Poster Abstracts

Glover Park A
Voting closes at 5:30 p.m.
Friday, October 11, 2013
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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:

- Cultural Competence Initiatives;
- Hot Topics/ Other (Amazing in progress or completed projects such as challenges faced, unexpected accomplishments/successes, Scholars leveraging previous skills etc...);
- Innovative program design for accelerated students;
- Leadership development activities for accelerated students;
- Program evaluation of accelerated programs;
- Successful mentoring programs;
- 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 poster that they feel best exemplifies innovation in each category.

The following abstracts are listed <u>by location number</u>.

The deadline for submitting score sheets is Friday, October 11 at 5:30 p.m.

A New Kind of Nurse:
Implementing a Vision for a Master's Entry Program

Category: INNOVATIVE PROGRAM DESIGN FOR ACCELERATED STUDENTS
Location: 1

Background Statement: The need to improve safety and quality at the point of care has been well documented in the literature (e.g., Institute of Medicine reports). The role of the Clinical Nurse Leader (CNL) has been devised specifically for the nurse to be a leader at the point of care who can drive improved clinical outcomes because of her or his graduate education and experiences. To address this need, the faculty of Rush University College of Nursing made the bold move to eliminate baccalaureate education in lieu of a master's entry program that would produce not only competent providers of nursing care, but also leaders at the point of care who were equipped with the necessary knowledge and abilities to improve care processes in the microsystem.

Statement of Purpose: The purpose of this poster is to articulate the vision that drove the development and implementation of a master's entry level CNL program and provide specific examples of how that vision was operationalized within the context of the curricular structure. The goal is to present relevant outcome data that demonstrate attainment of the curriculum's terminal objectives and the CNL competencies.

Methods: It was important to first envision the nurse we wished to create before engaging in curriculum and course development. The terminal program objectives, as crafted by the faculty, arose from a synthesis of the literature pertaining to health care reform, future trends, the AACN's CNL white paper, and conversations with leadership of our primary practice partner, Rush University Medical Center. Though the curriculum followed traditional lines in terms of grouping and sequencing courses, particular attention was paid to ensuring the pedagogical approaches provided students with ample opportunities to: a) develop high-level analytical capabilities in patient care and systems; b) develop and apply leadership abilities; c) integrate professional role and values into practice; and d) gain an ability to contextualize care based on culture, clinical setting, and inter-professional communication patterns. The faculty committed to having high expectations of these graduate learners, believing them capable of comprehending and integrating the "big picture" of delivering patient-centered care while concurrently learning dense scientific information.

Results: Results date back to 2008 since the program's institution: NCLEX pass rate of 97 percent, CNL pass rate of 92 percent, Quality and Safety Education for Nurses (QSEN) competency attainment, employer feedback (judgment, professional development), comments on NCIN scholar reports, and Capstone projects. Our HESI scores, as assessed by the QSEN blue print, indicate that we are above benchmark. Rush Oak Park Hospital, our CNL partner, has utilized our graduates to design, pilot, and implement a CNL clinical model. Another partner, the Rehabilitation Institute of Chicago, is engaging in this process as well. We believe this data demonstrates the value of our program as well as the quality of CNLs we are graduating.

Author(s): Lisa Rosenberg, PhD, RN and Frank Hicks, PhD, RN
Nursing School: Rush University College of Nursing

Exploring the Film "Wit" to Create a Transformational Learning Experience in Therapeutic Communication for Accelerated Nursing Students

Category: INNOVATIVE PROGRAM DESIGN FOR ACCELERATED STUDENTS
Location: 2

Background Statement: Innovative program designs, in addition to traditional lecture format, offer students both cognitive and affective experiences which transform learning beyond the simple accumulation of facts. The film "WIT" inspires students to transcend the role of passive observer, to become absorbed in the subtleties of human responses portrayed. Accelerated nursing students learn through contextual understanding, interpreting meaning in the context of their own lives. Students vicariously live the jarring experiences dramatized in "WIT." Subsequently, they formulate therapeutic, empathetic, and caring communication to replace the non-therapeutic communication exhibited in the film. As a result, students begin to expand their world view of nursing and of themselves.

Statement of Purpose: To use the film "WIT," a portrayal of a vulnerable cancer patient, to enhance accelerated students' ability to understand therapeutic & non-therapeutic communication Goals: 1. To evaluate the value of the innovative use of film on student learning; 2. To improve student knowledge of therapeutic and non-therapeutic communication; and 3. To enhance student understanding of the unique role of empathy in nursing

Methods: Students attend a traditional lecture on therapeutic & non-therapeutic communication; later, watch the film "WIT." In groups of seven-to-nine, students identify and analyze therapeutic and non-therapeutic communication in different scenes from the film, formulating therapeutic responses where the film presents non-therapeutic. Findings are presented to and discussed with the class. Students complete an evaluation of the experience.

Results: Student comments were positive. Students indicated they valued the use of film: "this was a helpful method" and "this (film) helped me understand the subject material in a tangible...visual way." An improved knowledge of therapeutic and non-therapeutic communication was reported with comments such as, "the movie and in-class exercise clearly drove the point home regarding therapeutic communications and the do's and don'ts," and "it gave us a chance to think about how we might approach a situation differently," and "we were able to apply what we learned." Students also reported an enhanced understanding of empathy with comments such as, "it reinforces all of the concepts of nursing we have talked about...such as advocacy and empathy."

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The Use of Art and Music to Improve Nursing Students Observational and Ausculative Abilities

Category: INNOVATIVE PROGRAM DESIGN FOR ACCELERATED STUDENTS
Location: 3

Background Statement: Observation and auditory skills are essential competencies for nursing practice. Research studies reveal observational abilities are improved with visual training in an art museum and that the standing competence of auscultative skills is inadequate. This initiative demonstrated that there are numerous avenues to pursue in learning, refining, and integrating our senses as we educate future generation of nurses. Given that the skill of physical examination is multisensory, curriculum that enhances the skills of observing, touching, and hearing logically has potential for improved competency. This intervention will be beneficial in any educational or profession setting that requires observation and assessment and is currently being translated to all basic nursing students.

Statement of Purpose: The art of inspection/observation and listening/auscultation are essential skills for health care providers. Given that observational and auditory skills take time to perfect, the concern revolves around accelerated students' ability to master proficiency in a timely manner. This presentation or poster will describe the "looking is not seeing and listening is not hearing" innovative program and the impact of music auditory training for nursing students in an accelerated master's entry program on their competence in detecting of heart, lung, and bowel sounds. The Looking is not seeing aspect used art work in a museum and visual training as a means to develop observational and diagnostic reasoning skills.

