



ROBERT WOOD JOHNSON FOUNDATION
NEW CAREERS IN NURSING SCHOLARSHIP PROGRAM
PRESENTS

Sustaining Momentum... Advancing Change.



Seventh Annual Program Liason's Summit

OCTOBER 9-11, 2014, LOEWS CHICAGO O'HARE, ROSEMONT, IL.



Robert Wood Johnson Foundation



American Association
of Colleges of Nursing

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Acknowledgments

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David Krol, MD, MPH, FAAP

NCIN National Advisory Committee

Program Planning Committee

Catherine Millett, PhD, EdM, ETS

PR Solutions

Program Speakers and Facilitators

Susan Hassmiller, PhD, RN, FAAN

Herminia Palacio, MD, MPH

American Association of Colleges of Nursing

The Robert Wood Johnson Foundation

Conference Objective

The NCIN Summit is designed as an interactive learning experience that focuses on sustainable strategies that reflect the mission of the NCIN program including recruitment, retention, mentoring, and leadership development.

This program has been approved for a maximum of 15.5 contact hours. To receive credit you must complete our online evaluation and print a CE certificate.

The American Association of Colleges of Nursing is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

There are no known conflicts of interest concerning planners, presenters, and sponsors. Sponsors have not been involved with planning of content for sessions awarding contact hours. AACN does not endorse particular products or services being exhibited.

For sessions awarding contact hours, participants must attend in entirety, evaluate each, and print the continuing education certificate.

Support for this conference was provided by a grant from the Robert Wood Johnson Foundation.

Conference evaluation link will also be provided via email after the conference.

https://www.surveymonkey.com/s/2014_Summit_7

Meeting Agenda

Sustaining Momentum... Advancing Change

Thursday, October 9, 2014

1:00p.m.

Guggenheim Foyer

Conference Registration

Posters available for viewing

2:00 – 4:30 p.m.

Guggenheim 1 & 2

**Opening Session: Creating the Pipeline for Future Nurse Leaders
Roundtable Conversations**

National Advisory Committee Moderator: Debbie Danforth, BSN, RN

Panel Presenters:

Martha Dawson, DNP, RN, FACHE

Faye Gary, EdD, MS, RN, FAAN

Catherine Millett, PhD, EdM

4:30 - 5:00 p.m.

Break for Hotel Check-in

Mentor-Mentee Matching: Mentoring for New Grantees/ Liaisons

5:00 – 6:00 p.m.

Poster Reception

Guggenheim Foyer

Communications One on One sessions

Guggenheim 1 & 2

6:00 – 8:00 p.m.

Louvre Ballroom

Dinner Presentation:

**Update on Implementation of Future of Nursing
Recommendations**

Speaker: Sue Hassmiller, PhD, RN, FAAN

National Advisory Committee Introductions: Teri A. Murray, PhD, RN, FAAN

Friday, October 10, 2014

7:30 a.m.

Guggenheim Foyer

Conference Registration Open

Poster Sessions Open

8:00 – 9:00 a.m.

Louvre Ballroom 1 & 2

Plated Breakfast Roundtable Discussions

Program Planning Committee Facilitator: Candace Tull, MSN, RN, WHNP-BC

- New Grantee Orientation Discussion Leader:
Vernell DeWitty, PhD, RN
- Like Programs Roundtables Discussion Leaders:
 - BSN: Lori Escallier, PhD, RN; Cecil Holland, EdD, PhD, RN; Shelia Leander, PhD, RN
 - MSN: Patricia Cowan, PhD, RN; Linda Pellico, PhD, RN
- Sustaining Leadership Development Discussion Leaders:
Susan Ward, PhD, RN; Ann Marie Mauro, PhD, RN; Cory Boyd, EdD, RN
- Sustaining Mentoring Program Discussion Leaders:
Lisa Rosenberg, PhD, RN; Debbie Danforth, BSN, RN; Maria Rosario-Sim, EdD, RN

9:00 – 9:15 a.m.

Movement Break

9:15- 10:15 a.m.

Guggenheim 1 & 2

Plenary Session: Looking to the Future

Sustaining Momentum: Opportunities and Challenges

Speaker: David Krol, MD, MPH, FAAP

Educating the Future Nursing Workforce: Opportunities and Challenges

Speaker: Deborah Trautman, PhD, RN

National Advisory Committee Moderator: Carolina Huerta, EdD, RN, FAAN

10:15 – 10:30 a.m.

Break

10:30 a.m. – 12:00 p.m.

Guggenheim 1 & 2

Keynote Session: Recruitment, Enrollment and Academic Advancement of Underrepresented Students in Schools of Nursing: Policy Implications

Speaker: Hayley Hanson, Esq.

NCIN Senior Program Officer and Moderator: David Krol, MD, MPH, FAAP

12:00 – 1:30 p.m.

Break for lunch on your own: At hotel: Buffet Style lunch options in Fresco, Capital Grill, McCormick, Maria’s Mexican

12:00- 1:00 p.m.

Prado

NCIN Scholars Network Leadership Series Luncheon

1:30 – 2:45 p.m.

Guggenheim 1 & 2

Keynote Session: Building Sustainability and Resource Capacity

Speaker: Jay Blackwell, MA

Program Planning Committee Moderator: Judith Martin-Holland, PhD, RN, FAAN

2:45- 3:00 p.m.

Break

3:00 - 4:00 pm

Guggenheim 1 & 2

NCIN Scholars Network: Beyond 2016

Panel Members: Steering Committee NCIN Scholar Network

NCIN Scholar Faculty Advisor and Moderator: Susan Ward, PhD, RN

4:00- 4:10 p.m.

Movement Break

4:10– 5:10 p.m.

Locations will be announced

Breakout Sessions:

1. Sustainability and Resource Capacity Strategies in Programs

Leader: Jay Blackwell, MA

National Advisory Committee Facilitator: Debbie Danforth, BSN, RN

Program Planning Committee Facilitator: Judith Martin-Holland, PhD, RN, FAAN

2. Academic Advancement and Persistence Strategies for Underrepresented Students

Leader: Faye Gary, EdD, MS, RN, FAAN

National Advisory Committee Facilitator: Teri A. Murray, PhD, RN, FAAN

Program Planning Committee Facilitator: Cory Boyd, EdD, RN

3. Twenty-First Century Leadership in Nursing

Leader: Martha Dawson, DNP, RN, FACHE

National Advisory Committee Facilitator: Carolina Huerta, EdD, RN, FAAN

Program Planning Committee Facilitator: Patricia Cowan, PhD, RN

4. Understanding Policy Implications of Recruiting Underrepresented Students

Leader: Hayley Hanson, Esq.

Program Planning Committee Facilitators: Susan Ward, PhD, RN; Mary Ann Glendon, PhD, RN

5:10- 5:30p.m.

Louvre Ballroom 1 & 2

Networking and Final Viewing of Posters

Voting close at 5:30 pm

Options for evening entertainment include: Dinner out around the hotel, Rosemont's Mini Mile of Entertainment: MB Financial Park at Rosemont & Fashion Outlets of Chicago. See what the buzz is about, or check out www.rosemont.com for more details.

These venues are close by, however, if you prefer not to walk; convenient transportation is available via hotel shuttle or Pace.

Downtown is accessible via Metra, CTA, or cab.

The front desk of the hotel can provide more assistance.

6:30-8:00p.m.

Louvre Ballroom 3

Planning Committee Dinner

Saturday, October 11, 2014

7:00 a.m. Guggenheim Foyer

Conference Registration Open

7:30 a.m. Guggenheim Foyer

Buffet Breakfast Opens; seating in the main session room

8:00 – 9:00 a.m. Guggenheim 3

Keynote Session: Creating a Culture of Health

Speaker: Herminia Palacio, MD, MPH

Program Planning Committee Moderator: Ann Marie Mauro, PhD, RN

9:00 - 9:15 a.m.

Movement Break

9:15– 10:30 a.m. Guggenheim 1 & 2

Enhancing Professional Development with Minority Professional Organizations

Program Planning Committee Moderator: Lisa Rosenberg, PhD, RN

Panel Presenters:

Alma Jaromahum, PhD, RN

Philippine Nurses Association of Illinois

Carolina Huerta, EdD, RN, FAAN

National Hispanic Nurses Association

Michael Beach, DNP, RN

National Assembly of Men in Nursing

Sandra Webb-Booker, PhD, RN

National Black Nurses Association

10:30 – 11:00 a.m.

Movement Break & Hotel Check out

Hotel Check-out: 12:00 p.m.

11:00 – 12:00 p.m.

Guggenheim 1 & 2

Poster Winner Presentations: Winners announced based on voting results.

Program Planning Committee Facilitator: Lori Escallier, PhD, RN

12:00– 12:30 p.m.

Guggenheim 1 & 2

Update on the Doctoral Advancement in Nursing Project

Speakers:

Patricia Tabloski, PhD, RN, FAAN

Vernell DeWitty, PhD, RN

12:30 – 1:00 p.m.

Guggenheim 1 & 2

Closing Session

Speaker: Vernell DeWitty, PhD, RN

Boxed lunches will be served in the foyer for traveling convenience.

Hotel shuttles will be leaving from the hotel lobby for the airport at regular intervals. This is a quick and easy way to navigate to the airport; boarding passes can be printed for free at the business center at the hotel. Please ask for assistance if needed.

Welcome Letter

October 9, 2014



Dear Colleague:

We are pleased to welcome you to the seventh annual Robert Wood Johnson Foundation *New Careers in Nursing* Program Liaisons' Summit: ***Sustaining Momentum, Advancing Change.***

Over the last seven years, the *New Careers in Nursing Scholarship Program* (NCIN) has helped increase the size and diversity of the nursing workforce through recruiting and enrolling students from groups underrepresented in nursing and economically disadvantaged backgrounds into schools of nursing. By awarding grants to schools of nursing, NCIN has provided 3,517 scholarships to college graduates with degrees in other fields who wish to transition into nursing through an accelerated baccalaureate or master's nursing program. The program has also provided valuable resources, including leadership development and mentoring opportunities to support scholars as they transition into the nursing profession.

Launched in April 2008, this unique partnership between the American Association of Colleges of Nursing and the Robert Wood Johnson Foundation has created a community of 130 schools of nursing in 41 states and Washington DC. **To date, a total of 2,355 NCIN scholars have graduated and entered the nursing workforce and 932 are currently enrolled in accelerated programs.**

This year's Summit will focus on advancing change by building sustainability and resource capacity in nursing programs. Attendees will have the opportunity to discuss and learn best practices for promoting diversity in organizational culture, understanding policy implications of recruiting underrepresented students, and the opportunities and challenges that occur when educating the future nursing workforce. During break-out sessions, participants will engage in more in-depth discussions about building sustainability, successful mentoring designs, promoting academic success and the importance of encouraging students to enter doctoral programs after graduation. The NCIN Scholars Network Steering Committee will provide a progress report and discuss future planned activities for the Scholars Network.

For the sixth consecutive year, NCIN will display grantee posters depicting innovative approaches to preparing accelerated degree nursing students for their chosen profession.

We look forward to your participation in the Summit and hope you are able to take full advantage of this opportunity to learn more about how we can all support students as they enter the field of nursing.

Sincerely,

David M. Krol, MD, MPH, FAAP
Senior Program Officer



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Opening Session: Creating the Pipeline for Future Nurse Leaders Roundtable Conversations

Thursday, October 9, 2014

2:00–4:30 p.m.

Guggenheim 1 & 2

***National Advisory and Program Planning Committee
Facilitator:***

***Debbie Danforth, BSN, RN
Operations Division Director
Oneida Comprehensive Health Division***



Debbie Danforth is operations director of the Oneida Tribe of Indians of Wisconsin. She is a graduate of the Bellin College of Nursing in Green Bay and is currently enrolled in a master's program. Danforth is a member of the subcommittee of the Robert Wood Johnson Foundation to develop curriculum for increasing diversity with the *Executive Nurse Fellows* Program. She has considerable experience with developing, implementing and operating tribal health programs and has been involved in regional and nationwide leadership in the health care arena.

Roundtable Speakers:

***Martha Dawson, DNP, RN, FACHE
Assistant Professor, PAHO/WHO Senior Scholar
Coordinator of Nursing and Health Systems
Administration
The University of Alabama at Birmingham***



For many years Martha Dawson has supported global health and international nursing education. Her introduction to international health care started as a staff nurse at the UAB Medical Center working with open-heart surgical patients from other countries. She has lectured in Canada, Denmark, the United Kingdom and the Philippines. In addition, she has lectured and consulted on the impact of nurse mitigation on the cost of health care, nursing and global health. She has hosted international nurses and other professionals from England, South Africa and Ghana. For over five years she worked collaboratively with professors and consultants from Leeds, England to

successfully implement a transformational nursing model called Practice Development Units at the University of Louisville Medical Center (ULMC). As the vice president of clinical operations and the chief nursing officer, she hosted nurses from Ghana, Argentina, Russia, China and Germany, providing them with clinical experiences and leadership development. In 2009 she worked with the UABSON International Nursing Leadership planning committee to help coordinate the 2010 program. During this Leadership Program she provided several lectures and she is currently working with participants as a mentor.

Faye A. Gary, EdD, MS, RN, FAAN
Medical Mutual of Ohio and Kent W. Clapp Chair and
Professor of Nursing
Frances Payne Bolton School of Nursing
Secondary Appointment, Department of Psychiatry
School of Medicine
Case Western Reserve University



Faye Gary has worked to improve the well-being of children and their families for more than three generations, with her efforts extended throughout the global community. She has an extensive background in psychiatric and mental health nursing and in-depth experiences in community-based research. Uniquely qualified to address health disparities that occur throughout the world, she has developed programs to address this complex issue. Much of her work centers on the prevention and treatment of mental disorders in children and youth that are caused by a multitude of social, economic and health-related issues.

Catherine Millett, PhD, EdM
Senior Research Scientist
Policy Evaluation and Research Center, Educational
Testing Services



Catherine Millett is a senior research scientist in the Policy Evaluation and Research Center at Educational Testing Service. Her research focuses on educational access, student performance and achievement, educational equity, and student financing for various population groups in the United States at the postsecondary educational level. Millett directs the evaluation of the NCIN program. She co-led the evaluation of the Goldman Sachs Foundation's signature initiative "Developing High-Potential Youth." She is co-author of the book *Three Magic Letters: Getting to Ph.D.*, which is based on a research study of more than 9,000 doctoral students at 21 universities.

Millett received her BA degree in economics from Trinity College, Hartford, CT; her EdM in Administration Planning and Social Policy from the Harvard Graduate School of Education; and her PhD in Public Policy in Higher Education from the University of Michigan. Millett is a member of the Millhill Child and Family Development Corporation Board of Trustees.

Session Overview:

Describe three unique perspectives on approaches to develop future nurse leaders and leadership skills.

Session Objective:

1. Describe the needed skills for future nurse administrators in a changing health care environment.
2. Describe successful approaches and interventions in building resiliency for underrepresented students enrolled in doctoral study.
3. Discuss methods and findings of the Teaching and Learning study, including descriptions of the respondents and the themes identified for NCIN grantees with implications for future nurse leaders.

Presentation for: Martha Dawson, DNP, RN, FACHE

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

2014

National Program Liaisons' Summit

**Creating the Pipeline for Future
Nurse Leaders**



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**Charge Nurses' Perceptions of
Career-Mobility Barriers**

Martha A. Dawson, DNP, RN, FACHE
Assistant Professor and Coordinator
Nursing and Health Systems Administration
University of Alabama at Birmingham
Birmingham, AL
madawson@uab.edu

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Background

- Aging RN workforce and retiring nurse leaders
- Complexity of leadership roles and job demand
- Inadequate preparation in leadership
- Impending vacancy rate in the manager/CNO groups (Jones, Havens, and Thompson, 2008)
- Low interest in nursing management & administration (Sherman, 2005)

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Significance

- Limited empirical evidence on career barriers in nursing leadership
- Qualified nurse administrators/managers
- Professional role models/mentors
- Nursing voice at policy level
- Succession planning



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Study Aims

- To identify perceived career mobility-barriers (CMBs) that prevent Charge nurses (CNs) from pursuing and advancing into mid- and upper-level nursing management positions.
- Identify perceived CMBs that influence CNs to pursue or not pursue management positions.
- Examine the relationship between Career-Barrier Inventory (CBI) scores and reported intentions to pursue a management position above the CN level, and
- Determine if there is a relationship between CNs' demographic variables and CNs' perceptions of CMBs.

