

New Careers in Nursing

A Robert Wood Johnson Foundation program



# Celebrating Our Legacy

*Diversity – Innovation – Leadership*

September 24-26, 2015  
Marriot Marquis Washington, DC

 American Association  
of Colleges of Nursing

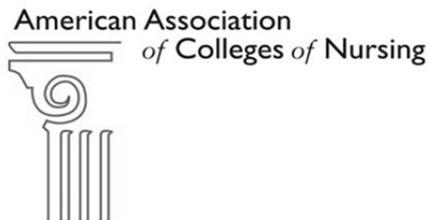
Support for this conference was provided by a grant from the Robert Wood Johnson Foundation.

# NEW CAREERS IN NURSING

*Celebrating Our Legacy*  
*Diversity Innovation Leadership*

Marriot Marquis, Washington, D.C.

September 24–26, 2015



*RWJF New Careers in Nursing* is a national program of the Robert Wood Johnson Foundation.

# Table of Contents

Acknowledgments.....	5
Summit Objective.....	6
Agenda.....	7

## **THURSDAY, SEPTEMBER 24**

WELCOME SESSION.....	14
KEYNOTE SESSION: Ethics...The Essence of Nursing Leadership.....	15
PLENARY SESSION: Legacy Project: New Alliances and Partnerships.....	22
SCHOLAR SESSION: The Future Belongs to You!.....	26

## **FRIDAY, SEPTEMBER 25**

BREAKFAST SESSION: Student Accommodations: Ensuring Your Institution Is Providing Appropriate Access for All Students.....	31
PLENARY SESSION: The Lived NCIN Experience.....	40
PLENARY SESSION: Innovations Project: Replicating an Innovative Educational Pedagogy for Physical Examination and Problem-Setting Skills.....	47
PLENARY SESSION: Innovations Project: Gaming the System.....	52
SCHOLAR SESSION: When Called to Lead...Build the Bridge as You Walk on It!.....	58
GRANTEE SESSION: Diversity—Why Does It Matter?.....	59
SCHOLAR SESSION: Maintaining Connectedness Into the Future: How to Leverage the Value of NCIN Scholars.....	60
GRANTEE SESSION: Innovations Project: Strengthening Cultural Competence in Prenatal Care With a Virtual Community: Building Capacity Through Collaboration.....	64
PLENARY SESSION: Innovations Project: New Careers in Nursing Scholar Alumni Toolkit: An Innovative Resource for Transition to Practice.....	71
BREAKOUT SESSION INSTRUCTIONS.....	77
Breakout Session One Innovations Project: Replicating an Innovative Educational Pedagogy for Physical Examination and Problem-Setting Skills.....	78
Breakout Session Two Innovations Project: Gaming the System.....	79

Breakout Session Three Innovations Project: Strengthening Cultural Competence in Prenatal Care with a Virtual Community: Building Capacity through Collaboration.....	80
Breakout Session Four Innovations Project: New Careers in Nursing Scholar Alumni Toolkit: An Innovative Resource for Transition to Practice .....	81
Breakout Session Five: Legacy Project: New Alliances and Partnerships .....	82

**SATURDAY, SEPTEMBER 26**

BREAKFAST SESSION: Roundtable Discussions.....	84
Roundtable Discussion Instructions.....	85
Sustaining Leadership.....	86
Sustaining Mentoring: Marketing for Mentors, Mentoring Beyond the College Environment.....	87
NCLEX Strategies to Develop and Effect Change .....	88
Generational Learners.....	89
Legal.....	90
Scholars-Only Discussion: NCIN Scholars and Future Nursing Careers .....	91
Sustaining Efforts in Diversity and Inclusion .....	92
Marketing Strategies or Campaigns for Diverse Students .....	93
Diversity Recruitment .....	94
Evaluation of the Outcomes of the NCIN program: Metrics Used .....	95
Analyzing and Sharing NCIN Data .....	96
KEYNOTE SESSION: Strategic Vision: Picture/Produce It.....	97
PLENARY SESSION: Scholars' Network Presentation .....	98
CLOSING SESSION: Remarks From the NPO and RWJF.....	103

**SCHOLAR DOCUMENTS**

New Careers in Nursing Scholars Network: Mission and Vision Statement .....	105
New Careers in Nursing Scholars Network: Operating Guidelines .....	107
SCHOLAR SESSION: Steering Committee Sustainability Proposal.....	112

SCHOLAR BREAKOUT SESSION: Scholar Legacy Project .....	113
NCIN SCHOLARS NETWORK–LEVERAGING SKILLS PROJECT.....	114

**PROGRAM INFORMATION**

Round 7—2014 New Careers in Nursing Grantees .....	118
Round 6—2013 New Careers in Nursing Grantees.....	119
Round 5—2012 New Careers in Nursing Grantees .....	120
Round 4—2011 New Careers in Nursing Grantees .....	121
Round 3—2010 New Careers in Nursing Grantees.....	122
Round 2—2009 New Careers in Nursing Grantees .....	124
Round 1—2008 New Careers in Nursing Grantees.....	125
Grand Finale Summit Program Planning Committee Members.....	126
National Advisory Committee Members.....	127
New Careers in Nursing National Program Office.....	128
Robert Wood Johnson Foundation Staff Members.....	128

# Acknowledgments

A special thanks to the following organizations and individuals for their generous support and contributions to this program:



## Summit Objective

Attendees will discuss innovative ideas; describe lessons learned and identify opportunities for sustaining the work of the NCIN program. Sessions will highlight outcomes of the Legacy Award, four Innovation Award projects, and issues of particular concern to accelerated nursing education.

***This program has been approved for contact hours. To receive credit you must complete the online evaluation and print a CE certificate.***

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

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

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

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

Summit evaluation link: [www.surveymonkey.com/r/NCINGF2015](http://www.surveymonkey.com/r/NCINGF2015)

(This link will also be provided via email after the conference).

RWJF New Careers In Nursing  
2015 Grand Finale Summit

*Celebrating Our Legacy...  
Diversity–Innovation–Leadership*

## Agenda

**Thursday, September 24 , 2015**

Pre-Summit Meetings

<b>9:00–12:30 pm</b>	<b>Meeting of the NCIN JPN Committee</b>	Dupont Circle Room Meeting Level 3
<b>1:00–2:00 pm</b>	<b>Program Planning Committee Briefing and Lunch</b>	Congress Room Meeting Level 4

**Summit Officially Opens**

<b>1:00 pm</b>	<b>Registration Opens</b>	Liberty Salons Foyer Meeting Level 4
<b>2:00–3:00 pm</b>	<b>Scholar Session Future of Nursing Scholar Program</b> Informal Q/A with Susan Hassmiller, PhD, RN, FAAN, Senior Adviser for Nursing, Director, Future of Nursing: Campaign for Action, Robert Wood Johnson Foundation.	Tulip Room Mezzanine Level
<b>3:00–3:30 pm</b>	<b>Opening Session</b> Moderator: Teri Murray, PhD, APHN-BC, RN, FAAN	Liberty Salons (MNOP)
<b>3:00 pm</b>	<b>Welcome:</b> Speaker: Deborah Trautman, PhD, RN, CEO and Executive Director, AACN, NCIN Program Director	Liberty Salons (MNOP)
<b>3:15 pm</b>	Speaker: David M. Krol, MD, MPH, FAAP, Senior Program Officer, Robert Wood Johnson Foundation	
<b>3:30–4:30 pm</b>	<b>Keynote Session: Ethics...The Essence of Nursing Leadership</b>  Speaker: Cynda H. Rushton, PhD, RN, FAAN, Anne and George L. Bunting Professor of Clinical Ethics	Liberty Salons (MNOP)
<b>4:30–4:45 pm</b>	<b>Break</b>	
<b>4:45–5:30 pm</b>	<b>Plenary Session Legacy Project: New Alliances and Partnerships</b> Amy Cosimano, EdD, RN, Creighton University Susan Ward, PhD, RN, Nebraska Methodist College Louise LaFramboise, PhD, RN, CNE, University of Nebraska Medical Center	Liberty Salons (IJKL)

<b>5:30–6:30 pm</b>	<b>Scholar Session</b> (open to all participants) Moderator: Cattleya May, MSN, RN <b>The Future Belongs to You!</b> Susan Hassmiller, PhD, RN, FAAN, Senior Adviser for Nursing, Director, Future of Nursing: Campaign for Action, Robert Wood Johnson Foundation	Liberty Salons (IJKL)
<b>6:30–7:30 pm</b>	<b>Reception and Mixer</b> <i>Please join your fellow attendees to honor the past with a review of past poster competition winners, a presentation of the NCIN Legacy video, and networking.</i>	Liberty Salons Foyer
<b>7:30–8:30 pm</b>	<b>Mentoring Dinner</b> Dinner with scholars, program planning committee, and National Advisory Committee	Capitol Room

### Friday, September 25, 2015

<b>7:30 am</b>	<b>Conference Registration Open</b>	Liberty Salons Foyer Meeting Level 4
<b>7:30 am</b>	<b>Breakfast Buffet Opens</b>	Liberty Salons Foyer
<b>8:00–9:00 am</b>	<b>Breakfast Session</b> Moderator: Ann Marie Mauro, PhD, RN, CNL, CNE Student Accommodations: Ensuring Your Institution Is Providing Appropriate Access for All Students Speaker: Haley Hanson, JD, Husch Blackwell	Liberty Salons (MNOP)
<b>9:00–9:15 am</b>	<b>Movement Break</b>	
<b>9:15–10:15 am</b>	<b>Plenary Session</b> Moderator: Carolina Huerta, EdD, RN, FAAN <b>The Lived NCIN Experience:</b> Speakers: Kathy Rideout, EdD, PPCNP-BC, FNAP, University of Rochester Kaydean Harris, RN, BS, NCIN Scholar, University of Rochester	Liberty Salons (MNOP)
<b>10:15–10:30 am</b>	<b>Break</b>	
<b>10:30–11:15 am</b>	<b>Plenary Sessions</b> Moderator: Pamela Galehouse, PhD, RN, PMHCNS-BC, CNL <b>Innovations Project: Replicating an Innovative Educational Pedagogy for Physical Examination and Problem-Setting Skills</b> Speakers: Sarah Shealy, MSN, CNM, IBCLC, Mount St. Mary's College Linda Honan, PhD, APRN, Yale University Thomas Duffy, DMA, Yale University	Liberty Salons (MNOP)
<b>11:15 am–12:00 pm</b>	<b>Innovations Project: Gaming the System</b> Cory A. Boyd, EdD, RN, Quinnipiac University Jonah Warren, BA, MFA, Quinnipiac University Mary Ann Glendon, PhD, RN, Southern Connecticut State University	Liberty Salons (MNOP)

**Break for lunch. Begin Concurrent Sessions**

Grantee Sessions		Scholar Sessions	
<p><b>12:00–1:15 pm</b> <b>On your own</b></p>	<p><b>Lunch on your own for General Session</b> <i>For all others, not involved in the scholar lunch. Feel free to explore eateries in the area as well as inside the hotel. There is a handout with recommendations.</i></p>	<p><b>Lunch Session for Scholars:</b> Moderator: Blake Smith, BSN, RN</p> <p><b>When Called to Lead...Build the Bridge as You Walk on It!</b> Speaker: Ann Cary, PhD, MPH, RN, FNAP, University of Missouri School of?</p>	<p>12:00–1:15 pm Liberty Salons (IJKL)</p>
<p><b>1:15–1:50 pm</b> <b>Liberty Salons (MNOP)</b></p>	<p><b>Plenary Session</b> Moderator: Elias Provencio-Vasquez, PhD, RN, FAAN, FAANP <b>Diversity—Why Does It Matter?</b> Speaker: Angela Amar, PhD, RN, FAAN</p>	<p><b>Scholar Session:</b> Moderator: Vernell DeWitty, PhD, RN <b>Maintaining Connectedness Into the Future: How to Leverage the Value of NCIN Scholars</b> Speaker: Debbie Hatmaker, PhD, RN, FAAN, American Nurses Association</p>	<p>1:15–2:15 pm Liberty Salons (IJKL)</p>
<p><b>1:55–2:40 pm</b> <b>Liberty Salons (MNOP)</b></p>	<p><b>Grantee Session</b> Moderator: Jane Trainor, MS, RN <b>Innovations Project: Strengthening Cultural Competence in Prenatal Care With a Virtual Community: Building Capacity Through Collaboration</b> Speakers: Lisa Young, DNP, APRN, Ashland University Yvonne Weideman, DNP, MBA, RN, Duquesne University Recognized team members: Faye Grund, PhD, APRN-BC, Ashland University Joan Lockhart, PhD, RN, FAAN, Duquesne University</p>	<p><b>Scholar Session:</b> Moderator: Cattleya May, MS, FNP-BC <b>Steering Committee Sustainability Proposal</b></p> <p>Content: NCIN Into the future Presenters: Chris Fogarty, BSN, RN, and Carli Culjat Zegers, BSN, RN</p>	<p>2:15–2:40 pm Liberty Salons (IJKL)</p>

**All Attendees Join Main Session**

<b>2:45–3:30 pm</b>	<p><b>Plenary Session</b>  Moderator: Jane Trainor MS, RN  <b>Innovations Project: New Careers in Nursing</b>  <b>Scholar Alumni Toolkit: An Innovative Resource for Transition to Practice</b>  Speakers: Ann Marie Mauro, PhD, RN, CNL, CNE, Rutgers, The State University of New Jersey  Lori A Escallier, PhD, RN, CPNP-PC, Stony Brook University  Maria Rosario-Sim, EdD, PPCNP-BC, RNC-OB, SUNY Downstate Medical Center College of Nursing</p>	Liberty Salons (MNOP)
<b>3:30–3:40 pm</b>	<p><b>Movement Break</b>  Please select your break out and move to that room, note that there are two meeting levels.</p>	
<b>3:40–4:40 pm</b>	<p><b>Breakout Sessions</b>  Below are six breakout sessions. For faculty we offer five sessions reflecting each of the Legacy and Innovation topics offered. Feel free to join the room you prefer. For scholars we offer a special Breakout session as well.</p>	
	<p><b>Scholar Session: Scholar Legacy Project</b>  Presenters: Beret Ravenscroft, MSN, RN and Onome Osokpo, BSN, RN</p>	Liberty Salons (MNOP)
	<p><b>Innovations Project: Replicating an Innovative Educational Pedagogy for Physical Examination and Problem-Setting Skills</b></p>	Congress Room on Meeting Level 4
	<p><b>Innovations Project: Gaming the System</b></p>	Capitol Room on Meeting Level 4
	<p><b>Innovations Project: New Careers in Nursing Scholar Alumni Toolkit: An Innovative Resource for Transition to Practice</b></p>	Treasury Room on Meeting Level 4
	<p><b>Innovations Project: Strengthening Cultural Competence in Prenatal Care With a Virtual Community: Building Capacity Through Collaboration</b></p>	Monument Room on Meeting Level 4
	<p><b>Legacy Project: New Alliances and Partnerships</b></p>	Chinatown Room on Meeting Level 3
<b>4:40–5:30 pm</b>	<p>Guests are allotted this time to return to their rooms to prepare for this evening's festivities. Attire is business cocktail for the events hosted at the hotel.</p>	
<b>5:30–9:00 pm</b>	<p align="center"><b>NCIN Celebration Gala</b>  <b>Cocktails to be Followed by Dinner and Ceremonies</b></p>	
<b>5:30-6:30 pm</b>	<p><b>Cocktail Hour</b>  Please join us for networking, Innovation &amp; Legacy posters, as well as a Legacy presentation from NPO.</p>	Liberty Salons Foyer
<b>7:30 pm</b>	<p><b>Dinner Program</b>  <b>Comments:</b> Polly Bednash, PhD, RN, FAAN, former Director of NCIN and retired CEO of American Association of Colleges of Nursing</p>	Liberty Salons (IJKL)

<b>7:40 pm</b>	<p><b>Recognition Ceremony</b>  Moderator: Debbie Danforth, RN, BSN  Presented by: David M. Krol, MD, MPH, FAAP  Carolina Huerta, EdD, RN, FAAN  Polly Bednash, PhD, RN, FAAN  Vernell DeWitty, PhD, RN</p> <p>Each school of nursing will be recognized one at a time with schools in their region. Please read the dinner program to confirm when your school will be announced.  We ask that a representative from the school join other regional schools on the right side of the stage when indicated. As you approach the podium please give speaker the card with your school and name listed.  <i>Please feel free to remain in the ballroom and enjoy the music until the 9 o'clock hour.</i></p>	
----------------	--	--

**Saturday, September 26, 2015**

<b>7:30 am</b>	<b>Conference Registration Opens</b>	Liberty Salons Foyer Meeting Level 4
<b>8:00–9:00 am</b>	<p><b>Breakfast Round Table Discussions</b>  Eleven topics will be available. See meeting materials for more information. Outcomes to be posted online after the meeting.</p> <p><i>If you were selected for a breakfast focus group please locate that table at this time.</i></p>	Liberty Salons (IJKL)
<b>9:00–9:15 am</b>	<b>Break</b>	
<b>9:15–10:30 am</b>	<p><b>Keynote Session</b>  Moderator: Denise Tate, EdD, APRN-BC  <b>Strategic Vision: Picture/Produce It</b>  Speaker: Dick Durrance, Ideas and Images Unlimited</p>	Liberty Salons (IJKL)
<b>10:30–11:00 am</b>	<p><b>Break</b>  <i>Please use this break to check out of hotel rooms if you have not already done so.</i></p>	
<b>11:00 am–12:00 pm</b>	<p><b>Plenary Session</b>  Moderator: Barbara Blozen, EdD, MA, RN-BC, CNL  <b>Scholars Network Presentation</b>  Speakers: Members of the Steering Committee</p>	Liberty Salons (IJKL)
<b>12:00–12:30 pm</b>	<p><b>Closing Session</b>  Moderator: Carolina Huerta, EdD, RN, FAAN  <b>Remarks From the NPO and RWJF</b>  Speakers: Vernell DeWitty, PhD, RN, NCIN Program Deputy Director  David M. Krol, MD, MPH, FAAP, Senior Program Officer, RWJF</p>	
<b>12:30 pm</b>	<p><b>Lunch</b>  A selection of boxed lunches will be available for attendees as the meeting closes.  <i>If you have not already arranged for transportation, hotel staff can assist you.</i></p>	Liberty Salons Foyer

---

SUMMIT OFFICIALLY CLOSED

---

Post-Summit Meeting for Scholar Steering Committee ONLY

**12:30–5:00 pm**

**NCIN Scholars Business Meeting and Lunch**

*For members of the Steering Committee ONLY*

Agenda will be available at meeting.

Monument Room



# THURSDAY, SEPTEMBER 24

## WELCOME SESSION

*Thursday, September 24, 2015*

*3:00–3:30 pm*

Liberty Salons

### ***Speakers:***

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



Deborah Trautman assumed the role of chief executive officer of the American Association of Colleges of Nursing (AACN) on June 16, 2014. At AACN, she oversees all of the strategic initiatives, signature programming and advocacy efforts led by the organization known as the national voice for baccalaureate and graduate nursing education. Formerly the executive director of the Center for Health Policy and Healthcare Transformation at Johns Hopkins Hospital, Trautman has held clinical and administrative leadership positions at the University of Pittsburgh Medical Center and the Johns Hopkins Medical Institutions. She also served as the vice president of Patient Care Services for Howard County General Hospital, part of the Johns Hopkins Health System; and as director of Nursing for Emergency Medicine at the Johns Hopkins Hospital. Trautman also held a joint appointment at the Johns Hopkins University School of Nursing.

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



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

## KEYNOTE SESSION: Ethics...The Essence of Nursing Leadership

*Thursday, September 24, 2015*

*3:30–4:30 pm*

Liberty Salons

***Speaker:***

***Cynda H. Rushton, PhD, RN, FAAN***

***Anne and George L. Bunting Professor of Clinical Ethics***

Cynda H. Rushton is a professor of Nursing, with a joint appointment in the School of Medicine in the department of Pediatrics at the Johns Hopkins University. Rushton is Anne and George L. Bunting Professor of Clinical Ethics of the Berman Institute of Bioethics and co-chair of the Johns Hopkins Hospital's Ethics Consultation Service. She also serves as a clinical nurse specialist in Ethics and program director of the Harriet Lane Compassionate Care Program at The Johns Hopkins Children's Center. She received a Master's of Science in Nursing with specialization as a Pediatric Clinical Nurse Specialist from the Medical University of South Carolina and completed an undergraduate degree in Nursing at the University of Kentucky. She received a Doctorate in Nursing at the Catholic University of America with a concentration in bioethics. Rushton is the recipient of two fellowships: *Robert Wood Johnson Foundation Nurse Executive Fellow* (2006–2009) and a Kornfeld Fellowship in end-of-life, ethics, and palliative care in 2000.



***Session Overview:***

Attendees will discuss the importance of ethics as the foundation for nursing practice and nursing leadership.

***Session Objectives:***

1. Discuss the interplay between ethics, integrity and nursing leadership.

**Ethics: The Essence of Nursing Leadership**  
**Cynda Hylton Rushton PhD., RN, FAAN**  
**(\*do not distribute without permission of the author)**

**An Ethical Orientation (Rushton, in press)**

Ethics is concerned with

- our behavior,
- the choices we make,
- our intentions,
- our character.

It concerns standards that guide behavior or conduct; provides reasons for choices/action

**Ethics is...( Rushton, in press)**

Embedded in moment to moment awareness and action

Embodied

Engages somatic awareness

- to locate what is of value and areas of ethical tension or conflict

Relational

Reflects character

***A Blueprint for 21<sup>st</sup> Century Nursing Ethics: Report of the National Nursing Summit (<http://www.bioethicsinstitute.org/nursing-ethics-summit-report>)***

**ANA Code of Ethics for Nurses**

- 9 provisions
- Reflects the profession's commitments to the public, each other and to ourselves
- Reflect the values that underlie the profession
- All nurses are responsible and accountable for understanding and upholding the Code

**What's At Stake?**

Reverence for life: respect for human dignity

Honoring person's values and choices

Promoting well-being, comfort, quality of life

Minimizing suffering and harm

Non-discrimination

Just resource allocation: fairness

Integrity

- Patient/family
- Professional
- Organization

When Ethical issues are NOT addressed:

- Moral Distress
- Conscience violations
- Burnout
- Secondary Traumatic Stress
- Compassion Fatigue
- Soul Pain

**Moral Distress: Definition (ANA, 2008)**

“Moral distress is the pain or anguish affecting the mind, body or relationships in response to a situation in which the person is

- aware of a moral problem,
- acknowledges moral responsibility, and
- makes a moral judgment about the correct action;

yet, as a result of real or perceived constraints” cannot enact the desired action.

