American Association of Colleges of Nursing

Robert Wood Johnson Foundation

2009 NCIN Summit
Poster Presentations

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

Carrie Deselms, MSN, APRN, FNP-BC, Kristy Nielson, MSN, CCRN, Ronda Kinsey, MSN, RN
Fay W. Whitney School of Nursing, University of Wyoming

BACKGROUND

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

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

PURPOSE

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

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

METHODS

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

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

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

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

RESULTS

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

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

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

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

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

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

FUNDED by:

REFERENCES

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

NURSING LEADERSHIP IN AN INTERPROFESSIONAL CONTEXT

MUSC COLLEGE *of* NURSING
Nurses Change Lives

Sally D. Stroud, EdD, APRN (Associate Dean for Academics) Tiffany Hunter, BS, (BSN Student)
Mardi Long MEd (Director of Student and Alumni Affairs) Gail W. Stuart PhD, RN, FAAN (Dean)
Medical University of South Carolina

BACKGROUND

- MUSC provides a unique interprofessional health sciences setting with six health related colleges.

- Focus of MUSC's SACS Accreditation Quality Enhancement Plan (QEP) is interprofessional education.

- Expectation is that future graduates will continue to excel in their chosen profession, but also in today's complex interprofessional health care system.

- Need for improvement in health professions education addressed in IOM Report, *Health Professions Education: A Bridge to Quality (2003)*.

- MUSC College of Nursing believes nurses must not only be members of teams, but must develop the skills to provide team leadership.

PURPOSE

To expand the leadership experience of the RWJ nurse scholars into interprofessional environments, applying their leadership skills in campus and community-based, collaborative, interprofessional settings.

METHODS

- Each RWJ nursing scholar was expected to engage in a leadership activity

- Most students became involved in existing nursing groups or nursing organizations

- Select group of students elected to participate in a variety of interprofessional settings

RESULTS

JARED CARTER — Accelerated Bachelor of Science in Nursing, Class of December 2009
Previous degrees: Master of Health Administration (MUSC); Bachelor of Science in Business Administration (Wofford College)
Leadership activity: Global Health Conference
Selected to attend the Global Health Conference in Washington, DC. This annual conference is the world's largest membership alliance dedicated to saving lives by improving health throughout the world. The Council works to ensure that all who strive for improvement and equity in global health have the information and resources they need to succeed.

AISHA CHOUDRY — Accelerated Bachelor of Science in Nursing, Class of December 2009
Previous degree: Bachelor of Science in Biology (Wofford College)
Leadership activity: Hispanic Health Initiative
The model of this program builds cultural competency, sensitivity to community needs, the ability to tailor care, and leadership skills. The students are immersed with members of the Hispanic community and the providers involved in their care. Students receive additional opportunites to focus on cultural effectiveness, immigrant health issues, and social justice. Students participate in seminars with community members and clinical activities in neighborhoods with diverse populations.

JOURNEY HENDERSON — Accelerated Bachelor of Science in Nursing, Class of May 2010
Previous degree: Bachelor of Science in Biology (Erskine College)
Leadership activity: MUSC Student Government Association
Students are elected among their peers to serve on MUSC Student Government Association. The purposes are to facilitate the exchange of information and ideas between the six colleges and all students attending MUSC, to serve as a liaison between MUSC students and the University administration in order to represent student opinion, needs and interest to the administration.

J'VONNE HUNTER — Accelerated Bachelor of Science in Nursing, Class of December 2009
Previous degrees: Bachelor of Arts in Spanish, Bachelor of Science in Biology (North Carolina State University)
Leadership activity: Presidential Scholars
Students are selected from a competitive applicant pool from each of the six colleges at MUSC. The mission of the Presidential Scholars is to explore the complex social, political, and human issues that shape the delivery of health care services in South Carolina. A theme is chosen each term or year of the program, focusing on the goals of the Healthy People 2010 National Initiative.

TIFFANY HUNTER — Accelerated Bachelor of Science in Nursing, Class of December 2009
Previous degree: Bachelor of Science in Biology (Winthrop University)
Leadership activity: Medical Mission Trip to Uganda, Africa.
The Palmetto Medical Initiative sponsored a medical mission trip to the diocese of Masindi Kitara in Uganda, Africa. This opportunity provided interprofessional learning as she served in a nursing role alongside medical, pharmacy, physician assistant, and health administrative students. All relied on the expertise of each profession to effectively treat over 1,000 patients. This experience helped other students understand the critical role nurses play in healthcare.

MILLIE POCHET — Accelerated Bachelor of Science in Nursing, Class of May 2010
Previous degree: Bachelor of Science in Biology (Emory University)
Leadership activity: Medical Mission Trip, Peru
This experience is part of a "Portales de Salud" project to encourage health promotion by surveying the population to gain insight into their knowledge deficits and needs and then organizing education modules that will be taught in scheduled gatherings with members of the community. Millie was invited to participate in this activity by her clinical instructor because of her work as an interpreter for the Medical University Hospital.

CONCLUSION

Nursing leaders of the future need to demonstrate their skills within their own profession. Equally important they must be able to cross professional and organizational boundaries to expand their expertise and influence the larger health care system. Our students are gaining that experience in campus and community-based settings, living our belief that MUSC nurses change lives!

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2009 NCIN Summit

SERVICE, LEADER LUNCHES, AND PROFESSIONAL ORGANIZATIONS

Cynthia Elverson, PhD, RN; Anna Atteberry, MS, RN; Matthew Healy, BS; Timaree Ice, BS;
Desirae Klein, BS; Steven Shields, BS; and Ryan Tennant, BS

South Dakota State University

BACKGROUND

Five New Careers in Nursing (NCIN) Scholars were members of a class of 39 second-degree students in the accelerated option for a baccalaureate degree with a major in nursing at South Dakota State University. The curriculum supported leadership development with a professional nursing course in the first term and a leadership course in the final term. Students in previous classes voiced an interest in having more contact with alumni and more information about advanced practice and specialty roles in nursing.

