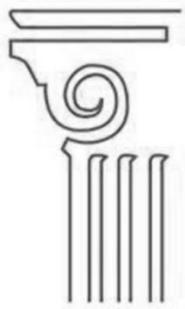


American Association
of Colleges of Nursing



Celebrating Our Legacy...
Diversity- Innovation- Leadership



POSTER ABSTRACTS

Liberty Salons Foyer

NCIN 2015 Grand Finale Summit
Marriott Marquis Hotel, Washington DC
September 24 - 26, 2015



Robert Wood Johnson Foundation

Poster Reception

Liberty Salons Foyer

Reception: Thursday, September 24, 2015, 6:30pm

Overview:

At the Grand Finale Summit we displayed all winning posters since the first competition in 2009. Take the time to view the posters as the program grew the competition remained a cornerstone for the summit. Over the past seven years of competition the poster sessions provided an opportunity for conference attendees to learn about innovative work in progress and to preview late-breaking research results.

We would like to thank all of the contributors over the years. Your amazing contributions brought the world of nursing together in a true display of innovation, research, and community.

This book is a guide of the abstracts of the posters on display. The following abstracts are organized by round year and title. Each topic has winners from multiple years. If you are looking for something in particular, use the table of contents to find the abstract and the location number.

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Innovative Teaching Technology Use in an Accelerated Nursing Program

Author(s): Carrie Deselms, MSN, APRN, FNP-BC; Kristy Nielson, MS, CCRN; Ronda Kinsey, MSN, RN

School of Nursing: University of Wyoming

Topic: Innovative Program Design

Year of Competition: R2 2009

Poster Location: 1

Background: Much of Wyoming is rural/frontier. Health care services are very limited in most communities. The geography, the winters and the road access are not conducive for traveling long distances to health care.

Additionally, there is a critical shortage of nurses, especially BSN nurses. Student access to baccalaureate nursing education can be also hampered by these conditions. The Bachelors Reaching for Advanced Nursing Degree (BRAND) program seeks to alleviate the shortage of BSN prepared nurses in Wyoming by educating BSN nurses near their own communities. The BRAND program provides accelerated nursing education using innovative teaching technologies for both didactic and clinical courses.

Purpose: To describe the innovative teaching technologies, didactic and clinical, used in an accelerated nursing program (BRAND), designed to help alleviate the shortage of BSN prepared nurses in Wyoming.

Methods: The BRAND curriculum uses multiple distance communication technologies to facilitate student learning, student-to-student communication and student-faculty communication. Online video networking, Elluminate, Podcasting, and ooVoo technologies with intermittent face-to-face education sessions are used to promote learning, critical thinking, and NCLEX success. Significant use of innovative technology for didactic courses and regional Wyoming clinical sites allows the student to remain in their local Wyoming area without relocating and with minimal travel required during the winter months.

Results: Three pilot programs were completed before the first official BRAND program was initiated. The first BRAND cohort of twenty BSN students will graduate in August 2009. Twenty-eight students are enrolled for the 2009-2010 school year. Student satisfaction is very high. NCLEX success rate for the 2009 BRAND graduates will be reported.

Leadership and Strength Finders

Author(s): Linda Daley, PhD and Karen Ahijevych, PhD

School of Nursing: Ohio State University

Topic: Leadership Development

Year of Competition: R2 2009

Poster Location: 2

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

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

Methods: Working with an organization development consultant at The Ohio State University Office of Human Resources, we generated a list of five leadership development activities and asked the students to rank them from the most beneficial to the least beneficial. The activities were: Strengths Finder, Emotional Intelligence Inventory, Leadership Practices, Change and Your Style of Change, and Inspiring Visions. Each was briefly described. Strengths Finder received the highest ranking by the group. It is an online self-report assessment that gives the user his/her top five talents. The report reveals how these talents can best be translated into personal and career success.

Results: Following the workshop, students provided evaluation of the opportunity. They identified workshop activities that were useful in understanding their top five talents, how they planned to use information gleaned from this experience in the future, what ways the experience could have been improved, and if they would recommend this experience to future potential RWJ NCIN scholarship awardees. A common theme in the responses was that the experience was very esteem-building and validating. It was particularly valuable in this time of transition to an entirely new discipline (nursing). Learning many new skills and content, and being out of one's comfort zone led some to experience less self-confidence. This activity in which each student identified his/her natural strengths was a confidence-booster.

Listening to the “voices of Second Degree Students: Formative Program Evaluation Using Focus Groups

Author(s): Joan Such Lockhart, PhD, RN, FAAN, Professor & Associate Dean for Academic Affairs

School of Nursing: Duquesne University

Topic: Program Evaluation

Year of Competition: R2 2009

Poster Location: 3

Background: Program evaluation is essential in maintaining the quality of academic programs, but the rapid pace of accelerated (second degree) programs poses a unique challenge for schools of nursing. Ongoing focus groups offered at Duquesne University School of Nursing provided a feasible option for problem-solving issues beyond the boundaries of individual courses.

Purpose: This abstract focuses on the development and outcomes of a formative evaluation process using ongoing focus groups with students enrolled in a 1-year second degree undergraduate program.

Methods: The Associate Dean for Academic Affairs represented a neutral individual to lead focus groups each semester with second degree students who volunteered to represent their clinical groups. One-hour focus group sessions were informal and scheduled over lunch. Students were provided with the following ground rules: 1) share both positive and negative perspectives; 2) present issues representative of their clinical group rather than their own personal issues; 3) accompany negative comments with possible solutions; 4) resolve course-related issues with appropriate course faculty before bringing these issues to the focus group session; and 5) communicate focus group discussions with peers. Most recently, Robert Wood Johnson New Careers in Nursing Scholars comprised the majority of focus group student representatives. Similar sessions were conducted with course faculty in order to obtain their perspective and to resolve the issues.

