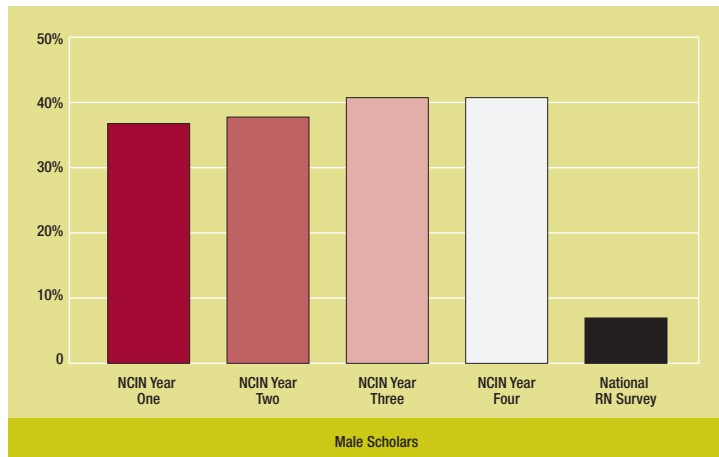


Photo: SABB Photography

FACTS & FIGURES

As NCIN responds to the push for evolving credentials and roles for nurses, we answer the call for evolving demographics, too.

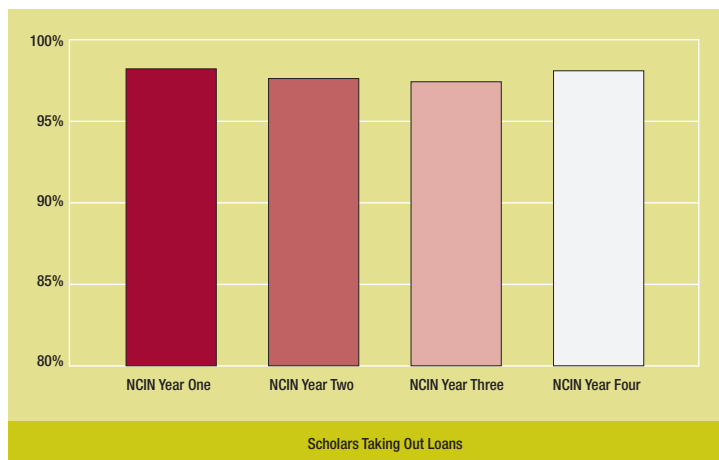
Gender in Nursing



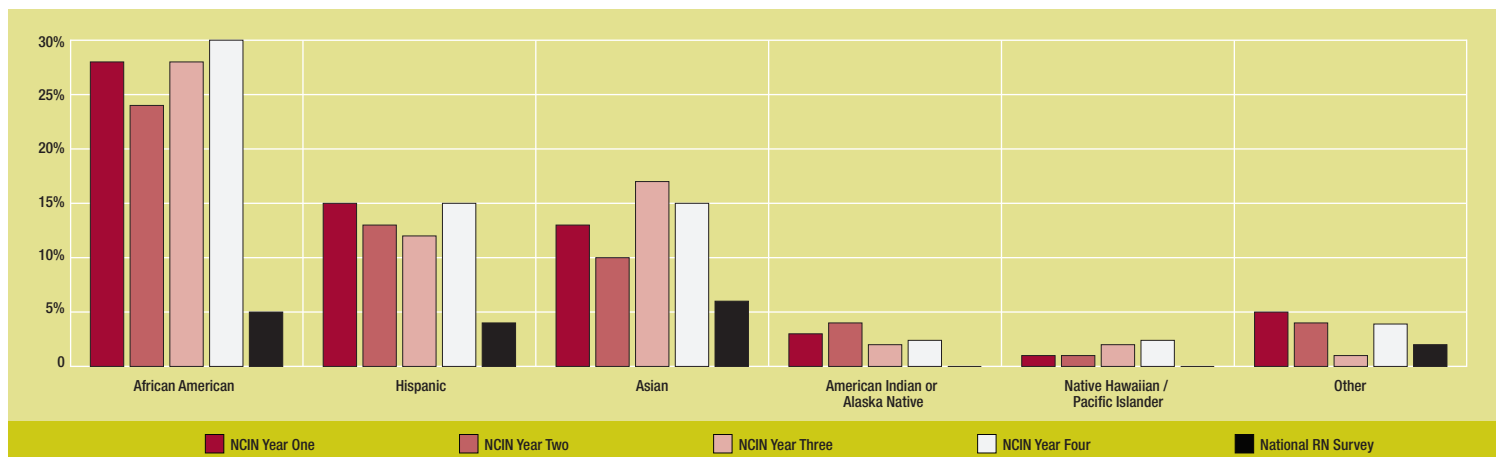
NCIN's priorities are to:

