University of Wyoming Accelerated Nursing Program: Pioneering with Distance Delivery Strategies
Carrie Deselms, MSN, APRN, FNP-BC, Kristy Nielson, MSN, CCRN, Ronda Kinsey, MSN, RN
Fay W. Whitney School of Nursing, University of Wyoming

**BACKGROUND**
Wyoming has a shortage of BSN nurses. Its rural nature and geography limit health care services as well as educational opportunities. Travel can be limited by long winters and the 99,000 square miles.

The Bachelors Reach for Accelerated Nursing Degree (BRAND) program uses innovative teaching technologies for both didactic and clinical courses to educate adult learners near their home communities.

**PURPOSE**
To describe the innovative teaching technologies and methods, both didactic and clinical, used in an accelerated nursing program (BRAND), designed to help alleviate the shortage of BSN prepared nurses in the State of WY.

*The BRAND Program requires a motivated, independent and self-disciplined learner*

**METHODS**
BRAND facilitates critical thinking, clinical reasoning and NCLEX success through student-student and student-faculty communication using:

- Online and hybrid courses
- Periodic on-campus intensives
- Online video networking (OVN)
- Elluminate (webinar program)
- Podcasting
- ooVoo technologies
- Face-to-face
- Clinical Scholar Model
- Clinical schedule in student’s local area

These innovative technologies are used for the didactic coursework; and use of regional WY clinical sites allow students to remain in their local WY area to minimize travel during the winter months.

**RESULTS**
Acute care clinical sites currently include Casper, Gillette, Jackson, Rock Springs and the University campus in Laramie for skills lab with direct faculty supervision.

Community health clinical will be hands-on experiences with a preceptor and faculty oversight in the student’s local area anywhere in WY.

Pilot programs were completed before the first official BRAND program was initiated. The first BRAND cohort of 20 BSN students graduated in August 2009. 28 students are enrolled for the 2009-2010 school year. Student satisfaction is very high. NCLEX success rate for the 2009 BRAND graduates will be reported.

**REFERENCES**
The Clinical Scholar Model for partnership faculty is used during this program. Wyoming Medical Center, in Casper, has provided two master’s prepared faculty to instruct acute care clinical at their agency for a number of students. This type of community/academic partnership has been instrumental for us in this program.

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[www.uwyo.edu/nursing/BRAND](http://www.uwyo.edu/nursing/BRAND)
BRAND@uwyo.edu
LEADERSHIP DEVELOPMENT for ACCELERATED STUDENTS

Karen Ahijevych PhD and Linda K. Daley PhD

Background
- Accelerated students bring many skills from previous education and professional experiences. Building on these is critical in the accelerated program.
- Identifying one’s strengths in interaction and collaboration is essential in leadership development.
- A strengths-based approach (compared to deficits) improves confidence, direction, and kindness toward others (Rath, 2007).

Purpose
To help students become aware of their talents and develop an understanding of how to build their talents into strengths for purposes of personal and professional success.

Methods
- Working with an Organization Development Consultant at The Ohio State University Office of Human Resources, a list of five leadership development activities were developed. Students ranked them from the most to the least beneficial.
- The activities were: Strengths Finder, Emotional Intelligence Inventory, Leadership Practices, Change and Your Style of Change, and Inspiring Visions. Each was briefly described.
- Strengths Finder received the highest ranking by the group. It is an online self-report assessment that gives the user his/her top five talents. The report reveals how these talents can best be translated into personal and career success.
- Workshop was planned in collaboration with the consultant. Students completed online assessments and received interpretation of each of their top five talents.

Results
In workshop evaluation by students, they identified
- Workshop activities useful in understanding their top five talents
- How they planned to use information gleaned from this experience in the future
- What ways the experience could have been improved
- They would recommend this experience to future potential RWJ NCIN scholarship awardees.

Conclusion
Program participants were eager to plan ways in which to put their strengths into action as they moved forward in the program and with their careers.

References

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LISTENING TO THE “VOICES” OF SECOND DEGREE STUDENTS:
FORMATIVE PROGRAM EVALUATION THROUGH FOCUS GROUPS

Joan Such Lockhart, PhD, RN, CORLN, AOCN, CNE, FAAN
Professor & Associate Dean Academic Affairs, lockhart@duq.edu

BACKGROUND
Program evaluation is essential in maintaining the quality of academic programs, but the rapid pace of accelerated second degree programs poses a unique challenge for schools of nursing. Ongoing focus groups provided a feasible option for problem-solving issues beyond course boundaries.

METHODS
The Associate Dean for Academic Affairs led focus groups each semester with students who volunteered to represent their clinical groups. One-hour focus group sessions were informal and scheduled over lunch. Students followed these guidelines:

- Share both positive and negative perspectives
- Present issues representative of their clinical group rather than personal issues
- Accompany negative comments with solutions
- Resolve course-related issues with respective course faculty
- Communicate discussions with peers.

Recently, RWJ NCIN Scholars comprised most focus group representatives. Similar sessions were conducted with course faculty to obtain their perspective and to resolve the issues.

RESULTS
Focus group discussions benefited students, faculty, and administrators. Students—able to offer their perspectives on issues including: orientation, coordination between/among courses, sequencing of courses and assignments, preferred teaching-learning styles, academic policies, and expected semester-end competencies. Students appreciated being part of a process that sought their input in problem-solving issues that directly impacted them. They witnessed changes made as a result of their input.

Faculty—appreciated students’ input aimed at quality improvement and valued an opportunity to express their perspectives.

Administrators—valued the impact of focus groups on continuous quality improvement, the professional development of students by pairing issues with potential solutions, and providing a forum for clarifying communication pathways. The administrator also noted changes in students’ confidence and tone.

CONCLUSION
Focus groups provide an effective approach to formative program Evaluation in an accelerated second degree program. While most issues can be quickly resolved, others require long-term solutions. Students need coaching to maintain guidelines. Ongoing efforts include:

- Shortening turnaround time from sharing issues to resolving
- Tracking focus group impact on summative program evaluation

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MENTORSHIP AND RETENTION STRATEGIES PROMOTE ACADEMIC SUCCESS OF UNDERREPRESENTED SECOND-DEGREE STUDENTS ENROLLED IN AN ACCELERATED NURSING PROGRAM

Patricia Cowan, PhD, Belinda Fleming, PhD, Lashanda Ivy, Latonya Hardy, Nathan Border, Mary Grace Collaro, & Felisha Robinson
The University of Tennessee Health Science Center, College of Nursing, Memphis, TN

BACKGROUND

Increasing the diversity of the nursing workforce is considered essential to eliminating health disparities. While the diversity of the U.S. population is increasing, minorities and males remain underrepresented in the nursing profession. Historically, retention and graduation rates, as well as NCLEX-RN passage rates have been lower among underrepresented groups in nursing. Economic need is one factor contributing to poorer outcomes. However, although essential, financial assistance alone does not result in academic success. Underrepresented groups in nursing programs often lack of time, shortage of nursing tutors, as well as college expenses as obstacles to academic success. Evidence-based retention strategies that promote retention of underrepresented students in college nursing programs include: culturally sensitive academic advising and mentoring of students’ progress, strong social support and migration to diminish social isolation, mentors, social activities, and involvement in student organizations, pre-matriculation programs to enhance academic skills, strong student-faculty relationships and the presence of minority collegial support, culturally inclusive curriculum and instruction.

PURPOSES

- Describe the development of a successful mentorship and retention program for underrepresented students in nursing.
- Compare retention rates and standardized exam (ATI) scores of Robert Wood Johnson Foundation (RWJF) scholars to other 2nd degree students in the same accelerated baccalaureate program.

METHODS

The College of Nursing implemented a pre-matriculation program for all accelerated second-degree students and a formal mentorship and academic support program for RWJF scholars.

Pre-matriculation Program
- A week-long program immediately prior to the start of the semester.
- Sessions addressed skills for academic success and evaluated students’ academic knowledge and critical thinking skills.
- Content and activities included: time and stress management, enhanced study and testing strategies, technology competence, professional writing, and critical thinking ability.

Mentorship and Academic Support
- Weekly two-hour sessions, scheduled into the students’ course-load, with a consistent faculty mentor and doctoral students who provided academic and social support.
- Exposure to faculty, staff and doctoral students from underrepresented groups served as role models of success.
- Social support through positive social infrastructure of peers. A “success breeds success” approach.
- Sessions consisted of content-specific reviews, analysis of study skills, note-taking for specific courses, concept mapping, laboratory analysis, test taking, role-playing, and skills practice.
- Tracking of student successes and difficulties throughout program by faculty mentor.
- Phone, email, and face-to-face interactions with faculty mentor and peer group outside of scheduled RWJF sessions.