PURPOSE

The purpose of the project was to provide leadership development through a wide range of participatory activities for the NCIN Scholars and share some of these activities with the entire class.

METHODS

Service
Through working relationships with the Multicultural Center and Lutheran Social Services Refugee and Immigration Programs, three of the NCIN Scholars had the opportunity to assist an individual with a foreign nursing education. The NCIN Scholars helped this student review basic nursing skills in preparation for the certified nursing assistant exam. The students successfully received certification as a nursing assistant and started on a path to a nursing career in the US.

Leader Lunches
We invited five alumni to speak and answer questions about their careers at three lunches during the last half of the year. An NCIN Scholar introduced each alumnus. We used the funds provided by the Robert Wood Johnson Foundation to provide an honorarium (gift card to a book store) for each alumnus and food for the entire class.

Professional Organizations
Funds were used to pay the registration for the 2008-2009 and 2009-2010 NCIN Scholars to attend the keynote address and banquet on the first day of the South Dakota Nurses Association meeting on October 4, 2009.

RESULTS

Service
Three NCIN Scholars met for four sessions to review basic nursing skills in the skills lab with an individual with a foreign nursing education.

Leader Lunches
- *ED and FNP role*
  Tracy Kallheim, RN
- *Research*
  Ann Martin, RN with the National Children's Study
  Erik Ehli, RN with Avera Research Institute
- *Adult Critical Care*
  Maren Hanson, RN
- *Neonatal Critical Care*
  Jennifer Hill, RN

Professional Organizations
SDNA Convention "Rejuvenate, Renew, and Rejoice...Nurturing the Nurse Within" with the Keynote Address "The Power of Myth" by Sandy Summers, RN, MSN, MPH on October 4. The scholars from 2008-2009 and 2009-2010 will attend with their registration paid by the RWJF funds.

CONCLUSION

The program was successful and will be used with the 2009-2010 NCIN Scholars.

For more information contact one of the authors by email:
Anna.Atteberry@sdstate.edu
Cynthia.Elverson@sdstate.edu

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BUILDING LEADERSHIP SKILLS BY EMPOWERING THE NEXT GENERATION

Genevieve E. Chandler, RN, PhD, Ahreil Burston, Nicole Craddock, Kate Damon, Lee-Jay Henry, Michael Kwarteng, Jessica Lusignan, Charles Muthua, and Juanita Swanston

School of Nursing, University of Massachusetts, Amherst

Background

NCIN scholars identified the need for intensive preparation for the rigors of the Accelerated Second Bachelor's program and the transition to the role of a professional nurse. The need for an improved orientation became our leadership project to design an innovative immersion-orientation for the incoming class based on the scholar's knowledge, experience and evidence from the literature.

Purpose Build leadership skills by facilitating critical analysis of the orientation process to develop an efficient, innovative and encouraging immersion-orientation to empower new ASB students.

Methods

Three structured weekly group meetings to develop a new way of thinking about empowering ASB students using the 5 Ways of Knowing, Silence, Received, Subjective, Procedural and Constructed the IDEALS problem solving method and an Appreciative Inquiry process.

Week 1: Introduction to project, each participant described:
1. Silence – articulate thoughts about their own orientation.
2. Received – locate two EBP sources on ASB student transition

Week 2:
3. Subjective – creative brainstorming on EBP that built on individual ideas to generate a new perspective
4. Procedural-
a) apply problem solving method to issues identified
b) apply Appreciative Inquiry

Week 3:
5. Critical dialogue and Constructed knowing – new program critiqued, use AI for positive energy and optimistic outlook.

Results

Participants achieved the five leadership principles:

1. Challenge the status quo
We collaborated to develop details of new program

2. Inspire a shared vision
We reflect on our own progress with the goal of lending a hand to new class, our new generation

3. Enable others to act
We heard each others concerns and built on each others ideas

4. Model the way
- We encouraged input from our classmates
- We learned new methods of problem solving
- We used an Appreciative Inquiry process
- We recognized that planning is essential

5. Encourage the heart
- We felt pride in positive minority voice
- We acknowledged that our own human resources are impressive
- We recognized that the Program Director facilitated interactive program and took our suggestions seriously.

Next steps

Participant pairs complete identified tasks, expand on ideas, plan and implement the 2010 immersion-orientation

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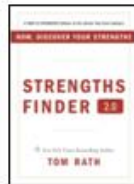Facione, P.A. (2006). Critical thinking: What it is and why it counts. Retrieved July 15, 2008 from http://www.insightassessment.com/

Genevieve E. Chandler, RN, PhD
gec@nursing.umass.edu

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LEADERSHIP DEVELOPMENT for ACCELERATED STUDENTS

Karen Ahijevych PhD and Linda K. Daley PhD

STRENGTHS FINDER 2.0
TOM RATH

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

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

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

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

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

- Workshop was planned in collaboration with the consultant. Students completed online assessments and received interpretation of each of their top five talents.

In the workshop students:
- Discussed their top five talents
- Developed a unique "elevator speech" promoting his/her strengths
- Identified opportunities to use talents in their personal and career life
- Evaluated how to use talents to best collaborate and work successfully as a team.

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

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

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

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www.nursing.osu.edu

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THE ON-LINE STUDENT NURSE COMMUNITY:
A Mentoring Opportunity

Cheryl Delgado, PhD, APRN-BC, CNL

Cleveland State University School of Nursing

BACKGROUND

Mentoring is an empowering relationship that can enrich the student nurse experience and provide a smoother transition into practice. The mentoring experience enhances the potential of both the mentor and the mentee and benefits healthcare institutions and employers by enhancing job satisfaction and retention. Leadership, confidence and competence may also emerge from a positive mentoring experience. Mentoring requires time and sustained contact, both of which can be achieved in an on-line format. For modern students who are technologically savvy and comfortable in an on-line milieu an on-line community for networking can be appropriate.