Results: Focus group discussions benefited students, faculty, and administrators. Students were able to offer their perspectives on issues including: orientation, coordination between/ among courses, sequencing of courses and assignments, preferred teaching-learning styles, academic policies, and expected semester-end competencies. Students also appreciated being part of a process that sought their input in problem-solving issues that directly impacted them. They witnessed changes made as a result of their input. Faculty appreciated students' input aimed at quality improvement and valued an opportunity to express their perspectives. Administrators valued the impact of focus groups on continuous quality improvement, the professional development of students by pairing issues with potential solutions, and providing a forum for clarifying communication pathways. The administrator also noted changes in students' confidence and tone. While most issues were resolved quickly, other issues required long-term solutions. Student representatives needed ongoing coaching to maintain ground rules. Ongoing efforts include: 1) shortening the turnaround time from

sharing issues to resolving them; and 2) tracking the impact of focus group efforts on summative program evaluation.

Mentorship and Retention Strategies Promote Academic Success of Underrepresented Second-Degree Students Enrolled in an Accelerated Nursing Program

Author(s): P. Cowan, B. Fleming, L. Ivy, L. Hardy, N. Border, M. Collardo, & F. Robinson, University of Tennessee Health Science Center, Memphis, Tennessee

School of Nursing: University of Tennessee Health Science Center

Topic: Mentoring

Year of Competition: R2 2009

Poster Location: 4

Background: Underrepresented groups in accelerated nursing programs cite lack of time, shortage of nursing tutors, and college expenses as obstacles to academic success. Although essential, financial assistance alone does not result in academic success. Evidence-based retention strategies that promote retention of underrepresented students include (1) pre-matriculation programs to enhance academic skills; (2) strong student-faculty relationships with the presence of minority collegial support; and (3) mentorship and social activities.

Purpose: The purpose of this abstract is to: 1) describe the development of a successful mentorship and retention program for underrepresented students in nursing; and 2) compare retention rates and standardized exam (ATI) scores of Robert Wood Johnson Foundation (RWJF) scholars to other 2nd degree students in the same accelerated baccalaureate program.

Methods: The College of Nursing implemented a week long prematriculation program which addressed skills for academic success and evaluated students' academic knowledge and critical thinking skills.

Content and activities included: time and stress management, enhanced study and testing strategies, technology competence, professional writing, and critical thinking ability. Mentorship of RWJF scholars was provided through (1) weekly contact with faculty and doctoral students who provided academic and social support, (2) exposure to faculty, staff and doctoral students from underrepresented groups, and (3) a positive social infrastructure of peers. These weekly two-hour sessions were scheduled into their course load and included content-specific reviews, analysis of study skills, note taking for specific courses, concept mapping, laboratory analysis, test taking, role-playing, and skills practice. Graduate students from underrepresented groups provided additional academic support and social support, serving as a model of success. Retention rates and standardized exam scores were compared between RWJF scholars and other 2nd degree students in the program. A focus group was conducted to ascertain student feedback on the program.

Results: At the completion of 40 credits in the accelerated BSN program, retention rates were 100% for RWJF scholars, 78% for all 2nd degree students, and 53% for underrepresented 2nd degree students not in the

RWJF program. RWJF scholars achieved similar scores on ATI at the end of course examinations, compared to all 2nd degree students, and higher ATI scores than underrepresented 2nd degree students who were not RWJF scholarship recipients. Attendance averaged 95%. If not required, students indicated their attendance would likely have been less due to competing time demands. However, students identified the program as very beneficial and recommended continuing the weekly two-hour sessions. Weekly mentorship sessions were feasible to implement and resulted in higher retention of underrepresented 2nd degree nursing students.

“It Comes Down to Being a Good Person”–Intradisciplinary Leadership Development for Accelerated Students

Author(s): Joan C. Masters, EdD, RN, and Barbara Lee, MSN, RN, CWOCN

School of Nursing: Bellarmine University

Topic: Leadership Development

Year of Competition: R3 2010

Poster Location: 5

Background Statement: While learning to work in an interdisciplinary environment is important, it is interdisciplinary 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.

Cultural Competence Outcomes Assessment: Findings from a Nursing Workforce Diversity Project

Author(s): Lori A. Escallier, Barbara A. Messina, Judith T. Fullerton

School of Nursing: Stony Brook University

Topic: Cultural Competence

Year of Competition: R3 2010

Poster Location: 6

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.

Increasing Diversity: Developing a Sustainable Initiative

Author(s): Lisa Rosenberg, PhD, RN and Marilyn O'Rourke, DNP, RN

School of Nursing: Rush University College of Nursing

Topic: Successful Recruitment

Year of Competition: R3 2010

Poster Location: 7

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.

Mentee to Mentor: A Foundation for Leadership Development

Author(s): Leah Vota Cunningham, MNEd, RN, Joan Such Lockhart, PhD, RN, CORLN, AOCN, CNE, FAAN, Gloria Cator (from recording)

School of Nursing: Duquesne University

Topic: Mentoring

Year of Competition: R3 2010

Poster Location: 8

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.

Paths to Servant Leadership

Author(s): Gwen Wagner MS, ARNP, Karen Schaid MAEd, RN, Susan Larson PhD, RN

School of Nursing: MidAmerica Nazarene University

Topic: Hot Topics

Year of Competition: R3 2010

Poster Location: 9

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

Visioning—Utilizing Vision Boards for A.B.S.N. Students

Author(s): Aliyya Behles and Sarah Shealy

School of Nursing: Mount Saint Mary's College

Topic: Innovative Program Design

Year of Competition: R3 2010

Poster Location: 10

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.

