**Nurse Support Program II Abstracts FY 2018 Funded Proposals**

**NSP II-18-101**

**Anne Arundel Community College**

***Academic Progression RN to BSN/MSN***

**$726,895**

**Project Director: Beth Batturs-Martin,** **babatturs@aacc.edu**

**Partners and Affiliates: Frostburg State University, Stevenson University and University of Maryland School of Nursing**

Anne Arundel Community College (AACC) will increase the number of ADN graduates who enroll in a BSN program by 300 students by 2022, by hiring a Nurse Progression Navigator to guide student as they complete their academic pathway and facilitate the transition to a baccalaureate program by developing partnerships with four-year universities to increase opportunities for seamless academic progression.

The nursing program graduation rate at AACC will increase by 1% per year through 2022, by developing pre-course modules to prepare students for the rigor of nursing courses, and by enhancing simulation experiences through a Simulation Laboratory Technician who will provide technical support for simulation delivery.

**NSP II-18-102**

**Baltimore City Community College**

***Planning with Coppin State University***

**$63,890**

**Project Director: Dorothy Holley,** **dholley@bccc.edu**

**Partners and Affiliates: Coppin State University**

Baltimore City Community College’s School of Nursing will develop accelerated pathways for a BSN among students pursuing their Associate Degree, achieved through a dual enrollment partnership with Coppin State University (CSU). The aim is to encourage early BSN degree attainment for students accepted in BCCC’s ADN degree program. Students pursing the initial accelerated pathway (Cohort 1) will graduate with their ADN degree and enter CSU needing to complete their nine nursing courses and one CSU general elective (30 credits total). Those pursing the second accelerated pathway (Cohort 2) will graduate with their ADN degree and enter CSU needing only to compete three of the nine CSU nursing courses and one CSU elective (12 credits total). Both pathways entail academic advising, tutoring, and mentoring. The project will recruit and enroll 220 students (200 participants - Cohort 1; 22 students - Cohort 2) and retain at least 60% of these students to completion in the Associate Degree Nursing Program.

**NSP II-18-104**

**College of Southern Maryland**

***Associate to Bachelor’s Pathway***

**$1,115,231**

**Project Director: Dr. Laura Polk,** **laurap@csmd.edu**

**Partners and Affiliates: Frostburg State, Stevenson, and Towson Universities**

One of the College of Southern Maryland’s strategic goals is to develop innovative strategies to meet the workforce needs of the community. In 2010, the Institute of Medicine (IOM) released the Future of Nursing report which recommended that 80% of RNs achieve a bachelor’s degree by 2020. For FY 16 the Maryland Board of Nursing reports that of the 78,174 RNs in current practice, 48.85% have a bachelor’s degree and 51.15% have an associate degree.The primary focus of this grant is the implementation of an Associate to Bachelor’s (ATB) degree pathway through partnerships between CSM ADN and Maryland BSN programs. The ATB program provides students in Southern Maryland with an accessible, affordable option to obtain a BSN, which will result in a highly educated nursing workforce prepared to practice in a changing healthcare environment.

**NSP II-18-107**

**Frostburg State University**

***Nurse Practitioner Program in Western Maryland***

**$3,840,422**

**Project Director: Dr. Kelly Rock,** **kmrock@frostburg.edu**

**Partners and Affiliates: None**

Frostburg State University seeks funding to cultivate graduate nursing education options to alleviate the primary care and psychiatric/mental health provider shortage in rural, medically underserved regions across the state of Maryland. This initiative offers the following Masters of Science in Nursing options: Family Nurse Practitioner (FNP) and Psychiatric and Mental Health Nurse Practitioner [lifespan] (PMHNP). The singular project goal of these programs is to advance the education of students and Registered Nurses (RNs) to BSN, MSN and Doctoral levels, a perfect alignment with NSP II, Initiative 2. The program will invite seasoned, experiences RNs who already live and work in rural, medically underserved regions of the state to apply for admission to the blended program offering flexibility, accessibility and affordability without compromising excellence in quality. Targeting this student demographic will serve as a long-term retention strategy aimed to secure a stable workforce in such regions. The anticipated outcomes include fully accredited FNP and PMHNP programs, an initial (first year) enrollment of up to 20 with an anticipation of 10 nurses and an estimated 35 qualified graduates to positively impact the rural healthcare shortage landscape in Maryland.