- increase the proportion of underrepresented groups in nursing;
- increase the number of nurses with bachelor's degrees and higher;
- enhance the nurse faculty pipeline, enlarging the pool of Bachelor of Science in Nursing (BSN) degree-holders who can build on that credential and eventually pursue teaching (8 percent of scholars who completed exit surveys for Rounds 1–3 are pursuing advanced degrees);
- increase the available data on accelerated nursing programs; and
- develop nurse leaders, guaranteeing that the largest group of health care professionals have an active role in shaping their profession.

NCIN Scholars Taking Out Loans



Race/Ethnicity in Nursing



Facing the Future

NCIN's approach embodies many of the recommendations outlined in the landmark Institute of Medicine (IOM) report *The Future of Nursing: Leading Change, Advancing Health*, and NCIN complements the priorities of *Future of Nursing: Campaign for Action*, the ongoing effort to build on the recommendations and transform nursing for the 21st century.

NCIN contributes to the *Future of Nursing* goals of having 80 percent of nurses hold BSN degrees by 2020 and expanding leadership ranks to ensure that nurses have a voice on management teams, in boardrooms and during policy debates.

As NCIN responds to the push for evolving credentials and roles for nurses, we answer the call for evolving demographics, too. Nursing's academic leaders have long recognized the strong connection between a culturally diverse nursing workforce and the ability to provide culturally competent patient care.

Though nursing schools have made great strides in recruiting nurses from diverse backgrounds, more must be done before adequate representation becomes a reality. The drive to attract diverse nursing students is paralleled by the need to recruit more minority faculty. Few nurses from groups underrepresented in nursing—specifically, African Americans, Alaskan Natives, American Indians, Asians and Hispanics—pursue careers as



2011 graduates William Johnson, BSN, Duke University, and Marion Hardwick, BSN, University of South Florida. Photo: SABB Photography

educators. AACN data show that only 11.5 percent of full-time nurse faculty in professional nursing programs come from minority backgrounds.

Through our efforts to provide scholarships and leadership development opportunities to underrepresented or economically disadvantaged students pursuing baccalaureate and graduate degrees, NCIN is creating a cadre of future nurse educators and leaders of the profession.

As a result of having numerous childhood diseases, I have always been fascinated by the magic of medicine in the human body. I completed my education in the field of organic chemistry and devoted the past five years working as a research scientist in drug discovery at a pharmaceutical company in San Diego, California. In short, my work resulted in the delivery of two experimental drugs into clinical trials, and they have already benefited some patients with acute macular degeneration and chronic myelogenous leukemia. Although my previous career was exciting and rewarding, I missed the direct interaction with the very people whom I was trying to help. There were times I wished I could have spoken directly to the patients and let them know of our tireless efforts and strong dedication to finding a cure for their illnesses. Hence, I made the conscious decision to enter into the nursing profession in the hopes that one day I would be in a position to directly serve those in need with care, love, respect, and most importantly, compassion. I will fully utilize my intellectual ability, experience from previous training, and understanding of others in the journey to master the art and science of the nursing practice.

—Chun Chow, BSN, Azusa Pacific University, Class of 2011



EVIDENCE OF SUCCESS

The Robert Wood Johnson NCIN Scholarship has helped to ensure that my dream of revitalizing a community center in an under resourced community becomes a reality.



I am the first from a family of seven to attend college. Winning the scholarship has not only cut borrowing costs, but provided me with the additional support of mentors. My mentors are dedicated and available when I have questions about school or my career in nursing. I am motivated to succeed and am excited about my career in nursing. I am determined to inspire and motivate others to believe in themselves.

—**Hakimah Bankston, BSN**
University of Miami
Class of 2012

A broken arm does not simply need a cast. The care of a person, a human, is so much more than the sum of medical technology. As a nurse you see how the arm became broken, how it affects that person in ways that do not show themselves with scars. Nursing creates comfort and dignity in times when it seems there is none.

