

THIRD ANNUAL PROGRAM LIAISONS SUMMIT

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

Third Annual Program Liaisons' Summit

*Strategies to
Transform the
Nursing Workforce*

September 30–October 2, 2010

Washington, DC



Robert Wood Johnson Foundation



American Association
of Colleges of Nursing

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

Table of Contents

Agenda-at-a-Glance	2
Welcome Letter.....	5
Robert Wood Johnson Foundation Initiative on the Future of Nursing, at the Institute of Medicine.....	6
Full Agenda	8
Thursday, September 30	15
Using Communications to Attract and Retain NCIN Scholars	15
First-Time Grantee Forum	18
Friday, October 1.....	19
Understanding Adult Learners	19
Nursing's Historical Diversity: Implications for Nursing Education	20
New Careers in Nursing Program Guide	22
Pre-Entry Immersion Program	23
Leadership Development.....	26
Program Reporting	27
Program Evaluation Outcomes: Models for Program Evaluation	32
Student Panel: Models for Mentoring: Successes and Challenges	34
Dinner Presentation: Accelerated Student Today, Nurse Leader Tomorrow.....	35
Saturday, October 2	39
Breakfast Roundtable Discussions: Master's and B.S.N. Programs	39
Strategies for Academic Success	41
Breakout Session: Building Programs for Academic Success	49
Breakout Session: Leadership Development.....	50
Breakout Session: Program Evaluation Metrics	51
Breakout Session: Building Successful Mentoring Programs	52
Breakout Session: Managing Scholarship Awards	53
Poster Abstracts	55
Participants	73
Program Planning Committee Members.....	73
Pre- Entry Immersion Program Task Force Members.....	74
National Advisory Committee Members	75
New Careers in Nursing National Program Office	76
Robert Wood Johnson Foundation NCIN Staff Members	76
Program Liaison Listing	77
2008 New Careers in Nursing Grantees.....	79
2009 New Careers in Nursing Grantees.....	80
2010 New Careers in Nursing Grantees	81
Acknowledgments	82

Agenda-at-a-Glance

Thursday, September 30, 2010

1:00–7:00 p.m. Conference Registration & Posters Displayed	Ballroom Level
2:00–4:00 p.m. Preconference Workshop GYMR Public Relations: <i>Using Communications to Attract and Retain NCIN Scholars</i>	Ballroom II
4:00–6:00 p.m. First-Time Grantee Forum <i>All participants new to NCIN are invited to attend.</i>	Ballroom II
6:30 p.m. Dinner/Reception <i>This is an invitation only event, you should have received an invitation if you are a member of one of the following groups: National Advisory Committee, Program Planning Committee, Pre-Entry Immersion Program Task Force</i>	Ris Restaurant

Friday, October 1, 2010

6:00– 7:00 a.m. Rejuvenating and Wellness Tai Chi and Qigong	Ballroom I
8:00–9:00 a.m. Conference Registration & Plated Breakfast Poster sessions open	Ballroom II
9:00–9:30 a.m. Opening/Welcome/Greetings	Executive Forum
9:30–10:45 a.m. Plenary Session <i>Understanding Adult Learners</i>	Executive Forum
10:45–11:00 a.m. Break	
11:00–12:00 p.m. Plenary Session <i>Nursing's Historical Diversity: Implications for Nursing Education</i>	Executive Forum
12:00–1:00 p.m. Break for lunch on your own	
1:00–2:30 p.m. New Careers in Nursing Program Guide	Executive Forum
1:00–1:30 p.m.	Pre-Entry Immersion Program
1:30–2:00 p.m.	Leadership Development
2:00–2:15 p.m.	Program Reporting
2:15–2:30 p.m.	Q & A

2:30–3:45 p.m.	Program Evaluation Outcomes <i>Models for Program Evaluation</i>	Executive Forum
3:45–4:00 p.m.	Break	
4:00–5:00 p.m.	Student Panel Discussion <i>Models for Mentoring: Successes and Challenges</i>	Executive Forum
5:00–6:30 p.m.	Poster Reception—voting ends at 6:30 p.m. <i>This is your last chance to vote for your favorite posters!</i>	Ballroom II
6:30–7:00 p.m.	Reception	Colonnade
7:00 p.m.	Dinner Presentation <i>Accelerated Student Today, Nurse Leader Tomorrow</i>	Colonnade

Saturday, October 2, 2010

6:00–7:00 a.m.	Rejuvenating and Wellness Tai Chi and Qigong	Ballroom I
7:30–8:45 a.m.	Plated Breakfast & Roundtable Discussions	Ballroom II
9:00–10:00 a.m.	Strategies for Academic Success	Executive Forum
10:15–11:15 a.m.	Breakout Sessions Building Programs for Academic Success Leadership Development Program Evaluation Metrics Building Successful Mentoring Programs Managing Scholarship Awards	Imperial I Imperial II Culpeper Latrobe Longworth
	Communication Conferences Individually scheduled	Ballroom II
11:15–11:30 a.m.	Break	
11:30–12:30 p.m.	Report of Breakfast Roundtables, Next Steps, Closing Remarks	Executive Forum

Welcome Letter

September 30, 2010

Dear Colleague:

It is our pleasure to welcome you to the third annual Robert Wood Johnson Foundation New Careers in Nursing Program Liaisons' Summit: *Strategies to Transform the Nursing Workforce*.

The *New Careers in Nursing Scholarship Program* (NCIN) aims to ease the nation's nursing shortage by attracting new students into the profession while enhancing efforts to recruit students from underrepresented groups in nursing. Besides scholarship funding, this 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 a total of 101 current and past schools of nursing grantees. The NCIN program has achieved a 98 percent success rate in distributing awarded scholarships, with only 11 going unused in year one. A total of 1,917 will be awarded by the end of this third funding cycle.

This year, NCIN will address the key components of its program, mentoring and leadership, and effective strategies for the recruitment and retention of underrepresented and disadvantaged students and scholars. Grantee liaisons will participate in a variety of plenary sessions to learn more about the history of diversity in nursing, best approaches to adult learning, how to use communications to reach targeted audiences, and methodologies for creating future nurse leaders, among others. For the third consecutive year, NCIN will display grantee poster abstracts with 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
New Careers in Nursing

ROBERT WOOD JOHNSON FOUNDATION
INITIATIVE ON THE FUTURE OF NURSING
AT THE INSTITUTE OF MEDICINE**Robert Wood Johnson Foundation Initiative on the Future of Nursing,
at the Institute of Medicine**

As the nation prepares to address the needs of newly insured Americans and increase its capacity to provide high quality, affordable care to a growing aging population, there is a unique opportunity to provide information, insight, and guidance on the future role of nursing in the delivery of that care.

Nurses provide front-line services that are at the center of our nation's health care. Over two million strong, they are the largest segment of the health care workforce. Nurses are essential to the provision of quality care; they are the professionals most likely to intercept medical errors.

Nursing faces a number of challenges that must be overcome to fulfill the promise of a reformed health care system and meet the nation's health needs. The current and projected shortage of nurses poses a severe threat to the adequacy and safety of health care in the United States. A shortage of educational opportunities for nursing, driven by a faculty shortage, is making it difficult to meet the increasing demand for nurses.

To successfully transform the way health care is structured and delivered in a variety of care settings, it is absolutely essential to actively engage nurses for their leadership and expertise, and to identify new solutions in the areas of recruitment, education, retention, and new technologies.

As such, the Robert Wood Johnson Foundation and the Institute of Medicine have joined together to create an unprecedented initiative on the future of nursing in America. As part of the initiative, the Institute of Medicine has convened a committee of experts, led by former Health and Human Services Secretary Donna E. Shalala, to develop a transformational report on the future of nursing.

The committee may examine and produce recommendations related to the following issues, with the goal of identifying vital roles for nurses in designing and implementing a more effective and efficient health care system:

- Reconceptualizing the role of nurses within the context of the entire workforce, the shortage, societal issues and current and future technology;
- Expanding nursing faculty, increasing the capacity of nursing schools, and redesigning nursing education to assure that it can produce an adequate number of well prepared nurses able to meet current and future health care demands;
- Examining innovative solutions related to health care delivery and health professional education by focusing on nursing and the delivery of nursing services; and
- Attracting and retaining well prepared nurses in multiple care settings, including acute, ambulatory, primary care, community, and public health.

The final report, which will define a clear agenda and blueprint for action, including changes in public and institutional policies at the federal, state and local levels, will be released on **October 5, 2010** at the **National Press Club in Washington, D.C.**

Following the release of the report, the Institute of Medicine and the Robert Wood Johnson Foundation will hold a national implementation conference to convene policymakers and leaders from various sectors to discuss ways in which the committee's recommendations might be implemented.

To learn more about the RWJF Initiative on the Future of Nursing, at the IOM:

- ❖ Visit us on the web at: www.thefutureofnursing.org
- ❖ Follow us on Twitter: www.twitter.com/futureofnursing
- ❖ Become a fan of the Initiative on Facebook: <http://facebook.com/futureofnursing>

ROBERT WOOD JOHNSON FOUNDATION
INITIATIVE ON THE FUTURE OF NURSING
AT THE INSTITUTE OF MEDICINE

Committee Roster

Donna E. Shalala, Ph.D., Committee Chair, President, University of Miami

Linda Burnes Bolton, Dr.P.H., R.N., F.A.A.N., Committee Vice Chair, Vice President and Chief Nursing Officer, Cedars-Sinai Health System and Research Institute

Michael Bleich, Ph.D., R.N., F.A.A.N., Dean and Dr. Carol A. Lindeman Distinguished Professor, Oregon Health & Science University School of Nursing

Troyen (Troy) A. Brennan, M.D., J.D., M.P.H., Executive Vice President, Chief Medical Officer, CVS Caremark

Robert E. Campbell, M.B.A., Vice Chairman (Retired), Johnson & Johnson

Leah Devlin, D.D.S., M.P.H., Professor of the Practice, University of North Carolina School of Public Health

Catherine Dower, J.D., Associate Director of Research, Center for the Health Professions, University of California, San Francisco

Rosa Gonzalez-Guarda, Ph.D., M.S.N., M.P.H., R.N., Assistant Professor, School of Nursing and Health Studies, University of Miami

David C. Goodman, M.D., M.S., Professor of Pediatric and of Community and Family Medicine, Children's Hospital at Dartmouth, The Dartmouth Institute for Health Policy and Clinical Practice

Jennie Chin Hansen, R.N., M.S., F.A.A.N., President, AARP

C. Martin Harris, M.D., M.B.A., Chief Information Officer, Cleveland Clinic

Anjli Aurora Hinman, C.N.M., M.S.N., M.P.H., Woodruff Fellow, Emory University; 2008 Graduate, Family-Nurse Midwifery Program; and Alumni Chair, Health Students Taking Action Together, Inc.

William (Bill) D. Novelli, M.A., Distinguished Professor, McDonough School of Business, Georgetown University

Liana Orsolini-Hain, Ph.D., R.N., C.C.R.N., Nursing Instructor, City College of San Francisco

Yolanda Partida, M.S.W., M.P.A., D.P.A., Director, National Center, *Hablamos Juntos*, UCSF Fresno Center for Medical Education and Research

Robert D. Reischauer, Ph.D., President, The Urban Institute

John W. Rowe, M.D., Professor, Mailman School of Public Health, Department of Health Policy and Management, Columbia University

Bruce C. Vladeck, Ph.D., Senior Advisor, Nexera Consulting

The Robert Wood Johnson New Careers in Nursing Program
2010 Program Liaisons' Summit
Strategies to Transform the Nursing Workforce

Fairmont Hotel
2401 M Street, NW
Washington, DC 20037

Thursday, September 30

1:00–7:00 p.m.

Ballroom Level

Conference Registration & Posters Displayed

2:00–4:00 p.m.

Ballroom II

Preconference Workshops

GYMR: Using Communications to Attract and Retain NCIN Scholars

Successful recruitment of underrepresented and financially disadvantaged accelerated baccalaureate and master's students in nursing requires an effective, focused plan. This session will provide strategic approaches and methods for recruiting NCIN scholars, including a panel on best practices from three current NCIN grantees. GYMR Public Relations will help schools of nursing identify barriers to the recruitment of underrepresented and financially disadvantaged candidates and discuss ideas to overcome them in preparation for future grant periods.

Panel: Sylvia Britt, D.S.N., R.N., Assistant Professor, Program Director, University of Alabama, Birmingham, AL

Margaret Griffiths, M.S.N., R.N., C.N.E., University of Pennsylvania, Philadelphia, PA

Susan Larson, Ph.D., R.N., MidAmerica Nazarene University, Olathe, KS

4:00–6:00 p.m.

Ballroom II

First-Time Grantee Forum

This session is designed to present an overview of basic New Careers in Nursing Scholarship Program operations for new grantees and persons who are new to the role of NCIN 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.

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

Carolina Huerta, Ed.D., M.S.N., R.N., Chair, National Advisory Committee, New Careers in Nursing; Department Chair, Department of Nursing, University of Texas-Pan America, Edinburg, TX

Vernell DeWitty, Ph.D., M.B.A., M.S.N., R.N., Program Deputy Director, New Careers in Nursing National Program Office, Washington, DC

Friday, October 1

6:00 –7:00 a.m.

Ballroom I

Rejuvenating and Wellness Tai Chi and Qigong

Qigong is a Chinese practice that uses graceful movement and conscious breathing to clear the mind, soothe the heart and elevate the spirit. Instructor: Thomas “Taj” Johnson is director of SkyValley Tai Ji, which offers therapeutic Chinese Neijia programs throughout the Washington, DC area.

8:00–9:00 a.m.

Ballroom II

Conference Registration & Plated Breakfast Poster sessions open

9:00–9:30 a.m.

Executive Forum

Opening/Welcome/Greetings

*Speakers: **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, New Careers in Nursing, Washington, DC*

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

*Moderator: **Carolina Huerta, Ed.D., M.S.N., R.N.**, Chair, National Advisory Committee, New Careers in Nursing; Department Chair, Department of Nursing, University of Texas-Pan America, Edinburg, TX*

9:30–10:45 a.m.

Executive Forum

Plenary Session

Understanding Adult Learners

This session presents an overview of research findings regarding adult learners and implications for instructing accelerated degree nursing students. Participants will be offered recommendations and strategies to assist accelerated students and apply knowledge from prior experiences to their nursing practice.

*Speaker: **Barry Sheckley, Ph.D.**, Ray Neag Professor of Adult Learning, University of Connecticut, Department of Educational Leadership, Storrs, CT*

10:45–11:00 a.m.

Break

11:00–12:00 p.m.

Executive Forum

Plenary Session

Nursing's Historical Diversity: Implications for Nursing Education

Ethnic and cultural diversity are core values to the nursing profession. This presentation will chronicle the evolution of diversity in the profession and factors that have influenced persons from diverse backgrounds to enter the profession.

*Speaker: **Patricia O'Brien D'Antonio, Ph.D., R.N., F.A.A.N.**, Associate Professor of Nursing, University of Pennsylvania, Philadelphia, PA*

12:00–1:00 p.m.

Break for lunch on your own

1:00–2:30 p.m.

*Executive Forum***New Careers in Nursing Program Guide**

1:00–1:30 p.m.

Pre-Entry Immersion Program

These sessions present an overview of grantee requirements and resources available from the National Program Office. Participants will engage in a dialogue to address issues of concern, successes and challenges in meeting these requirements. A brief discussion of reporting requirements will conclude these sessions.

Moderator: Vernell DeWitty, Ph.D., M.B.A., M.S.N., R.N., Program Deputy Director, New Careers in Nursing National Program Office, Washington, DC

Panel: Patricia A. Cowan, Ph.D., R.N., Associate Professor, College of Nursing, Director, Ph.D. in Nursing Program, College of Graduate Health Sciences, University of Tennessee Health Science Center, Memphis, TN

Bennie L. Marshall, Ed.D., R.N., Professor/Chair, Department of Nursing, Norfolk State University, Norfolk, VA

1:30–2:00 p.m.

Leadership Development

The *Leadership Development Toolkit* was revised based on feedback and recommendations from grantees. This session will further evaluate how this revised toolkit has been helpful in designing and implementing leadership activities for scholars and contributing to Pre-Entry Immersion Program (PIP).

Speaker: Becky Choi, J.D., Founder and Principal, groupforward, LLC, Alexandria, VA

2:00–2:15 p.m.

Program Reporting

Speaker: Vernell DeWitty, Ph.D., M.B.A., M.S.N., R.N., Program Deputy Director, New Careers in Nursing National Program Office, Washington, DC

2:15–2:30 p.m.

Questions and Answers

2:30–3:45 p.m.

*Executive Forum***Program Evaluation Outcomes****Models for Program Evaluation**

This session will report emerging impressions based on data collected from both NCIN and scholars. The focus will include models and processes that grantees may use to design their individual program evaluations and NCIN outcomes. A panel of two grantees will discuss the approaches they have taken in designing program evaluations.

Speaker: Catherine Millett, Ph.D., Ed.M., Senior Research Scientist, Policy Evaluation and Research Center, ETS, Princeton, NJ

Panelists: Sylvia Britt, D.S.N., R.N., Assistant Professor and Program Director for the University of Alabama School of Nursing, Birmingham, AL

Lisa Seldomridge, Ph.D., R.N., Chair and Professor, Department of Nursing, Salisbury University, Salisbury, MD

3:45–4:00 p.m.