Methods: A factorial design was used in which 77 students in an accelerated master's program for non-nursing college graduates were randomized to receive either music auditory training by a music professor in a music hall and observation training in a museum with a gallery instructor using artwork, versus viewing a DVD of the music intervention and observation training in a classroom with a nursing instructor using handheld images and artwork display via PowerPoint. All students were given a pre-test during the first week of nursing school and asked about their history of music and art training. Testing assessed of students' ability to identify which organ was associated with specific body sounds, as well as their ability to interpret a total of 25 sounds (10- lung, 11-heart, 4-bowel sounds), and interpretation of pictorial images of specific disease states.

Results: Results reveal that students correctly identified approximately 68 percent of bowel sounds, 38 percent of lung sounds, and 26 percent of heart sounds after this two-hour intervention, and significantly improved their observational abilities over time (p<.0001) on all measures with few exceptions. In addition, there were no differences between the groups over time for most measures, suggesting that the classroom experience is an effective pedagogy for improving the observational skills of nursing students. In addition, there were no differences between the groups over time for most measures, suggesting that the classroom experience is an effective pedagogy for improving the observational skills of nursing students. The activities of viewing works of art and aural training using music sharpens the observational and reasoning skills of nursing students and auscultative interpretive abilities, and holds promise for future medical education.

Author(s): Linda Honan Pellico, PhD, RN, APRN
Nursing School: Yale University

Choosing Doctoral Education: Factors Influencing Pursuit of Doctoral Education by Previous New Careers in Nursing Scholarship Recipients

Category: SUCCESSFUL MENTORING PROGRAMS
Location: 4

Background Statement: A culturally diverse nursing workforce is essential to meet the health care needs of the nation and reduce health disparities. Higher levels of nursing education are also necessary for nurses to stay abreast of advancements in research and technology. From 2002 to 2011, the number of nursing students from minority groups has increased to 26.1 percent in master's programs and 23.3 percent in research focused doctoral programs. In contrast, the number of men in nursing programs has remained relatively stable (9.5 percent of master's students and 7.5 percent of research-focused doctoral students).

Statement of Purpose: To explore the factors contributing to pursuit of doctoral education of previous New Career in Nursing (NCIN) scholarship recipients.

Methods: Forty NCIN scholarship recipients (37.5 percent male, 85 percent minority, 97 percent disadvantaged) were contactedby telephone or email following completion of their initial nursing program to ascertain factors influencing their pursuit of further nursing education. Key informant interviews with scholarship recipients were held with individuals who chose to apply to doctoral degree programs to explore how being a NCIN scholarship recipient affected their decision to apply to graduate school. Questions posed included: 1.   What factors contributed to your decision-making process of applying to graduate school?; 2.   Were there any individuals, activities, or life experiences that contributed to your desire to further your nursing education?; 3.What could the College of Nursing and the NCIN have done to assist or prepare you to continue your education?

Results: Of these 40 individuals, 42.5 percent applied to graduate programs (DNP=11, PhD=2; PhD/DNP=1; MSN=5). Male students reported that exposure and interactions through NCIN with other males who were enrolled in doctoral programs positively influenced their decision to enroll in the DNP Program. Females responded that frequent encounters, through the NCIN program, with female faculty members (PhD and DNP) played a large role in their decision-making process to pursue doctoral education. Financial support through scholarships and loans (DNP), and tuition waivers and stipends (PhD) was crucial. For males and females, family support and faculty affirmation of their ability to succeed in the programs assisted in their decision-making process. As a whole, past scholars were pleased with the College of Nursing's and NCIN's efforts in educating them about the significance of continuing their education.Conclusion: The NCIN assumed a vital role in promoting culturally diverse nursing students' pursuit of doctoral education.

Author(s): Patricia A. Cowan, PhD, RN, Y'Esha Weeks, MSN, RN, & Jennifer Hitt, MSN, RN
Nursing School: The Universisty of Tennessee Health Science Center

How to Build a Successful Mentoring Program for Nursing Students

Category: SUCCESSFUL MENTORING PROGRAMS
Location: 5

Background Statement: The retention and academic success of students is an important outcome of nursing education. Programs that provide academic and peer support for students are likely to enhance student success. Mentoring is described as a reciprocal relationship where both students share in the personal growth and development of one another. Career advancement and psychosocial support are often identified as primary reasons mentees engage in the mentorship process (Ehrich, Hansford, & Tennent, 2004). The outcomes of mentoring in nursing, according to Dorey, Baker, & Constance (2004), are enhanced self-efficacy, career progression, professional competence and networking. In addition, Dorey, Baker & Constance considered mentoring as a tool for student retention, helping students cope with the stresses of schooling and increasing diversity in advanced nursing programs. As part of the Robert Wood Johnson Foundation (RWJF) *New Careers in Nursing* (NCIN) scholarship program, the University of Maryland School of Nursing (UMSON) developed a mentoring program for students in the Clinical Nurse Leader (CNL) option. The CNL option is designed to prepare individuals with a baccalaureate degree in another discipline for a career in nursing. The NCIN program provides scholarship funding to nursing students from underrepresented groups in nursing or those from disadvantaged backgrounds who are enrolled in accelerated (second degree) nursing programs.

Statement of Purpose: The purpose of the CNL Mentoring Program is to offer support and resources to students as they acclimate to UMSON and the nursing profession. For second degree students, some of whom have been in the workforce for some time, the transition to an accelerated nursing program can be challenging. Each semester, NCIN scholars and other CNL students commit to participating in the mentoring program. This program consists of a mandatory training session, two social networking events, monthly meetings, and on-going communication between the mentor liaison, mentors, and mentees.

Methods: In spring 2013, the Assistant Director, UMSON Student Success Center surveyed mentor program participants to determine their satisfaction with the program. Of 42 students, 53.0 percent completed the electronic survey.

Results: Results of data analysis suggested that the formalized structure increased student satisfaction and retention in the mentoring program. All of the mentees surveyed reported wanting continual mentorship for the next semester, 64.3 percent wanted to become mentors, and 75.0 percent of the mentors wanted to continue in their role.

