# Nurse Support Program II Abstracts for Phase 6 FY 2012 Funded Proposals

For FY 2012 for Phase 6, eighteen proposals were submitted for the Competitive Institutional Grants. The proposals were reviewed by a seven member evaluation committee consisting of nursing administrators and educators recommended by the industry, a former Commissioner, and MHEC and HSCRC staff. The review panel recommended sixteen of the eighteen proposals. On June 1, 2011 the HSCRC approved funding of the sixteen recommended proposals. The proposals were diverse and representative of broad geographic and educational strategies. Three focused on statewide approaches to faculty role development for nurses and one program was formulated with directives from the Maryland Deans and Directors of Nursing for the availability of a statewide preceptor program. Several advanced simulation use, increased student retention, hybrid or distance education programming and shared nursing resource development. Twenty-one Maryland institutions will be involved in the sixteen funded two to four year grants. The year-one funding for the three Competitive Institutional Grant projects was $2,628,238, with a four year total of $7,656,325.

**NSP II-12-101**

**Allegany College of Maryland**

***Creating a Smart Learning Environment in Rural Garrett County***

**Project Director: Ms. Fran Leibfreid** **fleibfreid@allegany.edu**

**Partners and Affiliates: none**

As the only institution of higher learning in Western Maryland that offers an RN nursing program, Allegany College plans to increase the pipeline of eligible students by 20% through Smart Classroom Technology at the recently established Garrett County site. The evaluation plan provides outcomes and process measures that are both quantitative and qualitative. The evaluation design includes 1) an anecdotal narrative; 2) an quantitative analysis of project outcomes and objectives; 3) an evaluation of the management plan/ timeline to ensure smooth implementation and management

**NSP II-12-102**

**Anne Arundel Community College**

***Meeting the Nursing Retention Challenge at Anne Arundel Community College***

**Project Director: Ms. Beth Anne Batturs** **babatturs@aacc.edu**

**Partners and Affiliates: none**

AACC will increase the number of bedside nurses in Maryland hospitals by expanding comprehensive mentoring and retention services to targeted groups of students, enhancing student simulation experiences through a new clinical assessment model, and expanding the professional development of its nursing faculty. As a result AACC will increase its student retention rate by 1.5% annually, increase its graduation rate to 85% by June 2014, and ultimately increase the number of students who graduate and are available to Maryland hospitals.

**NSP II-12-103**

**College of Notre Dame of Maryland**

***A Caring Curriculum for Equity and Justice: Increasing Capacity and Diversity of Maryland Nurses***

**Project Director: Dr. Katharine Cook** **kcook@ndm.edu**

**and Dr. Mary Packard** **mpackard@ndm.edu**

**Partners and Affiliates: none**

The new entry level BSN program seeks to increase the number and diversity of registered nurses who will practice in the state of Maryland by 2015 through two proposed initiatives: 1) increasing student retention through precollege Summer Bridge Programs, comprehensive foundation with Test of Essential Academic Skills, teaching assistant program for pre-nursing freshmen and a Retention and Success Specialist 2) Center for Caring Technology- with 3 simulation laboratories, electronic health records, telehealth and 2 assessment laboratories with the tools needed to evaluate and improve standards of care with a foundation of caring, ethics, integrity, and compassion.

**NSP II-12-104**

**Community College of Baltimore County**

***Minority Retention and Success***

**Project Director: Ms. Elizabeth “Betty” Webster** **EWebster@ccbcmd.edu**

**Partners and Affiliates: none**

The project will seek to reduce the achievement gap between white and non-white students. CCBC proposes to revise the entire clinical education experience for six of the seven ADN courses. Data implies that a revision of the clinical curriculum will especially benefit minority learners. The simulation experience will reach full implementation by placing a simulation technician at each campus of the registered nursing programs to further develop multi-patient scenarios and create realistic controlled learning environments. The ability to enhance the simulations of high risk, low frequency patient events will facilitate the reduction of errors and sentinel events in clinical practice. Overall, through improving retention efforts, there will be increased course passage rates and graduation rates, thus an increase in numbers of qualified bedside nurses, including minority populations.

