

OVERCOMING: A THEORY OF ACCELERATED SECOND-DEGREE BACCALAUREATE GRADUATE NURSE TRANSITION TO PROFESSIONAL NURSING PRACTICE



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BACKGROUND

During the first months as a graduate nurse, the neophyte registered nurse (RN) transitions from student to professional nurse. A plethora of stressors are known related to this process. Although not new, accelerated second-degree baccalaureate nursing (ASDBN) programs have opened in record numbers in recent years in the wake of the current nursing shortage.

Little is known about the experience of professional practice for accelerated second-degree baccalaureate graduate nurses (ASDBGNs). The stressful graduate nurse transition, current nursing shortage, and lack of an empirical base for ASDBN programs illustrate the significance of the research problem.

PURPOSE

The purpose of the study was to generate a substantive theory of ASDBGN transition to professional nursing practice. A qualitative approach was used to reach beyond the known in order to make discoveries leading to empirical knowledge that will guide nursing education, policy, and clinical practice. Such theory was essential given the documented stressful transition experience, complex retention issues, and scant evidence explaining the transition to professional nursing practice for ASDBGNs.

METHODS

This modified grounded theory study generated a substantive *Theory of Overcoming: ASDBGN Transition to Professional Nursing Practice*. The central research question was: "How do ASDBGNs transition to professional nursing practice?" To narrow and focus the problem, there were two subquestions: 1) "What processes and fundamental patterns of behavior among transition participants facilitate ASDBGN transition to professional nursing practice?" 2) "What processes and fundamental patterns of behavior among transition participants hinder ASDBGN transition to professional nursing practice?"

Constant comparative method of joint data collection, analysis, theoretical sampling, and memoing was used. Data were collected through semi-structured interviews using open-ended questions which were conducted over the telephone or in person. Thirteen ASDBGNs from nine states participated; seven ASDBGNs completed a second interview.

RESULTS

Overcoming Model:
A Theory of ASDBGN Transition to Professional Nursing Practice©



When coding and analyzing data, the researcher consistently used the standard question, "What is actually happening in the data?" Through consistent application of this question, and subsequent coding, analyzing, memoing, and theoretical sampling, it became apparent that ASDBGNs' transition to professional practice began months even years before graduation from an ASDBN program and culminated in the fifth and final stage of the substantive *Theory of Overcoming: ASDBGN Transition to Professional Nursing Practice* with *mastering* when the ASDBGN has approximately 2 years of clinical nursing practice.

Twenty categories and 23 concepts were identified that facilitate ASDBGN transition to professional nursing practice, and 33 category properties were identified that hinder ASDBGN transition to professional nursing practice. The core category, *overcoming*, was the aggregate pattern of behavior used by participants to resolve their main concern.

CONCLUSION



The identified basic social process (BSP), *overcoming*, encompasses five stages: *reality check*, *goaling*, *getting started*, *coming out on top*, and *mastering*. These five stages explain how ASDBGNs transition to professional nursing practice. Study findings provide a beginning evidence-base for nursing education, policy, and practice related to this growing student population.



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Olathe, Kansas

PATHS TO SERVANT LEADERSHIP

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Pioneering Spirit

Passion To Serve

Purposeful Lives



BACKGROUND

Background: The mission of MidAmerica Nazarene University is to educate and inspire servant leaders.

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



PURPOSE

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

METHODS

Lunch & Learn
Understanding Leadership
"Type & Cross Match"

Matching Personality Types with Effective Leadership Styles

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

Guests:
MNU University
Chaplain &
AmeriCorps
Representatives



RWJF-NCIN
CONNECTIONS

MNU Service Corps
Membership in Nursing
Association of Kansas
Students

Lunch & Learn
"Meet the Author"

Presentation by Dr. Gary Morsch, MD

Founder: Heart to Heart
International, Inc.

Author: *"The Power of Serving Others"*



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

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

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

OUTCOMES:
IN PROGRESS

"Go International"

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



"Go Local"

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



"Go Urban"

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

"Go Global"

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



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SUCCESSFUL STUDENT MENTORING: USING FACEBOOK TO CONNECT STUDENTS WITH ALUMNI AND FACILITATE MENTORING



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Department of Nursing



BACKGROUND

- The use of social networking tools is commonplace among students and alumni, often referred to as digital natives.
- By 2007, there were greater than 21 million registered Facebook members viewing greater than 1.6 billion page views per day (Ellison, Steinfield, & Lampe, 2007).
- Facebook use among college-age students is significantly associated with measures of social capital (Ellison, Steinfield, & Lampe, 2007) broadly defined as resources accumulated through relationships with other people.
- Skiba (2010) highlights the use of social networking in nursing education as a mechanism to create a community for sharing ideas, updates, and information among "friends" or members of a network. There is increased potential for conversations and discussions, rich in depth, connection, and substance.

PURPOSE

Schools of nursing are often challenged when trying to connect current students and alumni. The purpose of this new initiative is to facilitate communication and foster the mentoring process through the use of social networking.

METHODS

The Department of Nursing hosted a mentoring luncheon for accelerated students during the Spring 2010 semester. Several of the recent accelerated program graduates volunteered to participate in the mentoring process. Accelerated program alumni were open to sharing their perspectives regarding strategies for success in the nursing program as well as transitioning into the professional workplace. Specific strategies for success including managing a demanding courseload and balancing work-life obligations were discussed. The mentoring luncheon was a successful mechanism for encouraging informal collaboration among students and alumni. However, faculty were challenged with ways to maintain the connections that were established.

- In order to promote a positive learning experience and support continued mentoring activities, the Nursing Department at Southern Connecticut State University established a Facebook Group page designed to promote interaction between current accelerated nursing students and recent graduates.
- The group social networking site for accelerated nursing students, including the Robert Wood Johnson Scholars, and alumni was created in May 2010.
- The intention of this group page is to provide an opportunity to build a community with scholars and mentors, identify valuable links to resources, and share ideas and questions.