Care for the Caregiver: Implementing a Self-Care Module for Accelerated Nursing Students

Author(s): Tracey Motter, MEN, RN, and Barbara Drew. PhD, PMHCNS-BC

School of Nursing: Kent State University

Topic: Innovative Program Design

Year of Competition: R4 2011

Poster Location: 11

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

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

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

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

Grooming the Next Generation of Nurse Leaders

Author(s): Ann Marie Mauro, PhD, RN, CNL; Lauren E. Lampert, BS, MA(c); Lindsay Sutton, MA; & Amy Knowles, MEd

School of Nursing: New York University

Topic: Leadership Development

Year of Competition: R4 2011

Poster Location: 12

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

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

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

Results: Our Round 1 NCIN Scholars had a 100 percent retention, graduation and NCLEX pass rate, and maintained an average GPA of 3.53. All scholars earned a grade of A (67%) or A- (33%) in their Leadership course; and 60 percent were offered Dual Degree B.S./M.S. admission, with 47 percent taking a graduate course during their B.S. program. Currently, 27 percent have returned to begin their M.S. program. Post graduation feedback indicates scholars felt the NCIN program helped to develop their leadership abilities and some have assumed leadership roles, such as preceptor and unit

education council representative. NYUCN's 2011 NCLEX pass rates were 98.46 percent and 96.5 percent, which included students in our leadership course who scored well above the mean (73%) on the Kaplan Management and Professional Issues Integrated Test (fall 2010 = 78%; spring 2011 = 77%). Given that approximately 80 percent of our 860+ undergraduate students are in the accelerated B.S. program, these results indicate our success in grooming accelerated students to become our next generation of nurse leaders.

Integrating E-mentoring with Accelerated BSN Students

Author(s): Dr. Jessica Parrott, D.N.P., R.N.C.P.N.P.; Dr. Bennie L. Marshall, Ed.D., R.N.

School of Nursing: Norfolk State

Topic: Mentoring

Year of Competition: R4 2011

Poster Location: 13

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

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

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

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

Lessons Learned: Pathways to Student Success

Author(s): Escallier, L. Ph.D., R.N., C.P.N.P; Fullerton, J., Ph.D. C.N.M., F.A.C.N.M; Messina, B, Ph.D., R.N., A.N.P.

School of Nursing: Stony Brook University

Topic: Program Evaluation

Year of Competition: R4 2011

Poster Location: 14

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

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

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

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

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

Author(s): Wanda Fisher, M.S.N, R.N.; Tina Martin, Ph.D., R.N., C.F.N.P.; Janet R. M. Cooper, Ph.D., R.N.; Marilyn Harrington, Ph.D., R.N.C; Jean P. Marks, M.S.N, R.N.

School of Nursing: University of Mississippi Medical Center

Topic: Innovative Program Design

Year of Competition: R4 2011

Poster Location: 15

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

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

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

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

PIP Goes Online

Author(s): Laura Opton, MSN, RN, CNE, Melinda Mitchell Jones, MSN, JD, RN, Khadija Bakrim, MEd, Phoebe Dometrius, BSN, RN

School of Nursing: Texas Tech University Health Sciences Center

Topic: Hot Topics

Year of Competition: R4 2011

Poster Location: 16

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

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

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

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

The Use of Group Interviews in the Scholarship Selection Process

Author(s): Joan C. Masters EdD, MBA, APRN, PMHNP-BC and Barbara Lee, MSN, Med, BC, CWOCN

School of Nursing: Bellarmine University

Topic: Recruitment and Retention

Year of Competition: R4 2011

Poster Location: 17

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

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

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

Results: The group interview process was an efficient use of faculty time at a hectic point in the semester and was well received by applicants. No one reported they found it difficult to be in class with students who did not receive a scholarship. Most said they enjoyed meeting other students ahead of time and were glad to see familiar faces at

orientation. Students reported that they found some of the questions repetitive but that they also thought the group interview, while still competitive, was much less stressful than an individual interview would have been. One student thought that the group process was less rigorous and may have caused qualified people to be overlooked. Based on our experiences and student feedback, we plan to continue the group interview process but to enlarge the pool of questions, drop the vignette (because it added little additional information), add a RWJF NCIN graduate as an interviewer to each session, and offer Skype as an option for out of town applicants.

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

Author(s): P. Ann Solari-Twadell RN, PhD, MPA, FAAN

School of Nursing: Loyola University Chicago

Topic: Innovative Program Design

Year of Competition: R4 2011

Poster Location: 18

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

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

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

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

“Speed Dating” To Facilitate Near Peer Mentoring Among NCIN Scholars

Author(s): Patrick Hopkins, DNP, C-PNP, C-NNP; William Clark, EdD, RN; Round One Scholar Recipient

School of Nursing: University of Rochester School of Nursing

Topic: Mentoring

Year of Competition: R5 2012

Poster Location: 19

Background Statement: The University of Rochester School of Nursing (URSON) has been fortunate to receive scholarship awards through the NCIN program since its inception. With each round of funding, we have continued to enhance our mentoring program. All scholars receive a one-on-one faculty mentor, selected from a list of faculty with specialized mentorship training, as support during their program of study. Through our Center for Academic and Professional Success, one of our Round 2 scholar graduates was hired as a near-peer mentor for all of our APNN students. With the success of this near-peer mentoring relationship model, the URSON further enhanced their mentoring program during the Round 4 funding cycle. Our NCIN recipients are diverse and well-educated, and many have previous leadership experiences. We believe these unique attributes of these RWJF scholars allows them to build on previous leadership achievements and mentoring experiences to significantly impact the profession of nursing. We developed a program to facilitate the formation of mentoring relationships among past and present NCIN scholarship recipients by enlisting the support of our NCIN scholar graduates as near-peer mentors for current NCIN scholars.

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

Methods: All current and past NCIN scholarship recipients in the Rochester area were invited to a focus group session to discuss mentoring, transitions to practice, and how best to engage and help other NCIN scholars in this transition. Two themes emerged: 1) the need to develop a local NCIN scholar database for all recipients; and 2) the desire for NCIN scholar graduates to formulate near-peer mentoring relationships with current NCIN student scholars. Following this focus group, a subsequent meeting was held with the purpose of establishing the near-peer mentoring program. The “Speed Matching Exercise” described in The Mentoring Program Toolkit (RWJ/AACN, 2011) was utilized as the basis for program development.