**NSP II-12-105**

**Frederick Community College**

***Making it SIM-ple at FCC***

**Project Director: Ms. Jane Garvin** **jgarvin@frederick.edu**

**Partners and Affiliates: none**

The purpose of this proposal is to increase student retention rates in the clinical and theory component of the nursing curriculum through the use of advanced simulation. The proposed enhancement to the simulation experience will increase the number of nursing majors enrolled in the clinical/theory component of the nursing program who satisfactorily complete all nursing course work (didactic and clinical) and successfully pass the licensure exam (NCLEX). These measures will result in an increase in the number of bedside nurses in Frederick County and Maryland.

**NSP II-12-107**

**Hagerstown Community College**

***A Model to Significantly Increase ADN Graduates in Western Maryland***

**Project Director: Ms. Karen S. Hammond** **kshammond@hagerstowncc.edu**

**Partners and Affiliates: Meritus Health**

The purpose of this proposal is to help more pre-nursing students and in particular, more male and minority students, to qualify for nursing program entrance, complete nursing program-related coursework and graduate. With the support of previous NSP II grants HCC has created the most sophisticated nursing training center in Western Maryland, doubled the size of its nursing program but challenges remain. By doubling the number of nursing students admitted, there is greater disparity in student preparation levels, at the same time the NCLEX exam became more difficult and HCC’s program standards became accordingly more stringent. HCC seeks to increase retention and graduation of nursing students, particularly minority and male students as well as increase percentage of enrollment of minority and male students to more closely mirror local and state demographics and provide for a more diverse workforce.

**NSP II-12-108**

**Howard Community College**

***Increasing Internal Capacity and Nursing Student Success through a Hybrid Accelerated Associate Degree Option and Simulation***

**Project Director: Dr. Georgene Butler** **gbutler@howardcc.edu**

**Partners and Affiliates: none**

This program will increase the number of registered nurses by expanding the existing accelerated option by 16 additional nursing students, changing the delivery option from face-to-face only to hybrid that combines distance education programming. Students will engage in increased simulation opportunities that decrease the demand for additional clinical placements in the specialty areas like Obstetrics, Pediatrics and Psychiatry which tend to be limited in availability. Additional high fidelity simulators along with technical support analyst will assist faculty in this option.

**NSP II-12-109**

**Johns Hopkins University**

***Enhancing Preceptor and Clinical Faculty Preparation Using Online, Self-Paced Modules with Emerging Technologies to Increase Capacity***

**Project Director: Dr. Sarah (Jodi) Shaefer** **jshaefer@jhmi.edu** **and**

**Dr. Pamela Jeffries** **pjeffri2@jhu.edu** **and Dr. Leah Yoder**

**Partners and Affiliates: Johns Hopkins Hospital and Johns Hopkins Hospital Bayview Medical Center**

The Johns Hopkins University School of Nursing proposes to significantly increase the number of Maryland nurse clinical faculty and preceptors by offering online, self-paced modules to orient new clinical faculty and preceptors. The six modules will include the foundations of precepting, principles of evaluation, communication, clinical reasoning skills, educator challenges and creating a culture of caring. With the portability of this educational approach, we will invite collaboration from our rural community college nursing education program and a community hospital. This will provide input into module content and sustainability of this project. In the final year, the modules will be available at no charge to Maryland nursing faculty and preceptors. Continuing education units will be available. Through this portable program, the number of nurse educators and preceptors in Maryland will increase to prepare the registered nurses needed to meet the health care needs of Maryland’s citizens.