Break

4:00–5:00 p.m.

Executive Forum

Student Panel Discussion

Models for Mentoring: Successes and Challenges

Student guests are invited to share with participants their experiences as accelerated degree students. They will elaborate on reasons why they chose nursing as a second career and what they expect from their future careers. Students will discuss the challenges of returning to school as well as stressors and support.

Moderator: Teri A. Murray, Ph.D., R.N., Member, National Advisory Committee, New Careers in Nursing; Associate Professor and Dean, School of Nursing, Saint Louis University, Saint Louis, MO

Panel Members: Sanette Jackson and Jon Ray Guzman, Salisbury University;

Jessie Fuentes and **Katrina Harston**, Johns Hopkins University;

Branden Taylor, University of Maryland;

Austin Nation, California State University, Fullerton

5:00–6:30 p.m.

Ballroom II

Poster Reception

View the posters and VOTE! Votes are due by 6:30 p.m.

6:30–7:00 p.m.

Colonnade

Reception

7:00 p.m.

Colonnade

Dinner and Presentation

Accelerated Student Today, Nurse Leader Tomorrow

This session will provide an overview of leadership development in accelerated degree nursing students from the perspective of a nurse leader who was an accelerated degree student. Through a personal narrative, participants will learn why leadership development is important to this population of nursing students.

Introduction: Phyllis Sharps, Ph.D., R.N., C.N.E., F.A.A.N., Member, National Advisory Committee, New Careers in Nursing; Professor and Department Chair, Department of Community-Public Health Nursing, Johns Hopkins University School of Nursing, Baltimore, MD

Speaker: Lora Peppard, D.N.P., A.P.R.N.-B.C., Assistant Professor of Clinical Practice, George Mason University, Fairfax, VA

Saturday, October 2

6:00–7:00 a.m.

*Ballroom I***Rejuvenating and Wellness Tai Chi and Qigong**

Qigong is a Chinese practice that uses graceful movement and conscious breathing to clear the mind, soothe the heart and elevate the spirit. Instructor: Thomas “Taj” Johnson is director of SkyValley Tai Ji, which offers therapeutic Chinese Neijia programs throughout the Washington, DC area.

7:30–8:45 a.m.

*Ballroom II***Roundtable Discussions****Master’s Programs & B.S.N. Programs**

These roundtable discussions provide an opportunity for sharing and learning best practices in the education of students in accelerated programs and assist with building a community of nurse educators who participate in NCIN. These breakfast sessions will allow conference attendees to share and discuss issues and problems with colleagues from similar programs, i.e. baccalaureate or master level programs.

Moderator: **Lori Escallier**, Ph.D., R.N. C.P.N.P., SUNY Stony Brook, Stony Brook, NY

9:00–10:00 a.m.

*Executive Forum***Strategies for Academic Success**

This presentation will describe the academic support program in place at the Universities at Shady Grove (USG). It will focus specifically on the University of Maryland School of Nursing program at USG, outlining goals and academic strategies adopted to accelerate students acquiring skills and content necessary to their success. The presentation will end with demonstrating measures that indicate the success of this program and its adoption by other Maryland universities, including the School of Nursing in Baltimore.

Speaker: **Marsha Youngblood**, Ed.D., Associate Director, Center for Academic Success, Universities at Shady Grove, University of Maryland, Rockville, MD

Moderator: **Carolina Huerta**, Ed.D., M.S.N., R.N., Chair, National Advisory Committee, New Careers in Nursing; Department Chair, Department of Nursing, University of Texas-Pan America, Edinburg, TX

10:15–11:15 a.m.

Breakout Sessions

Breakout Sessions are designed to stimulate sharing among program sites on topics that support successful grant implementation. Each session will be facilitated by a member of the National Advisory Committee. A panel of questions will guide the dialogue of each group.

Building Programs for Academic Success*Imperial I*

This session will continue the dialogue initiated during the plenary session on academic success. Focus will include academic strategies implemented to increase the odds of success for these nursing students on the recently implement Pre-Entry Immersion Program (PIP). Participants will discuss and share successful strategies that result in academic success for accelerated degree students.

Discussion Leader: **Marsha Youngblood**, Ed.D., Associate Director, Center for Academic Success, Universities at Shady Grove, University of Maryland, Rockville, MD

NAC Facilitator: **Daisy Cruz-Richman**, Ph.D., R.N., Dean and Professor, College of Nursing, State University of New York, Downstate Medical Center, Brooklyn, NY

Leadership Development

Imperial II

For the past two years, NCIN has required grantees to offer activities that facilitate leadership development in NCIN scholars. Last year, the *Leadership Development Toolkit* was revised based on feedback and recommendations from grantees. The purpose of the session this year is to further evaluate how the revised Toolkit has been helpful in designing and implementing leadership activities for scholars.

*Discussion Leader: **Becky Choi, J.D.**, Founder and Principal, groupforward, LLC, Alexandria, VA*

*NAC Facilitator: **Elias P. Vasquez, Ph.D., N.P., F.A.A.N.**, Dean and Professor, The University of Texas at El Paso, El Paso, TX*

Program Evaluation Metrics

Culpeper

This session will expand on the plenary discussion on program evaluation. Participants will be invited to share their experiences with program evaluation and discuss opportunities and recommendations for enhancements to data collection and evaluation.

*Discussion Leader: **Catherine Millett, Ph.D., Ed.M.**, Senior Research Scientist, Policy Evaluation and Research Center, ETS, Princeton, NJ*

*NAC Facilitator: **Phyllis W. 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, Baltimore, MD*

Building Successful Mentoring Programs

Latrobe

NCIN requires grantees to implement a mentoring program for scholarship recipients. This requirement has been well developed by some grantees while others have encountered challenges with implementing a mentoring program. Participants will discuss both their success and challenges with implementing mentoring programs. The focus of this session is identifying models for mentoring and resources needed that may be offered from the NPO to assist grantees in meeting this requirement.

*Discussion Leader: **Patricia O'Brien D'Antonio, Ph.D., R.N., F.A.A.N.**, Associate Professor of Nursing, University of Pennsylvania, Philadelphia, PA*

*NAC Facilitator: **Teri A. Murray, Ph.D., R.N.**, Associate Professor and Dean, School of Nursing, Saint Louis University, Saint Louis, MO*

Managing Scholarship Awards

Longworth

NCIN scholarship awards may be used to support any educational or related expense that students may incur in their educational programs, inclusive of living expenses. Over the past two years, many questions have resulted regarding use of funds and how best to apply scholarship funds to support students and meet the intent of the scholarships. This session will focus on increasing participants' understanding of financial requirements and strategies that may offer greater support for students.

*Discussion Leader: **Karen McCarthy**, Associate Director, Professional Assessment, Training, and Regulatory Assistance, National Association of Financial Aid Administrators, Washington, DC*

*NAC Facilitator: **Catherine Crowley, Ed.D., R.N.**, Vice President, Maryland Hospital Association, Elkridge, MD*

Communication Conferences

Ballroom II

Individually scheduled

11:15–11:30 a.m.

Break

11:30–12:30 p.m.

Executive Forum

Report of Breakfast Sessions

Group leaders and facilitators will present summary reports of group discussions.

*Moderators: **Debra J. Danforth**, B.S.N., R.N., Comprehensive Health Operations Director, Oneida Community Health Center, Oneida, WI*

Speakers: NAC Facilitators

Next Steps

*Speaker: **Vernell DeWitty**, Ph.D., M.B.A., M.S.N, R.N., Program Deputy Director, New Careers in Nursing, Washington, DC*

Closing Remarks

*Speakers: **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, New Careers in Nursing, Washington, D.C.*

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

Using Communications to Attract and Retain NCIN Scholars

Thursday, September 30, 2010
2:00–4:00 p.m.
Ballroom II

Speaker:

PATTIE YU, M.A.

Partner and Co-Founder, GYMR Public Relations

Pattie Yu is co-founder of GYMR Public Relations, a nationally ranked public relations agency specializing in health and social issues. She has been recognized as the Washington Women in Public Relations' "Woman of the Year" and INSIDE PR's "One of 10 Minority Agency Leaders Nationwide." Pattie oversees GYMR's work for the Robert Wood Johnson Foundation's Human Capital Portfolio NPOs and grantees.

Pattie has been recognized with many industry awards and she is frequently invited as a speaker for associations, federal agencies and area universities. Her articles on corporate social marketing, diversity and alliance building have appeared in magazines and social marketing textbooks alike. She is often tapped to judge communications competitions, and was the sole public relations judge for the prestigious American Legacy Foundation to evaluate advertising and PR agencies nationwide for the landmark \$206 billion master settlement agreement to promote tobacco free generations.

Recruited in 1994 to Fleishman-Hillard, Pattie oversaw the health care, association and social marketing practices. Prior, she was SVP on the board of managers at Porter Novelli, where she headed up the national public education programs, alliance building and diversity training. She holds a B.S. in Journalism with honors and an M.A. in organizational communications from the University of Maryland, College Park. She also holds a certificate in journalism from NYU.

Session Overview:

Successful recruitment of underrepresented and financially disadvantaged accelerated baccalaureate and master's nursing students requires an effective, focused plan. This session will provide strategic approaches and methods for recruiting NCIN scholars, including a panel on best practices from three current NCIN grantees. GYMR Public Relations will help schools of nursing identify barriers to the recruitment of underrepresented and financially disadvantaged candidates and discuss ideas to overcome them in preparation for future grant periods.

Session Objectives:

1. Engage nursing schools in a panel discussion about recruitment strategies and challenges.
2. Address challenges to recruitment with key information and resources.

Panel:

MARGARET GRIFFITHS, M.S.N., R.N., C.N.E.

*Dean of Curricular Activities**The University of Pennsylvania School of Nursing*

Margaret Griffiths is currently Assistant Dean, Curricular Activities at the University of Pennsylvania. During her tenure there, she developed many programs that were designed to facilitate educational mobility for nursing students from disadvantaged and underrepresented backgrounds. She came to fully understand that these students, who were viewed as not having the potential to succeed in nursing, were highly motivated and highly responsive to efforts to facilitate their career development. While she had the benefit of funding to facilitate most of these efforts, the relationships she fostered continue today.

SUSAN LARSON, PH.D., R.N.

*Interim Dean and Professor of Nursing**School of Nursing and Health Science, MidAmerica Nazarene University*

Susan Larson is currently the interim dean for the School of Nursing and Health Science at MidAmerica Nazarene University. She served as department chair in the previous year and has more than twenty years of teaching experience. Larson's research interests include creative teaching strategies, faculty development and spirituality in nursing.

SYLVIA BRITT, D.S.N., R.N.


*Accelerated Master's in Nursing Pathway Program Coordinator and Assistant Professor
University of Alabama at Birmingham School of Nursing*

Dr. Britt received her B.S.N. from the School of Nursing at the Medical College of Georgia in Augusta, after which she worked as a nurse at Piedmont Hospital while teaching in the school of nursing. Dr. Britt taught in Jefferson State Junior College's Associate Degree Program while completing her M.S.N. at the University of Alabama at Birmingham (UAB). She has also taught at the Maternal-Infant Center at the UAB. Dr. Britt served as coordinator for the B.S.N. maternal-newborn and women's health courses. She is currently the program coordinator for the Accelerated Master's in Nursing Pathway at the UAB School of Nursing.

Dr. Britt earned her D.S.N. at the UAB School of Nursing.


AMNP Recruitment Methods

- **Information Session** – Wednesday each week from 12 – 1 PM in NB 1029
- **Open House** – held several times per year next is Saturday, October 9, 2010
- **Web Based** – SON web site, Facebook & Google
- **Peace Corps Fellows** – Recruits Returning Peace Corps Volunteers



AMNP Recruitment Methods

- **Word of Mouth** – Faculty, Students & Staff
- **UAB Native Students** – BS, MS & PhD
- **College Recruitment** – Traditionally Black Colleges
- **Print Media and Flyers** – News articles and handouts



AMNP Recruitment Methods UABSON AMNP Website

The screenshot shows the UABSON AMNP website with a navigation bar containing 'Home', 'About Us', 'Recruitment', 'Training & Clinical Education', 'Alumni & Donations', and 'International Affairs'. The main content area features a 'Student Information' section with a 'View More' button. Below this, there is a section titled 'AMNP - Accelerated Master's in Nursing Pathway' which describes the program's purpose and requirements. A sidebar on the left lists various programs and contact information.

Accelerated Master's Entry to Nursing Pathway (AMNP) for Second Degree Students

The Accelerated Master's Entry to Nursing Pathway (AMNP) is an alternate pathway into the existing master's in nursing (MSN degree) for applicants who have a bachelor's degree in a field other than nursing, who are not registered nurses, and who seek MSN preparation as either a Clinical Nurse Leader (CNL) or another focus. While the program was designed to articulate with the clinical nurse leader specialty track, students may opt to transfer to another specialty track after the pre-licensure phase. The AMNP was developed in response to the growing need for well-educated, highly skilled professionals who can manage complexity within clinical environments.

The AMNP is not intended to prepare individuals for a specific job title as a "Clinical Nurse Leader"; graduates will likely obtain various professional positions from different employers. It is also anticipated that new CNL grads will be hired as novice nurses in whatever position they seek.

The Program is divided into two phases: (I) the Pre-licensure phase and (II) the CNL phase. Students in the Phase I must be prepared to dedicate 40 hours or more a week to the coursework and clinical for this program. Students find that it is not feasible for them to work while completing Phase I of this program. This is not a distance accessible program.

Phase I: The Pre-licensure phase: 50 Credits, 1395 contact hours
 Phase I consists of 12 months of full time study in which students complete the required courses and clinical experiences equivalent to a BSN degree and are eligible to apply for licensure as a registered nurse. Phase I will be an intense learning experience and students will emerge with the knowledge and skills required to function as a registered nurse. Upon successful completion of Phase I requirements, the UAB University Registrar will send a certified letter to the Alabama Board of Nursing stating that students have successfully completed requirements equivalent to a BSN degree and are eligible to take the National Certification Examination for RNs (NCLEX-RN). Students who successfully complete the NCLEX-RN may apply for licensure and for employment as a Registered Nurse.

Phase II: The CNL Phase: 22 Credits, 675 contact hours
 Phase II consists of four semesters of part time study via distance education through the school of nursing and clinical work as a registered nurse. The part-time CNL phase focuses on developing an exciting new role in nursing, the Clinical Nurse Leader (CNL). Successful completion of Phase II leads to a Master of Science in Nursing degree (MSN) with eligibility to take the AACN CNL board certification exam. Only after successful completion of the AACN CNL board certification exam will the RN use CNL designation as part of their professional title.

AMNP Recruitment Methods Website for Peace Corps

The screenshot shows the AMNP website for Peace Corps with navigation tabs for 'Home', 'About Us', 'Recruitment', 'Training & Clinical Education', 'Alumni & Donations', and 'International Affairs'. The main content area features a 'Peace Corps Fellows' section with a 'View More' button. Below this, there is a section titled 'Peace Corps Fellows' which describes the program's purpose and requirements. A sidebar on the left lists various programs and contact information.

AMNP Recruitment Methods Student Facebook

The screenshot shows a Facebook page for 'AMNP #3'. The page has a cover photo and a profile picture. The main content area shows a post by Lauren Ruzicki with several comments. The comments include messages of encouragement and support from other students. The page also shows a list of members and a 'Like' button.

AMNP Recruitment Methods Student Facebook

The screenshot shows another view of the Facebook page for 'AMNP #3'. It displays a post by Katie Reafield with several comments. The comments include messages of support and encouragement. The page also shows a list of members and a 'Like' button.

Google Search Results for UAB SON AMNP

The screenshot shows Google search results for 'UAB SON AMNP'. The top result is from the UAB website, titled 'SON taking apps for new AMNP program - UAB.edu'. Below this, there are several other search results, including one from the UAB website about 'Accelerated Master's Entry to Nursing Pathway (AMNP) for Second Degree Students' and another about 'AMNP - Accelerated Master's in Nursing Pathway - UAB.edu'.

Yahoo! Search Results for UAB SON AMNP

The screenshot shows Yahoo! search results for 'UAB SON AMNP'. The top result is from the UAB website, titled 'University of Alabama at Birmingham - doctoral programs, the Accelerated Master's in Nursing Pathway (AMNP) - CCTS and the SON. Dr. Patrick McHees 10-11. UAB School of Nursing 1020 CNL. www.uab.edu/son - Cached'. Below this, there are several other search results, including one about 'Accelerated Master's in Nursing Pathway (AMNP) for Second Degree Students' and another about 'AMNP - Accelerated Master's in Nursing Pathway - UAB.edu'.

Bing Search Results for UAB SON AMNP

The screenshot shows Bing search results for 'UAB SON AMNP'. The top result is from the UAB website, titled 'University of Alabama at Birmingham - doctoral programs, the Accelerated Master's in Nursing Pathway (AMNP) for CCTS and the SON. Dr. Patrick McHees 10-11. UAB School of Nursing 1020 CNL. www.uab.edu/son - Cached page'. Below this, there are several other search results, including one about 'Accelerated Master's in Nursing Pathway (AMNP) for Second Degree Students' and another about 'AMNP - Accelerated Master's in Nursing Pathway - UAB.edu'.