—**David McComb, BSN**
SUNY Downstate Medical Center
Class of 2011

Why the Accelerated Program Approach Works

The most efficient way to prepare new nurses at an advanced level is through accelerated baccalaureate and master's programs. These intense programs target students who have baccalaureate degrees in other disciplines and wish to transition into nursing. Students receive the same number of clinical hours as their counterparts in traditional nursing programs and accomplish programmatic objectives in a shorter time by building on previous learning experiences.

Expanding capacity in all types of baccalaureate nursing programs, including accelerated options, is crucial to addressing the nursing shortage. Nursing schools nationwide are working to admit all qualified applicants, yet a shortage of faculty is constraining these efforts. Data from the U.S. Health Resources and Services Administration (HRSA) show that nurses entering the profession via baccalaureate programs are four times more likely than other nurses to pursue a graduate degree in nursing, a prerequisite for teaching. By focusing on preparing more baccalaureate nurses, the population of potential future faculty will expand considerably.

Supporting Schools and Scholars

Just as NCIN scholars are challenged to learn and grow quickly, NCIN itself must be swift to understand what schools and scholars need to make the most out of their NCIN relationship. We have developed popular toolkits on leadership, mentoring and orientation and made them readily available on the NCIN website, and we will continue to create resources that provide schools and scholars with vital support.

The **Leadership Development Toolkit** was introduced in 2009 and revised in 2010, and it continues to serve as a comprehensive planning guide that helps faculty mold students into nursing leaders by providing continuous, consistent leadership development activities over the course of an accelerated baccalaureate or master's program.

The **Mentoring Toolkit and Handbook** is designed to guide NCIN grantees in fulfilling the mentoring requirement. The toolkit provides in-depth guide information on how to approach and sustain mentoring relationships, and it also provides worksheets, assessments and exercises to help make the mentoring process successful.

“My mentors are dedicated and available when I have questions about school or my career in nursing.”

In 2012, NCIN introduced a new webpage, *Mentoring Toolkit Dissected*, to further support this vital component of the scholar experience.

“What’s nice about the toolkit is that it actually gives you characteristics to categorize and prioritize for your mentors,” says Susan Ward, PhD, RN, the NCIN program liaison at Nebraska Methodist University. “And it also has you lay out smart objectives, so it really gives you some solid direction about where to go. I used the toolkit to build on the ‘scaffolding’ I had employed with my Round 3 scholars, so that the Round 4 scholars had a more substantial mentoring program.”

To help schools of nursing develop tactical orientation activities that convey the expectations and demands of an accelerated degree regimen, NCIN introduced the **Pre-Entry Immersion Program (PIP)** and toolkit in 2010, and PIP continues to lay the groundwork for scholars’ success.

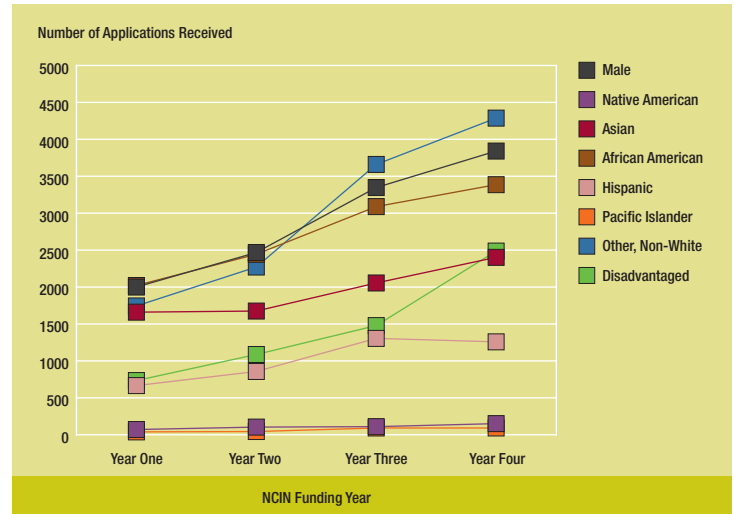
NCIN Program Deputy Director Vernell DeWitty, PhD, RN, highlighted the introduction and evolution of PIP in a 2012 article, “A Seamless Progression: Preparing Accelerated Second Degree Nursing Students for Entry Into Baccalaureate and Masters Nursing Education,” published in the peer-reviewed *Clinical Scholars Review: The Journal of Doctoral Nursing Practice* and co-authored with RWJF’s Denise Davis, DrPH, MPA, and Catherine Millett, PhD, of the Educational Testing Service.