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Method

Design: Cross sectional survey

- Demographic Tool – 16 Items
- Adapted Career Barrier Inventory-Revised – 10 Subscales and 57 Items (Swanson, 1991; 1995)

Sample: 197 participants (response rate 27.4%)

Setting:

- Two acute care hospitals
- Inpatient and outpatient

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Results: Demographics (n=195)

Variable	Freq	%	Education Level	Freq	%
Gender Female	162	83.1	Diploma	8	4.1
Inpatient Setting	183	94.8	ADN	71	36.4
Permanent Charge Nurses	119	62.0	BSN	104	53.3
Caucasian	157	80.5	MSN	1	.5
African American	28	14.4	BS non-nursing	9	4.6
Married	125	64.1	MS non-nursing	2	1
Children	99	51.3			

Variable	Range	Mean	SD
Age	25-65	41.9	9.3
RN Years	1-35	14.7	9.0
CN Years	1-30	8.9	8.0

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Results: Career Barrier Inventory Subscales

Career Barrier-Inventory Subscale	Items	α	Mean	SD
1. Inadequate preparation	5	.85	17.9	7.4
2. Dissatisfaction with career	5	.79	17.6	7.0
3. Multiple-role conflict	8	.78	27.0	12.4
4. Decision-making difficulties	8	.83	26.3	10.4
5. Difficulties with networking & socialization	5	.64	16.1	6.8
6. Racial discrimination	6	.84	18.5	11.4
7. Gender discrimination	7	.86	20.7	12.6
8. Lack of confidence	4	.77	11.2	5.8
9. Conflict between children and career demands	7	.75	17.8	10.4
10. Disapproval by others	2	.64	4.5	2.7

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Results: Perceived CMBs and Age

Career Barrier-Inventory Subscale	Items	r
Disapproval by others	2	-.106
Lack of confidence	4	-.136
Inadequate preparation	5	-.189**
Dissatisfaction with career	5	-.219**
Multiple-role conflict	8	-.259**
Decision-making difficulties	8	-.162*
Racial discrimination	6	-.174
Gender discrimination	7	-.221**
Difficulties networking	4	-.136
Conflict children/career demands	7	-.363**

*p ≤ .05; **p ≤ .01

**, Correlation was significant at the 0.01 level (2-tailed)
*, Correlation was significant at the 0.05 level (2-tailed)

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Results: Career Aspirations

- Plan to pursue management
 - No 154 (79.8%)
 - Yes 39 (20.2%)
 - Nurse manager: 22 (57.9%)
 - Director: 10 (26.3%)
 - CNO single hospital: 4 (10.5%)
 - CNE health system: 2 (5.2%)

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Results: Perceived CMBs

Highest Ranked Items

Career Barrier-Inventory Subscale	Mean	SD
1. Inflexible work schedule	4.14	2.15
2. Lacking educational preparation	4.09	1.97
3. Not wanting to relocate	3.99	2.12
4. Conflict between family and job	3.90	2.09
5. Unable to handle the role demands	3.78	1.90
6. Not paid as much as others	3.76	2.19
7. Stress at work affecting my home life	3.69	2.02
8. Being dissatisfied with my job/career	3.65	1.90
9. Lacking information about career opportunities	3.62	1.76
10. Lack of confidence	3.59	1.91

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Results: Perceived CMBs and Other Demographics

Years as CN:
→ No Relationship
Difference Between Male and Female:
→ No differences – means of the two groups equal; $p > .05$
Difference Between White and Non-white:
→ No differences for 9 of the 10 subscales
→ Significant difference for Racial Discrimination ($t = 2.6, df = 65.0, p = .01$)

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Limitations

- Instrument
 - Validity and reliability of tool for study population
 - Length of the tool
- Low response rate
- Study sites

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Implications

- Clarify entry level leadership roles and positions
- Early identification of potential management candidates
- Develop innovative non-traditional management career pathways – start leadership development earlier

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Implications

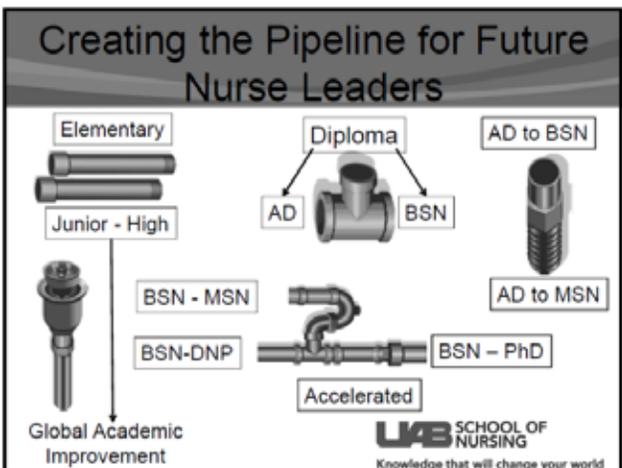
- Mentor minority nurses to consider management roles
- Design succession plans based on leadership competencies and managerial roles
- Low management replacement pool

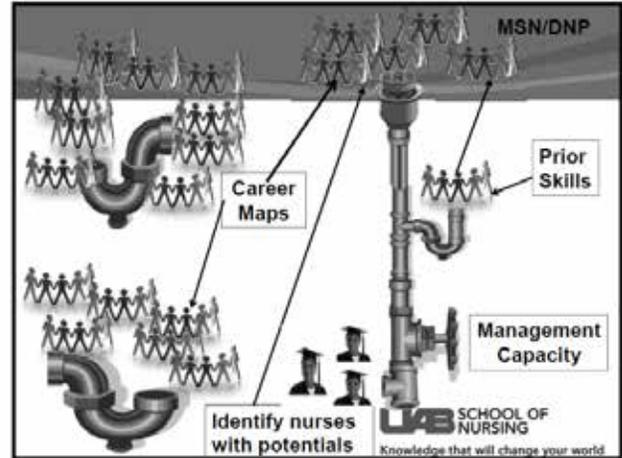
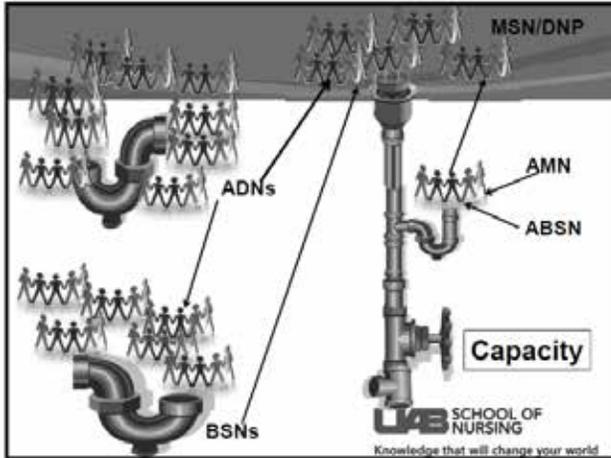
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Recommendations

- Clarify the role of charge nurse/relief charge nurse role
- Conduct qualitative studies
- Design a similar study for younger non-charge nurses
- Use purposeful sampling – explore minority nurses
- Use online survey method

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Conclusion

- Low interest in management
- High need to identify CMBs unique to nursing
- Underrepresentation of minority groups
- Innovative education models and approaches
- Legitimize management and administration careers

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Strategies – Creating Future Nurse Leaders

- Develop career maps for all AD nurses
- Complete BSN prerequisite prior completing AD degree
- Early identification of students without financial penalty to junior colleges
- Revisit core requirements for master's level education
- Experiential credit for nurses in management roles
- Remove cross-state barriers for distance learning
- Four-year programs should consider credit for ADs with BS and MS in other disciplines

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Thank you Committee Members

Laura Nosek, PhD, RN – Chair
 Cheryl Killion, PhD, RN
 Katherine Jones, PhD, RN

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Overview of Program for: Faye A. Gary, EdD, MS, RN, FAAN

Substance Abuse and Mental Health Service Administration (SAMHSA)

<http://www.samhsa.gov/minorityfellowship>, Retrieved Sept. 5, 2014

Minority Fellowship Program

The purpose of the Minority Fellowship Program (MFP) is to reduce health disparities and improve health care outcomes of racially and ethnically diverse populations by increasing the number of culturally competent behavioral health professionals available to underserved populations in the public and private nonprofit sectors. The MFP closely aligns with the Affordable Care Act and SAMHSA's Eight Strategic Initiatives by addressing the current and projected behavioral health workforce shortages and the need to train providers on recovery-based practices. About 120 MFP Fellows are trained in an average year.

Ethnic minorities make up more than 28 percent of the nation's population. These individuals suffer heavier burdens of morbidity and early mortality than their white brethren. Yet less than 20 percent of America's behavioral health workforce consists of ethnic minorities.

In 1973 the National Institute of Mental Health (NIMH) established the Minority Fellowship Program (MFP) to enhance services to minority communities through specialized doctoral-level training of mental health professionals in nursing, psychiatry, psychology, and social work. In 1992, SAMHSA was established, and the MFP was transferred from NIMH to the Center for Mental Health Services in SAMHSA. Eligibility for this grant was expanded by Congress during fiscal year (FY) 2007 to include a fifth professional association, the American Association for Marriage and Family Therapy. In FY 2012, eligibility for this grant was expanded to include professional counselors.

Goals

The goal of the MFP is to increase the percentages of professionals who are qualified to provide leadership in research, practice, education, and policy promulgation in government and private organizations that are central to the development and implementation of culturally specific and patient-centered programs for underserved ethnic minority persons with mental health or substance abuse disorders.

MFP Alumni in Action

Since its creation, the Minority Fellowship Program has helped support training of more than a thousand ethnic minority health professionals. These individuals often serve in key leadership positions in mental health and substance abuse direct services, training, administration, services supervision, and services research.

The MFP at the American Nurses Association (ANA) grew as a response to the lack of mental health and substance abuse nurse professionals who could provide culturally competent care to an increasingly diverse population with ever-expanding needs for mental health and substance abuse disorders services, research, advocacy, and policy development.

Presentation for: Catherine Millett, PhD, EdM

NCIN Program Liaisons Creating the Pipeline for Future Nurse Leaders

**2014 NCIN Program Liaisons Summit
American Association of Colleges of Nursing
Chicago, IL
October 9, 2014**

Catherine M. Millett, Ph.D.

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Four Take-Away Points

1. Spotlight on developing leadership skills starts as early as the PIP program.
2. Coursework is the key to making progress in leadership development. Time is a precious resource for students.
3. AACN's technical assistance is making a valuable contribution.
4. Having leadership as a grant priority has lead Schools of Nursing to make it a priority activity.

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**“Leadership and learning are
indispensable to each other”**
John F. Kennedy

**“The potential I had was
not yet discovered”**
NCIN Scholarship Recipient

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NCIN Critical Program Components

- Recruitment & Enrollment
 - Program will lead recruitment efforts with the following:
 - Racial, ethnic
 - Gender
 - Economically disadvantaged
- Mentorship
 - Program will provide mentorship opportunities
- Leadership Development
 - Program will offer leadership development opportunities

Source: Millett (2010). *New Careers in Nursing: The Numbers “Plus” Picture*. Presentation at the New Careers in Nursing Summit 2010, Fairmont Hotel, Washington, DC

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Leadership Development 3 Possible Models

<p>Students only</p> <ul style="list-style-type: none"> • Join campus or national associations • Seek community involvement 	<p>Student/NS</p> <ul style="list-style-type: none"> • Students seek out opportunities • NS provide opportunities 	<p>NS only</p> <ul style="list-style-type: none"> • NS build leadership into curriculum • Students do not see this as an extra “burden” in a fast pace program.
--	--	--

Issue to Consider:

Are there tradeoffs in what students can accomplish in an accelerated versus traditional nursing program?

If yes, what is the strategy for showing this is not a deficit?

Source: Millett (2011). *The RWJF New Careers in Nursing Program Results Overview*. Presentation at the New Careers in Nursing Summit 2011, Fairmont Hotel, Washington, DC

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The NCIN Pipeline for Future Nurse Leaders

Student Perspectives	Alumni Perspectives
<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;"> NCIN Leadership Focus </div>	
AACN Technical Assistance	Case Study Perspectives

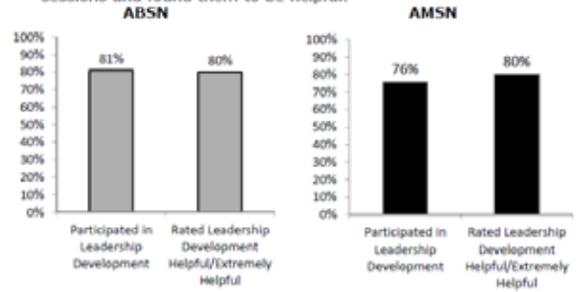
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1 STUDENT PERSPECTIVES

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Setting a Tone: PIP Leadership Development Opportunities

• NCIN students participated in PIP Leadership Development sessions and found them to be helpful.

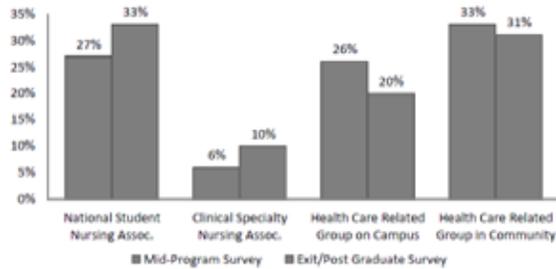


Notes: (1) Entry Survey (R3-5) ABSN=706 and AMSN =182.

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Student Participation in Nursing Sponsored Activities at Program Mid-point and Completion

Question – Do students feel they cannot fit this into their schedule?

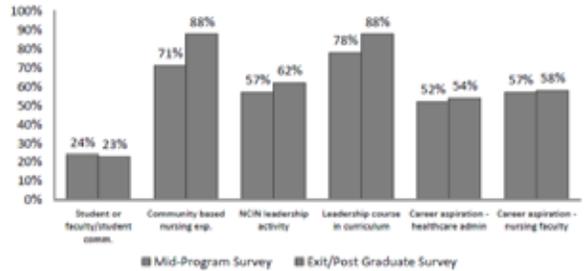


Notes: (1) Mid-Program = 1485 and Exit Survey =1157
(2) Not filtered to include only students who answered both surveys.

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Additional Leadership Participation and Aspirations for Leadership Positions

• Students aspire to a career as healthcare admin or nursing faculty

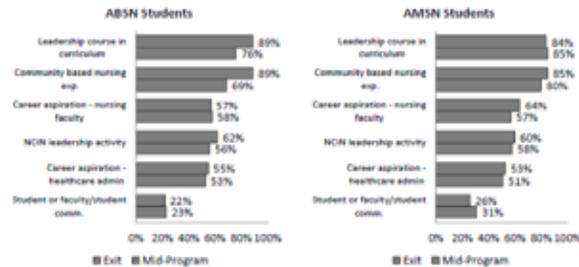


Notes: (1) Mid-Program = 965 and Exit Survey = 780
(2) Not filtered to include only students who answered both surveys.

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Additional Leadership Participation and Aspirations for Leadership Positions

Students aspire to have a career as a healthcare admin or nursing faculty

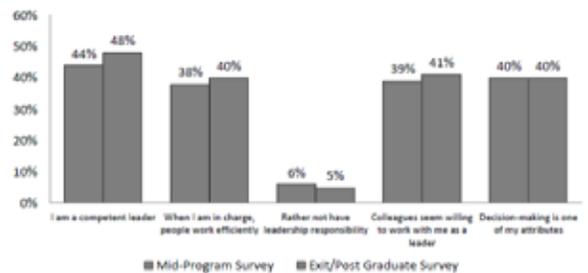


Notes: (1) Mid-Program (R3-5) ABSN = 737, AMSN = 205 and Exit Survey (R2-5) ABSN = 740, AMSN = 140
(2) Not filtered to include only students who answered both surveys.

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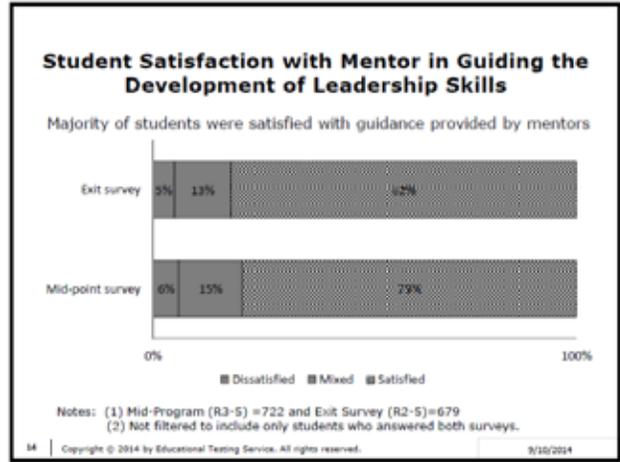
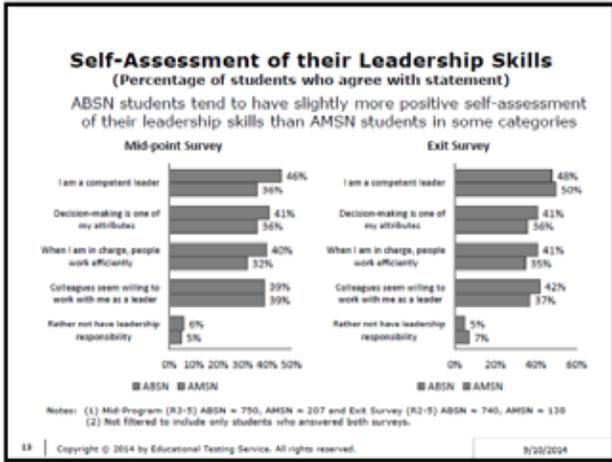
Self-Assessment of their Leadership Skills (Percentage of students who agree with statement)

• A minority of NCIN students would prefer not to be leaders

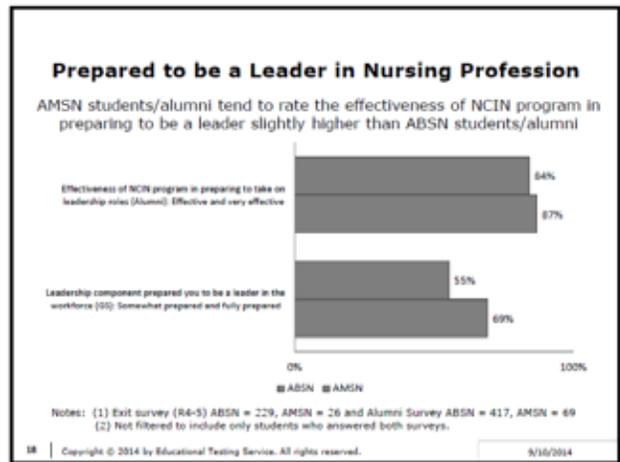
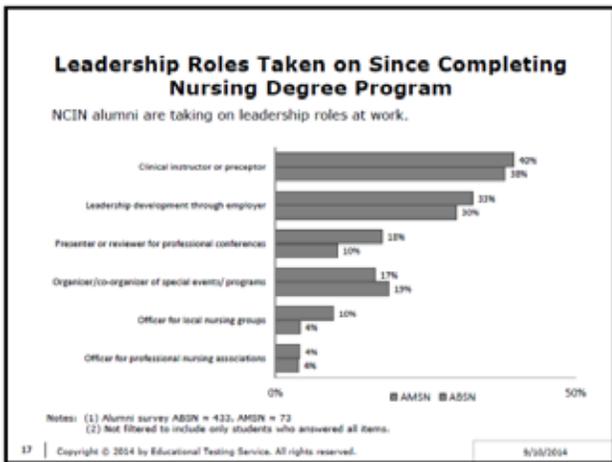
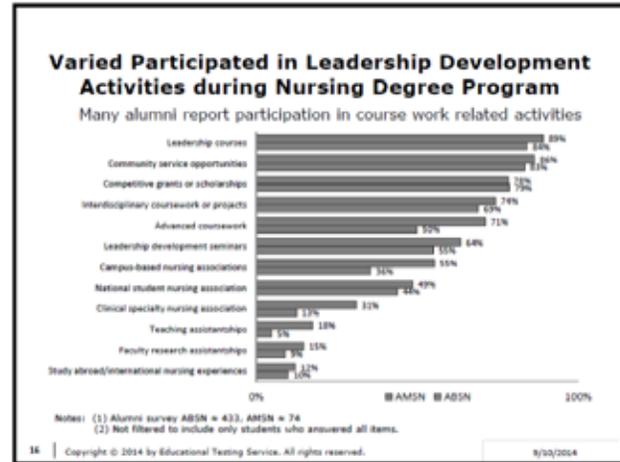


Notes: (1) Mid-Program = 958 and Exit Survey = 878
(2) Not filtered to include only students who answered both surveys.

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2 ALUMNI PERSPECTIVES



3 TECHNICAL ASSISTANCE

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Leadership Development Toolkit



Leadership Development Plan

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4 CASE STUDY PERSPECTIVES

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NCIN To Do List

- Key grant activity
- Intentional effort
- Buy-in from faculty peers
- Spillover to other students
- Sustainable post NCIN

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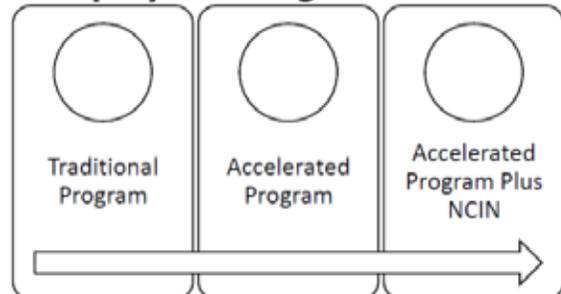
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The "SEC" Effect

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Employer Hiring Preferences



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Dinner Presentation: Update on Implementation of Future of Nursing Recommendations

Thursday, October 9, 2014

6:00–8:00 p.m.