Evaluation
- Retention rates and standardized exam scores were compared between RWJF scholars and other 2nd degree students in the program.
- A focus group was conducted to ascertain student feedback on the program.

RESULTS

Table 1. Characteristics of Second-degree Students Enrolled in an Accelerated BSN Program

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<th>RWJF Scholars (n=10)</th>
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<td>Age (Years)</td>
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Figure 1. RWJF Scholarship Recipients

Figure 2. Retention Rates of Second-degree Students Who Started Classes in the Accelerated BSN Program

Figure 3. Grade Point Average and ATI End of Course Test Scores of Second-degree Students in the Accelerated BSN Program

Program Evaluation:
- Attendance averaged 95% for the weekly mentoring and retention activities.
- RWJF scholars rated the program as very beneficial and recommended continuing monthly 2-hour sessions.
- All retention activities were deemed valuable. However, if attendance had not been required, students indicated their attendance would likely have been less due to competing time demands.

REFERENCES

Conclusion
- Weekly group sessions incorporating academic and social support, and mentorship are feasible to implement.
- Consistent student participation was facilitated by:
  1. Scheduling group sessions around the semester courses
  2. Holding sessions on-campus
  3. Requiring participation
- Weekly sessions contributed to higher student retention and academic success.

Funding provided by the Robert Wood Johnson Foundation, New Careers in Nursing Program.
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Economic need is one factor contributing to poorer outcomes. However, although essential, financial assistance alone does not result in academic success. Underrepresented groups in nursing programs cite lack of time, shortage of nursing tutors, as well as college expenses as obstacles to academic success.

Evidence-based retention strategies that promote retention of underrepresented students in college nursing programs include:

- Culturally sensitive academic advising and monitoring of students’ progress
- Strong social support and integration to diminish social isolation
- Mentors, social activities, and involvement in student organizations
- Pre-matriculation programs to enhance academic skills
- Strong student-faculty relationships and the presence of minority collegial support
- Culturally inclusive curriculum and instruction 5-6

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

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

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

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

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

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REFERENCES
“IT COMES DOWN TO BEING A GOOD PERSON”: INTRADISCIPLINARY LEADERSHIP DEVELOPMENT FOR ACCELERATED STUDENTS
Joan C. Masters, EdD, RN, and Barbara Lee, MSN, RN, CWOCN
Lansing School of Nursing and Health Sciences, Bellarmine University, Louisville, KY

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REFERENCES
CULTURAL COMPETENCE OUTCOMES ASSESSMENT: FINDINGS FROM A NURSING WORKFORCE DIVERSITY PROJECT
Lori A. Escallier PhD RN CPNP, Barbara A. Messina PhD RN ANP, Judith T. Fullerton PhD CNM FACNM
Stony Brook University School of Nursing

BACKGROUND

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

PURPOSE

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

METHODS

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

Cultural Competence Process

RESULTS

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

CONCLUSION

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

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New Careers in Nursing Program
School admission policies should reflect diversity as a criterion. Retention strategies should include mentorship, proactive goals must be a part of the organization’s strategic plan. The necessary foundational base is a tangible organizational commitment to attracting and retaining academic assistance and a welcoming cultural climate.

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

- 5% African-American
- 1% Indian/Alaskan
- 4% Hispanic
- 15% Asian
- 49% male

For the 2009 NCIN Scholarship Program Rush University College of Nursing was:

- 6.5% Hispanic
- 1% Native American
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- 4% Asian
- 14% Male


Many targeted efforts by colleges of nursing to increase their diversity make a patchwork of programmatic shifts into a powerful force of change. For the 2008 NCIN Scholarship Program Rush University College of Nursing was:

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All of these efforts, taken together, can make a difference in the diversity of the profession as a whole. The Sullivan Commission. (2010, March). "Are you smart enough to be a nurse?" http://www.kaisernetwork.org/health_cast/hcast_index.cfm?display=detail&hc=1141

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**BACKGROUND**

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

**PURPOSE**

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

**METHODS**

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

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

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

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

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

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

**CONCLUSION**

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

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

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

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

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

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

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

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

**Funded by:**
The Robert Wood Johnson Foundation New Careers in Nursing Program
Utilizing Vision Boards for Accelerated BSN Students

Aliyya E. Behles, BSN, NCC, ThM
Sarah Shealy, MSN, CNM
Mt. Saint Mary’s College
Los Angeles, CA

Purpose

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

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

Methods

1. Students participate in heart-centered guided imagery meditation imagining themselves in the ABSN program (15 min)
   - Completing courses
   - Learning new ideas and skills
   - Sensing their inspiration
   - Passing the NCLEX exam
   - Visualizing actualization of their greatest dream

2. Students create Vision Boards – visual representation of the dream (30 min)
   - Includes elements important to their dream, uses magazines, art supplies, and relaxing music

3. Students post Vision Boards in the classroom and discuss with classmates
   - Incorporates shared experiences with classmates and creates accountability for shared visions

4. At home, students place Vision Boards in a prominent location and add to it whenever they are inspired to do so
   - Examples of prominent locations:
     - Home office
     - Bedroom
     - Car

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

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

Background

Conclusions

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

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

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

Visioning exercises are highly engaging for students.

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

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

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

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

Results

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

Frequency of specific feelings reported by students upon viewing their Vision Board

- Anxiety
- Relaxation
- Humor
- Creativity
- Confidence
- Reflection
- Hope
- Possibility

References


BACKGROUND

College life is stressful. In 2009, student responses to the American College Health Association-National College Health Association survey indicated that over 50% of college students experienced “more than average stress.” The experience of stress is compounded when students are wrestling with especially demanding curricula, such as nursing, which along with didactic instruction, is characterized by caring for people who are struggling with health problems. Extreme stress can impair learning and performance, increase the likelihood of burnout and dropping out and, when combined with biological susceptibility, can affect health and well-being.

PURPOSE

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

METHODS

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

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

Instruments:

- Perceived Stress Scale (PSS; Cohen, Kamarck, & Mermelstein, 1983): a 14 item self-report measure of "the degree to which situations in one's life are appraised as stressful" during the last month (p. 385). Items are scored on a 5 point scale from never (0) to very often (4). Total score is obtained by reversing scores on seven positive items and then summing across all items. A higher score indicates a perception of greater stress. Cronbach’s alpha ranged from .85 to .90 over the three time points.

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

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

- Demographic information

Analysis: Descriptive statistics, repeated measures ANOVA

RESULTS

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

CONCLUSION

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

REFERENCES


Funded by

The New Careers in Nursing Program

**BACKGROUND**

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

**PURPOSE**

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

**METHODS**

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

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

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

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

**RESULTS**

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

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

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

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

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

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

**CONCLUSIONS**

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

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

**Funded by**
The New Careers in Nursing Program


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

### PURPOSE

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

### METHODS

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

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

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

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

### RESULTS

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

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

- Text
- Email
- Phone call
- Face to face
- School facilitated

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

- Web-based discussion groups (asynchronous)
- Moderated online discussion groups (synchronous)
- Web-based electronic tutorial to the mentoring program

### CONCLUSION

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

### REFERENCES


Funded by The New Careers in Nursing Program

LESSONS LEARNED: PATHWAYS TO STUDENT SUCCESS

Lori A. Escallier PhD RN CPNP, Judith T. Fullerton PhD CNM FACNM, Barbara A. Messina PhD RN ANP

Stony Brook University School of Nursing

BACKGROUND

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

PURPOSE

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

METHODS

• An on-line survey using Survey Monkey was distributed to 63 students enrolled in the ABNP.
• Three (3) questions were asked:
  1) What do you feel facilitated your success in the ABNP?
  2) Were there any barriers to your success that you encountered while enrolled in the ABNP?
  3) What is your advice for future students enrolled in the ABNP?