The distress is in response to challenges, threats or violations of their integrity (Thomas & McCullough, 2015)

**Moral Distress:**

**Prevalence & Intensity**

1 in 3 nurses experience moral distress (Redman & Fry, 2000).

Medium-to-high levels of moral distress on a regular basis (Pauly et al, 2009; Corley et al, 2005)(Hamric, Borchers & Epstein, 2012; Allen et al, 2013)

Intensity of moral distress higher than frequency. (Cavaliere et al, 2010; Corley et al. 2001; 2005; Pauly et al.; 2009 Rice et al. 2008)

**Impact of Moral Distress**

Nurses leave positions because of moral distress (Cavaliere et al, 2010)

Over time, moral integrity is lost (Woods, 2014; Burston & Tuckett, 2012; Laabs, 2011).

Stress leads to emotional detachment

(Burston & Tuckett, 2012; Huffman & Rittenmeyer, 2012)

“Crescendo effect”: Cumulative moral distress and moral residue. (Epstein and Hamric, 2010)Moral distress has negative affect on workplace climate (Corley et al., 2005; Hamric & Blackhall, 2007; Hamric et al., 2012; Pauly et al., 2009; Allen, et al, 2013; Whitehead, Herbertson, et al, 2014)

**Ethical leadership requires... (Rushton, in -press)**

Self-regulation

Integrity

- Self-awareness
- Insight
- Wisdom

Courage  
Ethical Competence  
Moral Resilience

**Integrity: Many meanings**

Wholeness  
Harmony  
Being honest and sincere  
Living your values  
Doing what is right when it is difficult  
Acting, even a personal cost

**Personal ethical integrity**

Actions are congruent with values and beliefs about what is morally required or permissible  
Actions: Include what one does, what one says, what one sanctions or allows to happen, inaction  
Promotes wholeness, harmony;  
Doing what is right when it is difficult; acting even at personal cost

**Conflicts of Conscience**

Two conflicting moral demands  
Neither can be met without a partial rejection of the other  
– Which is why we rarely feel “good” about choosing  
Acting against informed moral judgment is to do what one believes is morally wrong  
– Differentiate “what I want” from “what is wrong”  
Acting against informed moral judgment compromises integrity  
– Fractured wholeness of self;  
– Alienation from one’s convictions, values, internalized norms  
– Infidelity to moral values

**Range of responses to threats to integrity Rushton, 2013**

Conscientious compromise  
Conscientious criticism (Voice)  
Conscientious refusal  
Responsible whistle-blowing  
Conscientious exit

**Threats/Challenges/Violations of Integrity**

Arbitrary or capricious decisions that are made and acted upon  
Alienation from one’s convictions; intentions  
Neglects what matters most  
Ignores conscience  
Rationalizes behavior

### **Risks for lapses in integrity? Examples**

Vital Exhaustion~physical, emotional spiritual

Stress

Amygdala “hijack”

Fear

Ego dominance

Peer pressure

“Auto-pilot”

### **Impact of Lapses of Integrity**

Affects the Whole person

- Physical
- Emotional
- Behavioral
- Spiritual

### ***Moral residue***

“is that which each of us carries with us from those times in our lives when in the face of moral distress *we have seriously compromised ourselves or allowed ourselves to be compromised*” (Webster and Baylis, 2000)

### **When we are out of integrity~ we suffer**

#### **Ethical Competence**

**Competence:** possessing required knowledge, skills, qualifications; adequacy; quality of *being* competent

**Ethical Competence** (adapted Gallagher, 2006)

- Ethical embodiment
- Ethical perception
- Ethical reflection
- Ethical behavior

#### **Moral Courage**

Our capacity to befriend our fear and stand up for our core values or principles.

“a commitment to moral principles, an awareness of the danger involved in supporting those principles, and a willing endurance of that danger.” (R. Kidder, 2005)

#### **Moral resilience**

“the capacity of an individual to sustain or restore their integrity in response to moral complexity, confusion, distress or setbacks”.(Rushton, C., (in press)

**Cultivating Ethical leadership:  
A vision for the future**

**Methods to support mental & emotional stability**

Any practice that brings one to a place of stillness (E.g.)

- MRSR
- Meditation
- Prayer

Mind training

- Biofeedback

Insight practices

Movement

- Tai Chi

**Discover: Who you are & What you stand for**

Inquire and reflect

- Pause to explore why you are doing this work. What are your intentions?
- What values are most important to you? When push comes to shove, what value(s) will you protect above all others?
  - Standing *for* rather than standing *against*
- What will you use as your moral compass to guide you when confusion, dissonance, uncertainty arise?

**Integrity—starts with “I”**

Walk the talk—**be** your values in each moment—even when no-one is watching

Ask the hard questions

Speak with good purpose and adopt a “learner” mindset

Responsible and accountable for one’s actions & inactions

**Living the ANA Code of Ethics**

Understand the 9 provisions and the interpretive statements

Use the “Code” to address ethical questions

Leverage it to support ethical practice

**ANA Code for Nurses:**

**Provision 5: (Revision 2015)**

“The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.”

**Elements of Moral Resilience**

**(Rushton, in press)**

Knowing who you are and what you stand for in life

Exploration, refinement or revision of values, ideals, and point of view

Cultivating self regulatory capacities  
Being responsive and flexible  
Capability to discern the boundaries of integrity including the exercise of conscientious objection

**Elements of Moral Resilience**  
**(Rushton, in press)**

Resolute and courageous in one's moral action despite resistance or obstacles  
To be able to discern when one has exerted sufficient effort and be realistic about one's limitations  
To seek meaning in the midst of situations that threatens integrity or cause dissonance with one's moral sensitivity and reasoning.

**Listen to the Call of Conscience**

Reconnect to the physical, emotional and mental dimensions of conscience; Notice patterns of responses—muted, angry, numbed, dismissive, cynical, aggressive, "routinized" etc.  
Inquire into meaning  
Seriously consider how to respond to cues  
Choose principled action

**Take Principled, Ethically Grounded Action**

Action seeks to reestablish a moral value or standard and preserves integrity. Grounded in a state of mental and emotional stability  
Discernment, inquiry, and self-effacement  
Action is wise & compassionate

**Be Part of the Future**

- Sign the pledge (<http://www.bioethicsinstitute.org/nursingpledge>)
- Organize efforts in your school/ work setting to support each other's ethical competence and principled action
- Share your actions and successes
- Get involved in professional organizations
- Be a catalyst for change!

**We are the ones we have been waiting for...**

Contact info:  
crushto1@jhu.edu

## PLENARY SESSION: Legacy Project: New Alliances and Partnerships

*Thursday, September 24, 2015*

*4:45–5:30 pm*

Liberty Salons

### ***Speaker:***

#### ***Amy Cosimano, EdD, RN, Creighton University***

Amy Cosimano serves as the Assistant Dean for Student Affairs in the College of Nursing. She received a BS in Communications from the University of Nebraska-Omaha, BSN from Creighton University, an MSN-Women's Health-CNS from the University of Nebraska Medical Center, and EdD in Health Professions Education from the College of St. Mary in Omaha, Neb. Cosimano has 20 years' experience in labor and delivery and high-risk obstetrics with a special emphasis in breast feeding and postpartum depression.



#### ***Susan Ward, PhD, RN, Nebraska Methodist College***

Susie Ward, as a staff nurse, practiced in the areas of obstetrical and high-risk obstetrical nursing. After receiving a master's degree, she then transitioned into nursing education. Ward has been a nurse educator for the past 21 years, has taught in both the undergraduate and graduate nursing programs at Nebraska Methodist College and as an adjunct online teacher for the University of Texas at El Paso in their masters of nursing program. Ward is also a certified Lamaze Childbirth Educator teaching childbirth classes at the Women's Hospital. As a professor in the undergraduate program, Ward's nursing role is to mainly teach pediatrics, and faith community nursing. After earning a PhD, Ward began teaching in the online graduate program in courses such as professional role development, research, and instructional methods. She has co-authored an obstetrical and pediatric textbook package called *Ward & Hisley Maternal Child Nursing Care: Optimizing Outcomes for Mothers, Children & Families*.

***Louise LaFramboise, PhD, RN, CNE, University of Nebraska Medical Center***

Louise LaFramboise is an associate professor in the College of Nursing and is also the director of the Baccalaureate Nursing Program. She received a BSN from Creighton University in Omaha, Neb., an MSN from the University of Texas at Arlington, and PhD from the University of Colorado Health Sciences Center in Denver. LaFramboise has over 20 years' experience in critical care nursing with a special emphasis in heart failure.



***Session Overview:***

To enable the learner to examine leadership development of NCIN scholars among competitive collaborators.

***Session Objectives:***

1. Examine leadership development of NCIN Scholars among competitive collaborators.
2. Devise ways to plan and conduct a leadership development conference for accelerated students.

# Leadership Development of NCIN Scholars Among Competitive Collaborators

Susan Ward PhD, RN  
Louise LaFramboise PhD, RN  
Amy Cosimano Edd, RN

NEBRASKA  
**METHODIST**  
COLLEGE  
THE JOSE HARRER CAMPUS  
PROFESSIONAL DEVELOPMENT

Creighton  
UNIVERSITY  
College of Nursing

 **University of Nebraska  
Medical Center**  
BREAKTHROUGHS FOR LIFE™

## Collaborative Efforts

- ▶ Collaboration among institutions of higher learning is not a common practice
- ▶ The 3 colleges of nursing involved in this project are competitors for prospective accelerated students and graduates competing for jobs
- ▶ The Program Liaison's recognized a leadership conference would strengthen the RWJF NCIN offerings
- ▶ The benefit of collaborating on planning and conducting a leadership conference for NCIN Scholars was clear as it provided an opportunity for leadership development



## Benner's Novice to Expert Theoretical Framework



- ▶ Benner's framework guided Program Liaisons in mentoring NCIN Scholars in planning the 2013 Leadership :

- ▶ Novice planners included NCIN Scholars, a leadership development colleague and a new support staff member from a continuing education department
- ▶ Expert planners included NCIN Program Liaisons, faculty from participating colleges and highly skilled support staff members from a continuing education department.
- ▶ During this process, novice planners moved from novice to advanced beginner with the potential for greater growth, hopefully moving toward expert

## Purpose of the Project

- ▶ Collaboratively engage in the design and implementation of a student-focused leadership conference.
- ▶ Strategies:
  - ▶ Work with scholars who had completed some portion of their leadership coursework.
  - ▶ Allow the scholars to strengthen personal skill through application.



## Collaborative Goal

Plan and conduct an NCIN Student Leadership Conference in Omaha, NE



- ▶ NCIN Program Liaisons mentored NCIN Scholars in the planning process, throughout the conference and in the evaluation phase
- ▶ This opportunity gave the NCIN Scholars the opportunity to practice leadership skills in an effort to strengthen their personal and professional skill set

## Initial Discussions

- ▶ Conference objectives
  - ▶ Consistent with the National Program Office goals for regional conferences
- ▶ Timeline
- ▶ Definition of roles
- ▶ Topics of interest
- ▶ Conference format



## Definition of Roles

- ▶ Speakers
  - ▶ Initial contact/request to participate
  - ▶ Topics
  - ▶ Conference format
- ▶ Conference location, logistics:
  - ▶ Technology related to transmission
  - ▶ Rooms
  - ▶ Menu
- ▶ Agenda



## Conference Agenda

- ▶ 07:30 AM - 08:00 AM Registration & Breakfast
- ▶ 08:00 AM - 08:15 AM Welcome
- ▶ 08:15 AM - 09:00 AM Keynote Address- *Building a Career Path* - Vornell DeWitty, PhD, RN
- ▶ 09:00 AM - 09:45 AM *Leadership and How We Arrived* - Nurse Leader Panel
- ▶ 09:55 AM - 10:25 AM Breakout Session 1
- ▶ 10:35 AM - 11:05 AM Breakout Session 2
  - ▶ Dr. Jane Carmody (Acute Care) - CNO, Alegen-Creighton
  - ▶ Dr. Lin Hughes (Education) - Dean, NMC
  - ▶ Dr. Sheila Ryan (Global Health) - Endowed Chair, International Relations, UNMC
  - ▶ Dr. Marilyn Valerio (Nebraska Action Coalition) - Dean Emeritus, NMC
- ▶ 11:15 AM - 11:45 AM NCIN Scholar Network & Doctoral Advancement In Nursing Project - Dr. DeWitty
- ▶ 11:45 AM - 12:45 PM Lunch with Practicing Nurses
- ▶ 12:45 PM - 02:45 PM World Café
  - ▶ HIPAA and Social Media - Andrea Jahn, JD, Croighton
  - ▶ Affordable Care Act - Steve Martin, CEO, Blue Cross Blue Shield Nebraska
  - ▶ Diversity in Nursing - Sheila Ryan, PhD, RN, FAAN, UNMC
  - ▶ Inter Professional Collaboration - Dee Ernesti, RN, MSH, CEHR, UNMC
  - ▶ Disaster Planning - Tom McMahon, Medical Reserve Corp, Coordinator, United Way of the Midlands
- ▶ 02:45 PM - 02:55 PM Afternoon Break
- ▶ 02:55 PM - 03:30 PM Wrap-up by World Café Facilitators/Evaluators

## Conference Format

- ▶ Interactive
- ▶ Keynote speaker
- ▶ Nurse leader involvement
- ▶ Panel discussions
- ▶ World Café
- ▶ Table conversations with practicing RNs



## The Conference

- ▶ September 13, 2013
- ▶ NCIN Scholars executed the conference



## Outcomes

- ▶ Explore leadership in nursing - 95%
- ▶ Identify key elements for building a career path - 95%
- ▶ Opportunities for continued professional growth and development (morning panel) - 96%
- ▶ Common challenges and opportunities when making a career transition to nursing (afternoon panel) - 95%



## Benefit of Information (Attendees)

- ▶ Opened minds to variety of opportunities
- ▶ Now considering graduate school seriously
- ▶ Augmented knowledge of best practices in patient care
- ▶ Planning for job interviews (i.e., deleting facebook account)
- ▶ Motivated to be and do more than originally planned
- ▶ More careful consideration given to use of social media
- ▶ Importance of overall professional demeanor (appearance, department, owning mistakes)

You never get a second chance to make a first impression.  
-Andrew Grant

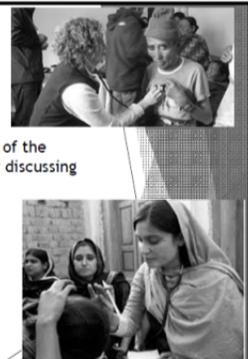
I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.

If you can dream it, you can do it.  
-Walt Disney

## What Else?

- ▶ More information about opportunities to work internationally
- ▶ To know more about the personal experiences of the speakers in each area rather than just broadly discussing the topics
- ▶ More information on the Affordable Care Act

UNDERSTANDING THE AFFORDABLE CARE ACT



## NCIN Scholar Musings

- ▶ An amazing experience
- ▶ Provided better connection to the NCIN network
- ▶ Working with Dr. DeWitty and scholars from other programs
- ▶ Opportunity to work more closely with NCIN faculty mentors
- ▶ Insight into in-depth planning, which was different from the fast paced accelerated program
- ▶ Because of this work, became connected with DAH (doctoral advancement in nursing) from RWJF, which facilitated admission to BSH-PhD program
- ▶ Lunch conversations facilitated better perspective on beginning practice

## Questions??????

TAKE PRIDE IN HOW FAR YOU HAVE COME, AND HAVE FAITH IN HOW FAR YOU CAN GO!

BECAUSE BEING A NURSE IS MORE THAN A JOB— it's a way of life.

They may forget your name but they will never forget how you made them feel.

I WILL BE THE BEST NURSE I CAN BE!

"I'm not telling you it's going to be easy, I'm telling you it's going to be worth it."  
-Art Williams

SERVICE  
KINDNESS  
EFFORT  
HONOR  
DEDICATION  
COMPASSION

STRONG INDEPENDENT MOTIVATED SELFLESS COMPASSIONATE THE NURSE

## SCHOLAR SESSION: The Future Belongs to You!

*Thursday, September 24, 2015*

*5:30–6:30 pm*

Liberty Salons

***Speaker:***

***Susan Hassmiller, PhD, RN, FAAN***

***Senior Adviser for Nursing and Director, Future of Nursing:  
Campaign for Action, Robert Wood Johnson Foundation***



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

***Session Overview:***

Discuss and enable the learner to identify, implement and determine how they may contribute to implementation of IOM recommendations within their geographic regions.

***Session Objectives:***

1. Describe major initiatives for implementation of IOM Future of Nursing recommendations.
2. State actions that may be taken on by individuals, businesses, other stakeholders that will contribute to implementation of described initiatives.

# The Future Belongs to You

Lessons and Advice from My Leadership Journey

Susan B. Hassmiller, PhD, RN, FAAN, RWJF senior adviser for nursing, and director, Campaign for Action

September 24, 2015

Robert Wood Johnson Foundation



## My Passion: Desire to Make a Difference

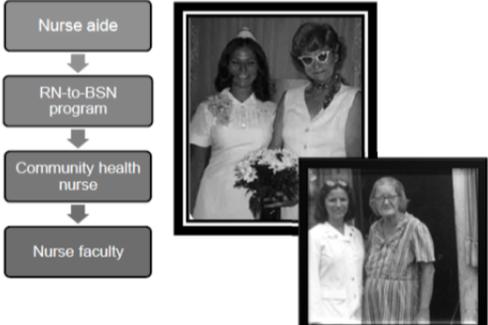
My main goal: Provide compassionate care

My Mom's advice: Tap into what you might be good at and love

2



## My Career Journey



3



## My Career Journey



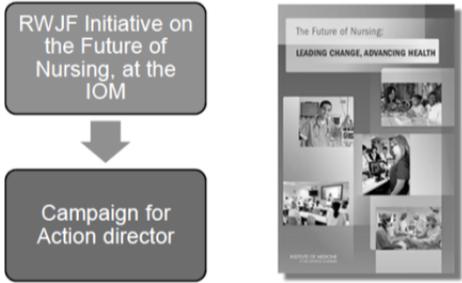
My Mom helped with childcare, so I could get my PhD

My Mom and me at my graduation

4



## My Career Journey



5



## Lessons #1: Follow Your Passion



6



## Lesson #2: Act Like You Belong

**“Act like you belong, no matter what your job”**  
– IOM Committee Chair  
Donna Shalala

- Get an advanced degree
- Come to the table prepared



Donna Shalala

7

## Lesson #3: Align Incentives

**Example: Removing scope of practice barriers**

**Business:** emphasize cost savings

**Physicians:** describe how nurse practitioners can reduce their case loads



8

## Lesson #4: Use Evidence and Share Stories

You can't influence people without evidence

**But**

People remember stories



Copyright: Josie King Foundation

9

## Lesson #5: Don't Let Criticism Paralyze You

**My experience: Chair of Disaster Services after September 11, 2001**

- Public angered blood and monetary donations weren't used for immediate needs
- After criticism, we reversed course and steered donations to victims and their families
- Learned about importance of listening



10

## Lesson #6: Be Mentored and Mentor

**Early in your career:**

- Seek out mentors
- Take advantage of leadership programs
- Develop leadership competencies



**Once you are a leader:**

- Mentor others
- Praise others for good work
- Share recognition

11

## Lesson #7: Volunteer

**Join committee or working group of organization(s) you believe in:**

- Seek out progressive leadership positions with increasing responsibilities
- Be member who would be president
- Develop your network – use NCIN and RWJF networks

**Let others know of your willingness to serve!**



12

## Join Campaign for Action

Campaign *is* leadership in action!

Change policies in areas of:

- Practice
- Education
- Diversity
- Leadership
- Interprofessional Collaboration
- Data



Linda Burnes Bolton, me, Susan Reinhard and Alicia Georges

[www.campaignforaction.org](http://www.campaignforaction.org)

13



## Volunteering with the Red Cross

The world is run by those who show up



14



## Lesson #8: Take Time for Leisure



15



## The Future Belongs to You!

May we hope that when we are all dead and gone, leaders will arise who have been personally experienced in the hard, practical work, the difficulties and the joys of organizing nursing reforms, and who will lead far beyond anything we have done

-- Florence Nightingale



16





# FRIDAY, SEPTEMBER 25

# BREAKFAST SESSION: Student Accommodations: Ensuring Your Institution Is Providing Appropriate Access for All Students

*Friday, September 25, 2015*

*8:00–9:00 am*

*Liberty Salons*

***Speaker:***

***Hayley Hanson, JD***

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



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

***Session Overview:***

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

***Session Objectives:***

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



## Presenter

Hayley Hanson  
Higher Education Practice Group  
Husch Blackwell LLP



HUSCH BLACKWELL

## Agenda

- ADA/Section 504 Student Accommodation
  - Definitions
  - Policy requirements/interactive process
  - Accessibility and Technology
  - Service Animals
  - Self Harming Students

Poll Questions—Text HUSCH to 22333



HUSCH BLACKWELL

## Americans with Disabilities Act and Section 504 of the Rehabilitation Act Student Accommodations



HUSCH BLACKWELL



## Definitions

HUSCH BLACKWELL

## Applicable statutes

- Section 504 of the Rehabilitation Act
- The Americans With Disabilities Act
  - (Amended by the ADA Amendments Act)
- The Fair Housing Act
- State and Local Anti-Discrimination Laws and Ordinances

HUSCH BLACKWELL

## Section 504 of the Rehabilitation Act

- The first statute to require disability accommodation (1973)
- Makes it illegal for the federal government, federal contractors, and any entity receiving federal assistance to discriminate on the basis of disability
- "No otherwise qualified individual with a disability . . . shall, solely by reason of his or her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity . . ."

