
Poster Abstracts

*Salon D & E
Voting closes at 6:00 p.m.
Friday, October 12, 2012*

Overview:

The poster session will provide an opportunity for conference attendees to learn about innovative work in progress and to preview late-breaking research results. These abstracts summarize the creative approaches to preparing accelerated degree nursing students for their programs.

Categories for poster exhibits are:

1. Cultural competence initiatives;
2. Hot topics (amazing in-progress projects such as challenges faced, unexpected accomplishments/successes);
3. Innovative program design for accelerated students;
4. Leadership development activities for accelerated students;
5. Evaluation of accelerated programs;
6. Successful mentoring programs; and
7. Successful recruitment and retention strategies to yield/ retain ethnically diverse or underrepresented students.

Poster Competition:

Conference attendees are asked to complete a score sheet identifying the posters that they feel best exemplify innovation in each category.

The following abstracts are listed alphabetically by title name. Please note that their location is listed so that you can better find them around the Salon.

The deadline for submitting score sheets is Friday, October 12 at 6:00p.m.

“Speed Dating” To Facilitate Near Peer Mentoring Among NCIN Scholar

Category: SUCCESSFUL MENTORING PROGRAMS

Location: 17

Background Statement: The University of Rochester School of Nursing (URSON) has been fortunate to receive scholarship awards through the NCIN program since its inception. With each round of funding, we have continued to enhance our mentoring program. All scholars receive a one-on-one faculty mentor, selected from a list of faculty with specialized mentorship training, as support during their program of study. Through our Center for Academic and Professional Success, one of our Round 2 scholar graduates was hired as a near-peer mentor for all of our APNN students. With the success of this near-peer mentoring relationship model, the URSON further enhanced their mentoring program during the Round 4 funding cycle. Our NCIN recipients are diverse and well-educated, and many have previous leadership experiences. We believe these unique attributes of these RWJF scholars allows them to build on previous leadership achievements and mentoring experiences to significantly impact the profession of nursing. We developed a program to facilitate the formation of mentoring relationships among past and present NCIN scholarship recipients by enlisting the support of our NCIN scholar graduates as near-peer mentors for current NCIN scholars.

Statement of Purpose: The purpose of this “speed dating” program was to provide a formalized structure to encourage the formation of near-peer mentoring relationships between past and present RWJF scholarship recipients.

Methods: All current and past NCIN scholarship recipients in the Rochester area were invited to a focus group session to discuss mentoring, transitions to practice, and how best to engage and help other NCIN scholars in this transition. Two themes emerged: 1) the need to develop a local NCIN scholar database for all recipients; and 2) the desire for NCIN scholar graduates to formulate near-peer mentoring relationships with current NCIN student scholars. Following this focus group, a subsequent meeting was held with the purpose of establishing the near-peer mentoring program. The “Speed Matching Exercise” described in *The Mentoring Program Toolkit* (RWJ/AACN, 2011) was utilized as the basis for program development.

Results: Seventeen NCIN scholar recipients attended the “Speed Dating” event. Questions tailored for this event were provided to each participant using a “speed dating” format. Evaluation data following the program was overwhelmingly positive in terms of introducing participants to each other and creating mentoring connections. The next phase of the near-peer mentoring program is currently under development.

Authors: Patrick Hopkins, DNP, C-PNP, C-NNP; William Clark, EdD, RN; Round One Scholar Recipient

Nursing School: University of Rochester School of Nursing

Alumni Nurse Mentors: An Innovative Program for Underrepresented Accelerated Nursing Students

Category: SUCCESSFUL MENTORING PROGRAMS

Location: 18

Background Statement: Studies reveal that underrepresented students in predominantly white institutions are vulnerable to alienation and ethnic isolation, which increases the likelihood of attrition. Moreover, the first few weeks of college are critical times for students in developing friendships and academic and social support systems. In nursing schools, attrition of underrepresented students is of great concern. Mentoring of students has been identified as one of the key components of successful retention. The rigorous pace of the accelerated nursing program is a barrier to formal and informal mentoring often found in traditional Bachelor of Science Nursing programs. In the past, mentorship at Samuel Merritt University's remote campuses has proven challenging, and those scholars have often felt isolated from the main campus. The Alumni Nurse Mentorship Program was envisioned as a solution to this challenge.

Statement of Purpose: The purpose of this study was to develop an alumni nurse mentorship program, implement the *New Careers in Nursing* Mentorship Toolkit, and evaluate the effectiveness of the program. The aims were to evaluate overall academic progress in the program and the experience of mentorship by the mentees and mentors.

Methods: Two Alumni Nurse Mentors (ANM) were chosen from the previous cohort of ten NCIN scholars who had just graduated. Each was assigned to our two remote campus locations that are located 50 and 80 miles from the main campus. Each of the mentors was required to have graduated from the same location as the current NCIN scholars and have passed the NCLEX. The ANMs graduated in December 2011, and their role as mentors began in January 2012. They met the ten new scholars at the Pre-Entry Immersion Program during a question and answer luncheon that occurred one month prior to the start of the program. The ANMs reviewed the Mentorship Toolkit and chose exercises to implement with the mentees. ANMs meet with the five scholars at each campus once per month during lunch or dinner. The NCIN Program Liaison received monthly reports from the ANMs and also met with the mentees. Evaluation of the program is still in progress, as the NCIN scholars graduate in December 2012. Students will be completing a formal survey at the end of the program, and to date have provided feedback regarding ANMs to the NCIN Program Liaison.