RESULTS

Although this project is still in development, the Facebook group page has been a successful mechanism for fostering communication between current students and among current accelerated students and alumni. Connections that were initially established during the Mentoring Luncheon in the Spring 2010 semester have been maintained through the use of technology. To date, 31 individuals have established membership in the group page. The group page has been utilized to post announcements such as the New ACE Student Orientation, post photos of students and alumni, and post discussion topics such as Strategies for Success.

Example of a Facebook group discussion: Topic – Strategies for Success

The alumni in the group are encouraged to share pearls of wisdom regarding strategies for success. As graduates of the ACE program, you are in a unique position to assist currently enrolled ACE students in their educational pursuit. Please share any thoughts here.

One of the ACE alumni responded as follows:

I think the hardest thing for me was to get myself organized especially during the summer months. I needed to feel like I was ahead of the game so when it came down to having assignments completed, I already had a rough draft. This way I was able to focus on clinical skills and paperwork and the tests. The other advice I have is just know that it will be over before you know it. Once July session starts, it will be done and you will be earning your pin in a very short time. Ask lots of questions during your capstone and make sure you see any procedures, even small ones . . . Even now, I am still asking questions and needing assistance the first time I perform a skill. . . Good luck and Please let me know how else I can help!



CONCLUSION

Digital natives use technologies to express themselves and interact with others. The use of a social networking tool such as Facebook may afford Schools of Nursing additional opportunities to engage students and establish mentoring relationships. There is a need to explore non-traditional mechanisms such as the utilization of digital environments for mentoring and leadership development to maximize the educational experiences of accelerated nursing learners. The use of digital technology offers new ways to reach graduates who are busy professionals yet wish to stay connected to the School of Nursing following program completion. Lastly, these strategies are cost effective for the Department and allows faculty to communicate with a large group of students and graduates in a timely manner.

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<http://www.facebook.com/group.php?gid=108306575879440>

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

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BACKGROUND

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

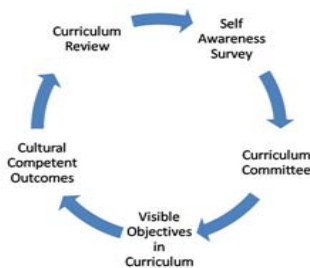
PURPOSE

- To determine if the cultural content in the nursing curriculum translates to culturally competent care in the clinical arena
 - To evaluate the cultural content in the nursing curricula of Stony Brook University School of Nursing
 - To evaluate cultural awareness of nursing faculty and students
 - To evaluate the degree of culturally respectful care provided to pediatric patients and families by graduates of the School of Nursing

METHODS

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

Cultural Competence Process



METHODS (CONTINUED)

Instrumentation

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

Sample

Families & Caregivers n=82
Age Range 26-35

	n (%)
One or more children < 5 years of age	42 (46)
Custodial parent	53 (58)
Female	57 (52)
Caucasian	55 (60)
Married	49 (53)
Primary language English	72 (78)
Public assistance medical insurance	27 (28)

RESULTS

Perceptions of Care

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

CONCLUSION

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

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MENTEE to MENTOR: A FOUNDATION FOR LEADERSHIP DEVELOPMENT

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BACKGROUND

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



PURPOSE

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

METHODS

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

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

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

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

RESULTS

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

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

program coordinators reported significant satisfaction with this mentoring initiative and recommend that it continue.



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



CONCLUSION

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

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Simmons College School of Health Sciences Department of Nursing

Dotson Bridge and Mentoring Program

LaDonna L. Christian MSN, APRN-BC and Gloria Harris Cater PhD , FNP-BC, RN

Literature Review

The Sullivan Report

- Health professions schools should provide increased opportunities to minority students through **innovative** programs.
- Health professions schools should provide and support **bridging** programs that enable graduates of two year colleges to succeed in the transition to four year colleges.
- Diversity should be a core value in the health professions.
By its very definition diversity allows more people from different backgrounds to look at the same problem and to explore different approaches and different solutions.

Mentoring is an Innovative Program.

PROGRAM GOALS

- To provide academic, professional, cultural, and personal support to ALANA nursing scholars
- To improve course completion, graduation rates, and NCLEX outcomes for ALANA scholars.
- To promote leadership through participation in professional nursing organization

Program Progression

Referral is by faculty, advisor and scholar with faculty support. An interview with the director includes; A description of program, completion of an application, a participation agreement is signed, and the director assigns the scholar to a mentor. The first mentor/scholar meeting includes an assessment of strengths and weaknesses, academic/non-academic concerns, and a goal contract signed by mentor and scholar. Mentor/Scholars meetings continue weekly to evaluate progress on goals and redefine goals when necessary.

Workshops

- Study skills,
- Organizational skills,
- Test taking strategies,
- Technological skills for nursing students,
- A.P.A. format, time management,
- Microsoft technology used military base
- Lab Veterans
- The Dotson study paper
- Study groups

Activities This Year



New England Black Nurses Association Conference

The warmer Bridge Program




A trip to the State House



The Program



The Dotson's ,
Judy Beal, Mentors & Scholars

Program Profile

The program is presently staffed by one director, one faculty member, and twelve mentors, serving 34 scholars. At full capacity, we will have 13 mentors and 39 scholars. **Four Robert Wood Johnson NCIN scholars have been added to our program along with 2 mentors.**



Dotson scholars and Mentors

Scholars Profile

Dotson scholars are from various cultural backgrounds and their age range is from 18-64 years old. The Nursing Programs include:
Traditional 4 year program, 18 month Dix program, 2 year Dix program, Direct Entry Advance Practice program, and Family Nurse Practitioner

Preliminary Results

Year One

Graduated 4 Dotson scholars
Three of the four successfully passed the NCLEX
100% nursing course passing rate



Growth in Year Two

5 new mentors
2 RWJ NCIN mentors
10-12 new scholars;
4 RWJ NCIN scholars

Voices of Scholars

- My ultimate goal in life will be achieved by knowing that I will live day to day helping others.
- I would like to be able to analyze and reflect on what I have learned so that I am better able to apply it.
- I like the instant gratification I get working with patients. It is very fulfilling knowing that in some small way I was able to do something to make them comfortable.