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

Initiatives for Enhancing Cultural Self-Efficacy of Entry Level Master's Students

Author(s): Shirley Farr, MSN, RN, CNS; Felicitas dela Cruz, DNSc., RN, FAANP; Marilyn Klakovich, DNSc., RN, NEA-BC; Phyllis Esslinger, MSN, RN

School of Nursing: Azusa Pacific University

Topic: Cultural Competence

Year of Competition: R5 2012

Poster Location: 20

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

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

Methods: The ELM program strives to recruit and retain ethnically diverse students who mirror the communities of southern California. To this end, the program has successfully obtained Robert Wood Johnson Foundation scholarships to fiscally support enrollment of disadvantaged and ethnically underrepresented groups. Student initiatives are aimed at enhancing awareness and sensitivity, allowing for cross-cultural sharing. The program sought clinical experiences in health care settings that primarily served diverse and underserved populations. These experiences provide opportunities for students to develop tools and skills to communicate with diverse patients and families, as well as to implement culturally tailored care. Students have the opportunity to rotate through our school of nursing Neighborhood Wellness Center and participate in the Homeless Health Outreach Clinic. To prepare faculty to design courses to increase student knowledge of cross-cultural issues, we invited an expert cultural consultant to present a two-day workshop using adult learner cultural care teaching strategies. Further interactive workshops focused on culturally appropriate teaching strategies. Currently, faculty integrates cultural concepts in each course as opposed to offering a separate course. We developed a mentorship program where students are linked with mentors who are experienced nurses of similar ethnic backgrounds, and our advisory board includes ethnically diverse leaders from collaborating health care agencies.

Results: Sixty percent of our students represent ethnic minorities. The Cultural Self-Efficacy Scale was administered to measure student confidence in knowledge of cultural competence, knowledge of cultural patterns for African American, Hispanic, Asian, and American Indian cultures and specific cultural nursing skills. Students have shown

significant gains from pre to post-test. Post-test results from the first faculty workshop demonstrated increased levels of confidence in cross-cultural competence and teaching methods. The greatest change in participant confidence was in cross-cultural communication skills. Evaluations of interactive workshops showed that faculty requested additional workshops focused on how to manage specific ethnic student scenarios. The evaluations suggest the need for further workshops and forums to share ideas and encourage faculty's further development of awareness and identification issues. Qualitatively, students and their community-based mentors report a higher level of confidence and satisfaction with the ethnic concordance of the dyads.

Innovative Curriculum Design for Accelerated Baccalaureate Students: The NYU Nursing Model

Author(s): Ann Marie Mauro, PhD, RN, CNL, CNE & Kellie D. Bryant, DNP, WHNP-BC

School of Nursing: New York University

Topic: Innovative Program Design

Year of Competition: R5 2012

Poster Location: 21

Background Statement: There has been a call to radically transform the way we educate nurses and to shift the paradigm for clinical teaching (Benner, Sutphen, Leobard, & Day, 2010; Richardson, Gilmartin, & Fulmer, 2012). Learning must be contextualized using clinical experiences rather than traditional lectures in order to promote critical thinking (Benner et al., 2010). This requires nursing faculty to keep up with changing knowledge and technology, and to develop curricula that produce graduates who will improve outcomes for an aging population with complex health needs (IOM, 2010). Given the projected need for more nurses, fast track accelerated programs for those with non-nursing degrees have gained momentum. These accelerated programs are further challenged to accomplish program outcomes within a short timeframe (AACN, 2012).

Statement of Purpose: The purpose of our baccalaureate (BS) curriculum redesign was to: a) enhance integration of geriatric content; b) develop competencies focused on patient-centered, evidence-based, and culturally competent care in diverse settings; and c) implement innovative, integrative learning strategies along with an A-B clinical model using high fidelity simulation to cultivate clinical decision making skills.

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

Results: Our 15-month BS program is 64 credits; students take 16 credits per semester. Our modified calendar consists of 13-week fall, spring, and summer semesters with three to four week semester breaks. Baccalaureate program outcomes are being met. Feedback from students and clinical partners has been positive. More than 75 on-campus simulations take place on a weekly basis along with daily open simulation practice sessions. Students have multiple opportunities to engage in a variety of off campus clinical experiences in 100+ outstanding major medical centers and other health care agencies in culturally and ethnically diverse settings in the five boroughs of New York City. First-time NCLEX-RN pass rates range from 92 to 95 percent.

NALC: Nursing as an Additional Language and Culture Program – An Innovative Approach to Support Student Success in an Accelerated BSN Program

Author(s): Denise M. Tate, and Renee Cantwell

School of Nursing: University of Medicine & Dentistry of New Jersey

Topic: Innovative Program Design

Year of Competition: R5 2012

Poster Location: 22

Background Statement: According to the U.S. Department of Health and Human Services, the nation's demand for nurses will exceed its supply by almost 1million nurses by 2020, creating a nursing shortage greater in severity and duration than any in history. Nurses of color, as well as men, comprise a disproportionate number of nursing professionals compared to the U.S. population. In fact, African Americans and Hispanics represent 5-4 percent and 3.6 percent of nurses, respectively. Such a phenomenon will greatly impede the safety and quality of care that patients receive in all sectors of the health care system including hospitals, nursing homes, outpatient centers, and home health care. These statistics demonstrate a significant under- representation of minorities in the nursing workforce of New Jersey and do not reflect New Jersey's diverse population as a whole. Recruitment efforts have increased the diverse population of students into nursing programs, however, retention and graduation rates that relate to this group of students continue to prove worrisome. Data for five graduating cohorts at an Accelerated Baccalaureate School of Nursing (ABSN) Program indicated an academic attrition rate (failure to graduate from program) of 14.4 percent for all students. Of these graduating cohorts, ethnically and culturally diverse students experienced an academic attrition rate of 22-4 percent, as compared to 2.2 percent for Caucasian students.