**NSP II-18-109**

**Frostburg State University**

***Pathway to a DNP***

**$212,257**

**Project Director: Mary Beth McCloud,** **mbmccloud@frostburg.edu**

**Partners and Affiliates: None**

Frostburg State University seeks funding to develop a Doctorate of Nursing Practice (DNP) program to increase the number of doctoral prepared nurses to fill faculty, executive, and practitioner roles in Maryland. This initiative “Planning a Pathway to a DNP” will serve as the planning and writing phased of the DNP program development. The project goal is to increase the number of doctoral prepared nurses in Maryland by developing and designing a hybrid DNP program with an anticipated state date of Fall, 2020. To achieve this goal, the Frostburg State University Nursing Department will develop and design a hybrid DNP program with minimal on campus time to meet the needs of working professionals. The anticipated outcome of this initiative is a completed DNP program proposal that will begin internal review by Summer 2019, and seek external approvals after the completion of this grant period.

**NSP II 18-111**

**Johns Hopkins University School of Nursing**

***DNP/PhD Dual Degree***

**$1,530,263**

**Project Director: Dr. Jason Farley,** **jfarley1@jhu.edu**

**Partners and Affiliates: None**

Building the pipeline of dynamic and well-trained clinically prepared DNP/PhD scholars offers the profession a ‘best of both worlds’ approach, creating innovative solutions for clinical curriculum development, faculty practice and scientific inquiry in practice. Johns Hopkins University was the first research university in the United States and nursing has been strongly embedded in practice and science. The proposed innovative dual degree of the Doctorate of Philosophy (PhD) and Doctorate of Nursing Practice (DNP), Hopkins Clinical Research Intervention Scientists (CRIS) is a 5-year nurse clinician-scientist program combining the clinical knowledge and experiences of the DNP program with the scientific training of the PhD program. This educational model will prepare clinical scientists for the future. Specifically, the CRIS program will increase the numbers of nurse clinician-scientists working as faculty in schools of nursing in Maryland with expertise to teach, mentor and conduct rigorous research to enhance patient outcomes.

**NSP II-18-113**

**Johns Hopkins University School of Nursing**

***Palliative Care Competencies***

**$1,264,039**

**Project Director: Dr. Cheryl Dennison Himmelfarb,** **chimmelfarb@jhu.edu**

**Partners and Affiliates: Johns Hopkins Health System**

Palliative care improves communication, symptom control, and support for patients and their families, resulting in improved quality of life and survival outcomes while decreasing healthcare costs. However, palliative care needs largely remain unmet and nurse training in this area is inadequate. To address this need, we propose to integrate palliative care throughout our advanced practice curricula and accelerate palliative care competencies amount Advance Practice-Doctor of Nursing Practice (AP-DNP) graduates. In collaboration with the Johns Hopkins Palliative Care Service, Spiritual Care and Chaplaincy Service, Medical Residency, Berman Institute for Bioethics and practice partners, many based in our Accountable Care Organization, we will increase the pool of preceptors with palliative care capacity by delivering continuing professional education in palliative care. The proposed training will prepare 300+ AP-DNPs with essential palliative care competencies to keep pace with and lead in the rapidly changing health care delivery system and serve as doctorally-prepared nursing faculty.