First-Time Grantee Forum

*Thursday, September 30
4:00–6:00 p.m.
Ballroom II*

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

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*

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

Session Overview:

This session is designed to present an overview of basic NCIN operations for new grantees and persons who are just beginning the role of 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.

Understanding Adult Learners

Friday, October 1
9:30–10:45 a.m.
Executive Forum

BARRY SHECKLEY, PH.D.
Department Head, Educational Leadership;
Ray Neag Professor of Adult Learning
Neag School of Education
The University of Connecticut

Dr. Sheckley has devoted over 30 years of research and practice to exploring how experience enhances adult learning. His research suggests that engaging professionals in ongoing inquiry about problems of practice is the most effective way to help adults learn effectively. Sheckley has received a number of professional awards, including the University of Connecticut Alumni Association's Award for Excellence in Teaching, the Association of Continuing and Higher Education's Marlowe Froke Award for Excellence in Professional Writing, the American Society for Training and Development's Excellence in Research to Practice Award, a Doctor of Humane Letters, Honoris Causa, from the Board of Trustees University of New Hampshire, and a lifetime achievement award in recognition of his insightful contributions to the field of adult and experiential learning from the Council for Adult and Experiential Education. In his ongoing efforts to become a "rookie" in a new area each year, he is currently working to master the art of being a grandfather to his three new grandchildren.

Session Overview:

This session presents an overview of research findings regarding adult learners and implications for instructing accelerated degree nursing students. Participants will be offered recommendations and strategies to assist accelerated students' use and apply knowledge from prior experiences to their nursing practice.

Session Objectives:

1. Participants will explore research-based evidence that they use to guide their instructional practice.
2. Participants will develop ideas on ways to enhance professional nurses' ability to use knowledge gained from prior experiences to solve novel problems.
3. Participants will develop two to three ideas on how nursing faculty can assist accelerated degree nursing students build the tacit knowledge base they use to enhance their clinical performance.

Nursing's Historical Diversity: Implications for Nursing Education

*Friday, October 1
11:00–12:00 p.m.
Executive Forum*

PATRICIA O'BRIEN D'ANTONIO, PH.D., F.A.A.N., R.N.
*Associate Professor of Nursing;
Associate Director of the Barbara Bates Center for the Study of the History of Nursing
The University of Pennsylvania School of Nursing*

Patricia O'Brien D'Antonio is currently an associate professor of nursing, the chair of the Division of Family and Community Health, a Senior Fellow at the Leonard Davis Institute of Health Economics, and a member of the affiliated faculty of the Women's Studies Program at the University of Pennsylvania. She is also a Fellow of the American Academy of Nursing and the editor of *Nursing History Review*, the official journal of the American Association for the History of Nursing.

Her research focuses on the history of 19th and early 20th century nursing and health care. Her work on early 19th century psychiatric care has been published as *Founding Friends: Families, Staff, and Patients at the Friends Asylum in Early 19th Century Philadelphia*. Dr. D'Antonio's newest book, *American Nursing: A History of Knowledge, Authority and the Meaning of Work* was supported by a research grant from the National Library of Medicine and a fellowship from the National Endowment for the Humanities.

Dr. D'Antonio received her B.S. from Boston College, her M.S.N. from the Catholic University of America and her Ph.D. from the University of Pennsylvania. She has received numerous awards and fellowships including the Penn Humanities Forum Mellon Faculty Research Fellowship, the Lavinia Dock Award from the American Association for the History of Nursing; the Legacy Award from the Penn Nursing Alumni Association; and the Agnes Dillon Randolph Award from the University of Virginia.

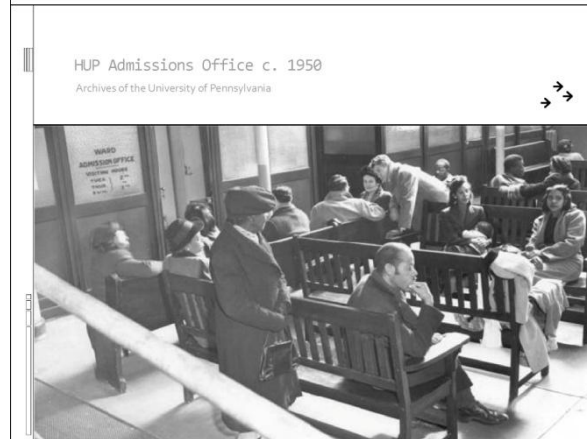
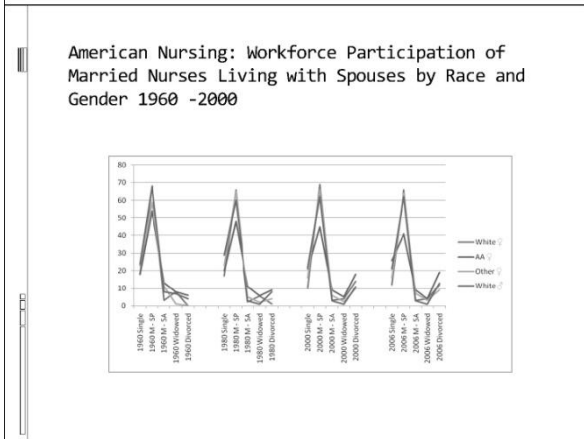
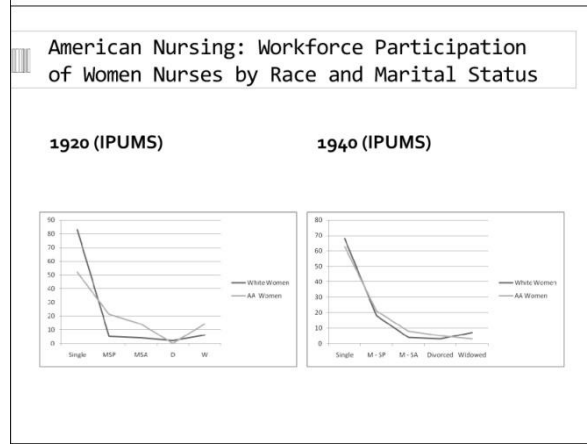
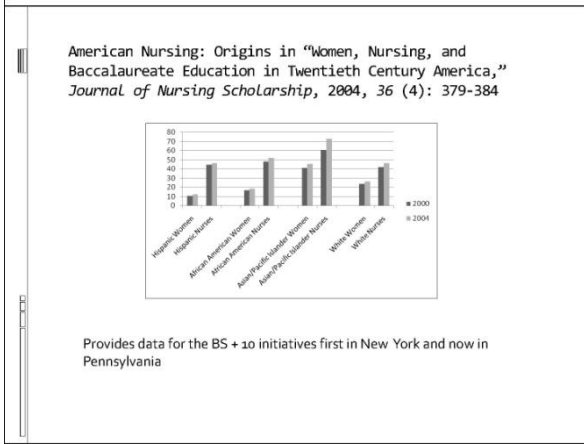
Session Overview:

Ethnic and cultural diversity are core values to the nursing profession. This presentation will chronicle the evolution of diversity in the profession and factors that have influenced persons from diverse backgrounds to enter the profession.

Session Objectives:

1. Describe the evolution of diversity in the nursing profession.
2. Discuss the social and economic factors that have influenced underrepresented groups entering the profession.
3. Discuss the impact of nurses from ethnically diverse backgrounds.

AN HISTORICAL PERSPECTIVE
DIVERSITY IN NURSING



New Careers in Nursing Program Guide

Friday, October 1
1:00–2:30 p.m.
Executive Forum

Moderator:

DEBRA DANFORTH, B.S.N., R.N.
Comprehensive Health Operations Director
Oneida Community Health Center (Oneida, Wis.)

Introduction:

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

1:00–1:30 p.m.

Pre-Entry Immersion Program

PATRICIA A. COWAN, PH.D., R.N.

Associate Professor, Center for Health Evaluation & Lifestyle Promotion, The University of Tennessee Health Science Center

Patricia A. Cowan received her baccalaureate degree in nursing and her master's degree in adult health nursing. She has taught in undergraduate nursing programs in Kansas City, Mo.; Pittsburgh, Pa.; Patterson, N.J.; and Memphis, Tenn. After receiving her Ph.D. at the University of Tennessee, Dr. Cowan joined the faculty at the University of Tennessee Health Science Center as a researcher in the College of Nursing and College of Medicine's Transplant Division. Her research focuses on lifestyle interventions in overweight youth and adults with chronic conditions (transplant recipients and individuals with diabetes) and cardiovascular and metabolic outcomes in this population. Dr. Cowan teaches across programs and enjoys mentoring students in the undergraduate and graduate programs. She serves as a mentor for minority high school and college students interested in pursuing careers in the health sciences. Dr. Cowan previously served as Director for the Professional Entry Program (B.S.N.) and recently assumed the role of director for the Ph.D. in Nursing program. She is the project coordinator for the RWJF New Careers in Nursing grant at the University of Tennessee Health Science Center in Memphis, Tenn.

BENNIE L. MARSHALL, ED.D., R.N.

Head of the Department of Nursing, Norfolk State University


Bennie L. Marshall has been professor and chair of the Department of Nursing and Allied Health, Norfolk State University in Virginia since August 2003. Previously, she served as Director of Education and Research Services for Sentara Southside Hospitals, Norfolk, Va. for nearly 14 years. She has more than 30 years of experience as a nurse, educator, manager, and nursing leader. She received a Bachelor of Science in nursing from the Medical College of Virginia/Virginia Commonwealth University in 1970, a Master of Science from Hampton University in 1982 and a Doctor of Education from The College of William and Mary in Virginia in 1999. She has been certified in nursing administration since 1990. Dr. Marshall is a RWJF Executive Nurse Fellow alumna (Class of 2002). She has been recognized for her innovative approaches to student success in nursing education, advocacy for underserved populations, and university and community service.

Session Overview:

These sessions present an overview of grantee requirements and resources available from the National Program Office. Participants will engage in a dialogue to address issues of concern, successes and challenges in meeting these requirements. A brief discussion of reporting requirements will conclude these sessions.

Session Objectives:

1. Participants will discuss core components required by the Pre-Entry Immersion Program (PIP).
2. Participants will discuss student response to PIP.
3. Participants will develop two to three ideas on how nursing faculty can assist accelerated degree nursing students with gaining academic success.
4. Participants will identify NCIN reporting requirements and how to fulfill these requirements.



Robert Wood Johnson Foundation

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

Pre-Entry Immersion Program: Challenges and Success Strategies

Friday, October 1, 2010

*Dr. Bennie L. Marshall, Panelist
Professor/Chair, Norfolk State University*





Robert Wood Johnson Foundation

Objectives



- Towards the goal of increasing diversity in the nursing profession, describe some of the common challenges faced by African American and male 2nd degree students
- Given the demands of an accelerated nursing program, describe strategies that may be used in a Pre-entry Immersion Program to promote success of 2nd degree students


 


Robert Wood Johnson Foundation

Challenges



- The student profile of African American and male 2nd degree students
- The history of success in a prior degree program
- The “expectations” of an accelerated nursing program
- The “reality” of an accelerated nursing program


 


Robert Wood Johnson Foundation

Challenges



- The student profile of African American and male 2nd degree students at NSU
 - Average age 27 – 30 years old
 - Married, may be divorced or getting a divorce
 - Have children and/or dependent parents
 - Working – if not full time, part-time
 - Often, first generation college students
 - Plans to get a masters immediately upon graduation


 


Robert Wood Johnson Foundation

Challenges



- The history of success in a prior degree program
 - Has an earned bachelor or masters degree
 - Has completed all prerequisite courses
 - Particularly science courses, statistics, etc.
 - GPA for prior degree usually 3.0 or greater
 - Grading scale for prior coursework not same as that for nursing program


 


Robert Wood Johnson Foundation

Challenges



- The “expectations” of a nursing program
 - TV perception of what a nurse does
 - Mixed perceptions of who a nurse is
 - Unclear expectations of the rigor of a nursing program
 - Accelerated means going 55 miles/hour not 70 miles/hour


 


Robert Wood Johnson Foundation

Challenges


- The “reality” of an accelerated nursing program
 - Program length range from 13 – 18 months
 - Multiple clinical nursing courses are taken at the same time or during a semester
 - Testing policies and practices are different
 - The language of nursing and medicine are challenging
 - Must be able to pass NCLEX-RN as first time exam taker


Robert Wood Johnson Foundation



Success Strategies

- Nursing Success Institute
 - A mandatory pre-entry immersion program
 - 16 to 20 hours of interactive discussions and activities
 - Facilitate the transition and ultimate success of students
 - Clarify nursing program expectations
 - Enhance relationships between nursing faculty and students



Success Strategies

- **Nursing Success Institute**
 - Pre-admission Assessments
 - Critical thinking and Test Taking
 - Medical Terminology
 - Study Skills
 - Technological Resources
 - Mathematics Institute for Nurses
 - Writing Skills



Success Strategies

- **Nursing Success Institute**
 - Using APA Format
 - Time Management
 - Tutoring Center
 - Mentors/ Mentoring Center
 - Orientation to program expectations
 - Introduction to faculty



Success Strategies

- **Nursing Success Institute**
 - Door Prizes
 - Closing Ceremony/Reception

Recommendations

- Give adequate breaks; don't make day too long
- Vary teaching styles
- Conduct program evaluation and share with all faculty; identify opportunities for improvement and incorporate in next session
- Determine a means for frequent follow-up, e.g. mentor reports, Voices' Day, small group discussions, advisor contact reports

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







Program Outcomes

- > 80% program completion within 1 ½ times length of program
- 100% pass rate on NCLEX-RN as first time exam takers
- Placement within 6 months of graduation
- > 25% enter a masters program within 3 years of graduation

Questions and Comments





Questions and Comments

Robert Wood Johnson Foundation

Dr. Bennie L. Marshall, Professor/Chair,
Department of Nursing and Allied Health
Norfolk State University
700 Park Avenue
Norfolk, VA 23504
blmarshall@nsu.edu or 757-823-9013

1:30–2:00 p.m.

Leadership Development

BECKY CHOI, J.D.

Founder and Principal, groupforward, LLC

Becky Choi is the founder of groupforward, LLC, and has been helping organizations and leaders understand and leverage their individual and group dynamic since 1991. Since 2001, groupforward, LLC has been helping organizations build efficient, productive, high performing teams, and strong leaders that achieve sustainable results. She brings a unique blend of experience in organization development, business, law, and human resources to her clients. With a Certificate in Organization Development from Georgetown University and Doctorate of Jurisprudence from the University of Texas at Austin, she has a solid understanding of how best to help people and organizations move forward to achieve their goals.

Session Overview:

For the past two years NCIN has required grantees to offer activities that facilitate leadership development in NCIN scholars. Last year, the *Leadership Development Toolkit* was revised based on feedback and recommendations from grantees. The purpose of this session is to further evaluate how this revised toolkit has been helpful in designing and implementing leadership activities for scholars and contributing to PIP.

Session Objectives:


1. Participants will describe how leadership development has changed with revisions made to the Toolkit.
2. Participants will describe opportunities for enhancements and modifications that will increase their utilization of the Toolkit.

2:00–2:15 p.m.
Program Reporting

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

Dr. DeWitty is Deputy Program Director for the New Careers in Nursing Scholarship Program, a national program of the American Association of Colleges of Nursing funded by the Robert Wood Johnson Foundation. 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.




Robert Wood Johnson Foundation

Robert Wood Johnson Foundation
New Careers in Nursing

National Program Office





American Association of Colleges of Nursing




Robert Wood Johnson Foundation

PURPOSE

- Provide an overview of NCIN Program operations
- Discuss role and responsibilities
 - National Program Office (NPO)
 - Grantees
 - Scholarship Recipients



Robert Wood Johnson Foundation

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


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

Alexa Tehansky, BA
 Program Coordinator, New Careers in Nursing

Lanny Shepherd, MS
 Research Assistant, New Careers in Nursing

Jihanne Jeanty, BA
 Administrative Assistant, New Careers in Nursing

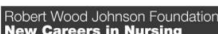






Robert Wood Johnson Foundation

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

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

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

American Association of Colleges of Nursing

Scholarships Awarded to Date

	2008-2009	2009-2010	2010 - 2011
Applicants	113	103	124
Funds Requested	\$13,530,00	\$18,850,00	\$21,690,000
Schools Funded	58	52	63
Scholarships Funded	706	700	511
Scholarships Awarded	695	547*	TBD

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

American Association of Colleges of Nursing

Program Growth 2008-2010

- 101 Schools of Nursing
- 1,205 Scholarship Recipients
 - 212 Graduates
 - 880 Progressing on schedule
 - 66 (6%) Delayed progression
 - 47 (4%) Withdrew from programs

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

American Association of Colleges of Nursing

2010-2011 Geographic Distribution of Scholarships

511 Scholarships
30 States
63 Schools

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**

American Association of Colleges of Nursing

Grantee Responsibilities

- Demonstrate capacity to develop and support:
 - Student retention and rapid career progression.
 - Mentorship: develop and facilitate mentoring activities for scholarship recipients.
 - 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**

American Association of Colleges of Nursing

Timeline of Activities

Second Quarter: December 2010 – February 2011

- Technical Assistance Call
- NCIN4 Applications Due
- First Interim Report Due: January 2011
- Pre-Entry Immersion Program
- Shared Communications
 - Press Releases
 - Media Coverage
 - FastTrack Publication
 - Scholar Newsletter

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

American Association of Colleges of Nursing

Timeline of Activities

Third Quarter: March – May 2011

- Awarding Summer Scholarships
- Pre-Entry Immersion Programs
- Second Interim Progress Report: May 2011
- Technical Assistance Conference Call
- Communications Updates
 - FastTrack Publications

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

American Association of Colleges of Nursing

Timeline of Activities

Fourth Quarter: June – August 2011

- **Technical Assistance Call**
Annual Reports to RWJF
- **Student Progression Reports**
- **Student Surveys**
- **Announcements of NCIN4 Grantees**

Robert Wood Johnson Foundation
New Careers in Nursing

Financially Disadvantaged

- **Definition of Disadvantaged**
An individual from a disadvantaged background is defined as one who comes from an environment that has inhibited the individual from obtaining the knowledge, skill, and abilities required to enroll in and graduate from a health professions school, or from a program providing education or training in an allied health profession; or comes from a family with an annual income below a level based on low income thresholds according to family size published by the U.S. Bureau of Census, adjusted annually for changes in the Consumer Price Index, and adjusted by the Secretary, HHS, for use in health professions and nursing programs.

