



Robert Wood Johnson Foundation

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

Optimizing Student Success for the Future of Nursing

NCIN 2011 Summit Poster Competition



American Association
of Colleges of Nursing

Leadership Development

2011 Entries for Competition



EMBRACING OUR HISTORY: LEARNING FROM A NURSING PIONEER

Sally Stroud, EdD, APRN, BC, Associate Dean for Academics & NCIN Project Director; Janice McFaddin, ABSN & NCIN student; Mardi Long, MEd, Director of Student and Alumni Affairs; Ida Spruill, PhD, Director of Diversity
Medical University of South Carolina College of Nursing

BACKGROUND

Each New Careers in Nursing (NCIN) scholar is expected to identify a leadership or service project that interests them. A second semester student, Janice McFaddin was presented with the idea of organizing an event for NCIN students to meet the first African American graduate of the Medical University of South Carolina (MUSC) College of Nursing, Ms. Rosslee T. Douglas, RN.

Ms. Douglas served as an administrator for the Franklin Fetter Family Health Center, where she established the first regulations to license home health care agencies in South Carolina. She was the first African American to serve on the South Carolina Industrial Commission, and later served as the Director of Minority Economic Impact for the U.S. Department of Energy. Former President Ronald Reagan selected her to serve in his cabinet as the first African American female appointee, where she was responsible for the implementation of Executive Order 12320 titled, "Historically Black Colleges and Universities." This policy was implemented in 1981 which strengthened the capacity of historically black colleges and universities by providing excellence in education and financial aid to students at these institutions. Ms. Douglas was awarded an honorary doctorate of humane letters from the Medical University of South Carolina in 1985 for her lifetime achievements.

PURPOSE

- To provide an opportunity for NCIN students to dialogue with an MUSC alumnus and a true nursing pioneer.
- For students to develop an appreciation of the history of underrepresented nursing students and apply this knowledge to their commitment to the profession.

METHODS

Ms. Douglas currently resides in an assisted living facility in Orangeburg, South Carolina, which was opened by two nurses in 1994. Ms. McFaddin contacted the activity director and Ms. Douglas' daughter to arrange a trip for students to visit with Ms. Douglas.

RESULTS

On a Saturday morning in August 2011, four NCIN students accompanied by Dr. Sally Stroud, NCIN Project Director and Dr. Ida Spruill, Director of Diversity for the MUSC College of Nursing traveled 75 miles to meet with Ms. Douglas, her daughter, granddaughter and other residents at the assisted living facility. Ms. Douglas was presented with a wooden replica of the College of Nursing building and an assortment of books. After spending two hours visiting with the residents, Ms. Douglas and her family were taken to lunch for further dialogue with the nursing students. In the words of one of the students: "It was an inspirational meeting. Really getting to know such an incredible nurse will remain with us as will her words, 'I had a goal and I didn't let anything get in my way.'" A true call to action for the MUSC College of Nursing students in our program.



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LEADERSHIP DEVELOPMENT ACTIVITIES FOR ACCELERATED BACCALAUREATE NURSING STUDENTS

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BACKGROUND

In response to the expected shortage of registered nurses (RNs) due to aging Baby Boomers and an increased need for health care (AACN, 2011), our 15-Month Accelerated Baccalaureate Program has graduated over 1200 students since fall 2005. During the 2010 – 2011 academic year, we had 202 Accelerated BS and 58 Dual Degree BS/MS graduates, 75% of whom were accelerated students. We have enrolled 223 Accelerated BS students for fall 2011 and are actively recruiting for our new Round 4 RWJF NCIN Scholars for the spring 2012 cohort.

PURPOSE

The purpose was to enable our Accelerated BS students in the RWJF NCIN Scholarship Program to develop their leadership skills and to consider advancing their education to master's and/or doctoral degrees.

METHODS

Round 1 Scholars engaged in a series of three leadership seminars focused on developing leadership abilities, communication skills, and professional role development, as well as a self-directed community health leadership project and presentation at the conclusion of the program.

Diverse nurse leaders were guest speakers for the three one-hour seminars. The final session was led by the Scholars who presented their community health leadership projects to each other, faculty, and staff.

A recent revision of our BS curriculum has included an expanded A-B clinical model with alternating traditional and simulation experiences; integrative seminars using unfolding cases; enhanced use of technology; and an emphasis on interprofessional collaboration, QSEN competencies, cultural competence, and evidence based decision making.

Our Round 4 Scholars will have strengthened advisement and mentoring relationships with further opportunities for advanced education; receive expanded offerings for building leadership skills; and engage in partnerships for professional development.

RESULTS

Our Round 1 NCIN Scholars had a 100% retention, graduation, and NCLEX pass rate, and maintained an average GPA of 3.53.

All Scholars earned a grade of A (67%) or A- (33%) in their Leadership course; and 60% were offered Dual Degree BS/MS admission, with 47% taking a graduate course during their BS program.

Currently, 27% of the Round 1 Scholars have returned to begin their MS Program.

Post graduation feedback indicates Scholars felt the NCIN Program helped to develop their leadership abilities and some have assumed leadership roles, such as preceptor and unit education council representative.

NYUCN's 2011 NCLEX pass rates were 98.46% and 96.5%, which included students in our Leadership course who scored well above the mean (73%) on the Kaplan Management and Professional Issues Integrated Test (fall 2010 = 78%; spring 2011 = 77%).

Given that approximately 80% of our 860+ undergraduate students are in the Accelerated BS Program, these results indicate our success in grooming Accelerated BS students to become our next generation of nurse leaders.

CONCLUSIONS

A planned leadership program for Accelerated BS students that addressed developing leadership abilities, communication skills, and professional role development resulted in students being able to demonstrate these competencies in a community setting and to excel in their Leadership course.

Furthermore, students were motivated to take graduate courses during their BS program and more than a quarter have already begun work on a graduate nursing degree.

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Recruitment and Retention

2011 Entries for Competition

READY, SET, AND GROW! AN INNOVATIVE APPROACH TO FOSTERING LEADERSHIP SKILLS IN PRE-LICENSURE NURSING STUDENTS



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William Phillips, MS, MBA, 2nd degree nursing student, RWJ scholar
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Introduction

There is limited information examining the use of simulation to develop leadership skills in nursing students. Existing studies focus on senior students in acute care settings. Simulation opportunities will be provided for a diverse group of 2nd degree nursing students to:

- Identify leadership principles in patient care simulations in roles as nursing student, staff nurse and team leader .
- Obtain the priority setting and communication tools needed to be successful in both their academic pursuits and in their personal and professional lives.
- Develop skill-sets to be the next generation of nursing leaders.

Purpose

"Ready, Set, and Grow!" will examine effect of simulation on development of critical thinking and leadership skills in 2nd degree nursing students.

Research question: **"What are the perceptions of leadership among students who have participated in leadership simulations?"**

- Implications for clinical practice : skills acquisition in delegation, accountability, productivity, effective interdisciplinary communication, supply management as well as decreased infection rates, and avoidance of medical errors.
- Expected themes for discussion on study conclusion:
(1) professional role development (2) supportive resources and systems, and (3) nursing student perception of the leadership role.



Methods

Participants (n=8) are full-time BSN students, with a bachelor's degree in another field. This longitudinal survey study covers a 16-month span (May 2011-September 2012) .

- 2 simulations in sophomore level, as nursing student leader
- 2 simulations in junior level, as staff nurse leader
- 2 simulations in senior level, as team leader

The student experience will be followed through surveys administered pre and post study, focus group discussions, reflective activities, and faculty assessment.

Analysis

Two simulations completed in role as nursing student. Simulation preparative and reflective learning activities explore questions:

"Can a nursing student be a leader?" "What does leadership look like in a nursing student?"

Key leadership concepts: team building, leading self and leading others.

Key competencies: coordination and planning of work activities, communicating effectively, dealing with conflict, prioritization, decision making, and time management.

Pre-survey responses: felt adequately prepared in communication, critical thinking, and task prioritization.

Post-survey responses: felt inadequately prepared , strongly agreed additional training through leadership simulations would be most effective at increasing their skills and confidence of becoming an efficient and effective nurse (Figure 1).

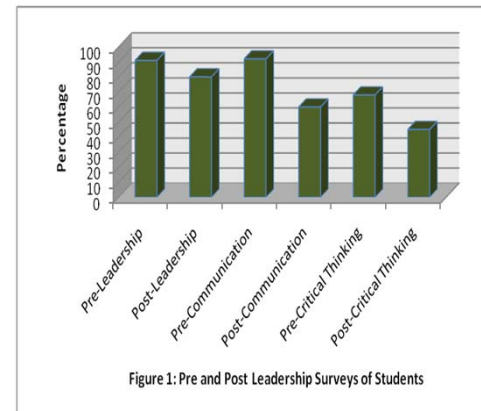


Figure 1: Pre and Post Leadership Surveys of Students

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PURPOSE

The purpose of this study is to evaluate the effectiveness of a pre-entry immersion program (PIP) on retention rates of underrepresented students in the Accelerated Bachelor of Science of Nursing program.

