

FOURTH ANNUAL PROGRAM LIAISONS SUMMIT

Robert Wood Johnson Foundation

**New Careers in Nursing  
Scholarship Program**

**Fourth Annual Program Liaisons' Summit**

*Optimizing Student  
Success for the  
Future of Nursing*



**October 6-8, 2011**

**Fairmont Hotel, Washington, DC**



Robert Wood Johnson Foundation



American Association  
of Colleges of Nursing

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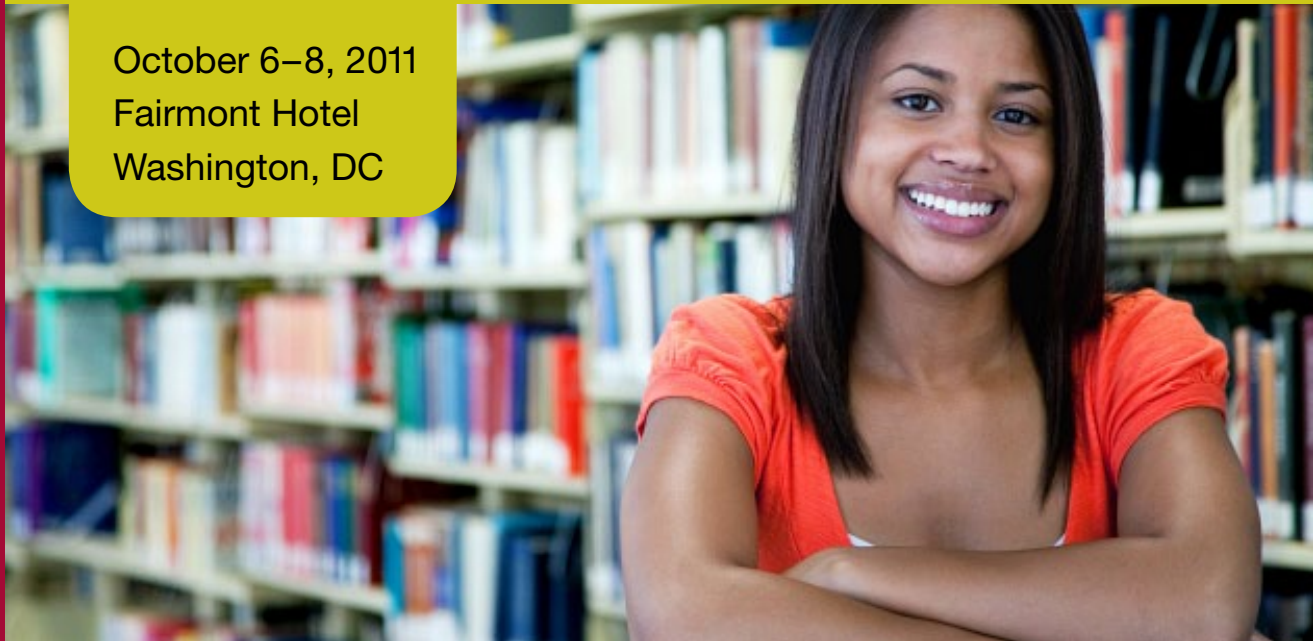
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## Agenda-at-a-Glance

### Thursday, October 6, 2011

11:00–5:00 p.m. Ballroom Level  
**Conference Registration & Posters Display**

1:00–4:00 p.m. Ballroom II  
**Preconference Workshop**  
Taking Your Mentoring Program to the Next Level

4:00–4:45 p.m. Ballroom II  
**New Program & New Liaison Orientation**  
All participants new to NCIN are invited to attend

5:30–8:00 p.m. Colonnade  
**Dinner Session**  
My Journey in Nursing

### Friday, October 7, 2011

7:30–8:15 a.m. Ballroom II  
**Plated Breakfast**

8:15–9:15 a.m. Ballroom II  
**Keynote Session**  
The Future of Nursing: Implementing Recommendations  
of the IOM Report: Role of Accelerated Degree Students

9:30–10:00 a.m. Ballroom II  
**Opening/ Welcome/ Greeting**

10:00–10:30 p.m. Executive Forum Lobby  
**Break**

10:30–12:30 p.m. Executive Forum  
**Plenary Session I**  
Sustaining Diversity in Student Enrollment

12:30–2:00 p.m.  
**Break**  
Lunch on your own

2:00–3:00 p.m. Executive Forum  
**Plenary Session II**  
National Program Office Forum:  
Reflections on Past Successes and Challenges for our Future

3:00–3:30 p.m. Ballroom II  
**Break**  
Visit the posters and cast your votes

3:30–4:30 p.m. Executive Forum  
**Plenary Session III**  
State Action Coalitions: Investing in the Future of Nursing



4:30–5:30 p.m.	Executive Forum
<b>Plenary Session IV</b> Student Forum: Career Advancement for Accelerated Nursing Student	
5:30–6:30 p.m.	Executive Forum
<b>Poster Reception</b> Visit the posters and cast your vote over light appetizers All votes must be cast by 6:30pm	
7:00- 8:00 p.m.	Ris Restaurant
<b>Dinner/Reception</b> This is an invitation-only event	
<b>Saturday, October 8, 2011</b>	
7:30–8:30 a.m.	Ballroom II
<b>Plated Breakfast &amp; Roundtable Discussions</b>	
8:30–8:50 a.m.	Ballroom II
<b>Roundtable Reports</b>	
9:00–10:00 a.m.	Executive Forum
<b>Plenary Session V</b> The Future of Nursing: Implementing Recommendations of the IOM Report: Role of Accelerated Degree Students	
10:00–10:30 a.m.	Executive Forum
<b>Poster Award Presentation</b>	
10:30–11:45 a.m.	
<b>Breakout Sessions</b>	
Education- Recommendations # 4, 5, 6 <i>Discussion Group One</i>	Imperial I
Practice- Recommendations # 1 and 3 <i>Discussion Group Two</i>	Culpeper
Research- Recommendation # 8 <i>Discussion Group Three</i>	Longworth
Leadership- Recommendations # 2 and 7 <i>Discussion Group Four</i>	Latrobe
11:45 –12:00 p.m.	Executive Forum Lobby
<b>Break</b>	
12:00 –1:00 p.m.	Executive Forum
<b>Breakout Session Report &amp; Closing Remarks</b>	

*This program has been approved for a maximum of 14.5 contact hours.  
To receive credit you must complete our online evaluation and print a  
CE certificate, this link will also be provided via email.*

<https://www.surveymonkey.com/s/2011NCINSummitEvaluation>

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## Welcome Letter

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October 6, 2011

Dear Colleague:

We are pleased to welcome you to the fourth annual Robert Wood Johnson Foundation New Careers in Nursing Program Liaisons' Summit: *Optimizing Student Success for the Future of Nursing*.

The *New Careers in Nursing Scholarship Program* (NCIN) seeks to increase the number of professional nurses by recruiting and enrolling students into the profession from economically disadvantaged backgrounds and groups underrepresented in nursing. Through grants to schools of nursing, NCIN invests in scholarships for college graduates with degrees in other fields who wish to transition into nursing through an accelerated baccalaureate or master's nursing program. The program also provides valuable support to grantees and students as they transition from other fields of study into nursing.

This unique partnership, launched in April 2008, has created a community of 109 unique schools of nursing grantees. The NCIN program has achieved a **98 percent success** rate in distributing awarded scholarships. A total of 2,306 scholarships will be awarded by the end of this fourth funding cycle.

This year's Summit will focus on core components of the NCIN program structure that create opportunities for collaboration and engagement that will optimize student success. Through a program of highly interactive sessions and panel presentations participants will explore opportunities for implementing recommendations included in the landmark report from the Institute of Medicine, "*The Future of Nursing, Leading Change, Advancing Health*."

For the fourth consecutive year, NCIN will display grantee posters depicting innovative approaches to preparing accelerated degree nursing students.

We welcome you to our growing community and your participation in the summit. It is our hope that this will be a valuable opportunity to learn more about how we can support students as they enter our profession.

On behalf of the Robert Wood Johnson Foundation and the American Association of Colleges of Nursing (AACN), welcome!

Sincerely,

David M. Krol, M.D., M.P.H., F.A.A.P.  
Team Leader and Senior Program Officer, Human Capital  
Robert Wood Johnson Foundation

Denise A. Davis, Dr.P.H., M.P.A.  
Senior Program Officer  
Robert Wood Johnson Foundation

Geraldine (Polly) Bednash, Ph.D., R.N., F.A.A.N.  
Chief Executive Officer and Executive Director  
American Association of Colleges of Nursing  
National Program Director



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## **Taking Your Mentoring Program to the Next Level**

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*Thursday, October 6, 2011  
1:00–4:00 p.m.  
Ballroom II*

---

**Speaker:**

LOIS ZACHARY, ED.D, M.A., M.S. E.D., B.A.  
*President, Leadership Development Services, LLC*

Dr. Lois J. Zachary, President of Leadership Development Services, LLC, is an internationally recognized expert on mentoring and has been cited as one of the top 100 minds in leadership today. Since her book *The Mentor's Guide* was first published in 2000, it has become the primary resource for organizations interested in promoting mentoring for leadership and learning and for mentors seeking to deepen their practices. With her best-selling books *Creating a Mentoring Culture* (2005) and *The Mentee's Guide* (2009), Zachary has created a comprehensive set of resources for promoting organizational mentoring sustainability. The second edition of *The Mentor's Guide* is planned for release on October 10, 2011.

**Session Overview:**

This presentation will assist participants in broadening their understanding about mentoring relationships and implementing successful mentoring programs.

**Session Objectives:**

1. Describe and discuss mentoring programs at three schools of nursing.
2. Examine approaches to assessing each school's individual programs.
3. Explore elements necessary for evaluating the effectiveness of mentoring programs.

**Panel Participants:**

KATHY RIDEOUT, ED.D, P.N.P.-B.C., F.N.A.P.  
*Senior Associate Dean for Academic Affairs  
University of Rochester*

Kathy Rideout is the senior associate dean of academic affairs at the University of Rochester School Of Nursing (URSON). URSON has received RWJF funding for all four rounds of the NCIN Program. Dr. Rideout has been the NCIN program liaison for URSON since the initial funding support and is responsible for the oversight and implementation of the program. NCIN funding has provided support for a combined 53 URSON students and has been instrumental in increasing student recruitment, faculty expansion and educational resources.

---

MARY COLLEEN SIMONELLI, PH.D., R.N.  
*Assistant Chair*  
*Boston College*

Mary Colleen Simonelli is a full-time Clinical Assistant Professor and Assistant Chair for Boston College's Connell School of Nursing. Dr. Simonelli teaches childbearing theory and clinical courses in Boston's undergraduate program and coordinates specialty courses for the master's entry program.

With 26 years of maternal and child health nursing experience, Dr. Simonelli is an expert in high-risk labor and delivery. She has been teaching clinical obstetrical and pediatric nursing to undergraduate and graduate students since 1989, including part-time appointments with the University of Massachusetts at Boston, the Massachusetts General Hospital's Institute of Health Professions and Regis College. In 2001, Dr. Simonelli joined Boston College's faculty full-time.

Dr. Simonelli received her B.S. in nursing from Marquette University, an M.S. degree from Boston College and a Ph.D. in nursing from the University of Massachusetts Lowell.

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SUSAN WARD, PH.D., R.N.  
*Professor of Nursing*  
*Nebraska Methodist College*

Dr. Susan Ward has been a nurse educator for the past 21 years where she has taught both undergraduate and graduate students. She is currently a Professor of Nursing at Nebraska Methodist College and has taught online programs at the University of Texas at El Paso. As a nurse educator, she has focused on developing service learning partnerships with several metropolitan schools and the American Red Cross, and forged a partnership with a group of ecumenical churches in South East Omaha. She has been the NCIN program liaison for two consecutive years of funding. Dr. Ward is most honored to be a nurse that serves individuals, families and community members in Omaha and around the country.



# Taking Your Mentoring Program to the Next Level

Dr. Lois J. Zachary  
President,  
Leadership Development Services, LLC  
Facilitator

November 6, 2011

## Understanding the Differences: What Mentoring Is/Is Not

Mentoring	Includes but is Not Coaching	Is Not Counseling
<ul style="list-style-type: none"> <li>• Future</li> <li>• Voluntary</li> <li>• Organic</li> <li>• Focus on development</li> <li>• Intangibles</li> <li>• Soft skills</li> <li>• Range of learning opportunities</li> <li>• Multiple forms</li> <li>• Self-directed</li> </ul>	<ul style="list-style-type: none"> <li>• Present</li> <li>• Contractual</li> <li>• Emerging field of practice</li> <li>• Focus on boosting performance</li> <li>• Tangibles</li> <li>• 1:1</li> <li>• Processes and procedures</li> <li>• Short-term</li> <li>• Coach-driven process</li> </ul>	<ul style="list-style-type: none"> <li>• Past</li> <li>• Uses intervention techniques</li> <li>• Focus on career issues and providing emotional support</li> <li>• Usually 1:1</li> <li>• Confidentiality a priority</li> </ul>

Mentee Role	From passive receiver to <u>active learner</u>
Mentor Role	From authority to <u>facilitator</u>
Learning Process	From mentor-directed to <u>self-directed</u> ; from face-to-face to <u>multiple and varied opportunities</u>
Focus	From knowledge transfer and acquisition to <u>critical reflection and application</u>

## **Mentoring Success Model**





## **Readiness**

**How do we go about creating (and recreating) mentoring readiness for ourselves, each other and our institutions?**

Getting everyone on the same page
Defining mentoring program goals
Identifying success factors
Articulating roles and responsibilities
Establishing criteria for mentors
Developing pairing protocols
Selling the program
Ensuring visible support
Creating demand

## Opportunity

**How are you engaging your people in mentoring? What specific opportunities have you built in to foster cognitive, affective and behavioral learning?**

Formal
Informal
One to one
Group
Mentoring networks
Situational mentoring
Flash mentoring
Peer mentoring
Supervisory mentoring
Virtual mentoring

### Opportunity (continued)

Taking advantage of opportunity by **connecting on a deeper level** (2007, Palloff & Pratt):

7 Essential Elements©	What You Can Do
<b>Honesty</b>	Make it safe
<b>Responsiveness</b>	Make it regular and timely
<b>Relevance</b>	Make it learner-centered
<b>Respect</b>	Make an effort to listen for and learn from difference
<b>Openness</b>	Make sure you demonstrate openness
<b>Empowerment</b>	Make it context appropriate
<b>Time</b>	Make space and place for mentoring a priority

### Design Education and Training Opportunities

Awareness education	Mentoring coaching
Understanding	Networking
Training	Renewal opportunities
Videoconferencing	Intranet support
Newsletters	Just-in-time support
Toolkits	Other

## Opportunity (continued)

### The Mentoring Cycle



1. What support do mentors and mentees need as they move through the four phases of the mentoring cycle?
2. What resources are currently in place that you can draw on?

What education and training will you need to facilitate **your own growth and development** in your current mentoring leadership role?

## **Support**

**Mentoring support is multilayered and requires a continuum of support.**

Supporting mentoring
Leadership succession
Staying on track
Monitoring progress
Establishing continuous feedback loops
Measuring results
Sharing stories and best practices
Setting up a reward, recognition and celebration plan
Reflecting on practice

**Susan L. Ward Ph.D., R.N.**  
Professor of Nursing  
Nebraska Methodist College, Josie Harper Campus  
[susie.ward@methodistcollege.edu](mailto:susie.ward@methodistcollege.edu)

### **Nebraska Methodist College**

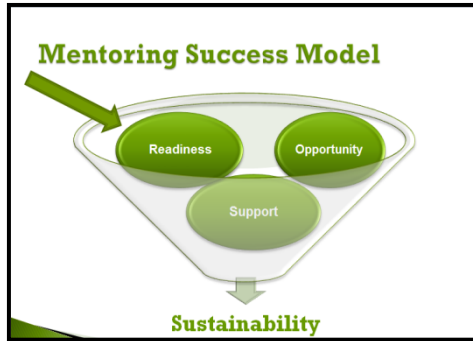
Nebraska Methodist College's (NMC) accelerated nursing program (ACE) integrates NMC's educated citizen philosophy and has a community-based curriculum. The main outcome for our students is that they become licensed professional registered nurses who provide safe and professional care to people across the life-span in a variety of settings.

### **Process**

Mentoring is now an essential part of the accelerated nursing program at NMC. The NMC learning centered mentoring process provides an avenue to assist the RWJF NCIN scholarship recipients through the transformative process from student nurses to professional nurse leaders.

### **Definition of Mentoring**

Mentoring is a reciprocal learning relationship in which mentor and mentee agree to a partnership where they will work collaboratively toward achievement of mutually defined goals that will develop a mentee's skills, abilities, knowledge and/or thinking (Robert Wood Johnson Foundation New Careers in Nursing Mentoring Program Toolkit and Handbook, 2011).



### **Nebraska Methodist College**

How did you go about developing your mentoring program?
Who was involved and what was your process?
What are your criteria for mentoring program success?
What action strategies have you/are you using to sell your program?
What have you done to create value and visibility for your program?

**Kathy Rideout, Ed.D., P.N.P.-B.C., F.N.A.P.**

Senior Associate Dean for Academic Affairs and Pediatric Advanced Practice Nurse  
University of Rochester School of Nursing  
[Kathy\\_Rideout@urmc.rochester.edu](mailto:Kathy_Rideout@urmc.rochester.edu)

**University of Rochester School of Nursing**

In 2002, The University of Rochester School of Nursing (URSON) implemented an accelerated nursing program comprised of a 12 month accelerated baccalaureate program and a minimum 36 month accelerated master's program. The program began with one cohort of 24 students and has since grown to three cohorts with 56 students in each cohort (for a total of 168 students). URSON has received four rounds of the RWJF NCIN scholarships which have supported a total of 53 students.

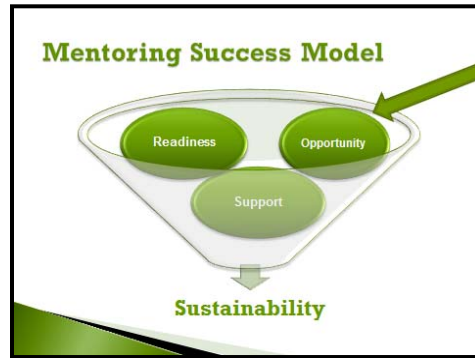
**Process**

URSON's formal mentoring program began in 2009 with the first round of NCIN scholars. At that time, the school of nursing held two formal mentoring workshops for faculty and enlisted volunteers as student mentors. URSON decided not limit its mentoring program to just the NCIN scholars and later opened it up to all APNN students. All NCIN scholars were assigned one-on-one mentors while others chose either near-peer mentors or mentoring group circles. Every round of NCIN scholars still choose a one-on-one mentor at the beginning of their second (of three) semesters. With the beginning of this academic year, the January and September cohort of scholars have been offered a near-peer mentor (that is an NCIN graduate). Six of URSON's NCIN graduates have offered to provide one-on-one near-peer mentorship with current NCIN scholars. The NCIN *Mentoring Toolkit* was also utilized for the initial orientation and will be further utilized with faculty mentors and near-peer mentors.

**Definition of Mentoring**

Mentoring is a mutually beneficial learning relationship in which the mentor and protégé partner in a transformational journey that involves acquiring career related skills and fostering professional and psychosocial development.





### **University of Rochester School of Nursing**

What opportunities for mentoring have you created in your institution/college/program?
How does your program align with other mentoring efforts at your institution?
What kinds of education and training opportunities have you created?
At what points in the program do they kick in?
Any online mentoring going on? If so, please describe.

**Mary Colleen Simonelli, Ph.D., R.N.**  
Assistant Clinical Professor/Assistant Chair  
Connell School of Nursing Boston College  
[colleen.simonelli@bc.edu](mailto:colleen.simonelli@bc.edu)

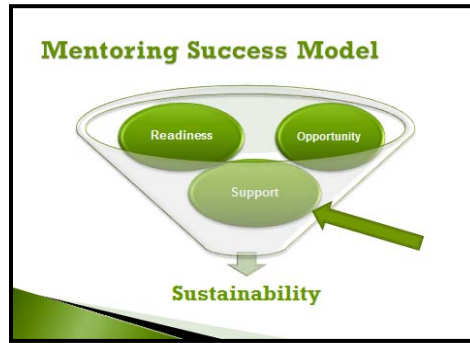
## **Boston College**

The William F. Connell School of Nursing at Boston College launched its accelerated master's program in 1998 and provides a competitive option for non-nursing baccalaureate degree holders who have an interest in advanced practice nursing. Each year, the school of nursing receives as many as 300 applications with almost 10 percent coming from candidates of underrepresented backgrounds. The RWJF NCIN scholarships have greatly assisted Boston to achieve its diversity goals. The incremental scholarships expanded student enrollment in spring 2009 by roughly 15 percent, and overall MSE program diversity from 10 percent to 26 percent.

## **Process**

During the first 11 months of full-time study, master's entry students complete all requirements to become registered nurses and progress to the master's degree. Specialization at the master's level prepares students to sit for certification examinations in the following nursing areas: adult-gerontology health, community health, family health, pediatric health, psychiatric mental health, and Women's Health. Upon completion of Year I, students are eligible to take the NCLEX-RN examination for licensure. Connell School's master's entry students consistently reach a 100 percent pass rate on the NCLEX examination. Once they have completed the NCLEX, they enter the second year of the program as full or part-time RN's. Students graduate with a master of science, and are eligible to sit for certification as an advanced practice nurse (nurse practitioner or clinical nurse specialist), where the pass rate on national certification examinations approaches 100 percent. Study can be completed in 21 full-time months.

Our mentorship process begins with the two day Pre-Entry Immersion Program and interpretation of the Learning and Study Strategies Inventory scores. Because of the intensity of the pre-licensure year, Boston implements an individualized approach to mentorship utilizing university resources available to all students and specially focused mentorship sessions to the NCIN scholars. These resources are described in Dr. Simonelli's panel presentation.



### **Boston College**

How are you assuring that your program stays on track?
How are you going about measuring your results?
What have you found so far?
Describe your efforts to share stories and best practices.
How are you rewarding, recognizing and celebrating mentoring?

## Table Conversation

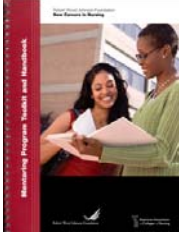
**Please take a moment to reflect on what you've just heard from our panelists this afternoon. Jot down some notes in the spaces below. At your table discuss the following questions.**

What resonates the most for you about what you've heard from the panel presentations?

What successes have you had at your institution in regard to each of the three components (readiness, opportunity, support)?

Which component is/will be your biggest challenge and why?

