**Nurse Support Program II Abstracts FY 2017 Funded Proposals**

**NSP II-17-102**

**Community College of Baltimore County**

***Expanded Pathways to the BSN-1, 2, 3***

**Project Director: Karen Wons,** **kwons@ccbcmd.edu**

**Partners and Affiliates: Frostburg State, Notre Dame of Maryland, Stevenson and Towson Universities**

The Community College of Baltimore County (CCBC) requests a four-year grant for its

*Expanded Pathways to the BSN—*

The project provides three pathways for CCBC nursing students to connect to a BSN program before they graduate: dual enrollment upon entry; 2nd-Year ATB entry; or entering a BSN Completion Program. An ATB website will disseminate CCBC’s degree progression expertise. CCBC’s goal is to become known as the leader in connecting students to ATB – more students, sooner, and at a more cost-effective price. *The ATB 1,2,3* project is implemented through CCBC’s ATB (Associate to Bachelor) Partnership with four partner universities to achieve the IOM recommendation for 80 the% BSN goal by 2020.

**NSP II-17-104**

**Chesapeake College**

***Academic Progressions in Nursing***

**Project Director: Dr. Judith Stetson,** **jstetson@chesapeake.edu**

**Partners and Affiliates: None**

Chesapeake College has been planning for the implementation of a menu of Associate of Science in Nursing (ADN) to Bachelor of Science in Nursing (BSN) options in partnership with six colleges and universities. For this NSP II funding round, Chesapeake College proposes a five-year Academic Progressions in Nursing project that will expand on the planning grant to support seamless academic progression from recruitment through the selection of a BSN program. This continuum of supports will allow Chesapeake College to contribute to the diversity and academic progression of nursing students in a meaningful way by recruiting a larger and more diverse pool of highly qualified applicants to our program; retaining accepted students to ensure that as many as possible can make a fast-paced, seamless transition to a BSN program; provide an array of BSN partner options and supports to meet our students’ unique educational needs.

**NSP II-17-106**

**Hood College**

***Baccalaureate Nursing at Hood College***

**Project Director: Dr. Carol Snapp,** **snapp@hood.edu**

**Partners and Affiliates: Frederick Memorial Hospital**

Hood College seeks funding to support the growth and expansion of the Baccalaureate in Nursing Program. The Hood College nursing program enrolled nursing candidates in 2014 and over the next several years, will provide well qualified nurses to address the statewide nursing shortage while serving as the only pre-licensure baccalaureate program located in the western counties of Maryland. This grant would facilitate the hiring of additional faculty members needed to support this new program as enrollment grows. These faculty members would allow Hood to enroll and graduate an increasing number of well qualified applicants while providing a first class education preparing students for licensure. Additionally, Hood would collaborate with Frederick Memorial Hospital who would provide clinical specialists the opportunity to teach at Hood while receiving educational mentoring from Hood’s faculty.

**NSP II-17-107**

**Johns Hopkins University**

***Nurse Faculty for the Future***

**Project Director: Dr. Hae Ra Han,** **hhan3@jhu.edu**

**Partners and Affiliates: Johns Hopkins School of Education, Johns Hopkins School of Medicine Institute for Excellence in Education, International Network for Doctoral Education in Nursing**

The Johns Hopkins University School of Nursing, in partnership with the Institute for Excellence in Education at the School of Medicine, School of Education, and the International Network for Doctoral Education in Nursing, proposes to develop, implement, and evaluate an innovative and comprehensive teaching and leadership fellowship program, the **N**urse **F**aculty for the **F**uture (NFF). The NFF will offer innovative educational approaches to meet the recommendation by the IOM (2015) to increase the number of qualified PhD nurses. The NFF program represents a substantial enhancement of the existing PhD curricula, which focusses intensively on research training, by strategically addressing perspectives for surviving and thriving in an academic role through providing instruction and mentorship on teaching and learning as well as leadership development. The NFF will increase the number of PhD graduates, who are committed to a faculty career, and networked and engaged in the Maryland region.

**NSP II-17-108**

**Morgan State University**

***SAM II (Semper Ad Meliora)-Always Towards Better Things: Increasing Capacity by Improving Outcomes in Minority Nursing Students at an HBCU***

**Project Director: Dr. Maija Anderson,** **maija.anderson@morgan.edu**

**Partners and Affiliates: None**

This initiative builds upon the success of projects previously funded by NSP II to support continuing success in improving the first-time and overall NCLEX-RN pass rate, and in seeking accreditation from the Collegiate Commission on Nursing Education (CCNE). The grant will support the success of 85 candidates preparing to take the NCLEX-RN throughout the life of the grant and after funding ends, as well as the following:

* Nursing faculty who will focus their efforts on tutoring, coaching and mentoring students who have completed the nursing program are preparing to take the NCLEX-RN;
* Professional development for nursing faculty and staff;
* Supplemental review;
* Partial NCLEX-RN fees; and
* Accreditation efforts scheduled to take place over the first 18 months of funding.