Aims:

1. To evaluate overall academic progress in the program
2. To evaluate the experience of social isolation in the first few weeks of the program
3. To evaluate successful progression in the program

BACKGROUND

- Underrepresented students in predominantly white institutions are vulnerable to alienation and ethnic isolation, which increases the likelihood of attrition
- The first few weeks of college are critical times for students in developing friendships and academic and social support systems
- Underrepresented students often find it a challenge to form study groups
- In nursing schools, attrition of underrepresented students is of great concern
- Health care providers from underrepresented groups are more likely than other health care providers to practice in their own communities
- The Office of Minority Health has identified diversifying the health care workforce as a top priority in eliminating health disparities
- The IOM report on the Future of Nursing has recommended schools of nursing work together to increase the diversity of students to create a workforce prepared to meet the demands of diverse populations across the lifespan
- Nationally, the enrollment and retention of minorities in nursing programs has declined steadily since 2001
- Few studies have evaluated the effectiveness of retention efforts for underrepresented accelerated BSN students.

METHODS

- All accepted ABSN students for Spring 2011 were sent a letter describing the RWJF NCIN scholarship and invited to apply only if they could commit to the two-day pre-entry immersion program (PIP). 10 scholars were selected from 25 applicants.
- The two-day PIP occurred one month prior to the start of the program, led by the Director of Diversity and the Director of Academic and Disability Support Services
- Eight students who traveled a distance greater than 50 miles to the SMU Oakland campus were provided shared lodging at a nearby hotel (two students per room) on the first day of the PIP program
- Computer lab time was integrated into the PIP to allow for completion of LASSI and NCIN entry survey on day 1, so that results could be discussed on day 2.
- The 10 scholars completed a 15-item questionnaire with 11 Likert-scale items, and four open-ended questions on day two of the PIP
- Scholars participated in focus group in the second month of the ABSN program
- Several students provided unsolicited feedback via email
- Descriptive statistics and content analysis were used to evaluate the effectiveness of the PIP on academic progression and social isolation

Save a Life. Be a Nurse



SMU Advertisement in El Observador, a local Hispanic/Latino publication in the SF Bay Area

Recruitment + Retention = Success

RESULTS

- Participation rate was 100%.
- Overall evaluation of the program was 3.8 on a 4.0 Likert scale (4.0=excellent, 1.0=poor).
- Three primary themes emerged from the open-ended questions:
 - Lengthening the duration of Q & A panel with previous NCIN scholars,
 - Decreasing the amount of time spent with librarian on research databases
 - Increasing the time spent on reading skills and NCLEX-style questions.
- Unsolicited emails were received from one day post PIP through the first month of the program:
 - The librarian session was one of the most beneficial aspects of the PIP, as the students had a research assignment in the first week, and those who had completed the PIP were familiar with nursing research, and were viewed as a resource by peers.
 - One student wrote, "The PIP gave me a boost, I almost feel guilty about it."
- Focus group:
 - Scholars identified having each other as support for academic and social activities as key to surviving the difficult first month of the intensive program.
 - They felt they had a built-in study group even before they started the program and felt connected, not isolated
- Update on Progression in Fall 2011:
 - All scholars are on track for graduation in December 2011 with no delays in progression
 - Students tapped into academic resources sooner than usual because of exposure to resources in PIP
 - Students more engaged with NCIN as compared to previous NCIN scholars who did not have PIP, as evidenced by one scholar who won "I believe this about nursing" essay contest.

CONCLUSION

- PIP has been instrumental to the feeling of belonging and connectedness for the scholars with 100% retention
- PIP provided an academic boost and exposure to resources at the school resulting in progression without delays
- Completing the LASSI and entry-survey in the PIP allowed students to seamlessly connect with NCIN, thereby engaging them more fully with the wealth of resources through NCIN
- Based on the success of the PIP, the School of Nursing offered the program in Fall 2011 to all incoming students in the traditional BSN program to provide a boost in succeeding in the rigorous nursing program

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SUCCESSFUL ACADEMIC SUCCESS STRATEGIES FOR UNDERREPRESENTED STUDENTS

ENROLLED IN AN ACCELERATED MSN-CNL PROGRAM
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BACKGROUND

- Students from underrepresented backgrounds comprise 26.8% of entry-level, nursing baccalaureate programs and 26.1% of master's programs.¹
- However, retention and graduation rates of these students lag behind those seen in white nursing students.¹
- Evidence-based strategies that promote retention and academic success of underrepresented students include:^{2,3,4}
 - (1) pre-matriculation programs to enhance academic skills,
 - (2) strong student-faculty relationships, and
 - (3) academic support services, such as tutoring.

PURPOSE

- Describe the development of a successful retention program for underrepresented students in nursing and
- Describe retention, on-time graduation rates, and NCLEX-RN pass rates of Robert Wood Johnson Foundation (RWJF)

METHODS

- All College of Nursing Students participated in a pre-immersion program (PIP). Student Academic Support Services staff, University Technology Services, and College of Nursing faculty, administration, and students provided the following content:
 - Time and stress management, and note-taking, study skills and test-taking strategies, including use of on-line test-questions and case study resources.
 - Learning style assessments using the Learning Styles Inventory and/or the and/or the LASSI) with individual feedback on strategies for success.
 - Program overview and expectations, and technology
 - Lunch and Professionalism seminar with Dean of the College, evening barbeque with current students and faculty, and sessions with Nursing Student Government and Student Nursing Association members.
- Robert Wood Johnson Foundation (RWJF) scholars (2008-2011, n=50) attended additional PIP sessions on mentorship, career development, nursing process, and concept mapping, with expanded content on note-taking, study and testing strategies, and time management.
- Weekly academic and social support, mentoring, and leadership development sessions were held with RWJF scholars. Support sessions were conducted by doctoral students and the program coordinator. Former RWJF Scholars provided insights on their strategies for success. Sessions were based on RWJF scholars' needs and incorporated gaming as one method of learning.
- Free peer tutoring was available to all nursing students for select courses.



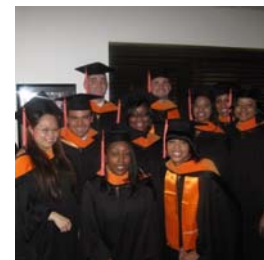
Evaluation: RWJF scholars participated in a focus group about the program. Progression, on-time graduation rates, and NCLEX-RN results were tracked for all students in the accelerated nursing program.



RESULTS

Table 1. Characteristics of UTHSC Students in the Accelerated Nursing Program (2009-2011)

Characteristics	RWJF Scholars	Entire Class
Male (%)	40%	14%
Minority (%)	76%	46%



NCLEX-RN Pass Rates

- Of the 29 RWJF scholars who have graduated, 28 passed NCLEX-RN exam on their first attempt (96.6%).
- One individual, who had a premature baby and tested shortly thereafter, was unsuccessful on the first NCLEX testing.

Figure 1. Retention and On-Time Graduation Rates of RWJF Scholars and Entire Class

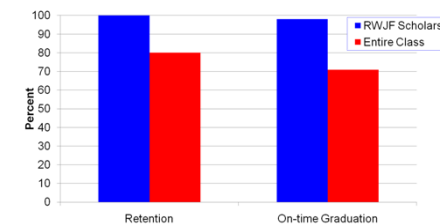
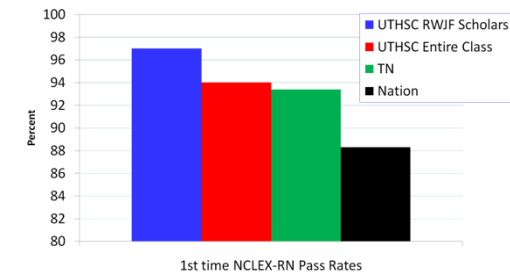


Figure 2. Average NCLEX-RN Pass Rates for 1st Time Takers (2009-2011)



Qualitative Findings:

- RWJF Scholars attended 98% of the academic and social support sessions.
- They reported that the most beneficial *first term* activities were: PIP, RWJF group academic support activities, and group mentorship, with RWJF sessions fostering a sense of community early in the program.
- RWJF scholars did not use the free peer tutoring because needs were met in the RWJF sessions.
- Student Recommendations: Reduce academic support activities during 2nd term and increase focus on leadership/career development

CONCLUSION

- Weekly group sessions incorporating academic and social support, and mentorship are:
 - valued by students and
 - contribute to retention, on-time progression and NCLEX success.
- Including doctoral nursing students and campus resources, such as Student Academic Support Services, made the PIP and ongoing support activities feasible to implement.

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THE USE OF GROUP INTERVIEWS IN THE SCHOLARSHIP SELECTION PROCESS

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BACKGROUND

The nursing profession is not as diverse as the population it serves and there is a need to increase the numbers of minorities and men in the profession. Bellarmine University was fortunate to be granted eight RWJ NCIN scholarships but unfortunately we had more than eight qualified applicants. The problem was how to select RWJ scholars who had the strongest potential to complete the program and become leaders within the profession. Having been involved in teaching and advising the second-degree students since the beginning of the program we have good sense of what it takes to succeed. While we were confident that we would be able to identify both strong candidates as well as those who would be a poor fit for the program and profession, the problems of time and logistics made individual interviews unfeasible. Because we were also working with incomplete data (not all spring semester transcripts were available), we decided to explore whether group interviews would facilitate the selection process. Group interviews have been identified as one way of identifying interpersonal skills, attitude, and motivation (Trice & Foster, 2008) and have been used before in programs of nursing and medicine.

PURPOSE

The purpose of this study was to determine if a group interview process improved the scholarship selection process, was efficient, and was acceptable to participants.