PURPOSE

The CSU school of Nursing wanted to set up a networking program and networking opportunities for undergraduate and graduate students that would not conflict with class, clinical and study time, but would maximize opportunities for interaction among students, graduate students and working graduates with the intent to grow mentoring partnerships. The on-line community would function as a social networking site, but with access limited to CSU nursing students.

METHODS

It was determined that an online community could be supported using the university on-line learning platform, Blackboard, at no extra cost to the school of nursing. Selected stakeholders (administration, faculty, the student nurse association) were polled for feedback to determine their level of participation.

Nursing administration and faculty recruited graduates from the School of Nursing and potential student mentors from our Master's program which has a nurse education track. The Student Nurse Community provided a leadership opportunity for them. Mentors volunteer to participate for one year. All new students, are automatically enrolled in the Community on admission. Faculty participation is voluntary.

The Student Nurse Community was constructed as online meeting place where everyone can blog / chat on line in an open but protected environment. If students wish to go private they can easily move to the site email. This is a secure email network limited to the persons enrolled in the Community which avoids the dangers of hackers, spyware or spam.

Students share information about interests, concerns, and personal issues to the degree that they are comfortable doing so. The Community also offers general school of nursing information with web links to professional organizations and scholarship information. In a lighter mood, there are links to amusing, pre-screened You Tube videos and cartoons relevant to healthcare.

RESULTS

The Student Nurse Community went active in January 2009 and at present has 162 students and mentors and 16 faculty. The site is updated on a monthly basis and interesting items are posted as received.

The growth of a mentoring relationship requires time and commitment and may be initially slow. Students often do not feel they have enough time to spare for social activities on campus. The Student Nurse Community presents an on-line social networking site.

We envision the mentor not as a supervisor, but as a role model and counselor for both career and personal goals. The ideal mentor for student nurses is one that understands what it is like to be new to nursing and is someone to actively listen and support the mentee.

2009 CSU NCIN Scholarship Awardees and CSU Administration with Dr. V. DeWitty (AACN)

CONCLUSION

The Student Nurse Community went live on-line in January 2009. There are currently 162 students and mentor volunteers enrolled. It is too early to determine the success of the program, but a yearly evaluation is planned to monitor the Community and to determine it's future.

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ATTRITION FROM AN ACCELERATED NURSING PROGRAM

Kathy J. Keister, PhD, RN, CNE and Anne C. Russell, PhD, RN, CNS

Wright State University-Miami Valley
College of Nursing & Health
Dayton, Ohio

BACKGROUND

Attrition of students from nursing programs is a significant concern of nursing educators worldwide. While attrition rates among accelerated have been found to be similar to those of traditional nursing students, little is known about the characteristics of students who begin an accelerated nursing program but fail to finish.

PURPOSE

The purpose of the study was to explore characteristics of students who leave an accelerated program at the end of the first quarter versus students who continue in the program.

METHODS

A descriptive design was used to examine characteristics of a cohort of 30 students admitted to an accelerated nursing program at a public, 4-year university located in the Midwestern United States. Student groups were described in terms of age, gender, ethnicity, previous undergraduate degree, and score on the EVOLVE Fundamentals Exam.

RESULTS

Of the original 30 students, 2 students withdrew from the program before the completion of the first quarter. An additional 8 students did not progress to the second quarter. Three of these students earned failing grades in one or more courses. Five students successfully completed first quarter courses, but did not achieve the progression criterion to maintain a GPA of 3.0. These students transitioned to the traditional baccalaureate program. Students who did not progress in the program were more likely to be of an ethnic minority group and scored significantly lower on the EVOLVE Fundamentals Exam.

Variable	Continuing (n = 20)	Traditional Program (n = 5)	Unsuccessful in Nursing (n = 3)	Withdrew (n = 2)	Significance of differences between Groups ANOVA (df), p
Age (in years)	31.5	29.2	32.7	45.5	1.814 (3), ns
Male	6	1	1	1	0.187 (3), ns
Ethnicity	2	0	3	2	5.571 (3), p < 004
Fundamentals EVOLVE Test	902.5	749.2	721.7	N/A	39.064 (3), p < .001

Previous Degree	Continuing (n = 20)	Traditional Program (n = 5)	Unsuccessful in Nursing (n = 3)	Withdrew (n = 2)	Total
Natural Sciences	3	N/A	1	N/A	4
Social Sciences	4	2	1	N/A	7
Professions / Applied Sciences	7	3	1	2	13
Humanities	6	N/A	N/A	N/A	6

CONCLUSIONS

Findings suggest that students underrepresented in nursing are at higher risk for being unsuccessful in an accelerated nursing program. Additional research is needed to identify specific factors that place students at risk., so that appropriate resources can be made available.

Contact Information

kathy.keister@wright.edu

anne.russell@wright.edu

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INTRODUCTION TO LEADERSHIP FOR ENTRY-LEVEL CLINICAL NURSE LEADER STUDENTS: AN ONLINE SELF-STUDY MODULE

Laurie Conway, RN, MS[1]; Sandy Fox, MSRN, CCRN[2]; Gail Schoen Lemaire, PhD, PMH/CNS, BC, CNL[1]

[1]University of Maryland School of Nursing; [2]Anne-Arundel Medical Center

BACKGROUND

The role of the Clinical Nurse Leader (CNL) within the interdisciplinary health care team at a microsystems level is complex. The master's CNL Program (Model C) at the University of Maryland School of Nursing is designed for second-degree students who have a bachelor's or higher degree in a field other than nursing. Graduates are prepared to meet both AACN BSN and CNL competencies and to sit for the NCLEX examination.