<http://bhpr.hrsa.gov/DSA/pages/disdef.htm>

Robert Wood Johnson Foundation
New Careers in Nursing

Scholarship Recipients

- Committed to pursuing professional nursing licensure through NCLEX-RN,
- US Citizen with a previous degree not in nursing,
- 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

Technical Assistance- Retention

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

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

NCIN staff is working with workgroup of grantees to help develop the program

Robert Wood Johnson Foundation
New Careers in Nursing

Scholarship Recipients

- Schools are responsible for selecting students for scholarships who meet the following eligibility requirements:
 - from groups underrepresented in nursing (underrepresented racial or ethnical 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

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 not expended when the grant period ends, August 31, 2011, will be returned to the Foundation.

Robert Wood Johnson Foundation
New Careers in Nursing

School Profiles

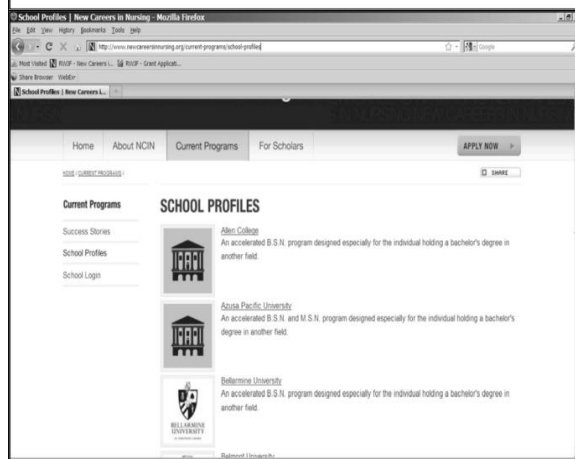
- Participates in school-based mentoring and leadership development programs,
- Opportunity to participate with web-based contests,
- Follow up survey for post licensure.




Robert Wood Johnson Foundation
New Careers in Nursing



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)

Robert Wood Johnson Foundation
New Careers in Nursing



 Robert Wood Johnson Foundation	<h3>Pre-Entry Immersion Workgroup</h3> <ul style="list-style-type: none"> ▪ Joan Masters- Bellarmine University ▪ Bennie Marshall- Norfolk State University ▪ Elizabeth Speakman- Thomas Jefferson University ▪ Gail Lamaire- University of Maryland at Baltimore ▪ Patricia Cowan- University of Tennessee
 Robert Wood Johnson Foundation	<h3>Reporting Requirements</h3> <ul style="list-style-type: none"> ▪ Letters of commitment/photo release for each scholar ▪ Interim Reports <ul style="list-style-type: none"> • January 2011 • May 2011 ▪ Annual Report <ul style="list-style-type: none"> • Report to the foundation due September 30, 2011 ▪ Student progression Reports <ul style="list-style-type: none"> • Due January 2011 • Due May 2011
 Robert Wood Johnson Foundation	<h3>Resources</h3> <ul style="list-style-type: none"> ▪ NCIN Website <ul style="list-style-type: none"> • www.newcareersinnursing.org ▪ Sign-On information <ul style="list-style-type: none"> • Forms • NCIN Updates • Leadership Toolkit ▪ Program Descriptions ▪ "I Believe This About Nursing" Essay Contest ▪ Press Releases ▪ Accelerated Program Descriptions: School Profiles** ▪ Pictures of scholars

 Robert Wood Johnson Foundation	<h3>Pre-entry Immersion Program</h3> <p>Program Toolkit</p> <ul style="list-style-type: none"> ➢ Customized for each site <p>Financial support for each program</p> <p>Must occur before students begin the program</p> <p>Scholars required to participate</p> <p>Outcomes:</p> <ul style="list-style-type: none"> ➢ Mentoring Program Initiated ➢ Leadership Plan Submitted ➢ Program Evaluation ➢ Scholars complete Entry Survey
 Robert Wood Johnson Foundation	<h3>Resources</h3> <ul style="list-style-type: none"> ▪ Pre-Entry Immersion Toolkit ▪ Leadership Development <ul style="list-style-type: none"> • A plan must be submitted at end of Pre-Entry Immersion Program ▪ Revised Leadership Toolkit <ul style="list-style-type: none"> • Available online and in print ▪ Scholars Essay Competition <ul style="list-style-type: none"> • Monthly competition ▪ NCIN Website <ul style="list-style-type: none"> • Please create your Username and Password ASAP

2:15–2:30 p.m.

Questions and Answers

Program Evaluation Outcomes: Models for Program Evaluation

*Friday, October 1
2:30–3:45 p.m.
Executive Forum*

Speaker:

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

Policy Evaluation and Research Center, Educational Testing Services

Catherine M. Millett is a Senior Research Scientist at the Policy Evaluation and Research Center at the Educational Testing Service (ETS) in Princeton, N.J. Her research focuses on access to, persistence of and achievement for students from various population groups at the postsecondary level. One area of her current research is on students who enter accelerated nursing bachelor's and master's programs.

Dr. Millett serves on the Technical Review Panel for the Educational Longitudinal Study 2002 as well as the Beginning Postsecondary Study 2004/06, both sponsored by the National Center for Education Statistics (NCES). She has also been a visiting lecturer at the Woodrow Wilson School of Public and International Affairs at Princeton University.

Dr. Millett received a Ph.D. in education from the University of Michigan, a B.A. in economics from Trinity College, an Ed.M. in Administration, Planning and Social Policy from the Harvard Graduate School of Education, and a Graduate Certificate in Management from the Radcliffe Seminars Program.

Panel:

SYLVIA BRITT, D.S.N., R.N.

*Accelerated Master's in Nursing Pathway Program Coordinator and Assistant Professor
The University of Alabama at Birmingham School of Nursing*

Dr. Britt received her B.S.N. from the Medical College of Georgia in Augusta, after which she worked as an R.N. at Piedmont Hospital while teaching in the School of Nursing. Dr. Britt taught in Jefferson State Junior College's Associate Degree Program while completing her M.S.N. at the University of Alabama at Birmingham (UAB). She also taught at the Maternal-Infant Center at the UAB School of Nursing. Dr. Britt served as Coordinator for the B.S.N. Maternal-Newborn and Women's Health Courses. She is currently the Program Coordinator for the Accelerated Master's in Nursing Pathway at the UAB School of Nursing. Dr. Britt earned her D.S.N. at the UAB School of Nursing.

LISA SELDOMRIDGE, PH.D., R.N.
*Professor, Department of Nursing
Salisbury University*

Dr. Lisa Seldomridge is the Chair of the Nursing Department at Salisbury University. She has a background in adult health and teaches undergraduate students in beginning and advanced medical/surgical nursing and supervises their clinical practice. She also works with students in their final course before graduation on leadership and management. She has been working with accelerated second degree students since 1991 and is the author of two articles on this subject, both published in *Nurse Educator*, in 2005 and 2007.

Other research interests include critical thinking and clinical judgment, predictors of NCLEX success in traditional first degree and accelerated second degree students, use of simulations and non-traditional teaching strategies, and mentoring new faculty for successful transition into academia.

Session Overview:

Educational Testing Service (ETS) serves as the external evaluator for the New Careers in Nursing Scholarship. The National Program Office (NPO) collects data from grantees and scholarship recipients that is reviewed and analyzed by ETS. This session will report emerging impressions based on data collected from both grantees and scholars. The focus will include models and processes that grantees may use to design their individual program evaluations and NCIN outcomes. A panel of two grantees will discuss the approaches they have taken in designing program evaluations.

Session Objectives:

1. To describe emerging impressions of the NCIN scholarship program.
2. To discuss models for program evaluation that grantees may consider.
3. To describe the responsibilities of grantees in contributing to the overall evaluation of NCIN.

Student Panel: Models for Mentoring: Successes and Challenges

Friday, October 1
4:00–5:00 p.m.
Executive Forum

Moderator:

TERI MURRAY, PH.D., R.N.
Dean and Associate Professor
Saint Louis University School of Nursing

Dr. Murray is a graduate and current dean of the School of Nursing at Saint Louis University. She has participated in the Robert Wood Johnson Foundation Executive Nurse Fellows Program, where her project work focused on *Transforming Baccalaureate Nursing Education through Inter-Professional and Inter-Institutional Partnerships*. Dr. Murray is the recipient of many grants and served as a grant reviewer for the U.S. Department of Health and Human Services, Health Resources and Services Administration, Bureau of Health Professions, Division of Nursing.

Session Overview:

Students are invited to share with participants their experiences as accelerated degree students. They will elaborate on reasons why they chose nursing as a second career and what they expect from their future careers. Students will discuss the challenges of returning to school as well as stressors and supports. Attendees will have an opportunity to engage students in dialogue that will help them understand the unique experience of being an accelerated degree student.

Student representatives this year will be from the following schools:

- **Salisbury University, B.S.N. Program**
 - o Sanette Jackson
 - o Jon Ray Guzman
- **Johns Hopkins University, B.S.N. Program**
 - o Jessie Fuentes
 - o Katrina Harston
- **University of Maryland, M.S.N Program**
 - o Branden Taylor
- **California State University, Fullerton, M.S.N. Program**
 - o Austin Nation

Session Objectives:

1. Participants will identify major stressors of accelerated degree students and how student cope with these stressors.
2. Participants will describe preferred strategies for introducing students to the rigors of accelerated learning.

Dinner Presentation: Accelerated Student Today, Nurse Leader Tomorrow

*Friday, October 1
7:00 p.m.
Colonnade*

Introduction:

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

Speaker:

LORA PEPPARD, D.N.P., A.P.R.N.-B.C.
*Assistant Professor of Clinical Practice
George Mason University School of Nursing*

Dr. Lora Peppard is a Clinical Assistant Professor at George Mason University and a Psychiatric Nurse Practitioner for the Community Services Board in Fairfax County. She completed her basic nursing education as an accelerated degree student. Dr. Peppard received her Master's of Science in Adult Psychiatric Advanced Practice Nursing from Boston College and her Doctorate in Nursing Practice from Columbia University. She completed her residency at George Washington University Hospital and Dewitt Army Community Hospital. She has worked in a variety of inpatient, emergency, and outpatient settings. Her publications cover such topics as identity disturbance, uniting the strengths of academic and clinical nursing, and evidence-based treatment of acute bipolar disorder. She has presented on the topics of integrated care and evidence-based treatment of combat trauma. She serves on the judges' panel for the Quality Improvement of the Year Award through George Mason University and is active in the School of Nursing's curriculum and search committees. She is a member of Sigma Theta Tau, the American Psychiatric Nurses Association, and the American Academy of Nurse Practitioners.

Session Overview:

This session will provide an overview of leadership development in accelerated degree nursing students from the perspective of a nurse leader who was an accelerated degree student. Through a personal narrative, participants will learn why leadership development is important to this population of nursing students.

Session Objectives:

1. Describe the leadership qualities found in accelerated students.
2. Discuss why the field of nursing attracts accelerated students.
3. Summarize strategies for successfully working with accelerated students.

GEORGE MASON UNIVERSITY

ACCELERATED STUDENT
 Today

➔

NURSE LEADER
 Tomorrow

Lora E. Peppard, DNP, PMHNP-BC


GEORGE MASON UNIVERSITY

Objectives


- Identify characteristics which prepare accelerated students to engage in the “work of leadership”.
- Discuss why the field of nursing attracts accelerated students.
- Summarize strategies for successfully working with accelerated students.

GEORGE MASON UNIVERSITY

My Story




★ ★ ★



Best Service - Best Value!



GEORGE MASON UNIVERSITY

My Story



GEORGE MASON UNIVERSITY


My Story

110 Mill Street, Belmont, MA 02478 • 617-855-2000
 A Comprehensive Mental Health Care System Affiliated With Harvard

GEORGE MASON UNIVERSITY

My Story



GEORGE MASON UNIVERSITY

My Story



GEORGE MASON UNIVERSITY

My Story




My Story




Community Services Board




Voices of Faculty of Second-Degree Baccalaureate Nursing Students



- Purpose
- Method
- Sample
- Data collection

Cangelosi, P., & Moss, M. (2010). Voices of faculty of second-degree baccalaureate nursing students. *Journal of Nursing Education*, 49(3), 137-142.

Voices of Faculty of Second-Degree Baccalaureate Nursing Students



Results


- At the Top of My Game
- Teaching to Think Like a Nurse

Student Themes

- Challenging due to life experience and known direction for their lives
- Desire to be challenged
- Not afraid to question authority
- History of success in a career

Cangelosi, P., & Moss, M. (2010). Voices of faculty of second-degree baccalaureate nursing students. *Journal of Nursing Education*, 49(3), 137-142.


Adaptive Challenges – the Work of Leadership



Responsibilities	Situation	
	Technical or Routine	Adaptive
Direction	Define problems and provide solutions	Identify the adaptive challenge and frame key questions and issues
Protection	Shield the organization from external threats	Let the organization feel external pressures within a range it can stand
Orientation	Clarify roles and responsibilities	Challenge current roles and resist pressure to define new roles quickly
Managing Conflict	Restore order	Expose conflict or let it emerge
Shaping Norms	Maintain norms	Challenge unproductive norms


Hefetz, R., & Laurie, D. (1998). The work of leadership. In *Harvard business review on leadership* (pp.171-197). Boston, MA: Harvard Business School Publishing.

What Makes Nursing Attractive to Second Degree Students



- Market forces
- Instant gratification
- Evolving field
- Advancement, education, and specialization
- Defining moments
- Intimacy


Strategies for Success




- Faculty must “accelerate” their teaching.
- Sacred cows need to be relinquished.
- Increase quality of clinical experiences.
- Help students find their own voices and grow their identity instead of change it.

Cangelosi, P., & Moss, M. (2010). Voices of faculty of second-degree baccalaureate nursing students. *Journal of Nursing Education*, 49(3), 137-142.

Drs. Renee Milligan & Margaret Moss





“The thing you must remember about second-degree students is that they have already been a successful student evidenced by previous college graduation. They know how to write papers, they know how to get work in on time, and they can model leadership for traditional students. Sometimes these students look better as scholars, especially those who originally graduated with a liberal arts education, because they had time as undergraduates to develop writing, researching and other scholarly skills; however, faculty need to remember that their sciences may be less developed.”



“These students are type A personalities. I always tell my students in the beginning that 98% of you share the type A personality. The other 2% wonder how they ever got into this program.”

“Faculty, YOU are the nursing experts. The life experience that second degree students bring is who they are. Faculty should empower them to embrace their background and build upon it.”

Breakfast Roundtable Discussions: Master's and B.S.N. Programs

Saturday, October 2
7:30–8:45 a.m.
Ballroom II

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.

Session Overview:

These roundtable discussions provide an opportunity for sharing and learning best practices in the education of students in accelerated programs. They assist in building a community of nurse educators who participate in NCIN and allow conference attendees to share and discuss issues of baccalaureate and master's level nursing programs.

Discussion Points: A.B.S.N. Tables

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

Discussion Points: A.M.S.N. Tables

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

Strategies for Academic Success

*Saturday, October 2
9:00–10:00 a.m.
Executive Forum*

Speaker:

MARSHA YOUNGBLOOD, ED.D.
Associate Director

Center for Academic Success at the Universities of Shady Grove

Dr. Youngblood is Associate Director of the Center for Academic Success, an academic support center for a regional higher education center of nine universities at the Universities at Shady Grove in Rockville, MD. She has over 20 years of experience teaching English at the high school and college level, and over 10 years in academic support and teacher training in higher education. Dr. Youngblood co-authored the book *Positive Involvement: How to Teach Your Child Habits for School Success* with her husband after they spent 14 years abroad teaching in international schools in India, Pakistan, and Saudi Arabia. Dr. Youngblood has acted as a consultant to the University of Maryland School of Nursing to create an academic success center. She has earned a Bachelor's degree in English from Florida State University, a Master's in Linguistics from University of California at Davis, and a Doctorate in Education Leadership from Nova Southeastern University.