Results: (preliminary): Participation rate has been 100 percent. Overall evaluation of the program to date has been extremely positive. The PIP evaluation revealed that the scholars felt much apprehension and anxiety before meeting each other and their respective ANMs. After the PIP, the scholars felt a sense of confidence in knowing other students, and having a mentor who had just been through the same program, at the same location. The consistent monthly mentorship has facilitated the development of a cohesive group, and several students have developed friendships and study groups as a result. Scholars have taken leadership roles in the school, and three participated on a medical mission to Laos on their only week off during the program. Several enrolled in the same clinical groups, an indication of their bond. Retention has been 100 percent, and all scholars are on track to graduating in December 2012. Additionally, the ANMs have felt a continued connection to the university, and have had a form of employment since graduation, which in this current market has been important. The scholars have benefitted from being observing the ANMs' process in applying for new graduate RN positions, and learning how to best prepare themselves during the program for their future careers.

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Nursing School: Samuel Merritt University

Beyond PIP: Promoting Academic Success and Retention in Underrepresented Students

Category: HOT TOPICS

Location: 2

Background Statement: The importance of supporting nursing students, and particularly, underrepresented students enrolled in a rigorous accelerated second degree (ASD) undergraduate program, cannot be underestimated. While receiving Robert Wood Johnson Foundation *New Careers in Nursing* (RWJF NCIN) funds in the first two rounds, several of our students at Duquesne University School of Nursing (DUSON) experienced academic challenges and were unable to successfully complete the accelerated second degree program as scheduled. Since that time, we have re-examined our academic support program and implemented several focused interventions aimed to support student success and retention.

Statement of Purpose: This poster showcases four academic support strategies designed to increase both the success and retention rate of our current RWJF NCIN Scholars and ASD students.

Methods: Currently, an Undergraduate Academic Enhancement Program is being fully instituted at DUSON and includes a customized plan targeted to ASD students. Plans for this Program occurred concurrently with RWJF NCIN's introduction of the PIP initiative that serves as our Program's foundation. DUSON's Academic Enhancement Program includes the following features: 1) Hiring a master's prepared academic advisor dedicated to ASD students. This advisor, representing a minority group, communicates with students upon admission, participates in PIP sessions, conducts private meetings with individual students to discuss academic/personal issues, and provides ongoing mentoring and support. 2) Implementing the "Starfish Early Warning System" technology that identifies and alerts faculty and the advisor of actual/potential student academic issues. "Starfish" provides an efficient and timely method of communication between faculty and advisor regarding each student's academic status. 3) Hiring a dedicated nursing student in the role of Nursing Academic Preceptor (NAP) Coach to work specifically with ASD students. The NAP Coach is an academically successful senior undergraduate student enrolled in our four-year undergraduate program and who is familiar with course content, provides academic assistance to students using various approaches to coaching and tutoring (1:1, small groups, and group recitation sessions). 4) Conducting ongoing "test taking sessions" offered by the DUSON Academic Success Team.

Results: The overall impact of these four strategies included in the Undergraduate Academic Enhancement Program on ASD student retention (i.e., improved grades and/or graduation at the scheduled date) will be tracked during this academic year and compared with previous years. Both formative and summative methods will be used to obtain feedback from key individuals engaged in the Program (i.e., RWJF NCIN Scholars, ASD students, NAP tutors, faculty, and advisor) to determine the outcomes obtained using this support model.

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Nursing School: Duquesne University

Connecting the Dots: The Rush – Schweitzer Mentoring Program

Category: SUCCESSFUL MENTORING PROGRAMS

Location: 19

Background Statement: Rush University College of Nursing formulated a collaboration with the Chicago Area Schweitzer Fellows Program beginning in Round 1 of the *New Careers in Nursing* (NCIN) grants. This partnership was forged based on the author’s work as an Advisory Board member with the Schweitzer program, an organization that promotes community service among health care professionals. We have continued this popular mentoring program through Rounds 3, 4 and 5 of NCIN grant funding. Mentors include nurses who are former Schweitzer Fellows and now Fellows for Life. Many of the mentors come from disadvantaged backgrounds and are uniquely qualified to coach students as they navigate the challenges of nursing school; encourage students to take on professional leadership roles; and discuss clinical interests.

Statement of Purpose: The innovative nature of this mentoring program lies in the “marriage” of the Rush NCIN mentoring component to Schweitzer’s unique community service organization. Schweitzer Fellows for Life identified a strong desire to mentor as one way to remain engaged in “giving back” once they complete their Fellowship service projects. As mentoring is such a critical element in the trajectory of the NCIN scholar, it seemed a natural union. Beyond the mentoring relationship, the Schweitzer Fellows for Life and the Schweitzer program itself are often able to offer the scholars opportunities for community service and attendance at service leadership presentations.

Methods: The mentoring program is extremely collaborative as both Schweitzer and Rush have a strong mutual investment. The program is also structured in terms of matching mentors and mentees, attendance at an orientation dinner, goal setting, communication between dyads during the term, quarterly reports from mentees, and attendance at other required events.

Results: Through Rounds 3 and 4 of funding, there has been no attrition of NCIN scholars. Quarterly reports indicate multiple points of contact between mentee and mentor during the term. Scholars indicate in their quarterly reports receiving support in a variety of ways from their mentor, i.e., confidence building, study or test-taking tips, life/school balance advice. Fellows for Life have returned to mentor NCIN scholars in subsequent rounds of funding. NCIN scholar graduates, based on their mentorship experience, want to “give back” too and have served as student mentors subsequent to graduation. The Schweitzer Fellowship is a national organization; programs exist in 13 other cities across the US. The opportunity for expansion of this mentoring model with other schools of nursing exists based on the Chicago template. Also, the Schweitzer program director, based on the perceived success of the program and feedback from the mentors, wants to expand the mentoring program to other Fellows for Life health professionals so that they may mentor underrepresented students in their areas.