Voices of Mentors

- This is one of the most rewarding faculty positions that I have ever had. I feel that I am giving back. There is nothing like seeing a student's face after passing a test.
- It is so rewarding to mold young women who will be our future nurses and to see them develop and build their confidence –you can see it in their eyes. Their dreams are becoming reality.

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NCIN Third Annual Summit

Posters competing in:
Innovative Design Category

THIRD ANNUAL PROGRAM
THIRD ANNUAL PROGRAM





Visioning: Utilizing Vision Boards for Accelerated BSN Students



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 New Careers in Nursing Program



Background

As students struggle with the intensity of their academic and clinical loads, they often lose sight of their vision of becoming a nurse.

As faculty, we responded with a specific effort to support our students in their journey...

Purpose

Utilize a multimodal cognitive behavioral strategy to improve educational outcomes among accelerated BSN students.

Assist students in identifying and realizing their greatest dreams in becoming nurses.

Results

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

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

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

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

Conclusions

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

Visioning exercises are highly engaging for students.

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

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

Methods

- Students participate in heart-centered guided imagery meditation imagining themselves in the ABSN program (15 min)
- Students create Vision Boards – visual representation of the dream (30 min)
- Students post Vision Boards in the classroom and discuss with classmates
- At home, students place Vision Boards in a prominent location and add to it whenever they are inspired to do so

4 Step Visioning Process

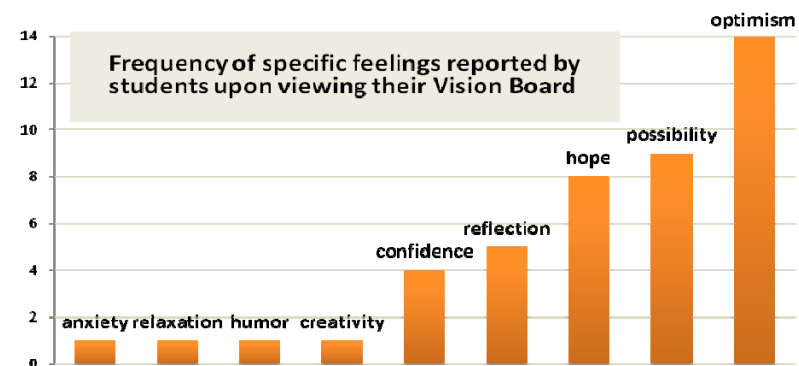
- Completing courses
- Learning new ideas and skills
- Sensing their inspiration
- Passing the NCLEX exam
- Visualizing actualization of their greatest dream

Includes elements important to their dream, uses magazines, art supplies, and relaxing music

Incorporates shared experiences with classmates and creates accountability for shared visions

Examples of prominent locations:

- Home office
- Bedroom
- Car



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NCIN Third Annual Summit

Posters competing in:
Leadership Development Category

THIRD ANNUAL PROGRAM
LEADERSHIP DEVELOPMENT CATEGORY



Collaboration in Nursing Policy: An Expanded Role

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Shenandoah University & Marymount University

BACKGROUND

Marymount and Shenandoah Universities' second degree nursing programs are physically located near Washington DC., the seat of political power, and both programs have been awarded Robert Wood Johnson scholarships. The directors of the RWJ leadership programs at both Marymount and Shenandoah believe that the scholars from both programs would benefit from meeting and collaborating and would greatly benefit from visiting state legislators on Capital Hill.

PURPOSE

Political activism, while not new to nursing, has become a critical role in this age of health care reform. It is necessary for nurses to support political action for system change. This can be accomplished when nursing leaders embrace the power inherent in nursing numbers to challenge the political system.

METHODS

There are many reasons why nurses lack political involvement. Most are related to lack of knowledge of the process for activism. In order to introduce RWJ scholars to the processes available to them, a visit to the American Association of Colleges of Nursing headquarters in DC was arranged. Students met with Suzanne Begeny, Director Government Affairs, who spoke with them about the nursing focus in the current health care reform bill and about importance activities such as joining professional organizations. Students learned to identify nursing academic specialties that lead to policy/lobbying jobs. The scholars were encouraged to sign up for AACN's "Grass Roots Network". Once a member of the network, they will receive notices of current events that may require political action such as writing letters to their respective congressmen. Following the visit to AACN, the students went up to Capital Hill where they toured the Capital. On Capital Hill they learned where their respective representative offices are in the House and the Senate.

RESULTS



CONCLUSION

The RWJ scholars from both programs were able to meet and collaborate. The final result is that 100% of scholars and 75% of students in both nursing programs will sign up for "Grass Roots".

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<http://www.aacn.nche.edu/Government/LegislativeStrategies/StateGRPrgr.htm>
<http://www.aacn.nche.edu>

<http://www.marymount.edu>

<http://www.su.edu>

CREATING A SUSTAINABLE LEADERSHIP AND MENTORING PROGRAM FOR FUTURE ACCELERATED STUDENTS

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Belmont University

BACKGROUND

• Leadership and mentoring activities are critical to student's success in accelerated nursing programs. Given the rigorous program of study, heavy course load, financial burden, and impact on personal life, students face incredible challenges while pursuing a second degree in nursing. The Robert Wood Johnson, New Careers in Nursing Scholarship program recognizes these challenges and provides support to grantees through various mechanisms such as activities available from a Leadership Development Tool Kit, ongoing faculty training at annual conferences, and small grants to support leadership and mentoring activities.