As the authors note, students in a four-year program may stumble early on but have time to recover and excel. But “in an accelerated program that may be 12 months in duration, not doing well in the first month and half may trigger academic and personal difficulties that can be hard to rectify.”

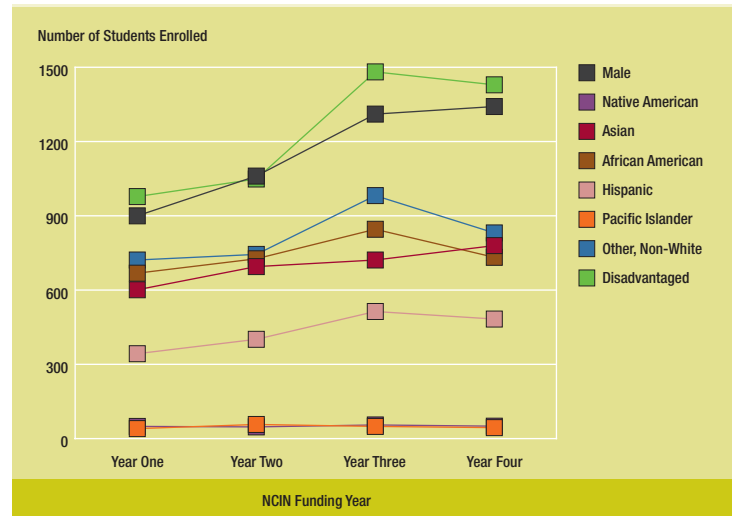
The authors add: “Whether it be a PIP program, a mentoring program, a leadership development program, or a seminar on how to finance your education—the common theme is to have all students have a strong start and a successful student experience.” In the words of one student, “I wanted to know what the journey would entail.”

Grantee feedback has also shown that NCIN initiatives such as PIP create “spillover” benefits for all students in a program, with orientation programs being implemented or upgraded to reflect the PIP formula. NCIN is also developing an online version of PIP for introduction in summer 2012, in time to benefit many Round 5 scholars.

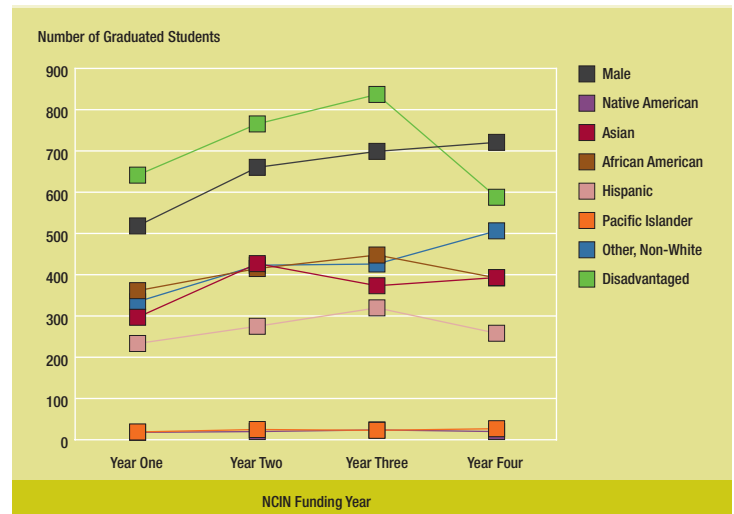
Underrepresented Student Applications at NCIN Applicant Nursing Schools



Enrollment of Underrepresented Accelerated Nursing Students at NCIN Applicant Schools



Underrepresented Accelerated Nursing Degree Graduates from NCIN Applicant Nursing Schools





THE NCIN PROGRAM LIAISONS' SUMMIT

Each year, NCIN holds a Program Liaisons' Summit to bring together grantees from across the country to explore best practices and new approaches to strengthen their accelerated degree programs and increase the pipeline of students traditionally underrepresented in nursing.