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

Methods: SN administers a post-admission exam of the Assessment Technologies Incorporated (ATI) TEAS (Test of Essential Academic Skills). This evaluation tool is a multiple choice exam which assesses proficiency in mathematics, basic sciences,

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

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

Successful Orientation: Student Evaluation and Academic Outcomes after NCIN Pre-Entry Immersion Program

Author(s): Linda Honan Pellico, PhD, RN, CNS-BC, Yale School of Nursing; Janet Rico PhD (c) MBA, NP-BC-FNP, Simmons College; Eileen Terrill, PhD, RN, NP-BC-ANP, University of Massachusetts, Worcester Graduate School of Nursing; Patricia White, PhD, NP-BC, ANP, Sim

School of Nursing: Yale University School of Nursing

Topic: Program Evaluation

Year of Competition: R5 2012

Poster Location: 23

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

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

Methods: Qualitative data is analyzed using Krippendorff's method of content analysis

Results: The results of this survey will be presented via a poster highlighting findings that identify specific barriers to learning, facilitators of learning, and teaching techniques that have been an influence in educational outcomes during the first year of an accelerated program.

Successful Orientation: Student Evaluation and Academic Outcomes after NCIN Pre-Entry Immersion Program

Author(s): Sherri Ulbrich, PhD, RN, NCIN Program Liaison and Cheryl Bausler, PhD, RN

School of Nursing: University of Missouri

Topic: Recruitment and Retention

Year of Competition: R5 2012

Poster Location: 24

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

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

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

Results: Overall student evaluations, 23/24 on day one and 18/19 on day two, were excellent on a 5 pt Likert scale from excellent to unacceptable. All individual sessions received a majority of excellent ratings. Sessions with the most excellent ratings were success and survival strategies, study skills and test taking. Those with fewer excellent ratings were nursing experience and framework exercises. Students identified strengths and opportunities for improvement which were analyzed for themes. Of 74 mentioned strengths, the most common themes were meeting classmates, learning what to expect, meeting faculty, and the variety and quality of speakers. Of the 32 opportunities for improvement, the most common responses were decreased program length and requests for more interactive activities and teambuilding. Numerous other comments referred to feeling less anxious, less stressed, better prepared, and excited after attending. The final course grades of PIP

attendees and non-attendees were compared after the first semester. In all four courses, PIP attendees scored on average 0.5-1.4 points higher than non-attendees.

Tomorrow's Leaders – Today's Change: NCIN Scholars as Political Advocates

Author(s): Sherri Ulbrich, RN, PhD, NCIN Program Liaison and Gregg Bush, GN, NCIN Scholar

School of Nursing: University of Missouri

Topic: Leadership Development

Year of Competition: R5 2012

Poster Location: 25

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

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

Methods: The University of Missouri Sinclair School of Nursing NCIN Scholars participated in the 26th Annual MONA Nurse Advocacy Day including independently meeting with Missouri 46th District Representative Stephen Webber to advocate for the Volunteer Health Services Act (HB 1072). NCIN funds were used to fund the scholar registration fees. During a leadership session Nurse Advocacy Day was introduced to the scholars and resources such as the House and Senate websites, conference agenda, overview of the legislative process, and websites about health related bills were shared. Scholar roles in planning and participation were decided among the group. Scholars attended a faculty presentation about political advocacy and Nurse Advocacy Day. One scholar independently investigated health related bills and another contacted legislators for appointments. The group selected the Volunteer Health Services Act and developed an advocacy plan. Scholars attended the MONA Nurse Advocacy Day including five sessions about current legislation and advocacy skills. Scholars met with their representative in his capitol office and formally requested his support of the bill using their prepared fact sheet and "elevator pitch."

Results: Scholars evaluated each main activity on a 5-point Likert scale (very valuable to not at all valuable) on the school's NCIN Blackboard site. Most sessions were generally considered valuable with no session receiving low or not valuable responses. Four of five scholars rated visiting with their legislator as very valuable, adding that visiting with the legislator "brought everything into perspective," "made Nurse Advocacy Day more meaningful," and "gave me a more in depth understanding of being a nurse advocate." Additional results included the Volunteer Health Services

Act receiving needed advocacy, scholars taking leadership roles, and legislators becoming more aware of the presence and advocacy of nurses in public policy.

A Holistic Approach to Facilitating Professional Socialization of Accelerated Second Baccalaureate Degree Nursing Students

Author(s): Lisa E. Gurley, MSN, RN, CNE

School of Nursing: Samford University

Topic: Program Evaluation

Year of Competition: R6 2013

Poster Location: 26

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

Statement of Purpose: The purpose of this ongoing program evaluation is to assess the perceived stressors and self-reported coping mechanisms of (ASD) nursing students at the beginning, middle, and end of the 15-month program.

Methods: Using the available literature, including the Returning to School Syndrome Model (Shane, 1980), three IRB approved surveys were developed in 2011 to answer the following questions: 1. What are the perceived stressors and coping mechanisms of students enrolled in an accelerated second baccalaureate degree nursing program?, and 2. Do the perceived stressors and coping mechanisms change or remain the same throughout the program? All ASD students are provided the opportunity to anonymously complete a survey at the beginning, middle, and end of the ASD program. The results are utilized to further develop the Pre-Entry Immersion Program (PIP), Leadership Development Plan, and Mentoring Program for current and future ASD cohorts.

Results: Results of the ongoing program evaluation include the responses of three ASD cohorts between 2011 and 2013. Perceived stressors common to all cohorts throughout the program, and consistent with the literature, include: 1. financial burdens; 2. uncertainty about the future; 3. balancing time between family and school; and 4. lack of time to prepare academically. Coping mechanisms common to all cohorts throughout the program include: 1. prayer/Bible study; 2. exercise; 3. talking with friends and family; and 4. adhering to a study schedule. Perceived stressors and self-reported coping mechanisms have remained the same over time. Based on these results and additional survey data, program enhancements are being implemented, such as more involvement

with representatives from the university's Campus Life, Counseling Services, and Disability Services in the PIP, providing time outside of class for faculty-led group review of unit examinations, involving faculty from the traditional program in the leadership development plan, and introducing mentoring activities earlier in the program for all ASD students.

