

**Leadership Development Plan**

**New Careers in Nursing Scholarship Program**

**2012-2013 Grant Period**

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| **Submission Date:** | |
| Name of School of Nursing: | New York University College of Nursing |
| Number of scholarships awarded by RWJF: | Five (5) |
| Program Liaison name or contact for this request: | Ann Marie P. Mauro, PhD, RN, CNL, CNE |
| Email and phone: | [annmarie.mauro@nyu.edu](mailto:annmarie.mauro@nyu.edu)  212.998.5375 |
| Dean’s name: | Eileen M. Sullivan-Marx, PhD, RN, FAAN |
| If check must be made out to someone other than Dean, please list this name here: | **Make check payable to:** New York University  **Mail check to:**  Ellen Lyons, Assistant Dean for Administration, Finance, and Planning  726 Broadway, 10th Floor,  New York, NY 10003 |

By submitting this plan to the NCIN National Program Office (NPO), you are applying for a $2,500 grant to be used on a Leadership Development Activity at the applicant SON.

Please email this plan to [jjeanty@aacn.nche.edu](mailto:jjeanty@aacn.nche.edu) in order to be eligible for this leadership development grant. If the NPO has questions regarding your submitted plan the specified contact/program liaison listed on this plan will be contacted directly by the NPO. Once your plan has been approved the check will be mailed to the Dean of the SON unless otherwise requested. The Program Liaison will also receive a copy of the check.

If you have any further questions please contact the NPO at 202-463-6930 extension 257. Also, if you have any questions regarding the incorporation of the Leadership Development Toolkit please contact Dr. Vernell DeWitty, [vdewitty@aacn.nche.edu](mailto:vdewitty@aacn.nche.edu) or 202-463-6930 extension 224.