Louvre Ballroom

Speaker:

Sue Hassmiller, PhD, RN, FAAN

***RWJF Senior Adviser for Nursing and Director, Campaign
for Action***

Robert Wood Johnson Foundation



Susan Hassmiller, PhD, RN, FAAN, who joined the Robert Wood Johnson Foundation (RWJF) in 1997, is presently RWJF's senior adviser for nursing. In this role, she shapes and leads the Foundation's strategies to address nurse and nurse faculty shortages in an effort to create a higher quality of patient care in the United States. Drawn to the Foundation's "organizational advocacy for the less fortunate and underserved," Hassmiller is helping to assure that RWJF's commitments in nursing have a broad and lasting national impact.

Session Overview:

Discuss progress, current activities, and outcomes associated with implementation of the Future of Nursing recommendations as presented in the 2010 Institute of Medicine report.

Session Objective:

1. Describe major initiatives for implementing IOM Future of Nursing recommendations.
2. State actions that may be taken on by individuals and schools of nursing that will contribute to implementation of described initiatives.

Presentation for: Sue Hassmiller, PhD, RN, FAAN

FUTURE OF NURSING™
Campaign for Action

Robert Wood Johnson Foundation

AARP

A Campaign for Action Update

New Careers in Nursing Program
October 9, 2014

Susan B. Hassmiller, PhD, RN, FAAN, RWJF Senior Adviser for Nursing, and director, Campaign for Action

Increasing Diversity

Race/Ethnicity Data for Baccalaureate Entry Programs

Race/Ethnicity	Schools of Nursing (%)	New Careers in Nursing Students (%)
Black	~10%	~28%
Hispanic/Latino	~10%	~15%
Asian	~10%	~12%
Men	~15%	~40%

Source: AACN

New Careers in Nursing Annual Meeting Susan B. Hassmiller October 9, 2014 2

Increasing Diversity

Race/Ethnicity Data for Masters' Programs

Race/Ethnicity	Schools of Nursing (%)	New Careers in Nursing Students (%)
Black	~15%	~28%
Hispanic/Latino	~8%	~15%
Asian	~10%	~12%
Men	~10%	~35%

Source: AACN

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A Culture of Health

We, as a nation, will strive to create a culture of health enabling all in our society to lead healthy lives, now and for generations to come.

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How Nurses Can Help

Largest segment of health care workforce and spend most time with individuals and families.

- Manage influx of older, sicker, and newly insured patients.
- Develop and implement new models of care.
- Provide transitional and coordinated care.
- Help hospitals to reduce medical errors and re-hospitalizations.
- Focus on prevention and wellness.

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Areas of Focus

Education **Practice & Care** **Leadership**

Interprofessional Collaboration **Diversity** **Data**

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Advancing Education Transformation FUTURE OF NURSING™
Campaign for Action

- Academic progression infrastructure being developed.
- Number of students enrolled in RN-to-BSN programs up 53% since 2010*.
- 30 ACs adopting promising models to strengthen nursing education.
- Medicare Graduate Nurse Education Demonstration underway.
- Magnet program promotes BSN education.

Source: AACN, 2014.

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NCIN Advancing Education FUTURE OF NURSING™
Campaign for Action

3,517
scholarships

130 Schools
of Nursing
involved



**Goal:
80/20**

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Advancing Education Transformation FUTURE OF NURSING™
Campaign for Action

Future of Nursing Scholars Program

- Diverse cadre of PhD-prepared nurses who are committed to long-term leadership careers.
- Offers financial support, mentoring, leadership development activities and postdoctoral research funding.
- Grants given to schools of nursing.

Doctoral Advancement in Nursing Project

- Aims to increase diversity in doctoral programs.

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Laren Riesche, NCIN graduate and Future of Nursing Scholar

Removing Barriers to Practice & Care FUTURE OF NURSING™
Campaign for Action

State Legislation

- 6 states have removed statutory barriers that prevented nurse practitioners from providing care to the full extent of their education and training.
- 11 states requested and received FTC opinion on removing barriers.
- FTC policy paper: "expanded APRN practice is good for...consumers."

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Leveraging Nursing Leadership FUTURE OF NURSING™
Campaign for Action

- 190 nurses appointed to leadership boards.
- North Carolina and Wyoming: Nursing Leadership Institutes.
- Virginia: 40 Under 40 Awards.
- New Jersey: Goal to place nurse leader in every hospital boardroom.
- Texas: Governance and leadership education.
- Leapfrog Group requires nurses to be integrated into governance for hospitals to attain Magnet status.
- Goal: National initiative to place 10,000 nurses on boards by 2020.

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Leveraging Nursing Leadership FUTURE OF NURSING™
Campaign for Action

Breakthrough Leaders in Nursing:

- Recognize and advance 10 nurse leaders.
- Winners will receive leadership scholarship.
- Nominees must be RNs who are engaged in an Action Coalition.



**BREAKTHROUGH
LEADERS *in* NURSING**
Saluting Nurses for Leading Change and Advancing America's Health

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Promoting Workforce Diversity FUTURE OF NURSING™
Campaign for Action

34 states working on diversity initiatives:

- Texas: increasing diversity in BSN programs.
- Wisconsin: developing tools to educate public on importance of diversity.



New Careers in Nursing Annual Meeting Susan B. Hassmiller October 9, 2014 13

Fostering Interprofessional Collaboration FUTURE OF NURSING™
Campaign for Action

- HRSA's National Center for Interprofessional Practice & Education.
 - National Center Data Repository gathering data to test effectiveness of interprofessional education and practice models.
- Indiana adopting interprofessional collaboration in medical and nursing schools.
- RI interprofessional curriculum includes doctors, nurses, pharmacists and social workers.



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Workforce Data Collection FUTURE OF NURSING™
Campaign for Action

Many states challenged to get accurate workforce data on numbers and types of health professionals.



Forum leading national effort to get states to collect a standardized data set.

Need to analyze data in timely manner and make it publically available.

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What You Can Do: FUTURE OF NURSING™
Campaign for Action

Deans and Directors and Nurse Faculty:

- Teach IOM report in your classrooms.
- Encourage students to continue their education.
- Apply to be Future of Nursing Scholars site.
- Identify, mentor and encourage talented students to advance education.
- Conduct research to bolster IOM recs.
- Make sure your school is fostering IPE.
- Integrate leadership and business theory across your curriculum.
- Partner with practice.



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New Nurses FUTURE OF NURSING™
Campaign for Action

- Pursue leadership opportunities.
- Speak up at workplace.
- Seek out committees.
- Volunteer.
- Serve on boards and enter policy debates.
- Pursue lifelong learning.
- Consider continuing your education.
- Join your state's Campaign for Action.




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We Need Your Support FUTURE OF NURSING™
Campaign for Action



www.campaignforaction.org

New Careers in Nursing Annual Meeting Susan B. Hassmiller October 9, 2014 18



Breakfast Session: Roundtable Discussions

Friday, October 10, 2014

8:00–9:00 a.m.

Louvre Ballroom 1&2

Program Planning Committee Facilitator:

***Candace Tull, MSN, RN, WHNP-BC
Associate Lecturer, BRAND Program Coordinator
University of Wyoming***

Candace M. Tull, PhD, RN, WHNP-BC has had over 30 years of nursing experience in oncology, home health, hospice care and women's health. She has been a nursing educator for over 14 years as well as over 20 years of practice as a women's health nurse practitioner. She is published in the area of Adult Education and is a researcher in the area of facilitating creativity in nursing students. Her favorite subjects to teach include research and pathophysiology. In her spare time she teaches quilting.



New Grantee Orientation: Discussion Leader:

Vernell DeWitty, PhD, RN

Like Programs Roundtables:

BSN Discussion Leaders:

Shelia Leander, PhD, RN; Cecil Holland, EdD, PhD, RN; Lori Escallier, PhD, RN

MSN Discussion Leaders:

Patricia Cowan, PhD, RN; Linda Pellico, PhD, RN

Sustaining Leadership Development: Discussion Leaders:

Susan Ward, PhD, RN; Ann Marie Mauro, PhD, RN; Cory Boyd, EdD, RN

Sustaining Mentoring Programs: Discussion Leaders:

Lisa Rosenberg, PhD, RN; Debbie Danforth, BSN, RN; Maria Rosario-Sim, EdD, RN

Roundtable Discussions Instructions

These discussions are designed to provide an opportunity for conference participants to engage in dialogue with colleagues. Discussion and processing will be one of the most important aspects of the conference and the focus of these sessions.

Discussion Leader:

1. Allow time for group members to briefly introduce themselves.
2. Present an overview of the subject matter from prepared notes and key points for discussion.
3. Engage the group in dialogue regarding discussion topics.

Facilitator:

1. Solicits one group member to serve as Recorder/Presenter.
2. Keeps the group focused on the topic and discussion.
3. Summarizes the various ideas of the group on an ongoing basis for documentation by the recorder.
4. Monitors the time to ensure the group completes its discussion within the allotted time.
5. Time Management: You will have a total of 90 minutes for dialogue.
6. Please set aside the last 10-15 minutes to summarize your discussion and prepare a summary consisting of no more than 3-5 top points.

Recorder and Presenter:

1. Each group will present a brief (2-3 minutes) executive summary during the summation. Please keep a detailed recording of your discussion. This will be important to the preparation of a summary for the web site.

The facilitator will present the executive summary followed by a brief Q&A.

New Grantee Orientation

Discussion Leader: Vernell DeWitty, PhD, RN

Session Overview: This session is designed to present an overview of basic NCIN operations for new grantees and people who are just beginning to act as program liaisons. This open dialogue will allow new grantees to ask questions and seek clarification regarding the Robert Wood Johnson Foundation's and the National Program Office's expectations. Participants will be encouraged to discuss challenges with program implementation and identify support needed to meet these challenges. The session will conclude with a discussion of program evaluation and data collection methodologies.

Session Objectives:

1. Discuss the goals and objectives of the NCIN program.
2. Develop two to three strategies to use online resources to assist with grant implementation.
3. Identify NCIN evaluation and data collecting processes and procedures.

NOTES

Like Programs Roundtables (BSN/MSN)

BSN Discussion Leaders:

Shelia Leander, PhD, RN; Cecil Holland, EdD, PhD, RN; Lori Escallier, PhD, RN

MSN Discussion Leaders:

Patricia Cowan, PhD, RN; Linda Pellico, PhD, RN

Session Overview: Describe opportunities for NCIN grantees to collaborate in continued implementation of NCIN program outcomes for accelerated degree nursing education.

Session Objectives:

1. Discuss the need for continued recruitment and enrollment of underrepresented students in nursing.
2. Describe past approaches used by NCIN grantees in meeting program requirements and how these may be sustained.
3. Facilitate sharing and dialogue among NCIN grantees in collaborating on possible projects.

NOTES

Sustaining Leadership Development

Discussion Leaders: Susan Ward, PhD, RN; Ann Marie Mauro, PhD, RN; Cory Boyd, EdD, RN

Session Overview: Participants will discuss outcomes of leadership development experiences with NCIN scholars and explore opportunities for sustaining best practices identified.

Session Objectives:

1. Identify elements of leadership development programs that resulted in most desirable outcomes.
2. Identify barriers to leadership development that participants have encountered in ABSN programs.
3. Discuss strategies that will support and sustain leadership development for accelerated nursing students.

NOTES

Sustaining Mentoring Program

Discussion Leaders: Lisa Rosenberg, PhD, RN; Debbie Danforth, BSN, RN; Maria Rosario-Sim, EdD, RN

Session Overview: Participants will discuss outcomes of mentoring experiences with NCIN scholars and explore opportunities for sustaining best practices identified.

Session Objectives:

1. Discuss strategies for strengthening the sustainability of mentoring in ABSN programs.
2. Identify barriers to mentoring that participants have encountered in ABSN programs.
3. Describe strategies that have supported ongoing mentoring of ABSN programs

NOTES

Plenary Session: Looking to the Future

Friday, October 10, 2014

9:15–10:15 a.m.

Guggenheim 1 & 2

Speakers:

Sustaining Momentum: Opportunities and Challenges

David Krol, MD, MPH, FAAP
Senior Program Officer, Human Capital Team
Robert Wood Johnson Foundation



A recognized leader in children's oral health advocacy, David Krol has provided pediatric primary care to the underserved in Connecticut, New York and Ohio, testified before federal, state and local legislative bodies on behalf of children, and published in scientific journals such as *Pediatrics*, *Advances in Pediatrics*, *Pediatrics in Review* and others on topics as diverse as children's oral health, health workforce policy, medical errors and labor pain management. He has held leadership positions in the American Academy of Pediatrics and has received numerous awards including being selected as a Pediatric Leader of the 21st Century by the American Academy of Pediatrics and the Johnson & Johnson Pediatric Institute.

Educating the Future Nursing Workforce: Opportunities and Challenges

Deborah Trautman, PhD, RN
CEO, Program Director, New Careers in Nursing Scholarship Program
American Association of Colleges of Nursing



Deborah Trautman assumed the role of chief executive officer of the American Association of Colleges of Nursing (AACN) on June 16, 2014. At AACN, she oversees all of the strategic initiatives, signature programming and advocacy efforts led by the organization known as the national voice for baccalaureate and graduate nursing education.

Formerly the executive director of the Center for Health Policy and Healthcare Transformation at Johns Hopkins Hospital, Trautman has held clinical and

administrative leadership positions at the University of Pittsburgh Medical Center and the Johns Hopkins Medical Institutions. She also served as the vice president of Patient Care Services for Howard County General Hospital, part of the Johns Hopkins Health System; and as director of Nursing for Emergency Medicine at the Johns Hopkins Hospital. She also held a joint appointment at the Johns Hopkins University School of Nursing.

Session Overview:

Speakers will discuss the major opportunities and challenges of both sustaining momentum for all of the accomplishments already achieved by the programs and the forthcoming work of educating the future nursing workforce.

Session Objectives:

1. Describe and discuss major accomplishments and the impact of NCIN program from the perspective of RWJF, and opportunities for sustaining these accomplishments.
2. Describe opportunities and challenges for educating the future nursing workforce from the perspective of AACN.

Overview of Program for: David Krol, MD, MPH, FAAP**Sustaining Momentum: Opportunities and Challenges**

In response to a national nursing shortage that was projected to worsen dramatically in the coming years, the Robert Wood Johnson Foundation (RWJF) and the American Association of Colleges of Nursing launched a unique and ambitious program, intended not only to stem the shortage but also to help increase the diversity of the nursing workforce and develop a new generation of nurse leaders. Since its inception in 2008, the Robert Wood Johnson Foundation New Careers in Nursing program (NCIN) has provided 3,517 scholarships to students in accelerated bachelor's and master's nursing programs at 130 schools of nursing in 41 states.

Impressive as those numbers are, NCIN's impact goes far beyond its scholars and alumni. NCIN has increased the diversity of the nursing workforce through providing scholarships to individuals from groups underrepresented in nursing, helped change the culture of the schools of nursing that received NCIN grants, and encouraged nurses to pursue doctoral degrees. Those institutions report being more diverse and inclusive as a result of the NCIN program and being better equipped to support all their nursing students in their academic and career pursuits. Resources like the leadership, recruitment and mentoring toolkits; the Pre-Immersion Program; the recently-established Scholars Network; and the Doctoral Advancement in Nurses (DAN) project have supported student success; built leaders; increased the number of nurses holding BSN degrees of higher, as recommended by the landmark Institute of Medicine report, *The Future of Nursing: Leading Change, Advancing Health*; and more.

During the plenary keynote session, David Krol, MD, MPH, FAAAP, RWJF senior program officer for NCIN, will discuss the major accomplishments of this remarkable seven-year old program and the impact it has had on nursing education and the nursing workforce. Krol will also talk about the ways that impact can be sustained.

Presentation for: Deborah Trautman, PhD, RN

Educating the Future Nursing Workforce

Deborah E. Trautman, PhD, RN
 Chief Executive Officer
 American Association of Colleges of Nursing
 Project Director, New Careers in Nursing

Framing the Issue

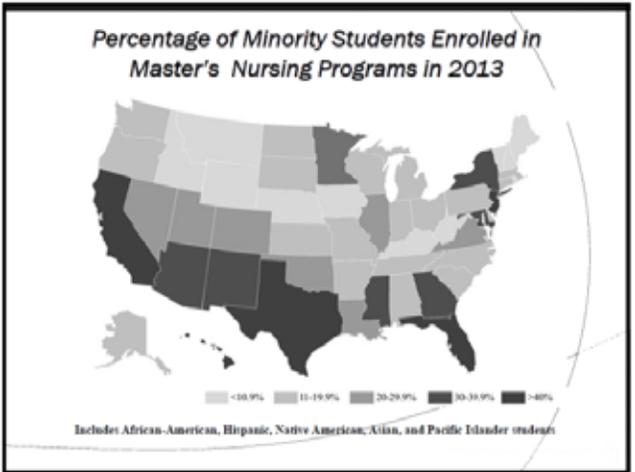
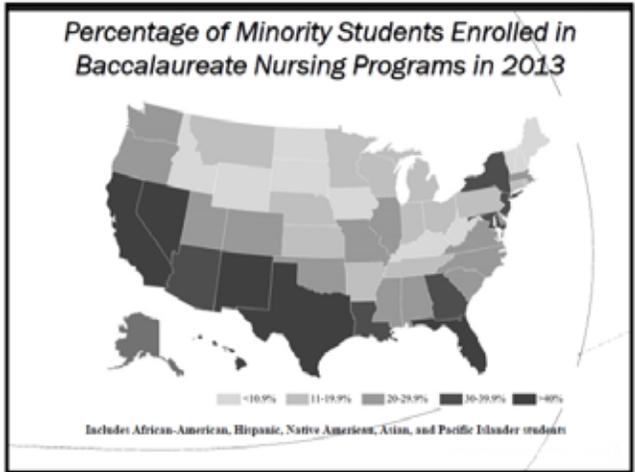
- Recruiting individuals from minority groups into nursing is a priority for the profession
 - Landmark reports – IOM, RWJF, Joint Commission, AHA, Sullivan Commission – greater diversity in nursing and other health professions
- A diverse nursing workforce is needed to serve a diverse patient population
 - Strong connection between having diverse nursing workforce and ability to provide quality, culturally competent patient care

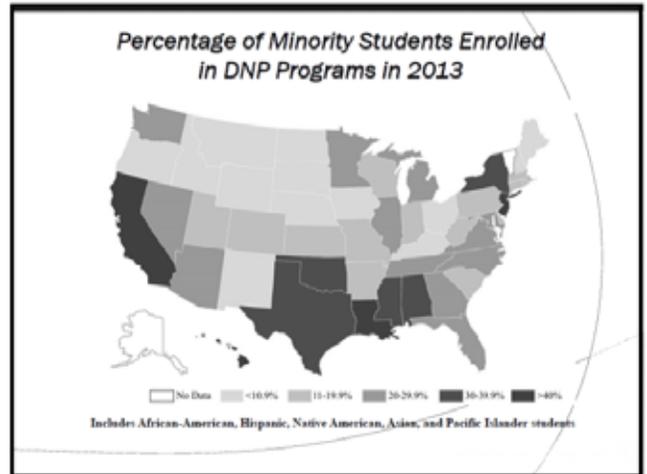
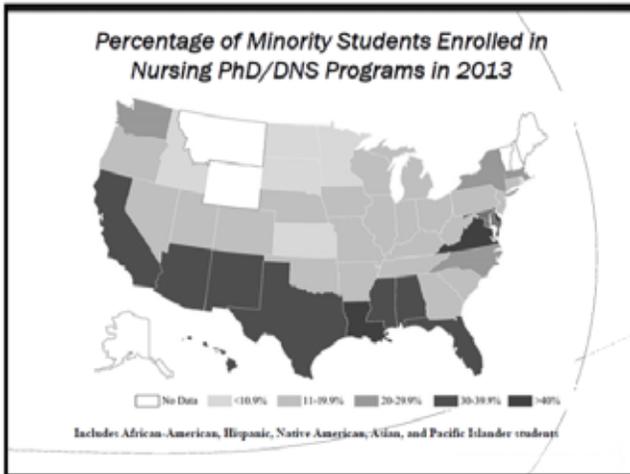
Framing the Issue