Authors: Lisa Rosenberg

Nursing School: Rush University College of Nursing

Fostering Self-Care Among Accelerated Nursing Students: A Partnership with the University Counseling Center

Category: HOT TOPICS

Location: 3

Background Statement: Accelerated nursing students embarking on a new career face a number of challenges as they try to successfully negotiate the educational system and learn about the health care arena. The Department of Nursing at Southern Connecticut State University is acutely aware of the need to enhance self care strategies among second career, accelerated students so they can effectively deal with the demands of the program and then the professional practice environment. Students often comment that their high expectations for success, family and personal conflicts, and financial obligations impact their ability to learn and perform in the program. The faculty has become increasingly concerned about helping students create holistic self-care practices, and decrease stress by enhancing their coping abilities. A partnership with the University's Counseling Department has been initiated to provide an ongoing program of support for accelerated nursing students throughout the year in order to teach students the skills necessary for self-care.

Statement of Purpose: The purpose of this new initiative is to foster self-care practices among nursing students which can be used to decrease stress, maximize success while in the program, and to facilitate transition from student to novice nurse in the professional arena.

Methods: Nursing faculty and counseling staff have been meeting to develop a plan of support and self-care for the next year. Staff from the Counseling department and Nursing faculty will offer a regularly scheduled monthly program. Some of the strategies which will be initiated are informal focus group meetings to discuss an identified topic such as time management or test anxiety, the exploration of a variety of coping strategies (i.e. self-reflection, meditation, yoga and positive thinking), and presentations on healthy nutrition. During certain high stress times in the semester (midterm and final exams), a de-stress festival is planned to support students while they prepare for performance exams, demonstrate independent health assessments with their nursing lab partners for faculty, and complete written exams. Chair massage, aroma therapy, and relaxation exercises will also be incorporated into the festival as complementary options for students.

Results: Although this Partnership is new, we have had a positive response from students whenever a focus group was held or an informal session on test-taking or stress management techniques. Collaboration with the Counseling department will further enhance the self-care skills of students ensuring success in the profession.

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Nursing School: Southern Connecticut State University, New Haven, CT.

Getting Right on the Money

Category: HOT TOPICS

Location: 4

Background Statement: Student loan debt is now higher than it has ever been and threatens the future of many college students. This may be especially problematic for second-degree students, many of whom are still paying off loans for their first degrees. When they begin working as nurses, graduates will be faced with many financial decisions in addition to paying student loans

Statement of Purpose: In order to support students in becoming financially savvy, this year we incorporated a program on personal finance into our NCIN mentorship program.

Methods: Program topics were drawn from newspaper columns, a popular personal finance book directed at new college graduates, and personal finance websites; we were unable to find any pertinent personal finance information directed specifically at nursing students or nurses. However, it was not difficult to develop the presentation with the information available and our own knowledge of nursing. Topics included the unique nature of student loan debt, the importance of developing an emergency/opportunity fund and retirement savings, managing credit cards and taxes, financial mistakes common to nurses, the importance of automating payments, emotional spending, the various types of benefits typically available to hospital employees and how to decide which ones to select. Students were told there would be a presentation at a regular NCIN lunch meeting but not the topic. When they arrived the students were asked what their priorities were after graduation; all had good ideas (e.g., join a committee and network) but none (N = 5) mentioned finances.

Results: Students completed written evaluations. Scores on Likert scale items with a five-point scale ranged from 4.8 for one item to 5.0 for four items. In their written comments students indicated they intended to put recommendations to improve their financial security into practice, wished they knew more about personal finance including stocks and bonds, and that the information was almost all new to them. The only suggestion for improvement was to deliver the presentation closer to graduation and that is what we plan to do. Personal financial planning has not typically been a component of the nursing curriculum but an uncertain economy, tight job market, and escalating student loan debt makes the topic increasingly important to students and gives faculty a practical way to support graduate success.

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Nursing School: Bellarmine University, Lansing School of Nursing and Health Sciences

Initiatives for Enhancing Cultural Self-Efficacy of Entry Level Master's Students

Category: CULTURAL COMPETENCE INITIATIVES

Location: 1

Background Statement: The changing demographic profile of Americans together with the underrepresentation of ethnic minorities in nursing has contributed to severe health disparities. To mitigate these disparities experienced by ethnically diverse populations, culturally competent health care givers are needed.

Statement of Purpose: This poster addresses a multi-faceted approach to enhance cultural self-efficacy in the Entry Level Master's (ELM) Program and describes outcomes of this approach. Betancourt's framework of cross cultural education and AACN's graduate nursing cultural competencies guided the integration of student, faculty, and community initiatives in the program curriculum. These conceptual frameworks focus on the development of cross-cultural attitudes, knowledge, and tools and skills.

Methods: The ELM program strives to recruit and retain ethnically diverse students who mirror the communities of southern California. To this end, the program has successfully obtained Robert Wood Johnson Foundation scholarships to fiscally support enrollment of disadvantaged and ethnically underrepresented groups. Student initiatives are aimed at enhancing awareness and sensitivity, allowing for cross-cultural sharing. The program sought clinical experiences in health care settings that primarily served diverse and underserved populations. These experiences provide opportunities for students to develop tools and skills to communicate with diverse patients and families, as well as to implement culturally tailored care. Students have the opportunity to rotate through our school of nursing Neighborhood Wellness Center and participate in the Homeless Health Outreach Clinic. To prepare faculty to design courses to increase student knowledge of cross-cultural issues, we invited an expert cultural consultant to present a two-day workshop using adult learner cultural care teaching strategies. Further interactive workshops focused on culturally appropriate teaching strategies. Currently, faculty integrate cultural concepts in each course as opposed to offering a separate course. We developed a mentorship program where students are linked with mentors who are experienced nurses of similar ethnic backgrounds, and our advisory board includes ethnically diverse leaders from collaborating health care agencies.