PURPOSE

• The purpose of this project was to create a formal leadership and mentoring program that is sustainable and offered to all future accelerated nursing students at Belmont University, irrespective of future NCIN grantee status.

METHODS

• A blended approach was used to develop a leadership and mentoring program that consisted of existing resources provided by the RWFJ, NCIN scholarship program and Belmont University. We identified potential leadership and mentoring activities from the school of nursing, the office of career services, student alumni services, and sought to create a new faculty position specifically designated to further develop and coordinate these activities for the NCIN grantees.

RESULTS

- We leveraged the mentoring expertise from an existing adjunct faculty to create a Leadership and Mentoring Coordinator position.
- With the assistance of student alumni services, we identified alumni who graduated from our accelerated program and created the E-mentor program where each NCIN grantee is matched with a Belmont University School of Nursing Alumni.
- Leadership and personality type assessments were provided at a nominal fee to the grantees through the Office of Career services.
- A Peer - to - Peer tutoring program was developed where nursing students tutor other students in return for convocation "service" hours required by the University.



CONCLUSION

• By incorporating selected activities from the NCIN Leadership Tool kit and leveraging existing resources at Belmont University, we developed a Leadership and Mentoring program that will be fiscally sustainable beyond the RWJF NCIN grant period and can be offered to all future accelerated nursing students.



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PREPARING AND SUPPORTING TOMORROW'S LEADERS

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BACKGROUND

Cal State Fullerton (2007) was one of seven California State University campuses selected to receive Chancellor's Office funding support to start an entry-level master's (EL-MSN) degree program in nursing. The accelerated pre-licensure pathway addressed the critical shortage of nurses by targeting students who choose nursing as a second career. The 3rd cohort of EL-MSN students began study in the fall of 2009 and will be graduating May 2012. This cohort was the first accelerated nursing cohort to receive Robert Wood Johnson scholarship funding in conjunction with the American Association of Colleges of Nursing. The CSUF School of Nursing awarded 20 New Careers in Nursing (NCIN) Scholarships to students in this third EL-MSN cohort in the fall of 2009.

PURPOSE

The purpose of this project was to evaluate the effectiveness of two leadership development strategies at CSUF that were selected to enhance leadership development and mentoring skills of NCIN scholars. These activities included the CSUF Leadership Institute and a Health Resources and Services Administration (HRSA) grant supported mentoring program in the School of Nursing.

METHODS

Two leadership development activities were selected for NCIN scholars participation to develop leadership and mentoring skills. All students were required to be a part of the CSUF Leadership Institute. The Student Leadership Institute provides free leadership education, mentoring, and training and is a noncredit certificate program dedicated to helping students acquire the social skills to become effective and well-prepared leaders in their communities. The *Templeton Guide: Colleges that Encourage Character Development* lists Cal State Fullerton's leadership program as an "Exemplary Program."

Students were also invited, but not required to participate in an additional CSUF mentoring program in conjunction with a HRSA Workforce Diversity Grant supported project titled *The Workforce Improvement Project (WIP)*. This grant is a 3-year project that focuses on the richness of cultural diversity in nursing and improving psychosocial and academic student nurse success at CSUF. EL-MSN students were enrolled in an online Mentoring Workshop to learn about the benefits of mentoring, how to be effective mentors, and then were matched with their mentees. Although this was not a mandatory scholarship requirement, the majority of NCIN scholars participated in this project component as well. Workforce Improvement Project goals included: Improved student perceptions of acceptance by peers and faculty; enhanced social support of friends and family; decreased cultural dissonance and related stress while at CSUF; and improved academic performance and progress, leading to lower attrition and improved graduation rates in the CSUF School of Nursing.



RESULTS

All NCIN scholars were enrolled in one or both of these leadership development activities: Leadership Institute and/or mentoring program. The University Student Leadership Institute offers eight (8) tracks including: Career leadership, EMBRACE (Educating Myself for Better Racial Awareness & Cultural Enrichment), Emerging Leaders, Organizational Leadership, Peer Tutoring, Public Service and Nonprofit Leadership, Leadership through Social Justice, and Global Leadership. Students self-selected the track that they found most interesting and that matched their course and clinical schedule. The School of Nursing Mentoring Program involved an educational module on mentoring available on Blackboard, journaling, connecting with the mentee, and a completed agreement by mentee and mentor. If the student completed all components of the mentoring program, they received a certificate of completion. The retention of NCIN scholars in the CSUF School of Nursing was 100%. One EL-MSN student transitioned from the EL-MSN to the generic/EL-BSN program, however, because of needing a slower paced program.



CONCLUSION

Students reported a high level of satisfaction with the NCIN scholarship program at CSUF. This scholarship program helped in the development of and retention of 20 CSUF EL-MSN students from under-represented groups in nursing. These same activities will be replicated for the 2010-11 NCIN scholars at CSUF. Both of these program activities, the Leadership Institute and Mentoring Program, will be required for the next cohort of NCIN scholars because of their significance in fully developing the student's leadership and mentoring knowledge, skills, and attitudes. The retention of underrepresented groups in nursing is essential in meeting the health care needs of the nation and reducing health disparities that exist among many underserved populations (National Advisory Council on Nursing Education and Practice, 2007) and is an exemplary outcome of the NCIN Scholarship Program.