CNL education provides learning opportunities to assist students to:

- Collaborate in the planning, delivery, delegation, and evaluation of client-focused care for individuals, families, groups, and communities, in multiple and varied settings.
- Understand how health care delivery systems work, how they are financed, and the effect of these factors on client well-being.
- Understand and value the roles, functions, and competencies of other nurses and interdisciplinary providers on the health care team.
- Obtain an early introduction to leadership-related content as a basis for additional learning throughout the program of study.

PURPOSE

- Develop an online, first semester, self-study module to introduce beginning health care system leadership concepts
- Pilot the required self-study module
- Evaluate student satisfaction with the module and its effectiveness in providing knowledge for application within the first semester clinical experience
- Use the results of module evaluation to plan and implement appropriate revisions

METHODS

In fall 2008, 53 CNL students were introduced to fundamental leadership concepts using integrated traditional and online learning strategies.

Learner centered teaching strategy selected:

- On-line self-study module
  - Hyperlinks
  - Scenario-based questions
- Assigned reading in course text and journals
- Voluntary facilitated class discussion via Blackboard (BB)
- Non-structured clinical post-conference discussions

Students were introduced to the module 4 weeks prior to beginning their clinical rotation. Estimated time for module completion was 8 hours.

Student and Module Evaluation:

- 2-page essay on microsystem challenges introduced in the module and identified during the clinical rotation
- Essay weight was 3.75% of the final course grade
- A single faculty member graded the essays using a prescribed rubric
- Students completed a module evaluation

RESULTS

- Fewer than 60% of students were satisfied that they had met the learning objectives
- Students noted overlap between some content of the module and concurrent courses
- Students commented that more direction was needed for them to effectively use the module
  - Only one student used the online discussion board
  - There was no evidence of student engagement until papers were submitted
- Students expressed that the clinical experience made the leadership concepts 'come alive' and the paper forced them to think about the concepts in context

Student Evaluation of the Learning Experience
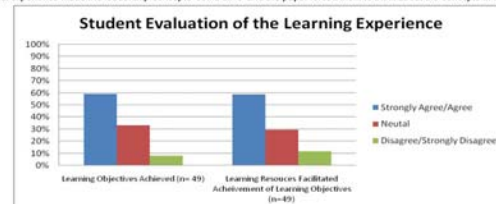
- Student papers showed awareness of cost and safety issues and an understanding of the role of the CNL in quality improvement and coordination of care
- Mean student grade for the module was 92.5% (range 60-100%), for the course overall, 90.9% (range 73.9-100%)
- Data do not indicate whether student learning occurred as a result of the self-study module or other courses and sources of information, and how much can be attributed to concurrent courses (Actually, I would omit this...one never knows...and you DO know what they thought about the learning objectives in the graph.

Excerpts from student papers to address identified microsystem challenges

The staff members at the facility appear be intrinsically motivated, capable of making decisions, and value independence. Due to these traits and because I am new to the inner-workings and facility procedures and protocols, I would use a democratic leadership style (Berman et al, 2008, p. 512) to enact a process that would reduce call light response rate. I would describe the problem and the goal to the staff members, and then allow them to come up with processes they believe would solve the problem...

The World Health Organization advocates that alcohol-based hand rub be used preferentially over soap and water (WHO, 2005). In Chest, Kollef (2008) found that compliance with handwashing guidelines improved with staff education and increased access to hand washing supplies. At [facility name], there were no alcohol-based hand rub dispensers to be found anywhere on the unit. The sinks that were to be used to wash hands before and after patient contact were in the patients' bathrooms and cluttered with the patients' personal supplies...

Each member of the team actively assisted the patient to ambulate on her own and to overcome her fear of falling, however, little interaction took place among all the team members... beyond the change of shift... This is an area where a C NL can be of assistance... through the planning and management of weekly meetings amongst care staff to keep all members, including GNIAs and PTs, informed of the care of patients... In addition, as suggested by Credy, Yeatts, Gosdin, and Potts (2008) ... planned meetings allow for extended discussion about work procedure, review of patient treatment, and work related issues as they pertain to staff relations and relations with patients...

CONCLUSION

The module likely contributed to students' beginning understanding of the CNL role on the healthcare team and the potential impact of the CNL on quality. However, student evaluation of the module indicated that improvements are necessary.

Lessons learned:

- CNL students, even in beginning courses, can learn to recognize and address microsystem challenges in healthcare delivery and begin to perceive themselves as safety and quality leaders
- A self-study module format should include some opportunity for formative evaluation of learning, such as mandatory online discussion or face-to-face seminar.
- The clinical setting effectively brings to life leadership, quality, and safety concepts for CNL students and introduces nurse managers to the role and scope of practice of the CNL.
- The revised module will
  - Be narrower and deeper in scope, focusing on leadership principles and on the *impact* of microsystem factors on client well-being.
  - Maintain the self-study format but add a face-to-face learning component.
  - Maintain the current assignment as the summative evaluation.