Author(s): Tiffany Murphy & Gail Lemaire
Nursing School: University of Maryland School of Nursing

Less is More: Redesign of a Mentoring Program

Category: SUCCESSFUL MENTORING PROGRAMS
Location: 6

Background Statement: Peer Resource Network (PRN) is a peer-mentoring program that benefits entering nursing students at Linfield College. PRN matches students in the first semester of nursing school with peers who have successfully progressed in the program. The goal of PRN is to help new students successfully transition into nursing school. Historically, the program relied on volunteer mentors who were paired one-to-one with new student mentees. Up to 40 mentoring pairs had to be assigned and coordinated making the program challenging to manage. Because there were so many volunteer mentors, it was impossible to provide adequate training on good mentoring practices. Additionally, it was difficult to ensure that all of the mentors were adequately communicating with their assigned mentees throughout the semester.

Statement of Purpose: The purpose of redesigning the Peer Resource Network was to make the program more manageable and effective, provide more communication between mentors and mentees, increase accountability, and provide more opportunities for data collection and assessment.

Methods: The most significant change that we made to the program was to reduce the number of mentors from 40 to 6. Rather than coordinating many one-on-one mentoring pairs, each mentor is assigned four to six mentees. Mentors are now paid two hours per week for their time communicating with their assigned mentees. Mentor candidates submit an application and take part in an interview to be selected for the position. Once selected for the position, mentors must complete a half-day training which educates them on good mentoring practices. The training uses theories and activities borrowed from *The Mentor's Guide* by Lois Zachary. At the beginning of the semester, mentors and mentees meet face-to-face at an event, the Mentor-Mentee Meetup. Throughout the semester, mentors keep track of communications, interactions, and any concerns they encounter with their assigned mentees using a weekly log. Monthly mentor team meetings take place to facilitate discussions and ongoing training.

Results: The redesign of the PRN mentoring program allowed us to improve the leadership of the program, hire highly qualified mentors, and create more opportunities for mentors and mentees to interact. Subsequently, as a result of their involvement in the spring PRN team, two mentors continued on with student leadership and became student body president and vice-president, respectively. In the summer of 2013, six accelerated students were hired as mentors, mentoring our new accelerated cohort, two of whom were NCIN scholars. We have hosted three successful PRN meetups to create space for face-to-face dialogue. Next steps to continue improving PRN include: weekly email logs submitted by the mentors to the program coordinator; facilitating small group meetings throughout the semester (one mentor meeting with their assigned mentees); and developing pre and post surveys to ensure the program is meeting the needs and learning objectives of the mentees.

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Student Mentoring: A Program Evaluation

Category: SUCCESSFUL MENTORING PROGRAMS
Location: 7

Background Statement: Future nurses need the knowledge, skills, and attitudes necessary to continuously improve the quality and safety of the health care systems in which they work. The American Association of Colleges of Nursing's *Essentials of Baccalaureate Education for Professional Nursing Practice* states that graduates must be able to communicate and collaborate among healthcare professionals to deliver high quality and safe patient care (AACN, 2008). Furthermore, there are benefits of improved productiveness and positive student experiences (Myall, Levett-Jones, & Lathlean, 2007), personal and professional growth (Wolak, McCann, & Madigan, 2009), and a positive impact on practice, personal satisfaction, and professional success (LaFleur & White, 2010) with mentoring programs. Therefore, the implementation of a student mentoring program should create opportunities to practice these necessary skills, gain related benefits, and integrate the AACN's Essentials. The purpose of this study was to evaluate a new Peer Mentoring Program for Baccalaureate to BSN (BAC/BSN) nursing students.

Statement of Purpose: To evaluate a peer mentoring program for BAC/BSN nursing students. Goals: mixed methods evaluation of program's strengths, benefits, and weaknesses using a scored survey and student comments.

Methods: This study used a prospective, cross-sectional design using a mixed-methods approach. The sample was recruited from second-semester Sophomore, and Junior and Senior Undergraduate BAC/BSN nursing students. The mentoring relationship consisted of a Sophomore mentee matched with a Junior or Senior student mentor and involved participation for one academic year. An evaluation survey was completed by the participants at the end of the program. The survey consisted of 23 items using 5-point Likert-scale questions and 3 open-ended. Higher scores indicate higher satisfaction with the program. The survey included four subscales to evaluate the program, the relationship match, the school, and personal benefits. For analysis of the student comments, common themes and key concepts were determined and tabulated by two independent investigators.

Results: The mean total score was 93.53 ± 19.95 with range of 23-115. The mean Program subscale score was 33.49 ± 6.60 with range 8-40. The mean Relationship subscale scored highest of the four subscales at 29.59 ± 6.60 with range 7-35. The mean School subscale score was 11.64 + 3.37 with range 3-15. The mean Personal Benefits subscale score was 18.80 ± 5.14 with range 5-25. Altogether, the scores reflect a positive evaluation of the program. Furthermore, 19 out of 32 (59 percent) participants stated they would recommend the program to others. The weaknesses identified from the participant surveys included the following: scheduling conflicts; loss of communication with mentor/mentee; and losing sight of program goals. Common recommendations for the program included: more communication and/or contact with their match and having the mentor/mentee being only one semester apart in the program. Results from participants' surveys indicated the following benefits: being helpful; providing emotional support and encouragement; and the matching process. Additional benefits from participating in the program included: emotional support; less anxiety and stress; confidence; being better prepared; and having a relationship with someone who has had the same experiences.

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Nursing School: Lewis University, Romeoville, IL

A Brief Assessment of Core Aspects of an Accelerated Baccalaureate Nursing Program

Category: PROGRAM EVALUATION OF ACCELERATED PROGRAMS
Location: 8

Background Statement: Accelerated second-degree baccalaureate nursing programs are a common feature in schools of nursing, therefore it is essential that schools of nursing examine the attributes of these programs and these graduates as they transition into practice. The Stony Brook University School of Nursing has been the recipient of the Robert Wood Johnson Foundation (RWJF) *New Careers in Nursing* (NCIN) scholarship funds over the past five years. These scholarships are provided for the purpose of increasing the number of nursing graduates in the One-Year Baccalaureate Program (ABP), and to increase the diversity of nursing professionals. The NCIN Scholars receive individual mentoring that extends beyond the typical avenues of student support and advisement. Their educational experience is also enhanced with focused leadership development activities, given an understanding that leadership identity development is considered an important part of becoming an expert nurse.

Statement of Purpose: The purpose of this study was to: (1) assess the effectiveness of the mentoring strategies as perceived by the RWJF scholarship graduates, and the workforce impact that stemmed from the focus on leadership development; (2) evaluate elements of the program design, specifically, perceptions of the value and challenges related to the integration of the basic (2-yr program) and ABP students in selected courses.