Session Overview:

This presentation will describe the academic support program for highly diverse third and fourth year baccalaureate students, many of whom are community college transfers, first generation college students, and second degree seekers from a wide range of ages at the Universities at Shady Grove (USG), a regional higher education center for nine University Systems of Maryland Universities. It will focus specifically on the University of Maryland School of Nursing program at USG, outlining goals and academic strategies adopted to accelerate students acquiring skills and content necessary to their success. The presentation will end with demonstrating measures indicating the success of this program and its adoption by other Maryland universities, including the School of Nursing in Baltimore.

Session Objectives:

1. To describe the multi-faceted goals and philosophy behind this successful academic support program at the Universities at Shady Grove.
2. To present the academic strategies implemented to increase the odds of success for these nursing students, including group and individual initiatives.
3. To demonstrate the success of the program and the ways used to measure this success.

Marsha Youngblood, Ed.D.
 Center for Academic Success
 Universities at Shady Grove, USM

Strategies for Academic Success



Population at USG

- 3500+ students: 1000+ daytime, full-time undergrads
- No majority ethnicity
- Many first generation college students
- 70% undergrads are community college transfers
- Many non-traditional

Philosophy behind CAS

- It's all about supporting students in just spending the time—over and over again—in trying to master the materials in the most efficient and brain-wise ways possible!

CAS program for Nursing at USG

- Workshops for skill development
- Academic coaching (one-on-one)
- Guided Study Sessions for 5 courses (based on Supplemental Instruction model)
- Individual and small group tutoring as needed
- Writing consultations (one-on-one) for papers in gerontology, informatics, etc.

Center for Academic Success at USG

- USG: regional higher education center with over 60 programs from 9 University System of Maryland institutions (includes SON, UMB)
- Program created to build successful transition for juniors and seniors, the only undergrads at USG
- Group and individual services

Problems students face

- "Students get off on the wrong foot because they don't realize how intense the new curriculum is. . ." —Dr. Sandy McLeskey, former asst. dean, UM Baltimore
- Don't know how to study efficiently
- Are used to memorizing, being spoon-fed
- Never had a course in Learning to learn

Philosophy behind CAS model

- Skills need to be applied to mastering specific course content
- Proactive approach: Don't wait for students to come into the Center; take program out to the students
- Research-based accelerated learning strategies that work in harmony with brain
- Power of peer instruction

Orientation workshop #1

- Time Management: Saying Goodbye to Procrastination
- How when to study and how long to study affects long-term memory
 - Memory curve
 - Breaks
 - Make schoolwork a habit, not a choice

<p>Studying a habit not a choice</p> <ul style="list-style-type: none"> William James: "The great thing then in all education is to make our nervous system our ally instead of our enemy. . . For this we must make automatic and habitual, as early as possible, as many useful actions as we can." 24-hour schedule 	<p>Orientation workshop #2</p> <p>Textbook Reading: You Don't Have to Read Every Word</p> <p>Pitfall for many nursing students: Never read book vs. read it too much</p> <ul style="list-style-type: none"> Critical thinking: taking control Applied to Fundamentals of Nursing text Follow-up: Speed reading workshop in 1st month
<p>Orientation workshop #3</p> <ul style="list-style-type: none"> Get It While It's Hot: Studying Smart for Effective Test Preparation <p>3 types of learning strategies:</p> <ul style="list-style-type: none"> Rehearsal: Reciting over and over Elaboration: Q & A, mnemonics, application, examples, keywords Organizational: Chunking, matrix, mind map 	<p>Interest management</p> <p>"90% of baseball is mental, and the other half is physical," Yogi Berra, Yankee catcher and manager.</p> <p>Dealing with the affective: motivation, test anxiety</p> <ul style="list-style-type: none"> Brain can't tell the difference between a real and an imagined experience Visualization and affirmations
<p>Problem with Orientation-only interventions</p> <ul style="list-style-type: none"> Students haven't started classes yet so haven't felt the "pain." Some students are paralyzed with fear while others don't believe the rigor yet. Workshops are a one-shot deal: how are students going to get guidance in applying these strategies? Learning comes through guided application 	<p>Guided Study Sessions</p> <ul style="list-style-type: none"> Capable peers lead weekly reviews for difficult courses focusing on what to learn and how to learn Modified Supplemental Instruction: GSS leaders can't re-attend course lectures 6 programs at USG use GSS: nursing, biology, respiratory therapy, public health, psychology, and business
<p>Power of peer instruction</p> <ul style="list-style-type: none"> Boot camp in 2nd week: GSS leaders outline specific strategies that worked for them for that course Test-taking strategies: GSS leaders go over these before quizzes and tests Critical thinking: GSS leaders are trained to center their lesson plans for session activities around this. Use NCLEX-type questions Model for students' own study groups 	<p>Growth and Benefits</p> <ul style="list-style-type: none"> 3 GSS leaders in 2006 to 20 in Fall 2010 GSS leaders share workload: pair up to do GSS Main reasons for doing this: helps them with NCLEX prep and want to give back because it's helped them Extensions of GSS: Small group tutoring sessions run by GSS leaders taking course at same time as tutee

Growth and Benefits of GSS

- Adding anatomy/physiology reviews for common themes across courses: cardiac, renal, etc. Heartily supported by faculty!
- Adding small group GSS for Fundamentals of Nursing lab to raise comfort-level and improve performance
- Creates positive, supportive atmosphere for all students

Individual support

Individual tutoring

- Most GSS leaders also function as tutors for students wanting/needing more assistance
- Part of early intervention system: encourage students to get tutoring if do poorly on 1st test

Academic coaching

- Students discuss plan for semester with academic consultants at CAS, set goals, and check in regularly for feedback

Writing support and development

- Skills development closely related to mastering content and critical thinking
- Feedback: the Breakfast of Champions-- to eliminate #1 reason for lower grade on papers
- Workshop on Writing with Research: Avoiding Plagiarism and Finding Your Own Voice
- Professional writing consultants at CAS plus nursing writing tutors
- Setting goals for self-editing: writing plan

Measuring Success

- Grades (measured by independent t-test)
Fall 2006, Pathopharmacology
 - Students attending 7 GSS or more averaged 5.21 grade points higher than those who attended 0 – 6 sessions (81.36 vs. 76.15)
 Spring 2009, Nursing Fundamentals
 - 38 out of 49 students enrolled in course attended GSS. Students who came 1 or more times scored 19% higher in final course grade than those who did not attend (84% vs. 65%, $p > .05$)

Measuring success

- Drop in DFW rate for Pathopharmacology
15% in Fall 2006
0% D or F in Spring 2010
- Self-report surveys
In Fall 2006, 90% of respondents (34 out of 50) agreed that workshops plus GSS were very helpful to them.
In Spring 2009, 95% of 110 attendees for all 5 GSS-linked courses found GSS to be "helpful to very helpful."

"You Don't Have To Read Every Word"

By Marsha Youngblood

Textbook Reading System: Scoping, "Hooking," Actual Reading, Reviewing (SHAR)

Stage 1: Scoping Out Ideas

This stage helps to create the BIG picture of the whole chapter or assignment so that we can see how all of the pieces fit together. This can be seen as looking at the picture on a puzzle box and picking out pieces that form the border of the puzzle. We no longer have little isolated pieces but a structure to fit the pieces into. It also gives us an easy way to get started with "reading"—overcoming inertia—as well as helping us to remember what we already know about the subject.

Like leafing through a magazine to see what it contains, we skim through all the visual elements in the chapter - headings, subtitles, words in italic or bold, charts, graphs, pictures with captions, and so on. Here we are recognizing the external structure of the text and using it to get a condensed summary of the basic idea the author is trying to convey. Important vocabulary and concepts are introduced and connections between ideas are starting to be made.

Next, we look for questions or terms to know at the end, an introduction at the beginning or a summary at the end. After reading these, we have completed the first of four steps in reading the assigned material. All this should be done quickly, taking five minutes or so.

Stage 2: "Hooking" Important Ideas

In stage two, we are framing "hooks" to use in looking for the most important material in the assigned reading. These main organizers or "hooks" can come from headings or bold terms, from questions at the end of the chapter, from key points in an introduction or a summary. These "hooks" are used to skim for or to catch the main ideas to be remembered in the reading and put them in brief note form. This is using the text more like an encyclopedia than a novel, just skimming through and picking out the major ideas, terms, and so on to learn. After this stage the actual reading will take place, and the framework will be fleshed out, so to speak.

These "hooks" or essential organizers give us readers a way not to get lost or awash in words. Anything to keep the focus, keep us active, aggressive, looking for something, or anything other than sitting back and waiting for the author to tell us something. That's the way to surely be overwhelmed by the massive amount of material we're looking at.

Stage 3: Actual Reading

Now we're ready for the third stage, and this time we can actually read. We have a framework. We can read with some understanding, filling in the gaps in our knowledge.

Stage 4: Reviewing

Finally, we're ready for self-quizzing and reciting answers. We can simply ask ourselves the questions we found in the text and see if we know the answers. This is the final "read-through," the time to find out what we know and what we still need to work on, then we can concentrate on learning what we still don't know. This stage shouldn't take long, perhaps twenty minutes, but it is essential for solidifying learning.

Claude Olney of "Where There's A Will, There's An A," recommends this as the time for highlighting or underlining, but only the material you still don't know. Then he says you can go back and check in the margin when you've mastered the material as well. He even suggests tearing out the pages that have highlighted material you still don't know and carrying them around with you to study! Now that's making full use of a textbook!

GSS NURSING SCHEDULE
Universities at Shady Grove
FALL 2010
(9/07/2010)

JUNIORS FIRST SEMESTER

<u>Course</u>	<u>Day/Time</u>	<u>Leaders</u>	<u>Room #</u>
N315	Mondays 9 – 10	Regina & Ali	I-108
Pathopharm	Tuesdays 9 - 10	Kelsie & Kerry	III-2203
	Tuesdays 12 - 1	Regina & Ali	I-108
N333	Mondays 9 – 10	Liz & McCamy	III-4203
Health Assessment	Tuesdays 11- 12	Jen & Victoria	III-3216
N304 Fundamentals	Tuesdays 10 – 11	Rachael	I-109
	Tuesdays 4 – 5	Dana	II-1032
	Fridays 10 – 11	Rachael	I-108
N320 Research	Tuesdays 3 – 4	Dana & Claire	II-2022
	Wednesdays 5 – 6 (September)	Caitlin	II-1032
	Wednesdays 3 – 4 (Oct-Dec)	Caitlin	II-2042

JUNIORS SECOND SEMESTER

N330 Adult Health	Mondays 5 – 6 p.m.	Meaghan & Maire	III-2219
	Tuesdays 12 – 1 p.m.	Kelsie & Kerry	III-2206
	Mondays 9 – 10 a.m.	Kaitlin & Katie	III-2219

GSS Bootcamp Information

Course Bootcamp Information for Initial GSS by Cody Alexander, UMB/SON junior at Shady Grove	
N315 Pathopharm	Condense Information
	Use Drug Charts to organize drug information in one place
	Attend Lecture
	Immersion (The more you times you hear, the better) Webcasts and Podcasts
	Book: Reference and Clarification
N333 Health Assess	SOAP Note Sheet
	Do sample questions in Lab Manual
	Make Study Sheets (Neuro Sheet)
	Know your Mnemonics (MRPASS, MSARD, PERRLA)
	Practice assessment
	Book: Abnormal findings, diagrams and illustrations
N304 Fundamentals	Do My Nursing Lab Pre and Post tests to learn Rationale
	View online lectures and listen to podcasts
	Book: Skim Chapter and Read Review Section



Center for Academic Success
The Universities at Shady Grove
(301) 738-6315
WRITING/ TUTORING CONSULTATION

Student: _____ Consultant: _____

Course Name and #: _____ Professor: _____

Date: ___/___/___ Time: _____ to _____ Assignment: _____

Send to professor? Y N

Issues covered in session:

Organization

Sentence-level

Other

Breakout Session: Building Programs for Academic Success

Saturday, October 2
10:15–11:15 a.m.
Imperial I

Discussion Leader:

MARSHA YOUNGBLOOD, ED.D.
Associate Director

Center for Academic Success at the Universities of Shady Grove

Dr. Youngblood is Associate Director of the Center for Academic Success, an academic support center for a regional higher education center of nine universities at the Universities at Shady Grove in Rockville, MD. She has over 20 years of experience teaching English at the high school and college level, and over 10 years in academic support and teacher training in higher education. Dr. Youngblood co-authored the book *Positive Involvement: How to Teach Your Child Habits for School Success* with her husband after they spent 14 years abroad teaching in international schools in India, Pakistan, and Saudi Arabia. Dr. Youngblood has acted as a consultant to the University of Maryland School of Nursing to create an academic success center. She has earned a Bachelor's degree in English from Florida State University, a Master's in Linguistics from University of California at Davis, and a Doctorate in Education Leadership from Nova Southeastern University.

NAC Facilitator:

DAISY CRUZ-RICHMAN, PH.D., R.N.
Dean and Professor, College of Nursing
State University of New York, Downstate Medical Center

Overview:

This session will continue the dialogue initiated during the plenary session on academic success. The foci will include academic strategies implemented to increase the odds of success for nursing students and the recently implemented Pre-Entry Immersion Program (PIP).

Participants will share and discuss successful strategies that result in academic success for accelerated degree students.

Discussion Points:

1. What have been the results of the PIP program?
2. What challenges did you experience with implementation?
3. What was the response of your students to the program?
4. How did you organize your program?
5. What resources did you find most useful?
6. What was your student response to the Learning and Study Skills assessment?
7. How do you think the program can be improved?
8. What additional resources will contribute to student success?
9. Is this type of early intervention necessary?
10. Who was responsible for instruction of the content?

Breakout Session: Leadership Development

*Saturday, October 2
10:15–11:15 a.m.
Imperial II*

Discussion Leader:

BECKY CHOI, J.D.
Founder and Principal, groupforward, LLC

Becky Choi is the founder of groupforward, LLC, and has been helping organizations and leaders understand and leverage their individual and group dynamic since 1991. Since 2001, groupforward, LLC has been helping organizations build efficient, productive, high performing teams and strong leaders that achieve sustainable results. She brings a unique blend of experience in organization development, business, law and human resources to her clients. With a Certificate in Organization Development from Georgetown University and Doctorate of Jurisprudence from the University of Texas at Austin, she has a solid understanding of how to best help people and organizations move forward to achieve their goals.

NAC Facilitator:

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

Overview:

For the past two years NCIN has required grantees to offer activities that facilitate leadership development in NCIN scholars. Last year, the Leadership Development Toolkit was revised based on feedback and recommendations from grantees. The purpose of this session is to further evaluate how the revised Toolkit has been helpful in designing and implementing leadership activities for scholars.

Discussion Points:

1. How frequently do you refer to the Leadership Development Toolkit in designing your leadership program activities?
2. Have you found any aspect of the Toolkit helpful? If so, what sections?
3. What opportunities have you identified for improving this resource?
4. How do you present leadership development at your school?
5. If you offer a capstone leadership course, have you used any content from the Toolkit to assist with this course?
6. Have you shared the Toolkit with other faculty members? If so, what was the response?
7. In your opinion, how should leadership best be facilitated among accelerated degree students?
8. How realistic is it to expect accelerated students to become leaders and/or develop leadership skills?
9. Were you able to incorporate leadership development as part of your PIP program?
10. What additional resources from the National Program Office will assist you in fulfilling this grant requirement?

Breakout Session: Program Evaluation Metrics

Saturday, October 2
10:15–11:15 a.m.
Culpeper

Discussion Leader:

CATHERINE M. MILLETT, PH.D., ED.M.
Senior Research Scientist, Policy Evaluation and Research Center
Educational Testing Services

Catherine M. Millett is a Senior Research Scientist at the Policy Evaluation and Research Center at the Educational Testing Service (ETS) in Princeton, NJ. Her research focuses on access to, persistence of and achievement for students from various population groups at the postsecondary level. One area of her current research is on students who enter accelerated nursing bachelor's and master's programs.

Dr. Millett received a Ph.D. in education from the University of Michigan, a B.A. in economics from Trinity College, an Ed.M. in Administration, Planning and Social Policy from the Harvard Graduate School of Education, and a Graduate Certificate in Management from the Radcliffe Seminars Program.

NAC Facilitator:

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

Overview:

This session will expand on the plenary discussion on program evaluation. Participants will be invited to share their experiences with program evaluation and discuss opportunities and recommendations for enhancements to data collection and evaluation.

Discussion Points:

1. What has been your approach to program evaluation?
2. Is there a particular model or theoretical framework that guides your approach?
3. How does your evaluation for your NCIN grant differ compared to your overall program evaluation?
4. Does your evaluation allow you to identify the impact of the NCIN grant on your accelerated degree program? If so, how?
5. How do you make adjustments to your evaluation mid-stream when you realize that you are not getting the information (data) you hoped to collect?
6. What valuable lessons have you learned about evaluation methodology that could benefit all NCIN grantees?
7. Have you found certain groups of NCIN scholars (males/females, older/younger) provide a different perspective on your program? If so, what differences exist in their perceptions?
8. Have you been able to get program evaluation results from students who withdrew from the accelerated program? If so, how and what did they reveal?
9. How do you preserve confidentiality when conducting program evaluation?
10. How does your institution disseminate the information learned from conducting program evaluations? Do you have an established system or protocol?