Alumni Nursing Tutors: An Innovative Approach for Supporting Underrepresented Nursing Students

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

School of Nursing: Samuel Merritt University

Topic: Hot Topics

Year of Competition: R6 2013

Poster Location: 27

Background Statement: Studies reveal that underrepresented students in predominantly white institutions are vulnerable to alienation and ethnic isolation, which increases the likelihood of attrition. Multiple role responsibilities, multiple role stress, and cultural incongruence are contributing factors to attrition of underrepresented students. Moreover, the first few weeks of college are critical times for students in developing study groups, a key to success in nursing programs. Mentoring of students has been identified as one of the key components of successful retention. The traditional Bachelor of Science Nursing (BSN) program at Samuel Merritt University (SMU) is the most diverse program at the university, with many underrepresented students being first-generation college students. Many of the underrepresented students choose SMU because it is located in their hometown, Oakland, where they can maintain their ties to their families and communities. Though the elementary school education in Oakland is improving, young adults enrolling in the program are often underprepared for the rigors of the nursing program, even with high GPAs. SMU offers free tutoring to all students; however, many underrepresented students do not avail themselves of these resources until late in the semester when they are already failing a course. The literature suggests that first generation college students often lack the skills to navigate the academic terrain of higher education. Retention of underrepresented students and successful passage of NCLEX are top priorities for the program. The Alumni Nurse Tutor program was created to address both the mentoring and tutoring needs of underrepresented BSN students, by pairing NCIN Scholar alumni with underrepresented students in the traditional BSN program.

Statement of Purpose: The purpose of this pilot program was to develop an alumni nurse tutoring program, in which underrepresented students in the traditional BSN program would receive tutoring from underrepresented alumni. It was expected that the program would serve two aims: to provide BSN students with a 'like me' tutor who might also serve as a role model and informal mentor; and to provide employment to recent graduates in a job market adversely affected by the economic climate.

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

Results: Pilot study is ongoing. Preliminary results show 100 percent retention for all tutees, with progression for all selected students, except one. The one student did not avail herself of the tutoring support offered. Based on this minimal time in the pilot study, the university has decided to fund an alumni tutor program to enhance the current tutoring program for all students. The NCIN tutors were able to list the medical organization as an employer on their resumes, and gain a sense of financial security as they searched for nursing positions. The tutors reported having confidence in their prospective job interviews, and of feeling that they were providing a meaningful and significant service to the school.

Exploring the Film “Wit” to Create a Transformational Learning Experience in Therapeutic Communication for Accelerated Nursing Students

Author(s): Danielle McGinnis, MSN, RN, West Virginia University, West Virginia
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School of Nursing: West Virginia University

Topic: Innovative Program Design

Year of Competition: R6 2013

Poster Location: 28

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

Statement of Purpose: To use the film “WIT,” a portrayal of a vulnerable cancer patient, to enhance accelerated students’ ability to understand therapeutic & non-therapeutic communication
Goals: 1. To evaluate the value of the innovative use of film on student learning; 2. To improve student knowledge of therapeutic and non-therapeutic communication; and 3. To enhance student understanding of the unique role of empathy in nursing

Methods: Students attend a traditional lecture on therapeutic & non-therapeutic communication; later, watch the film “WIT.” In groups of seven-to-nine, students identify and analyze therapeutic and non-therapeutic communication in different scenes from the film, formulating therapeutic responses where the film presents non-therapeutic. Findings are presented to and discussed with the class. Students complete an evaluation of the experience.

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

with comments such as, “it reinforces all of the concepts of nursing we have talked about...such as advocacy and empathy.”

Implementing Transformational Leadership Theory in a Peer Mentoring Program to Improve Clinical Leadership Skills: A Piolet Study

Author(s): Jeanann Sousou, DNP, RN, CNM-FA

School of Nursing: Rutgers

Topic: Leadership Development

Year of Competition: R6 2013

Poster Location: 29

Background Statement: Background: Transformational leadership theory is based on five criteria: idealized influence (attributes and behaviors), inspirational motivation, intellectual stimulation, and individualized consideration. It has been identified as having positive influence on leadership performance, follower performance, and job satisfaction in both the academic and health care setting. Transformational leadership is one of the five domains of a Magnet Accredited healthcare facility. Well known transformational leaders include John F. Kennedy, Martin Luther King, Jr., and Gandhi.

Statement of Purpose: Purpose and goal: At the time of this pilot study, there was no formally published literature addressing leadership skills in Student Government Association, Academic Ambassador Program, or Peer Mentorship Program on student leadership outcomes specifically at University of Medicine and Dentistry of New Jersey-School of Nursing (UMDNJSON). The goal was to identify whether clinical leadership skills improved among lower and upper level students of a non-traditional nursing program. After incorporating the teaching of Bass's transformational leadership theory in a mentorship training program designed for upper level student, these student then volunteered mentoring time with lower level students in skills lab sessions.

Methods: Methods: After successful IRB approval, this quantitative cross sectional pilot study tested four separate homogenous groups, lower and upper level students from the fall 2012 (Phase I, no implementation), and spring 2013 semester (Phase II, implementation). Multifactor Leadership Questionnaire (MLQ) was incorporated to assess leadership tendencies at two points each semester. During both phases, upper level students were asked to volunteer as mentors to lower level students during any available class skills and open lab sessions. A means comparison of the MLQ was conducted between levels and across semesters to determine improvement in leadership skills after implementation.

Results: Results: Results demonstrate no statistically significant data showing improvement of clinical leadership skills after implementation of theory training on several comparisons between and semesters and levels. Results show that all students in both phases entered the program already with transformational leadership tendencies and the training session had no impact on improvement of their clinical leadership skills. It can be hypothesized that that their non-traditional status may play a role in their leadership styles. Implications for further study include: using a more

heterogeneous population (other allied health programs in dental and medical schools); comparing traditional with nontraditional nursing students; developing a longer term study spanning more than two semesters and including several collection points; and developing a qualitative arm using focus groups and incorporating anecdotal data into the results. Where to find additional information: Avolio, B. J., & Bass, B. M. (2004). Multifactor leadership questionnaire: Manual and sample set [Print training manual]. Published instrument. Retrieved from <http://www.mindgarden.com> Bass, B. M., & Riggio, R. E. (2006). Transformational leadership (2nd ed.). New York, NY: Psychology Press.