## Using the Toolkit to Support Mentoring

 <p>How the Program Toolkit is being utilized to support mentoring at our panelist's institutions:</p>	<p>How your table colleagues are using the Program Toolkit:</p>	<p>Ideas to consider:</p>
<p>Nebraska Methodist College</p>		
<p>University of Rochester</p>		
<p>Boston College</p>		

## Taking Your Mentoring Program to the Next Level Modified Adobe Peer Mentoring Protocol\*

**Take a few moments to review one of the challenges you identified at the beginning of our session. Identify three specific action steps will you need to take your mentoring program to the next level. Jot them down in the space below. (5 minutes)**

Process Steps:

1. Person A describes their challenge and proposed action strategy. (2 minutes)
2. Group members ask questions for clarification only. (1 minute)
3. Each group member, in turn, responds with feedback on Person A's action strategy.
  - Will the action strategy indeed help move the program to the next level?
  - What additional action might they consider to enhance their efforts? (5 minutes)
4. Person A takes notes but does not comment, defend, rebut or criticize the remark.
5. The next person (Person B) reads their challenge and action strategy and the process begins again with each table member taking a turn and getting feedback.

Challenge	Action Strategies
Suggestions from Table Colleagues	

## **My Commitment**

To Take Myself to the Next Level

To Take My Program to the Next Level

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## **New Program & New Liaison Orientation**

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*Thursday, October 6, 2011  
4:00–4:45 p.m.  
Ballroom II*

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**Speakers:**

DENISE DAVIS, DR.P.H., M.P.A.  
*Senior Program Officer  
Robert Wood Johnson Foundation*

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CAROLINA HUERTA, ED.D., M.S.N., R.N.  
*Chair and Professor  
Department of Nursing, University of Texas Pan-American;  
Chair  
New Careers in Nursing National Advisory Committee*

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VERNELL DEWITTY, PH.D., M.B.A., M.S.N., R.N.  
*Program Deputy Director  
New Careers in Nursing*

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**Session Overview:**

This session is designed to present an overview of basic NCIN operations for new grantees and persons who are just beginning a role as program liaison. This open dialogue will allow new grantees to ask questions and seek clarification regarding expectations of the Robert Wood Johnson Foundation and the National Program Office. The overall goals and objectives of NCIN will be presented with an emphasis on the role of grantees in helping to meet program objectives. A demonstration of the NCIN website will provide grantees an enhanced understanding of how to access resources at their desktops. Participants will be encouraged to discuss challenges with program implementation and identify support needed to meet these challenges. The session will conclude with a discussion of program evaluation and data collection methodologies.

**Session Objectives:**

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






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

*First Time Grantees Orientation*  
*Thursday October 6, 2011*

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**PURPOSE**

- Provide an opportunity for new grantees and persons new to NCIN to ask questions and clarify program and grantee expectations
- Discuss role and responsibilities
  - National Program Office (NPO)
  - Grantees
  - Scholarship Recipients


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**OUTLINE**

- **INTRODUCTIONS** 5 min  
 National Program Officer  
 Chair, National Advisory Committee  
 NPO staff
- Grantee Requirements 10 min
- Scholar Surveys 10 min
- Website/On-line Resources 15 min
- Questions and Answers 5 min


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**Program Staff**

**Denise Davis, Dr. PH, MPA**  
 RWJF Program Officer

**Geraldine (Polly) Bednash, PhD, RN, FAAN**  
 Chief Executive Officer, AACN  
 Program Director, New Careers in Nursing


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

**Alexa Tehansky, BA**  
 Program Coordinator, New Careers in Nursing


**Christine Downing, MS**  
 Research Assistant, New Careers in Nursing

**Jihanne Jeanty, BA**  
 Administrative Assistant, New Careers in Nursing


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**National Program Office**

- Liaison to the Foundation
- Provide technical assistance as needed
- Facilitate communications and media contact (GYMR)
- Disseminate program results/outcomes
- Resolve difficulties or obstacles
- Sponsor meeting and web based conferences


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**Program Overview**

- Collaboration between RWJF & AACN
- Addresses several key needs in nursing:
  - Need for more diversity in nursing
  - Need for more funding for accelerated students
  - Need for highly educated entry-level nurses
- Introducing the *New Careers in Nursing*
  - Need to increase the pipeline of future faculty


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





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**Grantees by Program Type** 


For Round 4 grantees:

- BSN programs funded – 40
- MSN programs funded – 10
- Both programs funded – 2
- Total programs funded – 52

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

**PROGRAM GROWTH 2008-2010** 


- 101 Schools of Nursing
- 1,906 Scholarship Recipients
  - 1036 (55%) Graduates
  - 679 (35%) Progressing on schedule
  - 78 (4%) Delayed progression
  - 108 (6%) Withdrew from programs

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


**Grantee Requirements** 


- Expand enrollment by successfully recruiting and enrolling diverse students in entry-level accelerated nursing programs.
  - Execute your stated plans for recruitment and retention of a diverse student body.
- Leverage the expansion of faculty resources for these professional nursing programs.
  - Demonstrate leverage of scholarships to sustain the expanded enrollment.

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

**Grantee Responsibilities** 


- Demonstrate capacity to develop and support:
  - *Mentorship: facilitate student retention and rapid career progression.*
  - *Leadership: support successful entry into the profession; monitor the progression of students through the program.*
- Evaluation of program based on self-determined criteria to measure impact and outcomes of scholarship funds.

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

**Timeline Activities** 

First Quarter: September - November 2011

- Program Overview
- Press Release Information
- Awarding Scholarships
- Letters of Commitment
- Pre-Entry Immersion Programs
- Scholars Entry Survey
- Fall Summit: October 6-8, 2011
- NCIN4 Call for Proposals

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

**Timeline of Activities** 

Second Quarter: December 2011 – February 2012

- Technical Assistance Call
- NCIN4 Applications Due
- First Interim Report Due: January 2012
- First Progress Completion Report (PCR) Due: February 2012
- Pre-Entry Immersion Program
- Shared Communications
  - Press Releases
  - Media Coverage
  - FastTrack Publication
  - Scholar Newsletter

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

### Timeline of Activities

Robert Wood Johnson Foundation

Third Quarter: March – May 2012

- Awarding Summer Scholarships
- Pre-Entry Immersion Programs
- Second Interim Progress Report: May 2012
- Technical Assistance Conference Call
- Communications Updates
  - > FasTrack Publications

Robert Wood Johnson Foundation  
New Careers in Nursing

American Association of Colleges of Nursing

### Timeline of Activities

Robert Wood Johnson Foundation

Fourth Quarter: June – August 2012

- Technical Assistance Call
  - Annual Reports to RWJF
- Second Progress Completion Report Due: June 2012
- Student Surveys
- Announcements of NCIN5 Grantees

Robert Wood Johnson Foundation  
New Careers in Nursing

American Association of Colleges of Nursing

### Nebraska Methodist Timeline

Robert Wood Johnson Foundation

First Quarter: September 2010 to November 2010

Date	Event	Notes
6/23/10	Attend first web conference	Done
	Review 2009-2010 NCIN Annual Report	Done
6/24/10	Enter Biography information into the NCIN website <a href="http://www.ncinnewcareernursing.org/ncin/login">http://www.ncinnewcareernursing.org/ncin/login</a> to create user name and password to access important information about the grant and expectations	Done
6/25/10	Review the Power Point from the initial meeting	Done
6/25/10	Send NCIN Scholarship Program Contact Sheet	Done
6/28/10-10/1/10	Create: <ol style="list-style-type: none"> <li>Timeline</li> <li>Tracking Spreadsheet</li> <li>Pre-entry Immersion Plan</li> <li>Leadership Development Tool Kit</li> <li>Mentorship</li> <li>Recipient Expectations</li> <li>Program Outcomes Sheet</li> <li>Student Financial Record Spreadsheet</li> </ol>	Done

Robert Wood Johnson Foundation  
New Careers in Nursing

American Association of Colleges of Nursing

### Scholarship Recipients

Robert Wood Johnson Foundation

- Schools are responsible for selecting students for scholarships who meet the following eligibility requirements:
  - from groups underrepresented in nursing (underrepresented racial or ethnic minority as well as males).
  - financially disadvantaged
- Citizens or permanent residents of the United States or territories at the time of application for the scholarship.
- Have been accepted in an entry-level accelerated baccalaureate nursing program or master's program
- Students must have a previous degree in a field other than nursing.

Robert Wood Johnson Foundation  
New Careers in Nursing

American Association of Colleges of Nursing

### Scholarship Recipients

Robert Wood Johnson Foundation

- Committed to pursuing professional nursing licensure through NCLEX-RN,
- US Citizen with a previous degree not in nursing, (new language)
- Completes the Letter of Commitment,
- Completes RWJF Photo Release form,
- Completes on-line entry survey, mid-program survey, and post-graduation survey,
- Participates in school-based mentoring and leadership development programs,
- Opportunity to participate with web-based contests,
- Follow up survey for post licensure.

Robert Wood Johnson Foundation  
New Careers in Nursing

American Association of Colleges of Nursing

### Financially Disadvantaged


Robert Wood Johnson Foundation

- As defined by HRSA, an "economically disadvantaged" person comes from a "low income family," meaning a family with an annual income that does not exceed 200 percent of HHS's poverty guidelines; a family is a group of two or more individuals related by birth, marriage or adoption who live together, or an individual who is not living with any relatives.



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### Use of Grant Funds





- All grant funds are to be used for scholarships for students who are selected.
- The scholarship funds may be used to pay tuition, academic fees and living expenses.
- Funds should be dispersed directly to the student or managed as determined by the student.
- Funds not awarded when the grant period ends, August 31, 2011, will be returned to the Foundation.


### Your Key Contacts





- Program Liaison
- Dean
- Support Staff
- Communications

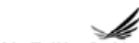
### Characteristics of Successful Programs



- Proactive intervention
- Time management
- Small group discussions
- Teaching study skills
- Test-taking skills in context of courses
- Writing skills (when indicated)






### Technical Assistance- Retention




Pre-entry Immersion Program: programming to better prepare students for success in the accelerated program

- Consistent program content for all grantees
- Opportunity to facilitate interaction among NCIN scholars

### Pre-entry Immersion Program



Program Template

- Customized for each site



Financial support for each program

Must occur before students begin the program


Scholars required to participate

Outcomes:

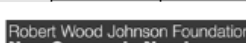

- Mentoring Program Initiated
- Leadership Plan Submitted
- Program Evaluation
- Scholars complete Entry Survey

### LEADERSHIP PLAN



The Journey from Nursing Student to Nursing Leader Page 61			
Thursday September 15, 2011 12:50-1:00 p.m.	Carol Moore	1. Knowing Your Path: Leadership Goal Setting Exercise (Short/Regular Format)	Page 63/65
Monday September 19, 2011 12:50-1:30 p.m.	Linda Quinn	2. Knowing Yourself: Leadership Experience and Integration Exercise (Short/Regular Format)	Page 71/74
Wednesday November 2, 2011 12:50-1:30 p.m.	Erika Fritchard	3. Inspiring a Shared Vision: Can You See It? Exercise	Page 88
Wednesday November 16, 2011 12:50-1:10 p.m.	Erika Fritchard	4. Enabling Others to Act: Exploring Differences	Page 103
Wednesday November 16, 2011 1:10 - 2:10 p.m.	Linda Quinn	5. Enabling Others to Act: Communication and Conflict Resolution Exercise	Page 107

**Resources**

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- **Leadership Development and Mentoring Plan**
  - A plan must be submitted at end of Pre-Entry Immersion Program
- **Revised Leadership Toolkit**
  - Available online and in print
- **NCIN Website**
  - Please create your Username and Password ASAP

**New Careers in Nursing**

American Association of Colleges of Nursing

**SCHOLARS RESOURCES**

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- *"I Believe This About Nursing"* Essay Contest
- Text Book Swap
- CAREER CENTRAL
- Focus on Scholars
- Future Plans
  - On-Line mentoring*

**New Careers in Nursing**

American Association of Colleges of Nursing

**Resources**

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- **NCIN Website**
  - [www.newcareersinnursing.org](http://www.newcareersinnursing.org)
- **Sign-On information**
  - Forms
  - NCIN Updates
  - Leadership Toolkit
- **Program Descriptions**
- *"I Believe This About Nursing"* Essay Contest
- Press Releases
- Accelerated Program Descriptions: School Profiles\*\*
- Pictures of scholars

**New Careers in Nursing**

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**SCHOLAR SURVEYS**

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- PURPOSE
- WHEN ADMINISTERED
- WHAT IS MEASURED
- HOW TO ACCESS


**New Careers in Nursing**


American Association of Colleges of Nursing

**Question and Answer**   
Robert Wood Johnson Foundation

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

  
American Association  
of Colleges of Nursing

**National Program Office Contact Information**   
Robert Wood Johnson Foundation

**National Program Office Contact Information**


Vemell DeWitty  
202-463-8930 extension 224

Alexa Tehansky  
202-463-8930 extension 265

Christine Downing  
202-463-8930 extension 266

Jihanne Jeanty  
202-463-8930 Extension 257

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## **Dinner Presentation: "My Journey in Nursing"**

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*Thursday, October 6, 2011  
5:30–8:00 p.m.  
Colonnade*

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**Introduction:**

TERI A. MURRAY, PH.D., R.N.  
*Dean, School of Nursing  
Saint Louis University*

**Speaker:**

JANICE PHILLIPS, PH.D., M.S.N, R.N., F.A.A.N.  
*Robert Wood Johnson Foundation Health Policy Fellow*

Currently a Robert Wood Johnson Foundation Health Policy Fellow assigned to the office of Senator John D. Rockefeller IV, Dr. Janice Phillips is the former manager of nursing research at the University of Chicago Medical Center where she assumed primary leadership in facilitating nursing research and evidence-based nursing practice. In addition, she was also the research associate/assistant professor in the Center for Clinical Cancer Genetics and Global Health, where she conducted breast cancer research among African American women.

Dr. Phillips' career has focused on advancing breast cancer knowledge and reducing breast cancer disparities among African American women through service, education, research and advocacy. The results of her work have been presented nationwide as well as on six continents and have served as a cornerstone for shaping numerous initiatives targeting minority and underserved women.

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**Session Overview:**

Using a personal description of a nursing career journey, challenges and successes will be discussed. The role of mentors and faculty will be included to demonstrate the influence that nurse faculty and leaders can play in transforming the future of nursing.

**Session Objectives:**

1. Describe the three phases of a rewarding nursing career.
2. Discuss the role and benefit of mentoring throughout all three phases.
3. Describe opportunities for nurse faculty to help transform the future of nursing.





**Keynote Session: The Future of Nursing  
Implementing recommendations of the IOM Report:  
Role of Accelerated Degree Students**

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*Friday, October 7, 2011  
8:15–9:15 a.m.  
Ballroom II*

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SUE HASSMILLER, PH.D., F.A.A.N., R.N.  
*Senior Advisor for Nursing and Director, Future of Nursing: Campaign for Action,  
Robert Wood Johnson Foundation*

Susan Hassmiller, Ph.D., R.N., F.A.A.N., is the Robert Wood Johnson Foundation's Senior Advisor for Nursing, where she is tasked with shaping and leading the Foundation's strategies to address the 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 to nursing have a broad and lasting national impact. She is overseeing RWJF's Future of Nursing: Campaign for Action in partnership with AARP. This is an effort dedicated to implementing the recommendations of the Institute of Medicine (IOM) report, *The Future of Nursing: Leading Change, Advancing Health*.

Hassmiller, who joined RWJF in 1997, is involved in the American Red Cross as a former member of the National Board of Governors for the American Red Cross, serving in the role of chair of the Disaster and Chapter Services Committee and now on the national nursing committee, and chair-elect of the Central New Jersey Red Cross.

Previously, Hassmiller was with the Health Resources and Services Administration, where she was the executive director of the U.S. Public Health Service Primary Care Policy Fellowship and worked on other national and international primary care initiatives. She has also worked in public health settings at the local and state level and taught public health nursing at the University of Nebraska and George Mason University in Virginia.

Hassmiller is a fellow in the American Academy of Nursing and a member of the JCAHO National Nurse Advisory Council and the New York Academy of Medicine. She is the recipient of numerous awards, most notably, the Florence Nightingale Medal, the highest international honor given to a nurse by the International Committee of the Red Cross.

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**Session Overview:**

An overview of the Future of Nursing: Campaign for Action recommendations and key opportunities for NCIN liaisons to implement and advance change. This session will also focus on select implementation strategies of The Robert Wood Johnson Foundation.

**Session Objective:**

1. Discuss the role for nurse educators to implement the Campaign for Action.

**FUTURE OF NURSING™**  
Campaign for Action

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**The Future of Nursing and the Role of Accelerated Degree Students**

New Careers in Nursing Annual Meeting  
 October 7, 2011

Susan B. Hassmiller, PhD, RN, FAAN

**FUTURE OF NURSING™**  
Campaign for Action

**Health Care System Challenges**

2

**RWJF's Commitment to Improving Care** **FUTURE OF NURSING™**  
Campaign for Action

RWJF mission: to improve health and health care for all Americans

Need to address challenges facing nursing to address challenges facing our health system

3

**FUTURE OF NURSING™**  
Campaign for Action

**IOM Report**

High-quality, patient-centered health care for all will require transformation of health care delivery system

4

**Campaign for Action** **FUTURE OF NURSING™**  
Campaign for Action

**Campaign Vision**

All Americans have access to high quality, patient-centered care in a health care system where nurses contribute as essential partners in achieving success


5

**Campaign for Action** **FUTURE OF NURSING™**  
Campaign for Action

6

**Education** FUTURE OF NURSING™  
Campaign for Action

- Increase to 80 percent the proportion of nurses with BSN by 2020
- Double number of nurses with doctorate by 2020
- Implement nurse residency programs
- Promote lifelong learning



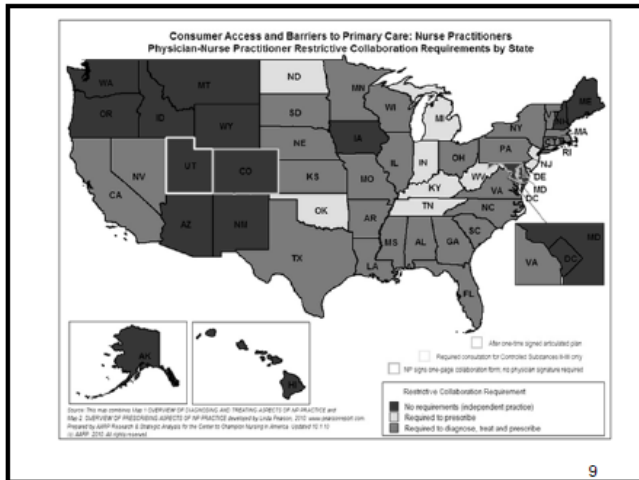
7

**Practice** FUTURE OF NURSING™  
Campaign for Action

- **All nurses should practice to full extent of their education and training**
- **Optimal care**
  - Physicians, nurses and other health professionals work in team-based model of care delivery
  - Models of care maximize time that providers can spend on their respective roles and responsibilities to patients




8



**Collaboration** FUTURE OF NURSING™  
Campaign for Action


- **Integrated, collaborative, patient-centered health care teams**
- **Foster interprofessional education, training and practice**



10

**Leadership** FUTURE OF NURSING™  
Campaign for Action

- **Nurses bring important viewpoint to management and policy discussions**
- **Prepare more nurses to help lead improvements in health care quality, safety, access and value**



11

**Data** FUTURE OF NURSING™  
Campaign for Action

**Improve health care workforce data collection to better assess and project workforce requirements**

- Research on health care workforce is fragmented
- Need data on all health professions

12

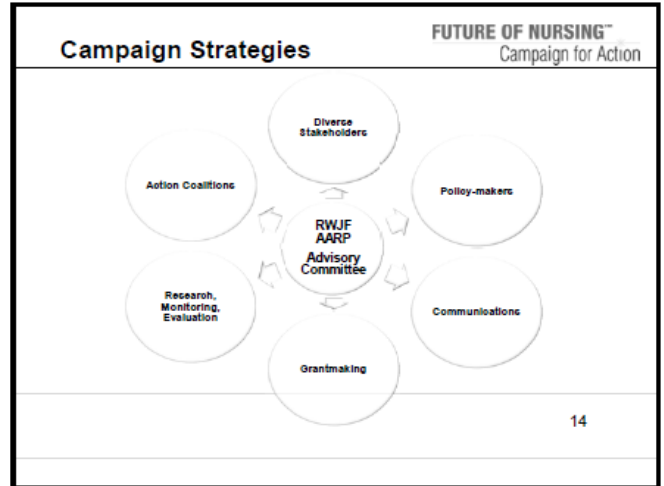
**Diversity** FUTURE OF NURSING™  
Campaign for Action

Increase workforce diversity

- Nurses should reflect patient population in terms of gender, race and ethnicity
- All nurses should provide culturally competent care




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**Campaign for Action** FUTURE OF NURSING™  
Campaign for Action

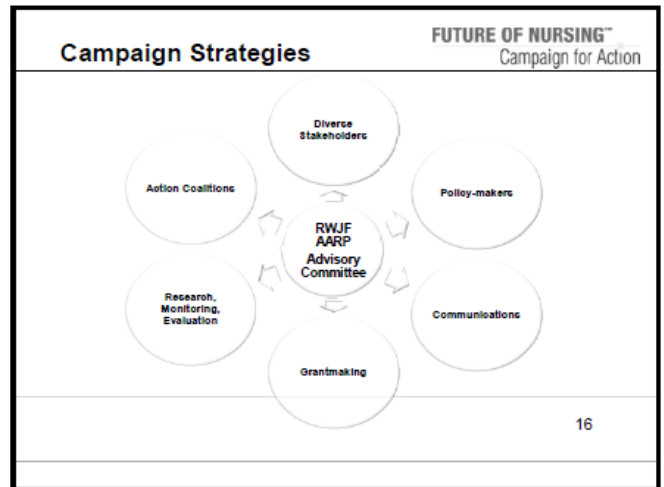
RWJF/AARP seeking support from:

- health professions
- payers
- consumers
- business
- policy-makers
- philanthropies
- educators
- hospitals and health systems
- public health agencies



Nursing must be considered societal issue!


15



**Campaign for Action** FUTURE OF NURSING™  
Campaign for Action

Action Coalitions

- Long-term alliances
- Field strategy to move key nursing issues forward at local, state and national levels
- Expect to be in most states by beginning of 2012
- Capture best practices, networking



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


17



**Accelerated Degree Programs** FUTURE OF NURSING™  
Campaign for Action

**New Careers in Nursing**

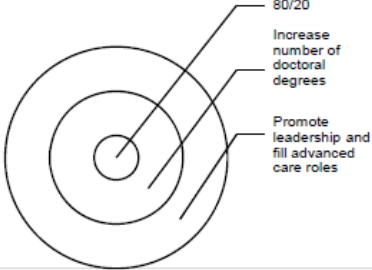
- 2,200 new nurses
- 108 schools
- 38% male
- 61% people of color



**Make workforce more diverse and promote education progression**

19

**New Careers in Nursing** FUTURE OF NURSING™  
Campaign for Action



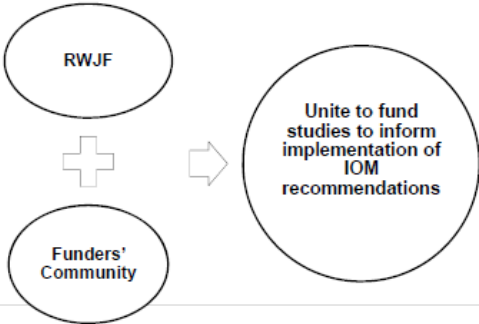
20

**Accelerated Degree Programs** FUTURE OF NURSING™  
Campaign for Action

- Attract mature students
- Draw students with rich backgrounds
- Reduce time spent in school

21

**A Coordinated Approach to Funding Nursing Research** FUTURE OF NURSING™  
Campaign for Action



22

**Education Recommendations** FUTURE OF NURSING™  
Campaign for Action

Increase to 80 percent the proportion of nurses with BSN by 2020	What are the optimal salary/benefits to recruit highly qualified faculty away from delivery organizations and into nursing schools?
Double number of nurses with doctorate by 2020	What are the unintended consequences of promoting the BSN degree?
Implement nurse residency programs	What are the most effective policies to encourage supportive mentoring in nursing schools and in practice settings?
Promote lifelong learning	What competencies are most important to contemporary nursing care?
	How effective are various interprofessional education models?