Methods: A mixed-method survey design was utilized. A student survey instrument was designed by the authors for the specific purpose of the study. The instrument solicited socio-demographic information about the respondents and their experiences since their transition into the nursing workforce. Open-ended questions allowed (qualitative) responses about their experience as a NCIN Scholar, the program adaptations and interventions related to leadership and mentorship, and their potential effect on the experience of the NCIN graduates since entry into the nursing workforce. Faculty were also asked to offer five (5) adjectives that they believed best characterized the accelerated baccalaureate student and to describe the type of support that the faculty member expected to provide to the accelerated students that differed from the support typically provided to all other students. Narrative responses from both faculty and students were reviewed for the emergence of themes related to the purpose of the study. The study was exempt from institutional review board approval as it was considered part of the alumni assessment. Surveys were sent by e-mail to each of the 22 NCIN graduates. Follow-up phone calls or emails were sent to late responders. Narrative responses were independently reviewed by the co-authors, and interpretations mutually confirmed.

Results: A 45 percent graduate response rate was achieved. Graduate responses were very positive about the nursing profession as a second career. The reasons for choosing nursing as a second career varied, but the majority of the respondents indicated that the holistic nature of nursing and the opportunities available in the profession were major influences. Program evaluation ratings were uniformly positive concerning the program's ability to prepare students to practice safely, and on the effectiveness of both the mentoring and leadership strategies employed. There were only a few suggestions for improving;either program element, most comments were about the value of these enhancement activities and requests that "more of the same" be incorporated. Respondents indicated that the one-year program design was "just about enough" time for preparation for the professional role. Graduates were most responsive to the

query about the program's design in which certain classes are shared with basic (two-year) nursing students. There was support for both an inclusive and exclusive program design, however, the majority of participants expressed the preference that accelerated students form a separate cohort, rather than being integrated with basic baccalaureate students for upper division nursing courses. Six faculty provided responses concerning their perceptions of students and indicated that accelerated students were motivated, experienced, mature, self-directed and focused. They also expressed that ABP students required more flexibility and accommodation for other life pressures and events, but less support for development of time-management, test-taking and writing skills. Faculty perceived the need for some adaptation of pedagogical approaches that reflect the needs of these more advanced adult learners. The findings of this small cohort study confirm the experiences reported by others in a broad variety of geographic and practice settings that accelerated students enter seamlessly into the nursing workforce, that their peers, supervisors and employers do not perceive differences in transition to the profession or performance in the role, and that they remain engaged in the work of nursing.

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Nursing School: Stony Brook University School of Nursing

A Cost-Conscience Assessment "Tool Kit" for Identifying Predictions of NCLEX-RN Success in Accelerated Second Degree Students

Category: PROGRAM EVALUATION OF ACCELERATED PROGRAMS
Location: 9

Background Statement: While accelerated second degree nursing programs support our nation's goal of increasing the proportion of baccalaureate prepared nurses to 80 percent of the total nursing workforce by 2020 (Institute of Medicine, 2010), nursing school graduates' failure to pass the NCLEX-RN licensure exam on the first try creates problems not only for those gradautes, but also for schools of nursing and health care organizations. Licensure exam failures also delay the impact of national initiatives, like the Robert Wood Johnson Foundation *New Careers in Nursing* Program (NCIN), aimed at developing a more diverse nursing workforce (NCIN, 2013). Therefore, it is vital that schools of nursing utilize resource-conscious continuous quality improvement strategies to systematically identity factors that predict students' first time success so that early, tailored interventions can be used to support at-risk students upon admission.

Statement of Purpose: This poster describes the process used to create, implement, and evaluate Duquesne University School of Nursing's assessment plan to determine factors that could be used to predict first-time NCLEX-RN success of accelerated second degree students after completing a one-year program. Our model, developed after studying over four years of basic basic and second degree graduates, can serve as a cost-effective "Tool Kit" for other schools to replicate in their efforts to strengthen this essential accreditation program outcome.

Methods: Designing and implementing a successful NCLEX-RN assessment plan requires careful preparation, ongoing communication and analysis, precise monitoring, and a qualified team dedicated to continuous follow-up. Duquesne University School of Nursing utilized a 10-step approach to accomplish this goal: 1) create a team, identify a leader, and assign roles and responsibilities; 2) cefine purpose and aims; 3) review past NCLEX-RN research; 4) seek potential funding sources; 5) develop detailed proposal (design, sample/setting, key variables, procedures for data collection and analysis, timeline); 6) obtain Institutional Review Board approval (if intend to publish); 7) create code book and database; 8) collect data; and 9) analyze data; 10) prepare and present report (suggested action plan based on comparison of actual vs. targeted results). Each step of this assessment plan will be elaborated upon using specific examples from our team's experience.

Results: The NCLEX-RN Assessment Team analyzed data from the last four years of basic and second degree graduates from our current community-based curriculum. Overall, the assessment plan was a cost-effective strategy that provided a model for evidence-based decision-making. Assessment results were presented to faculty at the undergraduate program committee, which is responsible for developing an action plan, as needed, to attain the school's NCLEX target. This action plan could include adjustments such as curriculum or policy changes (admission, grading, progression, etc.) or reallocation of resources. Such decisions need to be recorded in the committee minutes for ongoing tracking of continuous quality improvement.

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Nursing School: Duquesne University School of Nursing

A Holistic Approach to Facilitating Professional Socialization of Accelerated Second Baccalaureate Degree Nursing Students

Category: PROGRAM EVALUATION OF ACCELERATED PROGRAMS
Location: 10

Background Statement: The demographics of students entering nursing education are changing. Trends demonstrate an increase in the number of students entering nursing education at an older age, having earned previous degrees unrelated to nursing, and seeking accelerated programs of study. Current literature describes adult learners in accelerated nursing education programs as having different needs from traditional college students. Socialization into the role of professional nurse is imperative to successful progression and matriculation in these fast-paced programs. Socialization begins with effectively coping with the psychosocial stressors of returning to school. Faculty in the Ida V. Moffett School of Nursing continue to take a holistic approach to facilitating professional socialization by assessing the perceived stressors and self-reported coping mechanisms of accelerated second baccaluareate degree (ASD) nursing students.

Statement of Purpose: The purpose of this ongoing program evaluation is to assess the perceived stressors and self-reported coping mechanisms of (ASD) nursing students at the beginning, middle, and end of the 15-month program.

Methods: Using the available literature, including the Returning to School Syndrome Model (Shane, 1980), three IRB approved surveys were developed in 2011 to answer the following questions: 1. What are the perceived stressors and coping mechanisms of students enrolled in an accelerated second baccalaureate degree nursing program?, and 2. Do the perceived stressors and coping mechanisms change or remain the same throughout the program? All ASD students are provided the opportunity to anonymously complete a survey at the beginning, middle, and end of the ASD program. The results are utilized to further develop the Pre-Entry Immersion Program (PIP), Leadership Development Plan, and Mentoring Program for current and future ASD cohorts.

