**Nurse Support Program II Abstracts FY 2019 Funded Proposals**

**NSP II-19-106**

**Harford Community College**

***Harford Community College/Towson University Collaborative***

**Project Director: Laura C. Preston,** **lpreston@harford.edu**

**Partners and Affiliates: Harford Community College and Towson University, Northeastern Maryland (TUNE)**

Maryland continues to experience a nursing shortage that will increase in the coming years (U.S. Department of Health and Human Services, 2014). In addition, there is a continued need to respond to the Institute of Medicine’s (2010) report, with a recommendation to increase the proportion of nurses prepared with a baccalaureate degree to 80 percent by 2020 (Institute of Medicine (IOM), 2010). The “Harford Community College-Towson University Collaborative” plans to address these needs by expanding on current successes in the associate degree nursing program as well as the current associate to bachelor’s (ATB) initiative with the Towson University Nursing Program at Towson University Northeastern Maryland (TUNE). HCC typically has 275 qualified applicants with a program capacity of 128 students. HCC proposes to increase its capacity to 152, increasing the number of nursing pre-licensure enrollments and graduates as well as increasing the number of potential ATB completers.

**NSP II-19-107**

**Hood College**

***Increasing Capacity for Pre-licensure Graduates***

**Project Director: Dr. Jennifer Cooper,** **cooper@hood.edu**

**Partners and Affiliates: Frederick Memorial Hospital**

As the only independent pre-licensure baccalaureate program in the western counties of Maryland, Hood College has enrolled pre-licensure nursing candidates since 2014 and will graduate the first class of eight students in 2018. The NSP II FY 2017 grant funded the hiring of faculty for this new program with a current capacity of 30 students. With students now enrolled in all levels of the program, Hood College will hire new faculty, staff and instructors, support their professional development, and build collaboration between education and practice in order to increase our nursing program capacity to 50 by 2019. By enrolling well-qualified applicants and providing a first-class education that prepares graduates for licensure, Hood College will help address the statewide nursing shortage and national goal of increasing the proportion of nurses prepared with a baccalaureate degree.

**NSP II-19-109**

**Johns Hopkins University**

***Preceptor Education for Vulnerable Populations***

**Project Director: Dr. Susan Renda,** **srenda1@jhu.edu**

**Partners and Affiliates: None**

Clinical experience is an essential component of nurse practitioner (NP) education. Health care providers in patient care settings collaborate with faculty and serve as preceptors for NP students to facilitate clinical experience. Recruitment, training, evaluation, and retention of preceptors are identified challenges. The goal of this program is to develop and implement a preceptor support program to enhance the relationships among NP faculty and preceptors and build a core of committed clinicians who have advanced capacity, especially in care of vulnerable populations, to teach nurse practitioner students. The impact of the project will be increased partnership between students, faculty, and practicing clinicians, the ability to expand the NP workforce by providing adequate preceptors to a variety of students, and increase availability of preceptor training with focus on topics about care of vulnerable populations.

**NSP II-19-113**

**Montgomery College**

***Montgomery College Resources for Educators***

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

**Partners and Affiliates: None**

This resource grant will support the continuation of the Montgomery College Nursing Program’s progression efforts for Train the Trainer participants in the Maryland Clinical Simulation Resource Consortium (MCSRC). The Advancing Simulation Education Leaders (ASEL) initiative will enhance simulation experiences across academic and practice institutions through continued education to the expert level.

**NSP II-19-114**

**Morgan State University**

***Nursing Dual Enrollment: Pipeline for High School Students***

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

**Partners and Affiliates: Vivien T. Thomas Medical Arts Academy, MSU Office of Retention and Support, and MSU Office of Dual Enrollment Programs**

Morgan State University will plan activities for a Nursing Dual Enrollment Program and continue planning and implementation of N-DEP’s comprehensive nursing dual enrollment program. This project will support initiatives to increase the capacity of the pre-licensure nursing program. MSU will develop and engage in partnerships with Maryland High Schools who graduate students that have an interest in seeking higher education and desire a career in nursing. Engaging a population of Maryland High School students underrepresented in nursing builds upon the initiative of NSP II 16-115: Strategies for Achieving Excellence in Nursing. This grant will plan a Nursing Dual Enrollment track that will enroll at least 10 students for Fall of 2020. The grant will support activities required for the development and collaborating efforts that will be sustained for the life of the grant and after funding ends.

**NSP II 19-116**

**Notre Dame of Maryland University**

***Accelerated Second Degree BSN***

**Project Director: Dr. Deborah Naccarini,** **dnaccarini@ndm.edu**

**Partners and Affiliates: None**

The School of Nursing at Notre Dame of Maryland University (NDMU) will graduate 120 new baccalaureate-prepared nurses in the State of Maryland by August 2021. The increase will occur through the traditional Entry-Level program (72 students) and the new delivery option of an accelerated format for individuals who possess a Bachelor’s degree in another field (48 students). To accomplish this, the curriculum calendar will be adjusted to allow completion of this program in 15 months. Seamless academic progression will be promoted by a May start allowing students to move directly from completion of prerequisite courses into the professional curriculum. Completion of the program allows for direct-entry into graduate education. Should graduates choose to continue their education at NDMU, this accelerated format will provide qualified students with a guaranteed direct-entry route into the Masters of Science in Nursing in either the Leadership in Nursing Education or in Nursing Administration concentrations.