**NSP II-18-114**

**Johns Hopkins University School of Nursing**

***Post NP-Pediatric Care***

**$810,488**

**Project Director: Dr. Shawna Mudd,** **smudd1@jhu.edu**

**Partners and Affiliates: None**

Regional and statewide demand for nurse practitioners certified in pediatric acute care is increasing. The pediatric nurse practitioner (PNP) role in acute care evolved from inpatient needs for high quality care and continuity and has continued to evolve across the healthcare continuum in inpatient, specialty clinic and chronic care settings. With the recent development of acute care certification (2005) many PNPs working in acute and specialty settings in Maryland do not have proper pediatric acute care education and certification to meet the needs of pediatric patients or their employers. Our proposal is to develop an innovative approach for certified primary care PNPs to meet their educational goals through an accelerated online post-master’s certificate in pediatric acute care. This will meet the needs of the PNP, employers and have a statewide impact on the capacity to educate nurses and develop an increased pool of faculty certified in their area of clinical expertise.

**NSP II-18-115**

**Montgomery College**

***Seamless Academic to Practice Transition***

**$100,316**

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

**Partners and Affiliates: Notre Dame of Maryland University**

Across Maryland, hospitals are implementing nurse residency programs (NRPs), however, the curricular content of NRPs is often not aligned with academic pre-licensure curricula. According to the National Advisory Council on Nursing Education and Practice (NACNEP), preparation of the professional registered nurse (RN) is a joint venture between academe and health care systems. NACNEP (2010) recommends the two entities work collaboratively and use feedback loops to prepare highly qualified RNs. This proposal addresses Competitive Grant Initiative #4: to build collaborations between education and practice; and #5: to develop statewide resources and model. The one-year planning grant will develop effective feedback loops among academic institutions and hospitals by creating a partnership model. The partnership will use information gained from NRPs to inform pre-licensure academic curriculum needs and clinical practice advances as a method for seamlessly transitioning pre-RNs into hospital-based NRPs, thereby, closing the gap between practice and education and improving patient outcomes.

**NSP II 18-119**

**Notre Dame of Maryland University**

***Preparing Leaders to Advance Nursing***

**$493,593**

**Project Director: Dr. Kathleen Wisser,** **kwisser@ndm.edu**

**Partners and Affiliates: None**

The Notre Dame of Maryland University School of Nursing proposes a project, *NDMU PLAN: Preparing Leaders to Advance Nursing*, to increase the number of BSN and MSN-prepared nurses, with a focus on underrepresented groups, who are prepared to serve and lead in Maryland hospitals and healthcare facilities. This goal aligns with MHEC Initiative 2: *Advance the education of students and RNs to BSN, MSN and doctoral level*. The project primarily calls for funding to support activities addressing the development and acquisition of education, leadership knowledge, and acumen. Successful completion of the project holds the potential to add 75 BSN-prepared graduates for successful academic progression into an advanced degree program and 50 MSN-prepared graduates to assume mid-level or senior leadership positions in the State of Maryland by June 2020, thereby addressing noted shortages in nursing leaders.

**NSP II-18-120**

**Salisbury University**

***Toolkits to Enhance Communication Skills for Leadership Development in Nursing Students and Registered Nurses on the Eastern Shore of Maryland***

**$1,981,929**

**Project Directors: Dr. Lisa Seldomridge,** **laseldomridge@salisbury.edu** **& Dr. Debra Webster,** **dawebster@salisbury.edu**

**Partners and Affiliates: Atlantic General Hospital, Peninsula Regional Medical Center, University of Maryland Shore Regional Health**

A series of web-based toolkits with integrated Standardized Patient Experiences (SPEs) designed to enhance collaboration, conflict management, and advocacy skills in nursing will be developed and made available to partner hospitals for use in new graduate orientation/residency programs and ongoing staff development. Toolkits include learner objectives, facilitation materials for educators, video vignettes enacted by standardized patients (SPs) demonstrating effective/ineffective communication, activities to encourage critique/practice/refinement of new skills, and references. Three themes, preparing for an interprofessional workplace, interacting with diverse populations, and dealing with common behaviors that arise in stressful work environments, will be integrated throughout. Scenarios enacted by SPs will feature several types on interactions including nurse-patient/family, nurse-nurse or nurse-other health professional, and superior-subordinate. New SPE activities focusing on collaboration, conflict management, and advocacy will be integrated into two existing psych/mental health toolkits *Professional Communication and Professional Boundaries and Managing Hallucinations and Delusions*, and disseminated to all Maryland nursing programs.