HUSCH BLACKWELL

## ADA—Title I

- Title I: Prohibits private employers from discriminating against qualified individuals with a disability in regard to employment
- Qualified individuals are those who can perform the essential functions of the job with or without reasonable accommodation
- Employers are required to provide reasonable accommodations to qualified individuals with a disability who can perform the essential functions of the job with or without accommodation, but not if such an accommodation would constitute an undue hardship

HUSCH BLACKWELL

## ADA—Title II

- Title II: Prohibits disability discrimination by public entities
- “No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subject to discrimination by such entity”
- A public entity’s programs, activities, and services, viewed in their entirety, must be readily accessible to, and usable by, persons with disabilities

HUSCH BLACKWELL

## ADA—Title III

- Title III: Prohibits “places of public accommodation” from discriminating “on the basis of disability in the full and equal enjoyment of the goods, services, facilities, privileges, advantages, or accommodations of any place of public accommodation . . . .”
- Colleges and universities are places of public accommodation
- Must make reasonable accommodations in policies, practices, and procedures

HUSCH BLACKWELL

## Fair Housing Act

- Reasonable accommodations to afford persons with disabilities an equal opportunity to use and enjoy a dwelling
- “Dwelling” is “any building, structure, or portion thereof which is occupied as, or designed or intended for occupancy as, a residence by one or more families . . . .”
- Department of Housing and Development and Department of Justice consider dormitories to be dwellings
- District court decisions are in agreement (U. Nebraska-Kearney)



HUSCH BLACKWELL

## State and local laws

- Most states and major cities have anti-discrimination laws that mirror, or in some cases are more stringent than, Section 504, the ADA, and the FHA
- Statutes generally prohibit discrimination on the basis of disability or perceived disability
- Generally require some manner of reasonable accommodation
- May set a lower threshold for establishing the existence of a disability or its effect on a major life activity

HUSCH BLACKWELL



## Policy requirements/interactive process

HUSCH BLACKWELL

## What is covered?



- Programs, Benefits, Services
  - Admissions/recruitment
  - Academics
  - Financial Aid
  - Housing
  - Counseling
  - Athletics
  - Transportation
  - Employment assistance
- Communications
- Facilities

HUSCH BLACKWELL

## What is a disability?



1. A physical or mental impairment that substantially limits one or more major life activity
2. A record of having an impairment that is substantially limiting to a major life activity
3. Being regarded as having an impairment that is substantially limiting to a major life activity

HUSCH BLACKWELL

## What is an impairment?

- Physical
- Mental: includes any physiological disorder or condition, or any mental or psychological disorder
- An impairment, alone, is insufficient to qualify an individual as disabled under either 504 or the ADA



HUSCH BLACKWELL

## What is a substantial limitation?

- Construed broadly in light of ADA amendments
- Needs only to substantially limit one major life activity
- An impairment that is episodic or in remission should be assessed in its active state
- Cannot consider ameliorative effects of mitigating measures
- Is the individual's ability to perform the major life activity limited when compared to "most people in the general population"

HUSCH BLACKWELL

## What are examples of major life activities?

- Caring for one's self
- Performing manual tasks
- Walking
- Seeing
- Hearing
- Speaking
- Breathing
- Learning
- Working
- Sitting
- Reaching
- Reading
- Concentrating
- Communicating
- Working
- Major bodily functions

HUSCH BLACKWELL

## Must any accommodation be made?

- Accommodations must be reasonable in nature
- Institutions are not required to provide accommodations that fundamentally alter a program or that conflict with the essential functions of a job
- Institutions are not required to provide accommodations that constitute personal assistance
- Institutions are not required to lower their academic standards
- Institutions are not required to provide the requested or "best" accommodation if another accommodation is reasonable
- Institutions are not required to provide accommodations that create undue financial hardship (Caution!)

HUSCH BLACKWELL

## Student with a disability



You notice a new student uses a wheelchair. On the student's first day, you rearrange the furniture in the classroom you are using while students are coming in so he can enter. After class, the student asks if it would be OK for him to be a few minutes late to his classes, because it takes him extra time to get there.

HUSCH BLACKWELL

## Wheelchair. Should you ...

- a. Tell him he can take as much time as he needs.
- b. Make sure all of his instructors and clinical supervisors know he needs extra time.
- c. Ask him if he's requesting an accommodation and refer him to the disabilities services coordinator.
- d. Counsel him on whether the nursing profession is the best choice.

HUSCH BLACKWELL



HUSCH BLACKWELL

## Interactive process

- Students and employees are required to self-identify a disability and the need for accommodations
- Institutions should have policies and procedures for centralized handling of such requests
- Interactive process to determine whether and to what extent accommodation will be made
- Includes evaluation of the particular nature of the claimed disability and the particular nature of the requested accommodation
- No magic words; no magic outcomes

HUSCH BLACKWELL

## Process

- Designate Disability/Accessibility Services
  - Provide services and accommodations to students with disabilities
  - Work closely with faculty and staff in an advisory capacity
  - Assist in the development of reasonable accommodations for students
  - Provide equal access for "otherwise qualified" individuals with disabilities

HUSCH BLACKWELL

## Here's what to train your faculty to do:



- If a student requests that you make an accommodation
  - Refer them to Disability/Accessibility Services
  - Don't unilaterally make an accommodation
- If a student has been given an accommodation
  - Abide by the accommodation
  - If you have questions, contact Disability/Accessibility Services

HUSCH BLACKWELL

## Discrimination and harassment based on disability are prohibited!

- If you see, hear, or learn about disability discrimination or harassment, report it to the Nondiscrimination Coordinator
- Don't tolerate name-calling and joking against those with disabilities



HUSCH BLACKWELL



## Accessibility and Technology

HUSCH BLACKWELL

## Application to academic technology



- Remember, non-discrimination and accommodation requirements apply to virtually all aspects of an institution's programs and activities
- That includes technology-based programs and activities and the use of technology in a traditional setting
- Institutions cannot overlook the non-discrimination and accommodation requirements as they adopt new classroom technologies

HUSCH BLACKWELL

## The June 2010 DCL

*Requiring the use of an emerging technology in a classroom environment when the technology is inaccessible to an entire population of individuals with disabilities . . . is discrimination prohibited by the Americans With Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504) unless those individuals are provided accommodations or modifications that permit them to receive all the educational benefits provided by the technology in an equally effective and equally integrated manner. . . It is unacceptable for universities to use emerging technology without insisting that this technology is accessible to all students.*

HUSCH BLACKWELL

## The Kindle DX case

- A number of institutions implemented the use of the e-book reader, the Kindle DX, as a replacement for traditional textbooks
- The Kindle DX did not have full text-to-speech technology (limited to content, but not menu and navigational controls)
- Without access to menu and navigational control, the visually-impaired students had trouble (or simply could not) identify the book they had selected or use other functions of the device
- Institutions agreed not to purchase or use e-readers unless the devices are fully accessible to visually-impaired students



HUSCH BLACKWELL

## Some general rules

- Institutions can continue to use traditional methods and accommodations
- Institutions are encouraged to adopt new technology
- Where new technology is used, it must be equally available to disabled students *or* an alternative must be provided that is accessible and provides the benefits of technology in an equally effective and integrated manner
- Benefits to disabled students must be provided in a timely manner
- Ease of access must be substantially identical

HUSCH BLACKWELL

## Other areas of risk

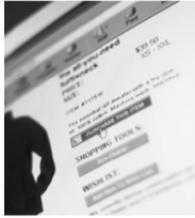


- Learning management systems (Blackboard, eCampus, Sharepoint, etc.)
- The use of social media sites
- The use of PowerPoint and video presentations in class
- Access to websites
- Online collaboration software
- Distance education technologies

HUSCH BLACKWELL

## Website accessibility

- Considerations for individuals with visual-impairments, hearing-impairments, mobility impairments or processing disorders
- Section 508 of the Rehabilitation Act and implementing regulations govern accessibility requirements for public entities
- Requirements for private entities (Title III of the ADA) are less certain
- New DOJ regulations are forthcoming



HUSCH BLACKWELL

## Considerations for Web Accessibility

- Clear visuals
- Supplement audio and video
- Navigation with keyboard
- Accessible forms and files
- "Skip navigation"

HUSCH BLACKWELL

## Technology Example



You have been using a new scheduling app that you find useful. You decide to require all of your advisees to use it to schedule appointments with you, and send them an email telling them they must download it, sign up for an account and accept the terms to facilitate their advising appointments with you. You will keep records of the appointments through the app.

HUSCH BLACKWELL

## Scheduling app. Any concerns?

Brainstorm...

HUSCH BLACKWELL

Your poll will show here

1

Install the app from [pollev.com/app](http://pollev.com/app)

2

Make sure you are in Slide Show mode

Still not working? Get help at [pollev.com/app/help](http://pollev.com/app/help) or Open poll in your web browser

HUSCH BLACKWELL

## Recommended action

- Consider the content that is on the website for your department/office
- Consider the content you upload
- If you are unsure, ask!
- Learn from the experience of your students with disabilities

HUSCH BLACKWELL

## Distance education

- In addition to technology issues, consider accommodations process itself
- *Appalachian State University* OCR Case
  - Policy required all students (including distance education students) to come to campus to formulate an accommodations plan
  - University was required to create an interactive accommodations process for distance education that did not require in-person meeting

HUSCH BLACKWELL



## Service animals

HUSCH BLACKWELL

## Service animals and the ADA

- Requires reasonable accommodations for students and employees
- The use of service animals is a recognized accommodation
- ADA regulations for Titles II and III define "service animal" as:

*Any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability*



HUSCH BLACKWELL

## What can service animals do?

- Assist those with low vision
- Alert individuals who are deaf or hard of hearing
- Pull a wheelchair
- Retrieve medicine and other items
- Alert to medical conditions (seizures; passing out)

HUSCH BLACKWELL

## Service animals are not

- Any animal besides dogs (Note: the Miniature Horse Caveat)
- Animals that serve only to deter crime
- Emotional support, comfort, or companionship animals
- DOJ released answers to FAQs in July 2015

HUSCH BLACKWELL

## What questions can you ask about service animals under Title II and Title III?

1. Is the animal required because of a disability?
2. What work or task has the animal been trained to perform?

*Cannot ask about the extent of the person's disability, require documentation of training, or insist that the dog demonstrate its ability.*

HUSCH BLACKWELL

## Section 504

- Requires reasonable accommodations for those participating in an institution's programs and activities
- Section 504 and implementing regulations do not specifically address service/assistance animals
- Office of Civil Rights (OCR), which enforces Section 504, has adopted the ADA definition

HUSCH BLACKWELL

## The FHA

- Is not limited to service animals
- Requires covered entities to accommodate a larger universe of "assistance animals"
- "Assistance animals" include
  - Trained service animals; *and*
  - Untrained emotional support or therapy animals



HUSCH BLACKWELL

## When may a person keep an assistance animal?

1. The person has a disability
2. The animal is necessary to afford the person with a disability an equal opportunity to use and enjoy a dwelling; and
3. There is an identifiable relationship or nexus between the disability and the assistance the animal provides

HUSCH BLACKWELL

## But wait . . .

- Accommodations must be reasonable
- Assistance animals do not have to be permitted if:
  - They are a direct threat to the health or safety of others
  - They would cause substantial harm or damage to property
  - They would impose an undue financial or administrative burden
  - They would fundamentally alter the nature of the provider's operations



HUSCH BLACKWELL

## What can you ask about assistance animals under the FHA?

- Verify the existence of the disability
- Require documentation from a medical professional that the animal provides support that alleviates at least one of the identified symptoms or effects of the disability

HUSCH BLACKWELL

## Example



A nursing student, Callie, discloses that she has severe stress and anxiety. She currently lives on campus and her roommate is also in the nursing program. She asks her advisor if she can bring her dog to live with her on-campus to help calm her nerves after her classes.

HUSCH BLACKWELL

## Assistance Animal. Should you ...

- a. Tell Callie that University policy prohibits animals living on-campus.
- b. Ask Callie if her roommate agrees to having the dog live with them.
- c. Ask Callie for documentation of her disability and ask what is the relationship between the disability and the service the dog provides.
- d. Refer Callie to the Disability Services Coordinator and send a follow up email.

HUSCH BLACKWELL

## Your poll will show here

1

Install the app from  
[pollev.com/app](http://pollev.com/app)

2

Make sure you are in  
Slide Show mode

Still not working? Get help at [pollev.com/app/help](http://pollev.com/app/help)

or  
[Open poll in your web browser](#)

## What about animals and employees?

- Title I of the ADA does not define "service animal" and does not require employers to automatically permit a service animal
- Request for service animal is treated as any other request for reasonable accommodation
- Documentation can be requested
- Because "service animal" is not limited to dogs (and miniature horses) under Title I, employees might request other types of species as a reasonable accommodation

HUSCH BLACKWELL

## Self-harming students

### History

- Before 2011
  - OCR guidance: "Direct threat" to other or self
    - Reasonable steps to diminish threat not ADA/504 violation
- 2011
  - New Department of Justice regulation (ADA)
  - "Direct threat" only includes threat to others



HUSCH BLACKWELL

## Self-harming students

- Proper response where student is threat of serious harm to self, but not to others
  - E.g., eating disorders, cutting
  - 2011 change in guidance removed "threat of harm to self" as an express allowable basis for involuntary withdrawal
- Does involuntary withdrawal amount to disability discrimination?
  - Department of Education has not provided guidance
  - For now, best practice is to weigh all facts/circumstances
    - Focus on standards that apply to all students, regardless of disability
      - E.g., "Threat of harm," measurable disruption of classes
    - Involve inter-disciplinary team
    - Allow appeal

HUSCH BLACKWELL

## Accommodation beyond the classroom

Recent Department of Education focus on non-academic accommodations

- E.g., athletics, student dining, events
- E.g., July 2014: Court held that deaf spectators at public university football events could proceed with claim of disability discrimination on the basis that the auxiliary aid offered – captioning on hand-held devices – did not provide effective accommodation

HUSCH BLACKWELL

## Accommodation beyond the classroom

Jamal has been receiving accommodations through the Disability Services Offices for ADHA. He is beginning his first clinical class. The faculty advisor discloses to the clinical setting Jamal's disability to assist him. Jamal finds out that his advisor disclosed his disability and is furious because he believes he will not be able to get a job at the hospital if they are aware of his condition.



HUSCH BLACKWELL

## Were the student's rights violated?

- A. The Faculty advisor was authorized to disclose the information because Jamal self identified to the institution.
- B. The Faculty advisor violated FERPA and ADA/Section 504.
- C. The Clinical site has a written affiliation agreement protecting FERPA rights, so there was no violation.

HUSCH BLACKWELL

## Your poll will show here

1

Install the app from  
[pollev.com/app](http://pollev.com/app)

2

Make sure you are in  
Slide Show mode

Still not working? Get help at [pollev.com/app/help](http://pollev.com/app/help)  
or  
Open poll in your web browser

## Ultimate goals

- Regulatory compliance
- Clear policies/procedures
- Interactive process
- Timely, effective accommodation
- Preservation of legitimate, fundamental academic requirements/competencies
- Privacy protections
- Diversity and opportunity



HUSCH BLACKWELL

## Questions



HUSCH BLACKWELL



Husch Blackwell LLP  
[HigherEducationLegalInsights.com](http://HigherEducationLegalInsights.com)  
[www.huschblackwell.com](http://www.huschblackwell.com)

HUSCH BLACKWELL

## PLENARY SESSION: The Lived NCIN Experience

*Friday, September 25, 2015*

*9:15–10:15 am*

Liberty Salons

### ***Speakers:***

#### ***Kathy Rideout, EdD, PNP-BC, FNAP, University of Rochester***

Kathy Rideout is the senior associate dean of Academic Affairs at the University Of Rochester School Of Nursing (URSON).URSON has been fortunate to receive all seven rounds of funding for the RWJF/NCIN Program. Rideout has been the program liaison for NCIN since the initial funding and is responsible for the oversight of the program. The NICN funding has provided support for 91 students through all seven rounds and has been instrumental in increasing recruitment of students and expansion of faculty and educational resources.



#### ***Kaydean Harris, NCIN Scholar, University of Rochester***

Kaydean Harris, a 2012 RWJF/NCIN Scholar, who, upon graduation, was offered a position as a “near-peer” mentor, serving in the Center for Academic and Professional Success at the University of Rochester. This past year, Harris was accepted into the Acute Care Nurse Practitioner/Doctorate Nursing Practice program and has become an integral member of the University’s student support network. She was an integral participant in the URSON RWJF scholar program and can speak brilliantly about how the NCIN program transformed her life.

### ***Session Overview:***

Discuss and define the benefits of being an NCIN scholar.

### ***Session Objectives:***

1. Describe the transformative experience that the NCIN program has had on University of Rochester School of Nursing.
2. Discuss strategies for continuing the transformation post-NCIN funding.

# The NCIN Experience

**Kathy Rideout, EdD, PPCNP, FNAP**  
Dean, Professor of Clinical Nursing

**Kaydean Harris, RN, BS**  
NCIN Scholar Graduate, MS/DNP Student



# THANK YOU!



## Sharing URSON NCIN Experience

1. Briefly introduce you to the University of Rochester SON
2. Share our student and faculty demographics over the past seven years of RWJ/NCIN funding
3. Explain the programs that we developed with our RWJ Scholars and the impact of these programs
4. Describe some of the accomplishments of our RWJ Scholars
5. Introduce you to one of our star scholars:

Kaydean Harris, BS, RN



## University of Rochester School of Nursing

- Established in 1925 concurrently with Strong Memorial Hospital and School of Medicine and Dentistry
- Independent SON in 1972
- One of six academic units at the UR (SMD, Simon Business, Warner School of Education, Eastman School of Music, the "College" – AS&E)
- Integral part of University of Rochester Medical Center that includes: SMD, SMH, and SON



4



## URSON: Unification Model

### Our Founding Dean

Dr. Loretta Ford

Implemented the Unification Model:

- Research
- Education
- Practice



5



## URSON Education Mission

### Approximately 600 students

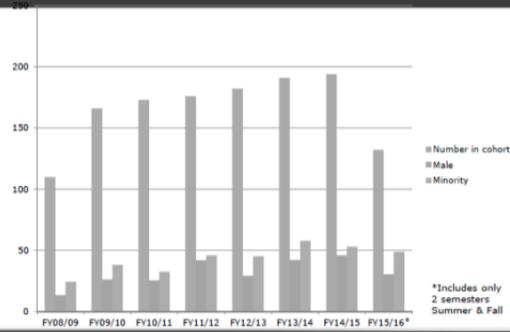
- Accelerated Program for Non-Nurses
- RN to BS Completion Program
- Masters in Science:
  - Nurse Practitioner
  - Health Care Leadership
  - Nursing Education
- Doctor of Nursing Practice
- PhD in Health Practice Research: interdisciplinary research doctorate



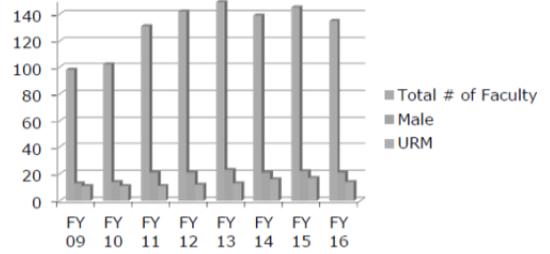
6



### APNN Program: Student Demographics



### URSON Faculty Demographics



### RWJ/NCIN Scholar Demographics

- 91 Scholarships awarded
- 47 (52%) were men
- 44 (48%) were women
- 57 (63%) were from underrepresented groups
  - Asian
  - Native American
  - African-American
  - African
  - Multiracial



### Center for Academic and Professional Success

CAPS

### Center for Academic and Professional Success (CAPS)



- Co-developed by NCIN scholars (Round 1 & 2) and faculty
- **Philosophy:** CAPS services promote a healthy balance between personal and professional goals and are based on a belief that academic success are professional growth occur within strong mutual connections with peers and faculty.

### CAPS: Services Provided

- Academic and Clinical Support (APNN only)
- Test-taking Strategy Development
- NCLEX Preparation (APNN only)
- Writing Skills Support
- Librarian consultation
- Math/Statistics Skill Support
- Mentoring (Faculty and Peer)
- Career Coach
- Stress Management and Wellness Support
- Pet Assisted Therapy

### Our CAPS Team!



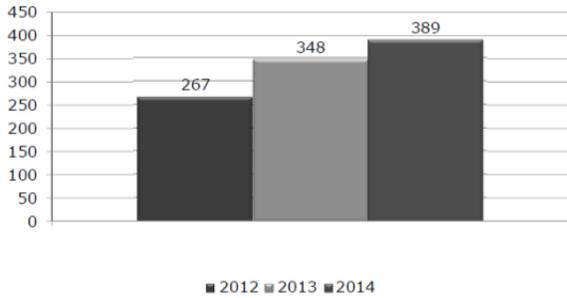
UNIVERSITY of ROCHESTER MEDICAL CENTER | SCHOOL OF NURSING

### Annabelle Tucker and Coco



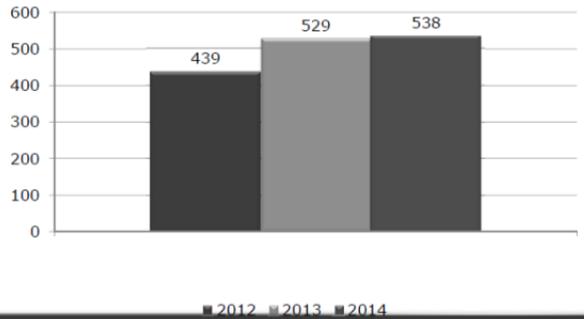
UNIVERSITY of ROCHESTER MEDICAL CENTER | SCHOOL OF NURSING

### Individual Requests for CAPS Service



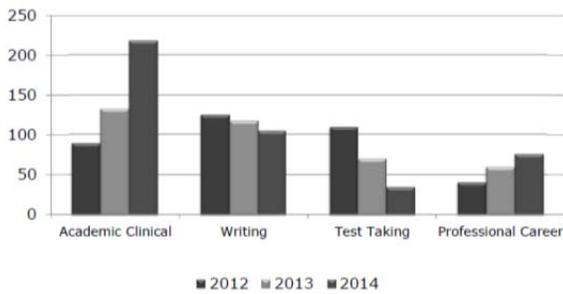
UNIVERSITY of ROCHESTER MEDICAL CENTER | SCHOOL OF NURSING

### Hours Spent by Faculty Providing Services



UNIVERSITY of ROCHESTER MEDICAL CENTER | SCHOOL OF NURSING

### Most Frequently Requested Services



UNIVERSITY of ROCHESTER MEDICAL CENTER | SCHOOL OF NURSING

### NCIN Scholar Mentoring and Leadership Programs

UNIVERSITY of ROCHESTER MEDICAL CENTER | SCHOOL OF NURSING

## NCIN Mentoring Program

- **Monthly Meetings** – all current scholars and scholar graduates invited to participate
- **Faculty Mentors** – at end of 1<sup>st</sup> semester, scholars choose a faculty mentor
- **Near-peer mentors** – part of the CAPS program, developed and implemented by RWJ Scholar graduates, each serving 2 year terms
- **Nurse Leader Showcase**
  - Second Semester selection of a Leadership Mentor
  - Shadowing experience with Leadership Mentor
  - Presentation by the Nurse Leader during APNN Leadership Course




"See What You Can Bee" program gives sixth grade boys and girls Leaf from the Rochester City School District a close-up way to learn about careers in physical therapy, nutrition, nursing, and medicine.