**NSP II 17-110**

**Notre Dame of Maryland University**

***RN-to-BSN CREDO: Curriculum Revisions to Expand Delivery Options***

**Project Directors: Dr. Kathleen Wisser,** **kwisser@ndm.edu** **& Marlene Thornton,** **mthornton@ndm.edu**

**Partners and Affiliates: Fifteen hospital partners throughout Maryland**

The Notre Dame of Maryland University School of Nursing proposes to increase the number of BSN-prepared nurses who can serve in Maryland hospitals and healthcare facilities and are prepared to care for poor, underserved, and marginalized populations within a framework of caring science. This project primarily calls for funding to support a RN-to-BSN curriculum revision and the addition of an online delivery format for the RN-to-BSN program. Successful completion of the project holds the potential to add nearly 700 new BSN-prepared nurses to the Maryland workforce by 2021, and will allow for research and dissemination exploring the implications of online learning for a RN-to-BSN program within the liberal arts, Catholic tradition that is grounded in caring science.

**NSP II-17-112**

**Salisbury University**

***BS Bound: A Partnership Driven Initiative Designed to Increase the Number of Baccalaureate Prepared Nurses on Maryland’s Eastern Shore***

**Project Directors: Dr. Voncelia Brown,** **vsbrown@salisbury.edu** **& Dr. Jeffrey Willey,** **jawilley@salisbury.edu**

**Partners and Affiliates: Chesapeake College**

This planning grant seeks to evaluate the feasibility of enhancing the associate degree to baccalaureate degree program at Salisbury University. This initiative would include establishing partnerships with associate degree programs on Maryland’s Eastern Shore as well as building partnerships with potential funding sources, investigating barriers to degree completion then developing strategies to overcome those barriers, reviewing best practices in AD to BS education, and considering curricular realignment while maintaining the integrity of the traditional baccalaureate programs. The objective of this grant would be to assess our ability to move this underserved, rural community toward the IOM’s recommendation that 80% of registered nurses have a baccalaureate degree by 2020.

**NSP II-17-114**

**Stevenson University**

***Progress through Partnerships: Increasing the Number of Baccalaureate and Master’s Prepared Nurses in Maryland***

**Project Directors: Dr. Judith Feustle,** **jfeustle@stevenson.edu** **& Ms. Ellen Clayton** **eclayton@stevenson.edu**

**Partners and Affiliates: Anne Arundel Community College, Baltimore County Public Schools, Carroll Community College, Chesapeake College, Community College of Baltimore County, Howard Community College, Howard County Public Schools (other partners may be added as grant progresses)**

There is a recognized need in healthcare for an increased number of baccalaureate and master’s prepared nurses. This grant proposes two strategies to address this need: 1) creating partnership with community colleges to facilitate RN to BS education for nurses, and 2) working with healthcare partners to increase the number of baccalaureate and mater’s prepared nurses in the state of Maryland. Stevenson University’s model for promoting baccalaureate nursing education is the Associate to Baccalaureate (ATB) model. This grant proposes to partner with two community colleges partners year 1, and expand by two additional community college partners in both the second and third years of the grant. Additionally, Stevenson will establish student cohorts for RNBS and graduate nursing with healthcare partners.

**NSP II-17-115**

**University of Maryland School of Nursing**

***Preparation of Innovative RN-to-BSN Nursing Workforce with Expertise in Care Coordination Supported by Health Information Technology and Analytics***

**Project Directors: Dr. Eun-Shim Nahm,** **enahm@son.umaryland.edu** **& Dr. Nina Trockey,** **trocky@son.umaryland.edu**

**Partners and Affiliates: Expert panel members (Anne Arundel Medical Center, Mercy Medical Center, University of Maryland Medical Center)**

The overarching aim of the project is to prepare a new cadre of the BSN nursing workforce with advanced knowledge and skills in care coordination supported by health information technology and analytics (CC-HIT/A). The ultimate impact of the project will be improved patient outcomes and healthcare efficiency in Maryland hospitals. In this planning grant project, we will develop and implement an optional CC-HIT/A focus area within the RN-to-BSN program and assess its preliminary impact for the next multi-year implementation project. This focus area fits well with RN-to-BSN students who are already in the workforce and need BSN education that is applicable to their practice. The CC-HIT/A focus area will not increase the required credits, as it uses 9 credits within the current study plan. This project is consistent with IOM Recommendations #6 (“Engage nurses in lifelong learning”) and #7 (“Prepare and enable nurses top lead change to advance health”).