**NSP II-18-121**

**Salisbury University**

***Maryland Nurse ECaP: Nurse Educator Career Portal***

**$1,793,292**

**Project Directors: Dr. Lisa Seldomridge,** **laseldomridge@salisbury.edu** **& Dr. Judith Jarosinski,** **jmjarosinski@salisbury.edu**

**Partners and Affiliates: Subaward: University of Maryland School of Nursing**

The Maryland Nurse Educator Career Portal (E-CaP) builds on the outcomes of the Eastern Shore-Western Shore Faculty Initiative (ES-WSFI), an MHEC-NSP II funded *needs assessment* that identified issues related to the statewide shortage of clinical nursing faculty. Findings included the lack of a single information source to learn about the educator role, paths for advanced degrees, and available educator positions and concerns about the educator image. The Maryland Nurse E-CaP will be a “one stop shop” for nurses interested in educator positions. The website will provide: 1) an information section describing educational paths for a career as an educator in academic and practice settings and funding sources; 2) an image-building section with videos and narrated photo montages featuring current faculty who describe their career trajectories; and 3) a portal to connect nurses interested in part-time or full-time teaching jobs with schools and health care organizations having open positions.

**NSP II-18-122**

**Towson University**

***Towson University Collaborative Partnership Program***

**$1,266,250**

**Project Director: Dr. Hayley MarkLouise Jenkins,** **hmark@towson.edu**

**Partners and Affiliates: Howard County Hospital, Johns Hopkins Hospital, Sinai Hospital Center, St. Joseph’s Medical Center, and University of Maryland Medical Center**

The Towson University Department of Nursing proposes an initiative to strengthen the relationship between academia and practice by creating the Collaborative Partnership Program (CaPP) led by a full-time clinical partner liaison and linked with five area health care systems. The program has two components. In component one, the project team works with the clinical partners to address the needs of degree completion students to coordinate work an school schedules in order to improve time to degree completion, student and partner satisfaction, and retention in Maryland hospitals. In component 2, the team works with the clinical partners to provide additional experiences at clinical sites for students in the basic pathway in preparation for new graduate nurse positions. This program supports the following NSP II initiative 4) to build collaborations between education and practice, and will funnel approximately 185 talented Towson University Nursing graduates directly into Maryland hospitals and health care systems.

**NSP II 18-123**

**University of Maryland**

***Feasibility of Faculty and Professional Development to Prepare Nurses to Lead Primary Care Initiatives***

**$147,922**

**Project Director: Dr. Susan Antol,** **antol@umaryland.edu**

**Partners and Affiliates: None**

Contemporary health care delivery system forces are shifting care out of hospitals and into the community, increasing both the demand for primary care and its role in achieving the quadruple aim. *Registered Nurses: Partners in Transforming Primary Care* (Josiah Macy Jr. Foundation, 2016) identified insufficient numbers of nurses prepared to assume the role of partners in transforming primary care. Nursing faculty and health system and ambulatory care professional expertise is require to address gaps in the current and future primary care nursing workforce’s knowledge and preparation in this specialty area. University of Maryland School of Nursing’s (UMSON) needs assessment will identify essential components and evidence-based practice delivery methods for a multifaceted faculty development and professional education approach for primary care nurses, encompassing knowledge, skills and competencies to lead interprofessional primary care teams. This feasibility grant aims to establish a foundation for future translation, development, and integration of content and clinical experiences into UMSON’s baccalaureate, masters, and certificate programs.

