**FY 2024 Nurse Support Program II Funded Proposal Abstracts**

**NSP II-24-101**

**Bowie State University**

***Planning Grant for New PhD in Nursing Education Program***

**$150,000, 2-year grant**

**Project Director: Dr. Jacqueline J. Hill,** **jihill@bowiestate.edu**

**Partners and Affiliates: None**

In response to the critical need for nursing faculty, Bowie State University (BSU), the oldest Historically Black College/University (HBCU) in Maryland will develop the Doctor of Philosophy (PhD) in Nursing Education. In 2022, the American Association of Colleges of Nursing (AACN) conducted a survey of 909 nursing schools with baccalaureate and/or graduate programs across the United States that Identified 2,166 full-time faculty vacancies. The BSU Department of Nursing (DON) is committed to achieving the NPS II goal of increasing the number of PhD-prepared faculty teaching in Maryland higher education. The grant will be used to contract qualified nursing program specialists to assist BSU nursing faculty in the planning, design and development of the PhD in Nursing Education program, as well as developing proposals for submission to governing, regulatory and accrediting bodies.

**NSP II-24-102**

**Cecil College**

***New Accelerated ASN Program***

**$896,984, 3-year grant**

**Project Director: Dr. Nancy Norman-Marzella,** **nnormanmarzella@cecil.edu**

**Partners and Affiliates: None**

This grant will address the urgent and current workforce needs of Maryland hospitals by implementing an Accelerated Associate of Science Degree Nurse Program. This program will address the NSP II initiative to increase pre-licensure registered nursing enrollments and graduates who will then practice in Maryland hospitals. To support this initiative, the project will provide a path for second-degree non-nursing students to attain a Registered Nurse (RN) license within 12 months. Eligible students will transfer in the first 34 pre-requisite courses and complete the last 36 nursing credits in four 12-week block semesters required for graduation. The curriculum of this program will mirror the current fully approved and accredited ASN 2-year program, which continues to have a high-level success first-time NCLEX-RN pass rate. Upon graduation the students have the opportunity to continue their education with our partnered programs for RN-BSN-MSN.

**NSP II 24-103**

**Community College of Baltimore County**

***Expansion of LPN to RN Program***

**$950,121, 4-year grant**

**Project Director: Dr. Cheryl McNamara,** **ccbcmd.edu**

**Partners and Affiliates: LifeBridge Health and University of Maryland Medical System (Baltimore Washington Medical Center; Upper Chesapeake, Main Campus, Midtown Campus)**

The Community College of Baltimore County (CCBC) will create a new blended instructional modality of

the existing in-person LPN to RN Bridge Pathway course. One of the pathways to the RN degree is first enrolling in the PN Program. Once CCBC students complete the PN program and earn the LPN license, they will be able to enroll in a new specialized blended “LPN to RN Transition” course. In this 12-week course students review material covered in the first year of the RN program and then are prepared to merge into the 2nd year of the RN program. The blended modality and additional faculty will enable CCBC to enroll more students-120 in the increased Bridge enrollment and 78 in RN graduates.

**NSP II-24-104**

**Frostburg State University**

***New BSN Pre-Licensure Program***

**$1,571,034, 4-year grant**

**Project Director: Dr. Kara Platt,** **knplatt@frostburg.edu**

**Partners and Affiliates: None**

Frostburg State University Department of Nursing will implement a new pre-licensure program. The new on-campus 4-year Bachelor of Science in Nursing program will begin Fall 2023. This program will increase the capacity of nursing seats across the state especially in Western Maryland where no 4-year on campus program exists. This project aims to accept 120 pre-licensure students with the potential to graduate 90 across the 4-year project duration. The project also aims to maintain CCNE accreditation at the bachelor’s degree level.

**NSP II-24-105**

**Johns Hopkins University**

***Planning Grant for Nurse Educator Certificate***

**$147,949, 1-year grant**

**Project Director: Dr. Rita D’Aoust,** **rdaoust1@jhu.edu**

**Partners and Affiliates: None**

This planning grant will focus on advancing the education of nurses at the doctoral level for academic and clinical faculty roles by offering select modules for statewide use. This proposal develops efficiencies for dual preparation of doctoral education and nurse educator certification. A disproportionate attrition of doctorally prepared faculty (45%) due to retirements contributes to the nursing shortage, leadership and scholarship. A crucial component of this program will substantially revise courses in the nurse educator program to provide a contemporary education preparation to meet current and emerging competencies.

**NSP II-24-107**

**Prince George’s Community College**

***Expansion of RN Program***

**$1,099,506, 4-year grant**

**Project Director: Vivian Kuawogai,** **vkuawogai@pgcc.edu**

**Partners and Affiliates: Luminis Health**

The Prince George’s Community College (PGCC) nursing program will expand its associate degree nursing program. PGCC’s nursing program is committed to educating and preparing its graduates to become competent, culturally sensitive, and ethical professional nurses who can practice in multiple healthcare settings and meet the healthcare needs of a growing, culturally diverse population in Prince George’s County throughout Maryland. This grant will facilitate hiring additional faculty members needed to support enrollment growth. A significant challenge to expanding the nursing program is the availability of clinical practice sites. To meet this challenge, PGCC will collaborate with Luminis Health Care System and the University of Maryland Medical System (UMMS) to provide additional clinical practice experience. The program will increase enrollment by a minimum of 40 students per year for 160 student at the end of the four year grant.