**Leadership Event**

## 2014 NCIN Scholars Network Conference New York University



## 2015 NCIN Scholars Network Conference Thomas Edison



## CLEAR Vision Program:

Creating **L**eaders in **E**ducation,  
**A**dvanced **P**ractice and  
**R**esearch



## CLEAR Vision Program:

**CLEAR Vision** is an innovative strategy designed by students for students to support the RWJ's scholar's achievement of the goals outlined in the Future of Nursing Report

**Mission:** To create future nursing leaders by promoting student's highest level of achievement in education, advanced practice and research

**Process:**

- Application Process
- Personal Meeting with CLEAR Vision Program Director
- Assigned a CLEAR Vision Coach who facilitates experiences with an experienced educator, clinician and researcher



**CLEAR Vision Program Director:  
Holly Brown, PMHNP, DNP**



**LIFT Program**



**LIFT: Students Elevating Each Other**

•Initiated by NCIN scholars in 2014

•**Mission:** To provide a platform for students to enhance their learning in the areas of diversity, leadership and advocacy

•**Philosophy:** "Each one – Teach One"



**LIFT: Students Elevating Each Other  
with Diversity Education, Advocacy and Leadership**

Nikki Robinson, URSON APIN Student, Robert Wood Johnson/New Careers in Nursing, Scholar  
Chair and Co-founder of LIFT

LIFT is a student-led initiative at the University of Rochester School of Nursing (URSON) designed to provide a platform for students to enhance their learning in the areas of diversity, advocacy and leadership.

**GOALS**

- Increase the number of graduates with a skill set that fosters sensitivity to underrepresented populations.
- Increase the number of graduates who have garnered skills necessary for leadership roles in the workplace.
- Teach students how to effectively advocate for themselves and ultimately, their patients, and
- Promote an environment of inclusion at the School of Nursing.



**STUDENTS ELEVATING EACH OTHER**

**OTHER**

2014-2018 Student Champions  
Vitor Hernandez  
Naimi Haid  
Rigel-Hughson  
Jerron Mack  
Halle Robinson  
Jahneke Larsson  
Megan Frost

**2014-2015 Advisors**

Nikki Robinson, Ed.D., PHD-BC, PHNP,  
Dean of the University of Rochester School of  
Nursing

Yvette Conroy, MBA, RN, PHN  
Cynthia Harris, Ph.D., MS, RN, APRN, PHN  
Luzmila Payer Lopez,  
MEd, MEd, Ph.D., RN, PHN, CNP

**DIVERSITY EDUCATION**  
LIFT provides supplemental education designed to help students increase their understanding of issues related to diversity (i.e. race, sexual orientation, gender, ethnicity, religion, and disabilities.)

**ADVOCACY**  
Advocacy is a skill that all students utilize throughout their career. Through innovative and interactive workshops, students are given the opportunity to learn how to effectively advocate and empower themselves.

**LEADERSHIP**  
Students are exposed to various types of nursing leadership roles ranging from RN to chief nursing officer.

**INCLUSION**  
LIFT promotes inclusion by helping students understand and appreciate differences.

**NDOC Program:**

**Nursing Doctorates On Course**

**NDOC Program – Increasing the Pipeline**

•**NCIN Round 5, 6, and 7:**

- URSON financially supporting six students through doctoral education
  - 5 – DNP students
  - 1 – PhD student
- All are currently activity teaching at URSON or involved in the educational program (e.g. CAPS)
- Plan to meet 3 times/year – for faculty development mentoring with the Dean and AD for Education

### NCIN Scholar Accomplishments

- 95% graduation rate
- 95% NCLEX pass rate on first attempt
- 20 have completed or are enrolled in graduate programs
- 8 are currently in a URSON faculty positions: CAPS mentoring, lab faculty, clinical faculty/TA
- 2 were finalist in March of Dimes Student Nurse of the Year Ceremony (1 winner!)
- 3 have been promoted to Nursing Leadership positions
- 4 were accepted to competitive nurse residency programs



# THANK YOU!

**PLENARY SESSION:**  
**Innovations Project: Replicating an Innovative Educational Pedagogy  
for Physical Examination and Problem-Setting Skills**

*Friday, September 25, 2015*

*10:30–11:15 am*

Liberty Salons

***Speakers:***

***Sarah Shealy, MSN, CNM, IBCLC, Mount St. Mary's College***

Sarah Shealy is a graduate of the Yale University School of Nursing. She has more than 14 years in full-scope clinical practice. Shealy has worked in a variety of settings including home, community health clinics, private practice, small regional hospitals, large tertiary care centers, and teaching hospitals. She has enjoyed teaching and supervising nursing, medical, and nurse-midwifery students for many years. As an advocate for babies and their families, she believes the RN plays the most important role in a family's hospital birth experience. Shealy joined Mount Saint Mary's Accelerated BSN program part-time in 2006, teaching Women's Health Theory and full-time in 2007 as the assistant director of the ABSN Program. She was appointed director of the Accelerated BSN program in 2010. She teaches Adaptation Nursing for the Childbearing Family Theory as well as clinical in a variety of facilities. As a graduate of an intense fast-paced accelerated program, Shealy brings a unique and valuable perspective to her work with the Accelerated BSN students at the Mount.



***Linda Honan, PhD, APRN, Yale University***

Linda Honan has been a professor in the Yale University School of Nursing since 1989. She served as curriculum coordinator and program director of the Graduate Entry Pre-specialty in Nursing program and been a consultant nationally to graduate entry programs in other universities. Honan is a nurse scholar and clinical educator dedicated to understanding and developing effective and innovative techniques for clinical education in a multidisciplinary environment. Known for her creativity and the development of innovative and effective teaching strategies for adult learners, she has received numerous awards, including the Josephine S. Dolan Award for Outstanding Contributions to Nursing Education, Annie W. Goodrich Award for Excellence in Teaching, and is a fellow of the NLN Academy of Nursing Education. Honan's research reveals that diagnostic observations can be significantly improved by training in the visual examination of works of art, that the narratives of



student experiences can give insight into the process of learning nursing, and aural training with music improves auscultative abilities.

***Thomas C. Duffy, DMA, Yale University***

Thomas C. Duffy, composer and conductor, is director of Bands at Yale University. He has served as a member of the Fulbright National Selection Committee, and was member of Harvard University's Institute for Management and Leadership in Education (2005). He has served as president of the New England College Band Directors Association, and the College Band Directors National Association Eastern Division, editor of the *CBDNA Journal*, chair of the Connecticut Music Educators Association's Professional Affairs and Government Relations committees, and has represented music education in Yale's Teacher Preparation Program. An active composer with a DMA in composition from Cornell University, he has accepted commissions from the American Composers Forum, the United States Military Academy at West Point, the US Army Field Band, and others. Duffy was deputy dean of the School of Music and served as acting dean prior to that. He joined the Yale faculty in 1982.



***Session Overview:***

Attendees discuss innovative ideas with other nursing academic faculty; describe lessons learned and identify opportunities for sustaining the work of the NCIN program. Sessions will highlight outcomes of four Innovation Award projects and issues of particular concern to accelerated nursing education.

***Session Objectives:***

1. Participants will be able to discuss two research findings associated with the impact of using artwork on clinical observations and diagnoses and how music training improves auscultative skills.



## Replicating an Innovative Educational Pedagogy for Physical Examination and Problem Setting Skills

Looking is not seeing and Listening is not hearing: a replication study with Accelerated BSN students – Yale's pedagogy delivered to Mount Saint Mary's ABSN students

**Linda Honan Yale University School of Nursing, Sarah Shealy Mount Saint Mary's University**

**Kristopher Fennie Florida International University, Thomas C. Duffy Yale University School of Music**

**Linda Friedlaender Yale Center for British Art, Megan Delvecchio Yale School of Nursing student**

### **ABSTRACT**

Development of perceptual skills is a critical yet complex skill that requires the effective organizing and interpretation of data using visual, and auditory clinical observation. The challenge as educators is creating pedagogy that consistently demonstrates reliability and validity in fostering clinical skills. We have dependably used the arts as a means to improve students' auditory and visual skills, and in this manuscript will describe replication of our work with accelerated nursing students in a bachelor's program in their last six weeks of nursing school (n-23). Our results reveal that auscultative and observational abilities of soon to be Registered Nurses (RNs) are in need of improvement, and that, the use of art in a museum improves observational and diagnostic abilities, and music training increases auscultative interpretive skills significantly.

### **CONCEPT**

The Looking is Not Seeing and Listening is Not Hearing pedagogies were developed by the Yale team in 2007 and have been delivered to a number of audiences including nursing students. Previous studies of these pedagogies have shown them to be effective in increasing participant's clinical observation skills, both aural and perceptual. NCIN innovation Grant funding allowed the Yale team to travel to Los Angeles to implement these innovative teaching approaches with MSMU students.

## **RESEARCH**

Pre and post test design research was conducted with 23 ABSN students during their last semester. Specific results to be discussed in the presentation.

## **PEDAGOGY**

### **The Listening is Not Hearing Intervention**

The listening aspect consisted of aural training using music with focused attention on pitch, timbre, rhythm and masking. Music was created that replicates normal and abnormal heart, lung and bowel sounds by the fourth author. Students were coached using musical samples presented as sounds, in tandem with the visual notational diagram of each sound's rhythm, articulation, speed and volume. Students then listened to audio transmissions of actual cardiac, pulmonary and gastrointestinal sounds with a focus on pitch, patterns and location of the sounds. The students described what they heard to the clinical nursing and music expert who discussed and verified findings.

### **The Looking is Not Seeing Intervention**

Students visually inventoried paintings selected from the art collection at Los Angeles County Museum of Art (LCMA). Expert art educators were trained in the technique of "looking" or deep seeing by the fifth author. The selected artworks were allegorical in nature, rich in detail, with a degree of ambiguity. Students were placed in groups of four where each student was assigned a painting to view alone for eight minutes. After this time under the direction of a gallery instructor, students were gathered together and each student was asked to describe as objectively as possible what they observed in their assigned painting. The gallery instructors challenged any interpretation, inference or subjective statements as only objective observations were allowed in this phase. After a complete visual inventory, the student then had eight minutes to describe what was happening in the painting. In this phase, they were making inferences based upon their observations; however, their conclusions must be grounded in visual evidence. After this phase, the gallery experts opened up the discussion to the other nursing students who observed the exercise to consider any additional observations or inferences. Finally the gallery expert reviewed the historical information about the art. After the gallery exercise nursing students were shown a variety of photographs of patients with disease processes and asked to replicate the skills used in the art component of this program to arrive at a differential diagnosis under the direction of the first author.

## **REPLICATION**

As with any large project involving accelerated students logistics are one of the greatest challenges. Opportunities included creating new relationships within the community LACMA (Los Angeles County Museum of Art) education staff, administration, MFA program, and art department faculty. In order to sustain this innovation, MSMU faculty volunteered and were trained to deliver this pedagogy in the future.

## **DISCUSSION AND IMPLICATIONS**

This study reveals that nursing students' six weeks before graduation could correctly identify specific heart, lung or bowel sounds only 10%, 20% and 40% of the time respectively. Additionally, although 14 of 22 students could identify chronic obstructive pulmonary disease (COPD) at the pre-test period, only one student could identify a deep vein thrombosis (DVT) of an upper extremity. Three hours in a classroom with a music expert and nursing educator and three hours in a museum with a gallery expert and nursing educator translated into improved perceptual abilities of these nursing students.

## **FOLLOW UP and SUSTAINABILITY**

Results of this study call for review of current curricular approaches to clinical observation skills in ABSN students. Curriculum review and development of a faculty toolkit are next steps.

For full list of references or further inquiries:

please email [linda.honan@yale.edu](mailto:linda.honan@yale.edu) or [sshealy@msmu.edu](mailto:sshealy@msmu.edu)

## PLENARY SESSION: Innovations Project: Gaming the System

*Friday, September 25, 2015*

*11:15 am–12:00 pm*

Liberty Salons

### ***Speaker:***

#### ***Cory Ann Boyd, EdD, RN, Quinnipiac University***

Cory Ann Boyd is an associate professor and director of the Accelerated & RN-BSN Programs at Quinnipiac University. She is program liaison and principle investigator for the Robert Wood Johnson Foundation/American Association of Colleges of Nursing *New Careers in Nursing* Scholarship Program at Quinnipiac University. Boyd completed a BSN at Saint Anselm's College in Manchester, N.H., an MSN in nursing education at Adelphi University in Garden City, N.Y. and MEd degree and EdD in Family and Community Education at Teachers College, Columbia University. Boyd has 20 years' experience in pediatric nursing and 16 years' experience teaching nursing to baccalaureate students, 11 of which have been with accelerated nursing students. She has been nominated for the Excellence in Teaching Award four times in her seven years teaching at Quinnipiac University. Her areas of interest are the curriculum development and teaching strategies for the adult learner, mentoring as a teaching strategy and interdisciplinary teaching innovations.



#### ***Jonah Warren, BA, MFA, Quinnipiac University***



Jonah Warren is a creative technologist and educator who specialize in the design and creation of playful interactive systems. He has developed a posture recognition system for a robotic sculpture, created award-winning educational video games and designed installations shown in galleries and festivals around the world (Art Basel Miami, NextFest, FILE). After graduating valedictorian from Parsons School of Design's MFA program in Design and Technology, Warren co-founded Feedtank, a Brooklyn-based studio that has created apps, games and interactive systems for clients such as Adidas, NCAA, IAC, Samsung and the Harlem Children Zone. During this time, Warren also taught at Parsons, specializing in game development and creative coding classes. In 2013, Feedtank released an original iOS game, Pangolin, which won best mobile arcade of the year on the casual game site Jayisgames and has been downloaded over 650k times.

***Mary Ann Glendon, PhD, RN, Southern Connecticut State University***

Mary Ann Glendon is an associate professor and coordinator of the Accelerated and RN-to-BSN programs at Southern Connecticut State University. She has been working with NCIN for the past seven years. Mary Ann earned a PhD in Curriculum and Instruction and a sixth degree in Curriculum and Instruction from the University of Connecticut, and completed an MSN in Psychiatric Nursing at Boston University and BSN at Hunter College in New York City. She has been involved in curriculum revision to foster innovative learning strategies, collaborated on the creation on interdisciplinary course offerings, faculty development activities and CEU offerings at the university for the past 30 years. Glendon's clinical areas of expertise are Mental Health, Gerontology, Family Nursing and Interpersonal Violence. Her current research is focused on identifying issues related to caregiver stress and impact and developing interdisciplinary interventions. She has also received The Nightingale Award for Excellence in Nursing in recognition of professional excellence.



***Session Overview:***

Discuss and enable the learner to recognize the complexities, challenges and rewards of creating a serious Web-based game.

***Session Objectives:***

1. Explore the process of creating a serious game where the qualities of playing the game, as opposed to the specific content, are developed by millennials for millennials.



## GAMING THE SYSTEM: UN JUEGO DE GASOMETRIA

### Project Purpose

The purpose of this project was to challenge the expertise of an uncommon disciplinary team to create a digital game prototype for Accelerated BSN nursing students as a practice tool for mastering concepts of arterial blood gases (ABGs) in English or Spanish. Using a fun and engaging platform, the team aimed to create a game where the qualities of playing the game, as opposed to the specific content, were developed by millennials for millennials. For this project, the definition of serious game was adopted from (De Freitas, 2006) who defined a serious game as “a pedagogical tool with a purpose, moving beyond entertainment, to deliver engaging interactive media to support learning in its broadest sense.”

### Background

Concepts of homeostasis are foundational building blocks for applying basic principles of safe care to patients of all ages. The analysis and interpretation of arterial blood gases poses a challenge for most nursing students and can be difficult content for practicing nurses (Barnette, 2013; Schneiderman, 2009). There is limited research on the outcomes of using serious games with nursing students, yet a game-based approach for the delivery of academic content has the potential to secure key learning principles (Gee, 2007). A well-crafted game inspires intrinsic motivation for mastery and success while permitting learners to take risks in a virtual world where failure is not penalized and real-world risks are minimal.

Mastery of foundational concepts in nursing, such as ABGs, relieves the mind of the cognitive load (Hattie, 2014) required to think about each concept when engaged in a more complex problem such as one that integrates pathophysiology, disease and the delivery of care. In fast-paced accelerated nursing programs, mini serious games (Prensky, 2008) that are designed to target mastery of one concept may provide an effective means with which to support learning.

### Objectives

1. To create a digital game prototype for use as an innovative game-based learning method for ABSN student retention.

2. To create a digital game prototype for use as a teaching tool to teach concepts of ABGs, to accelerated nursing students.
3. To create a dual language digital game prototype to support both underrepresented Spanish-speaking learners and non-native speakers.
4. To engage in intercollegiate and interdisciplinary collaboration for the purpose of integrating innovative use of digital technology in the classroom.
5. To create a mini serious game prototype where the qualities of playing the game, as opposed to the specific content, are developed by millennials for millennials.



## Results

This project resulted in a fully functional, unbalanced game prototype. The game was deemed an effective tool for teaching ABG content by its play testers. Play testers played competitively with each other, an important component of well-constructed games. Of significance, and an outcome of student surveys and focus group discussions, was the addition of feedback at several points during the game. Adding these steps effectively tied signs and symptoms to ABG values in a way that no other tool the students reported using in the past had achieved. Students indicated that feedback for correct responses and rationale for incorrect responses was essential for generating feelings of self-efficacy. Spanish-speaking students reported enjoying game play in Spanish and improved performance during play.

## Conclusions

Mini serious games that focus on securing a singular concept may have the potential to provide essential remedial support for more complex games popularized as virtual simulation experiences for nursing students. The experience of creating a game is a powerful tool for learning concepts. During the making of *Gaming the System: Un Juego de Gasometria*, game design and development students mastered the basic elements of ABGs nearly as well as nursing students. Interdisciplinary teams that represent a broad range of perspectives and skill sets face great challenges but retain greater potential for creating meaningful outcomes and advancing nursing education.

## The Project Team: It Took a Village

Twenty-four members constituted the project team including nursing faculty from two universities, game design and development faculty, foreign language faculty, game design and development students, and Accelerated Bachelor of Science in Nursing students.

## **Project Concept**

Cory Ann Boyd, Jonah Warren, Mary Ann Glendon, Jennifer Rafferty, Ron Burgess (Game Design & Development Student)

## **Project Management**

Jonah Warren, Cory Ann Boyd, Mary Ann Glendon

## **Programming**

Ron Burgess (Lead), Ryan Schwarz (Game Design & Development Student)

## **Art**

Colin Winders (Game Design & Development Student), Jonah Warren

## **UI**

Ron Burgess, Jonah Warren

## **Content Experts**

Barbara Glynn, Cory Ann Boyd

## **Spanish Translation**

Jennifer Rafferty, Sarahi Almonte (Quinnipiac University *New Careers in Nursing* Alumni Scholar)

## **Playtesting completed by Accelerated BSN Students**

Kayla Cromidas, Quinnipiac University NCIN Scholar  
Fredrick Etroo, Southern Connecticut State University NCIN Scholar  
Jonathan Gaddis, Quinnipiac University NCIN Scholar  
John LeBlanc, Southern Connecticut State University NCIN Scholar  
Christine Moise, Quinnipiac University NCIN Scholar  
Ravshandzhon Nazhmiddinov, Quinnipiac University NCIN Scholar  
Maria Pacheco, Southern Connecticut State University NCIN Scholar  
Karina Perez, Southern Connecticut State University NCIN Scholar  
Darren Pipitone, Quinnipiac University NCIN Scholar  
Alison Shea, Southern Connecticut State University NCIN Scholar

Chloe Donaldson, Quinnipiac University Accelerated BSN Student  
Michelle Inahuazo, Southern Connecticut State University Accelerated BSN Student  
Mario Johnson, Quinnipiac University Accelerated BSN Student  
Xuanthao Nguyen, Quinnipiac University Accelerated BSN Student  
Martin Rajcok, Quinnipiac University Accelerated BSN Student  
Marlene Siegel, Quinnipiac University Accelerated BSN Student

## **Acknowledgments**

This project was supported by the *Robert Wood Johnson Foundation New Careers in Nursing* Innovation Award, Quinnipiac University School of Nursing and the Department of Game Design & Development, Visual & Performing Arts and Southern Connecticut State University Department of Nursing.

Many thanks to Gregory Garvey, department chair, Game Design & Development, Visual & Performing Arts, for bringing the project team together and to Janet Headley, director of Corporate and Foundation Relations, Quinnipiac University, who encouraged us to play games!

Our sincere & heartfelt thanks to our students whose spirit and wisdom is at the very heart of this project.