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**Practice Recommendations** FUTURE OF NURSING™  
Campaign for Action

- Remove scope-of-practice barriers
  - Do states with broad nurse practice acts have better or poorer outcomes than states with more restrictive practice acts?
  - What are the effects of expanding scope-of-practice for APRNs on physician satisfaction, productivity and income in states?
  - Are there differences in documented care errors, never events or malpractice claims between states with independent APRN practice and those with barriers to independent practice?


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Leadership Recommendations		FUTURE OF NURSING™ Campaign for Action
Expand opportunities for nurses to lead and diffuse collaborative improvement efforts	What payment mechanisms would incentivize diffusion of care models in which nurses lead care programs or provide coordination and collaborative care?	
Prepare and enable nurses to lead change to advance health	What are the most effective policies to encourage diffusion of effective practices in health care settings?	
	What concepts of behavioral economics offer the most promise for provider/provider interactions and patient/provider interactions?	
	What policies and incentives foster teamwork and professional collaboration?	
		25

Data Recommendation		FUTURE OF NURSING™ Campaign for Action
Build an infrastructure to collect and analyze health care workforce data	What models are ideal for determining adequate staffing in a range of care settings?	
	What percent of APRNs go into primary care?	
	What are the most effective models to assess and predict current and projected nurse and nurse faculty shortages?	
		26

Potential Methods	FUTURE OF NURSING™ Campaign for Action
<ul style="list-style-type: none"> <li>• Quick Scans</li> <li>• Policy Analyses</li> <li>• Secondary Data Quantitative Analyses</li> <li>• Descriptive Studies/Case Studies</li> <li>• Demonstrations/Evaluations</li> <li>• Theoretical Modeling</li> </ul>	
	27

Find Out More	FUTURE OF NURSING™ Campaign for Action
<ul style="list-style-type: none"> <li>• Visit us on the Web at: <a href="http://www.thefutureofnursing.org/research">www.thefutureofnursing.org/research</a></li> <li>• Submit a proposal before January 3, 2012</li> <li>• Follow us on twitter at: <a href="http://www.twitter.com/CFAResearch">www.twitter.com/CFAResearch</a></li> </ul>	
	28

We Need You!	FUTURE OF NURSING™ Campaign for Action
<p>"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"</p> <p>-- Florence Nightingale</p>	
	29

Campaign Resources	FUTURE OF NURSING™ Campaign for Action
<ul style="list-style-type: none"> <li>• Visit us on the Web at: <a href="http://www.thefutureofnursing.org">www.thefutureofnursing.org</a></li> <li>• Follow us on twitter at: <a href="http://www.twitter.com/futureofnursing">www.twitter.com/futureofnursing</a></li> <li>• Join us on Facebook at: <a href="http://facebook.com/futureofnursing">http://facebook.com/futureofnursing</a></li> </ul>	
	30

## **Sustaining Diversity in Student Enrollment**

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*Friday, October 7, 2011  
10:30–12:30 p.m.  
Executive Forum*

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**Panel Participants:**

**ANNE WELLS, ED.D.**

*Associate Executive Director & Director, Division of Educational Pathways  
American Dental Education Association*

Anne Wells is the Associate Executive Director of the American Dental Education Association (ADEA). In that capacity, she directs the Division of Educational Pathways, which houses ADEA's three centralized application services, ADEA AADSAS, ADEA PASS, and ADEA CAAPID. As the "front door" to dental education, Dr. Wells and her staff focus on initiatives to assure the continued quality and diversity of students entering dental education programs. She interfaces extensively with admissions, student affairs and financial aid officers in dental education as well as with health professions advisors and students at all levels of education. Prior to joining ADEA in 2003, Dr. Wells was associate dean for admissions and student affairs at the University of Louisville School of Dentistry. She holds a master's degree in counseling from Indiana University and a doctorate in higher education administration from the University of Louisville.

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**LAMONT TOLIVER, M.ED, M.S., B.A.**

*Director, Meyerhoff Scholars Program  
University of Maryland, Baltimore County*

A native of Pittsburgh, Pennsylvania, LaMont Toliver was educated at the Virginia Military Institute, the University of Pittsburgh and the University of Virginia. LaMont has spent the last 20 years at the University of Maryland Baltimore County (UMBC) with the Meyerhoff Scholars Program. The Meyerhoff Scholars Program has been at the forefront of efforts to increase diversity among future leaders in science, engineering and related fields. The program is entering its 23<sup>rd</sup> year and the UMBC Meyerhoff family is now more than 800 strong. Over 300 recent graduates are currently enrolled in M.D., Ph.D. or M.D./Ph.D. programs at some of the finest universities in the country. The National Science Foundation, the National Academy of Science, the *New York Times*, and a host of other publications and organizations consider the program to be the best in the country. The College Board's National Task Force on Minority High Achievement praised the Meyerhoff Scholars Program as an example that could provide broader educational lessons for the entire nation.

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LISA ROSENBERG, PH.D., R.N.  
*Associate Dean for Admissions and Recruitment  
Rush University*

Dr. Lisa Rosenberg earned a B.S.N. from the University of Illinois, an M.S.N. from University of Illinois in psychiatric-mental health nursing and a Ph.D. from Loyola University, Chicago in educational psychology. She has worked in nursing education and administration for close to 30 years. Dr. Rosenberg has worked at Rush University College of Nursing for over 20 years in positions such as Associate Dean of Students and Associate Dean for Academic affairs. She is currently an Associate Professor in the Department of Community, Systems and Mental Health Nursing and Associate Dean for Admissions and Recruitment in the College of Nursing. She has published numerous articles ranging on topics from the value of admissions interviews and creating a sustainable diversity initiative to humor. Over the years, she has been involved in the successful writing of grants for scholarship funding for diverse and disadvantaged students, including the NCIN awards.


**Session Overview:**

This panel discussion will present three approaches for recruiting and enrolling diverse students in health professions programs.

**Session Objectives:**

1. Describe methods for assessing their organization for a culture of promoting diversity.
2. Describe enrollment strategies and policies that support diverse students.
3. Discuss the potential for implementing new practices that will support and sustain a more diverse student enrollment.


## Holistic Admissions: The Dentistry Perspective



Anne Wells, Ed.D.  
 ADEA Associate Executive Director  
 Division of Educational Pathways

NCIN 4<sup>th</sup> Annual Summit  
 Washington, D.C.  
 Oct. 7, 2011

**AMERICAN DENTAL EDUCATION ASSOCIATION**




*Prediction is very hard, especially about the future.*

*--Yogi Berra*

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### Some Typical Admissions Issues




Have increased the number of URM and disadvantaged applicants, but they are not being interviewed or admitted

The URM applicants being admitted do not enroll

Few or no URM and disadvantaged students involved in the admissions process

**AMERICAN DENTAL EDUCATION ASSOCIATION**

### Behind the Issues



Admissions Committee not focused on mission to increase URM/disadvantaged student enrollment

Sense among Admissions Committee members that URM students "cannot make it"

Current and former URM students express the perception of a negative atmosphere and do not feel they are treated favorably

**AMERICAN DENTAL EDUCATION ASSOCIATION**

### ADEA Admissions Committee Workshops

- Initiated in 2004 – supported by Robert Wood Johnson Foundation
- 50% of dental schools have hosted a workshop
- Facilitated by team of 10 dental school admissions administrators + ADEA staff



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### What Changes Can Make a Difference?

*What doesn't work and what does*



**AMERICAN DENTAL EDUCATION ASSOCIATION**

### What Does **NOT** Work

- Recruiting for dentistry only
- Assuming your institution will be the draw
- Having a cut-off for GPAs and DATs

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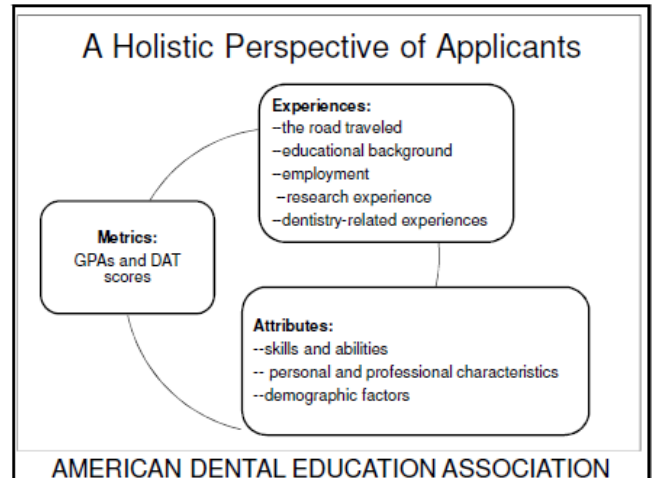
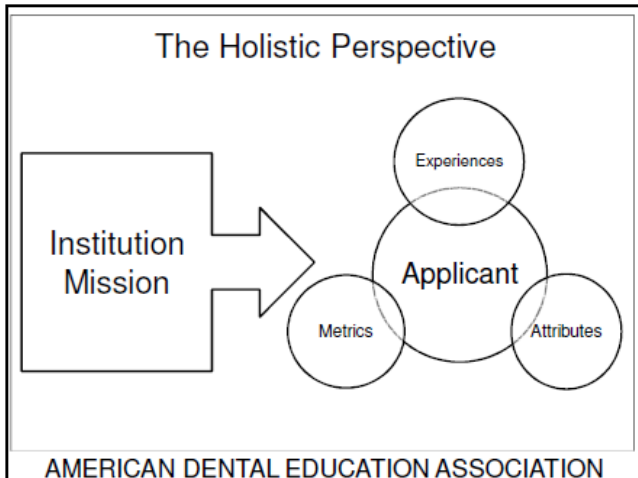
### What Does Work




- Support from Dean and Faculty
- Leadership by the Admissions Committee
- Partnership with Medicine and other Health Professions



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Holistic review must be utilized throughout the admissions process, including initial applicant screening





Several researched holistic admissions strategies:

- Multiple Mini Interview (MMI)
- ETS-Personal Potential Index (ADEA PASS)

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### What Does Work

- A working pipeline
- Strong summer &/or post-baccalaureate program
- Holistic review
- Consistent data

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### Sample Admissions Committee Mission Statement

*"To assure high quality and increased access to oral health care in the United States, the Admissions Committee will strive to increase the selection and enrollment of dental students who will be of high quality, diverse, and sensitive to the oral health needs of patients."*

**AMERICAN DENTAL EDUCATION ASSOCIATION**

### One School's Approach to Screening Applicants

**Institution Mission + Vision & Values**

➔

*Innovation*

*Interprofessional education*

*Patient centered care*

*Commitment to social responsibility*

**AMERICAN DENTAL EDUCATION ASSOCIATION**

### Screening Applicants

**Ability to successfully navigate rigorous curriculum**

- demonstrated commitment to community service
- potential to work in an underserved community
- leadership
- life experiences

*"By defining 'merit' more broadly, we can re-conceptualize attributes and experiences as meritorious in the same way academic achievement is commonly considered."*

**Will the applicant bring unique contributions to the class?**

- critical thinking skills
- ability to uphold professional standards
- emotional intelligence
- special skills
- unique insight

**AMERICAN DENTAL EDUCATION ASSOCIATION**

### Outcomes?

**2008 entering class:**  
7.4% URM

➔

**2010 entering class:**  
>25% URM

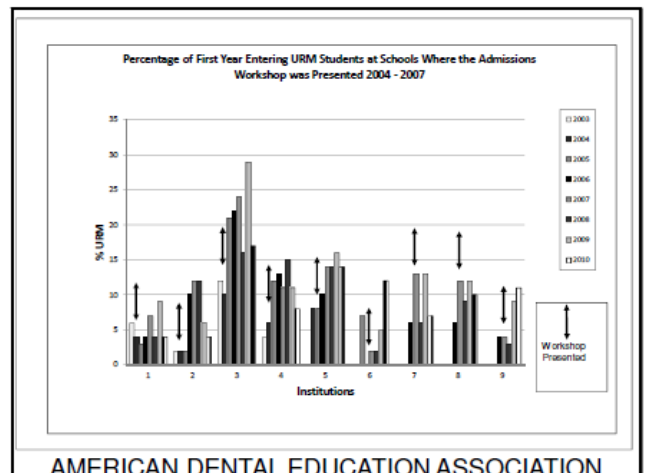
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### RWJF SMDEP Program: Admission to Medical and Dental School

	Medical School Enrolled	Dental School Enrolled
2006 Scholars	277	86
2007 Scholars	167	80
2008 Scholars	78	47
2009 Scholars	2	2
<b>Total</b>	<b>524</b>	<b>215</b>

Other areas: Basic Science Graduate School, Basic Science Research, Biomedical Engineering, Business, Psychology, Dental Hygiene, Education, Healthcare Management, Law, Public Health, Nursing, Optometry, Physician Assistant, Pharmacy, Podiatry, Veterinarian Medicine

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Thanks for the Opportunity  
[wellsa@adea.org](mailto:wellsa@adea.org)



AMERICAN DENTAL EDUCATION ASSOCIATION

## The Meyerhoff Scholars Program

  
 AN HONORS UNIVERSITY IN MARYLAND

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ABOUT

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HOW TO APPLY

SCHOLAR EXPERIENCE

HOW TO GIVE

RESOURCES FOR:

### MEYERHOFF SCHOLARS PROGRAM

Program staff use an extensive network of contacts to arrange summer science and engineering internships.



Prospective Students

Meyerhoff Graduate Fellows

Alumni

Parents

High School Administrators

Prospective Employers

ABOUT THE PROGRAM

HISTORY

MODEL

RESULTS

FOUNDERS

RELATED PROGRAMS AND PARTNERS

STAFF

### THE MEYERHOFF MODEL

The Meyerhoff Scholars Program offers a different emphasis that focuses on highly able students who aspire to become leading research scientists and engineers. The program is open to people of all backgrounds committed to increasing the representation of minorities in science and engineering.

In a proven formula for success, the program adheres to 13 key components. Where top scholars at other institutions are motivated by competition, Meyerhoffs rely on mutual support and continually challenge each other to do more, creating an environment that amounts to positive peer pressure. Students are encouraged to form study groups for particular classes—within their majors, with Meyerhoff students, or with non-Meyerhoffs.

To help acculturate students in the program's philosophy and provide them with the tools they need to succeed in their first college semester, all incoming Meyerhoff Scholars attend an accelerated six-week residential program, called Summer Bridge. Through for-credit courses in calculus and African American studies—as well as non-credit courses in chemistry, physics, study skills, and time management—scholars experience the rigors of college-level instruction and learn how to meet higher standards of performance.

The oversight of Meyerhoff Scholars is highly structured. In their freshman and sophomore years, students meet regularly with program staff for academic advising, while in their junior and senior years, sessions focus more on preparation for graduate and professional school applications.

Meyerhoff Scholars participate in research, conferences, paid internships, and study-abroad experiences that ground their knowledge and open their minds to other cultures and perspectives. They have studied in Paris at the Centre International de l'Enfance; had internships in Brazil, China, Honduras, and Guyana; and participated in the International Research Training Program, funded by the National Institutes of Health, at the University of Lancaster in England.

These experiences not only help students to apply learning to the real world but also teach them how to find what they need to reach their goals—whether it is a quest for funding, employment, internship opportunities, or academic pursuits. The message that scholars receive from staff, mentors, and advisors is that nothing is impossible if they try hard enough.

*I felt that if we could create a program ... I would support students as if they were my own children.*

**Robert Meyerhoff**



"It Began with a Dream"

UMBC Meyerhoff Scholars Program | Academic Services 106C | 410-455-3138 | Email | Home

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## Diversity Model at Rush University

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### Building the Diversity Pyramid



## **National Program Office Forum**

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*Friday, October 7, 2011  
2:00–3:00 p.m.  
Executive Forum*

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**Speaker:**

**VERNELL DEWITTY, PH.D., M.B.A., M.S.N., R.N.**  
*Deputy Program Director  
New Careers in Nursing*

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Dr. DeWitty is Deputy Program Director for NCIN. She was previously employed by the Center for American Nurses where she served as their director of programs. Dr. DeWitty has an extensive background in program development and health care and nursing administration. She has served in various administrative capacities in university teaching hospitals as well as community based hospitals; she is a nurse educator, served as guest lecturer for the George Washington University School of Medicine and School of Public Health and is currently an adjunct faculty member at the George Mason University College of Health and Human Services.

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

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**Session Overview:**

Summarize three-year outcomes of NCIN with emphasis on PIP, Mentoring and Leadership Development activities.

**Session Objectives:**

1. Articulate how the work of individual nursing schools relates to the overall NCIN program.
2. Describe how data can be an important tool in demonstrating program impact.
3. Discuss the importance of each project site to the overall success of the NCIN program.



## **Success, Challenges and Opportunities**

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### **I. Introduction**

### **II. Making an Impact**

### **III. Program Logistics**

1. Register and Participate in web conferences
2. Use the NCIN website, [www.newcareersinnursing.org](http://www.newcareersinnursing.org)
3. Reporting
  - A. Interim Reports: Future changes
  - B. Pictures
  - C. Scholarship Grants
    1. Student Selection Criteria
    2. New Definitions
    3. Selection Process
  - D. Technical Assistance Grants
    1. Letter of Agreement
    2. Pre-Entry Immersion Program
    3. Leadership Development
    4. Mentoring

### **IV. Future Challenges and Opportunities**

1. Approach to Recruiting
2. Sustaining Diversity
3. Rapid Career Progression
4. Measures of Success

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Speaker:

CATHERINE MILLETT, PH.D., ED.M.

*Senior Research Scientist*

*Policy Evaluation and Research Center, Educational Testing Services*

Catherine Millett is a Senior Research Scientist in the Policy Evaluation and Research Center at Educational Testing Service. Her research focuses on educational access, student performance and achievement, educational equity, and student financing for various population groups in the United States at the postsecondary educational level.

Millett directs the evaluation of the NCIN program. She co-led the evaluation of the Goldman Sachs Foundation's signature initiative "Developing High-Potential Youth." She is co-author of the book *Three Magic Letters: Getting to Ph.D.* which is based on a research study of over 9,000 doctoral students at 21 universities.

Millett received her B.A. degree in economics from Trinity College, Hartford, CT; her Ed.M. in administration planning and social policy from the Harvard Graduate School of Education; and her Ph.D. in public policy in higher education from the University of Michigan. Millett is a member of the Millhill Child and Family Development Corporation Board of Trustees.

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## The RWJF New Careers in Nursing Program Results Overview

2011 National Program Liaisons' Summit  
 Optimizing Student Success for the Future of Nursing  
 Fairmont Hotel, Washington, DC  
 October 7, 2011

Catherine M. Millett, Ph.D.  
 Educational Testing Service

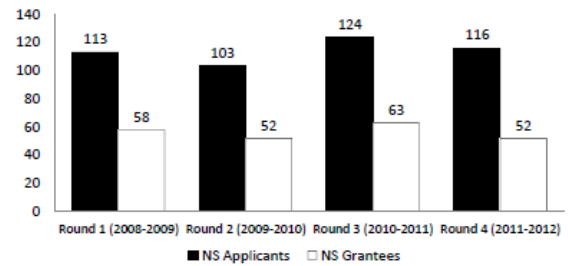
## Goal For Our Time Together

1. NCIN results overview
2. Pre-entry immersion program (PIP)
3. Leadership development
4. Emerging impressions of the NCIN scholarship program

## Part I NCIN RESULTS OVERVIEW

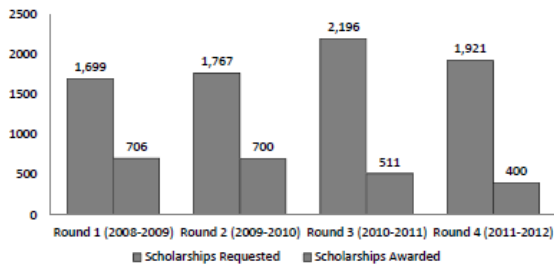
## Over 35% of Nursing Schools with Accelerated Programs Apply Annually for a NCIN Grant

- 282 Nursing Schools offer ABSN and/or AMSN programs
- Over the 4 funding rounds 197 (70%) Nursing Schools have applied at least once



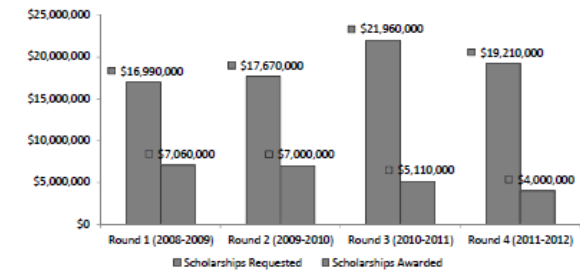
## Demand for NCIN Scholarships Continues to Exceed the Supply

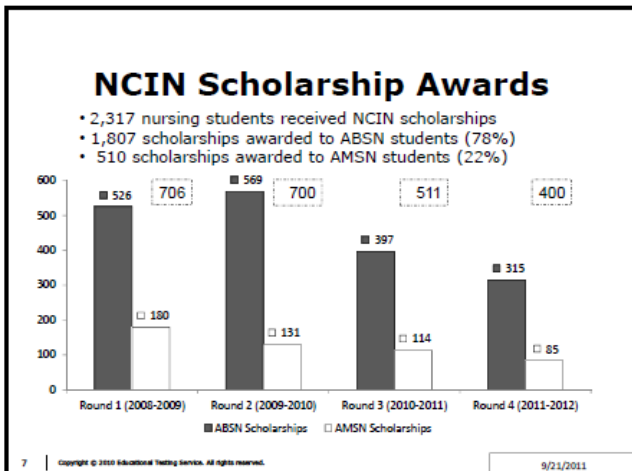
- Demand has remained high over the grant period
- Years 1 and 2 funded at equivalent levels
- Years 3 and 4 funded at lower levels



## RWJF Has Awarded \$23,170,000

- Nursing Schools have requested \$75,830,000 for scholarships.