**NSP II-12-110
Montgomery College**

***Success through Simulation (STS)***

**Project Director: Ms. Barbara Nubile barbara.nubile@montgomerycollege.edu**

**Partners and Affiliates: none**

The STS Project at Montgomery College will address two overriding goals relating to (1) retention efforts and (2) capacity building through increased simulation resources. The program will impact 49 faculty and 1720 nursing students and stems from participation in a prior NSP II award to Johns Hopkins University. It revealed the importance of simulation experience and its capacity to significantly increase retention and graduation rates. Of special interest are the needs of students who are at risk, including those who have English for Speakers of Other Languages (ESOL) and bilingual backgrounds. Anticipated outcomes over the three years of the project will result in an enrollment increase of 220 students, up to 1720 students total, increased graduates up to 460 students, increased retention rates from 75% to 80%, NCLEX pass rate of 90%, increase simulation resources, and two new nursing positions that will be sustained after the grant. The new simulation modules will be posted on the College’s simulation website and shared with the Maryland Community College Simulations Network to increase capacity locally and statewide.

**NSP II-12-111**

**Morgan State University**

***ENNHANS ( Educating Nontraditional Nurses Helps Address Nursing Shortage***

**Project Director: Ms. Ann Gunnett** **Ann.Gunnett@morgan.edu**

**Partners and Affiliates: none**

ENNHANS is a Morgan State University initiative to increase nursing student retention and success in its BSN program. A vast majority of undergraduate nursing students matriculating in the program are adult learners or nontraditional students. The needs of this student demographic are different from traditional college students. The goals of the project are to increase nontraditional student retention to at least 80%, increase graduation rate in the BSN program comparable at least to the current university average of 40% and ensure student success in the NCLEX-RN. By increasing faculty and auxiliary staff, developing instructional technology, enhancing the curriculum and providing ancillary student support services, there will be increased minority nurse representation in the health field.

**NSP II-12-112**

**Prince George’s Community College**

***Various Strategies to Enhance Nursing Students Retention through Active Learning and Patient Simulation***

**Project Director: Ms. Vivian Kuawogai** **Kuawogvp@pgcc.edu**

**Partners and Affiliates: none**

Prince George’s Community College will provide retention and remediation programs through online tutoring of nursing content to entry level nursing students, students identified as high risk for failure by their instructors and those enrolled in hybrid nursing courses at PGCC. The Nursing Career Mentor/ Specialist and academic tutors will continue to provide guidance and direct remediation opportunities for increased retention. A Nursing Simulation Coordinator will facilitate increased integration of clinical simulation in a consistent manner across the curriculum with the addition of an electronic medical records system for student documentation of their assessments, interventions and patient outcomes. Our goal is to provide students with web-based tools and support services that increase their achievement, increase retention, enhance their educational experiences.

**NSP II-12-113**

**Salisbury University**

***Eastern Shore Faculty Academy and Mentorship Initiative (ES-FAMI)***

**Project Director: Dr. Lisa Seldomridge Laseldomridge@salisbury.edu**

**Dr. Tina Brown, Dr. Katherine Hinderer, Dr. Judith Jarosinski, Dr. Brenda Mister**

**Partners and Affiliates: Chesapeake Community College, Sojourner- Douglass College**

This project will create partnerships of nursing programs on the Eastern Shore of Maryland to develop quality adjunct faculty to meet staffing needs of partner schools with a particular emphasis on recruiting multiethnic, multicultural faculty. The project also has the potential to motivate practicing nurses to consider teaching. Salisbury University, in partnership with Chesapeake College and Sojourner-Douglass College, will develop and implement the ES-FAMI. The Academy will prepare experienced BS and MS-prepared registered nurses, particularly those from under-represented groups, for new roles as part-time clinical faculty. This project will adapt an established 16-hour curriculum for primarily online delivery. A face-to-face introductory session, simulated clinical teaching sessions and mentoring workshops at the conclusion of the program will support Academy attendees as they take their first part-time teaching assignments. The Academy will be delivered twice a year by teams of faculty from the partner schools and at completion CEU’s will be awarded. The graduates will enter a “registry” and must agree to teach at least one clinical section per year for one of the partner schools. At least 36 newly trained part-time clinical faculty will be available to partner programs on the Eastern Shore.