METHODS

Twelve qualified applicants were invited to participate in an on-campus group interview on either of two successive dates; no one declined to take part. (Two applicants who lived on the west coast were invited to interview with both authors by phone; both agreed.) After introductions and refresh-



Bellarmino University RWJ NCIN 2011-2012 Scholars

ments, applicants were asked to respond to a series of open-ended questions and to a culturally-complex vignette. The vignette was based on the admission interview process of a Canadian medical school (Donnon, Oddone-Paolucci, & Violato, 2009) and was adapted to be appropriate to an American audience. Students were assessed on their ability to communicate therapeutically with marginalized patients and families, work cooperatively in a group, and suggest creative and insightful approaches to the social problems of homelessness and substance abuse. Group interviews took one hour and telephone interviews about 20 minutes. After all interviews were completed, we ranked, discussed, and selected applicants. Several weeks later, selected students were sent an e-mail asking them to evaluate the group interview process.

Sample questions: Why is this a good time for you to return to school? What makes you a good candidate to be a nurse?

Vignette excerpt: A young homeless patient who abuses alcohol was admitted to the ED for a knife wound. The wound is not serious but the patient and family are being uncooperative with the staff.

Sample question: How should the nurse approach the patient and his parents?

RESULTS

The group interview process was an efficient use of faculty time at a hectic point in the semester and was well received by applicants. Everyone was on time to both the in-person and phone interviews. During the group interviews students were polite, chatty, and worked cooperatively. Eight students were selected. (One student dropped out of the program early in the first semester for personal reasons.) All seven remaining students replied to our follow-up questions by e-mail even though there was also an anonymous reply option. No one reported they found it difficult to be in class with students who did not receive a scholarship. Most said they enjoyed meeting other students ahead of time and were glad to see familiar faces at orientation. Students reported that they found some of the questions repetitive but that they also thought the group interview, while still competitive, was much less stressful than an individual interview would have been. One student thought that the group process was less rigorous and may have caused qualified people to be overlooked.

Based on our experiences and student feedback, we plan to continue the group interview process but to enlarge the pool of questions, drop the vignette (because it added little additional information), add a RWJ NCIN graduate as an interviewer to each session, and offer Skype as an option for out of town applicants.

CONCLUSION

While it is still early in the program, the students we predicted to be successful are doing well and we are satisfied group interviews are an efficient use of faculty and student time. However, like other faculty (Rosenberg, Perraud, & Willis, 2007), we learned partially successful outcomes may

have been predicted. Excellent qualifications will not mitigate a student's inability to "get" program rigor or navigate family issues. Helping students to understand not just program information but the implications of that information continues to be a challenge.

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Program Evaluation

2011 Entries for Competition

A LOGIC MODEL SNAPSHOT: RWJF NCIN UABSON SCHOLARSHIP PROJECT EVALUATION

Sylvia E. Britt, DSN, RN

University of Alabama at Birmingham SON

BACKGROUND

A search for a guide for the RWJF NCIN Scholarship project evaluation at the UABSON led to the identification of a program **Logic Model**.

The **Logic model development guide (2004)** describes program logic models as a systematic and visual guide to incorporate project planning, evaluation and action. These models offer a simple, idealized, graphic snapshot depiction of the attributes of the project. In **The logic model guidebook**, Knowlton and Phillips (2009) call logic models a "clear roadmap to a specific end."

PURPOSE

The major purpose of establishing a planning and evaluation guide is to clearly direct decisions and visually and logically share a snapshot of the project significance, quality, value, outcomes and impact to all stakeholders.

The aim of this poster is to share information about **logic models** and the model developed for the UABSON RWJF NCIN Scholarship project with others to spark creative ideas for the use of program **Logic Models**.

METHODS

The **logic model development guide (2004)** describes three approaches to logic model development. One program may use one or more logic models depending on the purpose.

1. **Theory Approach Model** – links theoretical ideas
2. **Outcomes Approach Model** – focuses on activities and implementation
3. **Activities Approach Model** – tracks outcomes

SMART outcomes & impacts are **Specific, Measurable, Action-oriented, Realistic, and Timed**.

Knowlton and Phillips (2009) suggest a sequence of five action steps to draft a program logic model. The first step identifies the desired end results or outcomes and impact. The desired results or the programs intended outcome and impact is the most clear. The overall planning may be separated into -

"What is there to **do**?"

"What will the program **get**?"

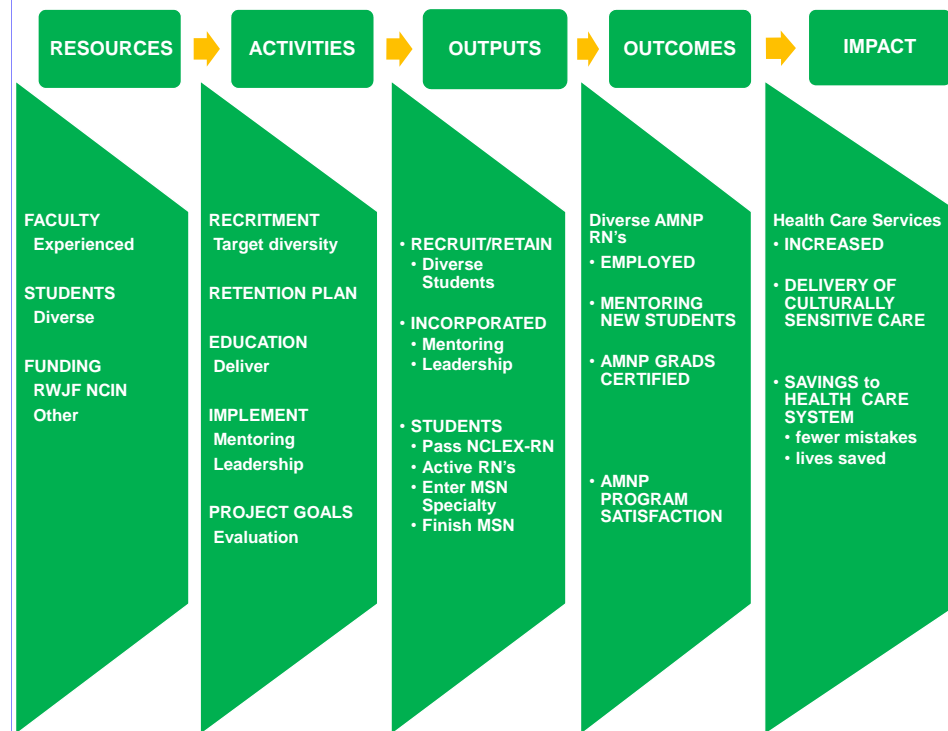
DO = STRATEGIES - RESOURCES > ACTIVITIES > OUTPUTS
GET = OUTCOMES (SHORT, INTERMEDIATE AND LONG TERM) > IMPACT

- STEPS**
1. **IDENTIFY IMPACT**
 2. **DESCRIBE OUTCOMES**
 3. **NAME ACTIVITIES**
 4. **DEFINE RESOURCES**
 5. **IDENTIFY OUTPUTS**

Clewell and Campbell (2008) ask three questions to use to develop a logic model.

- A. What is **INVESTED?** _____ > **(INPUTS)**
- B. What is **DONE?** _____ > **(OUTPUTS)**
- C. What are **RESULTS?** _____ > **(OUTCOMES & IMPACTS)**

UABSON AMNP RWJF NCIN LOGIC MODEL SNAPSHOT



CONCLUSIONS

The logic model allows for evaluation of specific outputs for both the Pre and Post Licensure Phases of the program as well as attributes of other components which are ongoing throughout the project. Specific attributes and outputs can be carried through to evaluation and revision while other attributes remain the same. The logic model developed by the UABSON AMNP for the RWJF NCIN Scholarship Project serves to keep the program focused as well as guide overall program planning, evaluation, and revision.

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LESSONS LEARNED: PATHWAYS TO STUDENT SUCCESS

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BACKGROUND

•The One-Year Accelerated Baccalaureate Nursing Program (ABNP) which began in 1991 is designed for students who already have completed a bachelor's degree in another discipline. Eighteen (18) student cohorts have completed this thirteen (13) month (June-July) full time program, over its twenty year history. The ABNP is a very successful educational pathway that broadens the scope of our student body and brings a depth and breadth to the School of Nursing.

PURPOSE

•The Stony Brook University School of Nursing (SBU SON) is committed to the educational success of its students. SBU SON recognizes that changing societal trends may introduce new issues, stressors or concerns that may affect the way that long-standing programs should be adapted. Therefore, the purpose of this process evaluation was to assess the experience of students presently enrolled in the ABNP to gain a better understanding of factors that serve as facilitators to their continued enrollment and success, or as barriers to program completion. This information could then be compared to similar information available for adult learners engaged in other SBU program pathways to identify changes that might be indicated in the program design.

METHODS

•An on-line survey using Survey Monkey was distributed to 63 students enrolled in the ABNP.

Three (3) questions were asked:

- 1)What do you feel facilitated your success in the ABNP?
- 2) Were there any barriers to your success that you encountered while enrolled in the ABNP?
- 3) What is your advice for future students enrolled in the ABNP?

The 4-point evaluation scale ranged from definitely recommend to would probably not recommend. An overall rating of the program was also conducted.