Breakout Session: Building Successful Mentoring Programs

Saturday, October 2
10:15–11:15 a.m.
Latrobe

Discussion Leader:

PATRICIA O'BRIEN D'ANTONIO, PH.D., F.A.A.N., R.N.
*Associate Professor of Nursing, Chair of the Division of Family and Community Health, Senior Fellow at the Leonard Davis Institute of Health Economics
The University of Pennsylvania School of Nursing*

Patricia O'Brien D'Antonio is currently an Associate Professor of Nursing, the Chair of the Division of Family and Community Health, a Senior Fellow at the Leonard Davis Institute of Health Economics, and a member of the affiliated faculty of the Women's Studies Program at the University of Pennsylvania. She is also a Fellow of the American Academy of Nursing and the editor of the *Nursing History Review*, the official journal of the American Association for the History of Nursing. Her research focuses on the history of 19th and early 20th century nursing and health care.

NAC Facilitator:

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

Overview:

“Mentoring is the all-inclusive description of everything done to support protégé orientation and professional development. Mentoring describes a more long term process and that focuses on the protégé’s career growth and person.” NCIN requires grantees to implement a mentoring program for scholarship recipients. This requirement has been well developed by some grantees; however, others have encountered challenges with implementing a mentoring program. Participants will discuss both their successes and challenges with implementing mentoring programs. The focus of this session is to identify models for mentoring and resources, as well as needs that may be offered from the NPO to assist grantees in meeting this requirement.

Discussion Points:

1. What challenges and successes have you encountered when implementing your mentoring program?
2. What resources are needed by your school in order to implement a successful program?
3. How can an effective mentoring program be initiated and sustained in an accelerated degree program?
4. In your school of nursing, what approaches have been most successful in implementing your mentoring program?
5. Do you select mentors or do they self-select?
6. How do to prepare those who wish to serve as mentors?
7. From your experience, are cultural congruencies essential between mentor and student, or can the relationship thrive despite different “real world” lives and experiences?
8. In the opinion of your students, what has been most helpful about mentoring? Least helpful?
9. What additional resources can be provided by the NPO to assist with implementing your mentoring program?
10. Did the PIP program assist with early implementation of your mentoring program?

Breakout Session: Managing Scholarship Awards

*Saturday, October 2
10:15–11:15 a.m.
Longworth*

Discussion Leader:

KAREN MCCARTHY
Associate Director

*Professional Assessment, Training, and Regulatory Assistance
The National Association of Student Financial Aid Administrators*

Karen McCarthy is an Associate Director for Professional Assessment, Training, and Regulatory Assistance at NASFAA, the National Association of Student Financial Aid Administrators, where she assists financial aid administrators with the management of federal Title IV aid programs, including grant, work-study, and student loan programs. Before working at NASFAA, she worked in the financial aid and admissions offices at Boston University, Miami University of Ohio, Ohio State University, and Cornell University.

NAC Facilitator:

CATHERINE CROWLEY, ED.D., R.N.
*Vice President
The Maryland Hospital Association*

Overview:

The intent of NCIN scholarship awards is to offer financial support for accelerated degree nursing students. These funds may be used to support any educational or related expense that students may incur in their educational programs, including living expenses. Over the past two years, many questions have surfaced regarding use of funds and how to best apply scholarship funds to simultaneously support students and fulfill the intent of the scholarships. In some instances, once the student received their NCIN award, external funding requirements have required the reduction of these other sources of funding. This session will focus on increasing participants' understanding of financial requirements and strategies that may offer greater financial support for scholars.

Discussion Points:

1. What is the process/procedure used in your nursing school to select scholarship recipients?
2. How do you determine financial need?
3. When do you make the awards to students, during the first semester or after the student has completed one semester?
4. Do you make the full award at one time (\$10,000) or do you allocate over several semesters? What is the benefit of making the award at one time? Is there a student benefit with an incremental distribution strategy?
5. What may be the impact on outside scholarship awards and other sources of financial aid that may be available to students?
6. What role should faculty play with student financial aid?
7. When funding is directed to the Development office is there a difference in scholarship allocation?
8. Are scholarship awards subject to federal income tax?
9. How can faculty assist students when the office of financial aid supplants other sources of aid with scholarship funds?
10. What resources are available to students and faculty to assist in answering questions related to scholarships and financial aid?

Poster Abstracts

Friday, October 1
8:00 a.m.—7:30 p.m.
Ballroom II

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 innovative approaches in preparing accelerated degree nursing students for their programs.

Categories for poster exhibits are:

- A. Leadership development activities for accelerated students;
- B. Successful recruitment and retention strategies to yield/retain diverse or underrepresented students;
- C. Program evaluation of accelerated programs;
- D. Innovative program design for accelerated students;
- E. Successful mentoring programs;
- F. Career trajectory (overview of graduates' employment, transition to graduate programs, and demonstrated post-graduation leadership activities);
- G. Hot topics (amazing in-progress projects such as challenges faced and unexpected accomplishments and successes);
- H. Cultural competence initiatives.

Poster Competition:

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

Abstract 1:

Service learning and leadership: Early application of leadership skills within an accelerated nursing program

Category:

A. Leadership development activities for accelerated students

Background Statement: Service learning is a pedagogy that combines community service with academic instruction. Community-based service-learning projects provide students with a venue where they can practice leadership skills through active involvement in the community. In addition, the community experience encourages students to think critically about how service relates to learning, leadership, and civic responsibility. Student involvement in out-of-class experiences that are educationally purposeful also create a sense of belonging and confidence in one's abilities.

Statement of purpose: The development of a service-learning component to our leadership program for Robert Wood Johnson Foundation (RWJF) scholarship recipients will be reviewed. Outcomes assessed included: (1) participation in service-learning activities and leadership sessions, (2) assumption of leadership positions within the university, and (3) student evaluation of the value service-learning activities.

Methods: Two RWJF Nurse Executive Fellows and the Program Coordinator conducted monthly leadership sessions which comprised of role-playing, clinical scenarios, self-assessments, discussions, viewing the "Do No Harm" videos, and books discussions on leadership. Content included critical thinking skills, communication skills, personality traits, emotional intelligence, dedicated educational units, and leadership in the practice arena. Students participated in community-based and institutional based service learning activities including open lab tutoring for peers, serving meals and talking with homeless individuals, and conducting health screenings and health promotion activities to adults and youth in areas of the city with the poorest health outcomes. Students planned and developed the teaching materials for the monthly health promotion activities. Students were encouraged to pursue leadership positions during their educational program. A focus group session was held at the end of the program to ascertain what aspects of the program students found most beneficial and provide recommendations for next year's leadership activities.

Results: All (100%) RWJF scholarship recipients participated in monthly service-learning activities. Students preferred the community activities over peer tutoring and reported a sense of satisfaction in being able to use their nursing skills to help others in the community. Additionally they reported a better understanding and increased confidence in their ability to communicate with individuals from diverse backgrounds, conduct health screenings, and teach patients who would be returning to community settings. Average attendance at the monthly leadership sessions was 90%. Leadership content on communication was deemed most valuable. Leadership activities within the university included implementing a peer mentorship program during the Spring of 2010. Thirty percent of the RWJF scholarship recipients hold key leadership positions in the college and university, serving on the Student Nurses Association board, Student Government Association, and as student representatives to the Curriculum Committee, Admissions Committee, and Progression Committee. Conclusion: Community based service-learning activities provided RWJF Scholarship recipients with opportunities to foster leadership skills, gain confidence in their nursing skills, and promoted a sense of belonging to the group and the community.

Authors: Patricia Cowan; Mang Ensell
Nursing School: University of Tennessee Health Science Center

Abstract 3:

Successful strategies for recruitment of underrepresented groups into an accelerated entry-level nursing program

Category:

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

Background Statement: Memphis has a 62% Black population and a rapidly growing Hispanic population that offers the university a tremendous opportunity to recruit and graduate underrepresented minority groups.

Statement of purpose: We sought to increase applications and enrollment of qualified of underrepresented, second-degree students in our accelerated nursing program.

Methods: The College of Nursing Office of Student Affairs targeted colleges and universities within a 250-mile radius of Memphis, including historically black colleges such as LeMoyne-Owen College and Tennessee State University to recruit applicants. Recruitment efforts included: (1) attending 25 events geared toward second-degree students, including seven events specifically targeting minority populations (Sisterhood Showcase, Community Health Fairs), (2) mentoring underrepresented minority and disadvantaged summer scholars participating in the University's Health Career Opportunities Programs and the Memphis chapter of the Association of Minority Health Professional Schools, Inc,(3) broadcasting radio spots focusing on the accelerated nursing program, (4) production of brochures and post-cards for distribution at local libraries, colleges, and area health care systems, and (5) development of a video clip on the accelerated program accessible via the College of Nursing's website. Additionally open houses were conducted in the Fall for individuals interested in the accelerated MSN-CNL program. Students who had received the New Careers in Nursing Scholarships in 2008 and 2009 participated in newspaper interviews regarding how the award had affected their progress in the program and shared their experiences with applicants during the open hours.

Results: Prior to implementing these recruitment strategies, 38-42% of applicants were minorities and 15-18% were male. During the last 2 years, 56% of applicants were minorities and 10-16% were male. The number of minority applicants accepted into the accelerated program has increased, while the number of males in the program has remained stable. Conclusions: Strategies have been successful in recruiting qualified second-degree, minority candidates to our accelerated nursing program. Exploration of venues to reach more males is needed. Future plans include use of webinars, participating in the American Association of Collegiate Nursing's central application, and working with Latino Memphis to reach the Hispanic population.

Authors: Patricia Cowan; Justin Casey; Ron Patterson; Leslie McKeon
Nursing School: University of Tennessee Health Science Center

Abstract 4:

Collaboration in nursing policy; an expanded role

Category:A. Leadership development activities for accelerated students

Background Statement: Marymount and Shenandoah Universities second degree nursing programs are physically located near Washington DC, the seat of political power and both programs have been awarded Robert Wood Johnson Foundation scholarships. The directors of the RWJF leadership programs at both Marymount and Shenandoah believe that the scholars from both programs would benefit from meeting and collaborating and would greatly benefit from visiting state legislators on Capitol Hill.

Statement of purpose: Political activism, while not new to nursing, has become a critical role in this age of health care reform. It is necessary for nurses to support political action for system change. This can be accomplished when nursing leaders embrace the power inherent in nursing numbers to challenge the political system.

Methods: There are many reasons why nurses lack political involvement. Most are related to lack of knowledge of the process for activism. In order to introduce RWJF scholars to the processes available to them, a visit to the American Association of Colleges of Nursing headquarters in DC was arranged. Students met with Suzanne Begeny, Director of Government Affairs, who spoke with them about the nursing focus in the current health care reform bill and about the importance of activities such as joining professional organizations. Students learned to identify nursing academic specialties that lead to policy/lobbying jobs. The scholars were encouraged to sign up for AACN's "Grassroots Network" in order to receive notices of current events that may require nurses' political action such as writing letters to their respective congressmen. Following the visit to AACN, the students went up to Capital Hill where they toured the Capitol. On Capitol Hill they learned where their respective representative offices are in the House and the Senate.

Results: The RWJF scholars from both programs were able to meet and collaborate. The final result is that 100% of scholars and 75% of students in both nursing programs will sign up for "Grassroots".

Author: Tess Cappello
Nursing School: Marymount University

Abstract 5:

Successful student mentoring: Using Facebook to connect students with alumni and facilitate mentoring

Category:

G. Hot topics (amazing in-progress projects such as challenges faced and unexpected accomplishments and successes)

Background Statement: Today's students and graduates are very familiar with social networking tools and use them daily to stay connected with friends and family. Internet communication offers new ways for reaching graduates who are working and have difficulty finding the time to stay involved with the department after program completion. The Nursing department at Southern Connecticut State University is committed to promoting a positive learning experience and supporting the mentoring program for students and graduates. Faculty wanted to consider new methods for reaching and engaging ACE graduates into the mentoring process. This past year was an opportune time for a new project since there are now two cohorts of ACE alumni who are interested in working with students as they enter and progress through the program. A social networking site for the RWJF scholars was created through the Department's Facebook account in May. This site provides opportunities to build a community with scholars and mentors, identify valuable links to resources, and share ideas and questions.

Statement of purpose: The purpose of this new initiative is to facilitate communication and foster the mentoring process through social networking.

Methods: The site was established in May following a mentoring luncheon. ACE alumni returned to campus to share their perspective on the transition into the health care profession and to provide suggestions to students about how to deal with the increasing course-load and clinical expectations. The meeting was informal and encouraged collaboration among students. Personal contact information was shared between students and the mentoring process began.

Results: Although this project is new, the site has been successfully used to foster communication, post announcements of upcoming events and to solicit assistance from students and graduates for projects and surveys. Following the first, event students have continued to reach out to the ACE alumni who they meet in May. Responses to questions and requests are posted quickly on the site and communication has been improved.

Authors: Mary Ann Glendon, Ph.D., M.S.N., R.N.; Lisa Rebesch, M.S.N., C.N.E., R.N.
Nursing School: Southern Connecticut State University

Abstract 6:

Developing tomorrow's leaders

Category:A. Leadership development activities for accelerated students

Background Statement: All 2009 NCIN scholarship recipients were required to join the CSUF Student Leadership Institute. The Institute provides free leadership education and training to Cal State Fullerton students who can choose the program as part of their co-curricular involvement. The Student Leadership Institute is a noncredit certificate program dedicated to helping students acquire the social skills to become effective and well-prepared leaders in their communities. The Templeton Guide: Colleges that Encourage Character Development lists Cal State Fullerton's leadership program as an "Exemplary Program."

Statement of purpose: The purpose of this study was to examine the effectiveness of the CSUF Leadership Institute in developing leadership skills that are applicable in managing care delivery in the hospital setting.

Methods: Students were interviewed to discuss the effectiveness of the Leadership Institute in developing skills that are applicable to the delivery of patient care in the acute care setting.

Results: Students identified positive aspects of the University Leadership Institute in developing both leadership and mentoring skills. Leadership skills specific to the role of the Registered Nurse were identified that could be added as a future supplement to leadership training including such topics as delegation and the provision of leadership when the student is perceived by other members of the team as a novice student nurse. These findings serve as the structure for supplemental leadership training for the 2010 NCIN scholars.

Author: Mary Wickman
Nursing School: California State University, Fullerton

Abstract 7:

Use of experimental learning in leadership assessment and development

Category:

A. Leadership development activities for accelerated students

Background Statement: Leadership characteristics are numerous and each person has different strengths when it comes to being a leader. Kolb & Kolb (2009) discuss experiential learning theory. (1) The philosophical underpinning of radical empiricism ground 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. (1) The learning cycle is characterized as experiencing, reflecting, thinking, and acting. This experiential learning model is used to assist RWJF Scholars to self assess their strengths and weaknesses with twenty-five leadership characteristics. The participants of this session then engaged in several experiential exercises participating in the experiencing, reflecting, thinking and acting process related to strengthening individual leadership characteristics.

Statement of purpose: Use experiential learning theory to assess individual leadership strengths of accelerated nursing students. Twenty-five leadership characteristics were used to evaluate individual and aggregate leadership strengths and the effectiveness of this learning model in changing individual perception of leadership capabilities.

Methods: In order to assess individual and aggregate leadership strengths and weaknesses the first leadership session held for RWJF Scholars included a self assessment of twenty-five leadership characteristics employing a Likert scale (1=Never, 2=Seldom, 3=Sometimes, 4=Frequently, 5=Always) . Following this self assessment, experiential group exercises were employed to provide participants the opportunity to reflect on, think about and take action related to the identified leadership characteristics. Following this two-hour session a post evaluation focused on the same twenty-five leadership characteristics measuring the level of difference each participant felt about their own leadership characteristics due to this experiential learning session.

Results: The initial self assessment indicated that as a group the participants ranked lowest in “being a risk taker”, “being decisive”, “utilizing analytical thinking” and “being logical”. The follow up survey indicated that the group across the board indicated that the experiential learning session assisted them to feel stronger about the identified twenty-five leadership characteristics. Conclusion: Experiential learning assisted the RWJF Scholars to reflect on twenty-five leadership characteristics, identify their individual and aggregate leadership strengths and weaknesses, think about their use of these characteristics through taking action and participating in described experiential exercises. This information will be used in designing future leadership sessions for this group of students.

Author: P.A. Solari-Twadell, Ph.D., M.P.A., R.N., F.A.A.N.
Nursing School: Loyola University Chicago

Abstract 8:

Overcoming: A theory of accelerated second-degree baccalaureate graduate nurse transition

Category:

G. Hot topics (amazing in-progress projects such as challenges faced and unexpected accomplishments and successes)

Background Statement: During the first months as a graduate nurse, the neophyte registered nurse (RN) transitions from student to professional nurse. A plethora of stressors are known related to this process. Although not new, accelerated second-degree baccalaureate nursing (ASDBN) programs have opened in record numbers in recent years in the wake of the current nursing shortage. Little is known about the experience of professional practice for accelerated second-degree baccalaureate graduate nurses (ASDBGNs). The stressful graduate nurse transition, current nursing shortage, and lack of an empirical base for ASDBN programs illustrate the significance of the research problem.