Results: Results of the ongoing program evaluation include the responses of three ASD cohorts between 2011 and 2013. Perceived stressors common to all cohorts throughout the program, and consistent with the literature, include: 1. financial burdens; 2. uncertainty about the future; 3. balancing time between family and school; and 4. lack of time to prepare academically. Coping mechanisms common to all cohorts throughout the program include: 1. prayer/Bible study; 2. exercise; 3. talking with friends and family; and 4. adhering to a study schedule. Perceived stressors and self-reported coping mechanisms have remained the same over time. Based on these results and additional survey data, program enhancements are being implemented, such as more involvement with representatives from the university's Campus Life, Counseling Services, and Disability Services in the PIP, providing time outside of class for faculty-led group review of unit examinations, involving faculty from the traditional program in the leadership development plan, and introducing mentoring activities earlier in the program for all ASD students.

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Evaluation of the Pre-Entry Immersion Program for the Robert Wood Johnson Scholars on Blackboard®

Category: PROGRAM EVALUATION OF ACCELERATED PROGRAMS
Location: 11

Background Statement: The seven- week Pre-Entry Immersion Program at the University of Miami School of Nursing and Health Studies (SONHS) was designed to prepare NCIN Scholar students with the fundamentals of an undergraduate accelerated academic program. This seven-week Pre-Entry Immersion Program utilizes Blackboard® online technology to introduce and prepare students in academic success strategies including mathematics, medical terminology, life preparedness, and time management. Unique to this program is faculty member leadership in the online modules in order to reinforce the information and allow for questions. Lastly, the program served as an introduction to the profession of nursing and enlightened participants to the many career opportunities and leadership roles available to them. Completion of the program was mandatory for all scholarship recipients before beginning the accelerated nursing program. The ultimate goal of this program was to prepare and assist students in successful completion of the Accelerated BSN course at University of Miami SONHS and prepare them to be lifelong learners and nursing professionals.

Statement of Purpose: The purpose of this quality improvement project was to evaluate the Pre-Entry Immersion Program presented in the learning platform.

Methods: An evaluation questionnaire requesting feedback on strengths and opportunities for improvement was distributed via email to 14 NCIN scholars who had completed the Pre-Entry Immersion content within the year. Twelve completed questionnaires were received and reviewed.

Results: NCIN scholars provided evaluative feedback on topics, including: welcome to nursing; developing survival skills; introduction to mathematics in nursing; introduction to medical terminology; leadership in nursing; learning styles and communication; and personal wellness. Suggestions which emerged included: increased mentorship from cohorts of other NCIN scholars, as students greatly enjoyed listening to interviews of previous students; increased time to meet with mentors in the program; increased support for test taking; and increased support systems (such as a support group) to decrease feelings of isolation. Based on the comments and suggestions received from the students, modifications will be incorporated into the program to promote a successful transition into the rigorous accelerated nursing program.

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Outcomes of the Robert Wood Johnson Foundation New Careers in Nursing Program for Accelerated Students

Category: PROGRAM EVALUATION OF ACCELERATED PROGRAMS
Location: 12

Background Statement: The IOM (2010) has called for transformation of the nursing workforce to meet the complex health needs of future diverse populations and the call for more nurse leaders and faculty. This requires increasing the number of nurses from underrepresented groups, funding support for accelerated students to meet the nursing shortage, and cultivating highly educated entry-level nurses who can become future leaders and educators.

Statement of Purpose: The aim was to assess the outcomes of the Robert Wood Johnson Foundation *New Careers in Nursing* (NCIN) Scholarship Program to provide leadership development and mentoring to accelerated baccalaureate (BS) nursing students from underrepresented and/or disadvantaged groups at New York University.

Methods: Program outcomes were measured using mixed methods. Students (N = 25) were enrolled in a 15-month accelerated BS curriculum and were selected for the NCIN Program from a competitive applicant pool. Descriptive statistics were calculated for program evaluation scores; cumulative GPA; retention, 15-month graduation, and first-time NCLEX pass rates; as well as enrollment in graduate study. Periodic assessments through reflective journals and comments on program evaluations were analyzed for themes using content analysis.

Results: Retention, graduation, and first-time NCLEX pass rates were 100 percent with an average cumulative GPA of 3.53 and graduate enrollment of 27 percent for the first cohort. Students currently enrolled have a GPA of 3.51, and are engaged as student leaders. Overall ratings for all NCIN program activities were excellent (mean = 4, on 1-4 scale). Comments on program offerings included the themes: 1) feeling prepared for the accelerated BS program; 2) increased self awareness; and 3) developing new ways of thinking. Content analysis of the reflective journals revealed five themes: 1) full engagement; 2) time flying by; 3) personal and academic growth; 4) connections between education and practice; and 5) professional development through mentoring and support. These results indicate the NCIN Scholarship Program to support accelerated entry-level nursing students from underrepresented and/or disadvantaged groups through leadership development and mentoring has been successful. Continued cultivation of highly educated nurses representing diverse populations with the potential to be future leaders and educators is necessary to transform the nursing workforce in order to provide quality health care to patients with complex needs.

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Cultivating Leaders in Nursing

Category: LEADERSHIP DEVELOPMENT ACTIVITIES FOR ACCELERATED STUDENTS
Location: 13

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Background Statement: Incorporating leadership activities into the hectic, full schedule of an accelerated BSN student is challenging. University of Delaware (UD) New Career In Nursing (NCIN) scholars are paired with practicing nurse mentors, periodically meet with local nurse leaders, attend at least one professional meeting, and complete the required professional/leadership seminars in the nursing curriculum to meet the leadership goals of the NCIN program. These opportunities are advantageous but integrating teaching and research assistant requirements into the NCIN program further builds knowledge, skill, and confidence.

Statement of Purpose: To describe innovative leadership opportunities as research assistants and teaching assistants in the NCIN program for accelerated BSN students in the University of Delaware (UD) School of Nursing.