**NSP II-19-117**

**Notre Dame of Maryland University**

***PARSystem Testing Resources***

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

**Partners and Affiliates: None**

The School of Nursing at Notre Dame of Maryland University (NDMU) will purchase the student achievement package, ParSystem. ParSystem’s three products, ParTest®, ParTest Online, and ParScore®, permit nursing faculty to: 1) build a bank of reliable and valid test items; 2) deliver online tests as designed in ParTest® and have scores transferred to ParScore®; and 3) provide full test item analyses, such as item discrimination, item difficulty, and reliability coefficient. Assessment of student learning is an integral part of instruction, as it determines whether or not course and program outcomes are being met. Nurse educators utilize student learning data to ensure graduating students are well-prepared to be successful on NCLEX-RN and join Maryland’s professional registered nurse workforce. Additionally, nurse educators use student learning data to examine and change teaching methods and in curriculum planning.

**NSP II-19-118**

**Stevenson University**

***Increasing Numbers of BS Prepared Nurses***

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

**Partners and Affiliates: Lifebridge Health Centers (Northwest Hospital and Levindale), MedStar Union Memorial Hospital and MedStar Good Samaritan Hospital**

In response to the predicted nursing shortage in Maryland, Stevenson University will increase the number of bachelors prepared graduates from the pre-licensure option by 30 graduates per year and from the RNBS nursing option by 10 graduates per year. The plan to increase enrollment includes a complete redesign of the clinical learning experiences in the pre-licensure program. In addition, the grant includes activities such as Motivating Connections, a new initiative which encourages pre-licensure students to connect with faculty and staff beginning in their first semester. To address the need to support experiences RNs in completing a bachelor’s degree in nursing, Stevenson will adapt its existing Credit for Prior Learning model to fast track learning timelines and graduate BS-prepared nurses more quickly. The projected increase in enrollment is supported by partner hospitals that, in addition to providing clinical sites, want to increase the number of BS-prepared nurses at their facilities.

**NSP II-19-119**

**Towson University**

***Increasing the Supply of Qualified Nurse Faculty***

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

**Partners and Affiliates: Salisbury University**

This implementation grant will increase the supply of qualified faculty required to expand the capacity of Maryland’s nursing programs. The Towson University Department of Nursing (TUDON) initiative will increase the number of nurses with a doctoral degree by providing course release time to current masters prepared nursing faculty who are completing doctoral studies. Release time addresses an important barrier to obtaining a doctoral degree among employed nurses: a lack of time. In addition, the Department will partner with Salisbury University to understand and implement the Eastern Shore Faculty and Mentoring Initiative. TUDON will expand the initiative by adding training in theory as well as clinical courses. This initiative will provide the foundations of both theoretical and practical content to experienced nurse clinicians who wish to teach thus, creating a cadre of faculty able to teach theory and clinical courses as our student enrollment increases.

**NSP II 19-120**

**Towson University**

***Online Option for Degree Completion***

**Project Director: Dr. Briana L. Snyder,** **blsnyder@towson.edu**

**Partners and Affiliates: None**

The Towson University Online Option for Degree Completion will increase the number of baccalaureate-prepared nurses in Maryland. The goal of this initiative is to offer all of the courses in the degree completion (DC) nursing program online. By allowing students the option of online, hybrid, or face-to-face courses, this program will provide greater access and flexibility to nursing education, decrease attrition, decrease time to graduation, and increase enrollment. This initiative is aimed at increasing the number of baccalaureate degree graduates by: increasing enrollment in the RU BSN DC program, increasing the retention rate of enrolled students by offering multiple ways in which to complete the degree, and decreasing the time to graduation since students will be able to better balance life, work, and school. At the completion of this three-year program, Towson University will have enrolled an additional 100 students in the DC program.

**NSP II-19-121**

**Towson University**

***Graduate Program Planning and Revision***

**Project Directors: Dr. Kathleen T. Ogle,** **kogle@towson.edu**

**Partners and Affiliates: None**

The Graduate Program Planning and Revision grant will advance the education of RNs to MSN and doctoral levels. With this planning grant, faculty will examine regional nurses’ interests in graduate education and revise TU’s graduate nursing education program to enhance and facilitate the development of nurses for serving as faculty, staff nurse educators and in roles requiring graduate education. Master’s and doctoral education pathways will be examined and curricular decisions and revisions made during the grant period. Employing a needs assessment and feasibility student framework opportunities for creative, flexible and innovative approaches to graduate certificate, master’s and doctoral education will be examined. Areas of interest include nurse educator programs for nurse residencies and doctoral level education with an emphasis on nursing pedagogy.