Nurse leaders, doctoral students and inspiring speakers gathered in Washington, D.C., for the fourth annual Program Liaisons' Summit, held October 6-8, 2011. The theme *Optimizing Student Success for the Future of Nursing* was the basis for dynamic, engaging discussions and presentations about the best ways to support students' educational progression.

Susan Hassmiller, PhD, RN, FAAN, the senior adviser for nursing at RWJF, presented a comprehensive overview of the IOM report *The Future of Nursing: Leading Change, Advancing Health* and encouraged nurse educators to take an active role in implementing the report's recommendations by joining state Action Coalitions. Other speakers included leadership development expert and author Lois Zachary, EdD, who led a thought-provoking session on mentorship, and Allen Johnston, PhD, whose presentation on using social media in the academic setting sparked a lively and fascinating conversation.

Panel discussions included the always-popular session with former NCIN scholars who are pursuing doctoral degrees. They spoke candidly about their journeys in nursing, sharing their challenges, successes and proudest moments in their quests to become nurse leaders.

The summit also showcased 19 entries in the annual poster abstract contest for NCIN scholars. The posters—covering topics such as late-breaking research and study results, leadership, mentoring and recruitment/retention—were judged by conference participants, giving them an opportunity to learn more about exciting and innovative initiatives at schools of nursing around the country.



From top left: (L – R) Susan Ward, Lois Zachary, Kathy Rideout, Mary Colleen Simonelli, from the "Taking your Mentoring Program to the Next Level" session;

Allen Johnston, Speaker;

A Summit roundtable;

Photos: SABB Photography

FROM EACH OTHER

LESSONS FROM THE PAST

NCIN grantees have reported these outcomes as a result of receiving NCIN funding:

- Increased diversity among students, faculty, staff and other aspects of the accelerated program or school of nursing;
- Improvement of the accelerated program or school or nursing via new orientation programs, mentoring and leadership development programs, curriculum review, and/or new courses or academic programs;
- Increased student enrollment facilitated by NCIN scholarships;
- Leveraged resources, including additional faculty, staff, funding, facilities or material resources;
- Enhanced visibility, with NCIN grants raising the profile of nursing students, the accelerated program, and/or the school of nursing to administrators, potential funders and prospective students;
- Improved quality or accomplishments of students, with students showing enhanced credentials and promise, and faculty encouraging more students to pursue advanced degrees;
- More partnerships, with the NCIN program helping schools build relationships with other educational institutions, community organizations and/or health care organizations.

One grantee in Iowa describes the NCIN difference this way: “Student recruitment, support, and retention efforts have been changing and expanding at Allen College because of the RWJF scholarships. New methods for each of these were designed specifically for the NCIN scholars, but they have also been used for the broader student body at Allen. That includes mentorship programs, community outreach, and Allen’s student support office.”

SHARING WHAT WORKS

NCIN continues to reach out to grantees and scholars to showcase their successes via platforms such as the *FastTrack* and *NCIN•SIDE* newsletters and the NCIN website. Recent topics have included efforts to recruit and retain men in nursing, minority recruitment strategies, and community service.

As noted in NCIN’s online article “Passing It On,” community service isn’t a program requirement, but it is recommended as a way for scholars to cultivate the kind of commitment and compassion it takes to flourish in their new profession.

In the words of Elizabeth Parietti, EdD, CNM, APN-C, the NCIN program liaison at Fairleigh Dickinson University in Teaneck, N.J.: “I think it’s a very important part of our success. I couldn’t advocate it more. I think it’s one of the reasons we haven’t had any dropouts from the program. They form a cohort, and there’s a sense of cohesiveness, and they support one another.”

“I can’t believe the things they accomplish on such tight schedules,” Parietti says of efforts such as leading an arts and crafts workshop at an assisted living facility, cooking and serving a meal at a residential AIDS program, recruiting participants for the American Cancer Society’s Relay for Life, doing hands-on work for Habitat for Humanity and collecting donations for a domestic violence shelter.

“At first we thought it would be impossible to find time to send them out into the community, but it’s worked out wonderfully. They meet people where they are, in the community or in their homes, and it gives them a fresh perspective, and it’s a perspective that we think is very important in their socialization in nursing. One of things that has happened that we weren’t expecting is that the community has really gotten to know the students, and they want more students like them to come out and do things for them.”



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Geographic Distribution of 2011–2012 NCIN Scholarships



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