**NSP II-18-125**

**University of Maryland**

***MDAC 2018 Summit Meeting on Academic Progression***

**$91,305**

**Project Director: Dr. Rebecca Wiseman,** **wiseman@umaryland.edu**

**Partners and Affiliates: None**

This planning grant proposal seeks to determine the status, challenges and plans for the future of academic progression models in Maryland. Two focus groups will be convened to bring together nursing programs who have developed ATB (Associate to Baccalaureate) curricula. The goal of these focus groups will be to discuss the status of the ATB programs as to the number of enrollees, progression rates, graduation rates, and resource utilization (increased faculty, staff, clinical sites, simulation, etc.) The focus groups will also examine the challenges of implementing the ATB programs and develop plans for future improvements. The final part of the grant will be to convene the 2018 Maryland Action Coalition Summit with the focus on academic progression in Maryland in order to disseminate the status, challenges and plans for future programs.

**NSP II-18-126**

**University of Maryland**

***Academic Credit for Nurse Residency Programs II***

**$105,474**

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

**Partners and Affiliates: None**

This one-year project is designed to facilitate a statewide initiative to develop a stakeholder driven approach to how newly licensed Registered Nurses completing a Nurse Residency Program at a Maryland hospital can seek appropriate (anticipated to be at least 1 credit) academic credit towards the next level of education (a bachelor’s degree for Associate Degree graduates and a master’s degree for Baccalaureate Degree graduates) at a participating Maryland nursing school. This process is consistent with two of the recommendations of the 2015 report of progress on the 2010 IOM Report on the Future of Nursing in that it: 1) encourages continuing and expanded Nurse Residency Programs to ease transition of newly licensed nurses in hospitals, outpatient, and geriatric settings; and 2) contributes to the expectation that new graduates will be registered in a graduate program within five years of graduation. This project builds on NSP II 16-122 (Academic Credit for Nurse Residency Programs).

**NSP II-18-127**

**University of Maryland**

***Development of Clinical Faculty for Maryland Nursing Schools***

**$182,808**

**Project Director: Dr. Susan Bindon,** **sbindon@umaryland.edu**

**Partners and Affiliates: None**

The goal of this project is to increase the number of competent clinical nursing instructors by preparing new clinical faculty for Maryland’s pre-licensure programs. As new faculty are developed, more students can be educated. These students will become qualified nurses across the state. Hundreds of nurse educators teach in clinical environments statewide. Clinical teaching requires a specific set of skills. In contrast to full-time faculty, new clinical adjuncts are inconsistently oriented to the teaching role. While expert clinicians, these nurses may be unprepared to become successful clinical faculty. The literature strongly supports preparing clinical educators to help strengthen the student learning experience. The proposed project leverages UMSON’s resources and previous successes preparing clinical educators. Six workshops and follow-up support will be offered over two years. The outcome will be preparation of approximately 120 new clinical instructors during the grant period. Participants will potentially teach 960 students/semester, given a standard 1:8 faculty/student ratio.

**NSP II-18-130**

**Wor-Wic Community College**

***Pathways: Enhancing Successful Completion of the BSN***

**$55,991**

**Project Director: Dr. Brenda Mister,** **bmister@worwic.edu**

**Partners and Affiliates: None**

Wor-Wic Community College recognizes the importance of building a well-educated healthcare workforce of registered nurses in Maryland, particularly on its Eastern Shore. The college identifies with the Institute of Medicine’s Future of Nursing goal for 80% of the U.S. RN workforce to be educated at the BSN level or higher by 2020. The *Pathways: Enhancing Successful Completion of the BSN (Pathways) Project* will enable the development of partnerships with the universities that offer RN to BSN programs. These partnerships will augment the Wor-Wic ADN students’ seamless transition to selected BSN programs by providing personal advisement, assistance with applications, discounted tuition rates, the transfer of up to 90 credits from Wor-Wic and dual enrollment opportunities. The Pathways Project will yield a substantial increase in the number of Wor-Wic ADN graduates who complete their BSN; thereby, increasing the percentage of BSN prepared nurses entering Maryland’s healthcare workforce.