Methods: Leadership immersion has been promoted through a required one semester teaching or research assistantship for NCIN scholars during the last six months of the accelerated BSN program. Following completion of a year of the accelerated nursing curriculum, students are asked if they prefer to be a teaching (TA) or research assistant (RA). The program liaison and accelerated BSN program coordinator work with each student to determine the best match. Students' decisions are influenced by success in a course, relationships with faculty members, and previous life/work/school experiences. Their choices are also tempered by guidelines requiring TAs to have at least a 3.0 overall GPA both in the program and at least a B in the course in which they would like to assist. All TAs in the school are assigned by a professional staff member and approved by course faculty. At this time, there is no minimal GPA to function as an RA. Interested faculty interview the prospective RA after reviewing student resumes. The faculty researcher ultimately approves the RA and delegates appropriate responsibilities based on individual student capabilities. Students are required to provide approximately 28 hours of service under the supervision/mentorship of their respective nursing faculty member. Reflection on leadership qualities and competencies gained through these experiences are incorporated through periodic individual/group meetings with the NCIN cohort, program liaison and program coordinator.

Results: Three students in the 2011-2012 program participated in TA activities, specifically, in a sophomore level pathophysiology course, in a junior level adult health course, and in the simulation laboratory setting. Outcomes observed and/or informally reported included in-depth knowledge of content, enhanced organizational and communication skills, nurturing of the seeds of mentoring, and instillation of confidence in their ability to be successful in the program and in the profession. Two students in the 2012-2013 NCIN program will be functioning as TAs in the simulation laboratory and three students will volunteer as RAs this fall semester. Research topics are cognitive functioning in elderly African Americans and improvement of functional status of individuals with Parkinson's disease. Areas for improvement of this leadership initiative include additional direction to the faculty member supervisors/mentors and more focused NCIN scholar discussion and analysis of leadership competencies developed through TA/RA activities. A formal evaluation will be completed by scholars and involved faculty to assist in future planning.

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Implementing Transformational Leadership Theory in a Peer Mentoring Program to Improve Clinical Leadership Skills: A Piolet Study

Category: LEADERSHIP DEVELOPMENT ACTIVITIES FOR ACCELERATED STUDENTS
Location: 14

Background Statement: Background: Transformational leadership theory is based on five criteria: idealized influence (attributes and behaviors), inspirational motivation, intellectual stimulation, and individualized consideration. It has been identified as having positive influence on leadership performance, follower performance, and job satisfaction in both the academic and health care setting. Transformational leadership is one of the five domains of a Magnet Accredited healthcare facility. Well known transformational leaders include John F. Kennedy, Martin Luther King, Jr., and Gandhi.

Statement of Purpose: Purpose and goal: At the time of this pilot study, there was no formally published literature addressing leadership skills in Student Government Association, Academic Ambassador Program, or Peer Mentorship Program on student leadership outcomes specifically at University of Medicine and Dentistry of New Jersey- School of Nursing (UMDNJ-SON). The goal was to identify whether clinical leadership skills improved among lower and upper level students of a non-traditional nursing program. After incorporating the teaching of Bass's transformational leadership theory in a mentorship training program designed for upper level student, these student then volunteered mentoring time with lower level students in skills lab sessions.

Methods: Methods: After successful IRB approval, this quantitative cross sectional pilot study tested four separate homogenous groups, lower and upper level students from the fall 2012 (Phase I, no implementation), and spring 2013 semester (Phase II, implementation). Multifactor Leadership Questionnaire (MLQ) was incorporated to assess leadership tendencies at two points each semester. During both phases, upper level students were asked to volunteer as mentors to lower level students during any available class skills and open lab sessions. A means comparison of the MLQ was conducted between levels and across semesters to determine improvement in leadership skills after implementation.

Results: Results: Results demonstrate no statistically significant data showing improvement of clinical leadership skills after implementation of theory training on several comparisons between and semesters and levels. Results show that all students in both phases entered the program already with transformational leadership tendencies and the training session had no impact on improvement of their clinical leadership skills. It can be hypothesized that that their non-traditional status may play a role in their leadership styles. Implications for further study include: using a more heterogeneous population (other allied health programs in dental and medical schools); comparing traditional with nontraditional nursing students; developing a longer term study spanning more than two semesters and including several collections points; and developing a qualitative arm using focus groups and incorporating anecdotal data into the results. Where to find additional information: Avolio, B. J., & Bass, B. M. (2004). Multifactor leadership questionnaire: Manual and sample set [Print training manual]. Published instrument. Retrieved from http://www.mindgarden .com Bass, B. M., & Riggio, R. E. (2006). Transformational leadership (2nd ed.). New York, NY: Psychology Press.

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Nursing as an Additional Language and Culture Program: An Innovative Pre-Entry Program Designed to Improve Success of "At-Risk" Nursing Students

Category: SUCCESSFUL RECRUITMENT AND RETENTION
Location: 15

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Background Statement: Background: The nation's demand for nurses will exceed its supply by almost 1 million nurses by 2020. Nurses of color 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 patient 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. 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 for minority students in an accelerated nursing program. Goals of this program are to increase retention and decrease attrition for minority nursing students, and to increase comfort and decrease anxiety in the nursing program with the primary objective to increase diversity in the nursing workforce.

Methods: Scores on the Test of Essential Academic Skills (TEAS) were merged with enrollment data. Overall TEAS scores were used to control for academic skill. Post-program surveys administered at the completion of the program and again at the end of the first semester measured students' satisfaction with the NALC program and their levels of comfort with the ABSN program. NALC program participation and race/ethnicity were the two focal independent variables. NALC participation was a dichotomous indicator of whether or not the student participated in the NALC program (1=yes, 0=no). Race/ethnicity was a categorical variable of whether or not the respondent reported non-Hispanic white, non-white, or unknown race. Risk ratios for attrition by NALC participation were calculated separately by race/ethnicity. A log-binomial regression was then used to adjust the risk ratio for pre-program TEAS scores. A squared term for TEAS was included in the regression model to account for the quadratic relationship of TEAS to program withdrawal.

Results: Results indicated that attrition was equal between NALC and non-NALC students, and between Caucasian and minority students. Given that TEAS scores were lower among NALC participants, an attrition rate equal to students with higher TEAS scores may indicate that the NALC program was successful in its goal of reducing attrition for minority nursing students. NALC students also reported a high level of comfort with the faculty and fellow students and a moderate level of comfort with the nursing program, and rated program content and quality as excellent. It is anticipated that the NALC program may help to increase diversity in the nursing profession.