**NSP II-12-114**

**Sojourner-Douglass College**

***S-DC Model for Developing and Implementing an Online RN to BSN Program***

**Project Director: Dr. Maija Anderson**

**Partners and Affiliates: none**

Sojourner-Douglass College (S-DC) is Maryland’s only private, nonprofit, four year minority serving institution with locations in Baltimore, Annapolis, Cambridge, Prince George’s County, Salisbury and a supplemental campus in Owings Mills, Maryland. The propose initiative will increase the number of Bachelor’s prepared registered nurses in Maryland by expanding S-DC’s capacity to accommodate RN’s by offering 1)convenient online theory courses 2) flexibility around RN’s work schedules 3) RN’s the option to bring online education right to their homes and 4) more individualized attention from their nursing instructors. Because of the mission of the College and the population of students who matriculate through the nursing program at S-DC, this project supports the goal of “*attracting and retaining minorities into nursing and nurse faculty careers throughout Maryland*”. This grant will support the continuing education of an estimated 245 students with a 70% rate of on time completion for a total of 168 new BSN’s.

**NSP II-12-115**

**Stevenson University**

***From Students to Faculty: A Multifaceted Approach to Increase Student Success, Build Statewide Capacity, and Share Nursing Faculty in Maryland***

**Project Director: Dr. Denise Seigart and Dr. Judy Feustle**

**Partners and Affiliates: Greater Baltimore Medical Center (GBMC)**

Stevenson University is proposing a multi-faceted approach to the nursing shortage. First, more pre-licensure disadvantaged (economic, minority) students will be retained in SU’s rigorous baccalaureate program. Second, nursing faculty across Maryland will have the opportunity to enhance their credentials, increasing the ability of faculty by increasing knowledge and skills through a Certified Nurse Educator (CNE) preparation program. Third, the University will create a shared learning space in a collaborative with GBMC to benefit both SU nursing students and GBMC employees. This will contribute to a shared valuing of continuing education, an enhanced environment for collaborative and inter-professional learning, and it is expected to foster a desire on the part of GBMC employees to further their education.

**NSP II-12-117**

**University of Maryland**

***Implementing Statewide Initiatives for Nursing Faculty***

**Project Director: Dr. Louise Jenkins** **Jenkins@son.umaryland.edu** **and Dr. Carol O’Neil** **Oneil@son.umaryland.edu**

**Partners and Affiliates: none**

This project at the Institute for Educators in Nursing and Health Professions at the University of Maryland, School of Nursing will develop and offer statewide orientation to prepare 80 nurses transitioning from clinical roles to faculty careers in Maryland nursing programs. This could increase the capacity to potentially enroll 800 qualified applicants to nursing schools. Two formats will be available for the learner: 1) the hybrid orientation program which combines online and classroom contact and 2) graduate level elective courses. In addition, support for nursing faculty will be enhanced by an online faculty resource center with an expected 850 online visits for resources over 4 years. Offering Teaching Grand Rounds, workshops, and annual conferences will support ongoing nursing faculty development and networking collaboration for a minimum of 1285 nurse faculty.

**NSP II-12-118**

**University of Maryland**

***Development and Implementation of a Statewide Preceptor Program to Support Nursing Student’s Education and Role Development***

**Project Director: Dr. Jane Kapustin Kapustin@son.umaryland.edu**

**and Ms. Janice Hoffman** **hoffman@son.umaryland.edu**

**Partners and Affiliates: none**

In response to a request from the Maryland Deans and Directors group, the University of Maryland, School of Nursing proposes the development and implementation of an online three year preceptor education program dedicated to preparing registered nurses in a variety of practice settings to work directly with entry level undergraduate nursing students in one-on-one precepted clinical practicum experiences. Using an online asynchronous teaching methodology, modules will be developed that provide content and approaches for registered nurses serving as preceptors for nursing programs across the state. Examples of content include characteristics of nursing students, assessing learning needs, teaching and learning processes, providing feedback, etc. This proposal includes a comprehensive evaluation to ensure that synthesis of preceptor concepts is sustained and nursing recruitment and retention are enhanced.