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WEBSITES

Workforce Improvement Project: www.workforceenvironment.com/celebratingdiversity
CSUF Leadership Institute: <http://www.fullerton.edu/deanofstudents/sli/>

"IT COMES DOWN TO BEING A GOOD PERSON": INTRADISCIPLINARY LEADERSHIP DEVELOPMENT FOR ACCELERATED STUDENTS

Joan C. Masters, EdD, RN, and Barbara Lee, MSN, RN, CWOCN

Lansing School of Nursing and Health Sciences, Bellarmine University, Louisville, KY

BACKGROUND

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

PURPOSE

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

METHODS

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



RESULTS

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

CONCLUSION

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

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LEADERSHIP DEVELOPMENT AMONG POST UNDERGRADUATE NURSING STUDENTS

Jay W. Hays, M.Ed. and Tracey Motter, RN, MSN

Kent State University
College of Nursing

BACKGROUND

NCIN scholars at Kent State University participated in an online Leadership Development program that was designed to take into account that the students had very little time to participate in classroom training, had varying course schedules based on their cohort, and limitations on institutional resources.

PURPOSE

To analyze the effects of leadership development training on adult post-undergraduate students enrolled in an Accelerated BSN program.

ONLINE LEADERSHIP DEVELOPMENT PROGRAM

NCIN scholars were administered the Leadership Practices Inventory (LPI) in May 2010 and were given The Leadership Challenge Student Workbook and a full report of their results.

Students viewed a video on nursing leadership, the five practices of exemplary leadership, and how to interpret their results.

Students and faculty interacted online in discussions concerning:

- their personal best experiences as leaders and what they have learned from those situations.
- Based on LPI results, students shared their strengths and weaknesses and how they would help or hinder their performance as a practicing nurse with faculty feedback and examples.
- Students developed action plans to address their weaknesses.

The LPI was re-administered in August 2010 so that students could note their progress.

METHODS

- Quasi-experimental design with a sample of convenience.
- Experimental group of 23 NCIN scholars.
- Control group consisted of 15 peer Accelerated BSN students.
- Both groups took the Leadership Practices Inventory as a pre-test and post-test.
- Experimental group (NCIN scholars) participated in the Online Leadership Development Program.
- Paired t-tests were used to measure change from T_1 to T_2 .
- T-tests for independent means were used to compare the experimental group and control group at both T_1 and T_2 .
- Leadership Practices Inventory measures 5 exemplary leadership behaviors:
 - Modeling the Way, Inspiring a Shared Vision, Challenging the Process, Enabling Others to Act, Encouraging the Heart
 - 30 questions on a 5 point Likert scale.

RESULTS

TABLE 1: LPI MEAN (STANDARD DEVIATION) SCORES

	MODEL	INSPIRE	CHALLENGE	ENABLE	ENCOURAGE	TOTAL
TOTAL SAMPLE						
Time 1	22.95 (3.20)	22.18 (4.32)	21.47 (3.66)*	25.13 (3.12)	23.32 (3.66)	115.05 (14.61)
Time 2	24.32 (2.78)	23.21 (3.24)	23.11 (3.30)	25.89 (2.74)	24.39 (4.13)	120.92 (13.30)
EXPERIMENTAL GROUP						
Time 1	23.26 (3.53)	23.04 (4.45)	22.57 (3.65)	25.13 (3.12)	23.26 (3.73)	117.26 (15.63)
Time 2	24.26 (3.17)	23.57 (3.34)	23.78 (3.78)	25.70 (3.08)	24.35 (4.41)	121.65 (15.21)
CONTROL GROUP						
Time 1	22.47 (2.67)	20.87 (3.89)	19.80 (3.10)	25.13 (3.23)	23.40 (3.68)	111.66 (12.66)
Time 2	24.40 (2.13)	22.67 (3.11)	22.07 (2.12)	26.20 (2.18)	24.47 (3.80)	119.80 (10.10)

•Enabling Others to Act and Encouraging the Heart are the two strongest Leadership behaviors among all subjects. Closely followed by Modeling the Way.

•NCIN scholars scored higher on Total Leadership than did other Accelerated BSN students.

T-Test for Independent Means

•Results indicate that there is no statistical difference between NCIN scholars and other Accelerated BSN students at T1 or at T2 with the exception of Challenging the Process at T1.

T-Test for paired Samples

•With the exception of Modeling the Way ($R= .322$; $p=.135$), all NCIN scholars consistently increased their leadership abilities.

•Changes in leadership abilities were not statistically significantly greater at T2 for NCIN scholars or for other Accelerated BSN students.



NCIN SCHOLARS ON LEADERSHIP

I see that when you put your trust in others, it gives them strength to accomplish much more than what they thought they could. . . . By appreciating them, it shows that I am thankful for what they are doing to make it work.

– Bindu Rai, Spring 2010 Cohort

I feel that encouraging the heart is very important in nursing. This is true for both the patients and fellow nurses. We see patients and families at their worst. It is these times that they look to us (as nurses) for answers and guidance. As nurses, we can become overwhelmed with the work-load and emotionally affected at times by the plight of our patients. Encouraging the heart is important to keep up morale and patient outcomes.

– Lauren McCollough, Summer 2009 Cohort



In healthcare there is room for everyone to grow given the right motivation, guidance, and direction. . . . The idea behind enabling others in health care is instrumental in guaranteeing plausible results. Everyone should be on the same page. As a student nurse, it is very important for me to instill that "can do" attitude.

– Choma-Beybabe Ekwese, Spring 2010 Cohort

CONCLUSION

- All Accelerated BSN students at Kent State University improved leadership behaviors during the study period!
- NCIN scholars did have higher leadership scores on nearly all measures indicating that selection criteria for NCIN scholars successfully captures students with a track record of leadership.
- NCIN scholars did not statistically significantly increase their leadership when compared to other students.
- The short length of the study period may have prevented students from fully implementing their Action Plans.
- The small sample sizes contributed to low statistical power, leading to a lack of statistical significance between the groups
- Additional follow-up by program faculty will assist students continue to implement their Action Plans.
- Future activities will also include Observer Ratings using the Observer LPI. Clinical faculty and peers will have the opportunity to evaluate NCIN students' leadership. Future research will concentrate on Observer ratings and student Action Plans.