Statement of purpose: The purpose of the study was to generate a substantive theory of ASDBGN transition to professional nursing practice. A qualitative approach was used to reach beyond the known in order to make discoveries leading to empirical knowledge that will guide nursing education, policy, and clinical practice. Such theory was essential given the documented stressful transition experience, complex retention issues, and scant evidence explaining the transition to professional nursing practice for ASDBGNs.

Methods: This modified grounded theory study generated a substantive Theory of Overcoming: ASDBGN Transition to Professional Nursing Practice. The central research question was: "How do ASDBGNs transition to professional nursing practice?" To narrow and focus the problem, there were two subquestions: 1) "What processes and fundamental patterns of behavior among transition participants facilitate ASDBGN transition to professional nursing practice?" 2) "What processes and fundamental patterns of behavior among transition participants hinder ASDBGN transition to professional nursing practice?"

Results: When coding and analyzing data, the researcher consistently used the standard question, "What is actually happening in the data?" Through consistent application of this question, and subsequent coding, analyzing, memoing, and theoretical sampling, it became apparent that ASDBGNs' transition to professional practice began with considering options to return to university. Accelerated second-degree baccalaureate graduate nurse transition to professional nursing practice started months—even years—before graduation from an ASDBN program. The identified basic social process (BSP), overcoming, encompasses five stages: reality check, goaling, getting started, coming out on top, and mastering. These five stages explain how ASDBGNs transition to professional nursing practice. Study findings provide a beginning evidence-base for nursing education, policy, and practice related to this growing student population.

Author: Sandy K. Calhoun, Ph.D., M.S.N., R.N., C.P.H.Q.
Nursing School: East Tennessee State University

Abstract 11:

Simmons College School of Health Sciences Department of Nursing: The Dotson Bridge and Mentoring Program

Category:

E. Successful mentoring programs

Background Statement: Although there is a growing need for a more diverse workforce, minorities in nursing continue to be underrepresented in colleges and schools of nursing. Many minority nursing students are poorly prepared for college, have family responsibilities and jobs, are culturally different, and have English as their second language. These barriers can translate into major challenges, academically and clinically. Mentoring in nursing can be traced back to great nurse leaders such as Mary Adelaide Nutting, Florence Nightingale, Mary Seacole, and Mary Eliza Mahoney, but very little has been written about mentoring minority students. Mentoring can provide that specific and deliberate guidance needed to bridge the gap between the educational, professional, cultural, and personal needs of the minority nursing student. Mentoring empowers the student to progress within a compassionate, collaborative, culturally competent, and respectful environment. The Dotson Bridge and Mentoring Program started August 2009, to provide support and ensure the success of African, Latino, Asian, and Native American (ALANA) nursing students. The ALANA scholars in the program are committed to learning and developing academically, professionally and personally. The mentors are nurses, who are community leaders, clinicians, and alumni, who share the vision of helping minority nursing students experience success and improve graduation rates and NCLEX outcomes at Simmons College. Presently the Dotson Program consists of a director, a faculty member, 10 mentors, and 26 scholars. The director, faculty, and mentors meet on a monthly basis to discuss the needs of the scholars and to support each other. Each mentor has 2-3 scholars to whom they offer weekly support by assisting them in the development of their goals and skills necessary to be successful in the nursing program. The scholars are enrolled in the generic, DIX Scholars, direct entry, and FNP nursing programs. Throughout the year, the Dotson Program offers several workshops in various learning skill areas. We have also developed a brochure that outlines the services offered by the program.

Statement of purpose: The program is designed to provide academic, professional, cultural, and personal support to minority nursing students, and improve the graduation rates and NCLEX outcomes.

Methods: Qualitative and quantitative data collected for outcome based evaluation through questionnaires/surveys and interviews.

Results: In our first year, the Dotson Program has graduated 4 scholars: Presently 3 of the 4 have successfully passed the NCLEX and have a 100% nursing course pass rate. Our program is still growing and we are adding 5 new mentors and 8 scholars over the next year.

Author: LaDonna L. Christian, M.S., A.P.R.N.-B.C.

Nursing School: Simmons College

Abstract 13:

Paths to servant leadership**Category:**

G. Hot topics (amazing in-progress projects such as challenges faced and unexpected accomplishments and successes)

Background Statement: The mission of MidAmerica Nazarene University (MNU) is to educate and inspire servant leaders. The School of Nursing and Health Science embodies this mission through strategic curricular design as well as co-curricular activities that present students with numerous 'service-learning' opportunities. The concept of service-learning provides a transformative educational experience through blending service opportunities with academic instruction. For example, through the community health nursing course students wrote a successful grant resulting in the formation of a health clinic at a local homeless rescue mission. Another example of service-learning occurred last year as two nursing students spearheaded a campaign along with the chaplain's office called the "what IF" project (one of the students is a current NCIN Scholar). This project, co-sponsored with Heart to Heart International, resulted in the collection of over \$50,000 for the establishment of a health clinic in Guatemala. Because of MidAmerica's strong emphasis of servant leadership, it is important that accelerated nursing students in the New Careers in Nursing (NCIN) program be provided with valuable service-learning opportunities, as well as intentional leadership development.

Statement of purpose: MidAmerica's NCIN Leadership Series is designed to 'provide paths' for accelerated nursing students to gain knowledge and skill development in the realm of servant leadership.

Methods: Through various learning colloquia, NCIN students are exposed to academic instruction in servant leadership. In a recent 'lunch and learn' seminar students were introduced to various leadership styles with analysis of their advantages and disadvantages. At a subsequent seminar, the concept of servant leadership was further expanded upon. At this colloquia students met with MNU's Vice President of Community Formation. In addition to presenting theoretical and practical knowledge, he shared examples of service-learning opportunities and provided students with resources to encourage their development as servant leaders. The students were also introduced to representatives from AmeriCorps, a campus-sponsored outreach organization that promotes service learning and connects students and faculty with local and global service opportunities. A motivational book, "The Power of Serving Others," was provided for each student. This book was co-written by a well known servant leader from our own community, Dr. Gary Morsch. Dr. Morsch is the founder of Heart to Heart International, a relief organization with whom the University often partners in local and international mission trips. Each student has now been challenged to identify a service-learning experience that will enhance their nursing leadership education. The end result is yet to be seen, but thus far students have identified various opportunities for service in the coming year. Identified projects range from medical mission trips, time volunteered at a local free health clinic and participation in a health fair for those without healthcare insurance. Exciting days are ahead as MNU's mission to educate and inspire servant leaders is realized in our NCIN scholars.

Results: N/A: Hot Topic

Authors: Gwen Wagner, M.S., A.R.N.P.; Karen Schaid, M.A.Ed., R.N.;
Susan Larson, Ph.D., R.N.

Nursing School: MidAmerica Nazarene University

Abstract 14:

Visioning—Utilizing vision boards for A.B.S.N. students

Category:

D. Innovative program design for accelerated students

Background Statement: After working for several years with our Accelerated B.S.N. students it became clear that the intense pace of the program had resulted in students losing sight of their primary vision for becoming a nurse. As students struggled with the intensity of their academic and clinical load, it appeared the students needed a tool to assist them in maintaining a connection to their dream of becoming a nurse. Faculty responded to this need with a desire to support students in their journey. Goal setting and manifesting new life experiences are practices several faculty had had the opportunity to engage in. Beginning in May 2010, an orientation program was implemented to assist the accelerated B.S.N. students in being successful. Amongst other pre-entry material, this visioning board exercise was included to assist students in identifying and maintaining their vision. Many studies exist in the psychology and sociology literature around using one's to visualize and manifest your life dreams and goals. This has been reflected in popular culture in books, *The Secret: What Great Leaders Know* and television including Oprah Winfrey and Ellen DeGeneres.

Statement of purpose: The purpose of this project is to assist the accelerated B.S.N. students in clearly and intentionally envisioning their greatest dream in becoming a nurse.

Methods: The vision board exercise is scheduled in the afternoon. In order to get students “out of their heads,” to feel their hearts, sense their inspiration, and imagine their dreams, they are led in a 15-minute relaxation/meditation. In this guided imagery session they are invited to imagine themselves in the accelerated B.S.N. program, completing courses, learning new ideas and skills and clearly seeing the fulfillment of their greatest dreams of actually completing the program and becoming a nurse. Following the guided imagery session, the students are invited to create a vision board of their dream with visual representation of the elements that were important to them. Magazines, art supplies and relaxing music are provided. Students are given 30 minutes to complete their vision board. Students are encouraged to post their boards around the room for classmates to see and help them hold their vision. At the completion, students are instructed to place their visioning board in a prominent place at home and add to it whenever they felt inspired.

Results: Surveys were collected at the completion of the orientation day and many students listed the vision board exercise as their favorite part of the day. These students are currently completing their first semester of the program and we plan to survey them at the completion of the program including a specific question regarding their vision boards.

Authors: Aliyya Behles; Sarah Shealy
Nursing School: Mount Saint Mary's College

Abstract 15:

Mentee to mentor: A foundation for leadership development

Category:E. Successful mentoring programs

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

Statement of purpose: To describe the planning, implementation, and outcomes of a new mentee-mentor program piloted with 15 RWJF NCIN Scholars enrolled in a one-year accelerated second degree undergraduate program.

Methods: The SD program provided the appropriate infrastructure to support the development of students over 12 months of study. In the fall, Scholars participated in a workshop that focused on "how to be mentored." The Scholars, faculty, alumni and community nursing leaders attended a networking event. Students received attendee contact information and were encouraged to contact these potential mentors. During the spring semester, Scholars attended a second workshop on "becoming a mentor." Students collaborated with the School's Center for Health Care Diversity's Health Careers Internship Program (HCIP) designed for ethnically/racially diverse students from local high schools who are interested in a health profession. The Scholars served as mentors for the HCIP students, presented a series of workshops for them, and attended several social events. In the summer semester, the Scholars partnered with incoming SD students whom they contacted and served as mentors.

Results: Outcome data revealed that all RWJF Scholars engaged in a mentor relationship during the 12-month program. Most students selected mentors who were faculty, nurses on their clinical units, colleagues they had encountered on a daily basis, or past graduates and friends. Students highly regarded their mentoring relationship, finding it "supporting, encouraging, guiding, and demystifying." All students found the experience of mentoring the HCIP students to be quite positive. Presenting sessions on topics such as: finding and preparing for college, financing education, and health careers, challenged them to use their leadership skills. They perceived the experience as an exciting opportunity to better understand young individuals from diverse racial/ethnic backgrounds and to help and encourage them in making life decisions. THE HCIP students and program coordinators also reported significant satisfaction with this mentoring initiative and hope it will continue. The Scholars also mentored incoming second degree students by initiating email contact early spring through summer. Because many of the Scholars had been mentored by a previous student prior to entering the program, they felt encouraged to initiate and maintain a relationship with the incoming SD students.

Authors: Leah Vota Cunningham, M.N.Ed., R.N.;
Joan Such Lockhart, Ph.D., R.N., C.O.R.L.N., A.O.C.N., C.N.E., F.A.A.N.
Nursing School: Duquesne University

Abstract 16:

Increasing nursing students diversity through successful strategies for recruitment and retention of underrepresented minority students in an accelerated second degree nursing program

Category:

B. Successful recruitment and retention strategies to yield/retain diverse/underrepresented students

Background Statement: It is projected that by 2050, the minority population will represent approximately 50% of the total U. S. population (US Census Bureau, 2005). Prior studies have shown that minority health care providers are more likely to practice in underserved areas as compared to their nonminority colleagues (Keith, Bell, Swanson, & Williams, 1985; Moy & Bartman, 1995). The nursing profession is no exception with lower admission and retention rates than White, non-Hispanic students. This has resulted in fewer racial and ethnic minority groups in nursing than the United States population (Donnell, Edwards, & Bell, 2002). New Jersey, with a population of 8,682,661 million people, is the eleventh-most populous state in the United States and the most densely populated, with 1, 174 persons per square mile. New Jersey is one of the most racially and ethnically diverse states in the country. More specifically, 13.6 percent of the total population is Black or African American, 0.2 percent is American Indian/Alaskan native, 13.3 percent is Hispanic and 5.7 percent is Asian.UMDNJ-SN serves a large portion of New Jersey with the main Northern campus in Newark and a second campus in the South in Stratford. SN draws students from and delivers care in the two most vulnerable cities in the State, Newark and Camden. These highly diverse communities are designated as medically underserved areas and approximately 1/3 of their residents are classified below the poverty level. UMDNJ-SN accelerated BSN enrollment May 2010 totaled 288 students. The ethnic backgrounds of those enrolled were 38% white, non Hispanic; 25.4% black non Hispanic; 14.2% were Asian or Pacific Islander; 6.9% were Hispanic of any race; and 13.1% not reported. Recruitment strategies must respond to the specific needs and barriers of each group (Thomason & Thurber, 1999) and be aggressive as well as innovative in their efforts to recruit minority students. Recruitment campaign programs must be directed where minority students are located (Donnell et al., 2002). Academic advisors and student services personnel who are committed to working with minority students and providing them with strong support will increase the likelihood of student persistence (Thomason & Thurber, 1999).

Statement of purpose: Minority nurses are more likely to provide care to minority, underserved, disadvantaged and low-income populations. The strong commitment to diversity is noted in the mission, vision and strategic plan at both the University and School level and is reflected in student enrollment statistics, support services available, School and University wide community involvement and Centers of Excellence.

Methods: The School of Nursing at UMDNJ recruitment plan encompasses the following: (a) minority students are present at information sessions and open house events, (b) through connecting prospective minority students with current nursing students to help answer any additional questions the prospective students may have, and (c) each term, prospective minority students can spend a half-day meeting minority nursing faculty and other minority nursing students.

Results: The School of Nursing has been very successful in recruiting a racially and ethnically diverse student body and exceeds the national average for all program levels. The diversity in the currently enrolled ABSN students demonstrates this success with 48% from underrepresented minorities and 15% Asian descent. Men comprise 20% of the total ABSN student population. Our success is evident in our high retention rate of 93% and a first time NCLEX-RN pass rate of 92.47%.

Authors: Denise Tate, Ed.D., A.P.N., W.H.N.P.-B.C.; Kellie Volcy, M.S.N., R.N., A.P.N.-C.; Delores Benn, D.N.P., R.N.; Margarita Velez-McEvoy, R.N., M.S.N./C.M., M.O.H.; Michele Evans, M.S.N., R.N.

Nursing School: University of Medicine & Dentistry of NJ

Abstract 17

Cultural competence outcomes assessment: Findings from a nursing workforce diversity project

Category:H. Cultural competence initiatives

Background Statement: The demographic profile of the population of the United States (U.S.) has been changing over the last several decades, creating a greater racial and ethnic diversity. The nursing profession has acknowledged its responsibility and the challenges inherent in preparing a nursing workforce that reflects this diversity and to prepare all practitioners to provide culturally competent care.

Statement of purpose: To determine if cultural content in nursing curricula translates to culturally competent care in the clinical arena.

Methods: A survey of family and caregivers' perceptions was conducted in a Pediatric clinic to assess perceptions of cultural sensitive care. The Cultural Competence Assessment-Primary Care was used to assess patient perceptions. Descriptive statistics and independent t-tests were used to assess sample differences based on demographics.

Results: The sample (n=92) was 60% non-hispanic white and 31% male. Forty-three percent of the sample was 40 years of age or older; and 53% was married. English was spoken by 78%. Forty-six percent had private medical insurance. The majority (84%) of respondents reported that providers always respected their values and customs. Respondents with less education perceived less assistance in securing services ($p=.001$), less a part of the health care team ($p=.004$), and perceived providers to be less comfortable interacting with their children ($p=.014$). The majority of respondents reported being included in their child's health care decisions. The cultural content of the nursing curricula translated to the clinical setting. However, recognizing the influence of education on parental perceptions of nursing care is important when interacting with culturally diverse patients.

Authors: Lori A. Escallier; Barbara A. Messina; Judith T. Fullerton
Nursing School: Stony Brook University

Abstract 18:

“It comes down to being a good person”–Intradisciplinary leadership development for accelerated students

Category:

A. Leadership development activities for accelerated students

Background Statement: While learning to work in an interdisciplinary environment is important, it is intradisciplinary collaboration that may be most immediately challenging for the new graduate. Accelerated graduates, who often have little or no previous healthcare work experience, may be especially challenged in working with nursing assistants and licensed practical nurses.

Statement of purpose: The purpose of this leadership development activity was to explore with nursing assistants and RWJF scholars, nursing assistants' perceptions of what they need from new graduates to form good working relationships.

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

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

Authors: Joan C. Masters, Ed.D., R.N.; Barbara Lee, M.S.N., R.N., C.W.O.C.N.
Nursing School: Bellarmine University

Abstract 19:

Increasing diversity: Developing a sustainable initiative

Category:B. Successful recruitment and retention strategies to yield/retain diverse/underrepresented students

Background Statement: The literature on increasing the diversity of individuals who enter and practice the profession of nursing comes with sound argument, yet we have seen only modest gains over the last 10 years (American Association of Colleges of Nursing, 2009).

Statement of purpose: This abstract addresses how to develop a sustainable program to increase the recruitment and retention of underrepresented students. The “diversity pyramid” is suggested as a conceptual planning model for increasing diversity that is matched to an institution and its resources.