- According the Census Bureau, 37% of US population comes from minority groups
- In contrast, only 19% of RNs are part of a racial or ethnic minority group (NCSBN, 2013)
- State and regional variation

Diversity in the Classroom

- Fortunately, the nursing student population is growing more diverse
- Students from minority backgrounds:
 - Baccalaureate 28.9%
 - Master’s 30.0%
 - Doctoral (PhD) 28.4%
 - Doctoral (DNP) 26.9%





Diversity in the Classroom

- Need to attract more nursing faculty from minority backgrounds into nursing is equally as great
- Only 13.1% of full-time nursing faculty teaching in baccalaureate and graduate programs come from minority groups (AACN, 2013)

Changing the Face of Nursing

- Though nursing has made great strides in recruiting and graduating nurses that mirror the patient population, more must be done before adequate representation becomes a reality
- AACN is working to address the critical need on several fronts

Faculty Initiative

Doctoral Advancement in Nursing Project

- RWJF awarded funding to AACN to enhance the pipeline of students into PhD & DNP programs
- Focus is on facilitating doctoral program completion among minority students
- White paper published; resources for students and advisors posted online
- Pilot program initiated for 50 students; mentoring matching currently underway

Faculty Initiative

AACN-Johnson & Johnson Minority Faculty Scholars Program

- Since 2007, AACN and the J&J Campaign for Nursing's Future have awarded \$18,000 scholarships to graduate nursing students who agree to teach after graduation
- Mentoring and leadership development are key elements of this program
- 58 scholars from 29 states have received funding to date

Diversity Initiatives

- AACN also seeks to enhance diversity by:
 - Advocating on Capitol Hill for increased funding for Nursing Workforce Diversity Grants
 - Advancing the work of the Sullivan Commission to Transform the Health Profession
 - Focusing media attention on this issue
 - Offering conference programming on best practices in recruiting diverse students and faculty

More Information

For the latest data on diversity in the nursing student population, related reports, and efforts to expand representation in the profession, see:

**AACN's Diversity in Nursing Education
Resource Center**

www.aacn.nche.edu/Diversity

Keynote Session:

Recruitment, Enrollment and Academic Advancement of Underrepresented Students in Schools of Nursing: Policy Implications

Friday, October 10, 2014

10:30 a.m.-12:00p.m.

Guggenheim 1 & 2

Speaker:

Hayley Hanson, Esq.

***Partner with a focus on Healthcare, Life Sciences, & Pharmaceuticals
Husch Blackwell***



With a dedicated focus on representing institutions of higher education, Hayley Hanson advises on compliance and governance issues involving student aid, accreditation, privacy, campus crime, state licensure, distance education, faculty, students and general employment. A member of the firm's Healthcare, Life Sciences and Pharmaceuticals industry team, Hanson has served as outside counsel to more than 20 institutions directly affiliated with a hospital system, providing higher education support to the colleges of allied health.

Session Overview:

Discuss and define the policy implications that affect the recruitment, enrollment, and academic advancement of underrepresented students in NCIN grantee schools .

Session Objectives:

1. Describe current recruitment, enrollment and academic advancement policies.
2. Identify the impact these policies may have on students and schools of nursing whose goals are to sustain the mission of NCIN.

Presentation for: Hayley Hanson, Esq.

See supplemental handout for full presentation



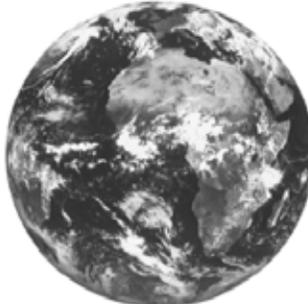
Recruitment, Enrollment & Academic Advancement of Underrepresented Students in Schools of Nursing: Policy Implications

Hayley Hanson

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Agenda

- Diversity Initiatives Overview
- Admissions Best Practices: Diversity
- Race in Admissions
- Disability Accommodation: Admissions and Beyond
- Undocumented Students
- Growing Diversity through Retention

Diversity Initiatives Overview

Diversity

- Ethnicity
- Creed
- Gender
- Sexual orientation
- Socio-economic status
- Age
- Political affiliation
- National origin
- Disability



Diversity (cont.)

Socio-economic status

- New category for diversity in National Association of College Admission Counseling 2014 *Proposed Changes to Statement of Principles of Good Practice*
- Subject of pending *New York Times* ranking
- Related categories
 - First-generation students
 - Citizenship status

Why Diversity



- Quality of learning
 - Breadth of perspectives deepens educational analysis
 - Innovation and excellence increase where group problem-solving involves individuals with various experiences
- Reduced prejudice/increased tolerance
 - In health professions, develop sensitivities needed to serve patients

Why Diversity (cont.)

- Serve underserved communities
 - Employment
 - Role models
 - Growing “minorities” (esp. Hispanic)
- Economic realities
 - New market segments: Potential students
- Meet workforce demands
 - Global marketplaces demand ability to collaborate with a variety of individuals

Legal Obligations

- Section 1981: race, color
- Title VI: race, color, national origin in programs and activities that receive federal student aid
- Title IX: sex discrimination in education programs
- Americans with Disabilities Act: Disabilities
- Vietnam Era Veterans Readjustment Act: Veteran status
- State/local laws: Sexual orientation
- Also ... Title IV Program Participation Agreements

Continued

Benefits of Retention

- Maintaining diversity
- More completion/graduation
- Faster completion/graduation
- Less borrowing/aid
- Lower recruiting costs
 - Less need to fill withdrawal slots
 - Increased recruiting recommendations
- Increased income
- Program success
- Happier alumni
- Better job prospects



State Completion Laws

- Maryland, Tennessee, Georgia, Indiana
- E.g., Maryland
 - State-wide transfer between public institutions, including community colleges
 - All public institutions must create
 - Incentives for obtaining associate’s degrees before enrolling in four-year institution
 - Incentives for re-enrolling near-completers
 - Pathway system
 - Graduation progress benchmarks
 - Advising components
 - Students required to file degree plan charting completion before earning 45 credits

Effective Retention Interventions: Transition



- Transition assistance
 - Practical: housing, part-time work, child care, what-to-expect seminars
 - Social: communications, gatherings, peer/faculty mentoring
 - Resource center/point-of-contact

Effective Interventions (cont.): Academic

- Academic support programs
 - Writing assistance, tutoring, study skills
 - Attendance
 - Mid-term grades
- Alternative educational models
 - Used throughout nursing education already
 - New study: replacing traditional lecture courses with “active learning interventions” halves black-white achievement gap in biology courses (CBE – Life Sciences Education, Sept. 2014)
 - Theory: More active approach to learning effectively teaches study skills to those who do not already have them

Effective Interventions (cont.): Financial Literacy

- Budgeting
 - Part-time employment
- Borrowing
 - Loan terminology
 - Recordkeeping
 - Repayment
- Consumer issues
 - Credit scores
 - Identity theft
 - Credit card usage



Effective Interventions: Default Management

- Default management plans
 - Department of Education “strongly” recommends voluntary plans for all institutions
 - Benefits to schools
 - Data
 - Access to student aid
 - Avoid penalties in pending legislation
 - Benefit to students
 - Increase financial literacy, retention, completion
 - Maintain Title IV eligibility
 - Avoid default, credit implications, federal lawsuits



Effective Interventions (cont.): Engagement



- Advising
 - Academic progress
 - Employment possibilities
 - Life skills
- Student involvement
 - First year students
 - Connect to resources
 - E.g., diversity resource center, population-specific community groups

Effective Interventions (cont.): Example

Example: Accelerated Study in Associate Programs (ASAP); City University of New York

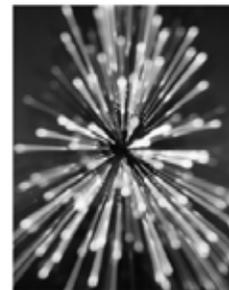
- * Financial support
- Formal student commitment
- Intensive academic and career advising
- Classes organized by major – students move together
- Full-time enrollment
 - Block scheduling (9:00-3:00, 3:00-9:00)
 - Allows full-time enrollment plus work/family
 - Mandatory attendance
- Graduation rates double those of non-ASAP students

Retention Takeaways

- Consider a variety of approaches
 - Transition
 - Academic
 - Financial
 - Engagement
- Set measurable goals
- Track success

Poised for Success

- Increased diversity
- Improved learning
- Stronger institutions
- Better communities



Keynote Session: Building Sustainability and Resource Capacity

Friday, October 10, 2014

1:30–3:00 p.m.

Guggenheim 1&2

Speaker:

Jay Blackwell, MA
Director of Capacity Building Division
Office of Minority Health Resource Center (OMHRC)



Jay Blackwell holds an undergraduate degree in Psychology from North Carolina Central University and a Master of Arts in Agency Counseling from the University of Northern Colorado. A North Carolina native, Blackwell resides in the Washington, D.C. area. He travels extensively throughout the U.S. providing technical assistance workshops, training seminars and capacity-building to organizations, local and state health departments and governmental grantees. His primary focus over the last five years has been assisting communities and local stakeholders in increasing their professional collaborations and networking through local, regional and national venues.

Session Overview:

Based on his expertise from the Office of Minority Health the speaker will guide a discussion on how to build sustainability and resource capacity at schools of nursing.

Session Objective:

1. Identify resources available through the Office of Minority Health to promote a culture of health and health equity.
2. Explore strategies that promote sustainability and build resource capacity to meet the mission and goals of the NCIN program.

NCIN Scholars Network: Beyond 2016

Friday, October 10, 2014

3:15–4:10 p.m.

Guggenheim 1&2

Speakers:

Scholars Network Steering Committee

Scholars Network Members in Attendance:

Blake Smith, BSN, RN, Nebraska Methodist College—*Chair*

Cattleya B. May, MS, FNP-BC, Boston College—*Chair-Elect*

Carli Culjat, BSN, RN, Creighton University

Chris Fogarty, BSN, RN, Kent State University

Natasha R. Leland, BSN, RN, Samuel Merritt University

Sue No, BSN, RN, University of South Florida

Onome Henry Osokpo, MS, RN, Stony Brook University

Beret Ravenscroft, JD, BSN, RN, Southern Connecticut State University

Luis Sanchez-Vera, BSN, RN, New York University

Christel TeeSy, BSN, RN, Samuel Merritt University



Faculty Advisors:

Aara Amidi-Nouri, PhD, RN, Samuel Merritt University

Susan Ward, PhD, RN, Nebraska Methodist College

Session Overview:

The *New Careers in Nursing* Scholars Network was created to promote interconnectivity among RWJF NCIN scholars. During 2011, a steering committee was formed to begin planning for the Network. This presentation by scholars will describe their vision of the future of the Network as a stand-alone organization. The goals and objectives, along with the operating principles the steering committee has developed will be presented. It is envisioned that this Network will provide a platform for sharing resources and skill sets, allowing the group to advance and focus on a specific cause as a whole.

Session Objectives:

1. Describe the progress of the NCIN Scholars Network over the past year.
2. Discuss approaches for that will increase the participation of NCIN scholars in the Network.
3. Describe the future goals, objectives and activities for the NCIN Scholars Network.

If your students are interested in being members of the Scholars Network tell them to find us on Facebook and NING!

For Facebook: Just search for *NewCareersinNursing*.



Join us on the NING Platform

www.ncinscholarsnetwork.org



2013-2014 New Careers in Nursing Scholars Network • Annual Report

Meeting schedule:

Monthly alternating 2nd Thursday and 2nd Saturday from October 2013 to October 2014

Chair:

Blake Kevin Smith, BSN, RN, Nebraska Methodist College

Chair-Elect:

Cattleya B. May, MS, FNP-BC, Boston College



Mission:

To combine and engage the diverse skills, backgrounds, and education of all NCIN scholars to benefit nursing students, nurses, and most especially, to serve our culturally diverse patient population.

Vision:

By 2020, the NCIN Scholars Network will have a sustainable infrastructure and an influential voice in the nursing community.



Steering Committee Members:

Carli Culjat, BSN, RN, Creighton University

Chris Fogarty, BSN, RN, Kent State University

Natasha R. Leland, BSN, RN, Samuel Merritt University

Sue No, BSN, RN, University of South Florida

Onome Henry Osokpo, MS, RN, Stony Brook University

Beret Ravenscroft, JD, BSN, RN, Southern Connecticut State University

Kenneth Stice, BSN, RN, University of Texas at El Paso

Luis Sanchez-Vera, BSN, RN, New York University

Christel TeeSy, BSN, RN, Samuel Merritt University

Annual Report

Goal 1: Improve Communications Among Scholars and Schools of Nursing.

Goal met?	Interventions (action plans) (All activities have a completion timeline for October 2014)	Outcome:
1. YES	1. Enhance online platform/presence and reduce barriers to signing up. <ul style="list-style-type: none"> - Steering Committee bios are available on NING website. - Improved contact with program liaisons for awareness. - Creation of module for PIP Online Supplement to add to existing orientation for new scholars. 	1. As of September 2014, the NCIN Scholars Network site, www.ncinscholarsnetwork.org , has increased from 125 members in October 2013 to 306 members. An increase of 145%.
2. NO	2. Create App for mobile phones <ul style="list-style-type: none"> - Discussion of possible App - Discussion of resources needed - Discussion of practicality 	2. Barriers were identified with resources to create App. Continued discussions for alternative avenues using a Facebook page is a priority option.
3. YES	3. Create standard bylaws for Scholars Network to operate and follow.	3. Bylaws have been finalized and are pending Robert Wood Johnsons Foundation approval.

Goal 2: Build Awareness of NCIN Scholars Network Among NCIN Scholars and Schools of Nursing

Goal Met?	Interventions (action plans) (All activities have a completion timeline for October 2014)	Outcome:
1. YES	1. Allow Scholars to become more aware of the resources that they receive. <ul style="list-style-type: none"> - Program liaisons to be active in promoting Scholars Network website. - Link to Network online platform (entry survey, SON websites, PIP Online, etc.) 	1. Continuing communication with National Program Office for pending completion and addition of the Scholars Network PIP module and link to website. Increased communication with program liaisons from Steering Committee, and as a result, scholar members on website increased by 145%.
2. YES	2. Scholar to Scholar face to face communications; NCIN Scholars Network Leadership Series. <ul style="list-style-type: none"> - Create lecture series that is participant driven using round table discussion to promote and give opportunity for ideas to be heard to foster future leadership within the nursing profession 	2. NCIN Scholar Network held four Lecture Series <ul style="list-style-type: none"> - <i>Omaha, Nebraska</i> (Nebraska Methodist College, Creighton University, University of Nebraska Medical Center Hosts) - <i>Chicago, Illinois</i> - <i>New York, New York</i> (New York University Host) - <i>Birmingham, Alabama</i> Approximately 260 students participated in student driven leadership conferences where new ideas were discussed on a variety of topics impacting the future of health care.
3. YES	3. Steering Committee Product/Regional Approach	3. Defined as creating an agreed upon product at the national level, to then execute regionally.

Goal 3: Support NCIN Scholars in leveraging previous skills and credentials into their nursing careers.

Goal Met?	Interventions (action plans) (All activities have a completion timeline for October of 2014)	Outcome:
1. YES	1. Use previous background skills to improve and create programs. <ul style="list-style-type: none"> - Create specific programs within the website for scholars to create new ideas. - Add scholar essay winners to feature on website to highlight for other scholars to identify with and create new networking opportunities 	1. NCIN Scholars Network website created multiple ways to contribute previous skills. <ul style="list-style-type: none"> - Innovations tab for scholars to discuss new ideas and find resources to explore those ideas. - Essay winners featured on website explaining their unique story about their past degrees and how that helps with their nursing practice.

Additional Accomplishments:

- Multiple Steering Committee members selected for Doctoral Advancement in Nursing mentoring project through New Careers in Nursing.
- Steering Committee members selected for graduate programs or in application process.

Future Goals:

- Goal 4: Foster leadership development skills by promoting advanced education
- Goal 5: Increase awareness of nurses as knowledge profession

Breakout Session Instructions

Breakout sessions are designed to provide an opportunity for conference participants to engage in dialogue with colleagues. Discussion and processing will be one of the most important aspects of the conference and the focus of these sessions.

Discussion Leader:

1. Allow time for group members to briefly introduce themselves.
2. Present an overview of the subject matter from prepared notes and key points for discussion.
3. Engage the group in dialogue regarding discussion topics.

Facilitator:

1. Solicits one group member to serve as Recorder/Presenter.
2. Keeps the group focused on the topic and discussion.
3. Summarizes the various ideas of the group on an ongoing basis for documentation by the recorder.
4. Monitors the time to ensure the group completes its discussion within the allotted time.
5. Time Management: You will have a total of 90 minutes for dialogue.
6. Please set aside the last 10-15 minutes to summarize your discussion and prepare a summary consisting of no more than 3-5 top points.

Recorder and Presenter:

1. Each group will present a brief (2-3 minutes) executive summary during the summation. Please keep a detailed recording of your discussion. This will be important to the preparation of a summary for the web site.
2. Summation: The facilitator from each group will present the executive summary followed by a brief Q&A

Breakout Session One: Sustainability and Resource Capacity Strategies in Programs

Friday, October 10, 2014

4:10-5:10 p.m.

(Room location will be announced.)



Discussion Leader:

***Jay Blackwell, MA
Director of Capacity Building Division
Office of Minority Health Resource Center (OMHRC)***

National Advisory Committee Facilitator:

***Debbie Danforth, BSN, RN
Operations Division Director
Oneida Comprehensive Health Division***

Program Planning Committee Facilitator:

***Judith (Judy) Martin-Holland, PhD, RN, FAAN
Associate Dean, Academic Programs & Diversity Initiatives
University of California, San Francisco School of Nursing***

Session Overview:

Based on his expertise from the Office of Minority Health the speaker will guide a discussion on building sustainability and resource capacity at schools of nursing.

Session Objectives:

1. Explore strategies to sustain and expand recruitment, retention, and leadership development of underrepresented groups in nursing.
2. Identify available resources for recruitment, retention, mentoring and leadership development in order to build capacity.

Breakout Session Two: Academic Advancement and Persistence Strategies for Underrepresented Students

Friday, October 10, 2014

4:10-5:10 p.m.

(Room location will be announced.)