Less is More: Redesign of a Mentoring Program

Author(s): Michael Reyes Andrillon, MPA; Beverly Epeneter, RN, EdD

School of Nursing: Linfield College

Topic: Mentoring

Year of Competition: R6 2013

Poster Location: 30

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

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

Methods: The most significant change that we made to the program was to reduce the number of mentors from 40 to 6. Rather than coordinating many one-on-one mentoring pairs, each mentor is assigned four to six mentees. Mentors are now paid two hours per week for their time communicating with their assigned mentees. Mentor candidates submit an application and take part in an interview to be selected for the position. Once selected for the position, mentors must complete a half-day training which educates them on good mentoring practices. The training uses theories and activities borrowed from *The Mentor's Guide* by Lois Zachary. At the beginning of the semester, mentors and mentees meet face-to-face at an event, the Mentor- Mentee Meetup. Throughout the semester, mentors keep track of communications, interactions, and any concerns they encounter with their assigned mentees using a weekly log. Monthly mentor team meetings take place to facilitate discussions and ongoing training.

Results: The redesign of the PRN mentoring program allowed us to improve the leadership of the program, hire highly qualified mentors, and create more opportunities for mentors and mentees to interact. Subsequently, as a result of their involvement in the spring PRN team, two mentors continued on with student leadership and became student body president and vice president, respectively. In the summer of 2013, six accelerated students were hired as mentors, mentoring our new accelerated cohort, two of whom were NCIN scholars. We have hosted three successful PRN meetups to create space for face-to-face dialogue. Next steps to continue improving PRN include: weekly email logs submitted by the mentors to the program

coordinator; facilitating small group meetings throughout the semester (one mentor meeting with their assigned mentees); and developing pre and post surveys to ensure the program is meeting the needs and learning objectives of the mentees.

Nursing as an Additional Language and Culture Program: An Innovative Pre-Entry Program Designed to Improve Success of “At-Risk” Nursing Students

Author(s): Cantwell, E. Renee, Tate, Denise M, Gunderson, Daniel

School of Nursing: Rutgers University

Topic: Recruitment and Retention

Year of Competition: R6 2013

Poster Location: 31

Background Statement: Background: The nation’s demand for nurses will exceed its supply by almost 1 million nurses by 2020. Nurses of color comprise a disproportionate number of nursing professionals compared to the U.S. population. In fact, African Americans and Hispanics represent 5.4 percent and 3.6 percent of nurses, respectively. Such a phenomenon will greatly impede the safety and quality of patient care. These statistics demonstrate a significant under-representation of minorities in the nursing workforce of New Jersey and do not reflect New Jersey’s diverse population as a whole. Data for five graduating cohorts at an Accelerated Baccalaureate School of Nursing (ABSN) Program indicated an academic attrition rate (failure to graduate from program) of 14.4 percent for all students. Of these graduating cohorts, ethnically and culturally diverse students experienced an academic attrition rate of 22.4 percent as compared to 2.2 percent for Caucasian students.

Statement of Purpose: The Nursing as an Additional Language and Culture Program (NALC) is an educational intervention designed to enhance retention for minority students in an accelerated nursing program. Goals of this program are to increase retention and decrease attrition for minority nursing students, and to increase comfort and decrease anxiety in the nursing program with the primary objective to increase diversity in the nursing workforce.

Methods: Scores on the Test of Essential Academic Skills (TEAS) were merged with enrollment data. Overall TEAS scores were used to control for academic skill. Post-program surveys administered at the completion of the program and again at the end of the first semester measured students’ satisfaction with the NALC program and their levels of comfort with the ABSN program. NALC program participation and race/ethnicity were the two focal independent variables. NALC participation was a dichotomous indicator of whether or not the student participated in the NALC program (1=yes, 0=no). Race/ethnicity was a categorical variable of whether or not the respondent reported non-Hispanic white, non-white, or unknown race. Risk ratios for attrition by NALC participation were calculated separately by race/ethnicity. A logbinomial regression was then used to adjust the risk ratio for pre-program TEAS scores. A squared term for TEAS was included in the regression model to account for the quadratic relationship of TEAS to program withdrawal.

Results: Results indicated that attrition was equal between NALC and non-NALC students, and between Caucasian and minority students. Given that TEAS scores were

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

Transcultural Self- Efficacy in Accelerated Nursing Students

Author(s): Faye Grund, PhD, APRN,; Juanita Reese Kline, PhD, RN ,; Lisa Young, DNP, APRN,; Carol Reece, DNP, APRN,; Sharon See, MSN, RN, Ashland University; Mark Fridline, PhD

School of Nursing: Ashland University

Topic: Cultural Competence

Year of Competition: R6 2013

Poster Location: 32

Background Statement: As the nation experiences increased diversity among the populace, new models of education are required to educate future health care providers. Employers emphasize the need for these providers to have competencies in attitudes, skills, and knowledge to meet the needs of a diverse patient population. The National Center for Cultural Competence (2013) describes cultural competence as a developmental process that occurs over time. As faculty support this development among students, changes in the student's attitudes, skills, and knowledge regarding cultural competence become part of the graduate's educational outcomes. Cultural competency is a required core component of the American Association of Colleges of Nursing (2008). Additionally, the National League of Nursing (2009) called for the transformation of nursing education to prepare nurses who can work in a diverse society. The Institute of Medicine (2011) supports advancing cultural competence among nurses based on the increasingly diverse society. Jeffreys' (2010) cultural competence and confidence (CCC) model was used as the theoretical framework for this study. The model incorporates the construct of transcultural self-efficacy (TSE) as a factor that influences the enhancement of cultural competence. Formal education on transcultural concepts and TSE throughout the educational experience is thought to influence the skills necessary to provide culturally congruent care. The research is sponsored with funds from Grant #D11HP22187-01-00, I CARE: Increasing Baccalaureate Nursing Enrollment, Nurse Education, Practice, Quality and Retention (NEPQR).