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Faculty/Peer Interactions and Drive to Be a Nurse: Significant barriers and facilitators for underrepresented minorities in predominantly white BSN programs

Category: SUCCESSFUL RECRUITMENT AND RETENTION STRATEGIES TO YIELD/ RETAIN ETHNICALLY DIVERSE OR UNDERREPRESENTED STUDENTS
Location: 16

Background Statement: In order to cultivate a more racially and ethnically diverse nursing workforce, it is essential to better understand underrepresented minority (URM) students' lived experiences in their pursuit of a nursing degree. Additional research is needed to fully explore URM motivation for considering and choosing a career in nursing, perceptions of their education, interactions in and around their school or nursing, and how outside forces such as family play a role in their progression in and engagement with their curriculum, faculty, and peers. Previous work in this area has featured a variety of samples that are not necessarily generalizable, such as minority students in community colleges or other commuter schools, in schools with high minority student populations, ESL students, and returning adult students. All of these studies provide valuable contributions; however, it is important to recognize the unique experiences that may or may not be generalizable to traditional-aged, underrepresented minority nursing students in predominantly white BSN programs. Therefore, this paper adds to the knowledge base regarding these unique lived experiences, including barriers and facilitators to recruitment and retention.

Statement of Purpose: The purpose of this study was to gain insight into the experience of traditionally-aged African-American and Latina baccalaureate nursing students in a predominantly white university. The aims of this study are to: 1.) examine the experiences of currently enrolled African-American and Latina nursing students in and outside of their nursing school; and 2.) highlight the hurdles and promotive elements nested within and around nursing education that may impact URM student recruitment and retention.

Methods: Following approval by the university's institutional review board, invitations to participate in the study were emailed to junior and senior undergraduate students in the School of Nursing (SON) who identified (on their admission application) as African-American or Latina. Invitations included the details of the project as well as the informed consent form. Potential participants were also made aware that their participation was voluntary and would have no impact on their academic standing. According to SON records, there were 40 students eligible to participate. Thirteen respondents indicated their desire to participate and signed the informed consent form. Of those 13, 12 (7 African-Americans and 5 Latinas) completed each of the emailed questionnaires; this study features the responses from those 12 respondents. All participants were female, and ages of the participants ranged from 19-22. Three participants were born in countries other than the U.S. Participants were offered a $25.00 American Express gift card for their participation in the five week study. Once the signed informed consent form was received by the researchers, the participants were emailed a questionnaire for each of five consecutive weeks (by the lead researcher). Each week's questionnaire contained different questions pertaining to specific topics of interest regarding the experiences of African American and Latina nursing students. Each participant chose a unique study ID code to protect confidentiality during the analysis of the qualitative data and placed the ID code on the questionnaires returned each week. Participants were asked to complete the questions either by hand or using a word processor and to return a hard copy of their completed questionnaires to a

secured office in the SON. Most participants turned in their completed questionnaires within a week after receiving the questions. Follow-up emails were sent to the participants after seven days if they had yet to return their weekly responses. Data were analyzed using a multi-step coding process (Miles & Huberman, 1994; Kvale & Brinkmann, 2009). Initially, transcripts were read by each author independently to identify reoccurring concepts. This inductive process identified key factors impacting the experiences of URM nursing students. Once these factors were clearly conceptualized by the researchers, a frequency analysis was conducted to identify how many times each factor was actually raised and how many independent sources raised each specific factor. To ensure a satisfactory level of inter-coder reliability the authors met at the beginning and end of each stage of analysis to discuss findings, memos, and notations. Differences between team members regarding particular findings were openly discussed and decisions were based upon consensus. The analysis of the qualitative data was led by a non-nursing school-affiliated co-author to minimize potential bias.

Results: A systematic review of these impacting factors led the researchers to group them into three related, yet distinct, categories: Family Oriented, School Based, and Other Sustaining/Promotive. The most discussed factor among any category was Interactions/Experiences with Faculty/Advisors followed by interactions with students/peers. Systematic review demonstrates barriers including negative interactions with and lack of diversity of faculty and peers, deficiency of cultural competency training, lack of academic and financial support, and negative family behaviors. Facilitators include a strong desire to be a nurse, family member in the healthcare profession, and proximity to home. Novel findings include highly polarized responses regarding interactions with faculty and peers and the drive to be a nurse as a unique aspect of general determination to succeed in one's life goals. Results will help nursing educators and policy makers customize relevant, evidence-based recruitment and retention practices.

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Transcultural Self- Efficacy in Accelerated Nursing Students

Category: CULTURAL COMPETENCE INITIATIVES
Location: 17

Background Statement: As the nation experiences increased diversity among the populace, new models of education are required to educate future health care providers. Employers emphasize the need for these providers to have competencies in attitudes, skills, and knowledge to meet the needs of a diverse patient population. The National Center for Cultural Competence (2013) describes cultural competence as a developmental process that occurs over time. As faculty support this development among students, changes in the student's attitudes, skills, and knowledge regarding cultural competence become part of the graduate's educational outcomes. Cultural competency is a required core component of the American Association of Colleges of Nursing (2008). Additionally, the National League of Nursing (2009) called for the transformation of nursing education to prepare nurses who can work in a diverse society. The Institute of Medicine (2011) supports advancing cultural competence among nurses based on the increasingly diverse society. Jeffreys' (2010) cultural competence and confidence (CCC) model was used as the theoretical framework for this study. The model incorporates the construct of transcultural self-efficacy (TSE) as a factor that influences the enhancement of cultural competence. Formal education on transcultural concepts and TSE throughout the educational experience is thought to influence the skills necessary to provide culturally congruent care. The research is sponsored with funds from Grant #D11HP22187-01-00, I CARE: Increasing Baccalaureate Nursing Enrollment, Nurse Education, Practice, Quality and Retention (NEPQR).

Statement of Purpose: The purpose of the study was to evaluate the influence of cultural educational offerings on the transcultural self-efficacy perceptions in accelerated second-degree nursing students.

Methods: Students completed the Transcultural Self-Efficacy Tool (TSET) (Jeffreys, 2010) to measure overall and three subscales (cognitive, practical, and affective) of accelerated nursing students' cultural self-efficacy perceptions at the beginning and end of the nursing program. Interventions throughout the program included a conference in the fall and spring with nationally known transcultural nursing scholars or experts. Culturally relevant course outcomes were included in all nursing course syllabi. Students completed clinical paperwork where an intentional focus was placed on cultural assessment. Culturally enriched patient simulation experiences were completed in coursework across the curriculum. Opportunities for additional cultural immersion experiences were available outside of the classroom.

Results: The TSET tool was administered to the accelerated students in the fall (N=38) and spring (N=25) semester. An HSRB approved procedure allowed the matching of questionnaires while still maintaining anonymity of the students. The usable and matching data gathered in the longitudinal sample was analyzed (N=24). Data was analyzed using SPSS 19.0. Univariate analysis was repeated for the accelerated students for the fall and spring semester. For this pre-test and post-test longitudinal sample, the standard parametric paired t-test was conducted to determine if the overall and three subscale scores changed during the academic year within the same group of students. Statistical significant changes were demonstrated in self-efficacy scores for the overall and three subscale average scores. Significance level was set at P<.05.