Results: Sixty percent of our students represent ethnic minorities. The Cultural Self-Efficacy Scale was administered to measure student confidence in knowledge of cultural competence, knowledge of cultural patterns for African American, Hispanic, Asian, and American Indian cultures and specific cultural nursing skills. Students have shown significant gains from pre to post-test. Post-test results from the first faculty workshop demonstrated increased levels of confidence in cross-cultural competence and teaching methods. The greatest change in participant confidence was in cross-cultural communication skills. Evaluations of interactive workshops showed that faculty requested additional workshops focused on how to manage specific ethnic student scenarios. The evaluations suggest the need for further workshops and forums to share ideas and encourage faculty's further development of awareness and identification issues. Qualitatively, students and their community-based mentors report a higher level of confidence and satisfaction with the ethnic concordance of the dyads.

Authors: Shirley Farr, MSN, RN, CNS; Felicitas dela Cruz, DNSc., RN, FAANP; Marilyn Klakovich, DNSc., RN, NEA-BC; Phyllis Esslinger, MSN, RN
Nursing School: Azusa Pacific University

Innovative curriculum Design for Accelerated Baccalaureate Students: The NYU Nursing Model

Category: INNOVATIVE PROGRAM DESIGN FOR ACCELERATED STUDENTS

Location: 6

Background Statement: There has been a call to radically transform the way we educate nurses and to shift the paradigm for clinical teaching (Benner, Sutphen, Leobard, & Day, 2010; Richardson, Gilmartin, & Fulmer, 2012). Learning must be contextualized using clinical experiences rather than traditional lectures in order to promote critical thinking (Benner et al., 2010). This requires nursing faculty to keep up with changing knowledge and technology, and to develop curricula that produce graduates who will improve outcomes for an aging population with complex health needs (IOM, 2010). Given the projected need for more nurses, fast track accelerated programs for those with non-nursing degrees have gained momentum. These accelerated programs are further challenged to accomplish program outcomes within a short timeframe (AACN, 2012).

Statement of Purpose: The purpose of our baccalaureate (BS) curriculum redesign was to: a) enhance integration of geriatric content; b) develop competencies focused on patient-centered, evidence-based, and culturally competent care in diverse settings; and c) implement innovative, integrative learning strategies along with an A-B clinical model using high fidelity simulation to cultivate clinical decision making skills.

Methods: Our BS program has an enrollment of 860+ students; 80 percent are accelerated. Our academic calendar was modified to balance each semester's length and credit load. Content was streamlined to include essential quality and safety concepts, the most common acute and chronic health problems, the best available evidence, and use of technology, including on-line learning activities and high fidelity simulation. The traditional "medical-surgical" nursing and "stand alone" geriatric courses were transformed into Adult and Elder (A&E) Nursing I, II, and III with corresponding Integrative Seminar I, II, and III courses using unfolding case studies, students' actual clinical experiences, and reflection logs. Integrative learning strategies included the use of evidence-based geriatric assessment tools, smart phone technology applications, audience response devices, virtual patients, podcasting, and an A-B clinical model with 50 percent high fidelity simulation and 50 percent traditional experiences in acute care, sub-acute rehab, and long term care settings for the A&E and leadership courses. The number of simulations varied for specialty courses: acute psychiatric nursing (3); maternity (1); pediatrics (1); and community (1). A new course in foundations of genetics and genomics course was recently added to the curriculum.

Results: Our 15-month BS program is 64 credits; students take 16 credits per semester. Our modified calendar consists of 13-week fall, spring, and summer semesters with three to four week semester breaks. Baccalaureate program outcomes are being met. Feedback from students and clinical partners has been positive. More than 75 on-campus simulations take place on a weekly basis along with daily open simulation practice sessions. Students have multiple opportunities to engage in a variety of off campus clinical experiences in 100+ outstanding major medical centers and other health care agencies in culturally and ethnically diverse settings in the five boroughs of New York City. First-time NCLEX-RN pass rates range from 92 to 95 percent.

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Nursing School: New York University, College of Nursing

Integrating Service Learning and Leadership Development into a First Semester Nursing Course

Category: INNOVATIVE PROGRAM DESIGN FOR ACCELERATED STUDENTS

Location: 7

Background Statement: Students are required to complete community service hours within the nursing curriculum. Combining community service and civic engagement through a service learning project exposes students to vulnerable populations in the community setting and provides leadership experiences early in the students' nursing education.

Statement of Purpose:

- To complete the following learning outcomes in a community setting with a focus on vulnerable populations.
- Understand the assessment of individuals in the community setting.
- Facilitate behavioral change techniques to promote health and manage illness of individuals in a vulnerable population across the lifespan.
- Assess health/illness beliefs, values, attitudes, and practices of individuals.
- Demonstrate the professional values of accountability, altruism, autonomy, and respect for human dignity, integrity, and social justice.
- Utilize basic leadership skills and therapeutic communication techniques when working in a team to design a service learning project.

Methods:

- Students were assigned in groups of three to six to a Service Learning site and a minimum of 12 hours were contributed to the service learning experience over the semester.
- Student groups identified a HealthyPeople 2020 objective appropriate for the vulnerable population at the site and developed, implemented, and evaluated a project that addressed the objective.
- Students completed a student service learning outcomes evaluation to address the predetermined learning outcomes.

Results: Students reported that the service learning project increased their awareness of the needs of vulnerable populations such as different health literacy levels, developmental concerns, and those who did not have access to resources. Students felt they had a direct impact on improving the health of vulnerable populations within the community setting. Also, students reported "the project gave us the opportunity to utilize therapeutic communication techniques and basic leadership skills at an early stage of our nursing education which was priceless."