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

RESULTS

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

CONCLUSION

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

Fund by:
The Robert Wood Johnson Foundation
New Careers in Nursing Program

REFERENCE

BACKGROUND

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

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

PURPOSE

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

METHODS

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

The senior accelerated students

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

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

RESULTS

Survey Question (n=21; 100% response rate)

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>This lab was a valuable learning experience for me and other accelerated students</td>
<td>3.80</td>
</tr>
<tr>
<td>This lab was a valuable learning experience for the health assessment students</td>
<td>4.00</td>
</tr>
<tr>
<td>This lab enhanced my therapeutic communication techniques</td>
<td>3.85</td>
</tr>
<tr>
<td>This activity increased my confidence in my therapeutic communication techniques</td>
<td>3.85</td>
</tr>
<tr>
<td>I felt comfortable demonstrating therapeutic communication techniques to the junior students enrolled in the Health Assessment course</td>
<td>3.90</td>
</tr>
<tr>
<td>Through this lab I was able to model professional behaviors to the health assessment students</td>
<td>3.90</td>
</tr>
<tr>
<td>This lab validated the knowledge I have gained over the past year</td>
<td>3.85</td>
</tr>
<tr>
<td>Through this lab I was able to demonstrate my leadership skills</td>
<td>3.90</td>
</tr>
<tr>
<td>This type of combined learning activity should be repeated</td>
<td>4.00</td>
</tr>
</tbody>
</table>

Please add any other comments or suggestions you have concerning this lab:

- This lab was great! I learned so much
- Great idea!
- Great, but long.
- In preparation for this lab, by reviewing therapeutic communication techniques, etc., I feel as though my overall ability to communicate with patients has greatly improved. This was a great opportunity to develop communication skills for both sets of students.
- I think this was a great idea. I realized I have learning a lot in the past year.
- I think this would have been helpful last year. It would have been encouraging/to see/talk with someone who just went through the same thing.
- This lab is very good. I enjoyed acting out the interview scene for the students.
- I think this was very beneficial to both accelerated and new students.
- This was great fun!

CONCLUSION

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

Funded by The New Careers in Nursing Program


The University of Mississippi Medical Center School of Nursing
BACKGROUND

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

PURPOSE

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

METHODS

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

RESULTS

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

SUMMARY OF SATISFACTION SURVEYS:

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

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

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

REFERENCES


ACKNOWLEDGEMENTS

Funded by The New Careers in Nursing Program, an initiative of American Association of Colleges of Nursing and the Robert Wood Johnson Foundation.

For more information contact Laura.Opton@ttuhsc.edu
THE USE OF GROUP INTERVIEWS IN THE SCHOLARSHIP SELECTION PROCESS

JOAN C. MASTERS EDD, MBA, APRN, PMHNP-BC AND BARBARA LEE, MSN, MED, BC, CWOCN | JMASTERS@BELLARMINE.EDU

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

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

METHODS
Twelve qualified applicants were invited to participate in an on-campus group interview on either of two successive dates; no one declined to take part. (Two applicants who lived on the west coast were invited to interview with both authors by phone; both agreed.) After introductions and refreshments, applicants were asked to respond to a series of open-ended questions and to a culturally-complex vignette. The vignette was based on the admission interview process of a Canadian medical school (Donnon, Oddone-Paolucci, & Violato, 2009) and was adapted to be appropriate to an American audience. Students were assessed on their ability to communicate therapeutically with marginalized patients and families, work cooperatively in a group, and suggest creative and insightful approaches to the social problems of homelessness and substance abuse. Group interviews took one hour and telephone interviews about 20 minutes. After all interviews were completed, we ranked, discussed, and selected applicants. Several weeks later, selected students were sent an e-mail asking them to evaluate the group interview process.

Sample questions: Why is this a good time for you to return to school? What makes you a good candidate to be a nurse? Vignette excerpt: A young homeless patient who abuses alcohol was admitted to the ED for a knife wound. The wound is not serious but the patient and family are being uncooperative with the staff.

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

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

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

CONCLUSION
While it is still early in the program, the students we predicted to be successful are doing well and we are satisfied group interviews are an efficient use of faculty and student time. However, like other faculty (Rosenberg, Perraudo, & Willis, 2007), we learned partially successful outcomes may have been predicted. Excellent qualifications will not mitigate a student’s inability to “get” program rigor or navigate family issues. Helping students to understand not just program information but the implications of that information continues to be a challenge.

REFERENCES

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The New Careers in Nursing Program

Bellarmine University
In Veritatis Amore
Louisville, Kentucky
Use of Outdoor Experiential Education in Assuring Academic Success for Accelerated Nursing Students

P. Ann Solari-Twadell RN, PhD, MPA, FAAN
Marcella Niehoff School Of Nursing
Loyola University Chicago

BACKGROUND

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

PURPOSE

PRIMARY OBJECTIVES:

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

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

SECONDARY OBJECTIVES:

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

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

METHODS

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

RESULTS

Part one of the pre and post survey tool reported positive change in perspective in all areas addressed by the questions. The most significant change in response was in the formation of “study groups”. Before the experiential program almost half of the group (48%, n=28) was likely to “Always” use a “study Group”, while after the experiential exercises (88%, n=51) were interested in “Always” using a “study group to insure academic success. The second area of greatest change was in the use of “problem solving”, rather than “complaining or listening to others complain”. Before the experiential exercises 69% (n=40) of the students noted that they would “Always” take the problem solving exercises  (88%, n=51) were interested in “Always” using a “study group to insure academic success. The second area of greatest change was in the use of “problem solving”, rather than “complaining or listening to others complain”. Before the experiential exercises 69% (n=40) of the students noted that they would “Always” take the problem solving exercises and after the program 95% (n=55) of students noted that they would “Always”, rather than “Frequently” use this strategy. The additional question with notable change was “assisting classmates to achieve academically”. Prior to this strategy. The additional question with notable change was “assisting classmates to achieve academically”. Prior to the program 76% (n=44) of students noted that they would “always” assist their fellow students while after the program 97% (n=50) indicated that they would assist their classmates academically. Summation of the results is noted in the following table.

CONCLUSION

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

REFERENCES


Funded by
The New Careers in Nursing Program

Table

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<tr>
<th>Question</th>
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<td>9. Chain of Command</td>
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BACKGROUND

The University of Rochester School of Nursing (URSON) has been fortunate to receive scholarship awards through the NCIN program since its inception. With each round of funding, we have continued to enhance our mentoring program. All scholars receive a one-one faculty mentor, self-selected from a list of faculty with specialized mentorship training, as support during their program of study.

Through our Center for Academic and Professional Success, one of our Round 2 scholar graduates was hired as a near-peer mentor for all of our APNN students. With the success of this near-peer mentoring relationship model, the URSON further enhanced their mentoring program during the Round 4 funding cycle.

Our NCIN recipients are diverse, well-educated and many have previous leadership experiences. We believe these unique attributes of RWJ Scholars allows them to build on previous leadership achievements and mentoring experiences to significantly impact the profession of nursing. We developed a program to facilitate the formation of mentoring relationships among past and present NCIN scholarship recipients by enlisting the support of our NCIN scholar graduates as near-peer mentors for current NCIN scholars.

PURPOSE

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

METHODS

All current and past NCIN scholarship recipients in the Rochester area were invited to a focus group session to discuss mentoring, transitions to practice and how best to engage and help other NCIN scholars in this transition. Two themes emerged:

1) The need to develop a local NCIN scholar data base for all recipients and
2) The desire for NCIN Scholar graduates to formulate near-peer mentoring relationships with current NCIN students scholars.

Following this focus group, a subsequent meeting was held with the purpose of establishing the near-peer mentoring program. The “Speed Matching Exercise” described in the Mentoring Program Toolkit (RWJ/ACCN, 2011) was utilized as the basis for program development.

RESULTS

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

CONCLUSION

A speed dating format may provide a useful and efficient way to pair up peer and near peer mentors. This was a successful pilot program. The initiative will be reoffered this fall after integrating the feedback from previous participants regarding environmental and process issues. The participants suggested that, ultimately, this program should be offered to all accelerated students within the SON. Data will continue to be collected from the students regarding the resilience and usefulness of these new mentoring relationships.

Funded by
The New Careers in Nursing Program
An initiative of American Association of Colleges of Nursing
and the Robert Wood Johnson Foundation.

References
New Careers in Nursing
BACKGROUND

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

PURPOSE

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

METHODS

The ELM program:

- Recruits and retains ethnically diverse students that mirror the communities of Southern California.
- Selects clinical sites that serve diverse and underserved populations, enhancing cross-cultural awareness, sensitivity, and sharing.
- Seeks clinical experiences that provide opportunities for students to acquire cultural tools and develop skills to communicate with diverse patients and families as well as to implement culturally-tailored care.
- Rotates students to the School of Nursing Neighborhood Wellness Center and participation in the Homeless Health Outreach Clinic.
- Integrates cultural concepts in each course.
- Has implemented a community mentoring program, matching students with mentors of similar ethnic and cultural backgrounds.
- Includes ELM Advisory Board members who are leaders of ethnically diverse communities and who represent collaborating health care centers.