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REFERENCES

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Preparing people to lead extraordinary lives

USE OF EXPERIENTIAL LEARNING IN LEADERSHIP ASSESSMENT AND DEVELOPMENT

P. Ann Solari-Twadell RN, PhD, MPA,FAAN

Nicole Kaminski-Ozturk MA

Loyola University Chicago

Marcella Niehoff School of Nursing

BACKGROUND

Leadership characteristics are numerous and each person has different strengths when it comes to being a leader. Kolb & Kolb (2009) discusses experiential learning theory as (1) The philosophical underpinning of radical empiricism ground experiential learning theory and learning cycle development. The theorists use a meta-cognitive model describing the theoretical concepts of experiential learning and the development of learning capacity. (1) The learning cycle is characterized as experiencing, reflecting, thinking, and acting. This experiential learning model is used to assist RWJF Scholars to self assess their strength and weakness with twenty-five leadership characteristics. The participants of this session then engaged in several experiential exercises participating in the experiencing, reflecting, thinking and acting process related to strengthening individual leadership characteristics.

PURPOSE

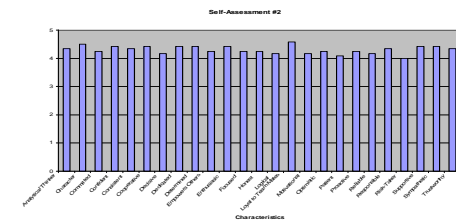
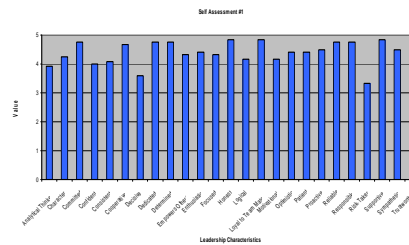
Use experiential learning theory to assess individual leadership strengths of accelerated nursing students. Twenty five leadership characteristics were used to evaluate individual and aggregate leadership strengths and the effectiveness of this learning model in changing individual perception of leadership capabilities.

METHODS

In order to assess individual and aggregate leadership strengths and weaknesses the first leadership session held for RWJF Scholars included a self assessment of twenty-five leadership characteristics, experiential group exercises were employed to provide participants the opportunity to reflect on, think about and take action related to the identified leadership characteristics. Following this two hour session a post evaluation focused on the same twenty five leadership characteristics measuring the level of difference each participant felt about their own leadership characteristics due to this experiential learning session.

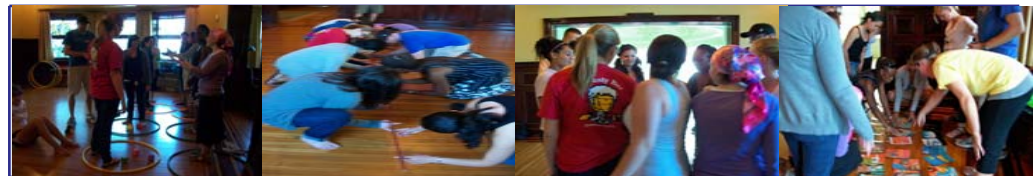
RESULTS

The initial self assessment indicated that as a group the participants ranked lowest in “being a risk taker”, “being decisive”, “utilizing analytical thinking” and “being logical”. The follow up survey indicated that the group across the board indicated that the experiential learning session assisted them to feel stronger about the identified twenty five leadership characteristics.



CONCLUSION

Experiential learning assisted the RWJF Scholars in reflecting upon the twenty five leadership characteristics, identify their individual and aggregate leadership strengths and weaknesses, think about their use of these characteristics through taking action and participating in described experiential exercises. This information will be used in designing future leadership sessions for this group of students.



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SERVICE LEARNING AND LEADERSHIP: EARLY APPLICATION OF LEADERSHIP SKILLS WITHIN AN ACCELERATED NURSING PROGRAM

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The University of Tennessee Health Science Center, College of Nursing, Memphis, Tennessee



BACKGROUND

- Service learning is a pedagogy that combines community service with academic instruction which benefit both the student and community. [1-5]
- Community-based service-learning projects provide students with a venue where they can practice leadership skills through active involvement in the community. [2]
- The community experience encourages students to think critically about how service relates to learning, leadership, and civic responsibility. [2-4]
- Student involvement in educationally purposeful, out-of-class experiences also create a sense of belonging and confidence in one's abilities [1, 3, 5].

PURPOSE

- Review the development of a service-learning component to our leadership program for Robert Wood Johnson Foundation (RWJF) scholarship recipients.
- Outcomes assessed included:
 - (1) participation in service-learning activities and leadership sessions,
 - (2) student evaluation of the value service-learning activities, and
 - (3) assumption of leadership positions within the university,

METHODS

- Two RWJF Nurse Executive Fellows and the Program Coordinator conducted monthly leadership sessions.
- Sessions were comprised of role-playing, clinical scenarios, self-assessments, discussions, viewing the "Do No Harm" videos, and books discussions on leadership. Content included critical thinking skills, communication skills, personality traits, emotional intelligence, dedicated educational units, and leadership in the practice arena.
- Faculty and students identified service-learning opportunities within the community and university.
- In conjunction with the coordinator, students planned and participated in monthly in service-learning activities including:
 - health assessments, medication instruction, and community referrals for homeless individuals at a local food kitchen
 - health screenings, health fairs, and health promotion activities to adults and youth served by a church-supported community center in an area of the city with the poorest health outcomes.
 - instruction on compression-only CPR at local businesses and churches
 - open lab tutoring for peers,
- Students were encouraged to pursue leadership positions.
- A focus group session was held to ascertain benefits and challenges associated with the leadership program.