**NSP II-19-123**

**University of Maryland**

***PTECH at Dunbar High School for Health Professions with Baltimore City Community College***

**Project Director: Dr. Nina Trocky,** **trocky@umaryland.edu**

**Partners and Affiliates: PTECH at Dunbar High School for Health Professionals, Baltimore City Community College, University of Maryland School of Nursing**

The University of Maryland School of Nursing (UMSON) will extend the Pathways in Technology Early College High (PTECH) at Dunbar High School student pipeline to an associate’s degree in nursing (ADN) at Baltimore City Community College (BCCC) by adding the Bachelors of Science in Nursing (BSN) degree. ADN graduates matriculate into the UMSON Registered Nurse (RN) to Bachelors of Science in Nursing (BSN), using the dual admission agreement to ensure guaranteed admission to UMSON provided admission requirements are met, to attain their BSN. Mentoring, academic support, learning about what nurses do, and receiving financial support will improve career options and employment prospects for high school students living in West Baltimore. This proposal will support PTECH Dunbar high school students to successfully complete BCCC’s ADN program within 4-6 years of matriculation to the PTECH program and complete the UMSON RN-BSN program within 3 years of completing their ADN program.

**NSP II-19-124**

**University of Maryland**

***Establishing the Maryland Nursing Workforce Center***

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

**Partners and Affiliates: None**

This implementation project will establish the Maryland Nursing Workforce Center at the University of Maryland, Baltimore. Establishing a Maryland Nursing Workforce Center will assist nearly every project funded by the NSP II. The three key sectors for data collection will be: Pipeline, Practice and Faculty. These areas are interrelated but there are important data sources that address concerns specific to each sector. An Advisory Committee comprised of stakeholder groups will work with the Director of the Maryland Nursing Workforce Center to identify key questions and prioritize analyses. Whenever possible, the Center will rely on existing sources of data to capture the needed information.

**NSP II 19-125**

**University of Maryland**

***Advancing Implementation Science Education (AdvISE) Project***

**Project Director: Dr. Debra Bingham,** **dbingham@@umaryland.edu**

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

The Advancing Implementation Science Education (AdvISE) Project will expand statewide capacity in Improvement Science (IS) and Quality Improvement (QI) expertise. IS expertise is a necessary foundation to expanding the effectiveness and impact of the DNP students’ QI Projects. Three major activities of the AdvISE Project are: 1) Perform a needs assessment, 2) Identify best practices for expanding IS and QI expertise and 3) Develop and implement IS and QI professional development education. The AdvISE Project advances faculty IS and QI knowledge and skills so they can more effectively guide and educate DNP students on how to develop, implement, and evaluate QI initiatives. More effective and impactful DNP QI projects enhance collaboration among the faculty, students, practicing RNs, and clinical sites leaders. IS and QI expertise is needed to increase evidence-based practices which improve the quality and safety of healthcare and reduce moral distress and burnout among RNs.

**NSP II-19-128**

**University of Maryland**

***Continuation of Preceptor Modules for APRNs***

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

**Partners and Affiliates: University of Maryland Medical Center, Johns Hopkins Hospital, Upper Chesapeake Health, MedStar Franklin Square, and St. Agnes Hospital.**

In response to a need frequently identified by nurse educators in Maryland and across the nation, the University of Maryland School of Nursing developed and implemented a hybrid (online and simulation) preceptor education program. The program was supported by NSP II grant 16-119 from July 1, 2015-June 30, 2018. By the end of the current grant cycle, 200 advanced practice registered nurses (APRN) will complete both the online and simulation components of the program. The feedback from the participants has been overwhelmingly positive. While the grant met the stated goals, there are nearly 7,500 remaining APRNs in the state who could benefit from this program. This continuation grant request supports the continuation and increased outreach of NSP II 16-119. The grant team will broaden the geographic and institutional reach of NSP II 16-119. The primary goal of this project remains unchanged: to increase statewide capacity for training APRNs by increasing the number of qualified clinical preceptors thereby increasing the number of APRNs to provide care for Maryland residents.

**NSP II-19-129**

**Montgomery College**

***MCSRC Simulation Resources***

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

**Partners and Affiliates: Washington Adventist University, Johns Hopkins University, Anne Arundel Community College, Morgan State University, Carroll Community College, CCBC-Catonsville and Essex, Hood College, Salisbury University, and Towson University**

Montgomery College (MC) received the NSP II-16-603 grant through the Maryland Higher Education Commission (MHEC), and Maryland Health Services Cost Review Commission (HSCRC). The grant’s five-year initiative, named the Maryland Clinical Simulation Resource Consortium (MCSRC), is designed to increase the quality and quantity of simulation used in nursing education. The MCSRC statewide initiative is housed at MC, which is one of the 28 pre-licensure nursing schools supported by the MCSRC. The MCSRC provides high-level simulation education equipment and material to all pre-licensure nursing programs and all hospitals in Maryland. NSP II-16-603 ends with full ranking of all requestor schools by external reviewers, benchmark considerations and applied MCSRC influence. NSP II-16-603 concludes when available budget funds have been exhausted by requestor schools. All 28 Maryland pre-licensure nursing schools have been benchmarked. Eighteen pre-licensure nursing programs submitted MCSRC Equipment & Material applications to MCSRC this program year. The Continuation Grant, NSP II-19-129 will meet the remaining needs of the state.