Discussion Leader:

Faye A. Gary, EdD, MS, RN, FAAN
Medical Mutual of Ohio and Kent W. Clapp Chair and
Professor of Nursing
Frances Payne Bolton School of Nursing
Secondary Appointment, Department of Psychiatry
School of Medicine
Case Western Reserve University

National Advisory Committee Facilitator:

Teri A. Murray, PhD, RN, FAAN
Dean, School of Nursing
Saint Louis University

Program Planning Committee Facilitator:

Cory Boyd, EdD, RN
Associate Professor, Director, Accelerated & RN-BSN Tracks in Nursing
Mount Carmel

Session Overview:

Describe the approaches and interventions to develop future nurse leaders and leadership skills in building resiliency for underrepresented students enrolled in doctoral study.

Session Objective:

1. Identify best practices to increase academic advancement and persistence for underrepresented students.
2. Discuss academic and leadership support for students.

Breakout Session Three: Twenty-First Century Leadership in Nursing

Friday, October 10, 2014

4:10-5:10 p.m.

(Room location will be announced.)



Discussion Leader:

Martha Dawson, DNP, RN, FACHE
Assistant Professor, PAHO/WHO Senior Scholar
Coordinator of Nursing and Health Systems Administration
The University of Alabama at Birmingham

National Advisory Committee Facilitator:

Carolina Huerta, EdD, RN, FAAN
Nursing Department Professor & Chair
University of Texas-Pan American

Program Planning Committee Facilitator:

Patricia Cowan, PhD, RN
Professor and Associate Dean, Academic Affairs, College of Nursing
University of Tennessee Health Science Center

Session Overview:

Describe approaches to develop future nurse leaders and leadership skills, for future nurse administrators in a changing health care environment.

Session Objective:

1. Discuss the implications surrounding the changes in nursing leadership in the 21st Century.
2. Discuss the need for diverse nursing leaders.

Breakout Session Four: Understanding Policy Implications of Recruiting Underrepresented Students

Friday, October 10, 2014

4:10-5:10 p.m.

(Room location will be announced.)

Discussion Leader:

Hayley Hanson, Esq.

***Partner with a focus on Healthcare, Life Sciences, & Pharmaceuticals
Husch Blackwell***



Program Planning Committee Facilitators:

Susan Ward, PhD, RN

***Director of Nursing, Special Programs, & Professor of Nursing
Nebraska Methodist College***

Mary Ann Glendon, PhD, RN

***ACE and RN to BSN Program Coordinator
Southern Connecticut State University***

Session Overview:

Discuss and define the policy implications that affect the recruitment, enrollment, and academic advancement of underrepresented students in school that hold an NCIN grant.

Session Objective:

1. Examine the impact of current recruitment, enrollment & academic advancement policies in relation to sustaining the mission of the NCIN.

Keynote Session: Creating a Culture of Health

Saturday, October 11, 2014

8:00–9:00 a.m.

Guggenheim 3

Speaker:

Herminia Palacio, MD, MPH
Director and Senior Program Officer, Human
Capital and Leadership Teams
Robert Wood Johnson Foundation



For the prior 10 years Palacio served as executive director of Harris County Public Health and Environmental Services in Houston, the local health department responsible for more than two million people. She brings a broad range of academic, clinical and public policy experience to her new position, helping the Foundation to develop health leaders for the 21st Century. Palacio has also held a number of academic appointments, including Adjunct Professor in Management, Policy, and Community Health at the University Of Texas School of Public Health at Houston since 2006. She also taught at Baylor College of Medicine in Houston and the University of California at San Francisco School of Medicine. She received her medical degree from Mount Sinai School of Medicine in New York and holds a Masters of Public Health, with a specialty in epidemiology, from the University of California at Berkeley School of Public Health, and a BA in biology from Barnard College at Columbia University. She completed the distinguished RWJF Harold Amos Program in 1999. Palacio did her primary care internal medical residency at San Francisco General Hospital.

Session Overview:

Provide NCIN Grantees with a better understanding of the focus and intent of the new strategic direction of the Foundation in creating a Culture of Health.

Session Objective:

1. Describe the new RWJF Strategic Vision announced in the summer of 2014.
2. Provide examples of the areas of focus the Foundation is now pursuing with this new vision.

Overview of Program for: Herminia Palacio, MD, MPH

<http://www.rwjf.org/en/about-rwjf/annual-reports/presidents-message-2014.html>

Retrieved Sept. 5, 2014

Building a Culture of Health means that recognizing while Americans' economic, geographic, or social circumstances may differ, we all aspire to lead the best lives that we can. For the Foundation, it also means informing the dialogue and building demand for health by pursuing new partnerships, creating new networks to build momentum, and standing on the shoulders of others also striving to make America a healthier nation.

Since the Foundation's founding more than 40 years ago, the Foundation has placed a high premium on fostering great leadership and supporting strong professional development. We take great pride in our legacy of identifying leaders with the potential to transform our nation's health, and providing them the support to realize their promise. We remain deeply committed to investing in the development of health innovators. And we intend to tailor our programs to better meet tomorrow's demands for effective leadership. They must create strong connections between, and across, disciplines and professions. They must encourage networking. They must reflect the rich diversity of our nation. And they must be committed to a vision of building a Culture of Health. This year, we will start the process of restructuring and refocusing many of our human capital programs with these goals in mind, and we will introduce a new *RWJF Leadership Network*.

Over the next few months, and with your help, we will translate the abstract concept of a Culture of Health into a set of tangible measurements that will help us all track our nation's progress toward the goal. The measurements will focus on the key elements of a Culture of Health such as personal behavior, norms, values, institutions, and systems, and they will reflect where communities are performing well, and where they need more help. When this process is complete, we expect to have a useful tool that will not only help us assess our work, but also will serve to garner trust, galvanize support, and inspire others to help lift America to a level of health that a great nation deserves.

There is a Crow Indian proverb that declares *you already possess everything necessary to succeed*. We are optimistic that America can and will achieve a Culture of Health if, together, we make it a national priority. RWJF is committed to working with you to reach this goal, and we welcome you to the journey.



Promoting Leadership with Professional Nursing Associations Representing Minority Nurses

Saturday, October 11, 2014

9:15 – 10:30 a.m.

Guggenheim 1 & 2

Program Planning Committee Moderator:

Lisa Rosenberg, PhD, RN

***Associate Dean of Student, Associate Professor, Community, Systems, and Mental Health Nursing
Rush University***



Lisa Rosenberg has been employed in academic administration for 25 years at Rush. She has led program and curriculum initiatives and written several successful grants. Among her current responsibilities is the admission and recruitment of students for Rush University College of Nursing, which has an enrollment of 1,000 students. The goal is to recruit the most qualified and diverse student body in the College of Nursing's three degree programs

Session Speakers:

Alma Jaromahum, PhD, RN

Philippine Nurses Association of Illinois

Alma Jaromahum is the current President of the Philippine Nurses Association of Illinois (PNAI). She started her active involvement with her association as a life member and when she was nominated as the recipient of their Nursing Excellence Award program. She has been very active in her association for the past five years as member of the Board of Directors and Chairperson of its Education Committee that led her to coordinate and provide various continuing nursing education programs that benefit a lot of Filipinos, Asians and non-Filipino nurses in the Chicago area. She represents her association and join in various cultural events such as health screening, picnics, cultural awareness, fundraisings, etc. In 2013, she received the prestigious National Excellence Award in Nursing Education given by the Philippine Nurses Association of America in their national convention in Cleveland, Ohio.



Carolina Huerta, EdD, RN, FAAN
National Hispanic Nurses Association

Carolina González-Huerta, a graduate of Texas A&M University, is currently chair and professor of the Nursing Department at The University of Texas Pan American in Edinburg, Texas. She is the 2008 recipient of the American Nurses Association Mary Mahoney Award. González-Huerta has received HRSA scholarship awards for educational and economically disadvantaged students. She has served as a grants reviewer for the Texas Higher Education Coordinating Board Nursing Innovative Grants Project; AACN Master's Conference Abstract Reviewer; AACN Johnson & Johnson Minority Scholarship Reviewer 2007, AACN Board of Directors 2007-2008; and Robert Wood Johnson Foundation, Anderson Rural Health Project 1998.



Michael Beach, DNP, RN
National Assembly of Men in Nursing

Michael Beach has worked in search and rescue and disaster management for over 30 years within the Tri-State area and is a member of Pennsylvania 1 Disaster Medical Team (PA-1 DMAT). Besides experience with pre-hospital emergency medical treatment, he has a particular interest and expertise in tracking, team management, diving and technical rescue. In early September, following the Katrina Disaster along the Gulf Coast, he responded with his search and rescue team and part of the Red Cross to provide relief efforts to victims in Waveland and Pearlinton Mich.. As a member of PA-1 DMAT, he has responded to the 2010 earthquake in Haiti and Hurricane Sandy in New Jersey.



Sandra Webb-Booker, PhD, RN
National Black Nurses Association

Sandra Webb-Booker is admired by many, according to her nominator, for having expertise in nephrology, nursing education and the Illinois Nurse Practice Act. She consistently extends herself to assist others, not only those in the military but also people pondering military careers. She also assists those she works with in a civilian capacity, and nursing colleagues who serve alongside her on various committees. The first nurse approved by a military board to serve in a command position, Webb-Booker has served for seven years as a member of the Board of Nursing for the Illinois Department of Professional Regulations. As the chief nurse at a facility that represents a conglomeration of military hospitals, she supports staff



development. When two colleagues were asked to provide a class to a large group of soldiers who had just returned from an exhausting field exercise, Webb-Booker convinced them both that they possessed the skills, experience and resources needed to provide the body of content. The class turned out to be a success, thanks to her guidance.

Session Overview:

A panel of representatives from minority nursing organizations will describe the mission and vision of their respective organizations. The session will emphasize opportunities for student engagement and participation.

Session Objective:

1. Panel participants will describe the unique missions of their organizations and their goals in representing specific populations of professional nurses.
2. Panel participants will discuss opportunities for student engagement during their academic enrollment and after graduation. They will offer guidance to faculty regarding how student participation can be encouraged.

Poster Winner Presentations

Saturday, October 11, 2014

11:00 a.m.–12:00 p.m.

Guggenheim 1 & 2

Program Planning Committee Facilitator:

***Lori Escallier, PhD, RN
Clinical Professor and Associate Dean
Stony Brook University***

Lori Escallier has had several decades of experience leading mentorship programs (both grant funded and university funded) at the Stony Brook University School of Nursing and the University at large. She is also published in this area. She has served as a member of the poster committee for several years and has chaired or co-chaired that committee for the past three years.



Session Overview:

Poster winners selected as Best in Category will have an opportunity to describe their poster to the community. This year, those submitting abstracts were asked to consider submitting a poster that reflected innovative approaches to implementing their NCIN grants, or that shared results of their recent research .

Session Objective:

1. Poster winners will describe their work and opportunities for NCIN grantees to collaborate on the design and implementation of innovative projects in accelerated nursing education.
2. Describe how outcomes of project are generalizable to other accelerated nursing programs.

Update on Doctoral Advancement in Nursing

Saturday, October 11, 2014

12:00 – 12:30 p.m.

Guggenheim 1 & 2

Speakers:

Patricia Tabloski, PhD, RN, FAAN
Associate Professor
Boston College



Patricia Tabloski has committed her career to the teaching, practice, and study of gerontological nursing. She currently serves as an associate professor at the William F. Connell School of Nursing at Boston College. Tabloski maintained a clinical practice as an advanced practice gerontological nurse in collaboration with two physician colleagues and a multi-disciplinary team for over 20 years. The team provided primary care to nursing home residents at all levels of care. Additionally, she established the first Geriatric Assessment Clinic at the University of Massachusetts Medical Center and arranged clinical placements for many nursing, medical, and social work students over the years. Tabloski has conducted research to improve sleep and reduce delirium using non-pharmacological interventions. She has numerous publications, presentations and citations that attest to her accomplishments as a scholar, clinician and researcher. She has gained a national and international reputation as an expert in the nursing care of the older adult. She has recently completed the third edition of her award winning text book entitled *Gerontological Nursing* (2013). Tabloski has been awarded fellowship by the Mayday Society, the American Academy of Nursing, and the Gerontological Society of America.

Vernell DeWitty, PhD, RN
Program Deputy Director
New Careers in Nursing



Vernell DeWitty is deputy program director for *New Careers in Nursing* (NCIN). She was previously employed by the Center for American Nurses where she served as their director of programs. She is the 2014 recipient of the American Nurses Association Mary Mahoney Award in recognition of significant contributions to advancing equal opportunity in nursing for members of minority groups. She has an extensive background in program development and health care and nursing administration. She has served in various administrative capacities in university teaching hospitals as well as community based hospitals;

she is a nurse educator, served as guest lecturer for the George Washington University School of Medicine and School of Public Health and was a former adjunct faculty member at the George Mason University College of Health and Human Services.

She earned her doctoral degree from George Mason University and her master's in Business Administration from Howard University, where she was selected as a member of the Beta Gamma Sigma Business Honor Society. While attending the Catholic University of America, where she earned her master's degree in Nursing, she was selected as a member of Sigma Theta Tau National Nursing Honor Society. She is also a fellow in the American College of Healthcare Executives.

Session Overview:

Describe the outcomes of the Doctoral Advancement in Nursing (DAN) Project based on the tenets of successful strategies faculty may use to support students interested in applying to doctoral nursing programs.

Session Objective:

1. Describe successful strategies that have been used in the pilot phase of the DAN Project.
2. Discuss the background and purposes of the DAN Project.
3. Discuss the role of nursing faculty in engaging nursing students to encourage their advancement to the doctorate degree.



Robert Wood Johnson Foundation

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

Doctoral Advancement in Nursing: Project Update
A compelling need for the profession



Doctoral Advancement in Nursing Project (DAN)

- Enhance the pipeline of future nurse leaders, faculty, and researchers by
- Identify, encourage, and support students interested in pursuing doctoral degrees.
- Focus on graduates of accelerated and traditional nursing programs who come from groups underrepresented in nursing or from disadvantaged backgrounds.
- Mentoring relationships will to guide students
 - application process
 - identifying sources of financial support.




Project Goals

- Guide and facilitate student application and subsequent enrollment in doctoral programs;
- Investigate mentoring approaches that facilitate enrollment;
- Process to identify individuals interested in doctoral study




ncin.chronus.com





Student Self-Assessment

Robert Wood Johnson Foundation
New Careers in Nursing

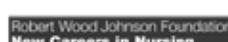
Doctoral Advancement in Nursing Student Self-Assessment
Considering an Advanced Degree in Nursing?

Is Doctoral Education Right for you? Is there an advanced degree in your future? Many nurses and nursing students struggle to answer these questions. In our experience of advising, identifying and supporting doctoral students, we have found that many students face challenges during their program because they may have not asked themselves some critical questions about themselves, their personal situations, and their choice of graduate study. These questions may guide you towards assessing your situation and making informed choices about your future educational plans so that you can make the right choices.

The following questions are intended to guide your self-assessment about your path to a doctoral degree in nursing.

* 1. There are a lot of reasons why people consider advanced degrees in nursing. Please rate your level of agreement with each of the following statements:

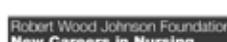
	Strongly Agree	Agree	Disagree	Strongly Disagree
I need to advance my career. An advanced degree will open doors for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I need to change my career. There is always a need in an advanced setting, but I don't have the high background and credentials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduating and I want to have more to be able to answer the questions or having that "need" that is not.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to gain advanced education in theory, evidence, research methods, or care of practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have already been strongly encouraged to go back to school. I don't want their energy, but I don't want to be ready to start with their training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>




Readiness Assessment

- Determine the type of doctoral education.
- Develop a strategic plan for successful completion.
- Create a systematic plan for the completion of oral and written program requirements.

N= 392




Beginning the Journey

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graph TD
    A[Explore Program Options] --> B[Gather Information]
    B --> C[Explore Financial Information]
    C --> D[Assess Program Environment]
    D --> E[Assess Administrative Policies and Procedures]
    E --> F[Create a Database of Programs That Meet Your Needs]
    F --> G[Apply to Three Programs]
    