Correspondence concerning this project should be addressed to:

Cory Ann Boyd, Quinnipiac University School of Nursing: [cory.boyd@quinnipiac.edu](mailto:cory.boyd@quinnipiac.edu)

Mary Ann Glendon, Southern Connecticut State University Department of Nursing:  
[glendonm1@southernct.edu](mailto:glendonm1@southernct.edu)

Jonah Warren, Quinnipiac University Department of Game Design & Development, Visual & Performing Arts: [Jonah.warren@quinnipiac.edu](mailto:Jonah.warren@quinnipiac.edu)

## References

- Barnette, L. (2013). Creative ways to teach arterial blood gas interpretation. *Critical Care Nursing*, 84–87.
- De Freitas, S. (2006). *Learning in immersive worlds*. London.: Joint Information Systems Committee (JISC).
- Gee, J. (2007). *What video games have to teach us about learning and literacy*. New York: Plgrave/Macmillian.
- Hattie, J. (2014). *Visible Learning and the Science of How We Learn*. New York: Routledge.
- Prensky, M. (2008). Students as designers and creators of educational computer games: Who else? *British Journal of Educational Technology*, 1004–1019.
- Schneiderman, J.C. (2009). Demonstrating the effectiveness of an online, computer-based learning module for arterial blood gas analysis. *Clinical Nurse Specialist*, 151–155.

## SCHOLAR SESSION: When Called to Lead...Build the Bridge as You Walk on It!

*Friday, September 25, 2015*

*12:00–1:15 pm*

Liberty Salons

### ***Speaker:***

***Ann Cary, PhD, MPH, RN, FNAP, University of Missouri***

### ***School of Nursing***

Ann Cary serves as the dean at the University of Missouri-Kansas City School of Nursing and Health Studies. Cary was formerly the director and a professor at the Loyola University New Orleans School of Nursing, and she directed distance-learning programs for the School of Public Health and Health Sciences and the School of Nursing at the University of Massachusetts-Amherst. She has been in the field of higher education for 25 years as a champion for public health nursing and interdisciplinary practice. Cary has authored more than 70 publications and speaks frequently on leadership, public health and nursing, environmental health, case management, ethics and credentialing, federal and private grants for new programming to expand graduate education, and Web-based professional development products. She provides consultation to higher education for curriculum development, credentialing, new program expansion, distance learning and grantsmanship, is a visiting faculty member for courses in public health and leadership, and provides international consultation.



### ***Session Overview:***

Attendees discuss innovative ideas with other nursing academic faculty; describe lessons learned and identify opportunities for sustaining the work of the NCIN program. Sessions will highlight outcomes of four Innovation Award projects and issues of particular concern to accelerated nursing education. Attendees will articulate opportunities to lead in transformative times and options to cultivate sense-making through chaos.

### ***Session Objectives:***

1. Attendees discuss opportunities and perspectives to lead in transformative times.

## GRANTEE SESSION: Diversity—Why Does It Matter?

Friday, September 25, 2015

1:15–1:50 pm

Liberty Salons

### **Speaker:**

#### **Angela Amar, PhD, RN, FAAN**

Angela Amar is an associate professor and assistant dean for BSN Education in the Nell Hodgson Woodruff School of Nursing at Emory University. She conducts research on traumatic experiences, especially violence, mental health responses to trauma, and aspects of forensics nursing. She has conducted funded research and published data-based papers on dating violence and sexual assault and is active in university service related to violence and diversity. Amar is a fellow in the American Academy of Nursing and co-chair of their Expert Panel on Violence and a distinguished fellow with the International Association of Forensic Nurses. She is on the Committee on the Biological and Psychosocial Effects of Peer Victimization: Lessons for Bullying Prevention, Institute of Medicine, and National Advisory Committee for the *Robert Wood Johnson Foundation Future of Nursing Scholars* program, a Public Voices fellow with the Op-Ed project, and an associate editor for the *Journal of Forensic Nursing*. Amar is an *Executive Nurse Fellow* of the Robert Wood Johnson Foundation.



### **Session Overview:**

Describe the influence of demographic changes and discuss strategies to navigate intercultural interactions to better meet the needs of patients, coworkers, and organizations.

### **Session Objectives:**

1. Describe the demographic changes occurring in the United States.
2. Examine the ways diversity is related to health, educational, and organizational outcomes.
3. Identify strategies to navigate intercultural interactions to better meet the needs of patients, coworkers, and organizations.

# SCHOLAR SESSION: Maintaining Connectedness Into the Future: How to Leverage the Value of NCIN Scholars

*Friday, September 25, 2015*

*1:15– 2:15 pm*

Liberty Salons

## ***Speaker:***

***Debbie Hatmaker, PhD, RN, FAAN, American Nurses Association***

Debbie Hatmaker is the executive director of the American Nurses Association (ANA). As ED, Hatmaker leads the implementation of ANA's strategy and plan to advance the association's comprehensive policy, advocacy and national communications agenda. Prior to joining ANA, she served as the chief programs officer of the Georgia Nurses Association where Hatmaker managed a clinical testing program, the continuing education provider/approver units and also supported the Leadership Development, Legislative/Public Policy, Nursing Practice and Workplace Advocacy programs. Additionally, she has served in many elected and appointed leadership positions. These include president of the Georgia Nurses Association and president of the Center for American Nurses. Hatmaker also served as the first vice president of ANA and president of the American Nurses Credentialing Center.



## ***Session Overview:***

Discuss innovative ideas with other nursing academic faculty; describe lessons learned and identify opportunities for sustaining the work of the NCIN program. Sessions will highlight outcomes of four Innovation Award projects and issues of particular concern to accelerated nursing education.

## ***Session Objectives:***

1. Discuss the value of maintaining connectedness for NCIN scholars and other accelerated nursing graduates.
2. List options for NCIN scholars and accelerated nursing graduates to leverage their unique backgrounds and skills as they transition into the nursing profession.



**Maintaining Connectedness into the Future:  
Leveraging the value of NCIN Scholars**

Debbie Dawson Hatmaker, PhD, RN, FAAN  
American Nurses Association Executive Director  
September 25, 2015




**What Professional Associations to Join?**

- ↪ American Nurses Association:
  - The American Nurses Association (ANA) is the only full-service professional organization representing the interests of the nation's 3.4 million registered nurses through its constituent and state nurses associations and its organizational affiliates.
- ↪ Nursing Specialty Associations:
  - Approximately 70 nursing specialty organizations
  - Role: broad-based, narrow
  - Disease-based






**“Connectedness”**



- ↪ Common Purpose
- ↪ Building networks to increase connectedness
- ↪ Career Development
- ↪ Personal traits & career timing
- ↪ High performing
- ↪ Expectations in a Social Media world
- ↪ Value for NCIN scholars



**Establishing “Your Own”**

- ↪ Unincorporated Non-Profit Association
- ↪ Incorporated Non-Profit Association




**Form a Nonprofit Online**  
Making a Difference Starts Here

With a LegalZoom nonprofit you can apply for 501(c)(3) tax exempt status:

- ✔ No federal income tax on nonprofit activities
- ✔ Receive tax-deductible donations
- ✔ Get discounted rates on postage



**Professional Associations & Networking**

Networking Group	Examples
Casual	Events, mixers social gatherings
Knowledge	Professional Associations
Strong Contact	Groups meet frequently to build professional relationships
Online	Social media websites or services



**Establishing “Your Own”**

- ↪ American Society for Association Executives:
  - Association for Associations
- ↪ Establishing your own non-profit association:
  - Vision, Mission, Governance, Structure, Revenue, Programs/Services
  - Legal incorporation:
    - Certificate of Inc
    - Board of Directors
    - Vision, Mission, Bylaws, Policies
    - EIN, bank accounts, Federal tax exemption
    - Non-profit regulations
    - Virtual vs bricks & mortar office, staff
    - Fundraising

**ANA**  
AMERICAN NURSES ASSOCIATION

### Collaboration w/in Established Non-profit

- ☞ Do you have a possible collaborative opportunity with an established group?
- ☞ How does your group's interest fit with that of the established non-profit?
- ☞ What is the reciprocal benefit?

**ANA**  
AMERICAN NURSES ASSOCIATION

**ANA RESOURCES**

**ANA**  
AMERICAN NURSES ASSOCIATION

### Collaboration w/in Established Non-profit

- ☞ An ANA example: 1970s ANA practice & specialty sections

```

graph TD
    ANA[ANA] --> P[Practice & Specialty Sections]
    ANA --> N[National Affiliates & Structures]
    P --> S[State Nurses Assoc]
    P --> D[Digital, Student Members]
    N --> C[Constituent Nurses Assoc]
  
```

**ANA**  
AMERICAN NURSES ASSOCIATION

### Welcome to the Profession Toolkit

#### NursingWorld.org/NewGraduate

**ANA**  
AMERICAN NURSES ASSOCIATION

### Today: Engagement

- ☞ Activities that drive engagement
  - Social Media
  - Online discussion boards
  - F2F
  - Other
- ☞ Structures that support engagement
  - State/districts/chapters
  - Shared Interest Groups
  - Virtual chapters

**ANA**  
AMERICAN NURSES ASSOCIATION

### Become a Student Subscriber!

#### NursingWorld.org/students

**ANA**  
AMERICAN NURSES ASSOCIATION

**New Grad Community & Mentor Match**

**ANANurseSpace.org**



**Calling all New RNs!**

ANA is excited to announce the addition of two new member benefits for RNs newly licensed within the last five years: our **New RNs online community** and our **Mentoring Program**.

Start **TODAY** by logging into [www.ANANursespace.org](http://www.ANANursespace.org) using your MyANA credentials. Once you enter the site, go to the Communities tab to find the New RNs online community and the Mentoring tab to begin enrollment as a mentee.

Questions? CONTACT [memberinfo@ana.org](mailto:memberinfo@ana.org).

**In Closing...**



*Lead where  
you stand!*

**ANA**  
AMERICAN NURSES ASSOCIATION

**ANA Leadership Institute**

**ANA-LeadershipInstitute.org**



- Competency-based model
- Relevant and timely content
- A variety of programs to fit your schedule and needs

**ANA**  
AMERICAN NURSES ASSOCIATION

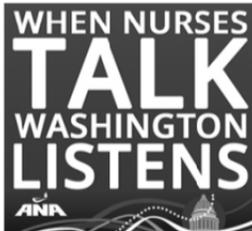
**Discussion: Options for NCIN Scholars**



**ANA**  
AMERICAN NURSES ASSOCIATION

**Take Action!**

**RNaction.org**




**ANA**  
**AMERICAN NURSES  
ASSOCIATION**

More information is available on ANA's website:  
[www.NursingWorld.org](http://www.NursingWorld.org)

**GRANTEE SESSION:**  
**Innovations Project: Strengthening Cultural Competence in Prenatal  
Care With a Virtual Community: Building Capacity Through  
Collaboration**

*Friday, September 25, 2015*

*1:55–2:40 pm*

Liberty Salons

***Speaker:***

***Lisa Young, DNP, APRN, Ashland University***

Lisa Young currently serves as an assistant professor and director of Simulation at Ashland University Dwight Schar College of Nursing and Health Sciences in Ashland, Ohio. Young earned a Doctorate of Nursing Practice from Duquesne University in May 2013. She earned a Master in Nursing from The Ohio State University, Columbus, Ohio, and certification as an Adult Health Clinical Nurse Specialist in 1994.



***Yvonne Weideman, DNP, MBA, RN, Duquesne University***

Yvonne Weideman is assistant professor at Duquesne University and the coordinator of the Accelerated Second Degree Program. Weideman earned a DNP from Duquesne University, MBA from Robert Morris University and BS in Nursing from Duquesne University. Weideman's area of expertise revolves around innovative clinical pedagogy including the use of virtual patients and virtual learning environments. Her achievements include a patented pedagogy for teaching/learning that involves the use of virtual patients/virtual learning. This has led to the development of several Virtual Learning Modules including:

a Virtual Pregnancy Module (VPM), a Virtual SIDS Module (VSM), and the Virtual Prenatal Clinic.

***Contributing team members:***

*Faye Grund, PhD, APRN-BC, Ashland University*

*Joan Lockhart, PhD, RN, FAAN, Duquesne University*

***Session Overview:***

Discuss and enable the learner to evaluate the collaboration of the students, faculty and community members that participated in the virtual community. Determine the effectiveness of the virtual community developed to increase cultural competence of second degree students and to determine the effectiveness of shared resources between two private universities.

***Session Objective:***

1. Describe the project outcomes related to a cultural prenatal care virtual simulation collaborative experience for students from two private universities.

# Strengthening Cultural Competence in Prenatal Care with a Virtual Community: Building Capacity through Collaboration



Lisa Young DNP, APRN,  
Yvonne Weideman, DNP, RN,  
Faye Grund, PhD, APRN,  
Joan Such Lockhart, PhD, RN, ANEF, FAAN  
Mark Fridline, PhD,  
Marie Panas, MSN, RN



## Disclosures

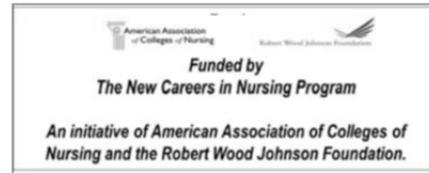
- The authors of the presentation has identified no potential conflicts of interest.

## Objectives

- Describe the collaboration of the students, faculty and community members of the cultural virtual simulation
- Describe the project outcomes related to a cultural prenatal care virtual simulation collaborative experience for students from two private universities.
- Understand the use the evaluative process of the students in the study.

## Introduction

Support for this project was provided by Robert Wood Johnson Innovative Grant



## The Necessity for Cultural Education

The need for increasing cultural content in curriculum

- Healthy People 2020
- Institute of Medicine Report
- Department of Health and Human Services
- Meet the needs of a changing society



## The Dilemma

- Faculty
  - Shortage of faculty
  - Expertise of faculty in specialty areas
- Clinical Placement
  - Limitation in sites
  - Limited exposure to diverse populations
- Finances



## The Innovative Project

- Collaboration
  - Universities-Duquesne and Ashland University
  - Faculty-Behavioral/Community and Maternal Health
- Clinical experiences
  - Virtual Simulation (VSE)
    - Amish population
    - African American population



## Project Aims

- Strengthen the cultural competence of ASD nursing students in prenatal care using a VSE
  - Perceived Clinical Cultural Competence
  - Plan of care
- Determine the effectiveness of share resources between 2 private universities
  - Post evaluations



## Jeffrey's CCC Model

- *Cultural competence*: multidimensional learning process:
  - integrates transcultural skills in three educational dimensions:
    - cognitive
    - practical/psychomotor, and
    - affective
  - involves TSE (confidence) as a major influencing factor, and aims to achieve culturally congruent care.

## TSET

The Transcultural Self-Efficacy Test (TSET) by Marianne Jeffreys is a diagnostic tool that measures students' confidence for performing general transcultural nursing skills among diverse client populations.



Jeffreys, M. (2010). *Teaching cultural competence in nursing and healthcare*. New York: Springer.

## Description of TSET Subscales

- Cognitive Subscale (25 questions)
  - Self-efficacy rating **knowledge** about the ways cultural factors may influence nursing care.
- Practical Subscale (28 questions)
  - Self-efficacy rating about **interviewing** clients of different cultural backgrounds to learn their values and beliefs.
- Affective Subscale (30 questions)
  - Self-efficacy rating the **values, attitudes, and beliefs** concerning cultural awareness, acceptance, appreciation, recognition, and advocacy.

Jeffreys, M. (2010). *Teaching cultural competence in nursing and healthcare*. New York: Springer.

## Intervention

- Virtual Simulation Experience
  - Shared Learning Management system (DU)
  - Modules (Amish and African American)
    - Pre-natal video
    - Interaction between students and community members
    - Post-natal video
    - Interaction between students and community members
    - Development of cultural care plan
    - Debriefing

## Methods

- IRB approval
- Pre and post-test design
- Consent of the students
- Data collection and analysis
  - Quantitative
  - Qualitative

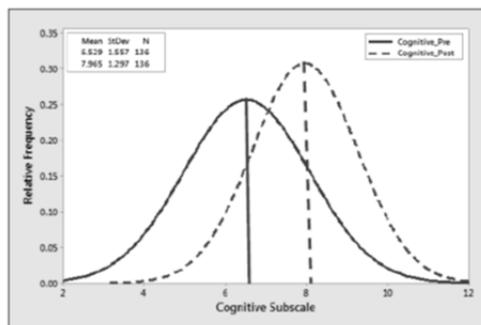


## Demographics

- Ashland University
  - 28 students (traditional and ASD)
- Duquesne University
  - 113 students (ASD)
- 8 collaborative groups, 9 DU groups

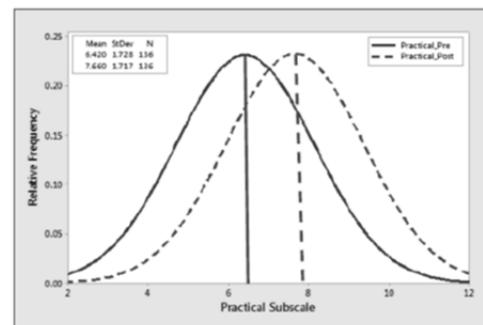


## Distribution of **Cognitive** Subscale Scores



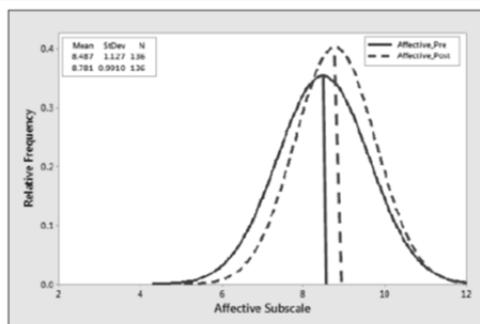
\*Statistically significant ( $p < .05$ )

## Distribution of **Practical** Subscale Scores



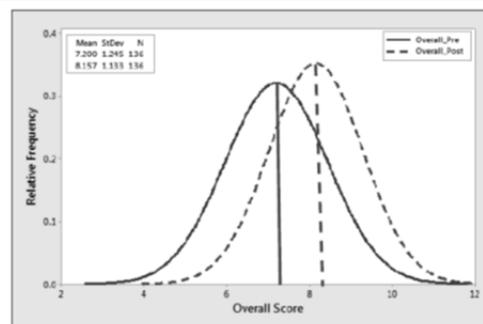
\*Statistically significant ( $p < .05$ )

## Distribution of **Affective** Subscale Scores



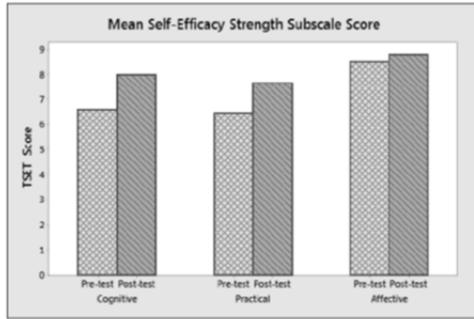
\*Statistically significant ( $p < .05$ )

## Distribution of **Overall** Scores



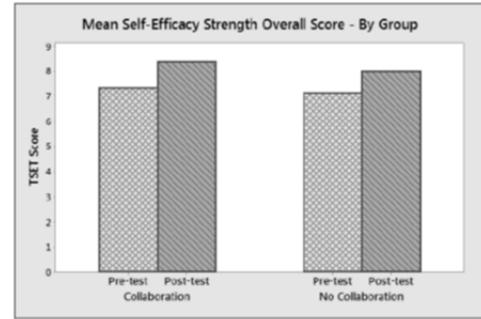
\*Statistically significant ( $p < .05$ )

## Mean Self-Efficacy Strength Subscale Score



\*Statistically significant ( $p < .05$ )

## Mean Self-Efficacy Strength Overall Score – By Group



\*Statistically significant ( $p < .05$ )

## Subscale Means, Standard Deviations, and Paired t-tests

	Pre-test	Post-test	Difference	95% Confidence Interval Differences
<b>Overall</b>				
Mean	7.200	8.157	0.957	.769 to 1.145
SD	1.245	1.133	1.109	
paired t-test	10.061 ( $p = 0.000$ )			
<b>Cognitive</b>				
Mean	6.529	7.965	1.436	1.174 to 1.699
SD	1.557	1.297	1.549	
paired t-test	10.810 ( $p = 0.000$ )			
<b>Practical</b>				
Mean	6.420	7.659	1.239	.920 to 1.550
SD	1.728	1.717	1.884	
paired t-test	7.674 ( $p = 0.000$ )			
<b>Affective</b>				
Mean	8.487	8.781	0.294	.138 to .448
SD	1.127	0.991	0.819	
paired t-test	3.738 ( $p = 0.000$ )			

## Plan of Care Instrument

- Purpose
  - Identify and prioritize health care needs
  - Identify and prioritize nursing interventions
- Collaborative project within each group
- Grading criteria
  - Cultural assessment
  - Access to care
  - Health practices
  - Health teaching needs
  - Is realistic

## Plan of Care Instrument - Amish

Plan of Care Grading Criteria	Collaboration (n=8)		No Collaboration (n=9)		Mean Difference
	Mean	SD	Mean	SD	
Incorporates findings from cultural assessment	9.13	0.641	9.11	0.333	0.02
Demonstrates understanding of virtual patient's access to care	9.88	0.354	10.00	0.000	-0.12
Incorporates cultural health practices such as folk medicine if appropriate	8.63	0.744	9.56	0.527	-0.93
Identifies key health teaching needs of virtual patient and appropriate delivery method	9.25	0.463	8.22	0.972	1.03
Is realistic given the virtual patient's scenario and culture	8.88	0.641	8.67	0.707	0.21
<b>Total Rubric Score</b>	<b>45.75</b>	<b>1.982</b>	<b>45.56</b>	<b>2.186</b>	<b>0.19</b>

## Plan of Care Instrument – African American

Plan of Care Grading Criteria	Collaboration (n=8)		No Collaboration (n=9)		Mean Difference
	Mean	SD	Mean	SD	
Incorporates findings from cultural assessment	9.38	0.518	9.33	0.500	0.05
Demonstrates understanding of virtual patient's access to care	9.25	0.707	9.56	0.726	-0.31
Incorporates cultural health practices such as folk medicine if appropriate	8.75	0.707	8.89	0.601	-0.14
Identifies key health teaching needs of virtual patient and appropriate delivery method	8.75	0.707	8.89	0.601	-0.14
Is realistic given the virtual patient's scenario and culture	9.25	0.707	9.00	0.707	0.25
<b>Total Rubric Score</b>	<b>45.38</b>	<b>2.264</b>	<b>45.67</b>	<b>2.179</b>	<b>-0.29</b>