METHODS (CONTINUED)

Sample:
One Year Accelerated Baccalaureate Nursing Students n=63
n (%)

Gender	Male	18	29
	Female	45	71
Ethnicity	African-American	8	13
	Caucasian	41	65
	Hispanic	5	8
	Asian	9	14
Age	22-30 years	53	84
	31 and older	10	16

RESULTS

•ABNP students reported the following positive supportive factors: family (personal and financial support), professors (academic guidance; great teaching) flexibility (class and clinical scheduling). Two major barriers were commonly cited. These included the fast pace and intensity of the program, and the inherent challenges to equitable distribution of group work. These same barriers were among those cited by minority students enrolled in a RN to MS 3-year program, indicating that the factors are likely characteristic of life-style and life-change events associated with the student role, and less likely to be specifically attributable to program design and function. All of the respondents reported that they would definitely or likely recommend the program to others. No respondent rated the program as average or not good.

CONCLUSION

•The ABNP program design was reaffirmed. SON ABNP faculty and advisors are encouraged to be more directive with ABNP students to raise their awareness of the various SON resources designated to the support of adult learners. These resources include mentorship programs, computer and technical assistance, student psycho-social support programs, academic and financial advisement.

Funded by:

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New Careers in Nursing Program



REFERENCE

Escallier L, Fullerton J Process and outcomes evaluation of retention strategies within a nursing workforce diversity project. *Journal of Nursing Education* 2009;48(9):488-494.

Innovative Program Design

2011 Entries for Competition

BACKGROUND

Norfolk State University (NSU), a Historically Black College/University, located in Norfolk, Virginia offers an accelerated weekend/evening BSN program. Most of the students are not eligible for financial aid because they are pursuing a second Bachelor of Science degree. Thus, many are required to work, part-time, if not full-time. Accelerated nursing programs have traditionally been designed for students who are able to quit their jobs and attend school full time. Given the economic times and the financial status of most students, particularly students from ethnically diverse and/or underrepresented backgrounds, working is not an option. They must work and balance work and school.

PURPOSE

The purpose of this poster is to describe an innovative program design for students enrolled in an accelerated weekend/evening baccalaureate degree nursing program that increases accessibility and promotes the success of students from ethnically diverse and/or underrepresented backgrounds.

METHODS

In 1992, the accelerated weekend/evening program was established at NSU. The program is an 18-month program. Classes are offered during the hours of 4:00 p.m. – 10:30 p.m., Monday through Thursday, with clinicals on Saturdays. Clinicals on Saturdays range in hours, depending upon the semester from six hours/week to 12 hours/week. Students are enrolled minimally full-time: 12 -13 credit hours/semester and 6 -7 credit hours during the summer sessions. This schedule allows the students to work, preferably part-time, but full-time, if required. Additionally, the on-campus lab is open during the evening hours and on Saturdays in order that students are able to practice and refine their clinical skills. All of the resources that are available to students who are enrolled during the day are made available to the weekend/evening students.

Resources Used to Promote Student Success

Nursing Success Institute (PIP)	Peer Mentors
Nursing Success Seminars	Peer Tutoring
Faculty/Staff Advisors	Faculty-facilitated Tutoring

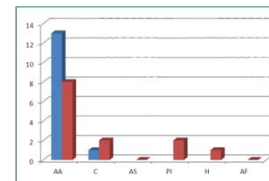


"As a 2011 NCIN scholar, the scholarship provided much needed access to the technology required to be successful in the program, as well as tuition assistance. The program requires that I get up early and stay up late to work towards the goal to become a nurse. The mentor, tutoring sessions, and test taking sessions provided by the Department are helping me to achieve my goal."

Debra A. Conyers-Ezeigbo

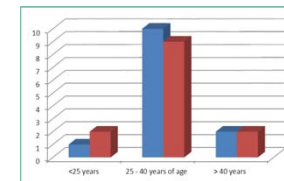
RESULTS

Race/Ethnicity of Students – 2009 & 2011



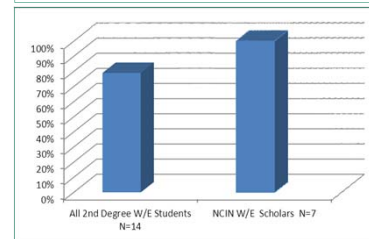
2009 ■ 2011 ■
 AA = African American; C = Caucasian; AS = Asian; PI = Pacific Islander; AF = African; H= Hispanic, non-white

Age Distribution of Students – 2009 & 2011



2009 ■ 2011 ■

Graduation Rate for January 2009 Cohort



"Earning my BSN degree has enhanced my clinical research and ambulatory care skills. The experience empowered me, increasing my confidence and motivating me to continue the challenge of higher education. I am ready to pursue a master of science degree as a family nurse practitioner. I plan to enroll in Georgetown University in spring 2012."
 Darlene Lamb, BSN Honor Graduate July 2010; 2009 NCIN Scholar

CONCLUSION

Norfolk State University admits students to the weekend/evening program once per year. Each year we admit 10 – 20 students from ethnically diverse and/or underrepresented groups. Of the 10 NCIN fellows funded during Round 1, eight students (6 women and 2 men) were enrolled in the weekend/evening program and successfully completed the program. In Round 3, three students who were admitted in January 2011 were awarded NCIN scholarships. These three students are African American women who are single parents. All three students are progressing well in the program. Thus, the accelerated weekend/evening program offered at NSU increases the opportunity for eligible students to obtain a Bachelor of Science degree in nursing and pursue a career in nursing.

Funded by
The New Careers in Nursing Program

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Siler, B., DeBasio, N., Roberts, K. (2008). Profile of non-nurse college graduates enrolled in accelerated baccalaureate curricula: Results of a national study. *Nursing Education Perspectives*, 29(6), pp.336 -341.

BACKGROUND

College life is stressful. In 2009, student responses to the American College Health Association-National College Health Association survey indicated that over 50% of college students experienced "more than average stress." The experience of stress is compounded when students are wrestling with especially demanding curricula, such as nursing, which along with didactic instruction, is characterized by caring for people who are struggling with health problems.

Extreme stress can impair learning and performance, increase the likelihood of burnout and dropping out and, when combined with biological susceptibility, can affect health and well-being.

PURPOSE

The purpose of this project was to introduce and evaluate mind body self care practices into the first accelerated nursing course. The Urban Zen modalities included weekly class time dedicated to the practice of yoga, breath awareness, and meditation. Additionally, Reiki, aroma therapy, guided imagery, pet therapy, and body energy work were introduced. Our goal was to help students perceive less stress, gain a more mindful awareness of self and others, and increase their knowledge of complimentary therapies.

METHODS

Design: Quasi-experimental with data collection at the beginning, middle, and end of the Spring 2011 semester.

Sample: Convenience samples of first semester BSN students, 18 accelerated (treatment group) and 20 traditional (comparison group), completed all three sets of the surveys after IRB approval.

Instruments:

- Perceived Stress Scale (PSS)**; Cohen, Kamarck, & Mermelstein, 1983): a 14 item self-report measure of "the degree to which situations in one's life are appraised as stressful" during the last month (p. 385). Items are scored on a 5 point scale from never (0) to very often (4). Total score is obtained by reversing scores on seven positive items and then summing across all items. A higher score indicates a perception of greater stress. Cronbach's alpha ranged from .85 to .89 over the three time points.

- Mindful Attention Awareness Scale (MAAS)**; Brown & Ryan, 2003): a 15 item self report designed to measure the "frequency of mindful states over time" (p. 824). Total score is obtained by computing the mean of the 15 items. A higher score indicates higher levels of dispositional mindfulness. Cronbach's alpha ranged from .89 to .93.

- Health Promoting Lifestyle Profile II (HPLP II)**; Walker, Sechrist, Pender, 1995): a 52 item measure of health promoting behaviors composed of a total scale and six subscales: spiritual growth, interpersonal relations, nutrition, physical activity, health responsibility, and stress management. Items are scored on a four point scale from never (1) to routinely (4). A score for overall health-promoting lifestyle is obtained by calculating a mean of the individual's responses to all 52 items. A higher score indicates more health-promoting behavior. Cronbach's alpha ranged from .89 to .93. The HPLP II served as a control for the health promoting practices the students engage in, independent of the self care module.

•Demographic information

Analysis: Descriptive statistics, repeated measures ANOVA

RESULTS

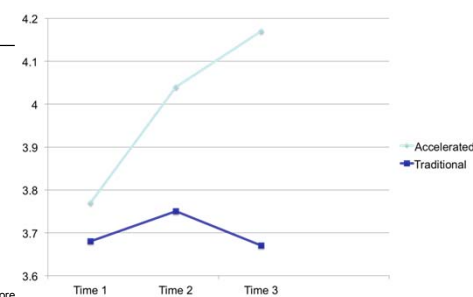
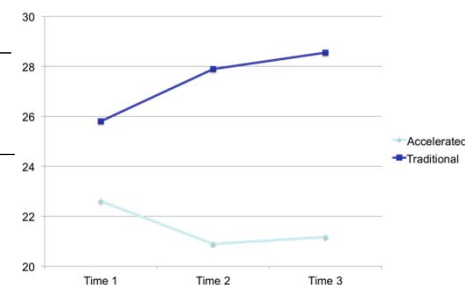
Comparison of accelerated (tx) and traditional (control) students

Characteristic	Accelerated (n = 18)		Traditional (n = 20)		t	p
	M	SD	M	SD		
Age in years	29.2	(7.9)	21.7	(4.5)	3.64	.001
Credit hours	14.2	(2.8)	13.5	(2.6)	.75	.456
Work hour/week	13.6	(12.0)	11.7	(11.2)	4.94	.625
Baseline: HPLP-II	1.79	(.26)	1.6	(.34)	1.17	.248
PSS	22.6	(5.8)	25.8	(7.6)	-1.4	.159
MAAS	3.77	(.69)	3.68	(.97)	.33	.746

	%	%	X ₂	p
Previous degree (yes)	100	5	34.2	<.001
Relationship status (single)	11.1	55	7.54	.006
Gender (female)	94	85	a	.61
Hispanic, Latino, or Spanish	5.6	10	a	1.00
Race (not white)	0	10	a	.49
Children (yes)	11.2	10	a	1.00

Note: HPLP-II = average rating on Health-Promoting Lifestyle Profile II. PSS = total score on Perceived Stress Scale. MAAS = average rating on the Mindful Attention Awareness Scale.