```

Student Toolkit

- Information to guide undergraduate students and others who may be interested in pursuing post-baccalaureate education.
- Tools and resources to achieve successful admission to the program of their choice.
- Information about the PhD and DNP degrees so that they may match their career goals with the chosen program of study.
- Guidance for potential applicants regarding requesting letters of recommendation.
- Increase student success in the application and admission to the doctoral program of their choice.

Doctoral Advancement in Nursing
Student Toolkit

Faculty Toolkit

- Basic information necessary to guide undergraduate students seeking post-baccalaureate education.
- Tools and resources to assist undergraduate students seeking post-baccalaureate education.
- Provide nursing faculty with the skills to identify nursing students who are potential candidates for graduate study.
- Guidance for faculty when preparing letters of recommendation.
- Increase student success in the submission of applications for graduate education.

Doctoral Advancement in Nursing
Faculty Toolkit

A Roadmap for Facilitating Entry into Doctoral Education

Doctoral Advancement in Nursing:
A Roadmap for Facilitating Entry
into Doctoral Education

Program Goals and SUCCESS METRICS

Metric	Goal	Current	Next Steps
Increase membership (per quarter) - Number of Mentee applications completed Number of mentoring relationships established	25%	NA	Current active membership: 59 ECCO4 target: 75 (25 mentors 50 mentees)
Increase engagement level for mentoring partnerships (logged in over the last 30 days)	60% (stretch of 75%)	38%	
Retention of Mentors (year over year)	80%	NA	Current active relationships start closing in 1 month
Mentee completing application to doctorate program	50 students apply by May		Need to review student list and follow up on who has already applied.
Overall Satisfaction rating for mentorship program (rating Good or Great)	90%	NA	Need to update surveys in program

NATIONAL PROGRAM OFFICE CONTACT INFORMATION

Doctoral Advancement in Nursing
Questions:

Yvonne P. DeWitty
yvonnep@aacn.nche.edu
 Phone: 202-463-6930 x224

Closing Session

Saturday, October 11, 2014

12:30 – 1:00 p.m.

Guggenheim 1 & 2

Speaker:

***Vernell DeWitty, PhD, RN
Program Deputy Director
New Careers in Nursing***



Session Overview:

Discuss and summarize NCIN’s major accomplishments over the past six years, and future plans for writing the legacy of the program.

Session Objective:

1. Identify strategies that schools of nursing may consider in developing opportunities for sustaining the work initiated by NCIN.
2. Describe how grantee schools may prepare for full participation in legacy celebrations.

Grand Finale Summit

*NCIN WILL RETURN TO WASHINGTON, DC
TO HOST A FINAL SUMMIT*



Save the date: September 24-26, 2015

Washington DC Marriot Marquis

All Grantees will be invited to participate. We hope that all 130 Schools will be able to join us back in DC.



*Please indicate your interest in being a member of the **Planning Committee** for this meeting on the electronic evaluation after the meeting.*



Poster Abstracts

Guggenheim Foyer

Viewing opens: Thursday at 1:00 p.m.

Reception: Thursday, 5:00 – 6:00 p.m.

Viewing closes: Friday at 5:30 p.m. * all votes must be cast *

Presentation from winners: Saturday, 11:00 a.m. - 12:00 p.m.

Poster Competition:

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

Session 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:

- Leadership development activities for accelerated students;
- Successful strategies to recruit and retain ethnically diverse or underrepresented students;
- Innovative program design for accelerated students;
- Successful mentoring programs;
- Career trajectory (overview of your graduates' 1) employment, 2) transition to graduate programs, and 3) demonstrated leadership activities post-graduation);
- Other topics of interest: (Amazing in-progress or completed projects such as challenges faced, unexpected accomplishments/successes, scholars leveraging previous skills, cultural competence initiatives, or student guided research/projects etc...).

Poster Reception Session Objective:

1. Poster presenters will describe their work and opportunities for NCIN grantees to collaborate in design and implementation of innovative projects in accelerated nursing education.
2. Describe how outcomes of project are generalizable to other accelerated nursing programs.

The following abstracts are listed by location number.

Effects of Recruitment and Retention Strategies on Diverse Nursing Students

Category: Recruitment & Retention

Location: 1

Background Statement: A culturally diverse nursing workforce is associated with quality patient care, yet nurses are not representative of the U.S. population. The Robert Wood Johnson Foundation (RWJF) New Career in Nursing (NCIN) grant aims to increase the number of underrepresented groups in nursing, reduce the nursing shortage, and create a pipeline of diverse, future nurse educators. The MSN Clinical Nurse Leader (CNL) program at Georgia Regents University (GRU) was one of five schools awarded for seven consecutive funding cycles.

Statement of Purpose: The purpose of this study is to: 1) describe the effects of the NCIN program during matriculation and post-graduation on student recruitment and retention and; 2) describe the effects of NCIN program on nursing employment and intent to enroll in a doctoral nursing program post-graduation.

Methods: A descriptive exploratory study was conducted in two phases. Phase 1: Program directors collected continuous diversity outcome variables from each CNL student cohort, on applicants, matriculated students and graduates. Each NCIN cohort participated in a focus group to provide qualitative data to assess the effects of key NCIN program components: leadership development, mentoring, recruitment, personal reflection journals, pre-entry immersion program, and exposure to doctoral education. Phase 2: An online survey of 43 NCIN Scholar graduates will measure the continued influence of NCIN program components by assessing graduate employment data and intent to enroll in a doctoral nursing program.

Results: Ninety-five percent of the GRU NCIN Scholars were retained. Preliminary data reveals CNL student enrollment has increased by 145% since Round 1 NCIN funding. Current enrollment includes 28% racial/ethnic minorities and 15% males. Focus group data indicate that the NCIN program fostered strong relationships with other Scholars and faculty, which enhanced satisfaction and retention. Survey results will determine the long term effects of the program on retention in the profession and intent to obtain doctoral education.

Author(s): Annette Bourgault, Lovoria B. Williams

Nursing School: Georgia Regents University

Sustaining and Expanding Successful Academic Support and Mentoring Activities for Students Enrolled in an Accelerated Nursing Program

Category: Recruitment & Retention

Location: 2

Background Statement: Students from underrepresented backgrounds comprise 26.6% of entry-level, nursing baccalaureate programs and 26.3% of master's programs. However, retention and graduation rates of these students lag behind those seen in white nursing students. Evidence-based strategies that promote retention and academic success of underrepresented students include: (1) pre-matriculation programs to enhance academic skills; (2) strong student-faculty relationships; and (3) academic support services, such as tutoring. At our institution, *New Careers in Nursing* (NCIN) scholars (n=61) who received financial and academic support, as well as leadership training, community service-leadership activities, and mentoring had a 100% retention, 98% on-time progression rate, and 94% first-time NCLEX-RN pass rate. Sustaining these successful outcomes required modification of our existing strategies to expand services to the entire cohort of students enrolled in the accelerated program.

Statement of Purpose: The purpose of this abstract is to describe the modification and expansion of our pre-immersion program, academic support activities, and mentoring activities for students in an accelerated nursing program

Methods: Previously the College of Nursing offered a four-day pre-immersion program which addressed skills for students' academic success, evaluated students' academic knowledge and critical thinking, and provided both a university and program specific orientation. Students valued the information provided but reported feeling overwhelmed. The College of Nursing developed an online orientation program to supplement its pre-immersion program. The online program was available three weeks prior to the on-campus pre-immersion program and will remain open for nine months to enable students to review content. Online content specifically for students in the accelerated program included study skills, time management, medical terminology, dosage calculation, professional etiquette, writing skills, test-taking, and an introduction to nursing leadership. The on-campus pre-immersion program was reduced to two-and-a-half days and included content on time and stress management, learning styles, study skills, note-taking, and test taking. Test-taking, use of on-line resources (test-questions, case studies), technology competence, and professionalism were components of the pre-immersion program. Tutoring, which had been provided to NCIN scholars, expanded to include free group, peer tutoring for all students with tutors including those from underrepresented groups. Both the College of Nursing and the university provided financial support for group tutoring. Additionally, faculty designated an hour each week for academic support of students. For the 2014-2015 academic year, the Chancellor provided additional scholarship funds (\$95,000) specifically to sustain and expand diversity of students enrolled in the College of Nursing's academic programs. During the previous year, all students in the accelerated nursing program had been assigned a peer mentor but engagement among the mentors and mentees was variable. In the summer of 2014, the College of Nursing provided formal mentor training for mentors in the peer

mentoring program and paired those individuals with incoming students who were interested in having a peer mentor. Mentors contacted students prior to the start of classes, met during first week of classes, and met at an off-campus mentoring event. Faculty-student receptions were held during the first week of classes to provide opportunities for informal interactions. Students previously reported that interactions with doctoral students facilitated their decision to apply to doctoral programs. The Nursing Student Government Association, which includes representatives from all programs, held social and lunch and learn events, for students across academic programs. The Office of Alumni Affairs sponsored twice yearly, off-campus mixers for doctoral students and students in the accelerated program.

Results: All students in the accelerated nursing program completed the online orientation and on-campus, pre-matriculation program. However, only 25% completed the modules prior to the on-campus pre-matriculation program. Earlier availability of the online orientation may facilitate completion prior to the on-campus sessions. Approximately 60% of students have participated in group, peer tutoring sessions. All peer mentors attended mentorship training and contacted their mentees. The off-campus mixer for students in the accelerated and doctoral programs was well attended; however, the faculty-student reception yielded limited student participation. Evaluation of these strategies will provide the basis for modification of our academic success and mentoring activities.

Author(s): Patricia A. Cowan, PhD, RN; Tommie Norris, DNS, RN

Nursing School: The University of Tennessee Health Science Center

A Relationship of Mutual Benefit: Integrating Doctoral Students into the *New Careers in Nursing* program.

Category: Mentoring programs

Location: 3

Background Statement: The majority of graduates from PhD in nursing programs will be employed in academic settings, with teaching responsibilities. Research-focused doctoral programs may not afford doctoral students the opportunity to hone teaching skills, which is especially important to doctoral students without backgrounds in teaching. The University of Tennessee Health Science Center integrated doctoral students into the Robert Wood Johnson Foundation *New Careers in Nursing* (NCIN) Scholarship Program. By allowing doctoral students to participate in the program, both doctoral and entry-level students in the accelerated nursing program were presented with new opportunities for growth and development.

Statement of Purpose: The purpose of this abstract is to describe the innovative method of incorporating and integrating doctoral students into the NCIN scholars program.

Methods: Doctoral students receive tuition waivers in exchange for service hours within the college. Each term, one doctoral student, who had expressed an interest in pursuing a faculty position after graduation, was paired with the NCIN Faculty Coordinator. The doctoral students participated in the pre-immersion program, and weekly NCIN academic and social support, leadership, and mentorship activities. Doctoral students coordinated community service learning activities for the scholars, in addition to providing regular tutoring services. They led sessions on topics such as communication, test taking strategies, and concept mapping. Additionally, doctoral students provided students in the accelerated nursing program with informal mentoring and role modeling, which was especially important as the doctoral students represented both genders and a variety of ethnic backgrounds.

Results: Focus group results showed RWJF Scholars had a positive perception of the doctoral students they encountered in the program. They had favorable responses concerning the tutoring services, service learning activities, and doctoral-led sessions within the program. In addition, the scholars reported favorably in regards to having the doctoral students available as role models and mentors in the program. Doctoral students reported feeling more acclimated to the role of a faculty member after participating in teaching activities in the program, as well as feeling more connected to the school and the community following service learning activities.

Author(s): Jennifer Hitt, RN, MSN, PhD; Y'esha Weeks, RN, MSN, PhD; Patricia A. Cowan, RN, PhD

Nursing School: University of Tennessee Health Science Center

Too Big...Too Small...Just Right? Finding the Best Mentoring Approach for RWJF NCIN Scholars Enrolled in a 12-Month Accelerated Second Degree Program

Category: Mentoring programs

Location: 4

Background Statement: Mentoring is an essential component of the RWJF NCIN initiative and is vital for the retention and success of students enrolled in intensive ASD nursing programs. Fast-paced ASD programs and limited resources pose challenges to implementing effective, right sized, and right shaped mentoring programs. Being a past recipient of RWJF NCIN funds and mentoring resources has enabled us to pilot various mentoring strategies, reflect on effective elements for student retention, and incorporate them into our “Being Mentored, Becoming a Mentor” plan.

Statement of Purpose: This poster shares reflections on various mentoring approaches used by a five-time RWJF NCIN grantee with Scholars in a 12-month Accelerated Second Degree (ASD) Program. Goals include: 1) review of past mentoring approaches; 2) reflections regarding their effectiveness; and 3) identification of key mentoring elements to retain to mentor future students.

Methods: Duquesne University School of Nursing, a private, faith-based university located in the City of Pittsburgh, has been fortunate to receive RWJF NCIN funds for five rounds since 2008 in support of 40 Scholars. Data regarding our past mentoring approaches were collected from various sources: reflections of project directors (PDs), mentors, advisors, and Scholars; written mentoring plans; and grant and program evaluation reports. The PDs systematically reviewed key elements of our past mentoring plans determined pros and cons, and identified key elements to retain in our current “Being Mentored, Becoming a Mentor” mentoring approach.

Results: Our current mentoring plan has been strategically sized and shaped to enable our Scholars to be effectively mentored and become valuable mentors themselves. Successful mentoring elements have included monthly lunch discussions with the PDs and their Academic Advisor where Scholars initially learn how to “choose a mentor.” Students meet with past Scholars and select alumni in an informal evening reception where alumni share their personal experiences, offer suggestions for academic success, and privately meet with Scholars to answer questions and concerns. Email exchanges allow for ongoing communication. In the next semester, Scholars learn how to “become a mentor” and engage in career sessions with inner city, racially diverse high school students enrolled in a health careers program. To promote new student enrollment, Scholars’ meet with prospective ASD applicants at an open house event. In addition to these key elements, ASD alumni and faculty provide support upon admission. Collectively, these key elements have helped us shape the best mentoring plan for our RWJF NCIN Scholars, ensuring that our approach is “Not too big...Not too small...But just right.”

Author(s): Joan Such Lockhart, PhD, RN, CORLN, AOCN, CNE, ANEF, FAAN, Clinical Professor & MSN Nursing Education Track Coordinator; Leah Vota Cunningham, MNEd, RN, Clinical Assistant Professor; Yvonne Weidman, DNP, RN, Clinical Assistant Professor, Second Degree Program Track Coordinator, Duquesne University School of Nursing, Pittsburgh, PA.

Nursing School: Duquesne University

Professional Socialization of Accelerated Second Degree Nursing Students in the First Semester of a 12-Month Community-Based Curriculum

Category: Other Topics of Interest

Location: 5

Background Statement: Accelerated Second Degree (ASD) nursing programs offer one solution to rapidly expanding the nursing workforce. Professional socialization, the process by which the values, behaviors, and attitudes of a profession are acquired, is critical to role development (Utley et al., 2007). While traditional nursing students begin the socialization process during their undergraduate education, the question of whether ASD students begin the process of socialization to the nursing profession during an intensive 12-month program remained unclear and required exploration.

Statement of Purpose: This project explored the perspectives of ASD students regarding professional socialization before/after completing their first semester of a 12-month community-based curriculum. Goals included: 1) obtaining a baseline measurement of professional socialization; 2) implementing a redesigned Professional Development Seminar; and 3) reassessing students' perspectives of professional socialization at the end of the semester.

Methods: After IRB approval, 64 ASD students shared their written reflections (prior to/after their first semester) to three questions derived from the socialization literature: Why did you choose to become a nurse? How would you define nursing according to your personal point of view? What do you feel is the role of the nurse in today's health care system? The semester included a Professional Development Seminar and theory and clinical courses. Basic content analysis techniques were used to identify themes from participants' de-identified papers.

Results: Reflections captured at both pre and post-semester were fairly similar with themes increasing in frequency at post-semester. ASD students' remarks revealed characteristics similar to those of traditional students regarding an altruistic desire to "make a difference" and "help others." Additional themes included being a professional care provider, patient advocate, integral member of health care team, and having a rewarding career. These themes increased by 12.5%, 49.6%, 11.2%, and 3.3% respectively at post-semester. Most themes aligned with six key concepts addressed in the American Nurses Association (ANA) Nursing: Scope and Standards of Practice (ANA, 2010). Findings suggest these ASD students entered the program with a general understanding of the nursing role and continued the professional socialization process during their first semester experiences. The need to explore the professional socialization of ASD students at program completion is warranted and currently in progress.

Author(s): Mary C. Loughran, Joan Such Lockhart

Nursing School: Duquesne University

Call to the Post: Pre-Entry Immersion Program Prepares Students to Go the Distance

Category: Other Topics of Interest

Location: 6

Background Statement: The *Nurse Careers in Nursing* grant created the opportunity to implement a new strategy for preparing students to begin their nursing education with a week-long, executive style program to provide a solid foundation for becoming a nurse and ease the transition into nursing school. All incoming accelerated students were included (N = 40). The time was used to integrate topics from orientation, the foundations course, and requirements of the grant. Recommendations from Benner's book, *Educating Nurses: A Call for Radical Transformation* (2010) was used to unify program components. Foundations of Professional Nursing, a one-credit course usually taken over the entire semester, was modified to accommodate the week-long program. The program emphasized the seven BSN goals that guide the undergraduate program: professional behavior; communication; evidence-based practice; inter-professional collaboration; diversity; critical thinking; and health policy. Topics were taught by a variety of school of nursing faculty and staff, nurse leaders in the community, and others from the University. Each day had a specific theme: getting acquainted; being a nursing student; self-development; leadership; and life-long learning. Details regarding the program will be included in the poster presentation.

Statement of Purpose: The purpose of this study was to evaluate the impact of a pre-entry immersion program (PIP) on beginning students' abilities to: think like a nurse; support clinical imagination and curiosity; develop professional behaviors; and be successful in nursing program course work.

Methods: This is a cross-sectional evaluation of the impact of the PIP on student outcomes in their first semester of a second degree accelerated BSN program. Students and faculty who taught in the first semester courses (Health Assessment, Therapeutic Nursing Interventions, and Community Health) rated the students on their application of BSN Program concepts at the end of the semester, preparedness to begin the nursing program, and satisfaction with PIP. Course evaluations, course grades including tests, and ATI scores of PIP students will be compared with students from the previous accelerated cohort (summer 2013).

Results: Complete results are pending until the completion of the summer 2014 semester. Preliminary findings indicate positive outcomes for student learning, decreased anxiety during the early weeks of the semester which lead to improved student success and quick assimilation to the expectations and rigor of the program. The vast majority of responses to the PIP evaluation survey indicated strong agreement that all components and presenters helped prepare them to begin nursing school.

Author(s): Ruth R. Staten, PhD, PMH-NP-CS-BC; Glenda M. Adams, MSN, RNC, University of
Louisville School of Nursing

Nursing School: University of Louisville

Leveraging NCIN Funding to Shift Organizational Culture to Enhance Retention of Underrepresented Nursing Students

Category: Other Topics of Interest

Location: 7

Background Statement: Studies reveal that successful retention of underrepresented students requires consistent mentorship, as well as financial resources to fund the cost of education. The NCIN program provides both, and through six years of continual NCIN funding, the NCIN scholars at Samuel Merritt University (SMU) have had retention rates and NCLEX pass rates far beyond underrepresented students in other programs at SMU. The funding has enabled the school to launch two innovative successful projects: Alumni Mentor Program and Alumni Tutor Program. Since retention of underrepresented students and their successful passage of NCLEX are top priorities for the Strategic Diversity Plan at Samuel Merritt University, the successes of the NCIN scholars have had a significant impact in shifting the organizational culture to create and sustain internal programs that support retention, as well as securing external grants to continue to grow the programs.

Statement of Purpose: This article describes the strategies used to leverage NCIN funding to bring change to our institution, specifically as it pertains to the retention of underrepresented students in nursing and other health sciences.

Methods: Three main strategies were used to shift organizational culture: 1) ensuring that NCIN students were successful in completing their program and passing the NCLEX; 2) maximizing the NCIN stipend to provide support to the NCIN scholars; 3) publicizing the accomplishments of the NCIN scholars internally.