RESULTS

Participation in and Evaluation of Service-learning Activities and Leadership Sessions

- All (100%) RWJF scholarship recipients participated in monthly service-learning activities and average attendance at the monthly leadership sessions was 90%. Leadership content on communication was deemed most valuable.
- Students preferred the community-based service-learning activities over peer tutoring and reported a sense of satisfaction in being able to use their nursing skills to help others in the community.
- Additionally they reported a better understanding and increased confidence in their ability to communicate with individuals from diverse backgrounds, conduct health screenings, and teach patients who would be returning to community settings.

Leadership Positions within the Institution

- Thirty percent (n=7) RWJF scholarship recipients hold key leadership positions in the college and university, serving on the Student Nurses Association board, Student Government Association, and as representatives to the Curriculum Committee, Admissions Committee, and Progression Committee.
- RWJF scholarship recipients in the Student Government Association spearheaded peer mentorship program which was implemented during the Spring of 2010.

Challenges

- Availability of students on days/times desired by community groups.
- Variable community turn-out for scheduled events (getting the word out, community leaders perception of need not always consistent with community priorities)
- Resources not always available at community sites (space, electrical outlets, non-functioning stove, etc).



CONCLUSION

Service-learning activities provided RWJF Scholarship recipients with opportunities to foster leadership skills, gain confidence in their nursing skills, and promoted a sense of belonging to the group and the community.

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NCIN Third Annual Summit

Posters competing in:
Successful Recruitment Category

THIRD ANNUAL PROGRAM
THIRD ANNUAL PROGRAM



SUCCESSFUL STRATEGIES FOR RECRUITMENT OF UNDERREPRESENTED GROUPS INTO AN ACCELERATED ENTRY-LEVEL NURSING PROGRAM

Patricia A. Cowan PhD, Justin Casey, Ron Patterson, & Leslie McKeon PhD
 University of Tennessee Health Science Center, College of Nursing, Memphis, TN



BACKGROUND AND PURPOSE

- Memphis has a 62% Black population and a rapidly growing Hispanic population that offers the university a tremendous opportunity to recruit and graduate underrepresented minority groups.
- We sought to increase applications and enrollment of qualified, second-degree students from under-represented groups in our accelerated nursing program.



METHODS

Ongoing recruitment efforts by the College of Nursing included:

- visiting colleges and universities within a 250-mile radius of Memphis, including several historically black colleges
- attending 25 events geared toward second-degree students, including several community events specifically targeting minority populations (Sisterhood Showcase, Community Health Fairs),
- visits to local hospitals aimed at non-nurse employees.
- Faculty mentorship of underrepresented minority and disadvantaged summer scholars participating in the University's Health Career Opportunities Programs and the Memphis Chapter of the Association of Minority Health Professional Schools, Inc,
- Strong minority presence (Student Affairs staff, minority students, and faculty) for recruitment efforts.



"Brand" Marketing Efforts began in 2007

- The College of Nursing hired an advertising company to develop marketing materials for our programs, including the transition from the accelerated BSN to accelerated MSN-CNL program. During the same time period, the University of Tennessee system implemented a "branding" campaign.

- Branding for the University of Tennessee Health Science Center

"The **FUTURE** of Health care Today!" and "Right here in Memphis"

- Theme for the College of Nursing advertisements:

Be More. Expect More. Do More.

- Radio spots: 10-15 second broadcasting radio spots

Example: Voice Over

Who's training nurses to **Be More and Do More?** At the UT Health Science Center, nurses train with computerized patient simulators... The latest research, education and patient care... **Right here in Memphis** at the University of Tennessee Health Science Center.

- Branded print media--showing diverse student population.
- Facebook page



Be More. Expect More.

Master's Entry Clinical Nurse Leader
 Deadline to Apply - January 3, 2011 with Rolling Admissions
 Second Degree Entry
 • Clinical Nurse Leader

Doctor of Nursing Practice (DNP)
 Post BSN/Master's CNL & Post MSN Programs
 Deadline to Apply - December 15, 2010
 • Acute Care Nursing
 • Family Nursing
 • Forensic Nursing
 • Psych/Mental Health Nursing
 • Public Health Nursing
 Deadline to Apply - September 1, 2010
 • Nurse Anesthesia

Doctor of Philosophy in Nursing (PhD)
 Deadline to Apply - February 1, 2011
 • PhD
 • DNP/PhD

www.uthsc.edu/nursing

Article in Grace Magazine about three New Careers in Nursing Scholarship Recipients



Video clip on the accelerated program

accessible via the College of Nursing's web site,
<http://www.uthsc.edu/nursing/videogallery.php>

Open houses with current students present, including those from under-represented groups.

Newspaper and magazine articles on New Careers in Nursing scholarship recipients.

RESULTS

Figure 1. Minority Recruitment

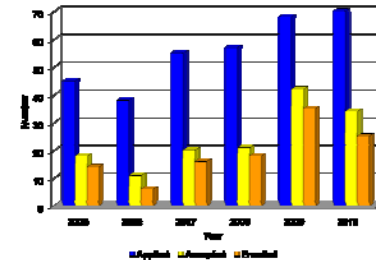
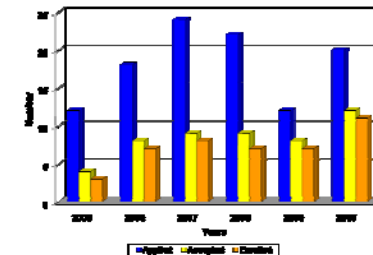


Figure 2. Male Recruitment



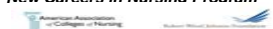
CONCLUSION

- Recruitment strategies have been successful in attracting second-degree, minority applicants and males to our accelerated entry-level MSN nursing program.
- The transition to an accelerated, entry-level MSN program in 2009 may have contributed to a temporary decline in male applicants.

Future recruitment plans include:

- participating in the American Association of Colleges of Nursing's central application,
- networking with fraternities and sororities
- working with Latino Memphis to reach the Hispanic population
- use of webinars

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INCREASING DIVERSITY: DEVELOPING A SUSTAINABLE INITIATIVE

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

BACKGROUND

Where Are We Today?