**NSP II-24-110**

**University of Maryland, Baltimore**

***Expansion of BSN & MSN Pre-Licensure Programs***

**$621,831, 3-year grant**

**Project Director: Dr. Maeve Howett,** **mhowett@umaryland.edu**

**Partners and Affiliates: University of Maryland Medical System**

To address the nursing workforce crisis, the number of students admitted into nursing schools should be increased to every extent possible. Barriers to increased growth include available faculty and clinical sites. This grant will add additional nursing students admitted to the UMSON Entry into Practice (EIP) programs: a four semester BSN program for students completing a BSN after two years of college requirements and a five semester MSN entry program. The proposed project outcomes are an increase of 10 students each year to each program with a total increase in enrollment of 60 students, 40 BSN and 20 MSN over a three-year period. To accomplish this increase, there will be an expansion of two unique clinical partnership models with the University of Maryland System, ACE and P3. Additionally, we will work to improve first time NCLEX pass rates to ensure practice ready graduates.

**NSP II-24-111**

**University of Maryland, Baltimore**

***Planning Grant for Nurse-Managed Health Center***

**$139,706, 1-year grant**

**Project Director: Dr. Shannon Idzik,** **idzik@umaryland.edu**

**Partners and Affiliates: None**

Clinical site shortages are the largest risk to academic nursing. Innovative strategies are needed to secure clinical placements. Currently, schools of nursing rely on a volunteer preceptor model to provide opportunities for outpatient clinical training. Faculty shortages have the potential to exponentially worsen as pay in the clinical environment remains artificially elevated due to the pandemic and the bedside nursing shortage remains. Faculty practices in nurse-managed health centers (NMHC) are a viable approach to increasing clinical capacity, decreasing dependence on volunteers, and increasing faculty satisfaction. The development of a faculty practice is a labor-intensive process in an already resource-lean environment. Prior University of Maryland School of Nursing (UMSON) NMHCs did not reach financial sustainability because the faculty functioned as contractors. The primary goal of this planning grant is to explore and plan for a sustainable NMHC model with a downstream goal of increasing statewide nursing clinical capacity and increasing enrollment

**NSP II-24-112**

**University of Maryland, Baltimore**

***Planning Grant for RWD-PR Certificate***

**$149,902, 2-year grant**

**Project Director: Dr. Eun-Shim Nahm,** **enahm@umaryland.edu**

**Partners and Affiliates: University of Maryland System Hospitals**

The overarching goal of this initiative is to prepare nurse scientists to solve major healthcare/nursing challenges, such as care quality and staffing shortages. This NSP II planning grant project willdevelop and implement the “Real World Data & Pragmatic Research” (RWD-PR)certificate program that will catalyze current doctoral-level education and prepare students to conduct this line of research. The innovative aspects of this project include its focus on the use of RWD-PR approaches to improve patient and nursing outcomes and facilitation of collaboration between PhD and DNP programs. The program includes (1) Pragmatic Research in Healthcare; (2) RWD Management and Analytics; (3) Data Visualization for Healthcare Research and Practice; and (4) Practicum. The program/courses will be open to PhD, DNP, and MSN students as electives. The outcomes of the project are important to the Maryland Total Cost of Care Model that strives to improve care quality across the state.

**NSP II-24-202**

**Notre Dame of Maryland University**

***Resource Grant for Assessment Software***

**$19,293, 1-year grant**

**Project Director: Dr. Rodnita Davis,** **rdavis9@ndm.edu**

**Partners and Affiliates: None**

This resource grant will purchase resources for faculty who teach in didactic settings. Changes to the National Council Licensure Exam for Registered Nurses (NCLEX-RN) shift the focus from the nursing process to emphasizing clinical judgment. Moreover, the rigorous nature of population specialty national certification exams for advanced practice registered nurses, the School of Nursing is justifiably concerned about preparing graduates to provide safe, competent care using sound diagnostic reasoning as Family (FNP) and Adult-Gerontology Primary Care (A-GNP) nurse practitioners. Nursing faculty have recognized and committed time and effort to prepare for the Next Generation NCLEX-RN, as well as familiarize themselves with FNP and A-GNP certification examinations. Faculty have considered how they plan to gather, analyze, and use psychometric data to enhance learner development of clinical judgment and diagnostic reasoning. This grant proposal details requested resources to facilitate student success and a rise in the total number of new-to-practice registered nurses and nurse practitioners in

Maryland.

**NSP II-24-203**

**Salisbury University**

***Resource Grant for Lead Nursing Forward***

**$100,000, 1-year grant**

**Project Director: Dr. Lisa Seldomridge,** **laseldomridge@salisbury.edu**

**Partners and Affiliates: None**

This resource grant will expand the LeadNursingForward.org website to include a focus on nurse and nurse educator retention in Maryland and publicize the contributions of various stakeholders in creative problem solving. The grant will develop new content, create new web pages to display material in an inviting and interactive manner, and community outreach/publicity.