| **2012-2013 Advanced Leadership Development Plan: Program Implementation** |
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| **Assessment Factors** | **Goals Achieved/**  **Goal Revision** | **Implementation Status/**  **Revised or Future Activities** | **Evaluation Measures** |
| Cultural  Characteristics | The Round 1 leadership development plan was fully implemented as the 15 scholars attended two leadership development seminars on: 1) how to make an effective presentation given by the Wasserman Center for Career Development, and 2) African American nurse leaders by Dr. May Dobal. The scholars also developed a leadership project in their community course that they presented to each other, faculty, and staff.  The Round 4 leadership development plan expanded upon the Round 1 leadership activities and utilized the 2010 toolkit resources. The Round 4 plan for the five NCIN scholars admitted in January 2012 is ongoing and has been fully implemented thus far as stated in the 2011-2012 plan (leadership style, leadership and management practices, ethical and critical decision making, interprofessional collaboration, effective communication and working relationships). Round 4 Scholars attended the NYU Langone Medical Center Research Conference in June 2012 with Dr. Mauro and two of the mentors.  Our accelerated BS program is comprised of four 13-week semesters (12 weeks of classes and one week of final exams). In order to balance the NCIN program requirements (i.e., PIP, Mentoring Program Kickoff, leadership seminars) with the scholars’ work load and exam schedule, the first two planned leadership seminars were combined into a two hour double session later in the first semester. This was well received by the students as they appreciated they appreciated the opportunity to get together as a group and were able to refocus prior to the end of the semester exams and assignment due dates. After this first double leadership seminar session, all NCIN leadership seminars have been made available to all BS nursing students and are advertised in collaboration with the Office of Academic Advisement and Learning Development. | In addition, there are more leadership seminars scheduled for Round 4 scholars than were included in the original 2011-2012 plan, including walking the talk: building integrity, understanding generational differences, professional associations, social media (from the new 2012 toolkit), and successful mentoring.  The five Round 5 scholars admitted in September 2012 will participate in a leadership development plan that will continue to build on the successes of the Round 4 plan and utilize the resources in the new 2012 edition of the toolkit. These Round 4 and 5 plans offer two leadership seminars per semester (total = 8). A difference that has been implemented is that Dr. Mauro, NCIN Program Liaison/Project Director, is inviting guest speakers to lead a majority of the seminars to expose them to more nurse leaders. She is also emailing scholars to make them aware of NYU College of Nursing research, alumni, and professional events that may be of interest to them. The Round 5 Scholars will also attend the NYU Langone Medical Center Research Conference in June 2013 with Dr. Mauro.  Another enhancement to the plan is for Round 4 and Round 5 scholars to attend the Eastern Nursing Research Society (ENRS) Conference from April 17-18, 2013 with Dr. Mauro. The Round 5 scholars will be paired with their Round 4 scholar peer advisor as roommates for the trip. Along with Dr, Mauro, many of the mentors for both the Round 4 and 5 scholars are likely to attend this conference and be able to provide guidance and networking opportunities. | Program evaluation occurs via mixed methods:  1) Quantitative Measures   * Round 1 scholar retention, graduation, and first-time NCLEX pass rates were 100% with an average cumulative GPA of 3.53 and graduate enrollment of 27%. * Evaluation forms rating completion of stated objectives are completed attendees at each of the leadership seminars. Overall ratings for all NCIN program activities already implemented were excellent (mean = 4, on 1-4 scale). * Round 4 scholars have a GPA of 3.51, and are engaged as student leaders. Overall ratings for all NCIN program activities (includes PIP and mentoring program) have been excellent (mean = 4, on 1-4 scale).   2) Qualitative Measures   * Scholars write reflective journals twice a semester (midpoint and end) that evaluate their experiences in the NYU Accelerated BS Program and the NCIN Program, including the leadership and mentoring programs. * Open ended questions and an opportunity to write comments are included on all quantitative program evaluation forms. Comments on program offerings already implemented included the themes: 1) feeling prepared for the accelerated BS program, 2) increased self awareness, and 3) developing new ways of thinking. * Themes in the reflective journals and qualitative data from the program evaluation forms are identified using content analysis. Content analysis of the reflective journals thus far revealed five themes: 1) full engagement, 2) time flying by, 3) personal and academic growth, 4) connections between education and practice, and 5) professional development through mentoring and support. |
| Curriculum | NYU College of Nursing (NYUCN) has an innovative and dynamic BS curriculum that addresses the educational priorities necessary to meet the health needs of a diverse, aging global population in changing health care environments. We have a diverse student population and faculty as well as clinical partners throughout the five boroughs of NYC with multicultural patient populations. Cultural competence is one of our major curriculum threads and we currently utilize Purnell’s model of cultural competence. Our BS program includes opportunities for development of leadership and cultural competencies in each of the 4 semesters. | The NYUCN Curriculum Committee chaired by Dr. Mauro has identified the need to further integrate LGBT health competencies into the BS, MS, and doctoral programs. A train-the-trainer faculty development workshop on LGBT health was implemented on 10/5/12 and was attended by Dr. Mauro. Further faculty training and support for curriculum integration is planned. The Curriculum Committee has also convened a task force to investigate cultural competence models that have an interprofessional focus and are inclusive of LGBT populations.  A new honors nursing elective is being offered this fall titled, “Professional Nursing and Social Change: Principles and Practices of Social Entrepreneurship.” A new core course in genetics and genomics was added to the BS curriculum in summer 2012. | In September 2012, NYUCN was recognized by the National League for Nursing as a Center of Excellence in nursing education for evidence based practice. This achievement all the more notable as it was attained on our first application as it usually takes several attempts. Our recent NCLEX first-time pass rates range from 90%-98%. |