*Fisher's exact test, expected frequency < 5 in two cells



Difference between T₁ and T₂, F(1,36) = 4.677, p = .027

CONCLUSION

Scores on the Perceived Stress Scale and the Mindful Attention Awareness Scale were compared between and within groups using repeated measures ANOVA. There were no significant differences on the dependent variables within the groups over time. However, changes in stress over time were significantly different between the two groups with perceived stress of the treatment group staying relatively consistent during the semester but increasing for students in the comparison group. While average scores on mindfulness items increased for the treatment group and were consistent over time for the comparison group, the difference was not significant. Our findings suggest that mind-body self-care supported the students' ability to regulate their experience of stress throughout the semester. Because our analysis was hindered by a small sample, we plan to repeat and expand this project in collaboration with colleagues at two additional universities.

Funded by
The New Careers in Nursing Program



A initiative of American Association of Colleges of Nursing and the Robert Wood Johnson Foundation.

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PEER-TO-PEER TEACHING/LEARNING PROJECT: IMPROVING COMMUNICATION TECHNIQUES IN SENIOR ACCELERATED PROGRAM NURSING STUDENTS

Wanda Fisher, Tina Martin, Janet Cooper, Marilyn Harrington, Jean Marks
University of Mississippi Medical Center School of Nursing

BACKGROUND

According to the American Association of Colleges of Nursing (AACN) (2008), effective communication skills are essential components for nurses to deliver patient-centered care and develop positive working relationships. In an effort to enhance the communication skills of senior-level nursing students in an Accelerated BSN program, the faculty developed a communication exercise for the senior students to mentor and teach therapeutic communication techniques to the incoming junior-level nursing students.

Sprengel and Job (2004) acknowledge the anxiety of the new nursing student in the early learning of the nursing content and that the peer-to-peer activities can reduce anxiety. The authors also proposed peer mentoring as a way to help students develop collaborative skills, improve communication skills and assist in developing professional responsibility.

PURPOSE

The purpose of this project was to reinforce and increase awareness of therapeutic communication skills in undergraduate baccalaureate nursing students through a cooperative teaching/learning activity between junior level students and senior level accelerated students .

METHODS

Twenty-one (21) Accelerated senior students enrolled in a mental-health nursing course were grouped with junior level nursing students enrolled in a health assessment course to participate in a peer-to-peer communication exercise. This exercise was developed to promote learning in a nonthreatening environment, foster peer-to-peer relationships to model professional behaviors; and enhance confidence and competence in communication techniques of the senior-level students and health history interview techniques of the junior-level students.

The senior accelerated students

- (1) prepared a demonstration of a health history interview
- (2) prepared a script for participating in a role play group interview
- (3) prepared points for the discussion that follows the interview role play
- (4) prepared points for reflective discussion (debriefing)

The 21 senior accelerated students who participated in the laboratory sessions were asked to complete a nine item survey. The survey was administered to assess their perception of the effectiveness of this teaching/learning activity using a 4-point Likert-type scale from 1 (strongly disagree) to 4 (strongly agree) with one open-ended item to provide the students with an opportunity to make comments not previously identified.

RESULTS

Survey Question (n=21; 100% response rate) 4 --Strongly Agree; 3-- Agree; 2--Neutral; 1-- Disagree; 0 --Strongly Disagree	Mean
This lab was a valuable learning experience for me and other accelerated students	3.80
This lab was a valuable learning experience for the health assessment students	4.00
This lab enhanced my therapeutic communication techniques	3.85
This activity increased my confidence in my therapeutic communication techniques	3.85
I felt comfortable demonstrating therapeutic communication techniques to the junior students enrolled in the Health Assessment course	3.90
Through this lab I was able to model professional behaviors to the health assessment students	3.90
This lab validated the knowledge I have gained over the past year	3.85
Through this lab I was able to demonstrate my leadership skills	3.90
This type of combined learning activity should be repeated	4.00
Please add any other comments or suggestions you have concerning this lab:	
<ul style="list-style-type: none"> • This lab was great! I learned so much • Great idea! • Great, but long. • In preparation for this lab, by reviewing therapeutic communication techniques, etc., I feel as though my overall ability to communicate with patients has greatly improved. This was a great opportunity to develop communication skills for both sets of students. • I think this was a great idea. I realized I have learning a lot in the past year. • I think this would have been helpful last year. It would have been encouraging/to see/talk with someone who just went through the same thing. • This lab is very good. I enjoyed acting out the interview scene for the students. • I think this was very beneficial to both accelerated and new students. • This was great fun! 	

CONCLUSION

- Effective communication skills are essential components for nurses to deliver patient-centered care and develop positive working relationships.
- Introducing and fostering these qualities in nursing curricula is crucial to nursing education.
- Using innovative peer-to-peer teaching / learning activities is an effective approach to many of the challenges of nursing education.
- Results of this project support the continued use of peer-to-peer teaching/learning activities to promote learning, enhance student confidence, and model professional behaviors.

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School of Nursing
The University of Mississippi Medical Center

Use of Outdoor Experiential Education in Assuring Academic Success for Accelerated Nursing Students



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 Marcella Niehoff School Of Nursing
 Loyola University Chicago



BACKGROUND

A previous Robert Wood Johnson Foundation (RWJ) Accelerated Nursing Cohort at Loyola University Chicago used experiential learning to assess and develop leadership strengths. The successful use of experiential learning with this first cohort led to the development of an innovative pre entry immersion program for accelerated nursing students (N=60). This program incorporates an outdoor challenge course which has both grounds and high ropes courses which provide outdoor experiential learning opportunities. Kolb & Kolb (2009) discuss the philosophical underpinning of 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. The learning cycle is characterized as experiencing, reflecting, thinking, and acting (1). This theory is applied through the use of an outdoor challenge course in providing a pre entry immersion experience for accelerated nursing students

PURPOSE

PRIMARY OBJECTIVES:

To foster the development of leadership skills(e.g. communication, critical thinking, problem solving and community building in accelerated nursing students.

To test the feasibility of using an outdoor challenge course as an approach to develop leadership skills in accelerated nursing students



SECONDARY OBJECTIVES:

To create an environment where accelerated nursing students are comfortable seeking conversation with nursing faculty and administrators regarding their academic performance, utilization of resources and personal circumstances.

To foster the value of having "a study buddy" and participating in "study groups" to insure success in the accelerated nursing program.

METHODS

Assessment of changes in perception due to participation in the one day grounds and high ropes experiential learning program was measured by administering a self assessment tool developed for this purpose. Accelerated nursing students completed the assessment tool both before and after the outdoor experiential learning program. The assessment tool consisted of two parts. The first part of the tool uses a Likert scale (5= Always, 4=Frequently, 3=Sometimes, 2=Seldom, 1=Never) which assessed student perceptions. The second part of the tool consists of three open ended questions directed at evaluating the students experience both in anticipation of participation and then after completion of the program.



RESULTS

Part one of the pre and post survey tool reported positive change in perspective in all areas addressed by the questions. The most significant change in response was in the formation of "study groups". Before the experiential program almost half of the group (48%, n=28) was likely to "Always" use a "study Group", while after the experiential exercises (88%, n=51) were interested in "Always" using a "study group to insure academic success. The second area of greatest change was in the use of "problem solving", rather than "complaining or listening to others complain". Before the experiential exercises 69% (n=40) of the students noted that they would "Always" take the problem solving approach, while after the program 95% (n=55) of students noted that they would "Always", rather than "Frequently" use this strategy. The additional question with notable change was "assisting classmates to achieve academically". Prior to the program 76% (n=44) of students noted that they would "always" assist their fellow students while after the program 97% (n=56) indicated that they would assist their classmates academically. Summation of the results is noted in the following table.

Response Categories	Always		Frequently		Sometimes		Seldom		Never	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1. Active Member	74% (n=43)	92% (n=53)	26% (n=15)	8% (n=5)						
2. Communication with Faculty	62% (n=50)	95% (n=55)	38% (n=31)	5% (n=3)						
3. Assisting Classmates Academically	76% (n=44)	97% (n=56)	24% (n=14)	3% (n=2)						
4. Resource utilization	60% (n=38)	83% (n=49)	40% (n=24)	12% (n=7)	8% (n=2)	8% (n=2)				
5. Study Buddy	48% (n=28)	88% (n=51)	52% (n=31)	8% (n=5)	4% (n=3)	0% (n=0)				
6. Study Group	48% (n=28)	88% (n=51)	52% (n=24)	10% (n=6)	20% (n=8)	8% (n=1)				
7. Balance	90% (n=52)	95% (n=55)	10% (n=6)	5% (n=3)						
8. Problem Solving	69% (n=40)	95% (n=55)	31% (n=17)	6% (n=3)	2% (n=1)	0% (n=0)				
9. Chain of Command	69% (n=40)	80% (n=50)	31% (n=14)	10% (n=6)	7% (n=4)	4% (n=2)				
10. Professional Network	63% (n=31)	100% (n=50)	37% (n=17)	0% (n=0)						



Pre-Program: Part two of the survey asked students the following: "What the student thought would be most important", "the part of the day they were not looking forward to" and "how the bus ride was to the retreat center"? Responses revealed that students thought the most important part of the day was going to be getting to know their classmates. The aspect of the day that most were not looking forward to was "not knowing what to expect". The bus ride was noted as long (one and one-half hours), but comfortable by most.