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

5% African-American	15.4% African-American
4% Hispanic	13% Hispanic
< 1% Indian/Alaskan Native	1% Indian/Alaskan Native
5.8% male	49+% male

Are We Making Any Progress?

The 2009 AACN Annual Survey reports baccalaureate enrollments of:

11.1% African-American
6.5% Hispanic
.7% Indian/Alaskan Native
10.8% male

We Need to Do Better

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

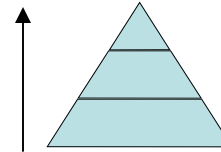
1% for African-Americans
2.1% for Hispanics
.1% for Indian/Alaskan Natives

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

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

PURPOSE

Building the Diversity Pyramid



Starting Point Assessment

- Has my school set diversity goals?
- Is there a culture at my institution that actually promotes diversity?
- What useful strategies has my school been using to increase diversity?
- What strategies/resources do we need to meet our goals?

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

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

METHODS

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

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



This entails:

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

Middle Level of the Pyramid: Creating an Affordable Education

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



Grants

- Endowed scholarships and set-asides
- Personal assistance through financial aid process

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

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



- Beyond a market evaluation and prioritizing what strategies would be most useful, pragmatic and critical questions are:
- Realistically, what are your organizational resources?
- What human and capital means are available to implement a strategy effectively?
- Regrettably, the wish list is always longer than the available resources. Thus, strategic planning targeted to your market and organizational resources is absolutely required.

Some Core Strategies

- Build dedicated relationships with other organizations that actively advocate your school to diverse students
- Your faculty are your ambassadors, internally & externally, to increase diversity in your student body
- Depending on the individual nature of the school, programming, geographic context, pipeline strategies will vary – do a detailed market evaluation

Targeted Strategy List

- *[Faded list of targeted strategies]*

RESULTS

Application of the Pyramid Concept

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

1. Strategically committed to increase the diversity of its student body
2. Matched each student's NCIN grant with internal scholarship dollars
3. Established a collaborative mentoring program for awardees with nurses from the Chicago Schweitzer Fellows for Life program

All three elements of the pyramid –

organizational commitment to diversity, significant financial support, and a targeted use of resources – played important roles in creating a successful grant submission.

CONCLUSION

A Final Thought

Many targeted efforts by colleges of nursing to increase their diversity make a patchwork of programmatic shifts into a powerful force of change. All of these efforts, taken together, can make a difference in the diversity of the profession as a whole and have the potential to positively impact the clinical outcomes of the populations we serve.

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Increasing Nursing Students Diversity through Successful Strategies for Recruitment and Retention of Underrepresented Minority Students in an Accelerated BSN Nursing Program



SCHOOL OF NURSING

University of Medicine & Dentistry of New Jersey

Denise Tate EdD, APN, WHNP-BC
 Kellie Volcy MSN, RN, APN-C
 Delores Benn, DNP, RN
 Margarita Velez-McEvoy RN, MSN/CM, MOH
 Michele Evans MSN, RN



Background

- By 2050, the minority population will represent approximately 50% of the total U. S. population
- Minority health care providers are more likely to practice in underserved areas as compared to their nonminority colleagues
- Studies revealed that Nursing Schools have low admission and retention rates for minority students than White Non-Hispanic students
- Result in fewer racial and ethnic minority groups in Nursing than the United States population

UMDNJ – School of Nursing

- Serves a large portion of NJ with the main northern campus in Newark, NJ, and a second campus located south in Stratford, NJ
- SN draws students from and delivers care in the two most vulnerable cities in the State; Newark and Camden
- These highly diverse communities are designated as medically underserved areas and approximately 1/3 of their residents are classified below the poverty level
- ABSN enrollment as of May 2010 totaled 288 students
- The ethnic backgrounds of those enrolled comprised of:
 - 38% White, non Hispanic
 - 25.4% Black non Hispanic
 - 14.2% Asian or Pacific Islander
 - 6.9% Hispanic of any race; and
 - 13.1% Not reported

New Jersey Statistics

- NJ with a population of 8,682,661 million people, is the 11th most populous state in the US
- Most densely populated, with 1,174 persons per square mile
- Is one of the most racially and ethnically diverse states
- Specifically, 13.6 % of the total population is:
 - Black or African American
 - 0.2 percent is American Indian/Alaskan native
 - 13.3 percent is Hispanic and
 - 5.7 percent is Asian



Purpose

- Minority nurses are more likely to provide care to minority, underserved, disadvantaged and low-income populations
- The strong commitment to diversity is noted in the mission, vision and strategic plan at both the University and School of Nursing level
- Reflected in
 - student enrollment statistics
 - support services available
 - School and University wide community involvement and Centers of Excellence.

Methods

- UMDNJ-SN recruitment plan encompasses the following:
 - (a) Minority students are present at information sessions and open house events
 - (b) Connecting prospective minority students with current nursing students to help answer any additional questions the prospective students may have
 - (c) Each term, prospective minority students can spend a half-day meeting minority nursing faculty and other minority nursing students.
- UMDNJ-SN retention activities includes the following:
 - (a) Faculty support to ethnic diverse students by pairing minority faculty advisors with minority students
 - (b) Provide peer mentoring by pairing current minority students with incoming new minority students
 - (c) A planned Cultural Diversity Day to highlight the ethnic diversity of students and faculty through a luncheon where ethnic foods, dress and artifacts are shared and discussed

Results

- The School of Nursing has been very successful in recruiting a racially and ethnically diverse student body
- It exceeds the national average for all program levels
- The diversity in the currently enrolled ABSN students demonstrates this success with:
 - 48% from underrepresented minorities
 - Men comprise 20% of the total ABSN student population
- Our success is evident in our high retention rate of 93% and a first time NCLEX-RN pass rate of 92.47%

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