### NCIN Student Profile (n = 1,817)

- 62% are female
- 58% are under-represented minorities
- 35% of students are 25-29 years old
- 30% are married
- 36% relocated to enroll in program
- 27% have been out of college 3-5 years
- 29% majored in the physical sciences
- 65% earned an undergraduate GPA of 3.25 or higher
- 94% plan to pursue graduate studies at entry

Note: Student profile for Rounds 1, 2 and 3

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Part II

## PRE-ENTRY IMMERSION PROGRAM (PIP)

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"I am concerned about simply being in an accelerated program because this will be so different from my first degree."  
 Isabel, a female student, age 22  
 social and applied sciences major

"It would have been helpful to have more orientation to the physical building as well as the resources available throughout the campus. A baseline writing assessment would be appreciated, especially after we were told that many students struggle in that area for the research components. Many initial questions in our classes would have been answered if time was taken during orientation to define nursing and it's practice, as many students were unaware of details regarding just what this journey is all about."  
 Thomas, a male student, age 26  
 liberal arts major

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"Recently with the introduction of the PIP and starting to formalize the leadership and mentorship piece, I am so excited about PIP for us now. I wasn't at first, but I think I see using that in terms of helping our RN to BSN students prior to them starting orientation.

I've shown tidbits of it to our graduate program and they're like, "Oh yeah, man, our students could use this too," in terms of bringing students back into a learning environment and helping them transition to be a student again. And I see that as a real positive outcome."

Faculty member  
ABSN program

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### Why Did We Create PIP?

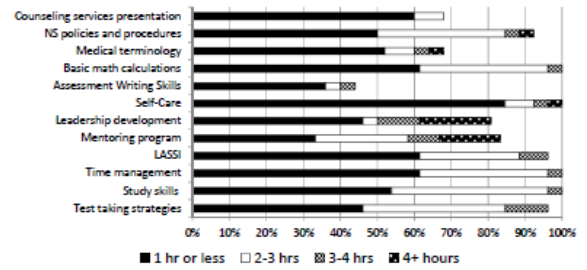
- Student Entry Survey: Students express concerns about nursing program
  - Financial pressures
  - Managing their time
  - Balancing school and family
  - Pace of the program
  - Being able to perform academically
- Student Mid-program Survey: Students reflect on what they wish they had known at the start of their program
  - Financing
  - Developing academic success strategies
  - Having more information about the field of nursing
- Addressing concerns re: "Developing academic success strategies"
  - Study skills
  - Time management
  - Medical terminology and other academic deficiencies
  - Learning how to ask for assistance
  - Nursing school and licensure exams
  - Intensity of an accelerated program
  - Heavy time commitment

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### How PIP Was Created

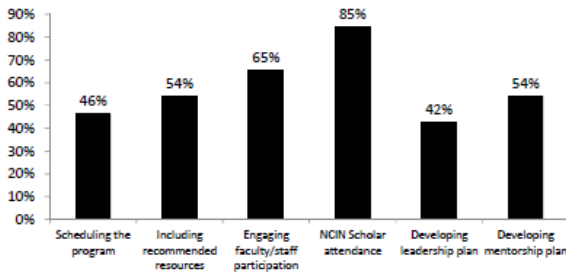
- 19 NS reported their efforts to develop and convene orientation/immersion programs
- 8 Program Liaisons served on task force to develop PIP
- Goal: Prepare for the academic rigor of an accelerated program
- Program focuses on success strategies for:
  - Time management
  - Test taking and study skills,
  - Critical thinking and building self-confidence
  - Evaluation of writing style and samples
- The core content areas are presented and completed prior to students beginning their academic programs
- 37 NS participated in maiden launch in Fall 2010
  - Combination of first time offerings and enhancement to existing programs
  - Variety of formats:
    - All students regardless of scholarship status
    - All students with a special session for NCIN scholars to meet each other and learn about unique NCIN opportunities

### PIP Sessions and Time Allotted



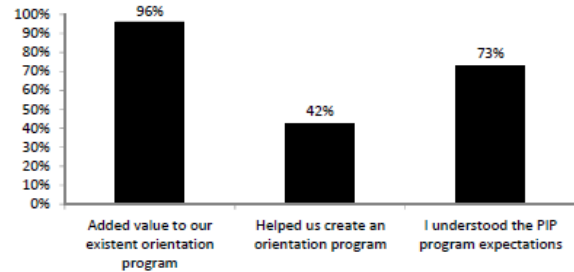
Note: May not add to 100% as some NS did not offer this session  
 Source: 2010 Post Pre-Entry Immersion Program Survey, N=26

### Nursing Schools' Ease of Implementation (Percentage Reporting No Difficulty)



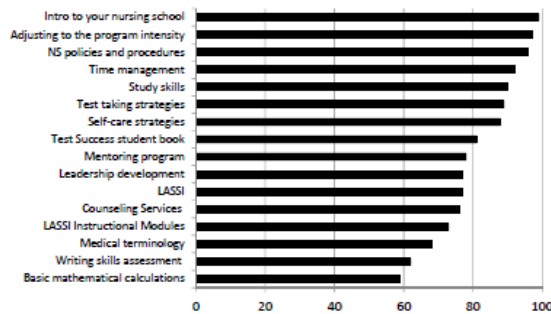
Source: 2010 Post Pre-Entry Immersion Program Survey, N=26

### Nursing Schools' Perceptions of PIP (Percentage Agree/Strongly Agree with Statements)



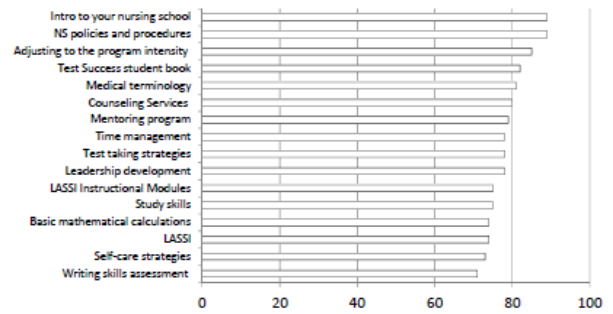
Source: 2010 Post Pre-Entry Immersion Program Survey, N=26

### Students' Participated in a Range of PIP Sessions in 2010



Note: 429 students participated in PIP in the fall 2010

### Percent of Students Who Rated Session Helpful/Extremely



Note: 429 students participated in PIP in the fall 2010

Part III

## LEADERSHIP DEVELOPMENT

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"One lecture we talked about how to handle. . . a confrontation or difficult situation in the workplace, in clinical, and who we would go to, what a leader would do, how a leader would discuss it with their peer and work it out rather than get into an argument or make a big fuss about it. Just how to handle it."

NCIN Student

"We really are passionate about nursing, and believe it is nursing that is the lynchpin in the healthcare system, and that we need to be producing the best leaders."

NCIN faculty member

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### Leadership Development 3 Possible Models

**Students only**

- Join campus or national associations
- Seek community involvement

**Student/NS**

- Students seek out opportunities
- NS provide opportunities

**NS only**

- NS build leadership into curriculum
- Students do not see this as an extra "burden" in a fast pace program.

Issue to Consider:

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

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

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

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

Activity	Mid-Program Survey	Exit/Post Graduate Survey
National Student Nursing Assoc.	34%	39%
Clinical Specialty Nursing Assoc.	6%	7%
Health Care Related Group on Campus	28%	22%
Health Care Related Group in Community	32%	33%

Notes: (1) Mid-Program ≈ 118 and Exit Survey ≈ 280  
 (2) Not filtered to include only students who answered both surveys

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

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

Activity	Mid-Program Survey	Exit/Post Graduate Survey
Student or faculty/student comm.	29%	23%
Community based nursing exp.	73%	88%
NCIN leadership activity	62%	52%
Leadership course in curriculum	83%	89%
Career aspiration - healthcare admin	51%	56%
Career aspiration - nursing faculty	54%	59%

Notes: (1) Mid-Program ≈ 118 and Exit Survey ≈ 250  
 (2) Not filtered to include only students who answered both surveys

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### Self-Assessment of their Leadership Skills

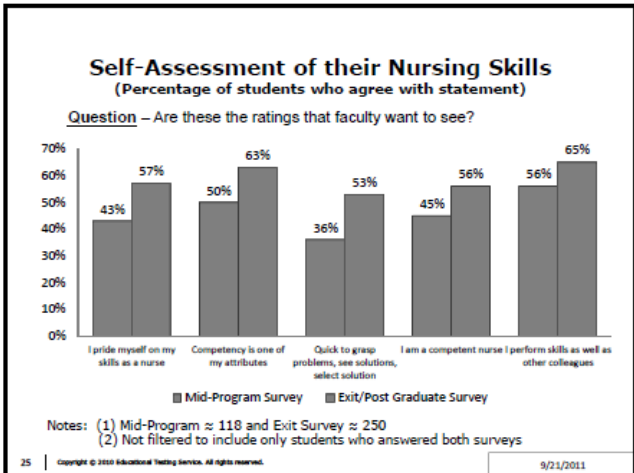
(Percentage of students who agree with statement)

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

Statement	Mid-Program Survey	Exit/Post Graduate Survey
I am a competent leader	39%	58%
When I am in charge, people work efficiently	36%	44%
Rather not have leadership responsibility	4%	5%
Colleagues seem willing to work with me as a leader	36%	48%
Decision-making is one of my attributes	38%	48%

Notes: (1) Mid-Program ≈ 118 and Exit Survey ≈ 250  
 (2) Not filtered to include only students who answered both surveys

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### Nursing Schools Report on Leadership Development

Leadership development is evolving

- Most NS offer didactic coursework, capstone classes, workshops, seminars or brown bag lunches as a way to gather students and discuss leadership goals
- More than half awardees currently mention implementing the RWJF Leadership Development Toolkit
- About a third concern themselves with advancing student skills through service learning and individual leadership activities
- About a third seek to advance students in the field by participating in professional nursing organizations, networking health care professionals, or advance degree prep

Source: Nursing School self-reported data in applications and other reports.

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Part IV

### EMERGING IMPRESSIONS OF THE NCIN SCHOLARSHIP PROGRAM

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### Student Support

NS describe academic, emotional, social and spiritual supports:

- University centers
  - Tutoring
  - Learning resource
  - Counseling
  - Financial counseling
  - Writing
  - Academic enrichment
  - Advising
- Faculty interventions and remediation teams
- Match students with ethnic, racial and gender similar faculty
- Web networking to inform, problem solve, co-motivate
- Supplemental instruction, e.g., NCLEX review
- Retention services, often for underprepared students

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### Challenges – No Surprises!

\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$

- High tuition is primary concern (and living expenses)
- Other challenges included:
  - Meeting recruitment targets, especially regional target groups like Native Americans, Hispanics
  - Recruiting faculty, especially among diverse groups, for teaching and mentoring
  - Responding to institution-wide budget cuts
  - Finding additional space, re: classrooms clinical sites
  - Partnering with clinical sites to aid job placement

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### Is There Spillover From ABSN to Traditional BSN programs?

Yes, there is spillover

- Adding PIP Program and RWJF Leadership Tool Kit
- Hiring new faculty and diverse faculty
- Developing faculty diversity training program
- Providing programs to help students not sufficiently prepared
- Addressing cultural gaps in curriculum & clinical settings (i.e. Diversity awareness)
- Reviewing general curriculum
- Reviewing admissions materials for inclusiveness
- Identifying new clinical placements and community partnerships
- Changing how NS do business (e.g. evening information sessions)
- Supporting faculty in pursuit of graduate degrees with NCIN funds

Source: Nursing School self-reported data in applications and other NS reports.

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### How Has NCIN Affected Broader Educational programs?

NCIN has affected the broader ABSN program:

- NS assess their program approaches (e.g. recruitment/admission, mentoring and leadership)
- NS now work to foster and support student success
- NS review and expand internal and external strategic partnerships – often for recruitment and clinical alliances
- NS now seek and allocate additional revenue (e.g. new faculty hires, faculty release time, simulation labs, classroom space, academic and social support)
- NS, cognizant of need for diverse faculty and clinical instructors, encourage NCIN to pursue advanced degrees
- University administrators, recognizing advantages of and need for diversity, seek diversity in faculty hiring

Source: Nursing School self-reported data in applications and other reports.

### Can We Identify Faculty Changes?

Faculty who teach both accelerated & traditional students do they influence each other?

- **Caveat:** We have not specifically asked this question

What NS are self-reporting:

- Faculty are more aware of the need to support underserved and disadvantaged students
- Faculty report expanded curricular reviews and revisions
- Identification of culture gaps in curriculum and clinical experiences
- Re-design courses (e.g. Health Assessment Course)

(SEEMS) the Accelerated Program influences traditional much more.

Source: Nursing School self-reported data in applications and other reports.

### Leveraging RWJF

NS funded for 2 to 4 Rounds report:

- Leverage for additional grants and resources
- Add faculty and clinical lines – increase diversity
- Market for increased and diversified applicant pool
- Add administrators or mentoring/leadership staff
- Streamline recruitment strategies
- Add library/computer resources, online web presence

NS funded for 1 or 2 Rounds look forward to:

- All bullet points above
- Partnerships and Clinical placements re: graduates

Source: Nursing School self-reported data in applications and other NS reports.

### Lessons Learned to Date

- NS remain interested in NCIN program
- Demand for NCIN grants exceeds supply
- \$10,000 is certainly helpful to students
- Three focal areas are important
  - Recruitment, Mentoring, and Leadership
- NS are utilizing technical assistance
- NS are moving out of their usual way of doing business and showing innovation
- Improving communication is a prime goal
- Pipelines are essential for recruitment



## **State Action Coalitions: Investing in the Future of Nursing**

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*Friday, October 7, 2011  
3:30–4:30 p.m.  
Executive Forum*

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**Facilitator:**

LINDA HANSEN-KYLE, PH.D., R.N., C.C.M.  
*Chair of Second Degrees in Nursing Program  
Azusa Pacific University*

Linda Hansen-Kyle is Chair of the Second Degrees in Nursing Program at Azusa Pacific University. She has more than 20 years of nursing experience in such diverse fields as intensive care, case management, and nursing education. As a faculty member, she is able to give her students a perspective of gerontological nursing that is unique. Ms. Hansen-Kyle has also served as a mentor for MSN students from Point Loma Nazarene University and Cal State Dominguez Hills as they complete their preceptored experiences in nursing education. She is an active member of her STTI (Sigma Theta Tau International Nursing Honor Society) Zeta-Mu-at-large chapter, serving as president and in other board positions. She is the recipient of the STTI/WIN small grant, Irene Palmer Research Award, NCIN Grant, California Workforce Grant, and HRSA Grants. She has given oral and poster presentations at a number of conferences, including Western Institute of Nursing Research, Qualitative Methods, and STTI. She is active in political and social arenas focusing on transformational nursing education.

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**Session Overview:**

A panel of leaders, co-leaders and members from four State Action Coalitions will discuss the structure and process that various states have developed to collaborate on implementing IOM recommendations based on unique state needs. These action coalitions are built to effect long-term sustainable change at the local, state and regional level.

**Session Objectives:**

1. Describe the structure and activities of four states as presented by a representative.
2. Discuss the value and the influence of non-nurse participants' investment in the Future of Nursing Campaign.
3. Identify strategies to link nurse educators and NCIN scholars with the goals of local State Action Coalitions.

Panel Participants:

KATHY LUCKE, PH.D.  
*Associate Dean of Academic Affairs*  
*University of New York at Buffalo*

Dr. Kathy Lucke is currently the Program Liaison for the NCIN program at the University at Buffalo, where she is also Associate Dean for Academic Affairs. She is a member of the Task Force in New York which has set a goal to double the number of nurses with doctorates by 2020.

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MARY LOU BRUNELL, M.S.N., R.N.  
*Executive Director*  
*Florida Center for Nursing*

Mary Lou Brunell was appointed to the position of Executive Director for the Florida Center for Nursing in November 2002. A registered nurse since 1973, Mrs. Brunell completed her graduate work at the University of Pennsylvania. She has worked as a critical care nurse, administrator and educator including serving as faculty with the UCF School of Nursing. Mrs. Brunell's professional activities are extensive; she has served two terms as president of the Florida Nurses Association and is the interim chair of the Board of Directors for Workforce Florida, Incorporated – the state's public/private enterprise that oversees and monitors the administration of the state's workforce policy, programs and services. Mrs. Brunell is a member of the Florida Chamber Foundation's Talent Supply and Education Caucus, and *STEMflorida*. She actively works toward resolution of the critical nursing shortage for the state of Florida and is a leader in the national Forum of State Nursing Workforce Centers. Mrs. Brunell is an appointee to the National Advisory Council for Nurse Practice and Education. In partnership with the Blue Cross and Blue Shield of Florida Foundation, Mrs. Brunell co-leads the Florida Action Coalition, convened to advance the *Future of Nursing: Campaign for Action*.

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SHIRLEY GIBSON, M.S.H.A., R.N., F.A.C.H.E.  
*Associate Vice President of Nursing*  
*Virginia Commonwealth University Health System*

Ms. Gibson has been involved in health care for more than 40 years in the state of Virginia. After working as a staff nurse at Johnston- Willis Hospital, she made her way into the nurse executive role at HCA, Henrico Doctors' Hospital and later to the nurse executive role at Bon Secours, St. Mary's Hospital. She has served as vice president and chief nursing officer for eight years at Mary Washington Hospital, MediCorp Health System, in Fredericksburg, Virginia. Ms. Gibson is currently associate vice president of nursing at Virginia Commonwealth University Health System.

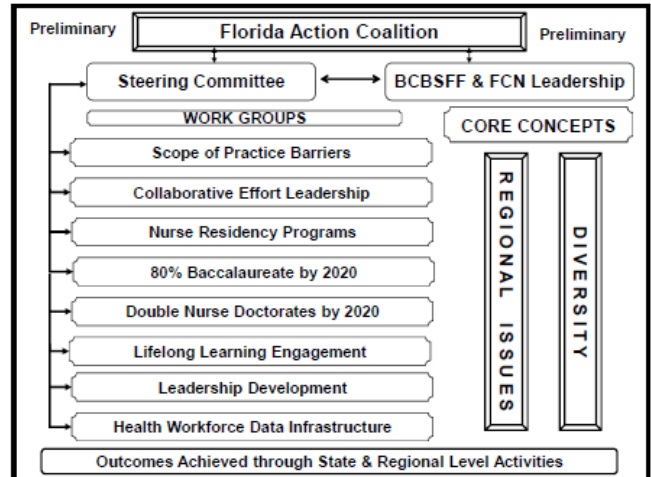
**FUTURE OF NURSING**  
 Campaign for Action

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**Florida Action Coalition:  
 Investing in the Future of Nursing**


Mary Lou Brunell, MSN, RN  
 Executive Director, FL Center for Nursing  
 Co-Leader, FL Action Coalition


[www.FLCenterForNursing.org](http://www.FLCenterForNursing.org)  
[MaryLou.Brunell@ucf.edu](mailto:MaryLou.Brunell@ucf.edu)



Where do we begin?

Start with what we know 

 Find out what we don't know

Set a course of action 

3

**Recommendation 1.**  
 Practice to the full extent of  
 education and training.

- 1975 – ARNP Practice in FL Established
- Must submit a physician protocol
- Have limited prescriptive authority

4

**Recommendation 3.**  
 Support nurses' completion of a transition-to-practice program (nurse residency) after they have completed a prelicensure or advanced practice degree program or when they are transitioning into new clinical areas.

- 2008 to 2010 FL gained **27,668 RNs**  
 But FL lost **16,172 RNs**  
 Resulting in net gain of **11,512 RNs**

5

**Recommendation 4.**  
 Increase the proportion of nurses with a baccalaureate degree from 50 to 80 percent by 2020.

- Florida's Education Mix (potential nurse workforce)
  - 55.8 Associate/Diploma
  - 36.1 Baccalaureate (29.5% in nursing)
  - 7.3 Master's (3.3% in nursing)
  - 0.8 Doctorate (0.1% in nursing)
- To achieve 80% BSN & Higher by 2020 → must advance degrees of **129,307**

Note: Exclude ARNPs Note: 47% in US

6

Recommendation 5.  
Double the number of nurses  
with a doctorate by 2020.

- 13% of RNs in US hold Masters or higher
- In Florida – 0.8% of RNs / 4.1% of ARNPs have earned a doctorate degree (in any field)

7

Recommendation 8.  
Lead a collaborative effort to improve  
research and the collection and  
analysis of data on  
health care workforce requirements.

- Florida Center for Nursing – unfunded state mandate
- Forum of State Nursing Workforce Centers

8

Recommendations 2, 6, and 7:  
Unknowns for us at present. Much can be  
recalled anecdotally, but not affirmed.

Conducting a state inventory of assets

- to identify those who are interested in being a part of the process and
- to assess where Florida is in relationship to each of the recommendations set forth in the IOM Report.

9

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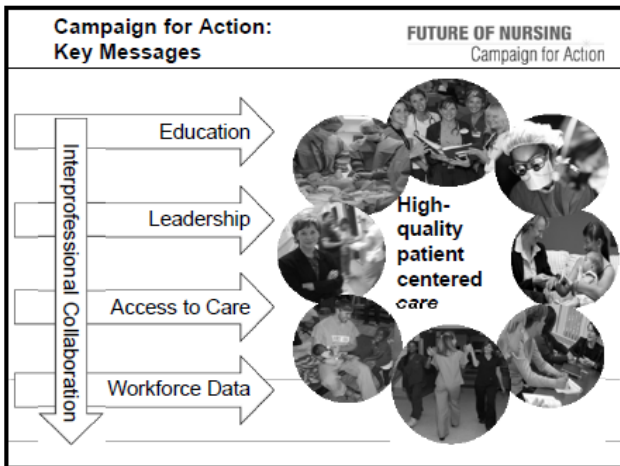
SHIRLEY GIBSON, MSHA, RN, FACHE  
PRESIDENT, VIRGINIA NURSES ASSOCIATION

VA Regional Action Coalition CO-LEAD

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**Virginia's RAC Application**

- Submitted February 2011 - input from more than sixty stakeholders
- Awarded designation in March 2011
- RWJ Foundation and AARP Center to Champion Nursing in America
- Focuses on technical support and exchange of best practices
- Catalyst to convene diverse stakeholder around common themes



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**VA Regional Action Coalition Goals**

- Nurses should practice to the full extent of their education and training
- Nurses should achieve higher levels of education and training through an improved educational system that promotes academic progress and explore residency programs
- Nurses should be full partners, with all members of the healthcare team in redesigning healthcare
- Develop strategies to ensure nursing is skilled to provide leadership at all levels
- Effective workforce planning and policy making require better data collection and an improved information infrastructure

**VA RAC Leadership Council** **FUTURE OF NURSING**  
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**AARP and VNA co-leads**

- Shirley Gibson
- David Debiase
- Bill Kalio
- Susan Motley

**Access to Care**

- Cindy Fagan
- Linda Ault

**Education Progression**

- Deb Zimmermann
- Linda Dedo

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**VA RAC Leadership Council (con't)**

**Leadership**

- Loressa Cole
- Lindsey Cardwell

**Workforce Planning**

- Richardean Benjamin
- Nina Beaman

**Team Based Care Delivery**

- Sallie Eissler
- Patti McCue

**What Does this Mean for Nursing in Virginia?** **FUTURE OF NURSING**  
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**Partners:**

- Virginia Nurses Association
- AARP Virginia

**Existing work:**

- ANA
- All nursing organizations, education, employers, regulatory

**Allied partners:**

- All stakeholder groups

**Goals** **FUTURE OF NURSING**  
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**VA Regional Action Coalition**

**Access**

- Practice to the full scope of practice
- Advance Practice Registered Nurses
- All nurses

**Education**

- Academic progression
- Residency programs

**VA Regional Action Coalition Goals** **FUTURE OF NURSING**  
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**Leadership**

- Nurse Leaders at the Bedside
- Nurse Leaders on Boards

**Workforce Planning**

- VDH/Workforce Development Authority
- DHP's Healthcare Workforce Data Center

**Team based care delivery**

- VHRI
- Interprofessional Education

**Key Messages Dovetail with Virginia's Work** **FUTURE OF NURSING**  
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**ACCESS**

- Virginia Council of Nurse Practitioners –MSV
- Department of Health Professions
- AARP

**EDUCATION**

- Virginia Magnet Consortium
- Richmond Memorial Health Foundation PIN 6 Grant

**LEADERSHIP**

- Center to Champion Nursing in America– Nurses on Boards
- Richmond Memorial Health Foundation - Nurse Leadership Institute

**Key Messages Dovetail with Virginia's Work** **FUTURE OF NURSING**  
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**WORKFORCE PLANNING**

- Department of Health Professions Workforce Data Center
- Department of Health Workforce Development Authority

**TEAM BASED CARE DELIVERY**

- VHRI
- UVA Macy Grant


**Many more**

**Greater Need to Know Now** **FUTURE OF NURSING**  
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- Driving forces for a "perfect storm:" Unprecedented demand increase with supply decrease.
- By 2020, Virginia is estimated to have 1 million more people than in 2008 and a greater proportion age 65+.
- A large portion of Virginia's nurses are "Baby Boomers" and older, and the trend is expected to continue into the next decade.
- Insurance coverage through the *Patient Protection and Affordable Care Act* should add to the demand at the same time that a large bulk of practitioners will want to reduce hours or retire.