**NSP II-18-201**

**Carroll Community College**

***Resource Grant Faculty Development 2018***

**$81,000**

**Project Director: Dr. Nancy Perry,** **nperry@carrollcc.edu**

**Partners and Affiliates: None**

The purpose of this resource grant is to provide faculty development opportunities for the nursing faculty at Carroll Community College. Faculty members need to remain current in the craft of teaching as well as their area of clinical expertise. Additional funding is requested for accreditation activities, such as workshops and mock visits to prepare for a successful on-site visit. National accreditation demonstrates to communities of interest that the nursing program practices continuous quality improvement.

**NSP II-18-202**

**Cecil College**

***Clinical Simulation Resources***

**$98,693**

**Project Director: Dr. Rhonda Rash,** **rrash@cecil.edu**

**Partners and Affiliates: None**

The Nursing Program at Cecil College will acquire two high-fidelity patient care manikins and a ventilator. The desired goal is to increase retention of ADN students as well as Dual Enrollment/Dual Admission students, which will result in increased nursing graduates. There is a need for two high-fidelity manikins and ventilator to provide students with the opportunity for quality skills instruction and competency evaluation. Additionally, it will allow each student to experience realistic, complex patient care simulations that will help bridge their transition to practice. Practice and competence with nursing skills could lead to increased success in the nursing courses and therefore, graduation. Including a dark-skinned manikin in the lab to contribute to enhanced multicultural awareness in the predominantly white nursing student population as well as provide an atmosphere of cultural sensitivity for students of varied ethnic backgrounds. The incorporation of the simulation equipment into the curriculum will provide a realistic learning environment for students, enhance their clinical education, and increase their confidence and skill level.

**NSP II-18-203**

***Enhanced Simulation Retention Project***

**$99,991**

**Project Director: Linda Goodman,** **lgoodman@csmd.edu**

**Partners and Affiliates: None**

The College of Southern Maryland’s (CSM) strategic plan supports innovation as an approach to meeting community workforce needs. CSM is experiencing increased difficulty in hiring qualified nursing clinical faculty. Enhanced use of clinical simulation technology for active learning can be an adjunct to clinical experiences that facilitates development of clinical reasoning. CSM embraces simulation and provides a realistic, safe environment for learning. As the nursing faculty shortage continues, the use of clinical simulation is a viable alternative to traditional clinical hospital experiences. The goal of the state resource grant is to increase nursing student retention in the ADN program by providing specialty simulation experiences to improve the maternal-child course retention and student ratings of inter-professional education experiences.

**NSP II-18-204**

**Community College of Baltimore County**

***Enhancing Capacity in Simulation***

**$100,000**

**Project Director: Jennifer Marlatt,** **jmarlatt@ccbcmd.edu**

**Partners and Affiliates: None**

The Community College of Baltimore County (CCBC) project will promote academic achievement and teaching excellence for 526 nursing students by providing functioning, dependable and up-to-date lab equipment: one SimMan Essential manikin (Essex) and two Pyxis medstations (for medications) (Catonsville). SimMan Essential provides a wide range of realistic functions, e.g., pupil response, for simulations of medical conditions typically faced by a nurse generalist. It will be used in three skills training labs and seven simulations every semester, serving 288 students. Pyxis medstations serve two skills training labs and 10 simulations, serving 238 students/semester. This state-of-the-art equipment, now commonplace at clinical sites, develops skills in providing medications, with security procedures and connections with the patient’s electronic health record.

**NSP II-18-205**

**Hagerstown Community College**

***Using Enhanced Simulation Lab Capacity to Improve Nursing Student Proficiency and Program Outcomes***

**$99,958**

**Project Director: Karen Hammond,** **kshammond@hagerstowncc.edu**

**Partners and Affiliates: None**

Hagerstown Community College’s Resource Grant project will replace outdated Nursing Program simulation lab equipment that is working at just 50% of optimum capability, with state-of-the-art SimMan Essential and SimPlus units. As part of a comprehensive strategy of student learning outcomes assessment and remediation, the use of updated equipment, scenarios and feedback methodology will contribute to improved program retention, graduation, and stable or improved NCLEX pass rates. Evaluation strategies will assess the extent to which the new equipment has had a positive effect on student and graduate perception of their simulation experience; and the extent to which simulation activities have increased students’ ability to deliver excellent patient care. The project will also evaluate program outcomes related to retention, graduation, and NCLEX pass rates.