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Nursing School: Ashland University

Solving the Silo Challenge:
Interprofessional Education for Accelerated Students

Category: HOT TOPICS
Location: 18

Background Statement: Team-based work patterns are becoming more important in health care as evidence emerges that effective teamwork improves the quality of care. Traditionally, education has focused on specific disciplines, such as nursing, pharmacy, physical therapy, and medicine, with little opportunity for interaction across disciplines. Students in health care professions, particularly those from accelerated programs, enter the workforce poorly prepared for the team-based environment in which they may be required to practice. Difficulties include lack of knowledge of different roles, lack of skills in teamwork, and variable levels of respect. Leaders from the Institute of Medicine and the World Health Organization have endorsed interprofessional teamwork as essential for the education of health care professionals. Interprofessional education (IPE) has been identified as important, yet empirical research on the subject is limited. The author of a recent research agenda noted that there is considerable literature about the development and delivery of IPE, but few evaluative studies, and most of them assess participant satisfaction.

Statement of Purpose: Purpose is two-fold: to present the IPE seminars conducted by four schools at Saint Louis University and the St. Louis College of Pharmacy, and to describe a study in progress assessing student attitudes about interprofessional education and interprofessional practice before and after participating in the seminars. Goals: 1. outline the design of IPE for accelerated BSN and MSN students at Saint Louis University; 2. explore challenges and barriers to IPE in post-baccalaureate, pre-licensure programs; 3. present study in progress about the Interprofessional Team Seminars.

Methods: In 2006, faculty and administration at Saint Louis University identified the importance of IPE as part of its curriculum and developed a series of required courses for all undergraduate health professions students. Students in post-baccalaureate, pre-licensure programs, including social work, pharmacy, medicine, physician assistant, occupational therapy, and accelerated nursing were recognized as having unique learning needs and a series of seminars were developed. Six seminars have been conducted through each of the past four academic years. Since 2011, students have been asked to participate in a study of the seminars which consists of a pre and post survey assessing their attitudes about interprofessional education and practice.

Results: Specific seminar topics, challenges encountered in scheduling the seminars, and strategies used to manage large classes will be presented. Evidence for survey development and factors assessed through the survey will be outlined. Preliminary survey results may be included.

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Nursing School: Saint Louis University

The Doctorate of Nursing Practice (DNP): Knowledge and Perceptions of Students in an Accelerated Master's Program in Nursing

Category: HOT TOPICS
Location: 19

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Background Statement: While the nursing community generally agrees that the Doctorate of Nursing Practice (DNP) degree will strengthen nursing as an academic discipline, there is little known about students' perceptions of the advanced degree.

Statement of Purpose: The purpose of this descriptive study was to examine knowledge and perceptions of the DNP as the standard entry-level degree for advanced practice nurses from the perspective of students enrolled in an accelerated master's program in nursing.

Methods: A quantitative descriptive design guided this study aiming to identify and describe knowledge and perceptions of students in an accelerated masters program in nursing regarding the DNP.

Results: A total of 45 students participated in the study. In this study, 51 percent of participants supported the transition to the DNP as the standard degree for practice nursing while 29 percent were opposed. The majority of participants (71 percent) planned to pursue an advanced practice nursing degee/certification with 81 percent of this group signifying that they would do so even if a DNP is required. The majority of participants agreed that the DNP will improve public perception of advanced practice nursing, but 71 percent thought the title of "doctor" would confuse patients. Participants in this study were accepting, though not entirely supportive of the transition to the DNP. Therefore there is a need to educate current nursing students about the DNP to alleviate concerns, while enhancing their level of support for the new degree.

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Alumni Nursing Tutors:
An Innovative Approach For Supporting
Undewrepresented Nursing Students

Category: HOT TOPICS
Location: 20

Background Statement: Studies reveal that underrepresented students in predominantly white institutions are vulnerable to alienation and ethnic isolation, which increases the likelihood of attrition. Multiple role responsibilities, multiple role stress, and cultural incongruence are contributing factors to attrition of underrepresented students. Moreover, the first few weeks of college are critical times for students in developing study groups, a key to success in nursing programs. Mentoring of students has been identified as one of the key components of successful retention. The traditional Bachelor of Science Nursing (BSN) program at Samuel Merritt University (SMU) is the most diverse program at the university, with many underrepresented students being first-generation college students. Many of the underrepresented students choose SMU because it is located in their hometown, Oakland, where they can maintain their ties to their families and communities. Though the elementary school education in Oakland is improving, young adults enrolling in the program are often underprepared for the rigors of the nursing program, even with high GPAs. SMU offers free tutoring to all students; however, many underrepresented students do not avail themselves of these resources until late in the semester when they are already failing a course. The literature suggests that first generation college students often lack the skills to navigate the academic terrain of higher education. Retention of underrepresented students and successful passage of NCLEX are top priorities for the program. The Alumni Nurse Tutor program was created to address both the mentoring and tutoring needs of underrepresented BSN students, by pairing NCIN Scholar alumni with underrepresented students in the traditional BSN program.

Statement of Purpose: The purpose of this pilot program was to develop an alumni nurse tutoring program, in which underrepresented students in the traditional BSN program would receive tutoring from underrepresented alumni. It was expected that the program would serve two aims: to provide BSN students with a 'like me' tutor who might also serve as a role model and informal mentor; and to provide employment to recent graduates in a job market adversely affected by the economic climate.

Methods: Alumni Nurse (AN) Tutors who were NCIN Scholar alumni were hired as casual employees through the affiliated parent medical organization, based on applications submitted to the Office of Academic & Disability Support (ADS). Priority was given to hiring NCIN Scholar alum ni.   Hiring and training of AN Tutors were conducted by ADS coordinator and director. Underrepresented BSN students who were at greatest academic risk were identified through pre-nursing GPA and TEAS scores by the program coordinator, and matched with tutors.

Results: Pilot study is ongoing. Preliminary results show 100 percent retention for all tutees, with progression for all selected students, except one. The one student did not avail herself of the tutoring support offered. Based on this minimal time in the pilot study, the university has decided to fund an alumni tutor program to enhance the current tutoring program for all students. The NCIN tutors were able to list the medical organization as an employer on their resumes, and gain a sense of financial security as they searched for nursing positions. The tutors reported having confidence in their prospective job interviews, and of feeling that they were providing a meaningful and significant service to the school.

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