Results: NCIN scholarships served as a model for funding our internal HOPE scholarship program for underrepresented students across all health sciences programs. The successes of the NCIN grant were also leveraged to secure \$5.2 million through Health Resources and Services Administration (HRSA), a division of the U.S. Department of Health and Human Services, as part of a highly competitive grant program called Scholarships for Disadvantaged Students (SDS). Leveraging the NCIN grant, SMU was awarded \$150,000 from The California Wellness Foundation to enhance retention of underrepresented students in our traditional Bachelor of Science Program, through which the Alumni Nurse Tutor program was initiated, a program that is also being sustained internally. The strategies for retention of underrepresented students has shifted from disbursing small amounts of scholarships across many students, to providing much larger scholarships that improve a student's financial situation, alleviating the burden to work many hours. Academic support services have been bolstered, and Alumni Tutors are an integral part of the tutoring program. There is a continual focus on improving retention through mentorship programs, and the university hired a new Chief Diversity Officer who has expertise in this specific area. The curriculum

is being enhanced through a focus on inter-professional education (IPE), and this year SMU is launching a co-curricular IPE Health Disparities program.

Author(s): Aara Amidi-Nouri, PhD, RN, Director of Diversity/Associate Professor

Nursing School: Samuel Merritt University

Using the Clifton StrengthsFinder Assessment to Foster Student Success During an Accelerated Entry Level Masters Program

Category: Other Topics of Interest

Location: 8

Background Statement: The Gallup corporation has looked at the study of success for more than three decades. They looked to see what would happen if they studied what was right with people, to build on their natural talents. Talents are people's naturally reoccurring patterns of thought, feeling or behavior that impacts a persons behavior and performance in life. Gallup designed a web-based assessment called the StrengthsFinder. This assessment measures the presence of 34 themes. These themes, when supplemented with knowledge and skills can be developed.

Statement of Purpose: Students who enter into second career nursing programs are motivated and determined. They have been successful in their education and professional careers, however they may not be aware of their natural strengths. The purpose of this paper is to examine what the students have reported as their top three strengths, and to determine if these strengths are a patten for success in the Entry Level Masters (ELM) program.

Methods: For the past two years, students who have entered into the ELM program at three campuses have taken the StrengthsFinder assessment prior to orientation. Azusa Pacific University provides to the students a code for a small fee. Students spend one-and-a-half hours with a strengths coach during their orientation, which increases self awareness of their talents and strengths. Students provide the program administrator with their top five strengths. Faculty are given the students strengths with the intention of incorporating these strengths into the learning environment. Faculty also take the StrengthsFinder assessment and have participated in faculty retreats based on StrengthsFinder.

Results: Of the 110 students who have taken the StrengthsFinder assessment at the Azusa campus the following are the top three categories of strengths: (1) achiever- work hard, great satisfaction in being busy and productive; (2) learner- great desire to learn, to continuously improve, they like the process of learning; (3) a tie, restorative- adept at dealing with problems and figuring out what is wrong and restoring it and responsibility - ownership of what they say they will do, committed to stable values of honesty and loyalty. Plans are to continue to incorporate the StrengthsFinder assessment with each incoming cohort. Further research will include looking at overall GPA and NCLEX pass rate to see if there is a correlation between a students strengths and their overall success in the program.

Author(s): Shirley M. Farr, RNC, MSN, CNS; Lindsey Colburn

Nursing School: Azusa Pacific University

The NCLEX Challenge: Unlocking the Key to Success

Category: Other Topics of Interest

Location: 9

Background Statement: In April 2013, the National Council of State Boards of Nursing (NCSBN) made minor revisions in the test plan for the NCLEX-RN Examination and raised the passing standard to 0.00 logits, an increase of 0.16 logits. This was significantly higher than previous increases in the passing standard from 1995 to 2010, which ranged from 0.05 logits to 0.07 logits. While prior passing standard increases resulted in decreases in first-time pass rates of 3% to 5%, the April to June 2013 first-time pass rates decreased by 9.74% nationwide (NCSBN, 2013). At New York University, our first-time 2013 NCLEX pass rate dropped from 93% (January-March, n = 190) to 79% (April to June, n = 22), and then 74% (July to September, n = 147). While it is the student's responsibility to pass the NCLEX exam, nursing faculty need to implement strategies to enhance chances of success (Lavin & Rosario-Sim, 2013).

Statement of Purpose: The aim was to implement strategies to assist accelerated and traditional baccalaureate nursing students at New York University to pass the NCLEX-RN Examination on their first attempt.

Methods: Rogers (1995) diffusion of innovations model was used to guide our NCLEX success strategies, including: gaining knowledge, becoming persuaded, deciding to adopt, implementing, and confirming the decision to adopt the new idea. A task force consisting of core course coordinators, the undergraduate program dean, administrators, and advisement team members was formed to: 1) review the literature; 2) analyze student data to determine factors associated with NCLEX failure; and 3) examine use of our Kaplan integrated testing program and NCLEX prep resources.

Results: A specialized NCLEX advisement plan was developed that included: a) expanded use of Kaplan resources and remediation; b) reinforcement of benchmarks and available resources to all final semester students; and c) assigned NCLEX advisors who conducted individualized outreach and coaching to graduating students identified to be at risk for failure. Following implementation, the first-time NCLEX-RN pass rate increased to 92% (January to March 2014, n = 136), which was significantly higher than the NY state pass rate of 84% for baccalaureate programs during this same period. The results show that programmatic changes and identification of students at risk can enhance chances of NCLEX success. It is important that nursing faculty provide appropriate guidance and motivate students to adequately prepare for the NCLEX-RN exam by fully utilizing available resources and achieving benchmarks prior to testing.

Author(s): Ann Marie P. Mauro, PhD, RN, CNL, CNE; Emerson E. Ea, DNP, RN, BC
Nursing School: New York University

A Brief Assessment of Post-Baccalaureate Student Perceptions of Readiness and Preparedness for a Doctor of Nursing Practice Program

Category: Career Trajectory

Location: 10

Background Statement: In 2004, the American Association of Colleges of Nursing endorsed the Doctor of Nursing Practice (DNP) as the entry degree for Advanced Practice Nurses. Post-baccalaureate DNP programs are becoming more and more popular; therefore, it is essential that schools of nursing examine student perception of readiness and preparedness so that the appropriate resources can be provided to facilitate academic progression. The Stony Brook University School of Nursing has been the recipient of the Simons Foundation Grant to admit a cohort of Robert Wood Johnson Foundation (RWJF) *New Careers in Nursing* (NCIN) Scholar-Alumni into its first cohort of students enrolled in a post-baccalaureate to DNP program.

Statement of Purpose: The purpose of this study was to: 1) examine student's perceived preparedness for DNP study in the curricula areas of research, pharmacology, advanced health assessment and pathophysiology; 2) explore the impact of the mentorship and leadership activities that were available as a part of student participation in a specialized program for RWJF Scholars; and 3) identify sources of personal and/or academic stressors that the student might encounter as a DNP student.

Methods: A student survey was developed by the authors to measure factors affecting student entry and progression through a post-baccalaureate DNP program. This qualitative survey utilized open-ended questions to solicit information about the effect of the program's leadership and mentorship interventions on their readiness for doctoral study; their perceptions of preparedness for select components of the DNP program curricula; their personal objective in achieving the DNP as a terminal degree; and the timing of their progression from the baccalaureate program to the DNP program. Narrative responses from 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 six NCIN graduates who were admitted to the Post-Baccalaureate DNP program. Follow-up emails were sent to late responders. Narrative responses were independently reviewed by the co-authors, and interpretations mutually confirmed.

Results: Results: A 100% percent response rate was achieved. Students were very positive about the resources made available through the RWJF NCIN Scholar's website on topics such as making the right choice between the DNP and PhD, financing education, success stories of others and leadership opportunities. The levels of preparedness for DNP study varied depending on the curricula category, but the majority of the respondents indicated that they were "prepared" or "very prepared" for doctoral education. Responses regarding personal objectives for achieving the DNP degree included: teaching at the college level, becoming a mentor, personal fulfillment, and

becoming an influential leader. Although all respondents received a partial scholarship, they were most concerned about financing their education and identified financial concerns as the major source of encountered stress. Other sources of stress included feelings of a lack of confidence in clinical decision-making based on limited clinical experience. The respondents who transitioned immediately from the accelerated nursing program into the DNP program (n=3) indicated that they were afforded with an opportunity to achieve end career goals and professional success earlier in life. Participants were most responsive to the query about the program's design in which certain classes are shared with post master's DNP students. There was support for both an inclusive and exclusive program design; however, the majority of participants expressed the preference that post-baccalaureate students form a separate cohort, rather than being integrated with post- masters DNP students for courses. The findings of this small cohort study will contribute to the limited body of knowledge about perceived student readiness for doctoral education immediately after completing a baccalaureate degree. Results from this study may also inform the development of resources to support the educational success and progression of post-baccalaureate DNP students.

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Nursing School: Stony Brook University

Survey of MSMC Accelerated Baccalaureate Nursing (ABSN) Graduates 2010-2012

Category: Career Trajectory

Location: 11

Background Statement: Accelerated Bachelors of Science in Nursing (ABSN) programs are on the rise and evaluative literature of these types of programs is scant. This update to the survey of the graduates of the MSMC ABSN program will further add to this literature. Of particular interest is how prepared graduates felt transitioning into the professional setting, how soon they obtained leadership roles, and how likely they were to continue their education to advanced degrees.

Statement of Purpose: The Mount St. Mary's College ABSN program graduated its first class in 1996. The first broad systematic evaluation of the program was completed in 2012 and included graduating classes from 1996 - 2009. This purpose of this study is to update the survey of all MSMC ABSN graduates from 2010- 2012. The objective is to yield data that will be used to evaluate program outcomes, retention in nursing as well as curriculum.

Methods: An online survey was conducted using the Survey Monkey tool. Participants were contacted by email and asked to go to a link and complete a survey. The consent was imbedded in the survey. The survey is confidential and took approximately 15-20 minutes to complete. The sample was collected in June and July 2014. These data were combined with the original data collected in 2010 to create a single data set representing graduates from 1996 – 2012.

Results: The response rates were higher for more recent graduates so the additional data from 2010-2012 comprise 43% of the total sample. Graduates with higher GPAs were more likely to respond to the survey. There were no significant differences in response related to gender, age, or ethnicity. Results show that graduates were satisfied with the program and felt prepared for practice. Program graduates are generally satisfied with their careers in nursing. Most students did not have extensive family responsibilities and most received a fair amount to a great deal of support. The study explores how these factors related to satisfaction, performance and other outcomes. Over half of the participants found the pace of the program to be the most difficult aspect. Other program issues were the other notable difficulty. The survey also explored relationships between students' life responsibilities, support systems and program performance, as well as identifying aspects of the program that were particularly challenging. Results will be used to improve program orientation and programmatic changes.

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Nursing School: Mount St. Mary's College

Where Are They Now?: A Review of the Career Trajectories of RWJF Scholars After Completing a Mentorship/Leadership Program

Category: Career Trajectory

Location: 12

Background Statement: The need to increase minority representation in the nursing profession nationally, especially in leadership roles, has been strongly documented as our nation becomes more diverse. A recommendation from the IOM, and a key goal of the Robert Wood Johnson Foundation's NCIN scholarship, is to increase the number of underrepresented populations in nursing through accelerated nursing degree programs and seamless transitions from undergraduate to graduate education for minority individuals. Increasing the number of minority nurses will help alleviate the nursing shortage and will assist in addressing some of the health disparities that are prevalent in our nation. As a part of the implementation of the RWJF NCIN scholarship program, the University of Miami School of Nursing and Health Studies (UM-SONHS) created a mentorship and leadership program for the nursing scholars. This program was designed to mentor scholars before and during the 12-month accelerated BSN nursing program by providing a preparatory online program, a mentorship, and a leadership program for all NCIN scholarship recipients. The overarching goal was to assist these underrepresented students in nursing to thrive within the context of a challenging program and to prepare them take on roles as nursing leaders upon graduation. Ultimately the goal of these strategies is to increase the diversity of the nursing workforce, other health care professions, and among industry decisionmakers.

Statement of Purpose: The purpose of this program was to mentor and guide accelerated BSN students throughout a demanding 12-month program and to provide them with the tools necessary to successfully pass the NCLEX licensure exam and find desirable employment. Additionally, the program was designed to prepare the students for entry-level leadership positions in nursing, and to promote and educate them about different graduate study programs available in nursing.

Methods: Two cohorts of RWJF scholars participated in a weekly online pre-immersion course for seven weeks that included one-hour virtual classroom seminars. Each student was assigned a faculty mentor (no more than two mentees per mentor) with whom they met individually weekly or biweekly for the entire 12-month program, utilizing the mentoring toolkit and following the Learner-Centered Model. Throughout the course of the year, students received tutoring on an individual as well as a group basis throughout the program. During the last two semesters of the program, foundational leadership training was provided through utilizing the leadership toolkit, and reinforced by a series of speakers from the community. Students were also provided an opportunity to shadow a leader, during which they observed a nurse leader at his or her place of employment. Afterwards the students were encouraged to implement their newly found leadership skills by organizing a charity event to benefit local needy families.

Results: Eleven of the 12 scholars completed the program as scheduled and passed their NCLEX licensure exam on the first attempt. One scholar is currently in delayed progression and is scheduled to complete the program December 2014. Of the 11 who completed the program, 100% were employed within six months of graduation: five of eleven in ER or ICU settings (45%), five of eleven in Cardiac/Tele/Med-Surg settings, and one of eleven is practicing a managerial role for a medical device company that creates health care simulators for nursing schools. This scholar blended his nursing skills and previous business experience to obtain this position.

Author(s): Kenya Snowden DNP, ARNP-BC; Deborah Salani DNP, ARNP; Juan Gonzalez, DNP ACNP-BC; Cindy Foronda, PHD, RN, CNE; Lila de Tantillo, RN, BSN, MSJ, (NCIN Scholar 2013)

Nursing School: University of Miami

Growing Minority Nursing Health Care Leaders: An Innovative Leadership Approach

Category: Leadership Development

Location: 13

Background Statement: The IOM Future of Nursing report calls for educational institutions to prepare nurses to assume leadership positions across all levels. This report encouraged public, private, and governmental health care decision makers to ensure that leadership positions are available to and filled by nurses. The University of Miami School of Nurses and Health Studies has provided leadership training to three cohorts of Robert Wood Johnson Foundation scholarship recipients. Throughout their respective yearlong programs, these 18 students participated in a series of monthly meetings with prominent nurse leaders from the community. The students were also provided opportunities to shadow healthcare leaders in workplace settings. The students were then encouraged to implement their leadership skills by organizing a charity event. This multifaceted approach to leadership training supplemented the students' academic experience by providing exposure to established nurse leaders and the prospect to model their own developing leadership skills.

Statement of Purpose: The purpose of this program was to provide scholars with the basic foundations in leadership that will enhance self-preparedness to enter into nursing leadership roles post-graduation.

Methods: Three cohorts of RWJF Scholars attended monthly Leadership Lunch Seminars where the Leadership Toolkit was utilized to provide leadership training activities for one to one-and-a-half hours, followed by presentations from community health care leaders about various aspects of leadership unique to their role. In the latter half of the program, each student was provided the opportunity to shadow a nursing leader for a day at their place of practice. The last two cohorts of students were asked to organize a community charity event during their last semester which they conducted with the support of fellow students and faculty. This project enabled the students in the program to implement their newly developed leadership skills and stand out as leaders before the entire nursing school.

Results: Based on data obtained from focus group interviews, surveys, and emails with the students, common themes were as follows:

- Students found the speakers were motivational and provided insight into how to be a leader in nursing
- Students commented that a variety of leaders from the community provided them the opportunity learn about the different leadership roles a nurse can pursue
- Student identified the Shadow a Leader experience to be valuable
- Students shared that shadowing a leader allowed them the opportunity to see different elements that went into running a hospital/corporation and administration

- Students were able to make connections with key people that would lead to potential employment post-graduation
- Students found that the community service/ charity event opened their eyes to the need to be more outspoken and being a leader in the community.

Of the 16 respondents, 94% strongly agreed or agreed that the leadership series was informative, provided skills that they could use in future careers, that they experienced learning and growth throughout the process, and it provided guidance and knowledge. Of special importance, the 16 respondents 94% strongly agreed or agreed to the following statements in regards to the speakers: the speakers were leaders in the health care community and the speakers were from diverse backgrounds. The leadership series hopes to have an impact on the students long after the students have left nursing school. Of the 16 respondents, 94% either strongly agreed or agreed to the following statements: “I gained a sound foundation of what leadership in nursing is as a result of the leadership series”; “ The leadership activities allowed me to apply the leadership skills I learned”; “ As a result of the series I feel more prepared in leadership skills”; “The series helped me realize the importance of being a future leader in nursing.”

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Nursing School: University of Miami

Improving Recruitment and Retention: Embracing Technology

Category: Leadership Development

Location: 14

Background Statement: The Division of Nursing seeks opportunities for accelerated and undergraduate students to develop leadership skills. This skill development can occur through Sigma Theta Tau International Honor Society of Nursing (STTI) which is an organization that engages students in leadership activities. Many of the accelerated nursing students meet the requirements for membership and are inducted in the honor society. Among these students are also the Robert Wood Johnson Foundation (RWJF) Scholars. However, due to class schedules and clinical assignments, these students are challenged to attend meetings and activities. In 2011, the participation of our local chapter decreased tremendously by the accelerated students as well as nurse leaders. The executive board was concerned with this and strategies were implemented to improve recruitment and retention of members. Accelerated undergraduate students are generally on a different schedule than the traditional students and were many times unavailable to attend the Honor Society meetings. It was also challenging to get faculty or nurse leaders to the meetings due to scheduling conflicts. Moreover, some of the same challenges occurred as we attempted to strengthen the mentorship program for the RWJF scholars. Mentors were not available to attend the mentoring meetings, due to scheduling conflicts and a strategy was needed to increase participation. Participation is essential for achieving the goals and objectives of the Division. Thus it was apparent that recruitment and retention needed improvement.

Statement of Purpose: The purpose of this poster is to: 1. Share a strategy to prepare accelerated students for leadership positions in STTI 2. Discuss a method for engaging mentors and mentees in consistent activities to establish a successful mentorship program for RWJF Scholars.

Methods: In 2012, the executive board of the chapter established goals to improve recruitment and retention of the Honor Society. We visited classes of undergraduate, accelerated and graduate nursing students to introduce the chapter and its goals and vision. In 2012-2013, we implemented virtual chapter meetings. We included the use of COLLOBORATE so that chapter members could attend meetings even if it was not face-to-face. Because this initiative was successful at increasing participation in the STTI meetings, we implemented virtual meetings to enhance participation of the mentors in the mentorship program activities.

Results: We have demonstrated effective and precise communication through various forms of technology and media usage to enhance communication among STTI members, as well as the RWJF mentors and mentees. The recruitment and retention strategies demonstrated effective outcomes and participation improved. This presentation will discuss the challenges, strategies implemented and the outcome.

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Nursing School: Winston Salem State University

Leadership Succession and Mentoring Plan for Undergraduate Nursing Students in the ABSN Option at Winston-Salem State University (WSSU)

Category: Leadership Development

Location: 15

Background Statement: Leadership is an essential skill in the nursing profession. When we examine leadership in nursing, it takes many forms - from leadership at the bedside to leadership in the board room beyond. Good nurse leaders start out by being good student nurse leaders. In order to influence the next generation of nurse leaders, schools of nursing must develop effective leadership and mentoring plans. Leadership succession and mentoring plans may serve as the foundation for building a leadership pipeline and talent pool that ensures effective leadership continuity.

Statement of Purpose: A significant segment of the nursing workforce is nearing retirement. Statistics suggest that 55% of the RN workforce is age 50 or older. This, along with the changing demographics and projected nursing shortage forces education and practice institutions to look critically at building a workforce that is well-prepared and equipped to lead in the 21st century. The purpose of this project is to describe the succession plan for students in the ABSN option at WSSU regarding leadership development and mentoring.