Authors: Danielle M. McGinnis MSN, RN and Elisabeth Shelton PhD, RN, CNE, ANEF
Nursing School: West Virginia University School of Nursing

Leadership Development for Accelerated Students: Collaboration with Rural Nurse Leaders in Montana

Category: LEADERSHIP DEVELOPMENT ACTIVITIES FOR ACCELERATED STUDENTS

Location: 10

Background Statement: The state of Montana is 630 miles from East to West and 255 miles from South to North. There are 48 critical access hospitals (CAHs) in Montana, serving approximately 735,993 persons living in rural and frontier areas. These CAHs are tasked with developing and sustaining quality care for rural and frontier residents. Montana State University (MSU) began an accelerated BSN program in May of 2011. None of these students had experience in a rural hospital. The CAH setting provides a unique opportunity for students to be involved with nurse leaders who may be attending a legislative session one day, administering medications during a code, the next, and who often work alongside the staff. The nurses in the CAH must be expert generalists. These challenges are not necessarily experienced by nurses working in urban facilities.

Statement of Purpose: The mission statement of MSU holds that this land grant institution, "...educates students, creates knowledge and art, and serves communities, by integrating learning, discovery, and engagement." Because these accelerated nursing students chose a program of study in a rural state, it is important they leave the program with a broader understanding of both the rural healthcare system and the challenges of providing care in a rural state.

Methods: Fifteen of the 16 accelerated students spent a week with the directors of 14 rural facilities—in their cases, these were CAHs. One student spent time in a VA center in the state of Montana, which also serves underserved and rural populations. In most cases, lodging was generously provided by the facility. Prior to attending the clinical experience, the students established and maintained contact with the nurse leader. This was initiated during their second session and prior to their final summer session. The students collaborated on two major projects with the nurse leaders: 1) an evidence-based professional paper and presentation for the facility on a topic chosen by the nurse leader and student; 2) an analysis of the facility using one of the six AACN Healthy Workplace Standards, identified by the nurse leader and student. For the latter assignment, students also wrote a memo to the nurse leader, explaining their analysis, and wrote a professional paper on the topic.

Results: These students participated in clinical experiences elsewhere in healthcare facilities as well, for a total of 135 clinical hours. However, the preparation, collaboration, and requisites for open direct communication, related to the rural nurse leader assignments facilitated real-world problem solving. Accelerated programs are challenged to provide meaningful clinical experiences in shortened time spans. By facilitating communication with nurse leaders in advance via phone and email, these students had an opportunity to apply principles of leadership in an authentic way.

Authors: Teresa J Seright, PhD, RN, CCRN, Assistant Professor of Nursing

Nursing School: Montana State University-Bozeman

***Literature Review:
Accelerated BSN Nursing Students--What's the Prognosis?***

Category: INNOVATIVE PROGRAM DESIGN FOR ACCELERATED STUDENTS

Location: 8

Background Statement: As part of a required nursing research course, a group of accelerated baccalaureate nursing students worked with a faculty mentor to review the literature comparing accelerated and traditional baccalaureate nursing students' academic and clinical performance and experiences. The project culminated in an oral and poster presentation to faculty and peers. This course product exemplifies an innovative method for teaching research and evidence-based practice. Additionally, a summary of the literature review provides insight into benefits and challenges of accelerated nursing students in a baccalaureate program and implications for nursing faculty.

Statement of Purpose: 1.To showcase an experiential course assignment in a required undergraduate nursing research course. 2.To summarize literature focused on comparison of accelerated and traditional baccalaureate nursing students in academic and clinical performance.

Methods: Students were assigned to groups for an experiential aspect of the required research course in fall semester 2011. Students met with the research faculty mentor for one hour weekly to determine their research/evidence-based practice topic, plan for reviewing the literature, distribution of work and evaluation of the literature, and development of the oral and poster presentations. Over the course of a semester, the students conducted a literature search (CINAHL database plus other library databases) using search terms such as "accelerated students," "traditional students," "curriculum for accelerated student," "accelerated student academics," "nursing students and maturity/GPA/NCLEX/learning styles." Sixteen articles were selected as the most relevant to the topic and were reviewed for the comparative effects of having earned a previous bachelor's degree, effects of maturity, GPA and NCLEX performance, clinical performance, and faculty approaches to teaching accelerated students.

Results: The student group successfully presented their oral and poster presentations to a group of approximately 80 faculty, students, and clinical experts during a December 2011 nursing student research conference at the University of Delaware. The group concluded that accelerated and traditional students vary in the following ways: 1) previous degrees earned by accelerated students allow them to apply skills learned from prior experiences; 2) maturity and life experience is a double-edged sword, yielding enhanced critical thinking and discipline but increased responsibilities that may be distracting for accelerated students; 3) accelerated students generally have higher GPAs which can be predictive of NCLEX success; 4) real-life clinical examples and opportunities to apply skills obtained in previous programs/careers are beneficial to accelerated students; and 5) accelerated students tend to be more independent and confident in the clinical setting. The student group noted that most of the reviewed studies were qualitative. They recommended that future researchers conduct quantitative, longitudinal studies that evaluate and validate educational practices used with accelerated students and track the career paths of accelerated students.

Authors: Kathleen Schell, PhD, RN, Regina Sims, PhD, Elizabeth Bishop, Antoinette Boyd, Alyson Clyde, Rebecca Debonis, Priya Dubey, Christine Gregory,

Nursing School: University of Delaware

Mutual Mentoring: Impact on Student and Faculty Retention

Category: SUCCESSFUL MENTORING PROGRAMS

Location: 20

Background Statement: Our Accelerated Second Bachelor (ASB) program was the recipient of the prestigious 2008, 2009 and 2012 Robert Wood Johnson Foundation (RWJF) *New Careers in Nursing* (NCIN) scholarship award for a total of 25 recipients. Noteworthy was the simultaneous development of two successful Mellon Mutual Mentoring (M3) Team Grant Projects to develop faculty mentoring skills. These combined efforts were focused on building a web of mentoring within the School of Nursing.

Statement of Purpose: Our aims were: 1) to promote new faculty scholarship and leadership development; and 2) to promote and develop student leadership through faculty-student mentoring program.