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PEER TO PEER MENTORING FOR SUCCESS

Linda Hansen-Kyle, RN, PhD, CCM
Tori Newby, RWJ Scholar, EENAP Student
Funded by The Robert Wood Johnson New Careers in Nursing Program

AZUSA PACIFIC
UNIVERSITY
School of Nursing

Background

- Students often unprepared for a rigorous nursing program
- Students from disadvantaged backgrounds are especially vulnerable
- Poor achievement or drop out
- Peer mentorship can reverse this trend
- Peer mentorship has not been studied with second degree students

Purpose

The aim of this study was to understand students perception of a peer mentorship program

Methods

- Qualitative, longitudinal Study
- Participants = 4 classes /Second Degree Accelerated Programs (approx 78 students)
- Mentee-mentor pairs
  - Sem 1 students (mentees)
  - Sem 3 students (mentors)
- Mentees & mentors met 3-6 times/sem
  - Email, chat, face to face, phone
  - Focus on support and program navigation
- Support from project director
- Questionnaires
- Questionnaire data analyzed for themes

Findings

- Themes from mentees
  - Reduction of anxiety
  - Support
  - Knowing what to expect
  - Adjust study habits/schedule
- Themes from mentors
  - Leadership skills practice
  - Give useful information/education
- Themes from both groups
  - Build self confidence
  - Give and get support

Conclusions

- Positive experience
- Importance of mentorship
- Skills may translate to work environment
- Valuable learning experience
- More guided experiences (with goals & objectives)
- More formal/scheduled times to meet with mentee/mentor

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PREPARING ACCELERATED STUDENTS FOR THE FUTURE OF HEALTH CARE: IMPLEMENTING AN INTEGRATED COMMUNITY-BASED CURRICULUM

Kathryn Wilt, MSN, RN, Second Degree BSN Level Coordinator, wiltk@duq.edu
Joan Such Lockhart, PhD, RN, FAAN | Leah Vota Cunningham, MSN, RN

DUQUESNE UNIVERSITY SCHOOL OF NURSING
PITTSBURGH, PA

BACKGROUND

National changes in health care delivery have challenged faculty to develop innovative curricula aimed to prepare nursing students capable of meeting society's current and future health care needs. Duquesne University School of Nursing addressed this charge by implementing a *unique integrated community-based curriculum for accelerated (second-degree) undergraduates.*

PURPOSE

This abstract describes the process that faculty used to translate a successful 4-year integrated community-based undergraduate curriculum into a rigorous, accelerated second-degree program that enables students to:

- attain program outcomes identical to the 4-year students
- complete the program in one year
- engage in clinical experiences each semester with clients in culturally diverse Pittsburgh neighborhoods.

METHODS

1. The curriculum was designed to follow this sequence: health promotion/risk assessment; chronic/acute care; and long-term care/case management /professional development.

2. Each clinical group would practice in one of five neighborhoods over the year. Faculty would lead each group, seek clinical experiences, and identify an "anchor" site for pre-post conferences.

3. Faculty designed key learning activities based in theory courses, which students implemented in the community. The first semester focused on health promotion, human development, health assessment, nursing technologies, and evidence-based practice. Students completed health histories, teaching plans, developmental/ physical assessments, home safety assessments, and community assessments in clinical sites such as day cares, schools, social service agencies, and health clinics.

RESULTS

STUDENTS
- Had quality experiences in health promotion and risk assessment across the lifespan. Experiences in home care, hospice and community mental health supported the community concepts.

- Fears that the community clinical experience would not prepare them adequately for the acute care setting were resolved.

FACULTY
- Outcomes and process used to implement the curriculum were positive, but additional data from licensure exams, exit, alumni, and employer surveys will be used to comprehensively evaluate the community-based curriculum.

- Creative, rapid problem-solving was vital in response to last minute community changes and to find experiences with unique populations, such as pregnant clients.

COMMUNITY
- Feedback shared by faculty, students, and clinical partners over the year provided valuable suggestions for the second fall implementation. Community partners were positive about the new alliances with the School of Nursing.

CONCLUSION

Adaptation of the integrated community-based curriculum in the accelerated BSN program was successful based on feedback from students, faculty and community partners. Faculty continue to make recommended changes and assess outcomes. Current students have demonstrated positive engagement in community experiences and satisfaction with learning opportunities across the lifespan.

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

Joan Such Lockhart, PhD, RN, CORLN, AOCN®, CNE, FAAN
Professor & Associate Dean Academic Affairs, lockhart@duq.edu

DUQUESNE UNIVERSITY SCHOOL OF NURSING
PITTSBURGH, PA

BACKGROUND

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

PURPOSE

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

METHODS

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

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

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

RESULTS

Focus group discussions benefited students, faculty, and administrators.

Students - able to offer their perspectives on issues including: orientation, coordination between/among courses, sequencing of courses and assignments, preferred teaching-learning styles, academic policies, and expected semester-end competencies. Students appreciated being part of a process that sought their input in problem-solving issues that directly impacted them. They witnessed changes made as a result of their input.

Faculty - appreciated students' input aimed at quality improvement and valued an opportunity to express their perspectives.

Administrators - valued the impact of focus groups on continuous quality improvement, the professional development of students by pairing issues with potential solutions, and providing a forum for clarifying communication pathways. The administrator also noted changes in students' confidence and tone.

CONCLUSION

Focus groups provide an effective approach to formative program Evaluation in an accelerated second degree program. While most issues can be quickly resolved, others require long-term solutions. Students need coaching to maintain guidelines.

Ongoing efforts include:
- Shortening turnaround time from sharing issues to resolving
- Tracking focus group impact on summative program evaluation

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The University of Iowa College of Nursing
Robert Wood Johnson Foundation (RWJF) Scholars Mentor Program

Elizabeth A. Swanson, PhD, RN; Valerie Garr, MA;   Linda S. Myers, MS; Kathleen S. Hanson, PhD, RN;
Toni J. Clow, MA, RN, ARNP, CPNP; Wilene Larpenteur, MS

BACKGROUND

Mentorship and leadership development are essential. Mentorship and leadership programming is crucial to increasing the diverse representation of underserved students. These activities work to improve collegiality, climate, curriculum, community and advocacy while strengthening retention efforts and graduation outcomes with the expectation to pursue further graduate degrees in nursing. We believe that mentorship and leadership development offer opportunities to make our College of Nursing culturally responsive as we educate clinically responsible nurse professionals.

PURPOSE

Establish a formal mentor program to support underrepresented students in the pre-licensure MSN program, enhance the transition into professional nursing practice, and develop future leaders in nursing.