**NSP II-18-206**

**Montgomery College**

***Montgomery College Nursing Resource Grant***

**$85,645**

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

**Partners and Affiliates: None**

This resource grant will support two initiatives for the Montgomery College Nursing Program. The first initiative will focus on preparation for the Accreditation Commission for Nursing Education (ACEN) reaccreditation processes, which include attending self-study forums and completing the self-study report. Grant funds will support faculty release time, faculty professional development, and hiring a contract editor for the self-study report. The Advancing Simulation Education Leaders (ASEL) initiative will provide additional support for simulation experiences across academic and practice institutions through continued education to the expert level.

**NSP II-18-207**

**Morgan State University**

***Resource Grant***

**$99,999**

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

**Partners and Affiliates: None**

This project will increase the capacity of the nursing program by funding for the purchase of new and replacement equipment to improve the skills/simulation lab, additional technology necessary for content dissemination in lectures, and technology to support online evaluation and facilitate communication between lecturers, skills and clinical faculty. It will inform the strategic planning for the next 5 years.

**NSP II-18-208**

**Towson University**

***Towson University Hagerstown Clinical Simulation Resource Grant***

**$97,727**

**Project Director: Dr. Bonnie Fuller,** **bfuller@towson.edu** **& Dr. Regina Twigg,** **rtwigg@towson.edu**

**Partners and Affiliates: None**

Clinical Simulation allows for an extremely realistic and sophisticated learning environment for nursing students and has been incorporated into the Towson University nursing program curriculum with vigor. However, to support this highly valued comprehensive learning environment, expansion and enhancement of the Towson University Hagerstown Clinical Simulation Laboratory is required. The grant will address the need for a more highly skilled nursing workforce with a stronger mix of skills who are able to provide evidence-based, culturally sensitive care that will enhance patient safety and quality care for the population of Western Maryland.

**NSP II-18-209**

**University of Maryland**

***Student Tracking and Evaluation Program***

**$99,300**

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

**Partners and Affiliates: None**

Faculty and staff have identified deficiencies with the SON’s capacity to assign, monitor and track student placements. Every semester more than 1200 students are placed in clinical agencies throughout the state and region. Current clinical contracts and placements are done using a myriad of mechanisms. The prominent issues that have been identified are redundancy of effort and data entry, inability of faculty to track clinical and practicum results specific to the experience and specialty area, student dissatisfaction with the current clinical registration process, lack of centralized collection for documents and data for clinical assignments, costs of current systems versus functionality, inability of current systems to aid in clinical placement process and limitations of current system to support growth in clinical programs. Faculty and staff agree that a software tool capable of managing the clinical placement process, as well as better track students’ clinical and practicum progress is needed. The grant will allow for the purchase of a robust clinical database. Exxat STEPS, which will improve community relations, improve student satisfaction and increase clinical placement efficiency at the University Of Maryland School Of Nursing.

**NSP II-18-301**

**Allegany College of Maryland**

***Nurse Managed Wellness Clinic in Rural Western Maryland: A Model for Alternative Clinical Experiences for Nursing Education***

**$946,000**

**Project Director: Cheryl Nelson,** **cnelson@allegany.edu**

**Partners and Affiliates: None**

The continuation grant will allow continued work to determine the potential impact on student clinical sites by providing a high-quality alternative means of obtaining clinical experiences for students on-site at their campus. Shortened patient stays, higher patient acuity, disparities in learning experiences and the amount of time instructors spend supervising skills are significant barriers to clinical opportunities, with more students vying for fewer traditional clinical sites. The goal is to develop a sustainable model to be further disseminated to other schools of nursing as an alternative means of achieving clinical experiences to enhance the quantity and quality of nurses in Maryland.