Engage!


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Sign up for VA Regional Action Coalition at [www.vaifn.org](http://www.vaifn.org) E-newsletter!



The Virginia RAC has been selected as a Regional Coalition for the future of nursing, Campaign for Action (CFA), a collaboration created by the Robert Wood Johnson Foundation and the ANCC Foundation to meet the challenge facing the nursing profession and that our nation's graduates by preparing a highly skilled and motivated workforce to meet the needs of our nation's aging and dependent population. The RAC will be a leading force in addressing the needs of our nation's aging and dependent population. The RAC will be a leading force in addressing the needs of our nation's aging and dependent population. The RAC will be a leading force in addressing the needs of our nation's aging and dependent population.



Contact Us  
 Susan Bolten, RN, PhD  
 12111 Lee Street, Suite 200  
 Fairfax, VA 22034  
 703-261-1000  
 E-Mail: [ASB@vaifn.org](mailto:ASB@vaifn.org)



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Upcoming Events and Opportunities

- Forty under Forty deadline July 15
- Deans and Directors meeting August 11 (tentative)
- Virginia Nurses Association Education day 9/24
  - Linda Burnes Bolton
  - Tina Brashers
  - Diana Mason
- Virginia Nurses Foundation Gala 9/24
- Support the Virginia Nurses Foundation work of the VA Regional Action Coalition
- Engagement of the broader community

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**California's Regional Action Coalition Initiative on the Future of Nursing**

Dr. Linda Hansen-Kyle  
Azusa Pacific University

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**California Action Coalition**

-Recommendations from the IOM/RWJF Initiative on the Future of Nursing (IFN) provides framework for California to rally key and diverse stakeholders to realize nursing's contribution to the health of our communities.

-This framework will enhance the state's ability to provide care to the people of California that is accessible, affordable, and improves health outcomes and links to current efforts underway implementing health care reform changes.

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**California Action Coalition**

- California was selected as one of five states to pilot the implementation of the recommendations.
- Effort is being led by the California Regional Action Coalition (RAC), with an opportunity for all stakeholders and interested persons to participate.
- A leadership council with representatives of key stakeholder groups provides oversight of the IFN in California.
- Workgroups for each recommendation will be established to set short and long-term goals.
- Regional champions will ensure that all regions of the state are represented on work groups and linked to the statewide efforts.

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**Charge of California Coalition's**

- Engage a diverse group of stakeholders to develop a blue print for implementation of the recommendations.
- Develop state-prioritized recommendations to maximize the capacity of the California nursing workforce to meet the demands of our evolving health care system that is responsive to the needs and priorities of the populations we serve.
- Promote changes throughout healthcare delivery systems that emulate the state-specific recommendations for IFN implementation.
- Provide leadership in changes to public and institutional policies at the local, state and national levels that draw on nurses' expertise to improve the health of communities.

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**Charges cont...**

- Build visibility and engagement of the IFN with the community at large.
- Develop a strategic plan for securing funding and on-going support of the implementation of the California RAC recommendations.

*\*\*Implementation of the recommendations will build upon work and infrastructures that already exist in California; results of years of collaborative and partnership efforts that have addressed the state's nursing education and workforce priorities.*

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**Collaborative Partners**

- Physicians
- Employers
- Policy makers
- Funders
- Consumers
- State agencies
- Educators
- Nurses



<b>Programs Underway</b>	<b>FUTURE OF NURSING</b> Campaign for Action
<ul style="list-style-type: none"><li>• Collaborative model of nursing education</li><li>• Implementation of AB1295</li><li>• Transition to Practice Program</li><li>• Passage of state legislation authorizing</li><li>• CSUs to provide a doctorate of nursing practice education</li></ul>	

<b>Executive Team for the California RAC (as designated by RWJF):</b>	<b>FUTURE OF NURSING</b> Campaign for Action
<ul style="list-style-type: none"><li>• Juan Arambula - former State Assemblyman – co-lead</li><li>• Mary Dickow – UCSF, Director of RWJF Executive Nurse Leaders Fellows</li><li>• Deloras Jones – California Institute for Nursing &amp; Health Care – co-lead</li><li>• Stephanie Leach – Kaiser Permanente, California Team Leader to the Center to Champion Nursing in America (under AARP)</li><li>• Gloria McNeal – Charles Drew University School of Nursing</li><li>• Ed O’Neil – UCSF, Center for Health Professions</li><li>• Marybeth Sharpe –Gordon &amp; Betty Moore Foundation</li><li>• Heather Young – UC Davis, Betty Irene Moore School of Nursing</li></ul>	

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**Future of Nursing-  
New York State Initiative**

Kathy Lucke, PhD, RN  
University at Buffalo  
School of Nursing

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**Leadership - NY**

Co-leaders from Future of Nursing NY Steering Committee

- Cathryn A. Welch, EdD, RN, Executive Director of the Foundation of New York State Nurse and Director, Institute for Nursing
- Robert O'Connell, MSW, AARP Executive Council IOM recommendations subcommittee

Regional champions

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**NY Priorities**

- Scope of Practice
- Increase BSN
- Increase Doctorates
- Workforce Data

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**Additional Recommendations**

- Nurse Residency
- Lifelong Learning
- Leading Healthcare Change
- Collaborative Improvement Efforts

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**NYS Task force to Double Number of Doctorates in Nursing**

Strategic Plan: Year 1 Goal--Data collection and Recruitment Strategies

- Convene subcommittee
- Develop baseline data
- Develop strategies to increase the number of doctoral students
- Develop strategies to recruit more applicants to doctoral programs earlier in their career
- Expand current resources available to allow students to attend school full-time
- Develop pilot project to increase recruitment efforts

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Campaign for Action

**NYS Task force to Double Number of Doctorates in Nursing**

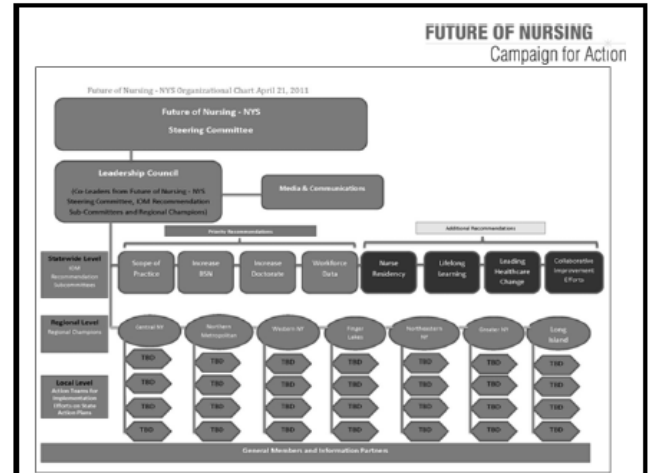
Strategic plan: Year 2 Goal – Ensure programs have infrastructure to augment current doctoral programs

- Assess faculty development initiatives with focus on teaching
- Develop strategies to assess education/teaching content in doctoral programs
- Develop pilot project to enhance education/teaching content in faculty development programming and curriculum for current and incoming students
- Implement recruitment plan

**NYS Task force to Double Number of Doctorates in Nursing** **FUTURE OF NURSING**  
Campaign for Action

**Strategic Plan: Year 3 Goal – Implementation**

- Continue evaluation of recruitment plan; expand activities
- Implement pilot project
- Institute ongoing evaluation plan
- Seek on-going funding



## **Student Forum: Career Advancement for Accelerated Nursing Students**

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*Friday, October 7, 2011  
4:30–5:30 p.m.  
Executive Forum*

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**Facilitator:**

PHYLLIS SHARPS, PH.D., R.N., C.N.E, F.A.A.N.  
*Professor and Chair  
Department of Community Public Health Nursing  
Johns Hopkins University School of Nursing*

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**Session Overview:**

This panel of newly licensed NCIN scholars will discuss their experiences in completing an accelerated degree program. Now, enrolled in advanced degree programs, these recent graduate nurses will discuss what has motivated them to continue their education and offer recommendations to faculty for advancing the careers of other students.

**Session Objectives:**

1. Articulate, from the perspective of newly licensed nurses, motivators for continued advancement.
2. Describe the role of mentors as stated by new graduates.
3. Discuss strategies that faculty may utilize to assist students in meeting the challenges of completing an accelerated program.

**Panel Participants:**

MARION HARDWICK, A.B.S.N.  
*University of South Florida*  
GRADUATE – FALL 2009

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KAREN JENNINGS, A.M.S.N.  
*Boston College*  
GRADUATE – SPRING 2011

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WILLIAM JOHNSON, A.M.S.N.  
*Duke University*  
GRADUATE – SPRING 2011



## **Breakfast Roundtable Discussions: Baccalaureate and Master's Programs**

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*Saturday, October 8, 2011  
7:30–8:30 a.m.  
Ballroom II*

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### **Session Instructions:**

Participants should self-select a breakfast table based upon your program type. Please use the worksheets on the following pages to facilitate your discussion. Each table will have a facilitator responsible for taking notes to share during the Roundtable Report.

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### **Moderator:**

LORI ESCALLIER, PH.D., R.N., C.P.N.P.  
*Clinical Associate Professor and Director of the Registered Nurse Baccalaureate Program  
Stony Brook University School of Nursing*

Dr. Lori Escallier is a Clinical Associate Professor and the Director of the Registered Nurse Baccalaureate Program at the State University of New York at Stony Brook. She received her bachelor's degree from Salve Regina University in Newport, Rhode Island, a master's degree from Stony Brook University and a doctor of philosophy degree from Adelphi University. She is certified through the Pediatric Nurse Certification Board. In addition to her administrative responsibilities, Dr. Escallier teaches in the child health graduate program, registered nurse baccalaureate program, and basic baccalaureate program. She is recognized as a leading authority in curriculum development at the undergraduate and graduate levels and serves as site evaluator for the Commission on Collegiate Nursing Education. Dr. Escallier is Program Director for an HRSA funded project that has increased the number of underrepresented minority R.N. students interested in pursuing graduate education and careers in Maternal-Child Health. Dr. Escallier was recently honored with a 25 Year Service Award at Stony Brook University.

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### **Session Overview:**

Program discussion forums are designed to provide an opportunity for conference participants to engage in dialogue with program liaisons representing similar programs.

### **Session Objectives:**

1. Discuss approaches to assisting students with preparation for NCLEX examinations.
2. Describe similar approaches to recruitment and enrolment of a diverse student body.
3. Discuss various approaches to post graduation follow-up.

**Discussion Points: Accelerated Bachelor's of Science in Nursing Tables**

1. Describe your approach to recruit and matriculate a highly diverse student population. Include how you address career guidance and further nursing education.
  
2. What support and retention services do you have in place for underrepresented students?
  
3. Describe/discuss your experiences with blending RWJF scholars with other accelerated and/or generic students.
  - a. What issues and/or problems have you identified?
  
  - b. How were these resolved?
  
4. Describe your activities to enhance group cohesion.
  - a. In your opinion do prior learning experiences support or hamper group cohesion?
  
  - b. How do you facilitate students of color with issues of group cohesion and to be included with study groups?
  
5. What has been your NCIN graduates' experience with NCLRX-RN exam?
  
6. What strategies have you used to prepare your students for examinations?
  
7. Describe your process for follow-up with graduates.

**Discussion Points: Accelerated Master's of Science in Nursing Tables**

1. What, in your opinion, are the most challenging characteristics of accelerated programs?
  - a. What strategies have been most effective in minimizing these challenges?
2. Describe your approach to enrollment management. Include how you address career guidance and functional role preference.
3. What support and retention services do you have in place for underrepresented students?
4. Describe/discuss your experiences with blending RWJF scholars with other accelerated and/or generic students.
  - a. What issues and/or problems have you identified?
  - b. How were these resolved?
5. What has been your NCIN graduates experience with NCLRX-RN exam?
  - a. What strategies have you used to prepare your students for NCLEX examinations?
6. Describe your process for follow-up with graduates.





## **Innovation in Instruction Design: Using Social Media to Enhance Learning**

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*Saturday, October 8, 2011  
9:00–10:00 a.m.  
Executive Forum*

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Speaker:

ALLEN C. JOHNSTON, PH.D.  
*Assistant Professor Department of Management,  
Information Systems and Quantitative Methods,  
University of Alabama at Birmingham*

Dr. Allen Johnston is an Assistant Professor in the School of Business at the University of Alabama at Birmingham. He holds a B.S. from Louisiana State University in electrical engineering, as well as an M.SIS and Ph.D. in information systems from Mississippi State University. As an avid researcher, Dr. Johnston has published in the premier journals in his field with a focus on information assurance and social networking.

---

### **Session Overview:**

A description of today learner's use of social media and the opportunities and challenges that exist for faculty to use these platforms for instruction.


### **Session Objectives:**

1. Articulate an appreciation for the level of technology diffusion within the "I" Generation
2. Describe the mapping of various social media with learning styles.
3. Identify opportunities and challenges of social media integration into an accelerated degree program.
4. Explore risks of social media use and coping strategies within accelerated degree programs.
5. Examine a framework for instructors seeking to use social media in the classroom.

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## Innovation in Instructional Design: Using Social Media to Enhance Learning

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Allen Johnston, PhD  
 School of Business  
 University of Alabama at Birmingham

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## “The world is one big interface”

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igeneration.com



### The iGeneration (and beyond)

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- the raw materials, i.e. the next wave of nursing students and nursing colleagues
- iGeneration ...
  - *well* connected
  - multitaskers
- and beyond ...
  - fastest growing social network demographic
  - 55 to 65 year old females

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### The iGeneration (and beyond)

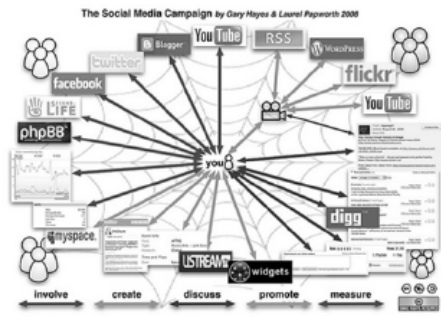
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- 96% of them are a part of a social network
- to them, email is just *one* tool of *many* to communicate
  - and it's even not their preferred tool!
  - too asynchronous for them
- video searches are an essential part of content gathering

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### The iGeneration (and beyond)

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### The iGeneration (and beyond)

#### Like no other generation before them ...

---

- depend on their network of friends, colleagues, etc.
  - for information sharing, knowledge, advice
  - work and home / life
- are capable of filtering tremendous amounts of “noise”
  - multi-tasking at its finest (*or worst*)
  - watch how they study!
  - some problems do not lend themselves to a multi-tasking environment
- adapt to new technologies faster
  - demand ubiquity
  - how many wear a watch?
  - own an alarm clock?



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### The iGeneration (and beyond) Use terms like ...

- crowd sourcing
- twetiquette
- blogosphere
- blogroll
- glocal

Is this How You Use Twitter?

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### The iGeneration (and beyond) Like no other generation before them ...

- social media experiment at Harrisburg University
  - turned off all social media channels
  - how would students react?
- the university's provost, Eric Darr
  - observed his 16-year-old daughter at home
  - "She had Facebook open on her laptop, was listening to music on iTunes, had apps open on her iPhone and three different conversations going on instant messaging – all simultaneously,"
- Darr was in the room when one student moaned that without Facebook on his laptop in class he didn't know what to do

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### The iGeneration (and beyond) Like no other generation before them ...

- are preparing to go to work in jobs that did not exist when they left high school
- using technologies that did not exist when they started college
- expect to stay in those jobs less than four years
- what does this mean for training and education programs?

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**"Social Media is about sociology and psychology more than technology."**

Brain Solis of FutureWorks

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### The hype cycle for social media

Figure 1. Hype Cycle for Social Software, 2009

Years to mainstream adoption:  
 ○ Less than 2 years   ● 2 to 5 years   ■ 5 to 10 years   ▲ more than 10 years   ⊙ before 2010

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### We're all in a different place

**The Social Media Guru Curve**

© David J. Armano - idemano.typepad.com

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### Engaging nursing student cohorts

- leverage what we know about our students
  - how they communicate
  - how they collaborate
  - how they approach problems
- while understanding what social media provides
  - education
  - entertainment
  - collaboration
  - communication
  - leadership

### Engaging nursing student cohorts

- what are the opportunities and challenges?
- cohorts have close relationships and will practice team management strategies
  - will use social media that enable focused communication and collaboration – focused as opposed to general
  - enterprise type platforms
    - Yammer vs. Twitter
    - IGLOO
    - Ning
- knowledge sharing will be faster, collaboration more spontaneous, consensus more likely
- unengaged students can get lost more quickly and more severely

### Engaging nursing student cohorts

- pace and intensity must be taken into account
- which media/tools support fast paced, intense course delivery?
  - twitter, blogs, yelp, yammer, wikis

### Engaging nursing student cohorts

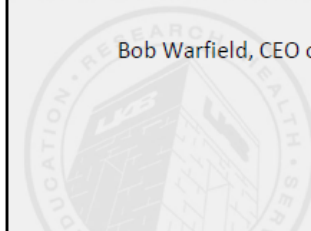
- blogs (instructor led)
  - foster communication, collaboration, and a sense of community
  - foster information sharing
    - set an agenda and solicit feedback and participation
- wikis (student led / instructor managed)
  - effective for knowledge creation and management
  - collaborative environment – knowledge building upon knowledge
  - the power of collective intelligence
- core communication channels (instructor determined)
  - consistent message
  - high ubiquity, low ambiguity

### Engaging nursing student cohorts

- Gartner and Forrester reports indicate support for the power of peer content
  - user-generated content in marketing terms
  - approximately 75% support for peer content; 25% for brand sourced content
  - how to leverage the power of peer content?
    - confidence, competence, challenge
- be engaged from beginning to end
  - start small
  - participate frequently
  - find a “champion” in the group

“Twitter is like a tragically hip New York night club. It is a cool, easy way for companies to engage customers in social media. But the experience can be loud and crowded.”

Bob Warfield, CEO of Helpstream




### Social media dangers

- tendency to do too much
  - we all have a finite bandwidth from which to communicate
- lack of control and boundaries
  - context and emotion are always a challenge with any form of electronic communication
  - missing non-verbal cues
  - no substitute for personal engagement
    - merely a supplement
- anonymity does something to people
  - is a challenge to a company seeking feedback through blogs
  - how might this translate to a learning environment
  - need controls in place

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### Social media dangers

- anonymity does something to people
  - is a challenge to a company seeking feedback through blogs
  - how might this translate to a learning environment
  - need controls in place



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**“Privacy is dead, and social media hold the smoking gun.”**

Pete Cashmore, Mashable CE

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### Helping your firing news go viral ...



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### Social media dangers

- personal boundaries are shrinking
  - privacy is the ability to control personal information
  - students generally believe privacy loss to be ok if agreed upon
    - every heard of [Blippy](#)?
- how might this bleed over into workplace behavior?
  - patient health information (HIPAA)
  - emergence of patient-to-patient and healthcare provider-to-patient social networks
    - [PatientsLikeMe](#)
    - [DailyStrength](#)
  - also nurse to nurse
    - [RNchat](#)

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### It's important

- understanding the proper use of social tools and networks is critical to success.....so, it's important
  - personal success
  - professional success
  - success of the nursing profession

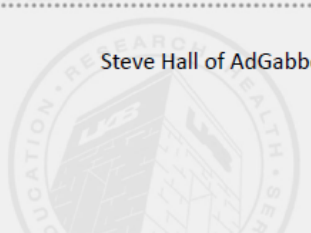
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“As social media, or whatever you want to label it, becomes more prevalent, there will be blunders. We’re in experimental mode right now.”


---

Steve Hall of AdGabbe



**A framework for instructors**


- immerse
  - use social media regularly
  - the basics: blogs, wikis, Facebook
  - [SharePoint](#)
- reflect
  - consider how certain tools can support learning activities
- define
  - set clear objectives for how you will use social media for instruction
  - clearly articulate those objectives to your students



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**A framework for instructors**

- engage (small, regular, championed)
  - relevant, personalized, interactive, and authentic
  - questions to consider
    - are you prepared to hear negative feedback?
    - are you willing to adjust your content or approach based on feedback from students
    - are you prepared to be authentic and open?
- evaluate
  - determine measures of success, gauge progress, and modify tactics



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**Social networks for nurses**

- [NurseGroups.com](#): Get a free membership with this site for social networking, professional networking and blogging.
- [NurseLinkUp](#): As “The Nurse Social Network,” this community features news stories and studies as well as a place for nurses to connect online.
- [Nurse Connect](#): This website includes nursing forums, blogs, news stories, job posts, information about nurse education and more.
- [International Council of Nurses](#): Connect with nurses around the world through this network, which has been around for over 100 years.
- [TravelNursingBlogs](#): Read blog posts or start your own blog on this site to share stories and learn about travel nursing.
- [Nurse’s Cafe](#): Nurse’s Cafe is a social networking site that’s still in beta form. Use the site to link up with other medical professionals in your area or specialty, or who share similar interests and hobbies.
- [Nurse.com](#): Here, nurses can connect over blogs, photos, forums, and job postings.
- [National Association of Hispanic Nurses](#): Learn about conferences, scholarships, awards and networking for hispanic nurses on this official site.
- [NursingDiscussions.com](#): Read articles, learn about education opportunities, check out nursing blogs and visit the forum on this site for nurses.
- [MyNurseBook](#): Nurses around the world interested in recruiting nurses and bettering public health policies network on this site.