## Post Course Student Evaluation

Post Course Student Evaluation Question	Collaboration		No Collaboration		Mean Difference
	Mean	SD	Mean	SD	
Overall, the Virtual prenatal community module helped me meet the learning objectives.	3.35	1.130	3.49	1.132	-0.14
Overall, the Virtual prenatal community module helped strengthen my understanding related to the influence of culture on health.	3.58	1.063	3.65	1.135	-0.07
The Virtual prenatal community module helped me understand the prenatal health needs of underserved African-American women.	3.47	1.165	3.41	1.237	0.06
The Virtual prenatal community module helped me understand the prenatal needs of Amish women.	3.77	1.031	3.86	1.060	-0.09
Directions and tools used in the Virtual prenatal community module were clear and organized.	2.96	1.277	3.27	1.253	-0.31
I would recommend the Virtual prenatal community module to my colleagues.	2.68	1.359	2.80	1.348	-0.12

## Post Course Student Evaluation Students in Collaborative Group

Post Course Student Evaluation Question	Ashland		Davenport		Mean Difference
	Mean	SD	Mean	SD	
Collaborating with nursing students from another school of nursing was of value to me in the Virtual prenatal community module.	2.85	1.347	2.65	1.687	0.20

## Conclusions

- The VSE was an innovative way to build capacity
- Collaboration helps students to gain access to diverse population and gain cultural competence

## Future application

- Increase variety of simulated experiences
- Add interdisciplinary outcomes



## References

- American Association of College of Nursing. (2014). *Nursing shortage*. Retrieved from <http://www.aacn.nche.edu/media-relations/fact-sheets/nursing-shortage>
- Department of Health and Human Services [DHHS]. (2014). *Culturally competent nursing care: A cornerstone of caring*. Retrieved from <https://ccnm.thinkculturalhealth.hhs.gov/>
- Hayden, J., Smiley, R., Alexander, M., Kardong-Edgren, S., & Jeffries, P. (2014). The NCSBN national simulation study: A longitudinal, randomized, controlled study replacing clinical hours with simulation hours in prelicensure nursing education. *Journal of Nursing Regulation* (5)2, 51-66.
- Jeffreys, M. (2010). *Teaching cultural competence in nursing and health care*. (2ed.). New York, NY: Springer Publishing Company.
- National Council of State Boards of Nursing. (2013). *NCLEX RN examination: Detailed test plan for the national council licensure examination for registered nurses*. Chicago, IL

Questions

**PLENARY SESSION:**  
**Innovations Project: New Careers in Nursing Scholar Alumni Toolkit:**  
**An Innovative Resource for Transition to Practice**

*Friday, September 25, 2015*

*2:45–3:30 pm*

Liberty Salons

***Speaker:***

***Ann Marie P. Mauro, PhD, RN, CNL, CNE, Rutgers, The State University of New Jersey***

Ann Marie P. Mauro, is assistant dean, professor, and director for the Center for Educational Research and Innovation at Rutgers, The State University of New Jersey, School of Nursing. In this role, Mauro provides leadership for the promotion of teaching and learning excellence, collaborations in interprofessional education, and advancement of the science of nursing education at Rutgers School of Nursing. She is a certified nurse educator and clinical nurse leader with expertise in educational policy, governance, innovative educational strategies, and curriculum development. Mauro was clinical associate professor at New York University College of Nursing, where she continues to serve as an adjunct faculty member, fellow in the Hartford Institute for Geriatric Nursing, and project director for the *Robert Wood Johnson Foundation New Careers in Nursing Scholar* program. Mauro earned a BSN and MSN in nursing education from Seton Hall University, and PhD in research and theory development from New York University.



***Lori A. Escallier, PhD, RN, CPNP-PC, Stony Brook University***

Lori A. Escallier is professor and associate dean for Research, Evaluation and Outcomes at the Stony Brook University School of Nursing. Escallier received a BS at Salve Regina University, MS at Stony Brook University, and PhD at Adelphi University. She has worked in a variety of clinical and academic positions in nursing over the last 34 years. Over the last decade, the focus of Escallier's scholarship has been dedicated to increasing the diversity and educational success of underrepresented and disadvantaged nursing students at all levels of education. Her work in this area has afforded her numerous awards including the Champion of Diversity Award and the Health Care Heroes Award. Escallier currently serves as team leader for the Commission on Collegiate Nursing Education and is a member of Accreditation Review Committee.



***Maria Rosario-Sim, EdD, PPCNP-BC, RNC-OB, SUNY Downstate Medical Center College of Nursing, Brooklyn, N.Y.***

Maria Rosario-Sim has been engaged in nursing education for 37 years at various levels. She currently is a professor and director of NP Programs at SUNY Downstate College of Nursing overseeing the Family Nurse and Women's Health Nurse Practitioner Programs. Rosario-Sim received an EdD degree in Nursing Education from Teachers College and master's degree from New York University, and post-master's in Pediatric Nurse Practitioner from Adelphi University. She is board certified as a Pediatric Nurse Practitioner. Rosario-Sim worked as vice president for Academic Affairs at Helene Fuld College of Nursing, test development specialist and test consultant at the National League for Nursing, and associate dean at Long Island College Hospital School of Nursing. Research interest is on Asian-American adolescent smoking and depression and reversal theory and NCLEX success and has published on these topics. Rosario-Sim is been involved with NCIN since 2010 as faculty support for the scholars, then a program liaison/project director and Legacy/Innovation grant co-project director.



***Session Overview:***

Discuss and enable the learner to utilize a NCIN Scholar Alumni Toolkit specifically designed to provide underrepresented graduate nurses with the necessary leadership development and mentoring resources for successful transition from the student to professional role; and to lay the groundwork for continued professional growth.

***Session Objective:***

1. The learner will be able to provide NCIN scholar alumni with resources for successful transition to nursing practice.

Robert Wood Johnson Foundation

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

**SCHOLAR ALUMNI TOOLKIT:  
AN INNOVATIVE RESOURCE FOR TRANSITION TO PRACTICE**

**Ann Marie P. Mauro, PhD, RN, CNL, CNE**  
Assistant Dean, Professor, & Director, Center for Educational Research & Innovation  
Rutgers, The State University of New Jersey, School of Nursing

**Lori A. Escallier, PhD, RN, CPNP-PC**  
Professor & Associate Dean for Research, Evaluations, & Outcomes  
Stony Brook University, School of Nursing

**Maria G. Rosario-Sim, EdD, PPCNP-BC, RNC-OB**  
Professor & Director, Nurse Practitioner Programs  
State University of New York, Downstate Medical Center, College of Nursing

**Innovation Award Grant (2014 – 2015)**

Funded by the *New Careers in Nursing* initiative of

**NYU | NURSING**

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

**Background**

Transition from student to professional nurse is challenging (Loftin, Newman, Dumas, Gilden, & Bond, 2012)

- Lack of mentorship
- Inadequate emotional & moral support
- Technical challenges
- Bullying
- Difficulties with professional socialization

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

**Purpose**

To develop a transition to practice toolkit for NCIN scholar alumni & new nurses

- Leadership development & mentoring resources
- Lay groundwork for continued professional growth

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

**Conceptual Framework**

Benner's (1984) model: *From Novice to Expert*

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

**Methods**

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

## Phase I: Content & Format

Robert Wood Johnson Foundation

- Project team from NYU, Stony Brook, & SUNY Downstate worked collaboratively
  - Regularly scheduled conference calls & email
  - Developed content outline
- Content outline distributed to 13 NCIN scholar alumni for feedback

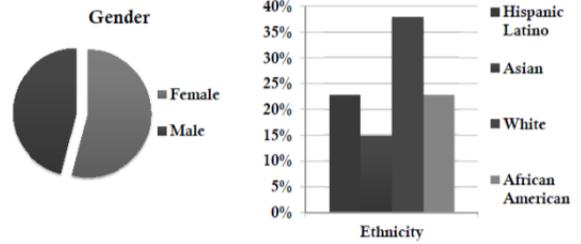


Robert Wood Johnson Foundation  
New Careers in Nursing

American Association  
of Colleges of Nursing

## NCIN Alumni Outline Reviewers (N = 13)

Robert Wood Johnson Foundation



Robert Wood Johnson Foundation  
New Careers in Nursing

American Association  
of Colleges of Nursing

## Phase I: Content & Format

Robert Wood Johnson Foundation

- Based on NCIN scholar alumni feedback
  - Outline revised
  - Anonymous quotes with permission
- Structured using key questions from 1<sup>st</sup> person point of view
- Each project team member developed two (2) chapters



Robert Wood Johnson Foundation  
New Careers in Nursing

American Association  
of Colleges of Nursing

## Phase II: Content Validity

Robert Wood Johnson Foundation

- Email survey distributed to NCIN scholar alumni
  - Targeted, convenience sample (N = 29)
- Rated quality of specific chapters
  - 5-point Likert scale *Poor* (1) to *Excellent* (5)
- Rated overall content, usability, relevance, & value
- Qualitative feedback
  - Written & verbal



Robert Wood Johnson Foundation  
New Careers in Nursing

American Association  
of Colleges of Nursing

## Survey Evaluation Form

Robert Wood Johnson Foundation

**NYU NURSING** **Stony Brook School of Nursing**  
**DOWNSTATE** **COLLEGE OF NURSING**

**RWJF New Careers in Nursing Alumni Toolkit Evaluation**

Survey Item	Very Poor	Poor	Fair	Good	Very Good
1. How clear and understandable is the content of this toolkit?					
2. How useful is the content of this toolkit?					
3. How easy is it to use this toolkit?					
4. How well does this toolkit address your needs?					
5. How well does this toolkit address the needs of your organization?					
6. How well does this toolkit address the needs of your colleagues?					
7. How well does this toolkit address the needs of your patients?					
8. How well does this toolkit address the needs of your community?					
9. How well does this toolkit address the needs of your profession?					
10. How well does this toolkit address the needs of your organization's stakeholders?					

How would you rate the toolkit for its:

- Content
- Usability
- Relevance
- Value

Please share any additional, specific comments you may have regarding the toolkit.

Robert Wood Johnson Foundation  
New Careers in Nursing

American Association  
of Colleges of Nursing

## Phase III: Scholar Alumni Feedback Revisions

Robert Wood Johnson Foundation

- Revisions were made based on scholar alumni feedback
- Descriptive statistics were used to analyze quantitative data
- Qualitative data were analyzed thematic content



Robert Wood Johnson Foundation  
New Careers in Nursing

American Association  
of Colleges of Nursing

## Phase IV: Expert Peer Review

Robert Wood Johnson Foundation

- Rigorous external peer review by expert nurse editor
  - Additional editorial, content, & structural changes made
- Subsequent critique by external peer reviewer
- Review by NCIN Program Deputy Director, 2 professional editors, & printing team
  - Further edits made & "callouts" added

Ask yourself,  
 "What do I want to be doing in five years?"

Robert Wood Johnson Foundation  
 New Careers in Nursing

American Association of Colleges of Nursing

## Results

Robert Wood Johnson Foundation

- NCIN scholar alumni survey feedback
  - Response rate 69% (N = 20)
- 15 respondents completed evaluation tool (Scale: 0 = poor; 5 = excellent)
  - Chapters rated 4.67 overall (range 4 to 5)
  - Toolkit overall mean scores:
    - Content - 4.57
    - Usability - 4.50
    - Relevance - 4.79
    - Quality - 4.71
- Comments on evaluation tool (n = 10) reflected careful review & scrutiny of content



Robert Wood Johnson Foundation  
 New Careers in Nursing

American Association of Colleges of Nursing

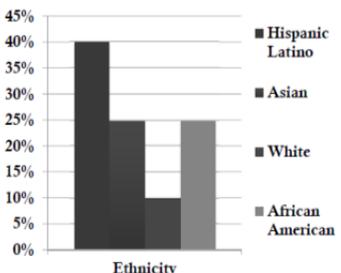
## NCIN Alumni Chapter Reviewers (N = 20)

Robert Wood Johnson Foundation

Gender



Ethnicity



Robert Wood Johnson Foundation  
 New Careers in Nursing

American Association of Colleges of Nursing

## Qualitative Scholar Feedback

Robert Wood Johnson Foundation

- "Extremely relevant and user-friendly" (n = 5)
- "A great resource to get vitally important information quickly from reliable sources"
- "Will help the scholars transition easier"
- "It is information you need when still in nursing school"
- "Does an excellent job of stressing the importance of networking early & being patient waiting for an interview"



Robert Wood Johnson Foundation  
 New Careers in Nursing

American Association of Colleges of Nursing

## Chapters, Objectives, & Topics

Robert Wood Johnson Foundation

Table 1. *New Careers in Nursing Scholar Alumni Toolkit: Resources for Successful Transition to Professional Nursing Practice*

Chapter Title	Objective	Sample Topics
<i>The Job Search: Resources for a Successful Transition to Nursing Practice</i>	Provide resources and guidance through the job search process	How to begin; creating a résumé; cover letter, and thank you note; online applications; Nurse Career Battery Test; interview tips; deciding about a job offer
<i>Establishing and Sustaining Successful Mentoring Relationships</i>	Give information for establishing successful mentoring partnerships	Defining mentorship; where to find a mentor; establishing, engaging in, sustaining, and changing the mentoring partnership
<i>Starting Your Nursing Career: Strategies for Success</i>	Offer strategies for success when beginning the nursing career	What to expect; managing ethical dilemmas, time management, setting priorities, delegation, documentation, cultural competence, patient satisfaction, adjusting to shift work, bullying, managing personal finances
<i>Resources for Defining Career Goals and a Path for Professional Growth</i>	Provide information for defining career goals and a path for professional growth	Progressing from novice to expert; moving from generalist to specialist; engaging in research, publication, and presentation; global engagement; nursing career paths
<i>Advancing Your Nursing Education</i>	Give information about advanced nursing education	Importance of advanced nursing education, doctoral education, graduate degrees in other disciplines, financial support for graduate education
<i>Growth as a Nurse Leader</i>	Offer guidance for continued leadership development	Importance of reflection, networking, NCIN Scholars Network, professional organizations, nonprofits, volunteer opportunities, leadership development programs, professional journals

Robert Wood Johnson Foundation  
 New Careers in Nursing

American Association of Colleges of Nursing

## Discussion

Robert Wood Johnson Foundation

- Synergy of collaborative process
  - Among project team members
  - Enhanced by NCIN scholar alumni, peer reviewer, NPO, & printing team
- NCIN scholar alumni added unique perspectives
  - Transition to practice & its challenges
- User-friendly & scholarly toolkit due to rigor of peer review process
- Importance of weekly assessment
  - Project timeline, activities, & evaluation plan



Robert Wood Johnson Foundation  
 New Careers in Nursing

## Challenges

- Coordination & scheduling conference calls
- Collaborative partners working from a distance
  - Require patience, flexibility, creativity, & sense of humor
  - Continuous assessment & evaluation of project outcomes & shared responsibilities
- Small # of diverse NCIN scholar alumni from NY metropolitan area schools
  - May limit some aspects of toolkit's generalizability
  - Did include NCIN alumni from CA, CT, TX, & OR



## Conclusions

- Systematically designed, validated, & useful transition to practice toolkit for new nurses
- Future research is needed to determine:
  - When this resource might be best introduced, e.g., during nursing curriculum
  - If new nurses use toolkit & find resources helpful
- Further input from clinical partners, administrators, & recruiters from various settings
  - May provide a broader perspective on transition to practice challenges faced



## Dissemination

- Distributed to 130 NCIN grantee schools at Grand Finale Summit (Sept 2015)
- Shared with NCIN scholars & alumni at partner schools
- RWJF communications plan
- Download at NCIN website: <http://www.newcareersinnursing.org>
- *Journal of Professional Nursing* Special Supplement (Spring 2016)
- Presentations (AACN, ENRS)



## Acknowledgements



# BREAKOUT SESSION INSTRUCTIONS

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

## ***Discussion Leader:***

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

## ***Facilitator:***

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

## ***Recorder and Presenter:***

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

---

**BREAKOUT SESSION ONE  
INNOVATIONS PROJECT:  
Replicating an Innovative Educational Pedagogy for  
Physical Examination and Problem-Setting Skills**

---

*Friday, September 25, 2015*

*3:40–4:40 pm*

*Congress Room on Meeting Level 4*

***Discussion Leaders:***

***Sarah Shealy, MSN, CNM, IBCLC, Mount St. Mary's College***

***Linda Honan, PhD, APRN, Yale University***

***Thomas Duffy, DMA, Yale University***

***Session Overview:***

Attendees discuss innovative ideas with other nursing academic faculty; describe lessons learned and identify opportunities for sustaining the work of the NCIN program.

***Session Objectives:***

- 1.** Participants will be able to discuss two research findings associated with the impact of using art-work on clinical observations and diagnoses and how music training improves auscultative skills.

---

## BREAKOUT SESSION TWO INNOVATIONS PROJECT: Gaming the System

---

*Friday, September 25, 2015*

*3:40–4:40 pm*

*Capitol Room on Meeting Level 4*

***Discussion Leaders:***

***Cory A. Boyd, EdD, RN, Quinnipiac University***

***Jonah Warren, BA, MFA, Quinnipiac University***

***Mary Ann Glendon, PhD, RN, Southern Connecticut State University***

***Session Overview:***

To enable the learner to recognize the complexities, challenges and rewards of creating a serious Web-based game.

***Session Objective:***

1. Play test a serious game developed by millennials for millennials.

---

**BREAKOUT SESSION THREE**  
**INNOVATIONS PROJECT:**  
**Strengthening Cultural Competence in Prenatal Care with**  
**a Virtual Community: Building Capacity through**  
**Collaboration**

---

*Friday, September 25, 2015*

*3:40–4:40 pm*

*Treasury Room on Meeting Level 4*

***Discussion Leaders:***

***Lisa Young, DNP, APRN, Ashland University***

***Yvonne Weideman, DNP, MBA, RN, Duquesne University***

***Recognized team members:***

***Faye Grund, PhD, APRN-BC, Ashland University***

***Joan Lockhart, PhD, RN, FAAN, Duquesne University***

***Session Overview:***

To enable the learner to evaluate the collaboration of the students, faculty and community members that participated in the virtual community.

***Session Objective:***

1. Describe the collaboration of the students, faculty and community members of the cultural virtual simulation.

---

**BREAKOUT SESSION FOUR  
INNOVATIONS PROJECT:  
New Careers in Nursing Scholar Alumni Toolkit: An  
Innovative Resource for Transition to Practice**

---

*Friday, September 25, 2015*

*3:40–4:40 pm*

*Monument Room on Meeting Level 4*

***Discussion Leaders:***

***Ann Marie Mauro, PhD, RN, CNL, CNE, Rutgers, The State University of New Jersey***

***Lori A Escallier, PhD, RN, CPNP-PC, Stony Brook University***

***Maria Rosario-Sim, EdD, PPCNP-BC, RNC-OB, SUNY Downstate Medical Center College of Nursing***

***Session Overview:***

To enable the learner to utilize a NCIN Scholar Alumni Toolkit specifically designed to provide underrepresented graduate nurses with the necessary leadership development and mentoring resources for successful transition from the student to professional role; and to lay the groundwork for continued professional growth.

***Session Objective:***

1. The learner will be able to provide NCIN scholar alumni with resources for successful transition to nursing practice.

---

**BREAKOUT SESSION FIVE:  
LEGACY PROJECT:  
New Alliances and Partnerships**

---

*Friday, September 25, 2015*

*3:40–4:40 pm*

*Chinatown Room on Meeting Level 3*

***Discussion Leaders:***

***Amy Cosimano, EdD, RN, Creighton University***

***Susie Ward, Nebraska, PhD, RN, Methodist College***

***Louise LaFramboise, PhD, RN, CNE, University of Nebraska Medical Center***

***Session Overview:***

The purpose of this activity is to enable the learner to examine leadership development of NCIN scholars among competitive collaborators.

***Session Objective:***

1. Devise ways to plan and conduct a Leadership Development conference for accelerated students.



# SATURDAY, SEPTEMBER 26

---

# BREAKFAST SESSION: ROUNDTABLE DISCUSSIONS

---

*Saturday, September 26, 2015*

*8:00–9:00 am*

*Liberty Salons*

***Program Planning Committee Facilitator:***

***Cecil Holland, PhD, RN and Patricia Cowan, PhD, RN***

**1. *Sustaining Leadership***

Discussion Leaders: ***Cory Boyd, EdD, RN and Mary Ann Glendon, PhD, RN***

**2. *Sustaining Mentoring: Marketing for Mentors, Mentoring Beyond the College Environment***

Discussion Leaders: Shirley Farr, MSN, CNS, RNC and Pamela Galehouse, PhD, RN, PMHCNS-BC, CNL

**3. *NCLEX Strategies to Develop and Effect Change***

Discussion Leader: Julia Ward, PhD, RN

**4. *Generational Learners (Trends and Trend Breakers)***

Discussion Leaders: Yvonne Weideman, DNP, MBA, RN and Barbara Blozen, EdD

**5. *Legal***

Discussion Leaders: Denise Tate, EdD, APRN-BC and Patricia Cowan, PhD, RN

**6. *Scholars Only Discussion: NCIN Scholars and Future Nursing Career***

Discussion Leaders: NCIN Scholars Network Steering Committee Members

**7. *Sustain Efforts in Diversity and Inclusion***

Discussion Leaders: Sarah Shealy, RN, MSN, CNM, IBCLC and Cecil Holland, EdD, PhD

**8. *Marketing Strategies or Campaigns for Different Types of Students***

Discussion Leaders: Maria Rosario-Sims, EdD, RNC-OB, PNP-BC and Lisa Rosenberg, PhD, MSN, RN

**9. *Diversity Recruitment***

Discussion Leaders: Jane Trainor, MS, RN and Bernadette Banda, MSN, BSN

**10. *Evaluation of the Outcomes of the NCIN Program: Metrics Used***

Discussion Leaders: Ann Marie Mauro, PhD, RN, CNL, CNE and Lori Escallier, PhD, RN, CPNP

**11. *Analyzing and Sharing NCIN Data***

Discussion Leaders: Vernell DeWitty, PhD, RN and Christine Downing, MA

---

## ROUNDTABLE DISCUSSION INSTRUCTIONS

---

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

### ***Discussion Leader:***

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

### ***Facilitator:***

1. Solicits one group member to serve as Recorder/Presenter.
2. Keeps the group focused on the topic and discussion.
3. Summarizes the various ideas of the group on an ongoing basis for documentation by the recorder.
4. Monitors the time to ensure the group completes its discussion within the allotted time.
5. Time Management: You will have a total of 60 minutes for dialogue.
6. Please set aside the last 10–15 minutes to summarize your discussion and prepare a summary consisting of no more than three to five top points.