Methods: The components of structural empowerment model were used to guide the faculty and student mentoring process. Relationships were designed to facilitate critical Information, Support, Resources and Opportunities for mentors and mentees. The RWJF Projects created a mentoring climate and structured leadership events for both faculty and student development. Senior level RWJF ABS students planned social networking picnics, invited nurse leader speakers to campus, and provided skills lab teaching of junior ASB students, beginning day one. The M3 Project 1 afforded junior faculty the opportunity to have a senior faculty mentor and develop a career vision, initiate, and maintain a program of scholarship, design a career goal plan, and discuss the balance of work/life. M3 Project 2 expanded our mutual mentoring efforts to provide faculty dyads with the structure for a more comprehensive school-wide mentoring network.

Results: The NCIN initiative led to tripling our underrepresented students and doubling our male population by building on our program's history of innovation. There was no attrition from the program, several honors college graduates and exemplary leadership development. M3 Project 1 results were overwhelmingly successful: 4 clinical faculty enrolled in doctoral programs, increased scholarly publications and presentations, and demonstrated an investment in their role at the university. M3 Project 2 results indicated an increase in scholarship through mentor dyads and a sustainable mentoring model was developed for graduate and undergraduate programs that will use a speed mentoring approach. The simultaneity of the M3 project with the NCIN program afforded the opportunity for the faculty to experience group and individual collaborative mentoring, which empowered faculty to provide collaborative mentoring to their students and design an all-school, sustainable mentoring program.

Authors: Donna M. Zucker, Genevieve Chandler, Margaret Curnin
Nursing School: The University of Massachusetts Amherst

NALC: Nursing as an Additional Language and Culture Program – An Innovative Approach to Support Student Success in an Accelerated BSN Program

Category: INNOVATIVE PROGRAM DESIGN FOR ACCELERATED STUDENTS

Location: 9

Background Statement: According to the U.S. Department of Health and Human Services, the nation's demand for nurses will exceed its supply by almost 1 million nurses by 2020, creating a nursing shortage greater in severity and duration than any in history. Nurses of color, as well as men, comprise a disproportionate number of nursing professionals compared to the U.S. population. In fact, African Americans and Hispanics represent 5.4 percent and 3.6 percent of nurses, respectively. Such a phenomenon will greatly impede the safety and quality of care that patients receive in all sectors of the health care system including hospitals, nursing homes, outpatient centers, and home health care. These statistics demonstrate a significant under-representation of minorities in the nursing workforce of New Jersey and do not reflect New Jersey's diverse population as a whole. Recruitment efforts have increased the diverse population of students into nursing programs, however, retention and graduation rates that relate to this group of students continue to prove worrisome. Data for five graduating cohorts at an Accelerated Baccalaureate School of Nursing (ABSN) Program indicated an academic attrition rate (failure to graduate from program) of 14.4 percent for all students. Of these graduating cohorts, ethnically and culturally diverse students experienced an academic attrition rate of 22.4 percent, as compared to 2.2 percent for Caucasian students.

Statement of Purpose: The Nursing as an Additional Language and Culture Program (NALC) is an educational intervention designed to enhance retention by minimizing barriers to success in an accelerated nursing program. Data collected at a school of nursing in New Jersey demonstrated that the majority of minority student attrition occurred by the end of the first term of the program. Needs assessment identified academic attrition for this student population was related to failure of one course in the first semester, putting student at greater risk of academic attrition, withdrawal from a course because of failing mid-term grades and withdrawal from the nursing program related to personal reasons, such as the need to work while in the program, family responsibilities, financial problems or language difficulties.

Methods: SN administers a post-admission exam of the Assessment Technologies Incorporated (ATI) TEAS (Test of Essential Academic Skills). This evaluation tool is a multiple choice exam which assesses proficiency in mathematics, basic sciences, reading comprehension and English language usage. A separate writing skills assessment is administered at Program Orientation and directed interventions are undertaken prior to and synchronous with the assignment of graded written work in the first level courses of the program. The Dean approved and funded an "early intervention" project – NALC: Nursing as an Alternative Language and Culture - which was initiated in Spring 2010 to identify at-risk students using the TEAS. At-risk students are subsequently provided with an intensive, on-site, nine-day pre-nursing immersion program that includes academic content (medical terminology, A&P review and basic algebra). In addition to study/learning skills and an introduction to the professional attitudes and behaviors expected of registered nurses. The NALC program stresses socialization into the role of nursing as a new culture and language to be integrated into the student's lifestyle. Successful students and alumni of the ABSN program visit and discuss strategies for success in the nursing program. Mentors are developed and study groups are formed. Following the NALC program, faculty advisors, mentors and the academic support center tutors meet with the students to support ABSN success.

Results: After a pilot study, the NALC program was offered four times during 2010-2011. Of the 45 students who participated in the programs, 99 percent progressed, 100 percent successfully completed first semester pathophysiology, medical math, and medical terminology. Surveys identified an increase in student comfort and decreased stress in the first semester. It is anticipated that the NALC program will ultimately increase diversity in the nursing profession and hopeful that other schools will replicate into their nursing programs.

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Our Experience at the AACN Policy Summit

Category: LEADERSHIP DEVELOPMENT ACTIVITIES FOR ACCELERATED STUDENTS

Location: 11

Background Statement: Using *New Careers In Nursing* (NCIN) grant funds, Saint Louis University sent two NCIN scholars to the American Academy of Colleges of Nursing Policy Summit in Washington, DC, in March, 2012. The scholars prepared for their experience through review of current policy issues facing nurses and made appointments with legislators. We planned to guide the scholars through poster presentation development when they returned from the Summit.

Statement of Purpose: Our three-fold leadership development purpose for NCIN scholar attendance at the AACN Policy Summit was: a. ensure that scholars were well prepared for the summit and had opportunity to speak with legislators, b. reach the full nursing school with information about this leadership development experience, and c. provide the scholars with experience in poster presentation development and display to a large university-wide audience.