METHODS

The assessment identified learning styles, expectations of mentor/mentees, ideal connection times, and other critical factors necessary to maximize the match of the mentor with the mentee to ensure a successful relationship.

A tool kit was developed for the training of mentors and mentees. The toolkit consisted of the following items:
- Training agenda
- Roles and characteristics of a good mentor/mentee
- Public acknowledgement of the notation as a Robert Wood Johnson Scholar
- Learning styles
- Communication styles, e-mail etiquette
- Fifty ways that culture influences us
- Ten ways that communication varies across cultures
- Confidentiality

Separate, yet parallel, training sessions were conducted for mentors and mentees with complementary information for the function of each group.

Six group meetings of mentees have taken place since the mentor training session with various purposes such as:
- Orientation of what to expect from program
- Check in, adjustment, mentor meetings
- Information exchange regarding community events and opportunities
- Expression of needs/concerns of the scholars
- Facilitate bonding of the group

Scholars have been meeting individually with mentors throughout the program as the student determines the need.

RESULTS

The College of Nursing/RWJF Scholars Mentoring toolkit provided the framework for the training program for both mentors and mentees. After conducting the training, the College of Medicine requested the same toolkit and training sessions for second year medical student mentors connecting with first year medical students. College of Nursing Coordinator of Diversity, Valerie Garr, conducted training sessions for the College of Medicine.

Preliminary annotated comments from the scholars reflect a high perceived value of mentor relationships:

"Participating in the mentoring program has given me a great connection in the professional world of nursing. It has enabled me to see where this career can take me and set goals for myself that I had never considered. My mentor has provided me with a safe place to go to talk about my thoughts, ideas and vent frustrations. He has really been someone who can relate to my journey through nursing school and the hardships that are faced in this challenging field. He has been able to answer questions about what to expect in the future with boards and employment as well as walk me through skills that we need to perform in exams. I am very grateful to have this opportunity to have a mentor and I look forward to the future knowledge he will be able to impart on me." ~Lia Yoon, 2009 University of Iowa Robert Wood Johnson Foundation Scholar

An end of summer session, an evaluation revealed the following:

TYPE OF CONTACT:
Mentors and mentees reported a total of 36 contacts over a six month period which took place via face to face communication, e-mail, telephone and text messaging. Face to face contact ranked highest with e-mails second.

MOST COMMON/PREFERRED TYPE OF SHARED ACTIVITY:
- Meeting at the mentor's place of work/office was mentioned by all participants.
- The residential nature of the program allowed for easier connection of the mentor and mentee at on-campus events and activities.
- Some off campus/community activities were the backdrop for a small number of participants.

CHALLENGES:
- Coordinating available time for scholars and mentors to meet.
- Balancing school, meetings and family obligations.

RECOMMENDATIONS FOR FUTURE:
- Structure more group activities of scholars and mentors.
- Consider a centralized designated space for the program.
- Consider activities that are more family friendly.
- Provide early tutoring connections.

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CONCLUSION

The mentorship program has been operating two semesters of the five semester academic program. Preliminary indications are that the program is enhancing the educational experience of the scholars. Although funding for the program has ended, it is planned that the mentoring program will continue through and after graduation of the students from the program.

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ACCELERATING NEW NURSES INTO MICROSYSTEM CLINICAL LEADERSHIP: SECOND-DEGREE MASTER'S-ENTRY STUDENTS LEAD CARE IMPROVEMENTS

Kathryn Reid, PhD, RN, CNL, Pamela Dennison, MSN, RN, CNL, Dorothy Tullmann, PhD, RN, CNL
University of Virginia School of Nursing and Medical Center
Charlottesville, Virginia

LEADERSHIP DEVELOPMENT CURRICULUM

Imbedded in the 24-month full-time MSN-entry program is an integrated leadership development curriculum that begins in the first semester and continues during each term of the program.

Leadership Seminar I:
- Introduces theories of leadership, change, complexity, horizontal leadership, microsystems and decision-making in relation to nursing and health care.
- Emphasizes self-assessment of leadership attributes.

Leadership Seminar II:
- Examines collaboration, coordination, delegation, interdisciplinary teams and group processes and explores creating an environment for change, enhanced productivity and positive relationships.

Leadership Seminar III:
- Examines career and practice issues and the CNL's role in problem solving and creating solutions. Expands legal context of practice, expertise in managing workplace conflict, and ability to advocate for needed change. Students develop a professional portfolio.

Leadership Seminar IV:
- Emphasizes leadership attributes and theory in health care systems and offers a framework for conceptual analysis of the CNL role with advanced application of leadership skills to actual and/or simulated problems.

Nursing Ethics:
- Analyzes ethical concepts and applies decision-making frameworks to practice dilemmas.
- Enhances the leadership role in promoting ethical health care delivery.

Care Environment Management I & II:
- Introduces health care systems as a laterally integrated care environments and provides organizational theory.
- Examines quality improvement, patient centered care, and evidence based practice with an emphasis on facilitating quality and safe cultures.
- Applies informatics in care environment assessment for improving clinical performance outcomes.
- Emphasizes the role of the Clinical Nurse Leader as a leader, educator, and advocate for safe, cost effective, and quality care.

Capstone Practicum I & II:
- Integrates and applies acquired knowledge and skills during an intensive 500-hour clinical experience that is guided by a MSN-prepared preceptor.
- Students develop a lead team, perform a microsystem assessment, and identify and propose a capstone leadership project.
- Students implement the capstone project, evaluate project outcomes and impact, and disseminate findings during an annual program conference.

POINT OF CARE OUTCOME IMPROVEMENTS

Bundling Up Clostridium Difficile: Infection Control and Prevention in the Surgical, Trauma, Burn ICU: During this project, the C. Diff infection rate went from an average of 10 cases per month to zero for 3 months!