**NSP II 17-116**

**University of Maryland School of Nursing**

***Care Coordination and Case Management Planning Grant***

**Project Director: Dr. Patricia Zimberg,** **zimberg@son.umaryland.edu**

**Partners and Affiliates: None**

New models of health care delivery, managed care oversight and government regulation have increased the demand for highly skilled nurse case managers. Hospitals, health systems and insurers recognize the importance of care coordination as a valuable strategy to improve quality, promote evidence-based practice and contain costs. The demand for certified case managers is high and expected to increase. Employers recognize the need for specialized preparation and acknowledge certification in case management as an indicator of skill and demonstrated competency.

No Maryland School of Nursing currently offers specialized education for care coordinators. With the input for an Advisory Board of Maryland care management experts, we propose to develop three new courses focused on care coordination/case management including a 135-hour practicum. We will also develop a post-Bachelor’s certificate program to prepare RNs for new roles in care management. The certificate would also offer interested students an incentive to consider graduate level education.

**NSP II-17-117**

**University of Maryland School of Nursing**

***Development and Implementation of a Collaborative Nurse Practitioner Clinical Training Program***

**Project Director: Dr. Bim Akintade,** **akintade@uson.umaryland.edu** **& Dr. Shannon Idzik,** **idzik@son.umaryland.edu**

**Partners and Affiliates: None**

In response to the Nurse Support Program II (NSP II) identification of the need to build collaborations between education and practice that promotes patient centered care, the University of Maryland School of Nursing proposes the establishment of a preferred clinical training site for nurse practitioners (NPs) in the state of Maryland. This training program, partnered with the University of Maryland Upper Chesapeake Health System (UM UCH) is dedicated to training NPs in a variety of specialty practice settings within the hospital system. The proposed training program will provide an infrastructure and capacity to clinically train NP students at UM UCH. To accomplish this, the partnership would imbed faculty in the clinical environment and develop and implement clinical training rotations for NP students built upon their combined expertise. Expertise of faculty and UM UCH nurse practitioners would shape clinical training to prepare these NP students for the changing care delivery in Maryland. The rotations would provide clinical practice sites for 10 nurse practitioner students annually; create a pipeline of nurse practitioners for UM UCH and clinical; and create opportunity for relevant clinical practice for UM UCH faculty. In addition, faculty will collaborate with UM UCH educators to create a model for transitioning from NP student to full practice in the UM UCH system by bridging their proposed fellowship program for NPs. The partnership could serve as a model for future education and practice partnerships. This proposed initiative would be completed in five years with the intent of long term sustainability. This will build on a previously funded NSP II project designed to develop and implement a hybrid (online and simulation) preceptor education program that works directly with graduate level nursing students in precepted clinical practicum experiences. The ultimate goal of this project is to develop a collaborative education and practice partnership to increase clinical practice sites and readiness of nurse practitioner students to provide care across the continuum in the state of Maryland.

**NSP II-17-119**

**University of Maryland School of Nursing**

***Developing Nurse Educators to Teach in Online Learning Environments***

**Project Director: Dr. Carol O’Neil,** **oneil@son.umaryland.edu**

**Partners and Affiliates: None**

This project builds on the success of the Institute for Educators in Nursing and Health Profession’s mission in: 1) preparing nurses for roles as faculty and educators; and 2) providing ongoing professional development for nursing faculty and educators. This proposal will focus on training and supporting nurse educators to become efficient, effective teachers in online learning environments. The project activities include developing information programs for nurse educators new to teaching online, and advanced professional development programs for nurse educators with online teaching experience needing to refine existing skills and learn new skills. Hands-on and computer based activities will be developed. Faculty guidance will be provided in the computer lab experiences. Workshops and webinars will be developed and there will be 3 workshops and 5 webinars offered in two years (topics will be based on faculty need). The programs, workshops and webinars will be marketed to all nurse educators in Maryland.