Methods: At WSSU, the Division of Nursing (DON) has developed and implemented an effective leadership succession plan that fully incorporates mentoring. In conjunction with the Robert Wood Johnson Foundation (RWJF) *New Career in Nursing* program, students in the ABSN option are actively engaged in programs that build leadership capacity while learning from and being mentored by some of the best nurse leaders in the country. The RWJF Leadership and Mentoring Toolkit provided the framework for the leadership succession/mentoring plan. Additionally, focus groups provided data regarding what needed to be included in a succession plan. Data (formative and summative) is being gleaned from students via open discussion during regularly scheduled leadership and mentoring activities and formal evaluation regarding the effectiveness of the leadership and mentoring plan.

Results: This project explored the WSSU DON Leadership/Mentoring program. Preliminary data suggest that overall satisfaction with the leadership and mentoring experiences is 100% and 69% respectively. Comprehensive data analysis is in progress.

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Nursing School: Winston-Salem State University

Project W.I.N: An Innovative Approach to Support Student Success in an ABSN Program

Category: Innovative Program Design

Location: 16

Background Statement: SUNY Downstate Medical Center College of Nursing (CN) has implemented a three-pronged approach to enrich the ABSN program and assist in student retention using concepts from themes emerging from literature on barriers and obstacles to retention of diverse students and students from economically disadvantaged backgrounds. The overarching concept in Project W.I.N is an educational environment supporting the needs of all students regardless of cultural, ethnic, racial, gender or economic backgrounds with mentorship as a common thread that permeates the supporting concepts. The CN tracked the overall impact of the project during the first five years of its implementation (2009 – 2013) and compared that with the previous years (2004 – 2008) without the project.

Statement of PurposeThe purpose of this project was to enhance student success evidenced by retention/graduation rate and NCLEX-RN pass rate for first time takers in an ABSN program.

Methods: The College of Nursing implemented the following approaches in Project W.I.N: **W – A welcoming environment that supports and fosters self development.** The CN implemented the Pre-Entry Immersion Program (PIP) using the NCIN PIP Toolkit to supplement the school orientation for all new incoming students one week prior to starting the ABSN program. The PIP is designed to help new students adjust to the rigors of the accelerated program. NCIN scholars participated in the PIP where they shared their perspectives and experiences with the new students. A scholar support group led by a minority faculty member was formed. University-based support services such as educational counseling, test-taking and study skills were available to support students. **I – Individualized developmental academic advisement and support.** Each student was assigned a designated academic faculty advisor for the duration of the program to monitor student progression. Learning contracts were used as “work plans” for students who required remediation. An NCLEX-RN Readiness Plan was integrated into the curriculum to prepare students for the licensing examination. **N – Nurturing through mentoring.** The CN initiated a formalized mentoring program using the NCIN Mentoring Toolkit in collaboration with the CN Alumni Academy utilizing alumni as mentors. The CN implemented the NCIN “Scholars as Mentors” to assist new students. Nurses and preceptors in clinical training sites who come from diverse background served as mentors.

Results: Results: The overall impact of Project W.I.N: improved graduation rate and NCLEX-RN pass rate for first time takers. The mean graduation rate from 2009 – 2013 was 98% compared with 87% from 2004 – 2008. The mean NCLEX-RN pass rate for first time takers from 2009 – 2013 was 97% compared with 80% from 2004 – 2008. The CN continues to implement Project W.I.N and will be periodically evaluated as a major strategy for student success.



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Nursing School: SUNY Downstate Medical Center

An Online Hybrid Accelerated Nursing Program for Baccalaureate Graduates

Category: Innovative Program Design

Location: 17

Background Statement: With the receipt of a Health Resources Service Administration Equipment Grant in 2010, the College of St. Scholastica sought to meet a regional need for an accelerated program in central Minnesota out of its St. Cloud campus. One third of inquiries for the traditional day-school post-baccalaureate program came from individuals in central Minnesota, a large rural area. Students in the online hybrid program are able to stay in their home community for their nursing education where they will hopefully work upon graduation. The nursing shortage is even more pronounced in rural areas.

Statement of Purpose: Meet a regional need for an accelerated baccalaureate nursing program that keeps students in their home communities.

Methods: Theory is online and students attend lab intensives at the St. Cloud campus two times during a semester. Clinical experiences also occur in an intensive format and consist of instructor-led or preceptor-led experiences.

Results: Enrollment has grown from six to twenty-four students scheduled to start the St. Cloud program September 2014. First-time NCLEX pass rates have been greater than 90% consistently and greater than students completing the traditional day-school accelerated program. Students in the online hybrid program meet the same Program Outcomes as students in the traditional day-school program and may even do better as evidenced by outcomes data.

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Nursing School: The College of St. Scholastica

Accelerated 2nd Degree BSN Program: An Academic-Practice Collaboration

Category: Innovative Program Design

Location: 18

Background Statement: Thomas Edison State College is one of 11 senior public institutions of higher learning in New Jersey and has been a distance learning institution since its inception in 1972. The online RN-BSN program opened in 2001 and an online MSN program was initiated in 2006. In fall 2009, Capital Health, a long-standing partner for the RN-BSN and MSN programs, planned the closing of its diploma program and requested that the College consider opening a pre-licensure BSN program. Because the College's mission is to educate adult learners, a traditional onground four-year program was not feasible. A decision was reached to develop an accelerated 2nd degree BSN program.

Statement of Purpose: The Accelerated 2nd Degree BSN Program at the W. Cary Edwards School of Nursing at Thomas Edison State College is an extension of an ongoing academic practice partnership with Capital Health. The program is located in Trenton, New Jersey. The purpose of the program is to provide an additional source of BSN prepared nurses for New Jersey.

Methods: After completion of prerequisite courses, students complete the 12-month program including 60 credits in nursing (35 credits onground and 25 credits online) in four 12-week terms. The College provides the classroom space, resources, oversight of the curriculum, and degree conferral. Capital Health provides the clinical sites, the use of their master's and doctorally-prepared educators on a contracted basis, as well as the RN partners for the final six week clinical transition experience.

Results: The first cohort of 16 students started the program in October 2011 and completed program requirements in September 2012. The first-time NCLEX-RN pass rate for this cohort was 93.75%. The job placement rate six months after graduation was 93.33%. A second cohort of 20 students completed the program in September 2013 with a 90% first-time NCLEX-RN pass and employment rate. Results for the third cohort of students are in process. Four recommendations for new program planning resulted from our experience. The two-year planning period was too aggressive. We would recommend a three-year planning period. The marketing for each cohort should begin well ahead of the start date in order for students to complete the required prerequisites, which can take as long as six to twelve months to complete. Selecting applicants for admission is competitive and the required in-person interview is time consuming. The interview process should start nine months prior to the selection of the final candidates. Our final recommendation is to secure all classroom space, lab and curricular resources prior to the start of the program.

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Nursing School: Thomas Edison State College

Using Mindfulness Training to Reduce Stress in Accelerated Master of Science in Nursing Students

Category: Innovative Program Design

Location: 19

Background Statement: : Heavy academic and clinical training demands place pre-licensure nursing students, particularly ethnically diverse or underrepresented students, at high risk for significant psychological stress, which has been linked to anxiety and depression, as well as impaired learning and critical thinking. Stress reduction skills may provide critical support for these students. Mindfulness-based interventions (MBI's) have been effective in reducing mental distress and increasing self-compassion in a variety of populations.

Statement of Purpose: The primary purpose of this study was to examine the feasibility and acceptability of a customized MBI to reduce stress and increase self-compassion in an accelerated Master's Entry Program in Nursing (MEPN) student population.

Methods: This mixed methods study evaluated a 14-week MBI targeting stress in beginning MEPN nursing students. The MBI included: eight weekly after-class faculty-led mindfulness-training (MT) sessions (15-20 minutes each), brief daily home practice, online reflective journaling, and three "pizza supper" group meetings held at four, eight and fourteen weeks. Web-based audio recordings supported student home practice. Sixty entering MEPN were eligible to participate; 32/60 students signed an IRB approved consent. Reflective journal entries were analyzed for themes related to study aims.

Results: Sixteen of 32 students completed the study. Reasons for attrition included: being too tired, too "stressed," or burdened by outside obligations. Thematic analysis revealed that students felt very stressed about academic performance and body image; however, all but one found the MT and journaling useful in reducing stress and improving self-compassion. Students reflected specific times when mindfulness practice helped cope with critical clinical situations. MT is a supportive approach to working more effectively with stress; however, we found that delivery of the MT needed to be modified given the extreme time constraints of students. This study provided sufficient evidence to support development of a MT website with stress reduction resources on the School of Nursing website for all students. Further, this study generated increased faculty interest and support for including "moments of mindfulness" within classes across the curriculum. Future research is needed to evaluate the impact of MT on student academic and clinical performance. MT will be integrated into the RWJF-NCIN Scholar Program as a strategy to minimize stress and provide a tool for their personal and professional future.

Author(s): Lois Howland; Susan Instone; Linda Urden

Nursing School: University of San Diego

Readiness for Interprofessional Learning Among Medical, Nursing (Accelerated Master's Entry) and Physician Associate Students: A Qualitative Perspective

Category: Innovative Program Design

Location: 20

Background Statement: Over the past 20 years, the United States health care system has placed increasing emphasis on improved patient outcomes, safety and quality of care, and in 2001, the Institute for Medicine suggested that patient-centered collaborative care can best address this changing health care paradigm. The Liaison Committee on Medical Education responded by recently adopting a new standard for interprofessional curricular experiences. Despite compelling evidence that fractured communication among health professionals is an established cause for medical errors, sometimes resulting in death, most health professional students continue to be educated separately and without interaction among peers. However, a curricular redesign is evolving in order to provide robust opportunities for interprofessional learning among students from the start of training through graduation with the intent of breaking down silos in clinical education.

Statement of Purpose: As the health care system struggles with global inequalities, an aging population, mounting health care costs and chronic illness, improved care coordination among health providers is essential. Perhaps most concerning is the notion that a host of medical errors stem from failures in communication and a general lack of understanding between health professionals. It is believed, however, that shared learning among health professional students has the potential to improve collaboration and reduce medical errors, resulting in improved patient outcomes. While the need for interprofessional education may appear obvious, medical, nursing and physician associate (PA) programs continue to educate their students in silos and are rarely provided the opportunity to work together in the classroom or clinical area during their education. Upon graduation however, there is an implied expectation that they work seamlessly as a team. While organizational difficulties pose significant challenges to implementing interprofessional learning, negative student attitudes may pose the greatest barrier to change. Thus, the aim of this qualitative study was to determine perceptions of first-year health students toward interprofessional learning.

Methods: Krippendorff's method for content analysis was used to analyze comments written in an open-ended survey completed by medical (48/101 or 48%), nursing (59/81 or 73%) and physician associate (19/35 or 54%) students, representing a response rate of 58%

Results: Five interrelated themes emerged. Barriers included: history as prologue and misunderstanding of "others", versus resistance to "others." Facilitators included: personal characteristics, professional characteristics and educational characteristics. Unique to medical students is self-conscious emotions, while optimism is unique to nursing students. While students may be ready to transform our educational systems, attention must be focused on the learning environment and complex factors that will facilitate this transformation.

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2014 New Careers in Nursing Grantees

Bellarmino University	Seton Hall University
Boston College	Southern Connecticut State University
College of St. Scholastica *	Stony Brook Foundation *
Columbia University	SUNY Downstate Medical Center
Duke University *	Thomas Edison State College
Duquesne University	Thomas Jefferson University
Edgewood College	University of Cincinnati
Georgia Regents University	University of Delaware
(Formerly Georgia Health Sciences) *	University of Hawaii at Manoa
Indiana University	University of Maryland, Baltimore
Lewis University	University of Massachusetts Amherst
Linfield College	University of Miami
Marquette University	University of Michigan, Flint
Medical University of South Carolina	University of Minnesota
MidAmerica Nazarene University	University of Mississippi Medical Center
Mount Carmel Health System Foundation	University of Missouri, Kansas City
Nebraska Methodist	University of Pennsylvania
New Jersey City University	University of Pittsburgh
New York University	University of Rochester *
Oregon Health & Science University	University of San Diego
Pace University	University of South Alabama
Quinnipiac University	University of Tennessee
Rush University Medical Center	University of Texas at El Paso
Saint Louis University	Valdosta State University
Samford University	Winston-Salem State University
Samuel Merritt University	Yale University
Seattle University	

* Denotes 7 consecutive rounds of funding

2013 New Careers in Nursing Grantees

Allen College
 Bellarmine University
 Boston College
 College of St. Scholastica
 Columbia University
 Creighton University
 Drexel University
 Duke University
 Duquesne University
 Edgewood College
 Florida Atlantic University
 Georgia Regents University
 (Formerly Georgia Health Sciences)
 Indiana University
 Lewis University
 Linfield College
 Marquette University
 Medical University of South Carolina
 MidAmerica Nazarene University
 Mount St. Mary's College
 Nebraska Methodist
 New York University
 Norfolk State University
 Oregon Health & Science University
 Pace University
 Quinnipiac University
 Rush University Medical Center

Saint Louis University
 Samford University
 Samuel Merritt University
 Seton Hall University
 Southern Connecticut State University
 State University of New York (SUNY)
 Stony Brook University
 University of California (San Fran)
 University of Central Florida
 University of Delaware
 University of Hawaii at Manoa
 University of Louisville
 University of Maryland, Baltimore
 University of Massachusetts Amherst
 University of Miami
 University of Michigan (Flint)
 University of Mississippi Medical Center
 University of Missouri
 University of Rochester
 University of Tennessee (Knoxville)
 University of Texas at El Paso
 University of Wyoming
 Valdosta State University
 West Virginia University
 Winston-Salem State University
 Yale University

2012 New Careers in Nursing Grantees

Allen College
Ashland University
Bellarmine University
Boston College
California State University- Northridge
College of Mount St. Joseph
College of St. Scholastica
Columbia University
Coppin State University
Creighton University
DePaul University
Duke University
Duquesne University
Edgewood College
Fairleigh Dickinson University
Georgia Health Sciences (Now Gerogia Regents Univeristy)
Kent State University
Linfield College
Medical University of South Carolina
MidAmerica Nazarene University
Montana State University
Mount St. Mary's College
Nebraska Methodist
New Mexico State University
New York University
Norfolk State University
Oregon Health & Science University
Quinnipiac University
Rush University Medical Center
Saint Louis University
Samuel Merritt University
Southern Connecticut State University
Stony Brook University
SUNY Downstate Medical Center
The George Washington University
The University of Tennessee-Knoxville
The University of Texas at El Paso
Thomas Jefferson University
University of California- UCLA
University of Delaware
University of Hawaii
University of Maryland, Baltimore
University of Massachusetts Amherst
University of Miami
University of Michigan-- Flint
University of Mississippi Medical Center
University of Missouri-- Columbia
University of Nebraska Medical Center
University of Pennsylvania
University of Rochester School of Nursing
University of Tennessee Health Science Center
University of Wyoming
West Virginia University Foundation
Winston-Salem State University
Yale University

2011 New Careers in Nursing Grantees

Allen College
Azusa Pacific University
Bellarmino University
Boston College
College of Mount St. Joseph
College of St. Scholastica
Creighton University
DePaul University
Duke University
Edgewood College
Fairleigh Dickinson University
Georgia Health Sciences University
(Now Georgia Regents University)
Hampton University
Indiana Wesleyan University
Kent State University
Linfield College
Loyola University Chicago
Marquette University
Medical University of South Carolina
MidAmerica Nazarene University
Mount Carmel College of Nursing
Mount St. Mary's College
Nebraska Methodist College
New Mexico State University
New York University
Pennsylvania State University
Rush University Medical Center
Saint Louis University
Salisbury University
Samuel Merritt University
Southern Connecticut State University
Stony Brook University
SUNY Downstate Medical Center
Texas Tech University Health Sciences Center
Thomas Jefferson University
University of Miami
University of Alabama at Birmingham
University of Delaware
University of Detroit Mercy
University of Hawaii at Manoa
University of Mississippi Medical Center
University of Missouri--Columbia
University of Pennsylvania
University of Pittsburgh
University of Rochester
University of South Alabama
University of South Florida
University of Tennessee Health Science Center
University of Texas at El Paso
University of Wyoming
West Virginia University
Winston-Salem State University

2010 New Careers in Nursing Grantees

Arkansas State University
Azusa Pacific University
Bellarmine University
Belmont University
Boston College
California State University–Fullerton
City University of New York–Lehman College
College of St. Scholastica
DePaul University
Drexel University
Duke University
East Tennessee State University
Fairfield University
Fairleigh Dickinson University
Felician College
Jacksonville University
Johns Hopkins University
Kent State University
Medical College of Georgia (Now Georgia Regents University)
Medical University of South Carolina
Massachusetts General Hospital Institute of Health Professions
MidAmerica Nazarene University
Mount St. Mary's College
Nebraska Methodist College
Norfolk State University
Northern Arizona University
Pace University
Quinnipiac University
Rush University Medical Center
Saint Louis University
Salisbury University
Samford University
Samuel Merritt University
Shenandoah University
Simmons College
Southern Connecticut State University
State University of New York–Downstate Medical Center
State University of New York–Stony Brook
State University of New York–University at Buffalo
Texas Tech University Health Sciences Center
Thomas Jefferson University
University of Alabama–Birmingham
University of California–Los Angeles
University of Hawaii–Manoa
University of Maryland–Baltimore
University of Medicine and Dentistry of New Jersey (Now Rutgers)
University of Mississippi
University of Missouri–Columbia
University of Missouri–St. Louis
University of New Mexico
University of Pennsylvania
University of Pittsburgh
University of Rochester
University of South Alabama
University of South Florida
University of Tennessee Health Science Center
University of Texas–El Paso
University of Virginia
University of Wyoming
Ursuline College
Wayne State University
West Virginia University
Winston-Salem State University

2009 New Careers in Nursing Grantees

Allen College	Samuel Merritt University
Azusa Pacific University	Seton Hall University
Bellarmino University	Shenandoah University
Belmont University	South Dakota State University
University of Oklahoma	Southern Connecticut State University
California State University–Fullerton	Stony Brook University
California State University–Fresno	State University of New York Downstate Medical Center
Cleveland State University	Texas Tech University Health Sciences Center
College of Mount St. Joseph	University of Maryland–Baltimore
College of St. Scholastica	University of Massachusetts–Amherst
Cox College	University of Medicine and Dentistry of New Jersey (Now Rutgers)
Duke University	University of Michigan
Duquesne University	University of Mississippi
Fairfield University	University of Missouri–St. Louis
Fairleigh Dickinson University	University of Pennsylvania
Medical College of Georgia (Now Georgia Regents University)	University of Pittsburgh
Indiana University–Northwest Campus	University of Rochester
Johns Hopkins University	University of South Alabama
Kent State University	University of Tennessee Health Science Center
Linfield College	University of Texas–Austin
Loyola University–Chicago	University of Wyoming
Marymount University	Ursuline College
MidAmerica Nazarene University	Villanova University
Mount Carmel College of Nursing	West Virginia University
Mount St. Mary's College	
Northern Arizona University	
Oklahoma City University	
Salisbury University	

2008 New Careers in Nursing Grantees

Azusa Pacific University
Boston College
California State University–Fresno
Catholic University of America
Cleveland State University
College of St. Scholastica
Colorado State University–Pueblo
DePaul University
Drexel University
Duke University
Duquesne University
Florida Atlantic University
Illinois State University
Kent State University
Linfield-Good Samaritan
Louisiana State University
Medical College of Georgia (Now Georgia Regents University)
Medical University of South Carolina
Mount St. Mary's College
New York University
Norfolk State University
Northern Arizona University
Oakland University
Ohio State University
Oklahoma City University Kramer
Pace University Lienhard
Rush University Medical Center
Saint Louis University
Shenandoah University
South Dakota State University

Stony Brook University
Texas Christian University
Texas Tech University Health Sciences Center
Thomas Jefferson University
University of Alabama at Birmingham
University of California, Los Angeles
University of Detroit Mercy
University of Illinois–Chicago
University of Iowa
University of Maryland
University of Massachusetts
University of Medicine and Dentistry of New Jersey (Now Rutgers)
University of Miami
University of Minnesota
University of Missouri–St. Louis
University of Pennsylvania
University of Rochester
University of San Diego
University of South Alabama
University of South Florida
University of Tennessee
University of Texas–Houston
University of Virginia
University of Washington
University of Wyoming
West Virginia University
Wright State University
Yale University

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