Interdisciplinary Infection Control in General Medicine: The hand hygiene compliance rate improved from 30% to over 70%!

Born in the OR: The Mother/Baby Reunion Project: This interdisciplinary evidence-based initiative reduced mother-baby separation time after Caesarean section by more than one hour!

Reducing "Chaos By Noon": This project improved communication and discharge processes in the acute psychiatric care area to increase discharge by noon rates rose from less than 30% to over 90%.

Maximizing Bedside Use of Electronic Patient Information: This project improved the system for providers to access and use electronic data gathered preoperatively for use in the thoracic-cardiovascular ICU.

Increasing Interpreter Use for the Hospitalized Limited English Proficiency Patient: Multiple student projects have improved interpreter use, especially in the use of assistive technologies at the bedside.

Interdisciplinary Communication Surrounding Off-Service Patients in the Coronary Care Unit: This project exemplified lateral integration of care and communication systems improvement for the patient cohort.

Implementation of SBAR Communication Tool in Digestive Health: EBP communication strategies were implemented in the acute care setting to improve how important information is passed to others.

Mucositis Management Project: Multiple student projects have focused on system-wide improvements of the prevention, assessment, and management of oral mucositis in hematology-oncology patients.

Painfully Speaking: Multiple student projects have focused on improving pain assessment and management across acute care settings.

Postpartum Depression: Multiple projects implemented evidence-based postpartum depression screening tools in clinic, inpatient, and neonatal ICU settings.

Patient and Family-centered Care: Multiple projects have improved patient participation in daily care goals, family participation in care, and support systems of families of acutely ill patients.

Quiet Time: The project to assess and reduce noise in the medical intensive care unit led to institutional implementation of structure quiet time in all inpatient areas.

Development of a Teen Health Outreach Package: This student implemented a multidisciplinary collaborative approach at the Charlottesville/Albemarle Health Department to provide teen health education.

Tuberculosis Screening in Long-term Care: This student improved the system of care for tuberculosis screening and improved compliance to institutional benchmark levels.

Professional Environments: Multiple projects address improving professional support systems for providers, including support for moral distress among providers in the neuroscience ICU, and reducing secondary traumatization for providers in the emergency department.

"Go Green!": Student projects have led unit and institutional efforts to reduce waste and increase recycling!

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LEARNING TO LEAD:

A COLLABORATIVE MENTORSHIP PROGRAM DESIGNED TO SUPPORT SCHOLARS TRANSITION FROM STUDENT CLINICIANS TO PRACTICING NURSES

Assoc. Dean Hila Richardson, R.N., DrPH, FAAN -- Eloise B. Cathcart, MSN, R.N. -- Gail Wolfmeyer, M.A.

New York University College of Nursing

BACKGROUND

The Robert Wood Johnson Foundation, New Careers in Nursing (NCIN) scholars are especially poised to gain significant benefits from engaging in a formal mentoring relationship with graduate students in NYU's Nursing Administration Program (NA) who are learning to create clinical practice environments that support leadership development. The successful transition of the NCIN scholars from student clinician to practicing nurse is enhanced by this unique connection to graduate students, all currently practicing nurses, who are equipped to support the NCIN scholars' transition to practice and for whom coaching and mentoring are core administrative skills.

PURPOSE

The purpose of this program is to provide a structured forum by which the NCIN scholars can engage with NA students through conversations, the exchange of ideas and experiences and directed activities which support their professional growth and leadership potential.

METHODS

The program is based on a three phased model:

1. Created fifteen mentorship dyads by matching NCIN scholars with NA students based on professional interest:

   a. Each participant completed an online pre-participation survey; dyads paired through committee review of survey results.

2. Dyads identified mutual and completed academic readings in preparation for three NA classes. All dyads engaged in discussions of clinical nursing leadership in complex patient situations and communication and conflict resolution in practice environments;

3. Mentorship dyads debriefed after all meetings and classes to reflect upon experiences and learning. Students used online discussion boards to provide programmatic feedback and held one on one conversations outside of class.

RESULTS

• Initial qualitative data indicates that the NYUCN NCIN-NA mentorship program is mutually beneficial to participants.

• The journal entries submitted by NCIN scholars and the scholarly papers submitted by NA students cite participation in the NCIN-NA Mentorship program as an activity which enhanced learning.

• Initial qualitative data indicates that the NYUCN NCIN-NA mentorship program is mutually beneficial to participants.

• RWJF NCIN scholars reported feeling encouraged by their NA coach and challenged by the discussions.

• NA students reported an increased understanding of management and skills required for effective professional mentoring.

• Students surveyed felt positively that they would participate in a future mentoring program.

• The NCIN – NA Mentorship Program has been integrated into the NA master's curriculum to ensure programmatic continuity and expansion.

• RWJF NCIN scholars cited this collaboration as meaningful to their preparation for transition from student to nurse.

"I think that this connection, dialogue and sharing of experience is essential in the process of becoming an excellent nurse." (NCIN Scholar)

• NCIN scholars and NA students reported satisfaction with Coach/Student mentee partnering.

"I feel that I was appropriately placed with a mentor. We share a passion for pursuing a career in international health care and we are both interested in the adult/geriatric population. She is a new enough nurse to recognize and remember where I am coming from, yet experienced enough to provide guidance and advice!" (NCIN Scholar)

CONCLUSION

The NYUCN Robert Wood Johnson Foundation New Careers in Nursing Scholarship Program Mentorship Collaboration with the Nursing Administration Master's Program provided a successful forum for mutual teaching and learning between graduate and undergraduate nursing students. Maintaining a clear focus on clinical nursing leadership development, this program design allows for both short-term and long-term collaboration. This model for mentorship can be easily adapted and replicated to involve various student populations at other institutions of higher education. It is this symbiotic relationship between mentor and mentee that we hope fosters an even greater ability to effectively communicate and lead future generations of nurses. For additional information on the NYUCN Mentorship model, please contact Dean Hila Richardson via e-mail at hila.richardson@nyu.edu or Professor Eloise Cathcart at eloise.cathcart@nyu.edu.