Post Program: The students were asked on Part Two of the survey, "what they believed to be most important", "what part of the day was least helpful" and "if they would recommend this program for future groups". The student responses revealed that what was believed to be most important was getting to know people in their cohort and being part of a team. Most thought that the "mosquitoes" were least helpful part of the experience and 93% (n=54) noted that this experience should be provided for future incoming accelerated nursing students.

CONCLUSION

Experiential learning assisted the RWJF Scholars and their classmates to experience, reflect, think and act about individual and aggregate strengths and weaknesses, use of resources available to them, the importance of problem solving, the significance of having a "study buddy" and using a "study group", and the importance of supporting each other in order that all who start the accelerated nursing program will successfully complete the program with their classmates. These outcomes are likely to foster both individual and aggregate success in the accelerated program and could not have been realized without having the forced experiences provided by the outdoor experiential program. There is a saying that goes... I hear, I forget. I see, remember. I do, I know.



Funded by
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Successful Mentoring

2011 Entries for Competition



BACKGROUND

- Students entering into a second career in nursing come from diverse bachelor degree programs and often have no idea of what the profession of nursing involves.
- The Second Degree Leadership Team and Iota Sigma, the Azusa Pacific University chapter, Sigma Theta Tau International Honor Society of Nursing, collaborated and implemented an RN Community-based Mentoring Program in 2004.

PURPOSE

To identify the outcomes of an RN community based mentoring program, using adult and transformative learning theories .

METHODS

Implementation of Mentoring Program

- Initially initiated only for the post-licensure phase of the program in 2004.
- Restructured to start at the start of the pre-licensure phase of the program after evaluation through focus groups.

Establishment of Mentor-Mentee Relationships

- Dinner meeting during student orientation attended by mentors and mentees
- Expectations of mentors and mentees discussed
- Mentors/mentees exchange information and set up how they will contact each other.
- Another dinner meeting during the year to renew and reinforce mentor-mentee relationships

RESULTS

Positive benefits include:

Networking

- *From the students point of view:* having a mentor that was willing to meet for coffee and show me how her job works.
- *From the mentors point of view:* It reminded me of what it was like to be a new nurse again

Educational benefits:

- Retention of ethnically diverse graduate students.
- Employment of graduate students as full time and adjunct faculty.

Recommendations

- Send periodic e-mails as to both mentors and mentees to contact each other
- Urge mentors/mentees to attend a nursing conference together
- Encourage mentors to participate and share clinical experiences in formal classroom sessions
- If feasible, assign mentees for clinical experience at work sites of mentors



CONCLUSION

The timing of the mentorship and mode of introduction are critical to the success of the program.

The intra professional support fostered between the mentor and mentee is reflected during the end of program focus group sessions and is articulated at the scheduled mentor/mentee gatherings twice a year.

With proven success of the collaborative mentoring program on the Azusa campus, the program is being expanded to the regional sites this 2011-12 academic year with the incoming cohorts of students

Future plans include incorporating the aspects of the RWJ-NCIN mentoring toolkit into our Community-based mentor program.

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 The New Careers in Nursing Program



An initiative of American Association of Colleges of Nursing and the Robert Wood Johnson Foundation.

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BACKGROUND

Many challenges face the accelerated, second degree baccalaureate student. Among these challenges are greater family responsibilities and competing priorities. Additionally, the students are then faced with the confounding stress of nursing school. Mentoring programs for these individuals have proven advantageous, associated with reduced attrition and improved graduation rates. The difficult situation that mentoring faces, although beneficial, is finding time to have it successfully integrate into the students' schedule. E-mentoring techniques that allow students and their mentors greater flexibility with communication and support may prove to have better consistency between the mentor/mentee relationship and thus achieve better outcomes for the student has many challenges.

PURPOSE

The purpose of the program is to describe the interventions implemented to increase student success in an accelerated second degree BSN program through E-mentoring, a strategy to enhance communication between mentors and mentees.

METHODS

During the first year of the mentoring program, eleven mentors were selected. The mentors were selected based on not only their success in the nursing program, having at least a 3.0 GPA, but also were well regarded and recommended by the faculty. The mentors differed in number of years of nursing experience. Some of the mentors were recent graduates of the RN to BSN program, recent graduates from the accelerated second degree BSN program, and others from the LPN to BSN program. Additionally, some mentors were successful students further along in the accelerated second degree BSN program. The prospective mentors were then given a handbook on mentoring and a brief synopsis of the program. After the mentors agreed to be in the program an information sheet was completed and they were assigned to 1-2 mentees for the first semester. The mentors' information sheet questioned information such as prior degree/education, address, outside interest, etc.

Recruitment for the mentees occurred through an information session presented at the university's Nursing Success Institute (the pre-immersion program offered to all incoming nursing students). Application/information sheets were then passed to all and interested students responded. The mentees' information sheets also contained questions relating to the students' background degree/education, address, interest, etc.

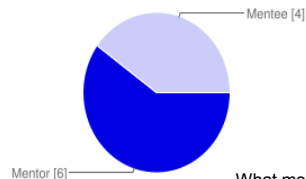
	Recruitment	Communication
Mentors	<ul style="list-style-type: none"> Faculty recommendation GPA requirement 	<ul style="list-style-type: none"> Email Texting Phone Face-to-face School facilitated meeting
Mentees	<ul style="list-style-type: none"> Nursing Success Institute presentation Advisor recommendation 	

After assignments were made, electronic communication was sent to reinforce the standards and expectations for the mutual relationships. The mentees and mentors were to communicate with each other at least once a week via their choice of several different means including; email, texting, phone, and/or face to face contact. Both groups were also asked to attend face to face meetings facilitated by the faculty sponsors to encourage team building and leadership. The face to face meetings were held in the afternoon/evening and were not mandatory, but highly recommended. The meetings were scheduled to be held approximately every six weeks.

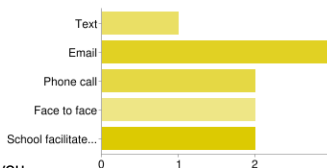
The mentors and mentees were surveyed on their experiences. The students were also surveyed on more in-depth E-mentoring techniques. Informal discussion revealed favorable perceptions of the current E-mentoring integration. The program performances of the mentees are not currently attainable at this time as the students are still in the nursing program.

RESULTS

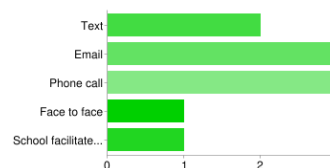
Of the 25 mentors and mentees surveyed the following ten responded:



What mode of communication do/did you use most frequently?

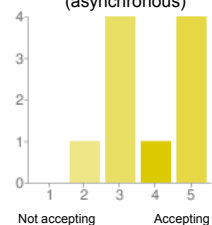


What mode of communication would you prefer to use most frequently?

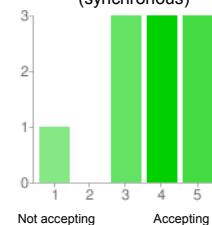


The students were then asked to rank their acceptance to the following E-mentoring techniques:

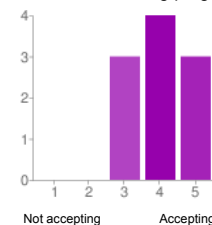
Web-based discussion groups (asynchronous)



Moderated online discussion groups (synchronous)



Web-based electronic tutorial to the mentoring program



CONCLUSION



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The mentor and mentee communication has been primarily electronically based. The student cohort is successfully progressing through the nursing program. Final program success, graduation rates and NCLEX pass rates will be measured in 2012 after program completion. The response from the brief survey lends to integrating more E-mentoring techniques into the mentoring program. The program has also been expanded to all other nursing programs at our University.

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“MIRROR IMAGE”, GROUP PROCESS, SUPPORT, MENTORSHIP: LEADERSHIP SKILLS WITHIN AN ACCELERATED NURSING PROGRAM

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M. Nadler, DNP, RN; C. Pharez, FMHNP, RN; E. Fuller, MSN, RN; K. Williams, DNSc, RN, APRN, BC
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BACKGROUND

Students in the accelerated nursing program lacked a formal way to share knowledge, experience and organization perspectives. The mentorship paradigm for nursing students at the University of South Alabama, College of Nursing (USA-CON) was identified by the psychiatric mental-health nursing instructors as one way to meet this need. The Psychiatric Mental Health faculty, at USA-CON coordinate and facilitate a safe, confidential environment where ANS meet and share experiences on coping with the stressors of nursing school.