Methods: In preparation for the Summit, scholars read summary pages from the Institute of Medicine report, *The Future of Nursing* and appointments were set for meeting in Washington with Missouri's national legislators. Following the Summit, scholars met with their Leadership mentor to design a poster and poster talk about their experience. The poster was displayed in the School of Nursing building and submitted to the Senior Legacy Symposium competition.

Results: The scholars returned to school having learned much about a nurse's role in health care policy and wanted to share their new knowledge. The scholars developed a poster and poster talk, which was accepted for display at the Saint Louis University Senior Legacy Symposium, an award winning event held in April 2012. The poster is on continuing display at the School of Nursing building.

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***Results from the Learning Collaborative for
accelerated Models of Nursing Education***

Category: PROGRAM EVALUATION OF ACCELERATED PROGRAMS;
Location: 14

Background Statement: The Learning Collaborative for Accelerated Models of Nursing Education (LCANE) was begun in 2005 by a group of faculty from the Northeast. This group came together in regular meetings to consider best teaching practices for educating the accelerated generic master's students who are now the largest group of students entering advanced practice in this country. LCANE has had an online open-ended survey designed to help students consider the teaching practices that have facilitated or hindered their learning in the program. Data is being analyzed utilizing descriptive statistics and qualitative content analysis.

Statement of Purpose: If we are concerned about scrutinizing our curricular activities to discern facilitators and barriers to learning, it seems reasonable that we cannot really teach better unless we hear the students' perspective. As noted by Weitzel and McCahon (2008, p. 83), "there is no literature on accelerated nursing students' perceptions or experiences, the activities that support or inhibit their work, and their recommendations to faculty regarding needs, challenges, supports or teaching/learning strategies."

Methods: Qualitative data is analyzed using Krippendorff's method of content analysis

Results: The results of this survey will be presented via a poster highlighting findings that identify specific barriers to learning, facilitators of learning, and teaching techniques that have been an influence in educational outcomes during the first year of an accelerated program.

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Successful Orientation: Student Evaluation and Academic Outcomes after NCIN Pre-Entry Immersion Program

Category: SUCCESSFUL RECRUITMENT AND RETENTION STRATEGIES TO YIELD/ RETAIN ETHNICALLY DIVERSE OR UNDERREPRESENTED STUDENTS;

Location: 13

Background Statement: Accelerated BSN programs have intense curricula delivered over a short time. Such intensity increases the demands and stress on students which affects their academic performance, professional development, and personal satisfaction. Orientation programs such as the NCIN Pre-Entry Immersion Program (PIP) can help students better prepare to meet these challenges and be successful.

Statement of Purpose: The purpose of the University of Missouri PIP was not only to promote student retention of attendees, but also to maximize the potential for student success.

Methods: Using the PIP Toolkit and round 3 PIP evaluation data, the Round Four PIP was planned. The entire accelerated BSN nursing class was invited, with 30 of 50 attending, including all five NICN scholars. The PIP was held May 9-10, 2012, two weeks prior to the start of class. Building upon toolkit exercises, strategies such as information sharing by peers and faculty, skill development, goal setting, self-assessment, establishing expectations, social and environmental acclimation, planning and organization, and interactive activities, were used to deliver the PIP content. To promote student faculty relationship formation fourteen faculty members welcomed students and delivered dynamic PIP sessions. Additionally, a current accelerated student panel shared their "Secrets to Success and Survival Strategies." Each day evaluation data were collected. Final courses grades at the end of the first semester were also compared.

Results: Overall student evaluations, 23/24 on day one and 18/19 on day two, were excellent on a 5 pt Likert scale from excellent to unacceptable. All individual sessions received a majority of excellent ratings. Sessions with the most excellent ratings were success and survival strategies, study skills and test taking. Those with fewer excellent ratings were nursing experience and framework exercises. Students identified strengths and opportunities for improvement which were analyzed for themes. Of 74 mentioned strengths, the most common themes were meeting classmates, learning what to expect, meeting faculty, and the variety and quality of speakers. Of the 32 opportunities for improvement, the most common responses were decreased program length and requests for more interactive activities and teambuilding. Numerous other comments referred to feeling less anxious, less stressed, better prepared, and excited after attending. The final course grades of PIP attendees and non-attendees were compared after the first semester. In all four courses, PIP attendees scored on average 0.5-1.4 points higher than non-attendees.

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***Survey of MSMC Accelerated Bachelors of Nursing Graduates
Regarding Education Received and Current 1996-2009.***

Category: PROGRAM EVALUATION OF ACCELERATED PROGRAMS

Location: 15

Background Statement: Mount St. Mary's College was the first ABSN program in California with the first graduating class in 1996. The program has grown from a class of 16 in 1996, as a pilot project, to a robust program with two 40-student cohorts per year. A review of the literature reveals a dearth of substantive evaluations of accelerated program outcomes related to new graduates satisfaction with the program, preparation for practice as compared to other new nurses, career trajectory in nursing, presence in the nursing workforce, and advancement to graduate work.

Statement of Purpose: This project proposed to survey all graduates of the Accelerated BSN (ABSN) program at Mount St. Mary's College in Los Angeles from the time of inception of the program in 1996 to 2009. The survey seeks to gather information about work activities and individual reflections from graduates to ascertain the effectiveness of the program and the education being delivered in preparing new nurses during this time of national nursing shortage. It is part of our ongoing effort to produce high quality graduates.

Methods: A total of 492 graduates were invited to participate in the survey. An online survey using the vovici survey tool. Participants were contacted by email or letter and asked to go to a link and complete a survey.