RESULTS AND CONCLUSION

- Sixty percent of our students represent ethnic minorities.
- Students showed significant gains from pre to post-test on the Cultural Self-Efficacy Scale (measures student confidence in knowledge of cultural competence, knowledge of cultural patterns [African-American, Hispanic, Asian, American Indian cultures] and specific cultural nursing skills).
- Faculty demonstrated increased levels of confidence in cross-cultural competence and teaching methods with greatest change in cross-cultural communication skills following faculty workshop. In addition, faculty requested further education on cultural diversity.
- Qualitatively, students and their community-based mentors reported a higher level of confidence and satisfaction when there is ethnic concordance of the dyads.

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The New Careers in Nursing Program

REFERENCES

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

References


Funded by
The New Careers in Nursing Program
NALC: Nursing As An Additional Language And Culture Program - An Innovative Approach To Support Student Success In An Accelerated BSN Program.

Denise M. Tate, EdD, APRN, WHNP-BC, ANP-BC
Renée Cantwell, DNP, RN, CNE

Background

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

Purpose

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

Methods

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

Results and Recommendations

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

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The New Careers in Nursing Program

BACKGROUND

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

PURPOSE

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

METHODS

Content analysis was performed using Krippendorff's technique with his unit of analysis of themes. The student nurses’ written comments were read by four researchers so a sense of the whole could be determined. The text was then coded, noting phrases or sentences related to specific research questions. Passages were selected, enumerated and categorized. Comparisons were made, and attention paid to unique comments as well as recurrent passages. Phrases and sentences were clustered to identify data that shared some characteristics. An audit trail that recorded personal reflections and methodological decisions was created and reviewed by all authors. Dendrograms or tree-like diagrams were created to illustrate how data were collapsed into themes.

Sample: Yale Students: 55/76 (72%) Simmons Students: 13/38 (34%)
Age mean = 26 Range = 20-43
Gender 90% F 10% M
Race
- Caucasian 81%
- African American 4%
- Asian 9%
- American Indian 1%
- Other Pacific Islander 1%
- Hispanic or Latino 3%
Education background
- Yale Simmons
- BA- 40 (73%) BA-8 (62%)
- BS-15 (27%) BS-5 (38%)
- BSW-1
- MA-4
- MS-3
- MPH-5
- MBA-1

Demographic Data: 15% are married, 7% have children; 91% need loans to support their education, 42.6% do not work during the first year while 35% work less than ten hours a week.

RESULTS

Question One: What worked well in Year One? Theme one: There is a method to the madness
System Structure: Ordering of coursework, sequencing, continuity, cadence, immersion, interrelations; “coursework is cohesive and planned in such a fashion that lays a good foundation of nursing for the student with no previous exposure to the field.”
Experiential/relationship: “Clinical, Clinical, clinical…instead of memorizing facts from books, I was able to put faces and treatment plans to the disease”; faculty concern, expertise, support-care. “Amazing faculty that really helped me to learn the material quickly and effectively.” “Big Sibs”, non-competitive supportive environment.
Question two: What did not work well? Theme: This is madness
Structure-what structure? “I hate that I never know what lies around the corner.” Unacceptable disorganization of schedules; “one week at a time does not work for every person.” Syllabi are confusing and poorly integrated; “there is no standard curriculum, the lectures, the content are all over the place.” Some courses were quite detailed and thorough while others were more vague…more detail would have been valuable.” “I had taken prereqs and still was startled by the amount of material covered in so small an amount of time.” “Lecturers are so advanced in their own research that they seem to have a hard time dumbing it down to its most basic level, instead they are always saying how fatal or complex something is which a adds to stress and b) doesn’t make the information any more clear.” “The biggest downfall is that so many faculty’s primary focus is on research and not on nursing. If I wanted to learn from researchers, who are disconnected from patient care, I would have gone to medical school.
Question three: Prereqs?? Theme: No pre-reqs equates with Open doors, Open time, Open mind, Open to diversity “Any prerequisite would be of some value; but I think, ultimately, none are necessary, as direct-entry coursework easily fills in the gaps.” “I looked at programs that had prerequisites but only applied to two programs that had none. This was EXTREMELY important to me given the extra time and expense it would have taken to do prerequisites. Had prerequisites been necessary, they may have deterred me from entering the field of nursing.” “I feel like prerequisites are arbitrary hurdles that keep a LOT of great minority or special population students (mothers/low-income/etc.) out of school. If you’re worried about recruitment-look at your pre-reqs…..”

The lack of prerequisite work allows for a diverse population to enter nursing, which improves the students’ experience and the professions growth. However, acknowledge that the work of learning nursing is indeed easier if one has anatomy and physiology before entering accelerated programs. “Honestly, I do not feel that my background (I took Anatomy, Physiology, Statistics) education before starting this program helped at all. I suppose hearing most things for the 2nd time didn’t hurt, but it’s not anything that I wouldn’t be able to handle had I not taken the courses.”

Question: What are the personal barriers you encountered in learning nursing? Theme: Barriers abound
Students note financial barriers in terms of debt; personal barriers related to moving away from support systems to attend school; issues of intimacy, masquerading the move from "pretending" and feeling insecure to actually "being," is a significant one. The barrier of "fitting into the nursing personality and allowing it to fit into mine"

What facilitates their learning: Clinical debriefing, case studies, Simulation labs, mentoring, Teamwork and problem based learning are particularly useful. Whereas Video streaming, Debate and PDA use are less effective.

CONCLUSION

In the end- there is work to be done! The system issues they describe related to inconsistent standards in teaching and disorganization are not new but perennial observations that necessitate us to consider do we really value teaching? Much of their issues can be easily solved with a committed faculty, mentorship and support of novice teachers and retraining of others.

Their suggestions about not requiring pre-requisites adds an interesting perspective about improving the diversity of the work force and a warning to those that mandate them results in potential loss from the profession permanently.

Finally, the policy implications are worrisome in that students continue to note a disconnect between academia and practice; notions that they need to wait to continue their education; and perhaps the oldest question our students still have to answer is “what a smart person like them are doing in nursing?” leading one to ponder how much progress have we really made? Interestingly, despite their observations, over 72% rank the first year on a 1-10 scale as 7 and above. With all our weaknesses, students note they are “happy in the nursing field ….. If I had to do it over again, I would make the same decisions. Thank you!”

REFERENCES


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

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

Methods
Using the PIP Toolkit and round 3 PIP evaluation data, the round 4 PIP was planned. The entire accelerated BSN nursing class was invited, with 30 of 50 attending, including all 5 NCIN scholars. The PIP was held May 9-10, 2012, 2 weeks prior to the start of class. Building upon toolkit exercises, strategies such as information sharing by peers and faculty, skill development, goal setting, self-assessment, establishing expectations, social and environmental acclimation, planning and organization, and interactive activities, were used to deliver the PIP content. To promote student faculty relationship formation 14 faculty members welcomed students and delivered dynamic PIP sessions. Additionally, a current accelerated student panel shared their “Secrets to Success and Survival Strategies.” Each day evaluation data were collected. Final courses grades at the end of the first semester were also compared.

Results
Overall student evaluations, 23/24 on day 1 and 18/19 on day 2, were excellent on a 5 pt Likert scale from excellent to unacceptable. All individual sessions received a majority of excellent ratings. Sessions with the most excellent ratings were success and survival strategies, study skills and test taking. Those with fewer excellent ratings were nursing experience and framework exercises. Students were asked to identify 3 strengths and 3 opportunities for improvement for the PIP which were analyzed for themes (see charts below).

Numerous other comments referred to feeling less anxious, less stressed, better prepared, and excited after attending. Students wrote, “I learned a lot and had lots of questions answered and feel a lot less stressed about what nursing school is going to be like” and “Thank you! Great way to get students to know one another better and get over anxieties.” Decreased levels of stress and anxiety among PIP attendees may be another outcome.

The final course grades of PIP attendees and non-attendees were compared after the first semester. In all 4 courses, PIP attendees scored on average 0.5–1.4 points higher than non-attendees. Higher achieving students self-selecting to attend the PIP may also account for at least some of the differences in test scores.