**NSP II-17-120**

**University of Maryland School of Nursing**

***Faculty Mentorship Program II***

**Project Director: Dr. Louise Jenkins,** **Jenkins@son.umaryland.edu**

**Partners and Affiliates: None**

This Institute for Educators at the University of Maryland School of Nursing (UMSON) proposes a two-year Faculty Mentorship project. Research shows that mentoring can facilitate the transition of nurses from practice roles into faculty roles. A total of 100 nursing faculty members, working in mentor/mentee pairs, will participate in training for mentorship experiences. A mentoring agreement for each pair will allow for targeted, individualized approaches in order to maximize progress toward attaining career goals. The program will operate in four 6-month time blocks allowing participation of 20 pairs (40 faculty) in the Mentorship Program in Year 1 and 30 pairs (60 faculty) in Year 2. If feasible, opportunities for faculty participation in the Faculty Mentorship Program from other Maryland nursing schools will be invited. Two other statewide opportunities to focus on faculty mentoring will be included in this project. In Year 1, a workshop focused on mentoring will be offered to a target audience of 50 faculty participants. In Year 2, a focused conference on mentoring will be offered to a target audience of 60 faculty participants.

**NSP II 17-121**

**University of Maryland School of Nursing**

***FNP Expansion to USG***

**Project Director: Dr. Bridgitte Gourley,** **Gourley@son.umaryland.edu**

**Partners and Affiliates: USG (UMSON Shady Grove Campus)**

UMSON proposes to expand the Family Nurse Practitioner/DNP program to its Shady Grove campus (USG). The UMSON Family Nurse Practitioner (FNP) Program is in very high demand and cannot accommodate all qualified students at its Baltimore location. USG would recruit from Western Maryland and Montgomery County thereby increasing the supply of well-qualified primary-care providers for the region while preparing doctoral level clinicians eligible to teach and precept the next generation of undergraduate and graduate nurses. Current FNP faculty will teach didactic and clinical content at USG with a lead faculty member to be responsible for coordinating the onsite program, including the development of clinical contracts to precept students in primary-care sites. Strategies to increase enrollment of non-traditional and underrepresented students in nursing will build upon partnerships established at USG for RN-to-BSN programs. The program will utilize the USG Student Success Center to ensure student retention and completion of program.

**NSP II-17-123**

**University of Maryland School of Nursing**

***RUSH (Recruit, Unite, Support, Hire): Promoting Entry-Level Nurses to PhD-Prepared Faculty***

**Project Director: Dr. Meg Johantgen,** **johantgen@son.umaryland.edu**

**Partners and Affiliates: None**

The proposed project will address the shortage of PhD faculty by recruiting, mentoring, and graduating students who are currently in BS and CNL programs and desire a research career. Much of the faculty growth has been in the Doctor of Nursing Practice (DNP), filling a critical need to teach associate and baccalaureate students. Yet, PhD prepared faculty are needed to teach in doctoral programs, to be the research and statistics experts, and to be active researchers to advance nursing science and wholly participate on interdisciplinary research teams. Excessive student loans often prevent students from continuing their education. Enrollment in the University of Maryland School of Nursing (UMSON) PhD program will be increased by identifying exceptional students, engaging them through a mentored research experience, facilitating application to the PhD program, and providing financial and academic support.

**NSP II-17-124**

**University of Maryland Baltimore**

***The Post Doctorate Psychiatric Mental Health Nurse Practitioner –Family Certificate: An Initiative to Increase Maryland’s Nursing Faculty and Practitioners***

**Project Director: Dr. Debra Scrandis,** **dscra001@son.umaryuland.edu**

**Partners and Affiliates: None**

The shortage of nurses is a major threat to the nation’s health, especially in the areas of mental health. There is a need for more psychiatric mental health nurse practitioner faculty and clinicians in the State of Maryland. One way to address the faculty and clinician shortage is to implement a post doctorate psychiatric mental health nurse practitioner-family (PMHNP-F) certificate. This certificate will prepare current advance practice registered nurses or other doctorate prepare d nurses in other specialties to obtain PMHNP-F national certification, teach psychiatric nursing at all educational level and practice as mental health clinicians. This project will also increase the capacity of admitting qualified PMHNP-F students by developing faculty practice opportunities and clinical placements in integrated primary care and behavioral health settings. These strategies will increase PMHNP-F clinicians and nursing faculty in psychiatric nursing for the State of Maryland.