### ***Recorder and Presenter:***

Each group will prepare a brief statement that will be published on the website of the National Program Office. Please keep a detailed recording of your discussion in case this needs to be fleshed-out prior to posting.

---

# SUSTAINING LEADERSHIP

---

***Discussion Leaders: Cory Boyd, EdD, RN and Mary Ann Glendon, PhD, RN***

***Session Overview:***

1. Discuss successes and challenges of implementing leadership development activities with NCIN scholars.
2. Identify best practices to support and enhance future leadership development programs.

**Session Objectives:**

1. Positive aspects of leadership development programs that resulted in accomplishing program goals.
2. Pitfalls encountered and lessons learned from implementing leadership development programs.
3. Best practices to sustain and enhance future leadership programs.

**NOTES**

---

# SUSTAINING MENTORING: MARKETING FOR MENTORS, MENTORING BEYOND THE COLLEGE ENVIRONMENT

---

***Discussion Leaders: Shirley Farr, MSN, CNS, RNC  
and Pamela Galehouse, PhD, RN, PMHCNS-BC, CNL***

***Session Overview:***

Describe approaches to fostering mentoring programs for accelerated nursing students.

**Session Objectives:**

1. Discuss the need for mentors.
2. Mentoring approaches used by NCIN grantees.
3. Alternative approaches to foster mentoring (such as technology).
4. Opportunities to collaborate and develop mentoring program among NCIN grantees.

**NOTES**

---

# NCLEX STRATEGIES TO DEVELOP AND EFFECT CHANGE

---

***Discussion Leader: Julia Ward, PhD, RN and Patricia A Tabloski, PhD, GNP-BC, FGSA, FAAN***

***Session Overview:***

Determine NCLEX-RN strategies to effect change in NCIN grantees' program outcomes.

**Session Objectives:**

1. Rationale for developing effective NCLEX-RN strategies.
2. NCLEX-RN strategies that can be used in various nursing programs.
3. Additional NCLEX-RN strategies that have been used in NCIN grantees' programs.

**NOTES**

---

# GENERATIONAL LEARNERS (TRENDS AND TREND BREAKERS)

---

***Discussion Leaders: Yvonne Weideman, DNP, MBA, RN and Barbara Blozen, EdD***

***Session Overview:***

Explore strategies for teaching to a range of generations all within the same classroom.

**Session Objectives:**

1. Learning needs of different generations.
2. Strategies for teaching based on generational learners.
3. Learning strategies for youthful learners.
4. Teaching strategies to use when dealing with a range of generations within the classroom.

**NOTES**

---

## LEGAL

---

***Discussion Leaders: Denise Tate, EdD, APRN-BC and Patricia Cowan, PhD, RN***

***Session Overview:***

Examine innovative strategies to provide essential educational content by implementing reasonable accommodations for students with disabilities.

**Session Objectives:**

1. Barriers that participants have encountered in modifying required course/clinical coursework in order to afford students with disabilities an equal educational opportunity.
2. NCIN grantee experiences in providing students with reasonable accommodations.
3. Key issues in building a comprehensive diversity and inclusion plan for the recruitment and retention of underrepresented groups, including students with disabilities.

**NOTES**

---

## SCHOLARS-ONLY DISCUSSION: NCIN SCHOLARS AND FUTURE NURSING CAREERS

---

***Discussion Leaders: NCIN Steering Committee Members and Faculty Advisers***

***Session Overview:***

Discuss Scholars' perspective about the NCIN Scholars' Network and future roles for new member participation in expanding the network.

**Session Objectives:**

1. Participation and roles for new members.
2. Role of the NCIN Scholars program in preparing graduates for future nursing career.
3. Ideas to ensure the continuation of the NCIN Scholar Network.
4. Discuss ideas for continued growth of the network.

**NOTES**

---

# SUSTAINING EFFORTS IN DIVERSITY AND INCLUSION

---

***Discussion Leaders: Sarah Shealy, RN, MSN, CNM, IBCLC and Cecil Holland, EdD, PhD***

***Session Overview:***

Explore strategies and best practices related to sustainability of diversity and inclusion efforts in nursing education and practice.

**Session Objectives:**

1. Effective strategies to sustain and/or increase diversity and inclusion in nursing education/practice.
2. Institutional practices that support increasing diversity in nursing education/practice.

**NOTES**

---

# MARKETING STRATEGIES OR CAMPAIGNS FOR DIVERSE STUDENTS

---

***Discussion Leaders: Maria Rosario-Sims, EdD, RNC-OB, PNP-BC and Lisa Rosenberg, PhD, MSN, RN***

***Session Overview:***

Describe the successes, challenges, and sustainability efforts experienced by NCIN grantees in their marketing and campaign strategies to attract students from underrepresented groups in nursing.

**Session Objectives:**

1. Marketing and campaign strategies taken by NCIN grantees to attract students from underrepresented groups in nursing.
2. Compare successful strategies of BSN vs. MSN accelerated programs.
3. Opportunities for collaborative projects.

**NOTES**

---

# DIVERSITY RECRUITMENT

---

***Discussion Leaders: Jane Trainor, MS, RN and Bernadette Banda, MSN, BSN***

***Session Overview:***

Identify best practices NCIN schools can use to increase the recruitment, enrollment, and success of a diverse student body.

**Session Objectives:**

1. Ways NCIN schools can best collaborate with campus admission/recruitment professionals to reach a more diverse pool of potential students.
2. Cultural, attitudinal, and policy changes needed by NCIN schools/faculty to signal acceptance of different student backgrounds and ways of learning.
3. Underserved populations in NCIN grantees' specific communities.
4. Local associations and organizations willing to support nursing students with financial aid and future employment.
5. Academic, social, and financial resources needed to be in place to promote success for all students.

**NOTES**

---

## EVALUATION OF THE OUTCOMES OF THE NCIN PROGRAM: METRICS USED

---

***Discussion Leaders: Ann Marie Mauro, PhD, RN, CNL, CNE and  
Lori Escallier, PhD, RN, CPNP-PC***

***Session Overview:***

The learner will be able to identify the most important evaluation outcomes of the NCIN program at his or her own school.

**Session Objectives:**

1. How did you evaluate the NCIN program outcomes at your school? What metrics did you use?
2. What was the single most important outcome that demonstrated the success of your NCIN program?
3. What was the greatest challenge or barrier to your program's success?
4. What are some of the most important lessons you have learned in evaluating your NCIN program?
5. In a few words, what is the key takeaway message you would like to share with others about the success of your NCIN program?

**NOTES**

---

## ANALYZING AND SHARING NCIN DATA

---

***Discussion Leaders: Vernell DeWitty, PhD, RN and Christine Downing, MA***

***Session Overview:***

Participants will discuss preferences and projected use of the data set collected from scholars during the eight-year history of NCIN.

**Session Objectives:**

1. Survey descriptions
2. Data collection procedures
3. Data analysis
4. Data dissemination and preferred methods
5. Summary

**NOTES**

## KEYNOTE SESSION: Strategic Vision: Picture/Produce It

*Saturday, September 26, 2015*

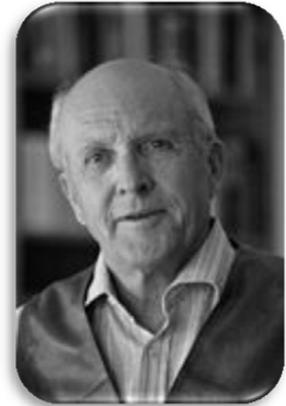
*9:15–10:30 am*

*Liberty Salons*

### ***Speaker:***

#### ***Dick Durrance, Ideas and Images Unlimited***

Described by the director of Photography at *National Geographic* as one of the most versatile photographers of his generation, Dick Durrance helps leaders and their teams harness the logical and the visual power of their minds to picture their full potential and produce a strategic vision for transforming their intractable problems into promising opportunities.



As the only *National Geographic* photographer ever named Magazine Photographer of the Year and Advertising Photographer of the Year (as CEO of his own company), Durrance brings a uniquely comprehensive understanding of the creative process to helping corporate executives, association leaders, government authorities, medical professionals and financial entrepreneurs harness the full power of their imaginations. He shows them how, by using the visual potential of their minds to see difficulties from new perspectives and the logical power of their minds to create well-planned solutions, they can bring to the world the very best they and their organizations have to offer.

### ***Session Overview:***

Discuss and assist participants in creating a vision for their future as they celebrate successes and create a new vision to meet the needs that NCIN program was fulfilling.

### ***Session Objectives:***

1. Discuss and demonstrate how to use the visual power of their minds to picture their full potential and produce a strategic vision for transforming their problems into promising opportunities.

## PLENARY SESSION: Scholars' Network Presentation

*Saturday, September 26, 2015*

*11:00 am–12:00 pm*

*Liberty Salons*

### **Speakers:**

***Gaea Daniel, MSN, RN***

***Heidy Merius, BSN, RN***

***Carli Culjat-Zegers, BSN, RN***

***Cattleya May, MS, FNP-BC***



**Session Overview:** Attendees discuss innovative ideas with other nursing academic faculty; describe lessons learned and identify opportunities for sustaining the work of the NCIN program. Sessions will highlight outcomes of four Innovation Award projects and issues of particular concern to accelerated nursing education.

### **Session Objectives:**

1. Describe the structure, function and membership of the Scholars Network.
2. Recognize current and planned, projects of the Scholars Network.
3. Examine opportunities to contribute to the sustainability (future projects) of the Scholars Network.
4. Articulate future vision and how it aligns with RWJF's Culture of Health.

### FIND US ON:



Robert Wood Johnson Foundation 

## NCIN Scholars Network Engaging the Vision of Nursing

• Steering Committee 2015

Blake Smith, Cattleya May, Natasha Leland, Onome Osokpo, Sue No, Chris Fogarty, Beret Ravenscroft, Carli Zegers, Christel TeeSy, Luis Sanchez-Vera, Heidi Merius, Gaea Daniel

 American Association of Colleges of Nursing

Robert Wood Johnson Foundation 

### OBJECTIVES

1. Describe the infrastructure, function and membership of the Scholars Network
2. Recognize current and planned, projects of the Scholars Network
3. Examine opportunities to contribute to the sustainability (future projects) of the Scholars Network
4. Articulate future vision and how it aligns with RWJF's Culture of Health

 American Association of Colleges of Nursing

### NCIN Scholars Network Inception

Robert Wood Johnson Foundation 

- Spearheaded and driven by scholars
- Inaugural conference call took place Saturday, April 28, 2012
- Network as a platform to communicate with scholars
- Support along the way from the NPO, liaisons, and scholars

 American Association of Colleges of Nursing

### MISSION

Robert Wood Johnson Foundation 

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



 American Association of Colleges of Nursing

### VISION

Robert Wood Johnson Foundation 

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



 American Association of Colleges of Nursing

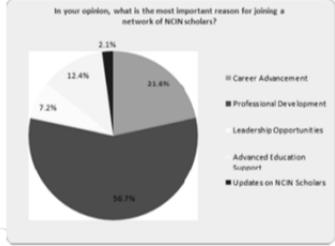
### NCIN Scholars Network Membership

Robert Wood Johnson Foundation 

#### Membership

- Current eligibility requirements
- 484 members in Scholars Network

In your opinion, what is the most important reason for joining a network of NCIN scholars?



Reason	Percentage
Updates on NCIN Scholars	56.7%
Career Advancement	23.4%
Professional Development	12.4%
Leadership Opportunities	7.2%
Advanced Education Support	2.1%

 American Association of Colleges of Nursing

**2015 Scholars Survey** 

- Survey to Scholars
  - 98 respondents
  - 7 Questions ranging from future education plans to level of network engagement
  - Gauge member needs and involvement

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

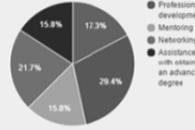
**Survey Highlights** 

What future roles are included in your nursing career goals?



- Nursing Management
- Advanced Practice Nursing
- Nurse Researcher
- Nurse Educator

Please select your top three areas of interest



- Interdisciplinary
- Professional development
- Mentoring
- Networking
- Assistance with obtaining an advanced degree

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

**Infrastructure** 

**National Steering Committee**

Elected Officers

- Chair (1 year term)
- Chair-elect (1 year term, followed by term as Chair)
- Officers:
  - Recruitment
  - Collaboration
  - Funding Research
  - Content Management
- Committee Member Opportunities
- 12 NCIN scholar alumni on committee

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

**2014 - 2015** 

- Exclusive opportunities for professional development
- NCIN Regional meetings
- Ongoing scholar-led projects
- Graduate and doctoral degrees

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

**Educational Plans of NCIN Scholars** 

Plans after Graduation from Nursing School	Highest Degree Planning to Earn	Already in a Graduate Program	Enrolled in a Graduate degree program
90% - Working 83% - Pursuing a graduate degree at some point during career	PhD - 12% DNP - 37% MSN - 24% Other - 6%	28% - Already in a program 18% - Full-time students 11% - Part-time students	82% - MSN 11% - DNP 3% - PhD

Alumni: Option in the Early Career Years report conducted by ETS  
518 respondents and 31% response rate. Scholars surveyed were those that graduated prior to September 2012.

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

**The Scholars Network Activity** 

**Current Projects**

- Liaisons Legacy Project
  - Select NCIN scholars and alumni
  - Legacy of NCIN liaisons
- Leveraging Skills Leadership Project
  - Opportunity for ALL NCIN scholars and alumni
  - Interview prominent second career nurse leaders
  - Develop a Leveraging Skills Tool Kit for both academic and practice settings

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

**The Scholars Network Activity** 

**Sustainability Project**

- Structured plan for sustained success beyond partnership with NCIN
- Possible extended membership
- Planning for financial viability
- Consideration of partnership with other, established associations

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



**The Scholars Network Activity** 

- **The Steering Committee**
  - Beret Ravenscroft - University of New Mexico - Completed MSN in nursing education, in dissertation phase of BSN to PhD
  - Sue No - University of New Mexico -
  - Chris Fogarty - Kent State University - DNP in Psychiatric/Mental Health (in progress)
  - Carli Zegers - University of Nebraska PhD program (in progress)
  - Blake Smith - MSN Health System Management and Administration at University of Alabama Birmingham: transition to DNP (in progress)
  - Heidy Merius BSN, RN- Stony Brook University Post - DNP (in progress)
  - Luis Sanchez-Vera BS, RN - New York University: FNP (in progress)
  - Gaea Daniel - Completed MSN (Clinical Nurse Leader), RN - Georgia Regents University
  - Onome Osokpo - University of Pennsylvania MSN - Adult Health: Transition to PhD

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



**Opportunities for Liaisons** 

- **Liaisons**
  - Encourage production of the Liaisons Legacy Project and Leveraging Skills Project
  - Continue as a Scholars Network Resource
    - Continued mentorship with current and future students
    - Engaging students on research projects, current healthcare climate, and the direction of nursing
    - Assist in development of organizational processes

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



**Opportunities for Scholars** 

- **Membership**
  - Engage in online platform participation on topics of interest
  - Bring ideas for innovative projects and lead it
  - Provide feedback for continued improvement
  - Participate consistently in committee work
  - Join the steering committee

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



**Opportunities for Scholars** 

**Networking:**

Explore partnership with AACN, RWJF, States Action Coalitions, GNSA, and ENF

Reach out to members through different social media platforms such as Instagram, Facebook, Twitter, etc.

Conduct regional leadership conference

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



**Opportunities for Scholars** 

**Professional Development:**

- Provide expert support to all academic and practice settings using our "how to" guide to maximize the potential, knowledge and skills that second career nurses bring into nursing
- Connect members to professional development resources and funding opportunities
  - DAN project
  - Future of Nursing Scholars program
  - AACN - Jonas Center & Khan Academy Introduce Online Learning Materials
  - IPEC resources (<https://ipecollaborative.org/Resources.html>)
- Contact administrators for permission to access these resources

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



## Opportunities for Scholars



### Goals for Future Interprofessional Collaboration:

- Build "Occupational communities" to promote a culture of health
- Get involved with Interprofessional Collaborative Education (IPEC) activities and resources
- Establish Interprofessional partnerships
- Participate in the initiatives of the Association for Prevention Teaching and Research
- Connect our members to the resources & funding opportunities on the Interprofessional Collaborative Education (IPEC) website

## Articulating the Future Direction



### The Scholars Network Focal Areas of Engagement

- Future of Nursing, IOM, RWJF and Scholars Network
  - Advancing our scholars
  - Resources and forums
  - Maintaining the connection between NCIN and the scholars
- RWJF Culture of Health Action Framework
  - Scholars Network and the future
  - Alignment with the initiative and our goals
  - Utilizing our resources for the scholars

## Articulating the Future Direction



### Direction of the Scholars Network

- Scholars Network, RWJF and Future of Nursing
  - Align with initiatives
  - Action Coalition connection per state
- Nurses on Boards Initiative
  - IOM - present board training opportunities
- Tool Kit for maximizing both degrees of our scholars
- Interdisciplinary focus for scholars to utilize strengths

## Articulating the Future Direction



### The Scholars Network Transition

- Forming an Association for Second Degree Nurses
- Production of a service for the members
- Development of leveraging tools
- Continuing the growth and productivity of scholars
- Networking
- Increase Diversity

## Personal Successes



- Cat
- Chris
- Sue
- Natasha
- Christel
- Onome
- Blake
- Carli
- Trey
- Gaea
- Luis



## Acknowledgments



- Special thanks to **Dr. Aara Amidi-Nouri** and **Dr. Susan Ward** for being great faculty advisors
- Thank you to the **RWJF** and **NCIN** for allowing us to dream big and thank you for showing us that together we have a voice
- **National Advisory Committee**, thank you all for your continued support and advisement
- Thank you to **Alexa Tehansky** for all that you do! Your hard work has been greatly appreciated.
- **Dr. Vernell DeWitty** we can not thank you enough for continuously pushing us to reach our potential and always supporting and connecting us
- Thank you to all the liaisons that have supported each student throughout the program

## CLOSING SESSION: Remarks From the NPO and RWJF

*Saturday, September 26, 2015*

*12:00–12:30 pm*

*Liberty Salons*



### ***Speaker:***

***Vernell DeWitty, PhD, RN, NCIN, Program Deputy Director***

Vernell DeWitty is deputy program director for New Careers in Nursing (NCIN). Previously with the Center for American Nurses, she served as director of programs. She is the 2014 recipient of the American Nurses Association Mary Mahoney Award in recognition of significant contributions to advancing equal opportunity in nursing for members of minority groups. She has an extensive background in program development and health care and nursing administration. DeWitty has served in various administrative capacities in university teaching hospitals as well as community-based hospitals; she is a nurse educator, served as guest lecturer for the George Washington University School of Medicine and School of Public Health

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

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



### ***Session Overview:***

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

### ***Session Objective:***

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

American Association  
of Colleges of Nursing



*Celebrating Our Legacy...*  
*Diversity- Innovation- Leadership*



# SCHOLAR DOCUMENTS



Robert Wood Johnson Foundation

# New Careers in Nursing Scholars Network: Mission and Vision Statement

## Mission Statement

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

## Vision

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

<b>Goal Statements</b>	<b>Activities</b>	<b>Projected Timeline</b>
Improve communications among scholars and schools of nursing.	<ul style="list-style-type: none"> <li>-Enhance online platform/presence on NCIN website. (Start using the forum.)</li>   <li>-Create an app for mobile phones</li> </ul>	<b>Spring 2013</b>
Build awareness of NCIN Scholars Network among NCIN scholars and schools of nursing	<ul style="list-style-type: none"> <li>-Make scholars more aware of the resources that they receive.</li>   <li>- Link to network online platform (entry survey, SON websites, PIP Online, etc.)</li>   <li>-Program liaisons to be active in promoting and making aware to other scholars the Scholars Network online forum</li>   <li>-Scholar-to-scholar face-to-face communications. (Ties in connectivity, VALUE.)</li> </ul>	<p><b>NPO</b>—via emails and working with liaisons</p> <p><b>January 2014—fully completed</b></p>
Support NCIN scholars in leveraging previous skills and	<ul style="list-style-type: none"> <li>-Newsletters</li> <li>-Videos</li> </ul>	<b>TBD</b>

<p>credentials into their nursing careers</p>	<ul style="list-style-type: none"> <li>-Live Q&amp;As; can record them and do podcasts as well</li> <li>-Include Bios and your own story of how you leveraged your own skills and opportunities for advancement within nursing.</li> <li>-Use previous background and skills to improve and create programs and give examples</li> <li>-Facilitate education through forums</li> <li>-Summit/seminar/video Web conference</li> <li>-Highlight essay winners and reach out to some of them who can speak about how they leveraged their previous skills</li> <li>-Organize information and resources so that it is pertinent to what scholars want to read about and have ownership of that; include comments section</li> <li>-Show your process and start initiatives</li> </ul>	
<p>Foster leadership development skills by promoting advanced education</p>	<p>TBD</p>	
<p>Increase awareness of nurses as knowledge profession</p>	<p>TBD</p>	

# **New Careers in Nursing Scholars Network: Operating Guidelines**

## **Adopted April 2015**

### **Article I. Name and Location**

The name of this organization is the New Careers in Nursing Scholarship Network, herein referred to as Scholars Network.

The principle office of Scholars Network shall be: 1 Dupont Circle, NW, Suite #530 Washington, DC 20036.

The Network is incorporated at TBD.

### **Article II. Primary Mission and Vision**

The primary mission of this organization is to combine and engage the diverse skills, backgrounds, and education of all NCIN scholars to benefit nursing students, nurses, and most especially, to serve our culturally diverse patient population.

Vision: By 2020, Scholars Network will have developed a sustainable infrastructure and established an influential voice in the nursing community.

### **Article III. Goals**

1. Improve communications among scholars and schools of nursing.
2. Build awareness of NCIN Scholars Network among NCIN scholars and schools of nursing.
3. Foster leadership development skills by promoting advanced education.
4. Support NCIN scholars in leveraging previous skills and credentials into their nursing careers.
5. Increase awareness of nursing as a knowledge profession.