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How can you squander even one more day not taking advantage of the greatest shifts of our generation? How dare you settle for less when the world has made it so easy for you to be remarkable?”

---

Seth Godin, Seth’s Blog



## **Breakout Session One** **Education**

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*Saturday, October 8, 2011*  
*10:30–11:45 a.m.*  
*Imperial I*

---

**Discussion Leader:**

SUSAN WARD, PH.D., R.N.  
*Role Professor of Nursing*  
*Nebraska Methodist College*

Dr. Susan Ward has been a nurse educator for the past 21 years where she has taught both undergraduate and graduate students. She is currently a Professor of Nursing at Nebraska Methodist College and has taught online programs at the University of Texas at El Paso. As a nurse educator, she has focused on developing service learning partnerships with several metropolitan schools and the American Red Cross, and forged a partnership with a group of ecumenical churches in South East Omaha. She has been the NCIN program liaison for two consecutive years of NCIN funding. She is honored to be a nurse that serves individuals, families and community members in Omaha and around the country.

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**Action Coalition Co-facilitator:**

KATHY LUCKE, PH.D.  
*Associate Dean of Academic Affairs*  
*University of New York at Buffalo*

Dr. Kathy Lucke is currently the program liaison for the NCIN program at the University at Buffalo, where she is also associate dean for Academic Affairs. She is also a member of the Task Force in New York which has seeks to double the number of nurses with doctorates by 2020.

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**Overview:**

Participants will be afforded the opportunity to self-select one of four discussion groups to engage in guided discussions regarding the eight recommendations from the IOM Future of Nursing Report. Each discussion has been assigned a unique set of recommendations as a key conversation topic.

An assigned facilitator will introduce questions for the group to explore with emphasis on how nurse educators can become engaged in the implementation process. A member of the Action Coalition panel will serve as co-facilitator for each group. Emphasis will also include how students and specifically NCIN scholarship recipients are introduced to these recommendations as part of their leadership development.



At the conclusion of the breakout sessions, facilitators will summarize the group discussion and allow the opportunity for all participants to engage in a question and answer session.

**Recommendations:**

- #4 Increase the proportion of nurses with a baccalaureate degree to 80% by 2020
- #5 Double the number of nurses with a doctorate by 2020.
- #6 Ensure that nurses engage in Lifelong learning.

**Discussion Points:**

1. Discuss how NCIN scholars can be prepared/mentored to become leaders and change agents to improve health.
2. Discuss opportunities and strategies that may influence NCIN scholars to rapidly progress to doctoral programs and engage in lifelong learning.
3. Discuss strategies for engaging NCIN scholars and nurse educators in becoming advocates for the removal of restrictive legislation and regulation.
4. Identify opportunities for nurse educators to collaborate in efforts to improve collection and analysis of data on health care workforce requirements.

## **Breakout Session Two Practice**

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*Saturday, October 8, 2011  
10:30–11:45 a.m.  
Culpeper*

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**Discussion Leader:**

DENISE MAGUIRE, PH.D., R.N., C.N.L.  
*Assistant Professor of Nursing  
University of South Florida*

Denise Maguire, Ph.D., R.N., C.N.L. is an Assistant Professor of Nursing at the College of Nursing, University of South Florida in Tampa, Florida. Dr Maguire spent over 25 years in neonatal and pediatric nursing with particular interests in leadership, skin care, neonatal abstinence syndrome and pain management. She graduated from Niagara University, received a master's of science from Boston University and a doctorate in nursing from the University of Florida. In her current position, she serves as the coordinator for the Clinical Collaborative, team coordinator for undergraduate students at Sarasota Memorial Hospital, and coordinator for the VANA at the CON. She has secured two NCIN grants in Round 1 and Round3.

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**Action Coalition Co-facilitator:**

SHIRLEY GIBSON, M.S.H.A., R.N., F.A.C.H.E.  
*Associate Vice President of Nursing  
Virginia Commonwealth University Health System*

Ms. Gibson has been involved in health care for more than 40 years in Virginia. After working as a staff nurse at Johnston- Willis Hospital, she made her way into the nurse executive role at HCA, Henrico Doctors' Hospital and later to the nurse executive role at Bon Secours, St. Mary's Hospital. She served as vice president and chief nursing officer for eight years at Mary Washington Hospital, MediCorp Health System in Fredericksburg, Virginia. Ms. Gibson is currently Associate Vice President of Nursing at Virginia Commonwealth University Health System.

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**Overview:**

Participants will be afforded the opportunity to self-select one of four discussion groups to engage in guided discussions regarding the eight recommendations from the IOM Future of Nursing Report. Each discussion has been assigned a unique set of recommendations as a key conversation topic.

An assigned facilitator will introduce questions for the group to explore with emphasis on how nurse educators can become engaged in the implementation process. A member of the Action Coalition panel will serve as co-facilitator for each group. Emphasis will also include how

students and specifically NCIN scholarship recipients are introduced to these recommendations as part of their leadership development.

At the conclusion of the breakout sessions, the facilitators will summarize group discussion and allow the opportunity for all participants to engage in a question and answer session.

**Recommendations:**

- #1 Remove scope of practice barriers
- #3 Implement nurse residency programs

**Discussion Points:**

1. Discuss how NCIN scholars can be prepared/mentored to become leaders and change agents to improve health.
2. Discuss opportunities and strategies that may influence NCIN scholars to rapidly progress to doctoral programs and engage in lifelong learning.
3. Discuss strategies for engaging NCIN scholars and nurse educators in becoming advocates for the removal of restrictive legislation and regulation.
4. Identify opportunities for nurse educators to collaborate in efforts to improve collection and analysis of data on health care workforce requirements.

## **Breakout Session Three Research**

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*Saturday, October 8, 2011  
10:30–11:45 a.m.  
Longworth*

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**Discussion Leader:**

**MICHAEL RELF, PH.D., R.N., A.C.N.S.-B.C., A.A.C.R.N, F.A.A.N.**  
*Assistant Dean for Undergraduate Education, Chair Accelerated B.S.N. program  
Duke University*

Dr. Michael Relf is Assistant Dean for Undergraduate Education and Chair of the Accelerated B.S.N. program in the School of Nursing at Duke University. Dr. Relf has a doctor of philosophy degree in nursing from Johns Hopkins University, where his work focused on HIV prevention and intimate partner violence. Dr. Relf has written extensively on the relationship between childhood sexual abuse, intimate partner violence and HIV risk behaviors among men who have sex with men. His recently funded research has tested interventions to promote retention in primary care among HIV positive persons at high-risk of dropping out of care after enrolling examining health literacy, HIV related stigma and patient-provider relationships. Currently, Dr. Relf is the co-investigator of a PEPFAR-funded project to build nursing capacity in the context of HIV/AIDS in South Africa, Lesotho and Swaziland. Dr. Relf is an Advanced HIV/AIDS Certified Registered Nurse and clinical specialist in adult health. He was recognized by the Association of Nurses in AIDS Care with the Frank Lamendola Achievement Award for Nursing Leadership in HIV Care in 2003 and the Spirit of Nursing Award for mentoring in 2006. Dr. Relf is also a member of Sigma Theta Tau International and Sigma Xi and is a Fellow of the American Academy of Nursing.

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**Action Coalition Co-facilitator:**

**MARY LOU BRUNELL, M.S.N., R.N.**  
*Executive Director  
Florida Center for Nursing*

Mary Lou Brunell was appointed to the position of Executive Director for the Florida Center for Nursing in November 2002. A registered nurse since 1973, Mrs. Brunell completed her graduate work at the University of Pennsylvania. She has worked as a critical care nurse, administrator, and educator including serving as faculty with the UCF School of Nursing. Mrs. Brunell's professional activities include two terms as president of the Florida Nurses Association. She is the interim chair of the Board of Directors for Workforce Florida, Incorporated – the state's public/private enterprise that oversees and monitors the administration of Florida's workforce policy, programs and services. Mrs. Brunell is a member of the Florida Chamber Foundation's Talent Supply and Education Caucus, and STEM*florida*. She actively works toward resolution of the critical nursing shortage for the state of Florida and is a leader in the national Forum of State Nursing Workforce Centers. Mrs. Brunell is an appointee to the National Advisory Council for Nurse Practice and Education. In partnership with the Blue Cross and Blue Shield of Florida

Foundation, Mrs. Brunell co-leads the Florida Action Coalition, convened to advance the Future of Nursing: *Campaign for Action*, a collaboration created by the Robert Wood Johnson Foundation and the AARP Foundation.

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**Overview:**

Participants will be afforded the opportunity to self-select one of four discussion groups to engage in guided discussions regarding the eight recommendations from the IOM Future of Nursing Report. Each discussion has been assigned a unique set of recommendations as a key conversation topic.

An assigned facilitator will introduce questions for the group to explore with emphasis on how nurse educators can become engaged in the implementation process. A member of the Action Coalition panel will serve as co-facilitator for each group. Emphasis will also include how students and specifically NCIN scholarship recipients are introduced to these recommendations as part of their leadership development.

At the conclusion of the breakout sessions, the facilitators will summarize group discussion and allow the opportunity for all participants to engage in a question and answer session.

**Recommendation:**

#8 Build an infrastructure for the collection and analysis of inter-professional healthcare workforce data.

**Discussion Points:**

1. Discuss how NCIN scholars can be prepared/mentored to become leaders and change agents to improve health.
2. Discuss opportunities and strategies that may influence NCIN scholars to rapidly progress to doctoral programs and engage in lifelong learning.
3. Discuss strategies for engaging NCIN scholars and nurse educators in becoming advocates for the removal of restrictive legislation and regulation.
4. Identify opportunities for nurse educators to collaborate in efforts to improve collection and analysis of data on health care workforce requirements.

## **Breakout Session Four Leadership**

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*Saturday, October 8, 2011  
10:30–11:45 a.m.  
Latrobe*

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**Discussion Leader:**

LORI ESCALLIER, PH.D., R.N., C.P.N.P.  
*Clinical Associate Professor and Director of the Registered Nurse Baccalaureate Program  
Stony Brook University School of Nursing*

Dr. Lori Escallier is a Clinical Associate Professor and the Director of the Registered Nurse Baccalaureate Program at the State University of New York at Stony Brook. She received her bachelor's degree from Salve Regina University in Newport, Rhode Island, a master's degree from Stony Brook University and a doctor of philosophy degree from Adelphi University. She is certified through the Pediatric Nurse Certification Board. In addition to her administrative responsibilities, Dr. Escallier teaches in the child health graduate program, registered nurse baccalaureate program, and basic baccalaureate program. She is recognized as a leading authority in curriculum development at the undergraduate and graduate levels and serves as site evaluator for the Commission on Collegiate Nursing Education. Dr. Escallier is Program Director for a HRSA-funded project that has increased the number of underrepresented minority R.N. students interested in pursuing graduate education and careers in maternal-child health. Dr. Escallier was recently honored with a 25 Year Service Award at Stony Brook University.

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**Action Coalition Co-facilitator:**

LINDA HANSEN-KYLE, PH.D., R.N., C.C.M.  
*Chair of Second Degrees in Nursing Program  
Azusa Pacific University*

Linda Hansen-Kyle is Chair of the Second Degrees in Nursing Program at Azusa Pacific University. She has more than 20 years of nursing experience in such diverse fields as intensive care, case management, and nursing education. As a faculty member, she is able to give her students a perspective of gerontological nursing that is unique. Ms. Hansen-Kyle has also served as a mentor for MSN students from Point Loma Nazarene University and Cal State Dominguez Hills as they complete their preceptored experiences in nursing education. She is an active member of her STTI (Sigma Theta Tau International Nursing Honor Society) Zeta-Mu-at-large chapter, serving as president and in other board positions. She is the recipient of the STTI/WIN small grant, Irene Palmer Research Award, NCIN Grant, California Workforce Grant, and HRSA Grants. She has given oral and poster presentations at a number of conferences, including Western Institute of Nursing Research, Qualitative Methods, and STTI. She is active in political and social arenas focusing on transformational nursing education.

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**Overview:**

Participants will be afforded the opportunity to self-select one of four discussion groups to engage in guided discussions regarding the eight recommendations from the IOM Future of Nursing Report. Each discussion has been assigned a unique set of recommendations as a key conversation topic.

An assigned facilitator will introduce questions for the group to explore with emphasis on how nurse educators can become engaged in the implementation process. A member of the Action Coalition panel will serve as co-facilitator for each group. Emphasis will also include how students and specifically NCIN scholarship recipients are introduced to these recommendations as part of their leadership development.

At the conclusion of the breakout sessions, the facilitators will summarize group discussion and allow the opportunity for all participants to engage in a question and answer session.

**Recommendations:**

- #2 Expand opportunities for nurses to lead and diffuse collaborative improvement efforts
- #7 Prepare and enable nurses to lead change to advance health

**Discussion Points:**

1. Discuss how NCIN scholars can be prepared/mentored to become leaders and change agents to improve health.
2. Discuss opportunities and strategies that may influence NCIN scholars to rapidly progress to doctoral programs and engage in lifelong learning.
3. Discuss strategies for engaging NCIN scholars and nurse educators in becoming advocates for the removal of restrictive legislation and regulation.
4. Identify opportunities for nurse educators to collaborate in efforts to improve collection and analysis of data on health care workforce requirements.

## Poster Abstracts

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*Ballroom II*  
*Voting closes at 6:30 p.m.*  
*Friday, October 8, 2011*

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### **Overview:**

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

Categories for poster exhibits are:

1. Leadership development activities for accelerated students;
2. Successful recruitment and retention strategies to yield/ retain ethnically diverse or underrepresented students;
3. Program evaluation of accelerated programs;
4. Innovative program design for accelerated students;
5. Successful mentoring programs;
6. Career trajectory - overview of your graduates' 1) employment, 2) transition to graduate program, and 3) demonstrated leadership activities post-graduation;
7. Hot topics (amazing in-progress projects such as challenges faced, unexpected accomplishments/successes);and/or
8. Cultural competence initiatives.

### **Poster Competition:**

Conference attendees are asked to submit a score sheet for the posters that best exemplify innovation in each category.

**\*The deadline for submitting score sheets is Friday, October 8 at 6:30p.m.**



## ***Embracing our History: Learning from a Nursing Pioneer***

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### **Category:**

Leadership development activities for accelerated students

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**Background Statement:** Each New Careers in Nursing scholar is expected to identify a leadership or service project that interests them. A second semester student, Janice McFaddin, was presented with the idea of organizing an event for NCIN students to meet the first African American graduate of the Medical University of South Carolina College of Nursing, Ms. Rosslee T. Douglas. Ms. Douglas served as an administrator for the Franklin Fetter Family Health Center where she established the first regulations to license home health care agencies in South Carolina. She was the first African-American to serve on the South Carolina Industrial Commission, and later served as the director of minority economic impact for the U.S. Department of Energy. President Regan selected her to serve in his cabinet as the first African American female appointee, where she was responsible for the implementation of Executive Order 12320 entitled, "Historically Black Colleges and Universities" which provided financial aid for students at these institutions. Ms. Douglas was awarded an honorary doctorate of humane letters from the Medical University of South Carolina in 1985 for her lifetime achievements.

**Statement of Purpose:** To provide an opportunity for NCIN students to join in dialogue with an MUSC alumnus who is a true nursing pioneer. For students to develop an appreciation of the history of underrepresented students in nursing and apply this knowledge to their commitment to the profession.

**Methods:** Ms. Douglas currently resides in an assisted living facility in Orangeburg, South Carolina, which was opened by two nurses in 1994. Ms. McFaddin contacted the activity director and Ms. Douglas' daughter to arrange a school trip for students to visit with Ms. Douglas.

**Results:** On a Saturday morning, four NCIN students, Dr. Sally Stroud, NCIN project director and Dr. Ida Spruill, director of diversity for the College of Nursing traveled 75 miles to meet with Ms. Douglas, her daughter, granddaughter and other residents at the facility. Ms. Douglas was presented with an a wooden replica of the College building, and an assortment of books. The students spent two hours visiting with all the residents and then Ms. Douglas and her family members were taken to lunch for further dialogue with the nursing students. In the words of the students, "It was in inspirational meeting. Really getting to know such an incredible nurse will remain with us as will her words, 'I had a goal and I didn't let anything get in my way.'" A true call to action for students in our program.

**Authors:** Sally Stroud, Ed.D., A.P.R.N., B.C.; Janice McFaddin; Mardi Long, M.Ed.;  
Ida Spruill, Ph.D.

**Nursing School:** Medical University of South Carolina, College of Nursing

## ***Grooming The Next Generation Of Nurse Leaders***

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### **Category:**

Leadership development activities for accelerated students

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**Background Statement:** New York University College of Nursing (NYUCN) is a global leader on the cutting edge of nursing education, research and practice with a proven track record in recruitment, retention and graduation of diverse students. In response to the nursing shortage, our 15-month Accelerated Baccalaureate Program has graduated over 1,200 students since fall 2005. During the 2010-2011 academic year, we had 202 accelerated B.S. and 58 Dual Degree B.S./M.S. graduates, 75 percent of whom were accelerated students. We have enrolled 223 accelerated B.S. students for fall 2011 and are actively recruiting for our new Round 4 RWJF NCIN Scholars for the spring 2012 cohort.

**Statement of Purpose:** Fifteen Round 1 RWJF NCIN Scholars had multiple opportunities to develop their leadership skills and to seamlessly advance their education beyond the B.S. to master's and doctoral degrees available at NYUCN. Through our new, innovative baccalaureate curriculum and enhanced leadership development and mentoring program, we are building on our previous successes and will groom five Round 4 Scholars to become diverse nurse leaders and faculty.

**Methods:** Round 1 Scholars engaged in a series of leadership seminars focused on developing leadership abilities, communication skills, professional role development and a self-directed community health leadership project. Diverse nurse leaders were guest speakers for three seminars. The final session was led by the scholars who presented their community health leadership projects to each other, faculty and staff. Revision of our B.S. curriculum included an expanded A-B clinical model with alternating traditional and simulation experiences; integrative seminars using unfolding cases; enhanced use of technology; and an emphasis on interprofessional collaboration, QSEN competencies, cultural competence and evidence based decision making. Our Round 4 scholars will have strengthened advisement and mentoring relationships with further opportunities for advanced education; receive expanded offerings for building leadership skills; and engage in partnerships for professional development.

**Results:** Our Round 1 NCIN Scholars had a 100 percent retention, graduation and NCLEX pass rate, and maintained an average GPA of 3.53. All scholars earned a grade of A (67%) or A- (33%) in their Leadership course; and 60 percent were offered Dual Degree B.S./M.S. admission, with 47 percent taking a graduate course during their B.S. program. Currently, 27 percent have returned to begin their M.S. program. Post graduation feedback indicates scholars felt the NCIN program helped to develop their leadership abilities and some have assumed leadership roles, such as preceptor and unit education council representative. NYUCN's 2011 NCLEX pass rates were 98.46 percent and 96.5 percent, which included students in our leadership course who scored well above the mean (73%) on the Kaplan Management and Professional Issues Integrated Test (fall 2010 = 78%; spring 2011 = 77%). Given that approximately 80 percent of our 860+ undergraduate students are in the accelerated B.S. program, these results indicate our success in grooming accelerated students to become our next generation of nurse leaders.

**Authors:** Ann Marie Mauro, Ph.D., R.N., C.N.L.; Laureen E. Lampert, B.S., M.A.(c);  
Lindsay Sutton, M.A.; Amy Knowles, M.S.Ed.

**Nursing School:** New York University College of Nursing

## ***Fresh Start: A Collaborative Approach to Fostering Retention in Pre-Licensure Nursing Students***

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### **Category:**

Successful recruitment and retention strategies to yield/ retain ethnically diverse or underrepresented students

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**Background Statement:** Second degree nursing students come to the program with leadership skills developed in previous careers. There are stressors unique to this group of motivated students: completing a rigorous program in an abbreviated time-frame coupled with balancing family and financial obligations. To promote retention and satisfaction of this cohort, strategies were developed to recruit and retain underrepresented and ethnically diverse second degree nursing students.

**Statement of Purpose:** The project purpose is to explore shaping health care by increasing second degree nursing student retention rates. Strategies include development of programmatic interventions and educational success seminars. Guided opportunities are provided for these students to develop leadership skills during the program to help prepare them upon graduation to assume leadership positions and thus serve as partners in health care improvement efforts. The Fresh Start in Nursing cohort will have a variety of opportunities to collaborate with nursing leaders across the continuum of care. These exposures are designed to increase program retention, graduation rates, and ultimately success on the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

**Methods:** This is a longitudinal survey study, covering a 16-month span (May 2011-September 2012). The participants (n=8), are full-time B.S.N. students, each having completed a bachelor's degree in another field. The Jacksonville University School of Nursing (SON) recognized the opportunity to foster leadership development at the undergraduate level by developing leadership activities and introducing formalized methods of integrating leadership opportunities that will in turn position these students to be the next generation of nurse leaders. The program concept was introduced to candidates at the time of their initial interview. Fresh Start in Nursing components include pairing students with nursing leaders within the SON, the University, as well as in the community, workshops focusing on stress management, professional socialization, prioritization and test-taking strategies.

**Results:** The cohort is only three months into their journey, so results are on-going. In addition to those students meeting the criteria for selection for the RWJF scholarship, an additional 40 students have participated in the workshops on stress management, professional socialization, prioritization and test-taking strategies and have expressed interest in participating in the leadership training as well.

**Authors:** Linda L. Shubert, M.S.N., R.N.  
**Nursing School:** Jacksonville University School of Nursing

## ***Giving a Boost: Improving Retention of Underrepresented Nursing Students***

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### **Category:**

Successful recruitment and retention strategies to yield/ retain ethnically diverse or underrepresented students

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**Background Statement:** Studies reveal that underrepresented students in predominantly white institutions are vulnerable to alienation and ethnic isolation, which increases the likelihood of attrition. Moreover, the first few weeks of college are critical times for students in developing friendships and academic and social support systems. In nursing schools, attrition of underrepresented students is of great concern. The Office of Minority Health has identified diversifying the health care workforce as a top priority in eliminating health disparities. Studies indicate that health care providers from underrepresented groups are more likely than other health care providers to practice in their own communities. While recruitment of underrepresented nursing students must be ongoing, it is the retention and successful graduation of underrepresented students that will result in a nursing workforce reflective of our nation. Yet nationally, the enrollment and retention of minorities in nursing programs has declined steadily since 2001. Few studies have evaluated the effectiveness of retention efforts for underrepresented accelerated BSN students.

**Statement of Purpose:** The purpose of this study is to evaluate the effectiveness of a pre-entry immersion program (PIP) on retention rates of underrepresented students in the accelerated bachelor of science nursing program. The aims were to evaluate overall academic progress in the program in addition to the experience of social isolation in the first few weeks of the program.