Conclusions
The Pre-Entry Immersion Program prepares students to meet the challenges and be successful in an accelerated BSN program. The most common perceived strengths are socialization with other students and faculty and learning about what to expect. The PIP may also have academic benefits. Considerations for future improvements include condensing the format into one day for non NCIN scholars, using the online PIP supplement, and adapting the PIP to traditional BSN programs.

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References


Common Themes in Student Evaluation Comments

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<th>Strengths</th>
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<td>Meeting classmates</td>
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<td>Speaker variety &amp; quality</td>
<td>Other</td>
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Summer Course PIP (n=30) Non-PIP (n=20)

| Foundation | 90 | 88.6 |
| Patho | 90.2 | 89.3 |
| Skills | 89.5 | 88.8 |
| Research | 88 | 87.5 |
Background

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

Scholar Issue Background: As a result of the 2011 devastating tornado in Joplin, Missouri, access to health services needed by residents and the local hospital was obstructed because no state mechanism existed to enable trained and licensed providers to provide health care after a disaster without meeting additional and time-consuming requirements.

Method

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

Scholar Purpose: Garner legislator support for the Volunteer Health Services Act (HB 1072) which would allow licensed health professionals to provide volunteer services within their scope of practice for a sponsoring organization during natural disasters without additional licensure requirements. The bill also offers limited liability protection.

Results

Scholars evaluated each main Advocacy Day activity on a 5pt Likert scale (high value to not at all valuable) on the school's NCIN Blackboard site. Most sessions were generally considered valuable with no session receiving low value or not valuable responses.

Four of five scholars rated visiting with their legislator as very valuable and many added comments about its value (see quotes below). Legislator awareness of the presence and advocacy of nurses in public policy increased. The scholars took active leadership roles in the political process to improve the provision of health care in Missouri during disasters by advocating for needed legislative change. Scholars recommended a guided and interpreted tour of the capitol for future groups.

Scholar results: The Volunteer Health Services Act passed in the House on March 15, 2012. The bill was amended and passed in the Senate on May 14, 2012 and is awaiting a joint conference.

Conclusions

NCIN Scholar participation in MONA Nurse Advocacy Day was an effective leadership activity to develop knowledge, skills, and confidence in political advocacy. Scholars taking an active role by advocating for an issue contributed significantly to the success of the activity.

References

http://www.house.mo.gov/billtracking/bills121/sumpdf/HB1072C.pdf
http://www.house.mo.gov/member.aspx
http://www.senate.mo.gov/12info/BTS_Web/Actions.aspx?SessionType=R&BillID=353
http://www.missourinurses.org/displaycommon.cfm?an=1&subarticlenbr=56
Background

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

Scholar Issue Background: As a result of the 2011 devastating tornado in Joplin, Missouri, access to health services needed by residents and the local hospital was obstructed because no state mechanism existed to enable trained and licensed providers to provide health care after a disaster without meeting additional and time-consuming requirements.

Purpose

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

Scholar Purpose: Garner legislator support for the Volunteer Health Services Act (HB1072) which would allow licensed health professionals to provide volunteer services within their scope of practice for a sponsoring organization during natural disasters without additional licensure requirements. The bill also offers limited liability protection.

Methods

The University of Missouri Sinclair School of Nursing NCIN Scholars participated in the 26th Annual MONA Nurse Advocacy Day including independently meeting with Missouri 46th District Representative Stephen Webber (D) to advocate for the Volunteer Health Services Act (HB 1072). NCIN funds were used to fund the scholarship registration fees.

January 19, 2012 - Nurse Advocacy Day was introduced to the scholars during a leadership session. Resources such as the House and Senate websites, conference agenda, overview of the legislative process, and websites of health related bills were shared. Scholar roles in planning and participation were decided among the group.

January-February, 2012 - The group selected the Volunteer Health Services Act, developed an advocacy plan including a single-page fact sheet, an “elevator pitch”, and contacted legislators for appointments.

February 10, 2012 - Scholars attended a faculty presentation about political advocacy and Nurse Advocacy Day.

February 22, 2012 - Scholars attended Nurse Advocacy Day including five sessions about current legislation and advocacy skills by MONA and ANA leaders. Scholars met Representative Webber in his office and formally requested his support of the bill using their prepared materials.

Results

Scholars evaluated each main Advocacy Day activity on a 5pt Likert scale (high value to not at all valuable) on the school’s NCIN Blackboard site. Most sessions were generally considered valuable with no session receiving low value or not valuable responses.

Four of five scholars rated visiting with their legislator as very valuable and many added comments about its value (see quotes below). Legislator awareness of the presence and advocacy of nurses in public policy increased. The scholars took active leadership roles in the political process to improve the provision of health care in Missouri during disasters by advocating for needed legislative change. Scholars recommended a guided and interpreted tour of the capitol for future groups.

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A HOLISTIC APPROACH TO FACILITATING PROFESSIONAL SOCIALIZATION OF ACCELERATED SECOND BACCALAUERATE DEGREE NURSING STUDENTS

Lisa E. Gurley, MSN, RN, CNE
Ida V. Moffett School of Nursing, Samford University

BACKGROUND

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

METHODS

Using the available literature, including the Returning to School Syndrome Model (Shane, 1980), three IRB approved surveys were developed in 2011 to answer the following questions:

1. What are the perceived stressors and coping mechanisms of students enrolled in an accelerated second baccalaureate degree nursing program?
2. Do the perceived stressors and coping mechanisms change or remain the same throughout the program?

Three cohorts of accelerated second degree students were provided the opportunity to anonymously complete a survey at the beginning, middle, and end of the accelerated nursing program. The results are being utilized to further develop the Pre-Entry Immersion Program (PIP), Leadership Development Plan, and Mentoring Program for current and future cohorts.

RESULTS

Results of the ongoing program evaluation include the responses of three accelerated second baccalaureate degree cohorts between 2011 and 2013. Perceived stressors and coping mechanisms were similar among the cohorts, and did not change throughout the program.

Perceived Stressors

- Financial Burdens
- Not Knowing What to Expect
- Balancing Time Between Family and School
- Lack of Time to Prepare Academically

Coping Mechanisms

- Prayer/Bible Study
- Exercise
- Talking with Friends and Family
- Adhering to a Study Schedule

CONCLUSION

Although this evaluation is limited by low response rates, responses are consistent with the literature. Program enhancements are being implemented to further address each stressor, and facilitate effective coping mechanisms. Enhancements include increasing the initial orientation to 3 days, and the PIP to 6 weeks to allow time for involvement from representatives from the university’s Campus Life, Counseling Services, and Disability Services; involving faculty from the traditional program in the leadership development plan to streamline course activities; and introducing mentoring activities earlier in the program for all accelerated nursing students. Innovative strategies are being explored and developed to decrease financial burdens, such as alternative course delivery methods and course schedules. Regularly scheduled meetings between the students and the program coordinator are conducted to individualize study strategies based on preferred learning styles and knowledge base. The newest cohort has voiced great satisfaction with the enhanced orientation, PIP, and increased student-faculty interactions.

ACKNOWLEDGEMENTS

Janet Alexander, EdD, RN, CNE
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Funded by
The New Careers in Nursing Program
The purpose of this pilot program was to develop an alumni nurse tutoring program, where underrepresented students in the traditional BSN program would receive tutoring from underrepresented alumni. It was expected that the program would serve two aims:

1. To provide BSN students with a 'like me' tutor who might also serve as a role model and informal mentor
2. To provide employment to recent graduates in job market adversely affected by the economic climate.

Methods

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

Results (Preliminary)

- A total of four new graduate nurse tutors were hired. All tutors passed the NCLEX on the first attempt, and were hired within one month of passing NCLEX.
- Nine underrepresented first-generation students in the traditional BSN program were given priority for tutoring, and each received a minimum of four hours of tutoring per week.
- In addition to individual tutoring, 3-hour group tutoring sessions were offered on Saturday mornings by the Alumni Nurse Tutors, open to all students, with priority to underrepresented students.
- All 9 students remained enrolled in the program at the end of Spring term, four of the 9 students increased their GPAs by 0.5-1.0 on a 4.0 scale. One student gained such confidence, that she emerged as a leader in her class, and was elected as class representative at the end of the term.
- All Alumni Nurse Tutors were successfully hired as RNs within two-four months of becoming a tutor, and continued their tutoring until the end of the spring term (2013).