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PARTNERING UNIVERSITY FACULTY AND VA HOSPITAL NURSES TO INFLUENCE POTENTIAL NURSE LEADERS

Denise Maguire, PhD, RN-BC, CNL & Gail H. Schinka, RN, MS, CNN

University of South Florida, Tampa

BACKGROUND

The University of South Florida (USF) College of Nursing (CON) has partnered for many years with the James A. Haley Veteran's Administration (VA) Hospital, most recently in response to the request for proposals to establish a VA Nursing Academy (VANA). One of the purposes of the VANA is to increase recruitment and retention of baccalaureate prepared RNs through enhanced curriculum and clinical experiences. The VANA faculty has provided a mentor for the 10 RWJF New Careers in Nursing (NCIN) scholarship recipients during the past 10 months. Many accelerated second degree students enter nursing school with established leadership skills in their fields.

PURPOSE

To cultivate multiple perspectives of leadership in second degree nursing students.

METHODS

Scholarship recipients attended monthly luncheon meetings for informal dialogue with invited nurse leaders. Based on the students input and interest, ten (10) nurse leaders were chosen to speak about their professional leadership role. Five speakers were from the VA hospital and 5 were from the College of Nursing. Topics included leadership roles and opportunities in professional organizations, private practice, nursing education, academia, clinical research, and clinical practice settings. The invited presenter described their journey through the profession. Students identified and recognized their own leadership skills, and using a novice to expert model, articulated past leadership experience into a future nursing role.

RESULTS

Students identified multiple opportunities for leadership roles in nursing. Three themes emerged:

Opportunities in Advanced Practice:
- "All the information about becoming a nurse entrepreneur was enlightening."
- "I enjoyed learning about her career path and the entrepreneurial enterprises that she has undertaken."
- "I enjoyed Ms M's talk with us, because just like her, I dream of having my own practice one day. She had excellent advice on how to accomplish that goal."

Membership in Professional Organizations:
- "I was enraptured with her life's journey – truly an inspiration! I will definitely follow her advice and join a national organization when I graduate."
- "Delighted to know about Sigma Theta Tau – this is an organization that I would not have known about otherwise."
- "The one thing that stuck with me from Ms E's talk is that professional societies, such as Sigma Theta Tau, are a great way to keep in touch with colleagues and stay informed in current nursing practices."

Visionary Leadership
- "After our luncheon with Dean Burns, we made it our duty and motto to say "the impossible is possible!"".
- "Dr. Q was very inspiring and enlightened me on the opportunities of nursing."
- "Ms. M had some really good advice on how to further our careers in nursing and she was a perfect example of how much we can all accomplish if we continue our studies. I really liked that she was a USF graduate and had accomplished so much in such a short time."

CONCLUSION

It is expected that students will be more likely to seek out leadership opportunities as they enter their New Career in Nursing.

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Pictured (L to R): Sarah Chamieh, Mia DeAngelis, Laura Pell, Dean Patricia Burns, Dr Patricia Quigley, Tara Calise, Carey Ledee, Jennifer Swanson

AP TO PRN: TRANSITION TO A STUDENT-LED PEER MENTORING PROGRAM

Peggy Wros, RN, PhD, Associate Dean and Professor of Nursing; Federico Calixtro, MSN, RN, Associate Professor; Claudia Garcia, Director of Multicultural Programs; Alejandra Rotolo (nursing student), Eric Stevenson (nursing student/NCIN scholar)

Linfield College, Linfield-Good Samaritan School of Nursing

BACKGROUND

As part of the *Ayudando Podemos* (AP) diversity initiative, Linfield-Good Samaritan School of Nursing has supported a peer mentorship program for the past 3 years. The mentorship program has been part of a network of academic and social support services that was developed to ensure the success of students from underrepresented populations, in particular Hispanic students, in the nursing program. The AP program has been successful based on evaluation data indicating that there is a 95.5% retention rate among participants. Students in the LGSSON accelerated nursing program expressed interest in participating in the mentorship program, and a decision was made to expand beyond AP. A student governance model was used to develop and implement the new PRN mentorship program.

METHODS

A day-long leadership workshop was held for students interested in participating in the development of the peer mentorship program. The workshop was facilitated by a consultant with expertise in student governance and student services.

PURPOSE

Transition of the LGSSON *Ayudando Podemos* peer mentorship program from a grant-funded faculty-led program to an inclusive and sustainable campus-wide student governance model.
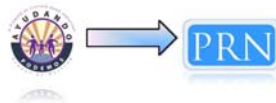
RESULTS

21 Students

Twenty-one students attended the leadership workshop. Attendees included 2 AP students and 8 new NCIN scholars. Working together, the group developed a mission and vision; designed the peer mentorship program, including activities and responsibilities of mentors and mentees; and participated in team-building activities.

PRN

The students named the new program the "Peer Resource Network" (PRN), and it was initiated in June, 2009. There are currently over 100 students involved in the peer mentorship program, including all 12 NCIN scholars.

Representation

The PRN program is co-chaired by two students, including one of the NCIN scholars, and there is broad representation from various cohorts on the student board.

CONCLUSION

PRN of Linfield-Good Samaritan School of Nursing connects a community of past, present, and future nursing students in an effort to instill confidence and ease transitions by providing support, guidance, and inspiration while fostering the core values of nursing.

(PRN Mission Statement, June 2009)

For more information please visit http://www.linfield.edu/portland/peer-resource-network.php

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