Results: The typical ABSN student was a white female with a non-science undergraduate degree and started the program at age 28 with six years' prior work experience. The first position for 98 percent of the graduates was as a staff nurse in acute care. There was no difference in between men and women or science and non-science undergraduate majors in their GPA's in the program. There was not a substantive difference between whites and non-whites. Results show overall satisfaction with the program and preparation for practice, and that the program graduates are generally satisfied with their careers in nursing. They felt equally or better prepared than other new graduates. Those who felt a connection with the Mount and being a Mount Nurse were more likely to say they would do the program again, although those who were less satisfied or did not connect were only 9 percent of the respondents. Results will be used to improve program orientation and programmatic changes.

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Tomorrow's Leaders – Today's Change: NCIN Scholars as Political Advocates

Category: LEADERSHIP DEVELOPMENT ACTIVITIES FOR ACCELERATED STUDENTS

Location: 12

Background Statement: Participation in government and the legislative process is a right and responsibility in our roles as nurses and citizens in the United States. Developing political activism skills is essential to best represent ourselves and our profession, be advocates for our patients and their families, and shape health care and public policy.

Statement of Purpose: The purpose of this leadership development activity was to increase the understanding of and need for political advocacy in nursing and actively engage NCIN scholars in the legislative process as citizens and future nurses. Scholars would also understand the role of Missouri Nurses Association (MONA) and ANA in political advocacy.

Methods: The University of Missouri Sinclair School of Nursing NCIN Scholars participated in the 26th Annual MONA Nurse Advocacy Day including independently meeting with Missouri 46th District Representative Stephen Webber to advocate for the Volunteer Health Services Act (HB 1072). NCIN funds were used to fund the scholar registration fees. During a leadership session Nurse Advocacy Day was introduced to the scholars and resources such as the House and Senate websites, conference agenda, overview of the legislative process, and websites about health related bills were shared. Scholar roles in planning and participation were decided among the group. Scholars attended a faculty presentation about political advocacy and Nurse Advocacy Day. One scholar independently investigated health related bills and another contacted legislators for appointments. The group selected the Volunteer Health Services Act and developed an advocacy plan. Scholars attended the MONA Nurse Advocacy Day including five sessions about current legislation and advocacy skills. Scholars met with their representative in his capitol office and formally requested his support of the bill using their prepared fact sheet and “elevator pitch.”

Results: Scholars evaluated each main activity on a 5pt Likert scale (very valuable to not at all valuable) on the school's NCIN Blackboard site. Most sessions were generally considered valuable with no session receiving low or not valuable responses. Four of five scholars rated visiting with their legislator as very valuable, adding that visiting with the legislator “brought everything into perspective,” “made Nurse Advocacy Day more meaningful,” and “gave me a more in depth understanding of being a nurse advocate.” Additional results included the Volunteer Health Services Act receiving needed advocacy, scholars taking leadership roles, and legislators becoming more aware of the presence and advocacy of nurses in public policy.

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Understanding Curriculum Design and How it impacts NCLEX-RN for ASDN Students

Category: PROGRAM EVALUATION OF ACCELERATED PROGRAMS

Location: 16

Background Statement: Given the projected nursing shortage, one alarming trend is the high attrition rate in nursing programs, which results in fewer students taking—and passing—the NCLEX-RN. Understanding factors that influence students' success or failure in nursing programs is imperative to successfully address the nursing shortage.

Statement of Purpose: The purpose of this study was to assess attributes of students' performance in an accelerated second-degree nursing (ASDN) curriculum to identify factors that may indicate risk of attrition from the program or failure to pass the NCLEX-RN.

Methods: Using a descriptive exploratory study, the researchers tracked outcomes of 421 students enrolled in the ASDN program at a state-supported Midwestern baccalaureate school of nursing from 2005 through 2009.

Results: Three factors—students' performance on a NCLEX-RN predictor exam, grades in a pre-nursing developmental psychology course, and grades in a nursing-curriculum health assessment course—were together significantly related to passing the NCLEX-RN exam, $F(3, 208)=19.39, p < .001$.

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Using Photo-voice to Chronicle the Experiences of Underrepresented and Underserved Students in an Accelerated Second-Degree BSN Program

Category: HOT TOPICS

Location: 5

Background Statement: When second degree students begin their studies in nursing, they must adapt to several new environments, learn a new language, and internalize the beliefs, values, and traditions of the profession of nursing while mastering the science of nursing. Second degree students must also learn to balance full-time school life with home life since these students are often older and assume responsibility of caring for their family. For many accelerated students, this process is stressful and difficult to manage especially since accelerated students are characteristically highly motivated learners who strive to excel in the classroom and in the clinical setting. Numerous studies have focused on descriptions of accelerated nursing students, their experiences while enrolled in accelerated programs, and their preferred methods of teaching and learning but there few known studies that focus specifically on the experiences of underrepresented/underserved students. With the need to enroll and graduate underrepresented/underserved students, this study utilized photo-voice to illustrate the experiences of this population in an accelerated second-degree BSN program.

Statement of Purpose: The purpose of this study was to examine the shared experience of being an underrepresented/underserved student in an accelerated BSN program.

Methods: Photo-voice and the U-Heuristic method for contextualizing and codifying the photographs were utilized to reveal the experiences of the student participants. Students, with faculty investigators guiding the process, convened for round-table discussions seven times during their 12-month accelerated BSN program to explore individual responses to posed questions. Photographs (173 in total) that each student had taken and their related journaling were discussed. Using the U-Heuristic method, the students completed their study by identifying shared experiences and subsequent common themes. Transcripts gleaned from the photo-voice discussions were analyzed by faculty investigators.

Results: Student Analysis-Themes related to financial, academic, and family pressure, which typifies traditional accelerated BSN students, emerged. Of significance was their described sensitivity to their individual differences in gender or ethnicity, whether self-perceived or outwardly expressed by others. Faculty analysis of transcripts pending.

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