Conclusion

The RWJ NCIN Alumni Nurse Tutors reported having a sense of confidence in their prospective job interviews, and feeling that they were providing a meaningful and significant service to the school. An unexpected benefit of the program was that being a tutor increased the marketability and competitiveness of the new graduates in the current limited market for new graduate nurses. Each of them was gainfully employed as a registered nurse within a short time of working as a tutor, much sooner than their peer graduates.

There were also several benefits to the students such as: 1. Increased availability of alumni nurse tutors relative to peer tutors. 2. Improved understanding of relevance of course material to NCLEX. Having just passed the NCLEX, the alumni nurse tutors are keenly aware of how the coursework is linked with successful passage of the NCLEX. 3. Role modeling and mentoring: Alumni nurse tutors served as informal mentors, and since these tutors were also underrepresented ethnic minorities, the students were able to envision themselves as future nurses just like their tutors.

Based on this pilot program, the university has decided to fund an alumni nurse tutor program to enhance the current tutoring program for all nursing students, which began in Fall 2013.

References

EXPLORING THE FILM “WIT” TO CREATE A TRANSFORMATIONAL LEARNING EXPERIENCE IN THERAPEUTIC COMMUNICATION FOR ACCELERATED NURSING STUDENTS

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Barbara Summers, MSN, RN, West Virginia University, West Virginia
Amanda Machesky, MSN, RN, Waynesburg University, Pennsylvania

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

METHODS
Students attend a traditional lecture on therapeutic and non-therapeutic communication; later, they watch the film “WIT.” In groups of 7-9, students are assigned 2 scenes from the film to identify and analyze therapeutic and non-therapeutic communication. Students formulate therapeutic responses where the film is non-therapeutic. Together as the class watches the analyzed scenes, the film is paused and the group’s findings are presented to and discussed with the class. Students answer the following 3 questions:

1. What are your thoughts when first viewing your assigned scenes?
2. Using the definitions from lecture, label interactions between the patient and the healthcare providers.
3. What would you do differently? Why?

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

RESULTS
PURPOSE
The purpose of this program is to use the film “WIT,” a portrayal of a vulnerable cancer patient, to enhance accelerated students’ ability to understand therapeutic and non-therapeutic communication.

Goals:
1. To evaluate the value of the innovative use of film on student learning
2. To improve student knowledge of therapeutic and non-therapeutic communication
3. To enhance student understanding of the unique role of empathy in nursing

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

Funded by
The New Careers in Nursing Program

American Association of Colleges of Nursing
IMPLEMENTING TRANSFORMATIONAL LEADERSHIP THEORY IN AN ACADEMIC PEER MENTORSHIP PROGRAM TO IMPROVE CLINICAL LEADERSHIP SKILLS

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RUTGERS SCHOOL OF NURSING

BACKGROUND

James MacGregor Burns (1978) developed transformational leadership theory based on ideals and characteristics of charismatic leaders who made change and were admired by their followers. Examples of such leaders include John F Kennedy, Martin Luther King Jr., and Ghandi.

Bernard Bass (1985) expanded on this theory based this on the perception that leaders who possess idealized influence (attributes and behaviors), inspirational motivation, intellectual consideration, and individualized consideration are transformational leader and was the theory that guided this pilot study. This theory has been identified on several levels and in many studies as having positive influence on leadership performance, follower performance, job satisfaction, as well as increased self-esteem and self-confidence within a mentoring relationship.

PURPOSE

There is no published literature this researcher could locate specific to Rutgers School of Nursing (formerly UMDNJ-SON), focusing on improvement of clinical leadership skills among Accelerated Bachelor of Science in Nursing (ABSN) nursing students in leadership and mentoring programs using Bass transformational leadership theory.

The question asked was whether clinical leadership skills improve among students mentoring and mentored after implementation of the Bass transformational leadership theory when compared to traditional curriculum?

METHODS

Project Design

Two phase Pilot Study: Quantitative cross sectional design tested four separate homogenous groups of nursing students

Fall 2012 semester (Phase I- traditional leadership curriculum) and Spring 2013 semester (Phase II- implementing transformational leadership theory training session).

Evaluation instrument – MLQ5x rendered at two different points during each semester for 4 total collections points during both Phases.

Phase I was the baseline in which no implementation of theory training session was rendered to upper level nursing students, while Phase II had the implementation of theory training. During both Phases, upper level students volunteered time mentoring lower level students in available campus skills and open lab sessions. Lower level students received no training session in either Phase.

Population of study

Accelerated Bachelor of Science in Nursing (ABSN) students: 15 month program/4 semesters- Level 1 (lower level) and Level 4 (upper level) students

Age range: 18-89, Fulltime status, no restriction with grade point average or academic standing. Invitational consent was rendered to all and participation was voluntary.

Evaluation Instrument Used

Multifactor Leadership Questionnaire (MLQ 5x Short Form) developed by B.M Bass based on the Full Range Leadership Model. Several studies have shown this instrument to have stable validity results in different leader roles, organizations, gender, and cultures worldwide (Casida & Parker, 2011).

Implementation of Training Session

During Phase I of the fall semester 2012, level fours subjects were not offered a formal training session on Bass transformational leadership theory in Nursing 420, but learned and discussed its significance among other leadership theories.

During Phase II of the spring semester 2013, level four subjects received the same required didactic learning objectives and course material, along with a training session devoted to transformational leadership theory focusing on the mentoring relationship.

No intervention with level one students except for attending regularly scheduled skills lab session in which level four volunteered assisting in the mentoring role.

RESULTS

A means comparison was conducted using SPSS version 20 for the following 3 comparisons. Overall, there was no statistically significant data to support the hypothesis that clinical leadership skills among level one and level four students, even after implementing the Bass transformational leadership training session to level four students during Phase II. A Likert Scale was used with the following scale in identifying characteristics of each leadership quality of the Full Range Leadership Model: 1= not at all, 2= once in a while, 3= sometimes, 4= fairly often, 5= frequently.

When comparing the two phases, Level 1 students in both phases Sometimes to Fairly Often conformed to transformational leadership characteristics, more so than transactional and passive avoidant.

When comparing Level 4 students in both phases Fairly Often conform to transformational leadership characteristics, more so than transactional and passive avoidant. Ideally, passive avoidant characteristics were seen less often in the level 4 students than in the level 1 students.

When comparing pre to post implementation of the training session, although there was no significant change with the means comparison after implementation, the data demonstrates that lower and upper level students conform Sometimes to Fairly Often to elements of transformational leadership characteristics more so than transactional and passive avoidant.

CONCLUSION

Discussion and Implications for future studies

Although the results were statistically insignificant as shown above, as a nurse educator in an Accelerated BSN program, these results are an encouraging finding for this group of non-traditional students. The results do not suggest that transformational leadership does not improve with training, but that students entering this ABSN program as non traditional students are already transformational leaders representing elements of the theory characteristics.

The greater means comparisons with the level 4 students show that they only improve upon those characteristics as they progress in the program from level to level to degree.

It is the role of nurse educator faculty to enhance these leadership skills in their students by encouraging future student leaders by getting involved in the various leadership and community roles and programs their campus and community has to offer, thereby translating them further into their practice as a future nursing professional.

Future implications for this study include comparing traditional with non traditional programs, using a heterogeneous population and including other allied health schools, and including a qualitative arm by using focus groups.

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The New Careers in Nursing Program


BACKGROUND

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

PURPOSE

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

METHODS

- Reduced number of mentors from 40 to 6.
- Mentor candidates submitted a job application and were interviewed for the positions.
- Mentors participated in half-day training where they learned about best practices in mentoring.
- Potential mentees submitted online application prior to start of classes.
- Each mentor was assigned four to six mentees.
- Mentors reviewed mentee applications to determine best fit.
- Mentors were paid two hours per week for their time communicating with assigned mentees.
- Mentor-Mentee Meetup at the beginning of each semester was hosted to allow for first face-to-face contact.
- Throughout the semester, mentors kept track of mentee communications and interactions using a weekly log sheet.
- Monthly mentor team meetings took place to facilitate discussions and ongoing training.

RESULTS

The redesign of the PRN mentoring program allowed us to improve the leadership of the program, hire highly qualified mentors, and create more opportunities for mentors and mentees to interact. Highlights of the redesigned program include:

- Two mentors from the spring semester continued on with student leadership and became student body president and vice-president, respectively.
- Hired six accelerated students as mentors for our new accelerated cohort, two of whom were NCIN scholars.
- Hosted three successful PRN meetups to create space for face-to-face interaction.