Yalom's Theory was used as the framework for the mentoring model

PURPOSE

The purpose of the mentoring model is to

- 1) provide academic, professional, cultural, and personal support, development, and mentorship to Accelerated Nursing Students (ANS).
- 2) improve the retention, graduation rates and NCLEX outcomes.
- 3) Identify and refer students to the USA Counseling and Testing Services as needed

METHODS

Yaloms' Theory

Universality - feeling of having problems similar to others, not alone
Altruism - helping and supporting others
Instillation of hope - encouragement that recovery is possible
Guidance - nurturing support & assistance
Imparting information - teaching about problem and recovery
Developing social skills - learning new ways to talk about feelings, observations and concerns
Interpersonal learning - finding out about themselves & others from the group
Cohesion - feeling of belonging to the group, valuing the group
Catharsis – release of emotional tension
Existential factors – life & death are realities
Imitative behavior – modeling another's manners & recovery skills
Corrective recapitulation of family of origin issues – identifying & changing the dysfunctional patterns or roles one played in primary family

Through a “mirror image”, accelerated nursing students are given the opportunity to meet weekly for mentorship. The psychiatric mental health nursing faculty facilitate this group; however it is the senior accelerated nursing students (ANS) and the (RWJ) Robert Wood Johnson scholar recipients who lead the group.

Student leaders share strategies for success

Faculty act as facilitators for the group process

Evaluation of the groups is based on anecdotal comments and structured questions following each support group:

- a) “Was this group helpful?”
- b) “Will you come back?”

Evaluative data on these outcomes are collected weekly

RESULTS

Participation:

All (n=90) accelerated nursing students, including the RWJ scholarship recipients are involved in the initial introduction of the program at the new students orientation. Majority of RWJ scholar recipients participate throughout their BSN student career. Four to twelve students attend weekly groups.

Findings:

Anecdotal:

“You can't do it by yourself. I promise it gets better. I felt like a failure too when I took my first nursing test.” (Member of Accelerated Nursing Support Group, September, 2010).

Universality is present in that students begin to understand their issues are similar. Faculty find a new cohesiveness occurs among the group. As the mentoring group continues to meet, faculty note a catharsis occurs among many of the students during the altruistic behavior that becomes more evident over time as student help and support one another to achieve success. Student leaders and faculty model ways for mentees to talk about their feelings, concerns and issues. (Yalom 1995)

Data is collected on the questions during faculty student conversations. Data is collected in the form of notes. Structured questions are:

1. **Is this group helpful?** All students felt the group was helpful. Students stated that the group helped them to understand that they were experiencing concerns and issues similar to their peers. The group helped them to find appropriate ways to navigate the issues.
2. **Will you would come back to the group meetings?** Students said yes they would come back. The greatest issue to attending the mentoring sessions was the time. Some of the reasons given for not being able to attend was a conflict with a class schedule.

Barriers:

- 1) Academically intense schedules of the accelerated nursing students
- 2) Scheduling conflicts
- 3) Maintaining confidentiality given the location of the rooms
- 4) Non support group faculty concerns about student discussions

CONCLUSION

Mentoring is an important tool for student success.

Formal mentoring groups led by student leaders and Faculty facilitators help students to navigate the many challenges of nursing school. This mentoring model using Yalom's theory can be replicated for traditional students



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Hot Topics

2011 Entries for Competition

Introduction

- Acknowledging students' pre-exam stress and anxiety.
- Allowing for centering and focus.
- Enhancement of student performance on exams.
- Promote "Nurturing the Nurturer" among our nursing students.

Challenges

- Funding
- Time commitment
- Available space
- *Offering*, not requirement
- Supplies
- Student "buy-in"



*The New Careers in Nursing
 Fourth Annual Summit
 Initiative of American Association of
 Colleges of Nursing and the Robert
 Wood Johnson Foundation
 Washington, DC October 2011*

Assisting Our Nursing Students with Self-Management of Stress and Anxiety

Tracey C. Kleinmeyer, MSN, RN and Suzanne Kuhn, PhD,
 CNE
 The Pennsylvania State University



Methods

- Secured internal campus funding for the project for 6 months allowing for the purchase of core supplies.
- Instructor-led guided relaxation exercises prior to exams and finals utilizing music, aromatherapy, and breath work.
- Integrated therapeutic hand massage into study sessions.
- Coordinated offering of licensed therapist chair massage.
- Offered choice of different blends of peppermint tea or peppermint candies prior to class and exams.



Outcomes

"In an accelerated, 16 month nursing program, stress and tension run high. Guided relaxation has helped me to perform on exams to the best of my ability."

"The (chair) massage was so amazing!
 I feel like I can breathe again after all the stress of the past few months. Thank you."

"Chair massage helped me to relax and focus when my mind was just overloaded. Thanks for the great opportunity to relax!"

"I love the tea!"



Acknowledgements

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Special *Thank You* to: *the students
 *Chancellor PSU Altoona
 *the Faculty Senate committee
 at PSU Altoona

INVESTIGATING STUDENTS' ORIENTATION REGARDING GROUP WORK AND TEAM ASSIGNMENTS PRE AND POST PARTICIPATION IN TEAMBUILDING ACTIVITIES

Lisa Hennessy, PhD(c), MSN, RN, CRRN
UTEP School of Nursing

Background

- Intensive nature of Accelerated Programs results in students spending long hours together.
- An orientation toward teamwork and positive group dynamics has been observed by faculty to be of extreme importance.
- Team or group assignments are frequently employed by faculty to facilitate professional and social skills despite there being little evidence to support this practice (Baumberger-Henry, 2005; Copp, 2002).
- Students at all levels tend to be less than positive about the effectiveness of group projects. (Ford and Morice, 2003; Mousley and Campbell, 2007; Stiles, Johnson, Trigg, and Fowler, 2004; Waite and Leonardi, 2004)

Purpose

The purpose of this project was to determine if students' orientation toward group or team assignments was different after engaging in formal teambuilding activities.

Methods

- Pre test/Post test, quasi-experimental design.
- IV: Two teambuilding training sessions.
- DV: Group means on the Collective Orientation Scale (Driskill, Salas, & Hughes, 2010) as measured pre and post the teambuilding sessions.
- Null Hypothesis: There will be no difference in the group mean on the Collective Orientation Scale after engaging in teambuilding activities.
- Teambuilding sessions, using the MBTI® Form M (self scoreable) were an already scheduled facet of the UTEP School of Nursing Fast Track Program.



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Results

- Students' verbal evaluation of the teambuilding activities was overwhelmingly positive.
- However, the results did not demonstrate a statistically significant change in the pre/post test means on the Collective Orientation Scale
- N = 39 matched pairs
- Effect size = 0.5
- $\alpha = 0.05$
- Pre test group mean = 2.7627 on a scale of 1-5 with 1 being lower collective orientation and 5 being higher collective orientation.
- Post test group mean = 2.6203 on a scale of 1-5 with 1 being lower collective orientation and 5 being higher collective orientation.
- $t = -1.572, df = 38, p = 0.124$, the null hypothesis was accepted.
- Power = .922 as calculated by G Power 3.1

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PIP GOES ON-LINE

Laura Opton, MSN, RN, CNE, Melinda Mitchell Jones, MSN, JD, RN, Khadija Bakrim, MEd, Phoebe Dometrius, BSN, RN
Texas Tech University Health Sciences Center School of Nursing



BACKGROUND

Many schools of nursing have developed second degree programs in an effort to address demands of the current health care industry and economic climate. As students are admitted to these programs, it is essential to maximize student success in an effort to fulfill workforce needs (D'Antonio, Beal, Underwood, Ward, McKelvey, Guthrie & Lindell, 2010). The RWJF NCIN initiative supports these students by providing essential scholarships for a diverse student group. Additionally, the Pre-Entry Immersion Program (PIP) was introduced to NCIN Grantees in 2010 with extensive instructional guides to assist faculty in the development of a PIP learning experience for NCIN scholarship recipients. Upon review of the PIP material the faculty decided the content could benefit all second degree students instead of limiting access only to the NCIN scholars. The Texas Tech University Health Sciences Center accelerated 12 month BSN program provides all didactic content on-line, so faculty faced the challenge of how to introduce PIP via a web based platform to students living across Texas and assigned to five different campuses.

PURPOSE

As all didactic content for the accelerated BSN Second Degree Program at Texas Tech University Health Sciences Center is delivered on-line it became imperative to create a method of delivering PIP that incorporated best teaching practices in distance learning. The work of the faculty was to translate the RWJF PIP material to an on-line learning experience for students. Faculty created six online modules addressing the content outlined in the PIP Toolkit provided by the RWJF.

METHODS

Faculty from the accelerated Second Degree BSN Program and one of the School of Nursing's instructional design specialists worked collaboratively to create a story board outline of required topics with references to the instructional material presented in the PIP Toolkit. These topics included time management, study skills, test taking skills, writing skills, medical terminology, and mentoring/leadership development. Moodle, a cloud based learning platform, was selected to support the delivery of the content with a module developed for each major item. The learning was facilitated with reading assignments, discussion board postings, and video clips, and assessment of learning was accomplished through multiple choice quizzes and faculty review of postings. The on-line PIP was offered to 59 students admitted Spring 2011 and 69 students admitted Fall 2011. The online modules were monitored by the School of Nursing's Director of Retention for all students across the state.