**Methods:** A two-day PIP orientation was offered to ten underrepresented NCIN scholars enrolled in the A.B.S.N. program, one month prior to the start of the program. PIP was led by the School of Nursing director of diversity and the director of academic and disability support services. The students completed a 15-item questionnaire with 11 Likert-scale items, and four open-ended questions. The students participated in focus groups in the second month of the A.B.S.N. program. Additionally, several students provided unsolicited feedback via email. Descriptive statistics and content analysis were used to evaluate the effectiveness of the PIP on academic progression and social isolation.

**Results:** Participation rate was 100 percent. Overall evaluation of the program was 3.8 on a 4.0 scale (4.0=excellent, 1.0=poor). Three primary themes emerged from the open-ended questions: desire to lengthen the duration of panel with previous NCIN scholars, decreasing the amount of time spent with librarian on research databases, and increasing the time spent on reading skills and NCLEX-style questions. The unsolicited emails were received from one day post PIP through the first month of the program revealed that the librarian session was one of the most beneficial aspects of the PIP. During the focus group, students identified having each other as support for academic and social activities as key to surviving the difficult first month of the intensive program, and that the PIP gave them a boost in succeeding in the program. At six months into the program, all ten students are on target for graduation in December 2011 with no delays in progression.

**Authors:** Aara Amidi-Nouri, Ph.D., R.N.; Diane Hansen, M.S.  
**Nursing School:** Samuel Merritt University

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## ***Successful Academic Success Strategies For Underrepresented Student Enrolled in an Accelerated MSN-CNL Program***

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### **Category:**

Successful recruitment and retention strategies to yield/ retain ethnically diverse or underrepresented students

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**Background Statement:** Students from underrepresented backgrounds comprise 26.6 percent of entry-level, nursing baccalaureate programs and 26.3 percent of master's programs. However, retention and graduation rates of these students lag behind those seen in White nursing students. Evidence-based strategies that promote retention and academic success of underrepresented students include (1) pre-matriculation programs to enhance academic skills, (2) strong student-faculty relationships, and (3) academic support services, such as tutoring.

**Statement of Purpose:** The purpose of this abstract is to: 1) describe the development of a successful retention program for underrepresented students in nursing and 2) describe retention, on-time graduation rates, and NCLEX-RN pass rates of Robert Wood Johnson Foundation (RWJF) scholars.

**Methods:** All students participated in a four-day pre-immersion program which addressed skills for academic success and evaluated students' academic knowledge and critical thinking skills. Student Academic Support Services provided content on time and stress management, learning styles, study skills, note-taking and test taking. Students completed the Learning Styles Inventory and received individual feedback on learning strategies from their faculty advisors. Test-taking, use of on-line resources (test-questions, case studies), technology competence and professionalism were components of the pre-immersion program. Additional pre-immersion sessions with RWJF scholars covered mentorship, career development, nursing process and concept mapping, with expanded content on note-taking, study and testing strategies and time management. Throughout the year, the coordinator and doctoral students provided academic support to RWJF scholars twice per month. These sessions included content-specific reviews based on RWJF scholars' needs, analysis of study skills, laboratory analysis, test taking and skills practice. The CON provided free peer tutoring to all students for select nursing courses. A focus group was conducted to ascertain student feedback on the program.

**Results:** RWJF scholars identified the pre-immersion and first term academic support activities as very beneficial. Students reported that academic support activities during the second time could be reduced, with greater focus on leadership/career development. RWJF scholars indicated they did not use the free peer tutoring, because they received sufficient academic support during the RWJF sessions. Retention rates were 100 percent for RWJF scholars (n=40), with 98 percent progressing on-time in the program. Twenty-nine RWJF scholars have graduated from the program. Of these graduates, 28 passed NCLEX on their first attempt. One individual rescheduled testing due to hospitalization and will take NCLEX in August.

**Authors:** Patricia A. Cowan, Ph.D., R.N.; Jennifer Hitt, M.S.N., R.N.;  
Tommie Norris, D.N.S., R.N.

**Nursing School:** The University of Tennessee Health Science Center

## ***The Use of Group Interviews in the Scholarship Selection Process***

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### **Category:**

Successful recruitment and retention strategies to yield/ retain ethnically diverse or underrepresented students

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**Background Statement:** The nursing profession is not as diverse as the population it serves and there is a need to increase the numbers of minorities and men in the profession. Bellarmine University was fortunate to be granted eight RWJF NCIN scholarships but unfortunately we had more than eight qualified applicants. The problem was how to select RWJF scholars who had the strongest potential to complete the program and become leaders within the profession. Because we were also working on a tight time schedule with incomplete data (not all spring semester transcripts were available), we decided to explore whether group interviews would facilitate the selection process. Group interviews have been identified as one way of identifying interpersonal skills, attitude, and motivation (Trice & Foster, 2008) and have been used before in programs of nursing and medicine.

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

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

**Results:** The group interview process was an efficient use of faculty time at a hectic point in the semester and was well received by applicants. No one reported they found it difficult to be in class with students who did not receive a scholarship. Most said they enjoyed meeting other students ahead of time and were glad to see familiar faces at orientation. Students reported that they found some of the questions repetitive but that they also thought the group interview, while still competitive, was much less stressful than an individual interview would have been. One student thought that the group process was less rigorous and may have caused qualified people to be overlooked. Based on our experiences and student feedback, we plan to continue the group interview process but to enlarge the pool of questions, drop the vignette (because it added little additional information), add a RWJF NCIN graduate as an interviewer to each session, and offer Skype as an option for out of town applicants.

**Authors:** Joan C. Masters, Ed.D., M.B.A., A.P.R.N., P.M.H.N.P.-B.C.;  
Barbara Lee, M.S.N., M.Ed., B.C., C.W.O.C.N.

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

## ***A Logic model Snapshot: RWJF NCIN UABSON Scholarship Project Evaluation***

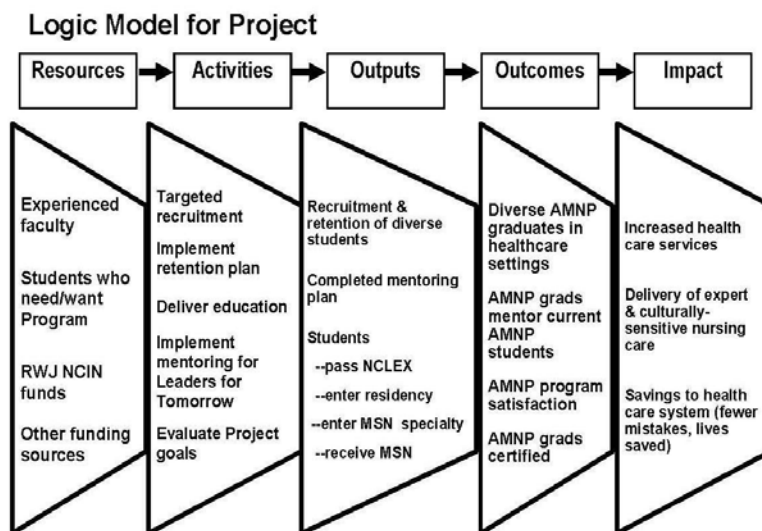
**Category:**  
 Program evaluation of accelerated programs

**Background Statement:** A search for a guide for the RWJF NCIN Scholarship project evaluation at the UABSON led to the identification of the Logic Model. The Logic Model Development Guide (2004) describes Logic Models as a guide to incorporate project planning, evaluation and action. These models offer a simple, idealized, graphic snapshot depiction of the attributes of the project. The original UABSON project developer for RWJF NCIN Round 1, Dr. Elizabeth Stullenbarger, used the logic model components of resources, activities, outputs, outcomes and impact to identify and categorize essential project attributes. The UABSON logic model is shown in the results section below. The initial class of Accelerated Master's™s in Nursing Pathway (AMNP) at the UABSON entered in the summer of 2008. RWJF NCIN Round 1 funding was awarded for the AMNP class entering in the summer of 2009. The AMNP is divided into Pre (RN) and Post (MSN Specialty) licensure phases. Some students from these classes have completed the MSN while others continue in their MSN specialty track.

**Statement of purpose:** The major purpose of establishing a planning and evaluation guide was to more clearly direct decisions and visually and logically share a snapshot of the project significance, quality, value, outcomes and impact. The aim of this poster is to share information about Logic Models and the logic model developed for the RWJF NCIN UABSON Scholarship project with others to spark creative ideas for the use of Logic Models.

**Methods:** The logic model allows for evaluation of specific outputs for both the Pre and Post Licensure Phases as well as attributes of other components which are ongoing throughout the project. Specific attributes and outputs can be carried through to evaluation and revision while other attributes remain the same.

**Results:**



**Authors:** Sylvia E. Britt, DSN, RN  
**Nursing School:** University of Alabama at Birmingham

## ***Lessons Learned: Pathways to Student Success***

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### **Category:**

Program evaluation of accelerated programs

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**Background Statement:** The One-Year Accelerated Baccalaureate Nursing Program (ABNP) which began in 1991 is designed for students who already have completed a bachelor's degree in another discipline. Students are enrolled in the full-time ABNP in June and complete the program one year later in July. This program has been a successful program that broadens the scope of our student body and brings a depth and breadth to the school of nursing.

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

**Methods:** An online survey using *Survey Monkey* was distributed to 63 students enrolled in the ABNP. Three questions were asked: 1) What do you feel facilitated your success in the ABNP? 2) Were there any barriers to your success that you encountered while enrolled in the ABNP? 3) What is your advice for future students enrolled in the ABNP? An overall rating of the program was also conducted. The 4-point evaluation scale ranged from definitely recommend to would probably not recommend.

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

**Authors:** Escallier, L. Ph.D., R.N., C.P.N.P; Fullerton, J., Ph.D. C.N.M., F.A.C.N.M; Messina, B, Ph.D., R.N., A.N.P.  
**Nursing School:** Stony Brook University



## ***Accelerated Weekend/Evening Program: A Strategy to Increase the Recruitment and Retention of Ethnically Diverse and/or Underrepresented Students***

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### **Category:**

Innovative program design for accelerated students

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**Background Statement:** Norfolk State University offers an accelerated weekend/evening program for students who have earned a bachelor of science or higher degree in a discipline other than nursing. Most of the students are not eligible for financial aid because they are pursuing a second bachelor of science degree. Thus, many are required to work part-time, if not full-time. Accelerated nursing programs have traditionally been designed for students who are able to quit their jobs and attend school full time. Given the economic times and the financial status of most students, particularly students from ethnically diverse and/or underrepresented backgrounds, working is not an option. They must work and balance work and school. Thus, the accelerated weekend/evening program offered at Norfolk State University increases the opportunity for eligible students to obtain a Bachelor of Science degree in nursing and pursue a career in nursing.

**Statement of Purpose:** This abstract describes an innovative program design for accelerated nursing students that increases accessibility and promotes the success of students from ethnically diverse and/or underrepresented students.

**Methods:** In 1992, the accelerated weekend/evening program was established. The program is an 18-month program. Classes are offered during the hours of 4:00 p.m. and 10:30 p.m., Monday through Thursday, with clinicals on Saturdays. Clinicals on Saturdays range in hours, depending upon the semester from six hours/week to 12 hours/week. Students are enrolled minimally full-time: 12 -13 credit hours/semester and 6 -7 credit hours during the summer sessions. This schedule allows the students to work, preferably part-time, but full-time, if required. Additionally, the on-campus lab is open during the evening hours and on Saturdays in order that students are able to practice and refine their clinical skills. All of the resources that are available to students who are enrolled during the day are made available to the weekend/evening students.

**Results:** Norfolk State University admits students to the weekend/evening program once per year. Each year, we admit approximately 20 students from ethnically diverse and/or underrepresented groups. Of the ten NCIN fellows funded during Year 1, eight students (6 women and 2 men) were enrolled in the weekend/evening program and successfully completed the program. In Year 3, three students, enrolled in the weekend/evening program, were awarded NCIN scholarships. These three students are African American women who are single parents. All three students are progressing well in the program.

**Authors:** Dr. Bennie L. Marshall, Ed.D., R.N.; Dr. Jessica Parrott, D.N.P., R.N.C.P.N.P.

**Nursing School:** Norfolk State University

## ***Care for The Caregiver: Implementing a Self Care Module for Accelerated Nursing Students***

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### **Category:**

Innovative program design for accelerated students

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**Background Statement:** College life is stressful. In 2009, student responses to the American College Health Association-National College Health Association survey indicated that over 50 percent of college students experienced "more than average stress." The experience of stress is compounded when students are wrestling with especially demanding curricula, such as nursing, which along with didactic instruction is characterized by learning in clinical settings; caring for people who are struggling with health problems.

**Statement of Purpose:** The purpose of this project is to introduce mind body self care practices into the first accelerated nursing course. The modalities include weekly class time dedicated to the practice of yoga, breath awareness and meditation. Additionally, Reiki, aroma therapy, guided imagery, pet therapy and body energy work are presented.

**Methods:** We used a longitudinal design with three data collection points at the beginning, middle and end of the semester. Convenience samples of first semester B.S.N. students, 18 accelerated (treatment group) and 20 traditional (comparison group), completed all three sets of the surveys. Scores on the Perceived Stress Scale and the Mindful Attention Awareness Scale were compared between and within groups using repeated measures ANOVA.

**Results:** Changes in stress over time were significantly different for the two groups with perceived stress of the treatment group staying relatively consistent over time but increasing for students in the control group. While average scores on mindfulness items increased for the treatment group and were consistent over time for the comparison group, the difference was not significant. Our findings suggest that mind-body self-care supported students' ability to regulate their experience of stress throughout the semester.

**Authors:** Tracey Motter, M.E.N., R.N.; Barbara Drew, Ph.D., P.M.H.C.N.S.-B.C.  
**Nursing School:** Kent State University College of Nursing

***Peer-To-Peer Teaching/Learning Project: Improving  
Communication Techniques in Senior Accelerated Program  
Nursing Students***

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**Category:**

Innovative program design for accelerated students

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**Background Statement:** According to the American Association of Colleges of Nursing (AACN) (2008), effective communication skills are essential components for nurses to deliver patient-centered care and develop positive working relationships. In an effort to enhance the communication skills of senior level nursing students in an accelerated B.S.N. program the faculty presented an opportunity for the senior students to mentor and teach a clinical laboratory session to the junior level nursing students. Sprengel and Job (2004) acknowledge the anxiety of the new nursing student in the early learning of the nursing content and that the peer-to-peer activities can reduce that anxiety reported by the junior level students. Sprengel and Job also proposed peer mentoring as a way to help students socialize into the rigor of nursing school while developing skills and attitudes essential to nurses.

**Statement of Purpose:** The purpose of this project was to combine junior level students and senior level accelerated students through a cooperative teaching-learning activity that would enhance therapeutic communication techniques at both levels.

**Methods:** During their initial laboratory session, junior students in the health assessment course were grouped with senior accelerated students in the mental health nursing course. The senior accelerated students were assigned to lead the junior health assessment lab sessions on interviewing for a health history. The senior accelerated students (1) prepared a demonstration of a health history interview; (2) prepared a script for participating in a role play group interview; (3) prepared points for the discussion that follows the interview role play; and (4) prepared points for reflective discussion.

**Results:** Surveys were collected from both the faculty and the senior accelerated students. Eight faculty members completed the survey with all faculty in agreement that the lab provided the desired educational experience, that the lab was an effective use of time and resources, that the lab supported the learning outcomes, and that they supported repeating this activity. Twenty-one senior students completed the survey. All students reported the activity to be a valuable learning experience. Also the senior students reported the activity enhanced their therapeutic communication skills, validated knowledge gained over the past year, allowed them to demonstrate leadership skills, and would also like to see this activity repeated.

**Authors:** Wanda Fisher, M.S.N, R.N.; Tina Martin, Ph.D., R.N., C.F.N.P.; Janet R. M. Cooper, Ph.D., R.N.; Marilyn Harrington, Ph.D., R.N.C; Jean P. Marks, M.S.N, R.N.  
**Nursing School:** University of Mississippi Medical Center School of Nursing

## ***Use of Outdoor Experiential Education in Assuring Academic Success for Accelerated Nursing Students***

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### **Category:**

Innovative program design for accelerated students

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**Background Statement:** A previous Robert Wood Johnson Foundation accelerated nursing cohort at Loyola University Chicago used experiential learning to assess and develop leadership strengths. The successful use of experiential learning with this first cohort led to the development of an innovative orientation program for accelerated nursing students (N=60) which incorporates the use of an outdoor challenge course which has both ground and high ropes experiential learning exercises. Kolb & Kolb (2009) discuss the philosophical underpinning of experiential learning theory and learning cycle development. The theorists use a meta-cognitive model describing the theoretical concepts of experiential learning and the development of learning capacity. The learning cycle is characterized as experiencing, reflecting, thinking, and acting (1). This theory is applied through the use of an outdoor challenge course which includes both ground and high ropes exercises.

**Statement of Purpose:** Engage nursing students in an outdoor challenge course during their second day of orientation to the sixteen month accelerated nursing program with the goal of encouraging communication, critical thinking and problem solving as well as community building among this cohort of nursing students. These experiential offerings also intend to create an environment where accelerated nursing students are comfortable seeking conversations with nursing faculty and administrators regarding their academic performance, utilization of resources and personal circumstances. Participants will also recognize the importance of having a study buddy and participating in study groups to insure success in the accelerated nursing program.

**Methods:** In order to assess individual and aggregate changes in perception due to participation in the one day ground and high ropes experiential learning program a self assessment tool was developed and will be given to the accelerated nursing students to complete both at the beginning of the day and at the end of the day. The assessment tool will have two parts. The first part of the tool will use a Likert scale (1=Never, 2=Seldom, 3=Sometimes, 4=Frequently, 5= Always) and will be focused on student perceptions. The second part of the tool consists of three open ended questions directed at evaluating the students experience in participating in the ground and high ropes exercises.

**Results:** Orientation for this cohort of accelerated nursing students will take place on August 17 and 18, 2011. Results from the evaluation will be available following these dates.

**Authors:** P. Ann Solari-Twadell, R.N., Ph.D., M.P.A., F.A.A.N.

**Nursing School:** Loyola University Chicago, Marcella Niehoff School of Nursing

## ***Collaborative Mentoring Program: Socializing Nursing Students into the Real World of Nursing***

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**Category:**  
Successful mentoring programs

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**Background Statement:** Students entering into a second career in nursing come from diverse bachelor degree programs and often have no idea of what the profession of nursing involves. Adults returning to school need support as they relinquish their former roles and are socialized into nursing. Promoting professional development is a means to socializing novice student nurses into the practice of nursing.

**Statement of Purpose:** To show evidence that the implementation of community mentors in the second degree program has benefited both the mentor and mentee and facilitates the socialization into professional nursing.

**Methods:** The leadership team began the community mentoring program in collaboration with the Iota Sigma chapter of STTI at Azusa Pacific University in 2004. Iota Sigma members who were practicing advanced practice nurses were recruited and paired with the students as they were beginning their post-licensure coursework and had already started working as RNs. Using adult and transformative learning theories, a multilevel, interdisciplinary mentoring model was developed. These mentors provide real-world connections and experience outside of the academic setting. The mentor-mentee relationship is collaborative and not an employer-employee relationship; goals are mutually set and there is no formal evaluation by the mentor. The same procedure was followed with the next cohort of students, except a dinner meeting was planned to allow information about the mentorship program and expectations of the mentors and mentees, and to provide the mentor and mentee to meet and plan further activities. After evaluating the mentoring program during focus group sessions, the mentoring program was suspended and restructured for subsequent cohorts. For the current cohorts, the community mentorship program is introduced in the first pre-licensure semester. Informal information meetings are conducted during the orientation period of the new cohorts.

**Results:** Informal surveys were taken with each cohort along with discussion in focus group sessions resulting in instituting changes in the method of introduction to the mentoring program. The intraprofessional support fostered between the mentor and mentee is reflected during the focus group sessions and is articulated at the scheduled mentor/mentee gatherings twice a year. With the success of the mentoring program on the Azusa campus, the mentoring program is being expanded to the regional sites this 2011-12 academic year.

**Authors:** Shirley Farr, R.N.C., M.S.N.; Felicitas A. dela Cruz, R.N., D.N.Sc., F.A.A.N.P.  
**Nursing School:** Azusa Pacific University School of Nursing

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## ***Inegrating E-mentoring with Accelerated BSN Students***

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**Category:**  
Successful mentoring programs

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

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

**Methods:** During the first year of the mentoring program, eleven mentors were selected. The mentors came from diverse backgrounds and varied ethnicity, gender, and age. The mentors also differed in number of years of nursing experience. Some of the mentors were recent graduates of the RN to BSN program, recent graduates from the accelerated second degree BSN program, and others from the LPN to BSN program. Additionally, some mentors were successful students further along in the accelerated second degree BSN program. The mentors were assigned to 1-2 mentees for the first semester.

**Results:** Both mentor and mentee communication has been overwhelmingly electronically based. The student cohort is successfully progressing through the program. Final program success and graduation rates are not yet able to be measured.

**Authors:** Dr. Jessica Parrott, D.N.P., R.N., C.P.N.P. and Dr. Bennie Marshall, Ed.D, R.N.  
**Nursing School:** Norfolk State

***Mirror Image, Group Process, Support, Mentorship:  
Leadership Skills Within an Accelerated Nursing Program***

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**Category:**  
Successful mentoring programs

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**Background Statement:** Mentorship is defined as a relationship between an individual with potential and an individual with expertise. The multidimensional relationship of mentoring is based on a context of mutual respect and trust and is built on the candid sharing of knowledge, experience and organizational perspectives (University of Minnesota, 2001). The mentorship paradigm for nursing students at the University of South Alabama, College of Nursing (USA-CON) was identified as a service gap by one of the psychiatric mental-health nursing instructors. The USA-CON supports the psychiatric mental health faculty model created as a unique way to mentor and support nursing students. Through a mirror image, accelerated nursing students are given the opportunity to meet weekly for mentorship and support. The psychiatric mental health nursing faculty facilitate this group; however it is the senior accelerated nursing students (ANS) and the Robert Wood Johnson scholarship recipients who lead the group.

**Statement of Purpose:** The support group's purpose is to a) provide academic, professional, cultural and personal support, development and mentorship to ANS, and; 2) to improve the retention, graduation rates and NCLEX outcomes. The psychiatric faculty who facilitate each group are able to identify individuals who may require more intensive counseling and refer them to The USA Counseling and Testing Services

**Methods:** In Yalom's (1995) view, two processes work together to produce change: Group Cohesiveness and Catharsis. Using Yalom's eleven therapeutic factors of group psychotherapy, (Yalom, 1995), the Psychiatric Mental Health faculty at USA-CON coordinate and facilitate a safe, confidential environment where ANS meet and share experiences on coping with the stressors of nursing school. The senior ANS have been in the support groups since admittance into the accelerated nursing program. They were mentored by senior students and now return the mentorship and support to incoming nursing students, a mirror image. Students gain a sense of empowerment, skills of team building and study strategies which assists in making the support group an environment in which we want everyone to succeed, instead of a competitive individualist setting.