Next steps to continue improving PRN include:

- Monthly communication logs submitted by the mentors to the program coordinator.
- Developing new ways to engage mentees such as, hosting small group gatherings throughout the semester.
- Developing pre and post surveys to ensure the program is meeting the needs and learning objectives of the mentees.

REFERENCES


Background
Nurses of color comprise a disproportionate number of nursing professionals compared to the U.S. population with African Americans and Hispanics representing 5.4% and 3.6% of nurses respectively. These statistics demonstrate a significant under-representation of minorities in the nursing workforce of New Jersey and do not reflect New Jersey’s diverse population as a whole.

Data for five graduating cohorts at an Accelerated Baccalaureate School of Nursing (ABSBN) Program indicated an academic attrition rate (failure to graduate from program) of 14.4% for all students. Of these graduating cohorts, ethnically and culturally diverse students experienced an academic attrition rate of 22.4% as compared to 2.2% for Caucasian students.

Methods
The NALC program
• nine days, starting six weeks prior to the first day of the actual ABSN program
• NALC focuses on three broad domains.
  - The first domain comprised the languages of nursing, such as medical terminology, anatomy and physiology reviews and medication math.
  - The second domain consisted of activities designed to enhance student learning and included development of effective reading, note-taking and test-taking skills.
  - The third domain focused on helping the students understand the unique culture of the profession of nursing and nursing education. Social activities (e.g., lunches with faculty, alumni and peers) and small group discussions intended to help develop professional relationships between student and faculty were included in the third domain.

Kolbaba’s (2003) holistic comfort theory applied to the nursing education environment was utilized during the development and implementation of the NALC program. A comfortable and supportive education environment decreases fear and anxiety and students are further supported toward program success.

Results
• Scores on the Test of Essential Academic Skills (TEAS) were merged with enrollment data. Overall TEAS scores were used to control for academic skill.
• Post-program surveys administered at the completion of the program and again at the end of the first semester measured students’ satisfaction with the NALC program and their levels of comfort with the ABSN program. NALC program participation and race/ethnicity were the two focal independent variables.
• Race/ethnicity was a categorical variable of whether or not the respondent reported non-Hispanic white, non-white, or unknown race.
• Risk ratios for attrition by NALC participation were calculated separately by race/ethnicity. A log-binomial regression was then used to adjust the risk ratio for pre-program TEAS scores. A squared term for TEAS was included in the regression model to account for the quadratic relationship of TEAS to program withdrawal.

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

References

For More Information
visit: www.rutgers.edu
e-mail: Renee.Cantwell@rutgers.edu or
tate@nurs.rutgers.edu

Minority and Caucasian Enrollment & Graduation in 2008

Table 1. Descriptive Statistics

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Funded by
The New Careers in Nursing Program
TRANSCULTURAL SELF-EFFICACY IN ACCELERATED NURSING STUDENTS
Faye J. Grund, PhD, APRN; Juanita Reese Kline, PhD, CNS, RN; Lisa Young, DNP, APRN; Carol Reece, DNP, APRN; Sharon See, MSN, RN; Mark Fridline, PhD
Ashland University

BACKGROUND

What is known:
• The process of cultural competence occurs over time (The National Center for Cultural Competence, 2013).
• Professional caring includes provision of culturally sensitive care.
• American Association of Colleges of Nursing (2008), National League for Nursing (2009) and Institute of Medicine (2011) emphasize the importance of culturally competent nurses.

What is needed:
• New models of education with outcomes that address attitudes, skills, and knowledge regarding cultural competence.

What was done:
• Jeffreys’ (2010) Cultural Competence and Confidence (CCC) model was used as the theoretical framework for the study.
• The model incorporates the construct of transcultural self-efficacy (TSE) as a factor that influences the enhancement of cultural competence.
• Formal educational experiences using transcultural concepts were incorporated throughout the curriculum, including didactic, laboratory, and clinical.

METHODS

Transcultural Self-Efficacy Tool (TSET) (Jeffreys, 2010) administered at the beginning and end of the nursing program.

Interventions included:
• Attendance at a conference in fall and spring semesters with transcultural nursing scholars.
• Inclusion of culturally relevant course outcomes in nursing course syllabi.
• Cultural assessments on clinical assignments.
• Culturally enriched simulated patient experiences.
• Cultural immersion experiences outside of the classroom were available.

RESULTS

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

Subscale and Overall TSET Scores (Fall 2012 vs Spring 2013)

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

CONCLUSIONS

• Intentionally integrating cultural outcomes in courses including simulated laboratory and clinical experiences and providing cultural conferences and immersion experiences were effective in positively impacting transcultural self-efficacy perceptions in accelerated nursing students.
• Integrating cultural concepts in a highly visible manner did effect change in second degree accelerated nursing students.
• Administrative leadership and faculty engagement is key to effective integration of cultural education in the curriculum.

REFERENCES


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

Grant #D11HP22187-01-00, Nurse Education, Practice, Quality and Retention (NEPQR).
A relationship of mutual benefit: Integrating doctoral students into the New Careers in Nursing program.

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The University of Tennessee Health Science Center, Memphis, TN

Background

- 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.
- Participation in the NCIN program allowed both doctoral and entry-level students in the accelerated nursing program new opportunities for growth and development.

Purpose

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

Methods

- Doctoral students receive tuition waiver in exchange for service hours within the college.
- One doctoral student 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.
- Involvement included:
  - coordinating community service learning activities
  - providing regular tutoring services
  - leading sessions on topics such as concept mapping, communication, and test taking strategies
- 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 NCIN Scholars had a positive perception about 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.
- The scholars responded 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 and feeling more connected to the school and the community following service learning activities.
Methods

Three cohorts of RWJF Scholars attend monthly Leadership Lunch Seminars where the Leadership Toolkit was utilized to provide leadership training activities for 1 to 1.5 hours followed by presentations from community healthcare 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. Follow up interviews, focus groups, and surveys, were administered to participants.

Results

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

The leadership series strived to have an impact on the students long after the completion of nursing school.
PROJECT W.I.N.: 
AN INOVATIVE APPROACH TO SUPPORT STUDENT SUCCESS
Luzviminda Casapao, MA, EdM, RN; Maria Rosario-Sim, EdD, PPCNP-BC, RNC-OB; and 
Meriam Caboral-Stevens, PhD, NP-C
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BACKGROUND
SUNY Downstate Medical Center, College of Nursing (CN) has implemented a three-prong approach to enrich the accelerated baccalaureate nursing (ABSN) program. This approach will assist in student retention using concepts from themes emerging from literatures on barriers and obstacles to retention of diverse and economically disadvantaged students.

PURPOSE
The purpose of this project was to develop a plan to enhance student success as evidenced by retention/graduation rate and NCLEX-RN pass rate for first time taker in an ABSN program.

METHODS
Review of literature was conducted to identify concepts on student retention that assist in the development of an approach to enrich the ABSN program. The CN developed a three-prong approached called Project W.I.N. The overarching concept in Project W.I.N. is an educational supporting the needs of all students regardless of cultural, ethnic, racial, gender or economic backgrounds with mentorship as a common thread that permeated the supporting concepts. Project W.I.N was implemented in 2009 and the CN tracked the overall impact of the project during the first five years of its implementation. The 2009-2013 cohort were compared to the previous years cohort (2004-2008) without the project.

RESULTS

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 Tool to implement the school orientation for all new incoming students one week prior to starting the ABSN program. The PIP is designed to assist new students to adjust to the rigors of the accelerated program. NCIN scholar participated in the PIP where they shared their perspectives and experiences with the new students. A scholar support group was formed led by a minority faculty. 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 through the duration of the program to monitor student progress. 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.

Table 1 presents the NCLEX-RN Readiness Plan for Project W. I. N.
The overall of Project W.I.N is presented in Figure 1, which showed improvement in graduation rate and NCLEX-RN pass rate for first time takers comparing the period of 2004-2008 and 2009-2013.

