**Nurse Support Program II Abstracts FY 2020 Funded Proposals**

**NSP II-20-102**

**Allegany College of Maryland**

***LPN to RN online***

**Project Director: Rick Cooper,** **rcooper@allegany.edu**

**Partners and Affiliates: None**

Allegany will: 1) Increase the number of students who can enter the online program as a Licensed Practical Nurse and graduate in two or three semesters as a Registered Nurse 2) Enhance the accessibility of the current online program for Licensed Practical Nurses. The online LPN to RN program had approximately 1,700 applicants for the 2015-2016 school year. Allegany will contribute to meeting the Maryland nursing shortage by enhancing the accessibility of the current online program for LPNs.

**NSP II-20-104**

**Coppin State University**

***Cognitive Affective Reflective Engagement (CARE)***

**Project Director: Dr. Tracey Murray,** **tmurray@coppin.edu**

**Partners and Affiliates: Maryland Office of Minority Health and Health Disparities**

The Helene Fuld School of Nursing Baccalaureate Nursing will advance the cognitive and affective domains of the nursing students through teaching-learning strategies that integrate instructional technology, clinical reasoning, reflective practice, evidence-based practice, and interprofessional collaboration (IPC). CSU will: 1) facilitate the nursing students’ cognitive and affective reflective practice and teaching and learning experiences within the curriculum; 2) provide identified support services to fully prepare students to be successful on first-time NCLEX-RN testing and ease the transition to practice; 3) update the learning resource instructional technology; and 4) increase the number of nursing faculty members who earn the NLN Certified Nurse Educator (CNE) credentials.

**NSP II-20-105**

**Coppin State University**

***Planning BSN-DNP***

**Project Director: Dr. Joan Tilghman,** **jtilghman@coppin.edu**

**Partners and Affiliates: None**

CSU will plan for implementation of a BSN to DNP program for nurses with a Bachelor’s of Science degree in Nursing (BSN). The BSN to DNP degree will provide the opportunity for nurses with a BSN degree to obtain a Doctor of Nursing Practice (DNP) degree, with a focus in one of three cognate areas (Family Nurse Practitioner (FNP), Executive Leadership, and Health Policy). This BSN to DNP program will help to minimize degree completion tine between the BSN and DNP degrees.

**NSP II-20-106**

**Coppin State University**

***Associate to Bachelor (ATB) with CCBC & Howard Community College***

**Project Director: Dr. Danita Tolson,** **dtolson@coppin.edu**

**Partners and Affiliates: Community College of Baltimore County and Howard Community College**

CSU will plan a dual or concurrent enrollment program (ADN to BSN) by partnering with community colleges with an outcome of increasing nursing RN to BSN concurrent enrollment and graduation to an additional 30 RN to BSN students by 2021. The goal is to engage stakeholders, planning committee across nursing education programs (ADN/BSN) and health profession communities to develop seamless academic progression. A needs assessment will be completed to include: the establishment of community colleges’ partnerships; student expectations with Coppin’s BSN program; clinical practice partner pipeline opportunities; student’s teaching learning preferences; support systems (including faculty); and faculty development.

**NSP II-20-108**

**Johns Hopkins University**

***PRIME Model for DNP-NP Education***

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

**Partners and Affiliates: Uniformed Services University of the Health Sciences**

Increasing enrollment in DNP NP programs through education ensures a pipeline of DNP NPs to meet a projected 31% workforce need while also supplying a cadre of clinically competent NP faculty who can practice, teach, and improve research implementation. Johns Hopkins School of Nursing and Uniformed Services University of the Health Sciences Graduate School of Nursing will collaborate to develop, test, and evaluate a curricular model of progressive clinical competency development and assessment through the use of simulation based objective structured clinical examinations. The Hopkins clinical progression model establishes **P**roficiency through **R**eporter – **I**nterpreter – **M**anager – **E**ducator stages

(PRIME) that is integrated across the curriculum. This model will provide faculty, clinical instructor, and preceptor training for clinical simulation competency development and evaluation. The PRIME initiative will be disseminated to other Maryland schools of nursing through a PRIME training workshop.

**NSP II 20-109**

**Johns Hopkins University**

***Supporting Nursing Advance Practice Transitions***

**Project Director: Dr. Michal Goodwin,** **mgoodw14@jhu.edu**

**Partners and Affiliates: None**

Recruitment and retention of advanced practice nurses is critical to building a robust and sustainable health workforce in Maryland. The JHSON in collaboration with community partners proposes to develop an innovative program called Supporting Nursing Advanced Practice Transitions (SNAPT) with the goal of seamlessly transitioning Nurse Practitioner (NP) students into the workforce to increase primary care providers in Maryland. Planning the program will entail researching components of nursing education and creating curricular and clinical support to make an impact on patient outcomes with more highly prepared NPs. A taskforce will be constructed to plan a 12-month SNAPT fellowship program, targeting the dynamic elements of primary care. Should this model of promoting transition of advanced practice into primary care demonstrate effectiveness, it will provide a reliable and valid model for a range of other practice settings.