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

Methods: Students completed the Transcultural Self-Efficacy Tool (TSET) (Jeffreys, 2010) to measure overall and three subscales (cognitive, practical, and affective) of accelerated nursing students' cultural self-efficacy perceptions at the beginning and end of the nursing program. Interventions throughout the program included a conference in the fall and spring with nationally known transcultural nursing scholars or experts. Culturally relevant course outcomes were included in all nursing course syllabi. Students completed clinical paperwork where an intentional focus was placed on cultural assessment. Culturally enriched patient simulation experiences were completed in coursework across the curriculum. Opportunities for additional cultural immersion experiences were available outside of the classroom.

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

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

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

School of Nursing: The University of Tennessee Health Science Center

Topic: Mentoring

Year of Competition: R7 2014

Poster Location: 33

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

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

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

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

Growing Minority Nursing Health Care Leaders: An Innovative Leadership Approach

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

School of Nursing: University of Miami

Topic: Leadership Development

Year of Competition: R7 2014

Poster Location: 34

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

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

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

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

- Students found the speakers were motivational and provided insight into how to be a leader in nursing

- Students commented that a variety of leaders from the community provided them the opportunity learn about the different leadership roles a nurse can pursue
- Student identified the Shadow a Leader experience to be valuable
- Students shared that shadowing a leader allowed them the opportunity to see different elements that went into running a hospital/corporation and administration
- Students were able to make connections with key people that would lead to potential employment post-graduation
- Students found that the community service/ charity event opened their eyes to the need to be more outspoken and being a leader in the community.

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

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

Author(s): Cynthia Diefenbeck, Barret Michalec, and Robbi Alexander

School of Nursing: SUNY Downstate Medical Center

Topic: Innovative Program Design

Year of Competition: R7 2014

Poster Location: 35

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

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

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

Results: Results: The overall impact of Project W.I.N: improved graduation rate and NCLEX-RN pass rate for first time takers. The mean graduation rate from 2009 – 2013

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

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

Author(s): Patricia A. Cowan, PhD, RN; Tommie Norris, DNS, RN
School of Nursing: The University of Tennessee Health Science Center
Topic: Recruitment and Retention
Year of Competition: R7 2014
Poster Location: 36

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

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

Methods: Previously the College of Nursing offered a four-day pre-immersion program which addressed skills for students' academic success, evaluated students' academic knowledge and critical thinking, and provided both a university and program specific orientation. Students valued the information provided but reported feeling overwhelmed. The College of Nursing developed an online orientation program to supplement its pre-immersion program. The online program was available three weeks prior to the on-campus pre-immersion program and will remain open for nine months to enable students to review content. Online content specifically for students in the accelerated program included study skills, time management, medical terminology, dosage calculation, professional etiquette, writing skills, test-taking, and an introduction to nursing leadership. The on campus pre-immersion program was reduced to two-and-a-half days and included content on time and stress management, learning styles, study skills, note-taking, and test taking. Test-taking, use of on-line resources (test-questions, case studies), technology competence, and professionalism were components of the pre-immersion program. Tutoring, which had been provided to NCIN scholars, expanded to include free group, peer tutoring for all students with tutors including those from underrepresented groups. Both the College of Nursing and the university provided financial support

for group tutoring. Additionally, faculty designated an hour each week for academic support of students. For the 2014-2015 academic year, the Chancellor provided additional scholarship funds (\$95,000) specifically to sustain and expand diversity of students enrolled in the College of Nursing's academic programs. During the previous year, all students in the accelerated nursing program had been assigned a peer mentor but engagement among the mentors and mentees was variable. In the summer of 2014, the College of Nursing provided formal mentor training for mentors in the peer mentoring program and paired those individuals with incoming students who were interested in having a peer mentor. Mentors contacted students prior to the start of classes, met during first week of classes, and met at an off-campus mentoring event. Faculty-student receptions were held during the first week of classes to provide opportunities for informal interactions. Students previously reported that interactions with doctoral students facilitated their decision to apply to doctoral programs. The Nursing Student Government Association, which includes representatives from all programs, held social and lunch and learn events, for students across academic programs. The Office of Alumni Affairs sponsored twice yearly, off-campus mixers for doctoral students and students in the accelerated program.

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

The NCLEX Challenge: Unlocking the Key to Success

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

School of Nursing: New York University

Topic: Hot Topics

Year of Competition: R7 2014

Poster Location: 37

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

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

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

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

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

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School of Nursing: University of Miami

Topic: Career Trajectory

Year of Competition: R7 2014

Poster Location: 38

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

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

Methods: Two cohorts of RWJF scholars participated in a weekly online pre-immersion course for seven weeks that included one-hour virtual classroom seminars. Each student was assigned a faculty mentor (no more than two mentees per mentor) with whom they met individually weekly or biweekly for the entire 12-month program, utilizing the mentoring toolkit and following the Learner-Centered Model. Throughout the course of the year, students received tutoring on an individual as well as a group basis throughout the program. During the last two semesters of the program, foundational leadership training was provided through utilizing the leadership toolkit,

and reinforced by a series of speakers from the community. Students were also provided an opportunity to shadow a leader, during which they observed a nurse leader at his or her place of employment. Afterwards the students were encouraged to implement their newly found leadership skills by organizing a charity event to benefit local needy families.

Results: Eleven of the 12 scholars completed the program as scheduled and passed their NCLEX licensure exam on the first attempt. One scholar is currently in delayed progression and is scheduled to complete the program December 2014. Of the 11 who completed the program, 100% were employed within six months of graduation: five of eleven in ER or ICU settings (45%), five of eleven¹ in Cardiac/Tele/Med-Surg settings, and one of eleven is practicing a managerial role for a medical device company that creates health care simulators for nursing schools. This scholar blended his nursing skills and previous business experience to obtain this position.