CONCLUSION
Project W.I.N. has proven to be a successful approach in graduation and NCLEX-RN pass rate. SUNY Downstate Medical Center, CN continues to implement Project W.I.N. and will be periodically evaluated as a major strategy for student success. Future recommendation to test Project W.I.N. with NCIN scholars from different states to determine applicability to varying environment.
SUSTAINING AND EXPANDING SUCCESSFUL ACADEMIC SUPPORT AND MENTORING ACTIVITIES FOR STUDENTS ENROLLED IN AN ACCELERATED NURSING PROGRAM

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University of Tennessee Health Science Center

BACKGROUND

- Students from underrepresented backgrounds comprise 28.3% of entry-level, nursing baccalaureate programs and 29.3% of master’s programs.¹
- However, retention and graduation rates of these students lag behind those seen in white nursing students.¹
- Evidence-based strategies that promote retention and academic success of underrepresented students include: ²,³,⁴,⁵
  1. pre-matriculation programs to enhance academic skills,
  2. strong student-faculty relationships, and
  3. academic support services, such as tutoring.
- At the University of Tennessee Health Science Center New Careers in Nursing scholars (n=61) who received financial and academic support, as well as leadership training 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.

PURPOSE

To describe the modification and expansion of our pre-immersion program (PIP), academic support activities, and mentoring activities for students in an accelerated nursing program.

METHODS

- In 2014, the College of Nursing introduced an online PIP in conjunction with an on-campus PIP for all pre-licensure students in the accelerated nursing program. This reduced the on-campus PIP to 2.5 days and enabled students to have access to the online PIP prior to entering the program and throughout the term.

<table>
<thead>
<tr>
<th>Pre-Immerssion Program</th>
<th>Previous</th>
<th>Modified for Sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>3.5 days On-campus</td>
<td>2.5 days On-campus with Online Component</td>
</tr>
<tr>
<td>University Orientation</td>
<td>On-Campus</td>
<td>Online and On-campus</td>
</tr>
<tr>
<td>HIPAA</td>
<td>NA</td>
<td>Online</td>
</tr>
<tr>
<td>Professional Etiquette</td>
<td>On-campus</td>
<td>Online and On-campus</td>
</tr>
<tr>
<td>Learning Style and Critical Thinking Assessments</td>
<td>On-campus</td>
<td>On-campus</td>
</tr>
<tr>
<td>Time Management</td>
<td>On-campus</td>
<td>Online</td>
</tr>
<tr>
<td>Note-Taking</td>
<td>On-campus</td>
<td>On-campus</td>
</tr>
<tr>
<td>Test-taking</td>
<td>On-campus</td>
<td>Online and On-campus</td>
</tr>
<tr>
<td>Medical Terminology</td>
<td>NA</td>
<td>Online</td>
</tr>
<tr>
<td>Writing</td>
<td>On-campus</td>
<td>Online</td>
</tr>
<tr>
<td>Introduction to Nursing Leadership</td>
<td>NA</td>
<td>Online</td>
</tr>
<tr>
<td>Dosage Calculation</td>
<td>On-campus</td>
<td>Online and On-campus</td>
</tr>
</tbody>
</table>

- Free, group peer tutoring (one session weekly per course) was available.
- A peer mentoring program was instituted with peer mentoring training provided.
- Weekly academic counseling sessions with advisors was implemented.
- Mixers with faculty and DNP students were held to foster connections.
- Additional scholarship funds were solicited.

RESULTS

- All students completed aspects of the on-line orientation, however only 25% did so prior to the on-campus pre-matriculation program.
- All peer mentors attended mentorship training and contacted their mentees.
- Approximately 60% of students participated in group, peer-lead tutoring sessions.
- The off-campus mixer for students in the accelerated and doctoral programs was well attended; however, the faculty-student reception yielded limited student participation.
- The Chancellor provided additional funding (total of $219,000) to the College of Nursing for diversity scholarships for the 2014-2015 academic year.

DISCUSSION

- Earlier availability of the on-line orientation may facilitate completion prior to the on-campus sessions.
- Faculty learned new technologies, such as Adobe Presenter and You Tube videos) to develop online orientation materials.
- Refinement of some orientation materials is needed.
- Scheduling additional mentoring opportunities on-campus may facilitate greater involvement of both mentees and mentors.
- Additional tutoring sessions may be needed to accommodate the large number of students attending the peer tutoring sessions.

REFERENCES

BACKGROUND
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).

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
Table 1. Factors Associated with NYUCN Graduates’ NCLEX Failure on 1st Attempt

<table>
<thead>
<tr>
<th>Lack of Preparation</th>
<th>Education deficits*</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited use of Kaplan resources</td>
<td>“C” grades in Patho, A&amp;E II, Pharm, &amp; Maternity</td>
<td>English as a 2nd language*</td>
</tr>
<tr>
<td>Ignored benchmarks</td>
<td>“C” grades in Microbiology and A&amp;P</td>
<td>Anxiety*</td>
</tr>
<tr>
<td>Poor remediation</td>
<td>Low preclinical GPA*</td>
<td>Personal issues</td>
</tr>
</tbody>
</table>

* Denotes also seen in literature

A specialized NCLEX advisement plan was developed that included: a) expanded use of Kaplan resources and remediation, b) reinforcement of benchmarks and available resources in the final semester, c) assigned NCLEX advisors who conducted individualized outreach and coaching to graduates at risk for failure, and d) offering NCLEX workshops. Following implementation, the first-time NCLEX-RN pass rate increased to 92% (Jan to March 2014, n = 136), which was significantly higher than the NY state pass rate of 84% for baccalaureate programs during this same period.

Table 2. Results of NYUCN Graduates 1st Attempt at NCLEX (2013 – 2014)

<table>
<thead>
<tr>
<th>DATES</th>
<th>n</th>
<th>PASS RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>January – March 2013</td>
<td>190</td>
<td>93%</td>
</tr>
<tr>
<td>April – June 2013</td>
<td>22</td>
<td>79%</td>
</tr>
<tr>
<td>July – September 2013</td>
<td>147</td>
<td>74%</td>
</tr>
<tr>
<td>January – March 2014</td>
<td>136</td>
<td>92%</td>
</tr>
</tbody>
</table>

CONCLUSIONS
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.

REFERENCES


Where are they now?
A review of the career trajectories of RWJF Scholars after completing a mentorship & leadership program

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Background
The need to increase minority representation in the nursing profession nationally, especially in leadership roles, has been strongly documented as our nation becomes more diversified. 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 its scholars. Developing minority nurse leaders will help alleviate the minority nursing shortage and aid in addressing some of the health disparities that are prominent in our nation.

Purpose
The program was designed to prepare nursing students from underrepresented groups for entry-level leadership positions and to educate them about different graduate study programs in nursing. The aim was to increase underrepresented individuals in nursing and provide a foundation to create future leaders in the profession.

Methods
Two cohorts of RWJF scholars (n=12) of minority background participated in a weekly online pre-immersion course for seven weeks that included one-hour virtual classroom seminars. Students were each assigned a faculty mentor with whom they met weekly during the 12-month program, utilizing the mentoring toolkit and following the Learner-Centered Model. Throughout the year, students received individualized tutoring as needed. During the last two semesters of the program, foundational leadership training was provided using the leadership toolkit and reinforced by a monthly series of speakers from the community. Students were provided an opportunity to shadow a nurse leader at his or her place of employment. The students were encouraged to implement their newly acquired leadership skills by organizing a charity event to benefit local needy families. Follow-up surveys via email and phone were provided to all participants at 6 months and 1 year after graduation to evaluate outcomes and determine their anticipated career trajectory.

Results

<table>
<thead>
<tr>
<th>Employment</th>
<th>Graduate Schools</th>
<th>Leadership Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>18%</td>
<td>55%</td>
<td>17%</td>
</tr>
<tr>
<td>37%</td>
<td>45%</td>
<td>83%</td>
</tr>
<tr>
<td>100% of scholars were employed within 1 year.</td>
<td>45% of scholars are attending graduate school.</td>
<td>17% of scholars are currently in entry level leadership roles.</td>
</tr>
</tbody>
</table>

Conclusion
Based on the results, the UMSONHS RWJF Scholars mentorship and leadership program appeared to positively influence the scholars in obtaining employment, pursuing graduate studies, and planning to obtain a position of leadership. Compared to the national average, students who graduated from the RWJF program had a 12% higher employment rate (AACN, 2014). According to AACN, the current nationwide percentage of minority nurses is 12.3%. This program enrolled two cohorts of students, 100% of them from minority groups, further assisting to diversify the workforce of nurses.

Support for this program was provided by grant #68981 from the Robert Wood Johnson Foundation New Careers in Nursing Scholarship Program.