### **Article IV. Membership Section A. Membership**

1. Membership in the Scholars Network shall be available by registration to the NCIN Scholars Network at [www.ncinscholarsnetwork.org](http://www.ncinscholarsnetwork.org).
2. Membership shall be granted to any NCIN scholar currently enrolled in, or having successfully completed a nursing program.
3. Benefits of membership include active participation in all Scholars Network activities, voting privileges, and the right to hold office when qualified.

### **Article (New). All Member Meetings**

1. There will be an annual All-Member Meeting as determined by the National Steering Committee.
2. A quorum will consist of the members of the Scholars Network in attendance.

3. A majority vote (50% plus one) constitutes approval.

## **Article V. National Steering Committee**

The National Steering Committee, herein referred to as The Committee, shall consist of 12 members who are NCIN Scholar alumni. The Committee will include a minimum of two (2) members from each of the four geographic regions: West, Midwest, Northeast, and South.

### **Section B. Elections of Committee Members**

The Committee will include representatives from each of the four (4) geographic regions. When a member term expires, it will be filled by a representative from the same region using the following process.

1. Each candidate will be asked to complete and submit a biographical form.
2. Each candidate will offer two (2) letters of references from local peers and/or mentors.
3. The Committee will schedule a call with the candidates for the purpose of conducting an interview.
4. A vote is taken from members of The Committee and the candidate is notified.
5. In those instances of multiple candidates, the candidate with the greatest number of votes will be selected. When there is a tie vote, the Chair will break the tie.
6. To the extent possible, membership shall reflect diversity of NCIN scholars.

### **Section C. Duties**

1. The Committee shall coordinate the activities and general policies of the Scholars Network.
2. The Committee shall act for the membership as a whole under limitation as may be imposed by general membership.
3. The Committee shall have the power to transact the business of the Scholars Network, provided that such actions which it shall take do not conflict with these Operating Guidelines.
4. The Committee shall meet at least two (2) times annually which may include virtual meetings.
5. The Committee shall have the power to appoint task forces as needed.
6. Members of The Committee are required to attend no less than 50 percent of meetings.
7. Members may request an excused absence by notifying the Chair/Chair-Elect and providing feedback to agenda items prior to or after the meeting. Failure to provide feedback will result in an unexcused absence.
8. Members are required to respond to electronic communications within 10 days of the transmission. In instances of extenuating circumstances, extensions may be granted.

### **Section D. Quorum**

1. The quorum for holding Steering Committee meetings consists of 50 percent of The Committee membership, plus one (one of which must be the Chair or Chair-Elect).
2. Motions are passed with the majority vote in the presence of the quorum.
3. Proxy votes may be submitted within 10 days prior to the meeting and will be counted in total votes. Proxy votes do not count toward the quorum.

#### Section E. Duration of Membership

1. The term of membership for each member of The Committee shall be three (3) years with a two (2) year extension if sufficiently qualified candidate(s) have not yet been identified.
2. Beginning in 2017, terms will be rotated to ensure not more than one-third (1/3) of new members annually.

#### Section F. Removal from Membership

1. When members do not adhere to responsibilities, a discussion occurs with Chair/Chair-Elect and improvement strategies are identified.
2. When these measures are not effective, a final discussion with the Chair will take place with approval by The Committee as a whole.
3. Failure to comply with improvement strategies may result in a request that the member resign from The Committee, or the member may be removed.
4. When a member resigns or is removed from The Committee, the Chair will appoint another member from that same region until the next election occurs.

### **Article VI. Officers and Duties**

#### Section A. Officers

1. Officers of the Steering Committee shall be the Chair, the Chair-Elect, and the ten (10) members at Large.
2. Steering Committee members must serve for a period of one (1) year before they become eligible to election as Chair or Chair-Elect.
3. Annual elections shall take place the second Friday of October.
4. The term of office for Chair shall be one (1) year.
5. The term of office for Chair-elect shall be one (1) year, after which the Chair-Elect shall ascend to the office of the Chair for one (1) year.
6. The officers shall be elected the second Friday of October by secret ballot, including absentee ballots sent by voting members in good standing. All unopposed candidates may be elected by voice-vote.

#### Section B. Duties of Officers

When an officer's term is up, or when the office resigns or is removed from the Committee, there will be a two-month transition period (if possible) to acclimate a new officer.

1. Duties of the Chair shall include:

- a. Serves as the direct liaison between the National Program Office (NPO) and the NCIN Scholars Network.
- b. Serves as spokesperson for The Committee.
- c. Plan and preside over meetings of The Committee, the general membership and the annual meeting, or to delegate these duties to the Chair-Elect.
- d. Appoint Committee members when there are no candidates and to appoint Ad Hoc Committee members when there are no volunteers.
- e. Provide Annual Report to the full membership of the Association and the National Program Office.
- f. Orient the Chair-Elect.

2. Duties of the Chair-Elect shall include:

- a. To learn the duties of the Chair during the one year prior to becoming Chair.
- b. To assist the Chair as requested.
- c. In the event the Chair is unable to serve, the position of Chair will be assumed by the Chair-Elect.
- d. Chair-elect to be Officer of bylaws committee.

**Article VII. Network Committees**

Section A. Types of Committees

Standing committees will be identified to meet the needs of the organization. Each committee will be headed by a member of the Steering Committee. The Chair, with the approval of The Committee, shall appoint Ad Hoc Committees as needed.

Section B. Operating Guidelines Committee will:

1. Review and interpret the Operating Guidelines as needed.
2. Review Operating Guidelines annually and make recommendations regarding any changes, modifications that may be indicated.
3. Prepare amendments for action before the annual meeting.

**Article VIII. Amendments**

1. New guidelines may be adopted or repealed by a two-third (2/3) majority vote of The Committee during the annual meeting or a special meeting of the members, provided a quorum is met as defined in Article V, Section D, Quorum of these Operating Guidelines.

2. Members of The Committee shall receive recommended amendments to the Operating Guidelines not less than 10 days prior to the meeting.

### **Article VIII. Dissolution**

1. A resolution for dissolution shall be presented to the Steering Committee for the Network at a regular meeting of The Committee.

2. The Committee shall vote on such a resolution, and if accepted by three-quarters of The Committee, shall present the resolution for a vote to the general membership of the Association at a regular meeting or electronically.

3. If three-fourths of the membership votes for dissolution, The Committee shall take the necessary steps to conclude the affairs of the Network in accordance with statutory requirements existing at the date such action is taken.

4. After payment or making provision for payment of all debts and liabilities incurred by the Network, the Committee shall dispose of all assets of the Network exclusively for the purposes of the Network to an appropriate organization that qualifies as an exempt organization under Section 501(c)(3) of the Internal Revenue Code.

# SCHOLAR SESSION: Steering Committee Sustainability Proposal

Friday, September 25, 2015

2:15–2:40 pm

Liberty Salons

## **Speakers:**

### **Chris Fogarty, RN, BSN**

Chris Fogarty is a staff RN in the intensive care unit at Mercy Medical Center in Canton, Ohio. He earned his BSN from Kent State University in 2013 and was a *New Careers in Nursing* scholar. He is a member of the American Association of Critical Care Nurses, and serves his ICU nurse practice council. Fogarty also serves on the *New Careers in Nursing* National Scholar Network Steering Committee. Prior to entering nursing, Fogarty worked in consumer products customer service and management. While in nursing school, he volunteered at Mercy Medical Center and worked as a nurse technician at Akron General Hospital in Akron, Ohio. Fogarty is a Doctoral Advancement in Nursing (DAN) Project mentee, and intends to begin work on his doctorate in nursing practice (DNP) in 2015.



### **Carli Culjat-Zegers, RN, BSN**

Carli Culjat-Zegers is a current RN in the emergency department at Bryan Medical Center East Campus in Lincoln, Neb. She recently graduated from the accelerated nursing program at Creighton University in Omaha, after she completed a Bachelor of Science in Exercise Science. Culjat-Zegers has participated in many leadership activities, including the *Robert Wood Johnson Foundation New Careers in Nursing* scholar and Leadership program and the Markoe Leadership program, which have developed her leadership skills and focused her attention on helping others through commitment to the community and striving to advance her knowledge.

# SCHOLAR BREAKOUT SESSION: Scholar Legacy Project

*Friday, September 25, 2015*

*3:40–4:40 pm*

*Liberty Salons (MNOP)*

## **Speakers:**

### ***Beret Ravenscroft, JD, MSN, RN Southern Connecticut State University***

Beret Ravenscroft is a *Robert Wood Johnson Foundation Nursing and Health Policy* program fellow at the University of New Mexico.

Beret studied illustration and engineering at California State University, Chico, and later moved to Connecticut to work as an assistant teacher at a therapeutic middle school that provided special education and behavior health services. She learned how the challenges faced by this vulnerable population impact learning. She worked as a youth counselor at an urban emergency shelter. This setting deepened her understanding of the social development of teenagers lacking a supportive family environment. Beret turned toward nursing as a means to make a more rewarding and meaningful impact. She graduated from the accelerated nursing program at Southern Connecticut State University in 2012. Through receiving a *New Careers in Nursing* scholarship, she discovered the important health policy work of the Robert Wood Johnson Foundation.



### ***Onome Henry Osokpo, MS, RN, Stony Brook University***

Onome Henry Osokpo, is a teaching and research center nurse II at Stony Brook Medicine and was the recipient of the Stony Brook Medicine(16N) Award for Patient Satisfaction (June 2013). He developed the Pharm–Assist Initiative, Stony Brook University, which involves putting nursing students into small groups to better understand their pharmacology course materials, and to core information and present it in a more understandable way. Osokpo serves as a member of the *New Careers in Nursing* (NCIN) National Scholars Network Steering Committee.



## **NCIN SCHOLARS NETWORK—LEVERAGING SKILLS PROJECT**

### **Insights From Second-Degree Career Nurse Leaders**

#### **Introduction**

As NCIN scholars and emerging nurse leaders, we want to provide you the opportunity to engage second-degree/career nurse leaders across the country to glean knowledge from their wisdom. The Scholars Network Steering Committee created a project to enable you to connect with these nurse leaders to understand the strategies with which they utilize their previous experiences and skills in their nursing careers, and to discover how these transferable skills have led to significant contributions to health care. You have a chance to learn about the work of these top leaders and share their strategies on how to maximize the experiences and skills you bring into nursing.

#### **Methodology**

- All current NCIN scholars and alumni are invited to participate.
- Identify a second-degree/career nurse leader at your institution or any organization across the country. ***Your program liaison may be a key resource in helping you identify and connect with such a leader.***
- Conduct an interview guided by the set of questions provided below.
- As a participant you will be featured on the NCIN Scholars Network YouTube channel. We will provide you with instructions and support during this project.
- You will be contacted when the Scholars Network posts your video on the YouTube Channel.

If you have any questions, please contact Onome Osokpo at [Onome@nursing.upenn.edu](mailto:Onome@nursing.upenn.edu) or Beret Ravenscroft at [bravenscroft@salud.unm.com](mailto:bravenscroft@salud.unm.com).

#### **Instructions**

1. Identify the second-degree/career nurse leader you wish to interview. ***Note: This is an opportunity to network with a top leader in nursing.***
2. Request a meeting with your chosen interviewee.
  - a. Introduce the project.
  - b. Describe details of the project.
  - c. Schedule a meeting time for the interview.
3. Prepare video recording materials and space.
  - a. Use video/technology service you have available. A tripod and microphone are helpful.
  - b. If your access to video/technology resources is limited, do not hesitate to use your Smart phone, Camcorder, Flip-Camera etc.

- c. Find a room or office to conduct the interview. Make sure there is adequate lighting. Avoid background noise.
4. Send this nurse leader the interview questions two weeks before the scheduled interview to allow time for him or her to prepare.
5. Meet with the nurse leader and ask interview questions while recording the interview. Dress professionally. Look your best!

Note: As much as possible limit your interview session to no more than 15 minutes.

6. You and the nurse leader should sign the Video Release Form which can be accessed at the following link:

[www.newcareersinnursing.org/sites/default/files/file-attachments/RWJF%20PHOTO%20CONSENT%202012-2013\\_0.pdf](http://www.newcareersinnursing.org/sites/default/files/file-attachments/RWJF%20PHOTO%20CONSENT%202012-2013_0.pdf)

7. Complete the online form and provide the nurse leader's name, credentials, and title at [www.surveymonkey.com/r/NCINLeveragingSkillsProject](http://www.surveymonkey.com/r/NCINLeveragingSkillsProject)
8. At the conclusion of your interview thank the leader and let him or her know the next steps. Remind them of how this might be used, and promise to keep them aware of the progress of this project.

Note: Here is an easy-to-follow tutorial to help guide you through the process of submitting your video and Video Release Forms: <https://www.youtube.com/watch?v=uQ1gf7yarH4>

### **Suggested Interview Questions**

The questions below can help you get the interview started. If you know other great things that are happening be sure to ask those questions directly as well.

**I am \_\_\_\_\_ . I'm here today with (Dr., Mr., Mrs.) \_\_\_\_\_, (position) \_\_\_\_\_ with/at \_\_\_\_\_ (organization), who is also \_\_\_\_\_ (associate professor, chair, or other titles, as appropriate).**

1. In what subject did you receive your first degree? Would you describe what led you into a career in nursing?
2. Briefly outline your academic and career progression in nursing.
3. How did your pre-nursing skills and experiences enhance what you had to offer nursing?
4. Did those pre-nursing skills and experiences accelerate your entry into leadership or make you a better leader?
5. What unique contributions have you observed second-career nurses making to the profession?
6. What advice do you have for second-career nurses to help them leverage prior skills they bring into nursing?
7. Is there anything else you would like to share with us?

**Thank you (Dr., Mr., Mrs.) \_\_\_\_\_ for time out of your busy schedule to share your insights with the next generation of nurse leaders.**

American Association  
of Colleges of Nursing



*Celebrating Our Legacy...*  
*Diversity- Innovation- Leadership*



# PROGRAM INFORMATION



Robert Wood Johnson Foundation

## Round 7—2014 New Careers in Nursing Grantees

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

\* Denotes 7 consecutive rounds of funding

## Round 6—2013 New Careers in Nursing Grantees

Allen College	Saint Louis University
Bellarmino University	Samford University
Boston College	Samuel Merritt University
College of St. Scholastica	Seton Hall University
Columbia University	Southern Connecticut State University
Creighton University	State University of New York (SUNY)
Drexel University	Stony Brook University
Duke University	University of California (San Fran)
Duquesne University	University of Central Florida
Edgewood College	University of Delaware
Florida Atlantic University	University of Hawaii at Manoa
Georgia Regents University (Formerly Georgia Health Sciences)	University of Louisville
Indiana University	University of Maryland, Baltimore
Lewis University	University of Massachusetts Amherst
Linfield College	University of Miami
Marquette University	University of Michigan (Flint)
Medical University of South Carolina	University of Mississippi Medical Center
MidAmerica Nazarene University	University of Missouri
Mount St. Mary's College	University of Rochester
Nebraska Methodist	University of Tennessee (Knoxville)
New York University	University of Texas at El Paso
Norfolk State University	University of Wyoming
Oregon Health & Science University	Valdosta State University
Pace University	West Virginia University
Quinnipiac University	Winston-Salem State University
Rush University Medical Center	Yale University

## Round 5—2012 New Careers in Nursing Grantees

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

## Round 4—2011 New Careers in Nursing Grantees

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

## Round 3—2010 New Careers in Nursing Grantees

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

University of Texas–El Paso

University of Virginia

University of Wyoming

Ursuline College

Wayne State University

West Virginia University

Winston-Salem State University

## Round 2—2009 New Careers in Nursing Grantees

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

## Round 1—2008 New Careers in Nursing Grantees

Azusa Pacific University	Stony Brook University
Boston College	Texas Christian University
California State University—Fresno	Texas Tech University Health Sciences Center
Catholic University of America	Thomas Jefferson University
Cleveland State University	University of Alabama at Birmingham
College of St. Scholastica	University of California, Los Angeles
Colorado State University—Pueblo	University of Detroit Mercy
DePaul University	University of Illinois—Chicago
Drexel University	University of Iowa
Duke University	University of Maryland
Duquesne University	University of Massachusetts
Florida Atlantic University	University of Medicine and Dentistry of New Jersey (Now Rutgers)
Illinois State University	University of Miami
Kent State University	University of Minnesota
Linfield-Good Samaritan	University of Missouri—St. Louis
Louisiana State University	University of Pennsylvania
Medical College of Georgia (Now Georgia Regents University)	University of Rochester
Medical University of South Carolina	University of San Diego
Mount St. Mary's College	University of South Alabama
New York University	University of South Florida
Norfolk State University	University of Tennessee
Northern Arizona University	University of Texas—Houston
Oakland University	University of Virginia
Ohio State University	University of Washington
Oklahoma City University Kramer	University of Wyoming
Pace University Lienhard	West Virginia University
Rush University Medical Center	Wright State University
Saint Louis University	Yale University
Shenandoah University	
South Dakota State University	

## Grand Finale Summit Program Planning Committee Members

AZUSA PACIFIC UNIVERSITY  
Shirley Farr

BOSTON COLLEGE  
Patricia Tabloski

CREIGHTON UNIVERSITY  
Carli Culjat- Zegers

DUQUESNE UNIVERSITY  
Yvonne Weideman

DUQUESNE UNIVERSITY  
Mary Loughran

LEWIS UNIVERSITY  
Jane Trainor

MARQUETTE UNIVERSITY  
Maureen O'Brien

MOUNT ST. JOSEPH UNIVERSITY  
Darla Vale

MOUNT ST. MARY'S UNIVERSITY  
Sarah Shealy

NEBRASKA METHODIST COLLEGE  
Susie Ward

NEW JERSEY CITY UNIVERSITY  
Barbara Blozen

NEW YORK UNIVERSITY  
Ann Marie Mauro

QUINNIPIAC UNIVERSITY  
Cory Ann Boyd

RUSH UNIVERSITY  
Lisa Rosenberg

SAINT LOUIS UNIVERSITY  
Sheila Leander

SETON HALL UNIVERSITY  
Pamela Galehouse

SOUTHERN CONNECTICUT STATE  
UNIVERSITY  
Mary Ann Glendon

STONY BROOK UNIVERSITY  
Lori Escallier

SUNY DOWNSTATE MEDICAL  
CENTER  
Maria Rosario-Sim

THOMAS EDISON STATE COLLEGE  
Denise Tate

THOMAS JEFFERSON UNIVERSITY  
Julia Ward

UC SAN FRANCISCO SCHOOL OF  
NURSING  
Judith Martin-Holland

UNIVERSITY OF ALABAMA IN  
BIRMINGHAM  
Martha A. Dawson

UNIVERSITY OF CINCINNATI  
Eileen Werdman

UNIVERSITY OF TENNESSEE HEALTH  
SCIENCE CENTER  
Patricia Cowan

UNIVERSITY OF TEXAS AT EL PASO  
Bernadette Banda

WINSTON-SALEM STATE UNIVERSITY  
Cecil Holland

## National Advisory Committee Members

### **Chair:**

CAROLINA G. HUERTA, EDD, RN, FAAN  
Nursing Department Professor and Chair  
*The University of Texas-Pan American*

### **Members:**

GAURDIA BANISTER, PHD, RN, FAAN  
Executive Director,  
Institute for Patient Care  
*Massachusetts General Hospital*

TERI A. MURRAY, PHD, RN, FAAN  
Dean, School of Nursing  
*Saint Louis University*

CATHERINE CROWLEY, EDD, RN  
Project Director  
*Who Will Care? Initiative*

PHYLLIS W. SHARPS, PHD, RN, FAAN  
Professor and Chair, Department of  
Community Public Health Nursing  
*Johns Hopkins University*

DAISY CRUZ-RICHMAN, PHD, RN  
Dean and Professor, College of Nursing  
*The State University of New York, Downstate  
Medical Center*

DIANE TSUKAMAKI, MS  
Former Director, National Recognition &  
Scholarship Programs  
*The College Board*

DEBRA J. DANFORTH, BSN, RN  
Comprehensive Health  
Operations Director  
*Oneida Community Health Center*

RICHARD W. VALACHOVIC, DMD, MPH  
Executive Director  
*The American Dental Education Association*

PAUL C. GORSKI, PHD, MAED  
Associate Professor  
Integrative Studies, New Century College  
*George Mason University*

ELIAS PROVENCIO-VASQUEZ, PHD, RN, FAAN  
Dean and Professor  
*The University of Texas at El Paso*

BRENDA K. ZIERLER, PHD, RN, FAAN  
Associate Professor  
*The University of Washington*

## New Careers in Nursing National Program Office

DEBORAH TRAUTMAN, PhD, RN  
*National Program Director*

ALEXA TEHANSKY, BA  
*Associate Director*

CHRISTINE DOWNING, MA  
*Research Coordinator*

VERNELL DEWITTY, PhD, RN  
*Program Deputy Director*

JIHANNE JEANTY, BA  
*Communications Coordinator*

KARANN SHAW, BA  
*Program Assistant*

## Robert Wood Johnson Foundation Staff Members

DAVID M. KROL, MD, MPH, FAAP  
*Senior Program Officer, Human Capital Team*

LINDA WRIGHT MOORE, MS  
*Senior Communications Officer*

ROBYN B. TYMINSKI  
*National Program Services Associate*

LIISA E. SESTRICH  
*Senior Manager, Program  
Financial Management*

ERICA KELLY  
*Program Administrative Assistant*

LINDA MANNING  
*Program Team Coordinator*

JOHN R. LUMPKIN, MD, MPH  
*Senior Vice President and Director,  
Targeted Teams*

DENISE S. TERRANOVA  
*Executive/Senior Legal Assistant*

SUSAN B. HASSMILLER, PhD, RN, FAAN  
*Senior Adviser for Nursing, and Director,  
Future of Nursing: Campaign for Action*

JOAN E. BARLOW  
*Creative Services Officer*

NANCY WIELER FISHMAN, MPH  
*Senior Program Officer*

---

One Dupont Circle, NW  
Suite 530  
Washington, DC 20036-1120  
202 463-6930 phone  
202 785-8320 fax



[www.newcareersinnursing.org](http://www.newcareersinnursing.org)

RWJF New Careers in Nursing is a national program of the Robert Wood Johnson Foundation.