**NSP II-17-125**

**Johns Hopkins University School of Nursing**

***Online Use of Interprofessional Educational Modules and Simulations for Nursing Student Instruction and Faculty Development***

**Project Director: Dr. Elizabeth Tanner,** **etanner3@jhu.edu**

**Partners and Affiliates: Johns Hopkins University School of Medicine and Notre Dame of Maryland University School of Pharmacy**

The goal of this project is to provide an IPE faculty development program that has potential to prepare nursing, medicine and pharmacy faculty statewide statewide. An interprofessional faculty team, including Johns Hopkins University Schools of Nursing and Medicine, and Notre Dame of Maryland University School of Pharmacy will build upon the previously funded NSP II grant NSP II 14-108 to further disseminate and evaluate the IPE clinical simulations created for that grant and develop 4 additional IPE simulations, focusing on IPE competencies; these simulations will be disseminated across the state of Maryland. Building on the previous NSP II grant, the aims of this grant include:

1. Expand the plan to disseminate and evaluate 4 online interprofessional clinical simulations (developed from previous NSP II 14-108 funding) by making them readily accessible on the websites of all schools of nursing in the state of Maryland.
2. Develop 4 new IPE educational modules to be used in educating faculty about IPE competencies and student-learner training strategies in Maryland schools of nursing.
3. Deliver annual workshops (five) that will reach 75-150 nurse educators in the state of Maryland for purposes of training them to use IPE educational modules and online clinical simulations to facilitate student competency in IPE.
4. Analyze the application of interprofessional collaborative practice skills of future healthcare providers (interprofessional learners) following participation in an annual health fair to determine effectiveness of IPE teaching strategies utilized for this grant.
5. Conduct and analyze 4 focus group outcomes (2 faculty and 2 student) for use in directing future collaborative and state initiatives to implement interprofessional education strategies.

The total number of faculty impacted by this grant includes a minimum of 50 from Maryland schools of nursing, and three each from a Maryland school of medicine and pharmacy. Each nursing faculty member will impact an average of 16 students (~two clinical groups 8 each – average size) by incorporating the IPE online simulations into nursing education strategies for a total impact of 800 nursing students and approximately 72 medical and pharmacy students.

**NSP II-17-126**

**University of Maryland Baltimore, School of Nursing**

***Expanding Clinical Instructor, Faculty and Preceptor Resources and Roles to Increase Nursing Clinical Access and Enrollments***

**Project Directors: Dr. Mary Etta Mills,** **mills@son.umaryland.edu** **& Dr. Linda Hickman,** **hickman@son.umaryland.edu**

**Partners and Affiliates: 18 members-Anne Arundel Medical Center; Atlantic General Hospital; University of Maryland Baltimore-Washington Medical Center; Calvert Memorial Hospital; Carroll Hospital Center; University of Maryland Charles Regional Medical Center; MedStar Franklin Square Medical Center; Frederick Memorial Hospital; Greater Baltimore Medical Center; Holy Cross Hospital; Meritus Medical Center; University of Maryland Medical Center; University of Maryland Medical Center Midtown Campus; Dimensions Health, Prince George’s Hospital Center; University of Maryland St. Joseph’s Medical Center; MedStar St. Mary’s Hospital; University of Maryland Upper Chesapeake Medical Center and Harford Memorial Hospital.**

The purpose of this Continuation Grant is to expand previous work in Increase Statewide Resources. Over the past 10 years of Nurse Support Program II work with 13 Maryland hospitals, more than 130 Masters’ level, hospital-based Clinical Instructors, Faculty, Preceptors and Mentors have been prepared to assist Maryland Schools of Nursing to increase enrollment as a result of expanded clinical access for nursing students. Using online programs focused on evidence based practice, this project addresses the need to fill expected vacancies in the nursing workforce and to reduce the nursing faculty shortage. The project will expand to 18 academic-service partnerships and to include the RN to BSN program using shared resources between the University of Maryland School of Nursing (UMSON) and Maryland hospitals across geographic regions of the State to prepare 125 additional Baccalaureate and Masters’ nurses as Clinical Instructors, Faculty, Preceptors and Mentors over 5 years.

**NSP II-17-127**

**Montgomery College**

***Military to AND (M2ADN)***

**Project Director: Dr. Monique Davis,** **Monique.Davis@montgomerycollege.edu**

**Partners and Affiliates: None**

Montgomery College is committed to increasing the availability of culturally diverse, competent nursing graduates while simultaneously addressing the shortage of bedside nurses in Maryland through the pathway from military medic/corpsmen to Associate Degree in nursing (ADN) graduates. The NSP II Military to ADN (M2ADN) will implement four strategies: (1) increase the number of military medic/corpsmen in the nursing program into the advanced placement Military Medic/Corpsmen to ADN transition course, (2) the development of online delivery for the didactic component, (3) the development of support services for veterans during the pre-admission period, (4) the development of an enhance pathway for military/veteran students who are unable to enter the M2ADN program, and (5) the development and implementation of success strategies and connect students with appropriate resources for advancement to BSN programs. This project will result in increased enrollment of pre-nursing military medic/corpsmen and increased graduation of military medic/corpsmen.