**Results:** The support groups for ANS has been adapted for RWJF scholarship recipients in mind as leaders and mentors. Outcomes have been measured by: 1) quantitative participation in support and mentorship weekly sessions, (2) qualitative anecdotal student evaluation of the group, (3) evaluation questions at the end of each support group, a) Was this group helpful? , and; b) Will you come back? Data on these outcomes are collected weekly. All (n=90) of the RWJF scholarship recipients are involved in the initial introduction of the program at the new students orientation. A role play involving cognitive, affective and physical learning is used to engage seniors and juniors in orientation. The support group is then talked about and the RWJF scholarship recipients lead the very first support group. All (100%) of the RWJF scholarship recipients are strongly encouraged to attend and lead weekly support groups.

**Authors:** Noretta Walls, R.N., P.M.H.C.N.S.-B.C.; Suzanne Bihan, R.N., M.S.N.; Margaret Nadler, R.N., D.N.P.; Cynthia Pharez, R.N., F.M.H.N.P.; Elizabeth Fuller, R.N., M.S.N.  
**Nursing School:** University of South Alabama

***Assisting our Nursing Students with Self-Management  
of Stress and Anxiety***

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**Category:**

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Hot Topics (Amazing in-progress projects such as challenges faced, unexpected accomplishments/successes)

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**Background Statement:** As a nurse educator of an accelerated second degree in nursing program, I am ever-aware of the increasing pressures and demands causing stress and anxiety in our students. Nurses are the cornerstones of caring and compassion in the healthcare delivery system. As educators, our primary responsibility is to maintain and enhance the profession of nursing through preparing exceptional health care providers. An often forgotten component of this preparation is the importance of a healthcare worker taking care of her/himself. Supplying our future nurses with the tools for maintaining their health and wellness on all levels; physically, emotionally and spiritually, needs to be integrated in to their programs of study. As educators, we need to help our student develop self care skills to allow them to have long and productive careers in nursing.

**Statement of Purpose:** The purpose of this project was to gently and purposefully guide the students through deep guided imagery and deep breathing exercises to aid in reducing the students' levels of stress and anxiety prior to testing. The ultimate goal was to enhance student performance on exams. A Chancellor's grant provided monetary support to purchase needed supplies to offer sessions related to self care and caring for the caretaker during the academic semester, including essential oils for aromatherapy and music for relaxation. Sessions included guided imagery, deep breathing exercises and measures to reduce anxiety.

**Methods:** During the semester, students were invited to participate in scheduled sessions prior to testing experiences. Prior to each exam, the instructor led guided relaxation exercises utilizing music, aromatherapy and breath work. Also included in the self care experience was chair massage offered by a licensed massage therapist.

**Results:** The accelerated second degree student group consists of highly-motivated, over-achievers. Typical Type A personality traits seem to interfere with their acceptance of such relaxation therapies in the very group that needs them the most. This group consists of the type to feel they have no time to eat properly, rest adequately or relax. They have way too much to do! However, a few of these students were consistent in participation in the pre-exam relaxation sessions. Qualitative data analysis revealed that the students who participated in the self care activities felt that the experience allowed them to do their best on exams. Quantitative data are still being analyzed.

**Authors:** Tracey Kleinmeyer, M.S.N., R.N.; Suzanne Kuhn, Ph.D., C.N.E.  
**Nursing School:** Penn State School of Nursing



## ***Investigating Students' Orientation Regarding Group Work and Team Assignments Pre and Post Participation in Teambuilding Activities***

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### **Category:**

Hot Topics (Amazing in- progress projects such as challenges faced, unexpected accomplishments/successes)

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**Background Statement:** The UTEP School of Nursing Fast Track program is an intensive 12 month course of study designed for those with a prior baccalaureate degree who wish to change careers to professional nursing. Students enrolled in the program enter in cohorts of approximately 50 persons each year in May. The cohort progresses in the program together and participates in both classroom and clinical learning activities, some of which utilize team based or cooperative learning strategies. The intensive nature of the program results in students spending long hours together, both in and out of the learning environment. An orientation toward teamwork and positive communication has been observed by faculty to be of extreme importance in successful navigation of, and graduation from, the program. University faculties have long used group assignments which are designed not only to facilitate student learning, but also the development of professional and social skills such as communication, critical thinking, conflict management and consensus building. Often referred to as collaborative learning, group assignments have been justified in professional nursing education on the basis that practicing nurses spend the majority of their time engaged in cooperative, team based clinical settings (Copp, 2002). Unfortunately, there exists little evidence that collaborative learning activities actually result in improved team orientation among professional nurses (Baumberger-Henry, 2005). An exploration of the literature reveals that group assignments are viewed by nursing faculty as an effective teaching strategy. A number of well known nursing educators advocate strongly for this approach, citing the same reasons as mentioned above (Benner, Sutphen, Leonard and Day, 2010; Billings and Halstead, 2009; Herrman, 2008). Examples of collaborative learning activities are reported in subjects such as pathophysiology (Elberson, Vance, Stephenson and Corbett, 2001), nursing research (Stiles, Johnson, Trigg, and Fowler, 2004), nurse practice acts (Copp, 2002), nursing fundamentals (Sand-Jecklin, 2007), and critical thinking development (Khosravani, Manoocheehri, and Memarian, 2005). However, group assignments or collaborative learning activities are viewed by both students and faculty as problematic. Nursing faculty may be reluctant to implement such strategies because they feel that their students lack the knowledge and skills necessary to engage in active collaboration with each other (Vahidi, Asamain and Valizadeh, 2007). Students, both in nursing and in other programs of study, cite issues such as not knowing group members' strengths and weaknesses, unequal distribution of workload, comparable grades for varying levels of contribution, personality clashes, and logistical issues with timetables and group meetings (Ford and Morice, 2003; Mousley and Campbell, 2007; Stiles, Johnson, Trigg, and Fowler, 2004; Waite and Leonardi, 2004). Student surveys frequently reflect a desire to avoid group assignments even as they acknowledge the theoretical benefits of engaging in collaborative learning. What is clearly desired is more preparation for group work than simply splitting up into teams and reading the assignment guidelines. Students need to be taught how to work in teams prior to being required to engage in high stakes, grade related team activities.

**Statement of Purpose:** The purpose of this project was to determine if there is demonstrable value in providing students with teambuilding training prior to, and during the midpoint of the first semester, of a 12 month, intensive accelerated BSN program for second degree students.

**Methods:** The research methodology for this proposal was a pre/post test, quasi-experimental design wherein the independent variable were two teambuilding training sessions and the dependent variables were the individual and group means drawn from the Collective Orientation Scale (Driskell, Salas, and Hughes, 2010) as measured pre and post the teambuilding training sessions. The teambuilding training sessions were an already scheduled facet of the Fast Track program, thus all students participated. The faculty of the program, to include the principle investigator, provided the

teambuilding training session. The first teambuilding training session was held during the orientation to the 2011 BSN Fast Track program. The second session was held at the midpoint of summer, 2011 classes. Prior to the first teambuilding training session, the subjects completed a survey, the Collective Orientation Scale (Driskell, Salas, and Hughes, 2010), to determine their individual and the overall group orientation to team or group activities. At the end of the summer semester, the subjects again completed the Collective Orientation Scale. Again, individual and group scores were ascertained.

**Results:** Not available at the time of this submission but the project will be completed by September 1, 2011.

**Authors:** Lisa Hennessy, Ph.D.(c), M.S.N., R.N., C.R.R.N.  
**Nursing School:** The University of Texas at El Paso School of Nursing

## ***PIP Goes Online***

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### **Category:**

Hot Topics (Amazing in- progress projects such as challenges faced, unexpected accomplishments/successes)

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**Background Statement:** The RWJF Pre-Entry Immersion Program (PIP) was introduced to NCIN Grantees in 2010 with extensive instructional guides to assist faculty in the development of a PIP learning experience for NCIN scholarship recipients. Upon review of the PIP material the faculty decided the content could benefit all accelerated second degree students instead of limiting access only to the NCIN scholars. The challenge for Texas Tech University Health Sciences Center was to introduce PIP to students living across Texas and assigned to five different campuses.

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

**Methods:** Faculty from the accelerated second degree program and one of the School of Nursing's instructional design specialists worked collaboratively to create a story board outline of required topics with references to the instructional material presented in the PIP Toolkit. These topics included study skills, time management, test-taking skills, writing skills, medical terminology and mentoring/leadership development. Moodle, a cloud based learning platform, was selected to support the delivery of the content with a module developed for each major item. The learning was facilitated with reading assignments, discussion board postings, and video clips, and assessment of learning was accomplished through multiple choice quizzes and faculty review of postings. The online PIP was offered to 59 students admitted spring 2011 and was monitored by the School of Nursing's director of retention for all students across the state.

**Results:** Forty-five second degree students completed a satisfaction survey via Zoomerang to evaluate student perceptions related to the PIP Program. Results of the survey revealed: (1) students found the content in the modules to be helpful and relevant for individuals beginning an accelerated nursing program; (2) students identified the modules were organized and content supported achievement of learning objectives; and (3) the online modules were easy to navigate using the Moodle platform. Two suggested areas for improvement were: (1) add content pertaining specifically to nursing and (2) remove some content that was viewed as remedial. Revisions are currently under way to incorporate the students' suggestions.

**Authors:** Laura Opton, M.S.N., R.N., C.N.E.; Melinda Mitchell Jones, M.S.N., J.D., R.N.; Khadija Bakrim, M.Ed.; Phoebe Dometrius, B.S.N., R.N.

**Nursing School:** Texas Tech University Health Sciences Center School of Nursing

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## ***Using a Situational Interview to Select Scholars for The Robert Wood Johnson Foundation New Careers In Nursing Scholarships***

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### **Category:**

Hot Topics (Amazing in- progress projects such as challenges faced, unexpected accomplishments/successes)

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**Background Statement:** Quinnipiac University Department of Nursing was awarded 8 Robert Wood Johnson Foundation, New Careers in Nursing (NCIN) scholarships during the third round of funding. Applications to the Accelerated BSN program yielded over thirty candidates eligible for the NCIN scholarships and who looked relatively equal on their applications for admission in their potential for success and leadership in nursing.

Sensitized to the issue that interviews as a selection device generally lack reliability and validity, the Accelerated Track Admissions Committee decided to conduct situational interviews based on the premise that past behaviors predict future performance (Latham, G.P. & Saari, L.M.,1964). With most accelerated nursing students having limited understanding of the intensity of an accelerated program in nursing but ample experience in other work-related environments, questions related to past experiences may provide significant insight regarding a candidate's potential for success and leadership in nursing.

Nursing faculty identified 5 situational topics from which to ask questions. Three topics addressed the core components of the NCIN Pre-Entry Immersion Program: self-care, critical thinking, and time management. Two additional topics included critical decision making and ethical decision making. Situational questions based upon each topic and everyday life or work experiences were generated. For example, a time management question was posed as "Give me an example of a time when you had to juggle multiple projects. What did you do to effectively manage all the projects?"

**Statement of Purpose:** To conduct situational interviews that would assist in the selection process of the 8 candidates to receive NCIN scholarships.

**Methods:** Working in pairs, faculty interviewed the candidates. Using a Likert scale, each interviewer rated candidate responses and completed a summary statement of the interviewer's overall impression. Upon completion of the interviews, faculty convened to select the final NCIN Scholars.

**Results:** Information obtained from the responses of candidates during situational interviews resulted in the selection of the 8 candidates to receive NCIN scholarships. Situational interviews do provide additional information that cannot be gleaned from a paper application.

**Authors:** Cory Ann Boyd, Ed.D, R.N.  
**Nursing School:** Quinnipiac University



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## **Program Planning Committee Members**

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LORI ESCALLIER, PH.D., R.N., C.P.N.P.  
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SHEILA WHITWORTH, M.S.N., R.N.  
*University of South Alabama College of Nursing*

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*Johns Hopkins University*

DIANE TSUKAMAKI, M.S.  
Director, National Recognition & Scholarship Programs  
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RICHARD W. VALACHOVIC, D.M.D., M.P.H.  
Executive Director  
*The American Dental Education Association*

ELIAS P. VASQUEZ, PH.D., N.P., F.A.A.N., F.A.A.N.P.  
Dean and Professor  
*The University of Texas at El Paso*

BRENDA K. ZIERLER, PH.D., R.N., R.V.T.  
Associate Professor  
*The University of Washington*

---

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VERNELL DEWITTY, PH.D., M.B.A., M.S.N., R.N.  
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*Program Assistant*

---

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DAVID M. KROL, M.D., M.P.H., F.A.A.P.  
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DENISE A. DAVIS, DR.P.H., M.P.A.  
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*Program Team Coordinator*

NANCY WIELER FISHMAN  
*Senior Program Officer*

DANIELA PHYME, M.Div.  
*Grants Administrator*



## Program Liaison Listing

---

DANA WEDEKING, M.S.N.  
*Allen College*  
[wedekidf@ihs.org](mailto:wedekidf@ihs.org)

SHIRLEY FARR, R.N.C., M.S.N., C.N.S.  
*Azusa Pacific University*  
[sfarr@apu.edu](mailto:sfarr@apu.edu)

JOAN MASTERS, ED.D., M.B.A., A.P.R.N.,  
P.M.H.N.P.-B.C.  
*Bellarmino University*  
[jmasters@bellarmine.edu](mailto:jmasters@bellarmine.edu)

MARY COLLEEN SIMONELLI, PH.D.  
*Boston College*  
[colleen.simonelli@bc.edu](mailto:colleen.simonelli@bc.edu)

DARLA VALE, PH.D.  
*College of Mount St. Joseph*  
[darla\\_vale@mail.msj.edu](mailto:darla_vale@mail.msj.edu)

SHERYL SANDAHL, D.N.P., R.N., C.N.P.,  
M.P.H.  
*College of St. Scholastica*  
[ssandahl@css.edu](mailto:ssandahl@css.edu)

AMY COSIMANO, ED.D., R.N.  
*Creighton University*  
[acosimano@creighton.edu](mailto:acosimano@creighton.edu)

YOUNG ME-LEE, PH.D.  
*DePaul University*  
[jtrzaska@depaul.edu](mailto:jtrzaska@depaul.edu)

MICHAEL RELF, PH.D., R.N., A.A.C.R.N.,  
A.C.N.S.-B.C., C.N.E., F.A.A.N.  
*Duke University*  
[michael.relf@duke.edu](mailto:michael.relf@duke.edu)

MARGARET NOREUIL, PH.D., R.N.  
*Edgewood College*  
[mnoreuil@edgewood.edu](mailto:mnoreuil@edgewood.edu)

SYLVIA COLON-CABASSA, D.N.P.  
*Fairleigh Dickinson University*  
[scabassa@fdu.edu](mailto:scabassa@fdu.edu)

ANNETTE BOURGAULT, M.S.C.  
*Georgia Health Sciences University*  
[abourgault@georgiahealth.edu](mailto:abourgault@georgiahealth.edu)

SHEVELLAINE LOTT, M.S.N., R.N.  
*Hampton University*  
[shevellaine.lott@hamptonu.edu](mailto:shevellaine.lott@hamptonu.edu)

VERONICA PETERS, M.S.N.  
*Indiana Wesleyan University*  
[veronica.peters@indwes.edu](mailto:veronica.peters@indwes.edu)

TRACEY CARLSON MOTTER  
*Kent State University*  
[tcarlson@kent.edu](mailto:tcarlson@kent.edu)

MICHAEL REYES ANDRILLON, B.A., B.S.  
*Linfield College*  
[mreyesa@linfield.edu](mailto:mreyesa@linfield.edu)

PHYLLIS SOLARI-TWADELL, R.N., PH.D.,  
M.P.A., F.A.A.N.  
*Loyola University Chicago*  
[psolari@luc.edu](mailto:psolari@luc.edu)

MAUREEN O' BRIEN, PH.D., R.N., P.C.N.S.-  
B.C.  
*Marquette University*  
[maureen.obrien@marquette.edu](mailto:maureen.obrien@marquette.edu)

SALLY STROUD, ED.D., A.P.R.N., B.C.  
*Medical University of South Carolina*  
[stroudsd@musc.edu](mailto:stroudsd@musc.edu)

GWEN WAGNER, M.S.  
*MidAmerica Nazarene University*  
[ggwagner@mnu.edu](mailto:ggwagner@mnu.edu)

JIMMY BECK, B.S., B.S.N., M.H.A., M.S.N.  
*Mount Carmel College of Nursing*  
[jbeck@mchs.com](mailto:jbeck@mchs.com)

SARAH SHEALY, M.S.N., C.N.M.  
*Mount St. Mary's College*  
[sshealy@msmc.la.edu](mailto:sshealy@msmc.la.edu)

SUSAN WARD, PH.D., R.N.  
*Nebraska Methodist College*  
[susie.ward@methodistcollege.edu](mailto:susie.ward@methodistcollege.edu)

KAREN HAND, PH.D.C., R.N.  
*New Mexico State University*  
[donahue4@nmsu.edu](mailto:donahue4@nmsu.edu)

ANN MARIE MAURO, PH.D., R.N., C.N.L.  
*New York University*  
[annmarie.mauro@nyu.edu](mailto:annmarie.mauro@nyu.edu)

PAULA MILONE-NUZZO, PH.D.  
*Pennsylvania State University*  
[pxm36@psu.edu](mailto:pxm36@psu.edu)

LISA ROSENBERG, PH.D.  
*Rush University Medical Center*  
[lisa\\_rosenberg@rush.edu](mailto:lisa_rosenberg@rush.edu)

RITA WUNDERLICH, PH.D.  
*Saint Louis University*  
[wunderrj@slu.edu](mailto:wunderrj@slu.edu)

LISA SELDOMRIDGE, PH.D.  
*Salisbury University*  
[laseldomridge@salisbury.edu](mailto:laseldomridge@salisbury.edu)

AARA AMIDI-NOURI, PH.D., R.N.  
*Samuel Merritt University*  
[aamidinouri@samuelmerritt.edu](mailto:aamidinouri@samuelmerritt.edu)

MARY ANN GLENDON, PH.D.  
*Southern Connecticut State University*  
[glendonm1@southernct.edu](mailto:glendonm1@southernct.edu)

LORI ESCALLIER, PH.D.  
*Stony Brook University*  
[lori.escallier@stonybrook.edu](mailto:lori.escallier@stonybrook.edu)

LUZVIMINDA CASAPAO, M.A., ED.M., R.N.  
*SUNY Downstate Medical Center*  
[luzviminda.casapao@downstate.edu](mailto:luzviminda.casapao@downstate.edu)

MELINDA JONES, M.S.N., J.D.  
*Texas Tech University Health Sciences Center*  
[melinda.mitchell@ttuhsc.edu](mailto:melinda.mitchell@ttuhsc.edu)

JULIA WARD, PH.D.  
*Thomas Jefferson University*  
[julia.ward@jefferson.edu](mailto:julia.ward@jefferson.edu)

SYLVIA BRITT, D.S.N.  
*University of Alabama at Birmingham*  
[sylviae@uab.edu](mailto:sylviae@uab.edu)

KATHLEEN SCHELL, PH.D.  
*University of Delaware*  
[kaschell@udel.edu](mailto:kaschell@udel.edu)

MAUREEN ANTHONY, PH.D.  
*University of Detroit Mercy*  
[anthonmj@udmercy.edu](mailto:anthonmj@udmercy.edu)

MARTIN HARGADON, M.S.N.  
*University of Hawaii at Manoa*  
[hargadon@hawaii.edu](mailto:hargadon@hawaii.edu)

KENYA SNOWDEN, M.S.N., A.C.N.P./A.N.P.-  
B.C.  
*University of Miami*  
[ksnowden@miami.edu](mailto:ksnowden@miami.edu)

TINA MARTIN, PH.D.  
*University of Mississippi Medical Center*  
[tmartin@umc.edu](mailto:tmartin@umc.edu)

SHERRI ULBRICH, PH.D.  
*University of Missouri--Columbia*  
[ulbrichs@missouri.edu](mailto:ulbrichs@missouri.edu)

MARGARET GRIFFITHS, M.S.N.  
*University of Pennsylvania*  
[griffimj@nursing.upenn.edu](mailto:griffimj@nursing.upenn.edu)

MICHAEL BEACH, D.N.P.  
*University of Pittsburgh*  
[pkaras@offres.pitt.edu](mailto:pkaras@offres.pitt.edu)

KATHY RIDEOUT, ED.D., P.N.P.-B.C.,  
F.N.A.P.  
*University of Rochester*  
[Kathy\\_Rideout@urmc.rochester.edu](mailto:Kathy_Rideout@urmc.rochester.edu)

SHEILA WHITWORTH, D.N.P.  
*University of South Alabama*  
[swhitworth@usouthal.edu](mailto:swhitworth@usouthal.edu)

RITA D'AOUST  
*University of South Florida*  
[rdaoust@health.usf.edu](mailto:rdaoust@health.usf.edu)

PATRICIA COWAN, PH.D.  
*University of Tennessee Health Science Center*  
[pcowan@uthsc.edu](mailto:pcowan@uthsc.edu)

LISA HENNESSY, PH.D.(C.), M.S.N.  
*University of Texas at El Paso*  
[lhennesy@utep.edu](mailto:lhennesy@utep.edu)

CAROLE SUSAN CHRISTMAN, M.S.,  
A.P.H.N.-B.C.  
*University of Wyoming*  
[cchristm@uwyo.edu](mailto:cchristm@uwyo.edu)

ELISABETH SHELTON, PH.D.  
*West Virginia University*  
[eshelton@hsc.wvu.edu](mailto:eshelton@hsc.wvu.edu)

CECIL HOLLAND, M.S.N., ED.M., A.P.R.N.,  
ED.D., PH.D., R.N.  
*Winston-Salem State University*  
[hollandc@wssu.edu](mailto:hollandc@wssu.edu)

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

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Texas Christian University  
Texas Tech University Health Sciences Center  
Thomas Jefferson University  
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University of California, Los Angeles  
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University of Maryland  
University of Massachusetts  
University of Medicine and Dentistry of New Jersey  
University of Miami  
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University of Tennessee  
University of Texas–Houston  
University of Virginia  
University of Washington  
University of Wyoming  
West Virginia University  
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Yale University

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## **2009 New Careers in Nursing Grantees**

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Belmont University  
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California State University–Fullerton  
California State University–Fresno  
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College of St. Scholastica  
Cox College  
Duke University  
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Fairfield University  
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Medical College of Georgia  
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Salisbury University

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Shenandoah University  
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Southern Connecticut State University  
Stony Brook University  
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Medical Center  
Texas Tech University Health Sciences  
Center  
University of Maryland–Baltimore  
University of Massachusetts–Amherst  
University of Medicine and Dentistry of  
New Jersey  
University of Michigan  
University of Mississippi  
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University of Pennsylvania  
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College of St. Scholastica  
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University of Texas at El Paso  
University of Wyoming  
West Virginia University  
Winston-Salem State University

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Denise Davis  
National Advisory Committee  
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