RESULTS

Student Satisfaction Survey Outcomes		
Content Addressed	Spring 2011 Admits (45 respondents) % that Strongly Agree/Agree	Fall 2011 Admits (65 respondents) % that Strongly Agree/Agree
Content was useful	82%	80%
Learning objectives were clearly stated	95%	97%
Content supported achievement of stated learning objectives	98%	97%
Instructions for learning activities were clear and concise	96%	97%
Learning activities were relevant/helpful	85%	83%
Provided examples made the material easier to understand	96%	97%
Time required to complete PIP was reasonable	96%	97%
Modules were easy to navigate	95%	95%
Use of technology enhanced learning	96%	94%
Instructional materials were easy to locate and load	91%	97%

Strengths of PIP Identified by Students

- Helpful and relevant content, particularly time management and goal setting modules
- Modules were well organized and content supported achievement of learning objectives
- Online modules were easy to navigate using the Moodle platform

Opportunities for Improvement

- Add content pertaining to the profession of nursing
- Remove content viewed as "remedial" by students
- Include tips for success provided by students who are already enrolled in or who have already completed the program

FUTURE PLANS FOR PIP:

- Update modules to include specific information related to nursing, Texas Nursing Practice Act and ANA Code of Ethics
- Incorporate content specific for the TTUHSC curriculum, including video clips of prior alumni
- Consider modifications applicable to Traditional and RN to BSN students to expand use of PIP to other programs

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USING A SITUATIONAL INTERVIEW TO SELECT SCHOLARS FOR THE ROBERT WOOD JOHNSON FOUNDATION NEW CAREERS IN NURSING SCHOLARSHIPS

Cory Ann Boyd, EdD, RN
Quinnipiac University School of Nursing

BACKGROUND

Quinnipiac University School of Nursing was awarded 8 Robert Wood Johnson Foundation, New Careers in Nursing (NCIN) scholarships during the third round of funding, 2010 – 2011. Over thirty applicants were found eligible for eight NCIN scholarships based upon NCIN scholarship criteria and the criteria for acceptance into the Accelerated Track in Nursing at Quinnipiac University. Sensitized to the issue that interviews as a selection device generally lack reliability and validity, the Accelerated Track Admissions Committee opted to conduct situational interviews. This decision was based on the premise that past behaviors predict future performance.

PROJECT GOALS

1. Use situational interviews as a selection tool for NCIN scholarship candidates.
2. Identify 8 final candidates to receive NCIN scholarships.

PROJECT DESCRIPTION

Five situational topics with lead-in questions were developed for the interviews. Three topics were modeled after the core components of the NCIN Pre-Entry Immersion Program; self-care, critical thinking, and time management. Two additional topics on critical decision making and ethical decision making were added. Working in pairs, faculty interviewed a total of 10 accepted and deposited candidates eligible for the NCIN scholarships. Using a Likert scale, each interviewer rated candidate responses and completed a short summary statement of the interviewer's overall impression of the candidate. Upon completion of the interviews faculty convened to select the final NCIN Scholars.

ACKNOWLEDGEMENTS

I would like to acknowledge all those who have contributed to this endeavor. Without them I could not have completed the admissions process for all applicants and the interviews for the NCIN candidates. I am pleased to thank Cynthia Christy, Assistant Dean of Career Services; Mary Ann Cordeau, PhD, RN; Anne Durkin, PhD, RN; Lisa O'Connor, EdD, RN; Lynn Price, JD, RN; and Celeste Yanni, PhD, RN. I am also indebted to Cynthia Lord, Chair of the Physician's Assistant Program at Quinnipiac University, for generously sharing their situational interview guideline.

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QUINNIPIAC UNIVERSITY NCIN SCHOLARS



Left to right, top row : Elsy Benitez-Vargus, Adam Boucher, Sherona Godfrey, Matthew Lukovsky. Bottom row: Lisa Asasouk, Irene Ejanreh, Elizabeth Mah, Angela Colantonio.

INTERVIEW GUIDELINE

Quinnipiac University
School of Nursing
Accelerated Track in Nursing
Confidential Report of RWJF NCIN Applicant Interview

Applicant: _____
Interviewer: _____
Date: _____ Rating: _____ /25

Self Care: sample lead-in questions
What was the most stressful situation you have faced? How did you deal with it? What kind of events cause you stress on the job as a student? Give an example. How do you care for yourself when faced with constant pressure?
Outstanding 5 Above Average 4 Average 3 Below Average 2 Unacceptable 1

Critical Thinking: sample lead-in questions
Describe a challenging project or task that you have worked on. How did you approach the problem? What resources did you employ to help you with the problem? What skills and experience did you bring into play to solve the problem?
Outstanding 5 Above Average 4 Average 3 Below Average 2 Unacceptable 1

Time management: sample lead-in questions
Give me an example of a time when you had to juggle multiple projects. What did you do to effectively manage all the projects? How did you prioritize your tasks? How did you adjust your approach if you were not meeting the goals/objectives and or time frames? How do you motivate yourself for work of less interest to you?
Outstanding 5 Above Average 4 Average 3 Below Average 2 Unacceptable 1

Critical Decision Making: sample lead-in questions
Everyone has made some poor decisions or done something they regret doing. Think of a time this happened to you and tell us about it. Think about a difficult decision you had to make and what strategy you employed when making that decision.
Outstanding 5 Above Average 4 Average 3 Below Average 2 Unacceptable 1

Ethical Decision Making: sample lead-in questions
Tell me about a time when you observed someone doing something that you would consider questionable. What was the situation? Why was it concerning to you? How did you handle the situation and how did you feel about it?
Outstanding 5 Above Average 4 Average 3 Below Average 2 Unacceptable 1

Scoring guidelines: **Outstanding**=exceeds all elements of area being considered; **Above Average**=skilled in most elements listed, excels in a few elements. **Average**=meets basic expectations. Does not excel in any elements. **Below Average**=Deficiencies evident. **Unacceptable**=reason for significant concern.

Overall Impression
What was your overall impression of this candidate? Does this candidate demonstrate potential for success in the Accelerated Track as an NCIN Scholar?
Definitely 5 Likely 4 Not Likely 3 Definitely Not 2

Was there anything you especially liked about the candidate during the interview?
Was there anything that made you uncomfortable about the candidate during the interview?
Please use the space below for your summary comments.

FINDINGS

Eleven candidates were selected to interview for the NCIN Scholarships. Candidates were selected based upon two sets of criteria: 1) NCIN criteria for scholarship candidates as either being underrepresented or underserved in nursing; 2) Quinnipiac University Accelerated Track in Nursing Admissions Committee's criteria of a cumulative GPA (≥ 3.0), personal essay, letters of recommendation, and life experience. One candidate withdrew, and the remaining 10 candidates were interviewed. Faculty interviewers found the Likert scale less helpful in evaluating candidate responses to posed situations and relied on written notes to support their impressions of the candidates. Written comments from faculty such as, "mature, thoughtful and insightful", "unflappable", "very open", "has done her homework on RWJF", and "realistic" embodied the characteristics of candidates who managed well under the pressure of an interview. Candidate reports of positive coping with past experiences might likely influence future behavior. Candidates with weaker evaluations were described as, "appears to have good community-building skills", "every story demonstrated unfailing leadership", "too good to be true", and unable to respond to questions posed". The selected NCIN Scholars completed junior level nursing courses in August 2011, just 14 weeks after they started the program. To date, all Scholars, except one, have begun senior level nursing courses and are maintaining cumulative GPA's of 3.0. One Scholar, the only student with English as a second language, was placed in the traditional program, a slower paced program of study. Situational interviews did support the decision-making process. However, questions posed were left up to the interviewee to provide examples from their own life experiences and stories of how the situations were managed may have been a limitation. A standard set of questions based upon given scenarios may have generated different impressions regarding each of the candidates. Interviews did seem to provide a mechanism to recognize candidates more likely to succeed.

CONCLUSIONS

NCIN scholarship recipients will be provided with mentoring and leadership activities to develop their skills as future leaders in nursing as well as being provided the supports to ensure retention in the accelerated program. Candidates that meet the criteria for scholarships on paper do not always demonstrate the maturity and skill in thought or performance to assume the responsibility of both a rigorous course of study and the development activities intended to build leadership skills. Selecting candidates that demonstrate strength in caring for self, critical thinking, time management, critical decision making, and ethical decision making is foundational for success in an accelerated nursing program, and essential for developing future leaders in nursing. Interviews are not an ideal selection device, but situational interviews can provide insight on a candidate's future behavior when the interview questions seek answers based upon past behavior.

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NCIN Poster Presentations Winners

Leadership Development:

Grooming the Next Generation of Nurse Leaders

- Ann Marie Mauro, Lauren Lampert, Lindsay Sutton, Amy Knowles

Recruitment and Retention:

The Use of Group Interviews in the Scholarship Selection Process

- Joan Masters, Barbara Lee

Program Evaluation:

Lessons Learned: Pathways to Student Success

- Lori Escallier, J. Fullerton, Barbara Messina

NCIN Poster Presentations Winners

Innovative Program Design: 3-way-tie!

(1) Care for the Caregiver: Implementing a Self-Care Model for Accelerated Nursing Students

- Tracey Motter and Barbara Drew

(2) Peer to Peer Teaching/Learning Project: Improving Communication Techniques in Senior Accelerated Program Nursing Students

- Wanda Fisher, Tina Martin, Janet Cooper, Marilyn Harrington, Jean Marks

(3) Use of Outdoor Experimental Education and Assuring Academic Success for Accelerated Nursing Students

- P. Ann Solari-Twadell

NCIN Poster Presentations Winners

Successful Mentoring:

Integrating E-Mentoring with Accelerated BSN Students

- Jessica Parrott, Benny Marshall

Hot Topics:

PIP Goes Online

- Laura Opton, Melinda Mitchell Jones, Khadija Bakrim,
Phoebe Dometrius