Methods: The foundation of the pyramid is an organizational commitment to attracting and retaining diverse students. Clear and objective diversity goals must be a part of the organization’s strategic plan. This means the organization has carefully considered how it defines diversity and what aspects of that definition are going to receive priority attention. The organization must also realistically appraise what resources it is able to commit to the diverse students it seeks.

Results: Here is how the pyramid concept worked for one Midwestern college of nursing. The organization was essentially in a state of readiness when the first 2008 Robert Wood Johnson Foundation (RWJF) New Careers in Nursing (NCIN) scholarship program was announced. Because the College was committed organizationally to increase the diversity of its student body, faculty reviewed various funding sources for opportunities. In writing for the NCIN grant, the College decided to match each student’s NCIN grant with internal scholarship dollars, thereby making a significant financial impact for the student. The NCIN grant also called for a strong mentoring component for each awardee. The College established a collaborative mentoring program with the Chicago Schweitzer Fellows for Life program. The Schweitzer Fellows for Life mentors are all nurses who have completed substantial community service projects as Schweitzer Fellows and wish to continue their service through the Schweitzer program via a mentoring relationship. This partnership effectively utilized a community resource to assist in the successful awarding of a first round NCIN grant.

Authors: Lisa Rosenberg, Ph.D., R.N.; Marilyn O’Rourke, D.N.P., R.N.
Nursing School: Rush University

Abstract 21:

Creating a sustainable leadership and mentoring program for future accelerated students

Category:

A. Leadership development activities for accelerated students

Background Statement: Leadership and mentoring activities are critical to student's success in accelerated nursing programs. Given the rigorous, heavy course load, financial burden, and impact on personal life, students face incredible challenges while pursuing a second degree in nursing. The Robert Wood Johnson, New Careers in Nursing Scholarship program recognizes these challenges and provides support to grantees through various mechanisms such as activities available from a Leadership Development Toolkit, ongoing faculty training at annual conferences, and small grants to support leadership and mentoring activities.

Statement of purpose: The purpose of this project was to create a formal leadership and mentoring program that is sustainable and offered to all future accelerated nursing students at Belmont University, irrespective of future NCIN grantee status.

Methods: A blended approach was used to develop a Leadership and Mentoring program that consisted of existing resources provided by the RWFJ NCIN scholarship program and Belmont University. We identified potential leadership and mentoring activities from the school of nursing, the office of career services, student alumni services and sought to create a new faculty position specifically designated to further develop and coordinate these activities for the NCIN grantees.

Results: We leveraged the mentoring expertise from an existing adjunct faculty to create a Leadership and Mentoring Coordinator position. With the assistance of student alumni services, we identified alumni who graduated from our accelerated program and created the E-mentor program where each NCIN grantee is matched with a Belmont University School of Nursing Alumni. Leadership and personality type assessments were provided at a nominal fee to the grantees through the Office of Career Services. A Peer-to-Peer tutoring program was developed where nursing students tutor other students in return for convocation "service" hours required by the University. By incorporating selected activities from the NCIN Leadership Toolkit and leveraging existing resources at Belmont University, we were able to develop a Leadership and Mentoring program that is fiscally sustainable beyond the RWJF NCIN grant period and can be translated to all future accelerated nursing students.

Authors : Carrie Harvey, Ph.D., A.C.N.P.-B.C.; Anita Chesney, Ed.D., M.P.H., R.N.;
Martha Buckner, Ph.D., R.N.

Nursing School: Belmont University

Abstract 22:

Leadership development among post-undergraduate nursing students

Category:A. Leadership development activities for accelerated students

Background Statement: The Robert Wood Johnson Foundation (RWJF) provided funding to train recipients of the New Careers in Nursing (NCIN) scholarship program in the College of Nursing's Accelerated Program. Leadership development training is one of the stipulations of the recipient institution. A portion of this funding was used to purchase copies of Leadership Practices Inventory, Facilitation Guides, and Student Workbooks for NCIN students.

Statement of purpose: The purpose of the study is to determine whether post-undergraduate adult learners can develop leadership behaviors through an online program utilizing the Leadership Practices Inventory and the Leadership Challenge curriculum supplemented with exercises from the Leadership Development Toolkit provided by the NCIN program office.

Methods: Two groups were assigned. The first group consists of the experimental group and the second group is a control group. Both groups will take the Leadership Practices Inventory as a pre-test and post-test and answer basic questions pertaining to their age, race, gender, education, previous employment, and identify the term you began the Accelerated Program. The experimental group consists of NCIN scholars and the control group consists of their peer Accelerated BSN students who did not receive NCIN funding. Control group participants were selected based on best matching criteria including: cohort, gender, race, age, previous major, and work experience. The experimental group will also be completing an online-leadership training program between the pre-test and post-test.

Results: The pre-test phase of this quasi-experimental design was conducted in May of 2010 and the post-test will occur in August of 2010. As of this date in mid-July, the students have begun to participate in the Leadership Development program. Results will be analyzed at that time and will be ready and available for the Summit on September 30th.

Authors: Jay W. Hays; Tracey Motter
Nursing School: Kent State University

Program Planning Committee Members

AARA AMIDI-NOURI, PH.D., R.N.
Samuel Merritt College

MICHAEL BEACH, D.N.P., A.N.C.P.-B.C., P.N.P.
The University of Pittsburgh

SYLVIA BRITT, D.S.N., R.N.
The University of Alabama at Birmingham

SILVIA CABASSA, R.N.A., P.N.C., F.N.P., R.T.(R)
Fairleigh Dickenson University

LUZVIMINDA CASAPAO, ED.M., M.A., R.N.
SUNY Downstate University

LORI ESCALLIER, PH.D., R.N., C.P.N.P.
Stony Brook University

MARGARET GRIFFITHS, M.S.N., R.N., C.N.E.
University of Pennsylvania

LINDA HANSEN-KYLE, PH.D., R.N., C.C.M.
Azusa Pacific University

CARRIE HARVEY, PH.D., R.N., A.C.N.P.-B.C.
Belmont University

SUSAN LARSON, PH.D., R.N.
MidAmerica Nazarene University

SANDRA LINDQUIST, PH.D., R.N.
The University of Missouri - Saint Louis

TINA MARTIN, PH.D., R.N., C.F.N.P.
University of Mississippi Medical Center

HELEN MAUTNER, M.S.N., R.N.
Shenandoah University

LISA SELDOMRIDGE, PH.D., R.N.
Salisbury University

PATRICIA A. TABLOSKI, PH.D., R.N.C.
Boston College

Pre- Entry Immersion Program Task Force Members

PATRICIA COWAN, PH.D., R.N.
University of Tennessee Health Science Center

CECIL HOLLAND, ED.D., PH.D., R.N.
Winston-Salem State University

BARBARA LEE, M.S.N., R.N.
Bellarmino University

BENNIE MARSHALL, ED.D., R.N.
Norfolk State University

JOAN MASTERS, ED.D., R.N.
Bellarmino University

GAIL SCHOEN LEMAIRE, PH.D., R.N.
University of Maryland, Baltimore

SARAH SHEALY, M.S.N., C.N.M., R.N.
Mount St. Mary's College

ELIZABETH SPEAKMAN, ED.D., R.N., A.N.E.F.
Thomas Jefferson University

National Advisory Committee Members

Chair:

CAROLINA G. HUERTA, ED.D., M.S.N., R.N.
Nursing Department Professor and Chair
The University of Texas-Pan American

Members:

GAURDIA BANISTER, PH.D., R.N.
Executive Director, Institute for Patient Care
Massachusetts General Hospital

CATHERINE CROWLEY, ED.D., R.N.
Vice President
Maryland Hospital Association

DAISY CRUZ-RICHMAN, PH.D., R.N.
Dean and Professor, College of Nursing
The State University of New York, Downstate Medical Center

DEBRA J. DANFORTH, B.S.N., R.N.
Comprehensive Health Operations Director
Oneida Community Health Center

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

CARMEN PORTILLO, PH.D., R.N., F.A.A.N.
Professor, School of Nursing
The University of California-San Francisco

PHYLLIS W. 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

DIANE TSUKAMAKI, M.S.
Director, National Recognition & Scholarship Programs
The College Board

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

New Careers in Nursing National Program Office

GERALDINE (POLLY) BEDNASH, PH.D., R.N., F.A.A.N.
National Program Director

VERNELL DEWITTY, PH.D., M.B.A., M.S.N., R.N.
Deputy Program Director

ALEXA TEHANSKY, B.A.
Program Coordinator

LANNY SHEPHERD, M.S.
Research Assistant

JIHANNE JEANTY, B.A.
Program Assistant

Robert Wood Johnson Foundation NCIN Staff Members

DAVID M. KROL, M.D., M.P.H., F.A.A.P.
Team Director and Senior Program Officer

DENISE A. DAVIS, DR.P.H., M.P.A.
Senior Program Officer

LINDA WRIGHT MOORE, M.S.
Senior Communications Officer

DANIELA PHYME, M.Div.
Grants Administrator

Program Liaison Listing

SUE McLARRY, PH.D., R.N.
Arkansas State University
smclarry@astate.edu

LINDA HANSEN-KYLE, PH.D., R.N., C.C.M.
Azusa Pacific University - San Diego
lhansen-kyle@apu.edu

BARBARA LEE, M.S.N., M.ED., B.S.N.
Bellarmino University
blee@bellarmine.edu

CARRIE HARVEY, PH.D., R.N., A.C.N.P.-B.C.
Belmont University
carrie.harvey@belmont.edu

MARY BETH CROWLEY
Boston College
crowlemr@bc.edu

MARY WICKMAN, PH.D., R.N.
California State University, Fullerton
mwickman@fullerton.edu

SHERYL SANDAHL, D.N.P., R.N., C.N.P.
College of St. Scholastica
ssandahl@css.edu

CATHERINE GEORGES, ED.D., R.N., F.A.A.N.
CUNY, Lehman College
catherine.georges@lehman.cuny.edu

KAY THURN, PSY.D., R.N.
DePaul University
kthurn@depaul.edu

MARY ELLEN SMITH GLASGOW, PH.D., M.S.N., R.N.
Drexel University
ms55@drexel.edu

MICHAEL RELF, PH.D., R.N., A.C.N.S.-B.C.
Duke University
michael.relf@duke.edu

RHONDA BRODRICK, M.S.N., R.N.
East Tennessee State University
brodrick@etsu.edu

CAROLE POMARICO, M.S.N., M.A., B.S.N.
Fairfield University
capomarico@fairfield.edu

SILVIA CABASSA, R.N.A., P.N.C., F.N.P., R.T.(R)
Fairleigh Dickinson University
scabassa@fdu.edu

MURIEL SHORE, ED.D., R.N., N.E.A.-B.C., D.P.N.A.P.
Felician College
shorem@felician.edu

CHERYL BERGMAN, PH.D., A.R.N.P., M.S.N.
Jacksonville University
cbergma@ju.edu

SANDRA ANGELL, M.L.A., R.N.
Johns Hopkins University
sangell@son.jhmi.edu

TRACEY CARLSON, M.S.N., R.N.C.
Kent State University
tcarlson@kent.edu

ANNETTE BOURGAULT, M.S.N., B.S.N.
Medical College of Georgia
abourgault@mail.mcg.edu

SALLY STROUD, ED.D., R.N., A.N.P., B.C.
Medical University of South Carolina
stroudsd@musc.edu

PATRICIA LUSSIER-DUYNSTEE, PH.D., R.N.
MGH Institute of Health Professions
plussierduynstee@mghihp.edu

SUSAN LARSON, PH.D., R.N.
MidAmerica Nazarene University
slarson@mnu.edu

SARAH SHEALY, R.N., M.S.N., C.N.M.
Mount St. Mary's College
sshealy@msmc.la.edu

SUSAN WARD, PH.D., R.N.
Nebraska Methodist College
susie.ward@methodistcollege.edu

BENNIE L. MARSHALL, ED.D., R.N.
Norfolk State University
blmarshall@nsu.edu

ANGELA GOLDEN, M.S., R.N.
Northern Arizona University
angela.golden@nau.edu

GERALDINE COLOMBRARO, PH.D., R.N.
Pace University
gcolombraro@pace.edu

CORY A. BOYD, ED.D., M.ED., M.S.
Quinnipiac University
cory.boyd@quinnipiac.edu

LISA ROSENBERG, PH.D., M.S.N., B.S.N.
Rush University
lisa_rosenberg@rush.edu

RITA WUNDERLICH, PH.D., R.N.
Saint Louis University
wunderrj@slu.edu

LISA SELDOMRIDGE, PH.D., R.N.
Salisbury University
laseldomridge@salisbury.edu

JANET ALEXANDER, ED.D., M.S.N., B.S.N.
Samford University
jgalexan@samford.edu

AARA AMIDI-NOURI, PH.D., R.N.
Samuel Merritt College
aamidinouri@samuelmerritt.edu

HELEN MAUTNER, M.S.N., R.N.
Shenandoah University
hmutner@su.edu

JUDY BEAL, D.N.Sc., R.N.
Simmons College
judy.beal@simmons.edu

MARY ANN GLENDON, PH.D., R.N.
Southern Connecticut State University
glendonm1@southernct.edu

LUZVIMINDA CASAPAO, ED.M., M.A., R.N.
SUNY Downstate University
luzviminda.casapao@downstate.edu

LORI ESCALLIER, PH.D., R.N., C.P.N.P.
Stony Brook University
lori.escallier@stonybrook.edu

MELINDA MITCHELL JONES, J.D., M.S.N., R.N.
Texas Tech University Health Sciences Center
melinda.mitchell@ttuhsc.edu

ELIZABETH SPEAKMAN, ED.D., R.N., C.D.E.
Thomas Jefferson University
elizabeth.speakman@jefferson.edu

SYLVIA BRITT, D.S.N., R.N.
University of Alabama at Birmingham
sylviae@uab.edu

KATHLEEN LUCKE
SUNY Buffalo
ktlucke@buffalo.edu

SUZETTE CARDIN
University of California, Los Angeles
scardin@sonnet.ucla.edu

MERLE KOURY
University of Hawaii Foundation
mkoury@hawaii.edu

GAIL LEMAIRE
University of Maryland
lemaire@son.umaryland.edu

DENISE TATE
University of Medicine & Dentistry of New Jersey
tatedm@umdnj.edu

TINA MARTIN
University of Mississippi
tmartin@son.umsmed.edu

ROXANNE MCDANIEL
University of Missouri - Columbia
mcdanielr@missouri.edu

SANDRA LINDQUIST
University of Missouri-St. Louis
sandy_lindquist@umsl.edu

DEBRA BRADY
University of New Mexico
dbrady@salud.unm.edu

MARGARET GRIFFITHS
University of Pennsylvania
griffimj@nursing.upenn.edu

MICHAEL BEACH
University of Pittsburgh
beachm@pitt.edu

KATHY RIDEOUT
University of Rochester School of Nursing
kathy_rideout@urmc.rochester.edu

DEBRA DAVIS
University of South Alabama College of Nursing
ddavis@usouthal.edu

SELENA THOMASON
University of South Florida College of Nursing
sthomaso@health.usf.edu

PATRICIA COWAN
University of Tennessee Health Science Center
pcowan@uthsc.edu

LISA HENNESSY
University of Texas at El Paso
lhennesy@utep.edu

KATHRYN REID
University of Virginia School of Nursing
kjb@virginia.edu

CARRIE DESELMS
University of Wyoming
tocarrie@uwyo.edu

CHRISTINE WYND
Ursuline College
cwynd@ursuline.edu

STEPHEN CAVANAGH
Wayne State University
ad5949@wayne.edu

ELISABETH SHELTON
West Virginia University School of Nursing
eshelton@hsc.wvu.edu

CECIL HOLLAND
Winston-Salem State University
hollandc@wssu.edu

2008 New Careers in Nursing Grantees

Azusa Pacific University
Boston College
California State University–Fresno
Catholic University of America
Cleveland State University
College of St. Scholastica
Colorado State University–Pueblo
DePaul University
Drexel University
Duke University
Duquesne University
Florida Atlantic University
Illinois State University
Kent State University
Linfield-Good Samaritan
Louisiana State University
Medical College of Georgia
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

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

2009 New Careers in Nursing Grantees

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

2010 New Careers in Nursing Grantees

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

Acknowledgments

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

Denise Davis

National Advisory Committee

Pre-Entry Immersion Program Task Force

Program Planning Committee

Program Speakers and Facilitators

Susan Hassmiller

The Robert Wood Johnson Foundation

NEW CAREERS IN NURSING
NEW CAREERS IN NURSING
NEW CAREERS IN NURSING
NEW CAREERS IN NURSING
NEW CAREERS IN NURSING
NEW CAREERS IN NURSING
NEW CAREERS IN NURSING
NEW CAREERS IN NURSING
NEW CAREERS IN NURSING
NEW CAREERS IN NURSING

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

ONE DUPONT CIRCLE, NW, SUITE 530
WASHINGTON, DC 20036-1120
WWW.NEWCAREERSINNURSING.ORG
PHONE: 202-463-6930
FAX: 202-785-8320

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



Robert Wood Johnson Foundation



American Association
of Colleges of Nursing