| Student Dynamics | NYUCN students build relationships across racial, ethnic, class, gender, and sexual orientation. Student clubs that grew out of the Round 1 NCIN Program include: Men in Nursing (MEN) and Latinos Aspiring to Imagine Nursing Opportunities (LATINOS). Later, new clubs were initiated: Asian Pacific Islanders Nursing Student Association, Black Nursing Students Association, and the Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) Club.  The Round 4 and Round 5 scholars are required to be active members in the Undergraduate Nursing Student Organization (UNSO), the official BS student organization, and are encouraged to join any of the other student interest group clubs, e.g., MEN, LATINOS, Asian Pacific Islanders (API) Nursing Student Association, Black Nursing Students (BSNA) Association, and/or the LGBTQ Club. | New student clubs introduced this year include the Women’s Wellness and Geriatric Nursing Clubs. Students are automatically in UNSO and are welcome to join any of the specialty student clubs previously mentioned regardless of race, ethnicity, gender, and sexual orientation.  Student engagement in extracurricular activities and service opportunities is high. For example, in October 2012 there was the annual breast cancer walk and a blood drive. | Data for enrolled accelerated students from fall 2007 to fall 2011 demonstrate sustained enrollment of diverse individuals; non-white categories comprised 54% to 57% (mean = 56%) and males 8% to 14% (mean = 11%) of enrollees. Therefore, NYUCN’s average accelerated enrollment exceeds the national average (27%) for minority students by 29% and meets the national average (11%) for males in entry-level baccalaureate programs (AACN, 2011).  All Round 4 scholars are active members of one or more of the student organizations mentioned. Round 5 scholars are currently exploring the student organizations. |
| Faculty Dynamics | The NYUCN faculty members represent diversity in race, ethnicity, gender, and sexual orientation. Faculty members are leaders in modeling cultural competence and act as advisors to the aforementioned student clubs. The mission of the College of Nursing, as an integral part of a research-intensive private university “in the public service”, is to generate new knowledge and educate future nursing professionals who in turn, demonstrate the highest standards of excellence in research, education and practice for a global society. | NYUCN’s NCIN Advisory Board is a cadre of ethnically diverse professional stakeholders, that include faculty, administration, staff, and alumni who are enthusiastic and dedicated individuals. The NCIN Advisory Board members will continue to select scholars and advise Dr. Mauro regarding the NCIN leadership and mentoring program activities.  All ten of the Round 4 and 5 mentors are members of the faculty and include a Hispanic/Latino, an African American, and an Asian male. | NYUCN faculty members have been recognized as leaders in education, research and practice. A number of our faculty members have been inducted in the American Academy of Nursing. Two NYUCN faculty members received the University Distinguished Teaching Award in 2008 and 2011, respectively. Dr. Mauro received the inaugural NYUCN Teaching Excellence Award in 2011. Our current NIH ranking is #5, an increase from #46 in 2006. Our faculty practice in collaboration with the College of Dentistry is HRSA funded, including our community health van. |
| Resources | We received $5200 in PIP funds for NCIN Rounds 4 and 5. The funds have been used for the PIP, Mentoring Kickoff Event, and the leadership program. Dr. Mauro has used these funds judiciously and they should cover all planned activities. The Office of Admission and Student Affairs has provided food and refreshments for the NCIN Advisory Board on the interview days. The NYUCN deans and administrators fully support the NCIN program and have made their resources readily available. | After the first double leadership seminar session for the Round 4 Scholars, all NCIN leadership seminars have been made available to all BS nursing students and are advertised in collaboration with the Office of Academic Advisement and Learning Development. | Program evaluation occurs via mixed methods:  1) Quantitative Measures   * Round 1 scholar retention, graduation, and first-time NCLEX pass rates were 100% with an average cumulative GPA of 3.53 and graduate enrollment of 27%. * Evaluation forms rating completion of stated objectives are completed attendees at each of the leadership seminars. Overall ratings for all NCIN program activities already implemented were excellent (mean = 4, on 1-4 scale). * Round 4 scholars have a GPA of 3.51, and are engaged as student leaders. Overall ratings for all NCIN program activities (includes PIP and mentoring program) have been excellent (mean = 4, on 1-4 scale).   2) Qualitative Measures   * Scholars write reflective journals twice a semester (midpoint and end) that evaluate their experiences in the NYU Accelerated BS Program and the NCIN Program, including the leadership and mentoring programs. * Open ended questions and an opportunity to write comments are included on all quantitative program evaluation forms. Comments on program offerings already implemented included the themes: 1) feeling prepared for the accelerated BS program, 2) increased self awareness, and 3) developing new ways of thinking. * Themes in the reflective journals and qualitative data from the program evaluation forms are identified using content analysis. Content analysis of the reflective journals thus far revealed five themes: 1) full engagement, 2) time flying by, 3) personal and academic growth, 4) connections between education and practice, and 5) professional development through mentoring and support. |