**NSP II-20-110**

**Johns Hopkins University**

***Planning CRNA***

**Project Director: Dr. Bruce Schoneboom,** **bschone2@jhu.edu**

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

Johns Hopkins University School of Nursing (JHSON), in collaboration with the Johns Hopkins Medicine’s Department of Anesthesiology and Critical Care Medicine, plan to re-establish a nurse anesthesia program to provide qualified certified registered nurse anesthetists (CRNAs) for the Hopkins healthcare system and the state of Maryland. This planning grant will provide resources to build the curriculum and obtain accreditation from the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). The COA is the accrediting agency for nurse anesthesia programs in the United States, its territories, and protectorates. The program’s long-term goal will be to enroll an inaugural cohort of 10 students and an annual cohort of 20-25 students thereafter.

**NSP II-20-112**

**Montgomery College**

***ASEL Resources***

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

**Partners and Affiliates: None**

Simulation as a teaching-learning strategy is influenced by the level of expertise of the faulty involved. The Maryland Clinical Simulation Resource Consortium (MCSRC) provides education through the Train the Trainer program offered to participants as a single event. Data collected on simulation in Maryland revealed the need for continuing education at all levels. The ASEL allows for education beyond the initial training experience. Simulation Education Leaders (SEL) will progress across an advancing level of education, using Distance Learning, and On-site formats, to the SEL III. The grant will build sustainability with SEL III experts providing service, leadership, and scholarship at the regional, state, and national levels. Well-designed simulation experiences enhance student nurse transition into practice, ultimately improving patient outcomes. Montgomery College plans to train 80 participants.

**NSP II-20-116**

**Morgan State University**

***Student Resources***

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

**Partners and Affiliates: None**

The Nursing Program at Morgan State University will advance the education of students and RNs to the BSN, MSN and Doctoral Level. The resource grant will support infrastructure by providing: increased comfort and connection of the student success center; electronic technology to support improved processes and facilitate communication between faculty, staff and students.

**NSP II 20-117**

**Notre Dame of Maryland University**

***B-Line Software Resources***

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

**Partners and Affiliates: None**

NDMU will enhance student learning outcomes through an upgraded video capturing system, *B-Line Medical Enterprise+.* This system is ideal for standardized patient programs and interdisciplinary simulation centers. The software and technology platform will permit nursing students to: 1) receive video feedback on psychomotor, communication, and critical-thinking skills; 2) view their videos from any location with a Wi-Fi connection; and 3) self-schedule practice and testing of clinical competencies for enhanced flexibility*.* It allows faculty to provide more targeted performance feedback. This will bring Nursing and Pharmacy onto the same platform, reduce maintenance costs over the life of the system, as well as align the SON with peers who also utilize *B-Line Medical Enterprise+* resources.

**NSP II-20-118**

**Salisbury University**

***Planning Maryland Advanced Faculty Academy and Mentorship Initiative (MA-FAMI)***

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

**Partners and Affiliates: None**

In 2011, the Eastern Shore Faculty Academy and Mentoring Initiative (ES-FAMI), a hybrid educational program began. Since its inception, there have been more than 125 graduates, 66% of whom have taken teaching positions within Maryland. Feedback from 8 years of operations indicates the need for an advanced curriculum that builds on the foundation provided by ES-FAMI. With additional training, nurse experts will be better prepared to become part or full-time faculty and support expansion of enrollments in Maryland nursing programs. This grant will focus on development and pilot of an advanced *Quality Matters*™ compliant curriculum to expand RNs prepared for clinical teaching roles.

**NSP II-20-120**

**Towson University**

***Entry level MS in Nursing***

**Project Director: Dr. Adriane Burgess,** **aburgess@towson.edu**

**Partners and Affiliates: None**

Towson University (TU) Entry Level Masters of Science (ELMS) in nursing graduate program planning grant that will develop an Entry Level Masters of Science in nursing program option that will attract students with non-nursing bachelor’s degrees who are interested in the nursing profession and are seeking an alternative education pathway different from that of obtaining a second bachelor’s degree. Master’s level entry education pathways will be explored and curricular decisions made during the grant period. Appropriate system level approvals from Maryland Higher Education Commission (MHEC), University System of Maryland (USM) and TU will be obtained. Approval from the Commission on Collegiate Education (CCNE) and the Maryland Board of Nursing (MBON) will be sought.

**NSP II-20-121**

**University of Maryland**

***AGPCNP certification***

**Project Director: Dr. Margaret HammerslaLouise Jenkins,** **hammersla@umaryland.edu**

**Partners and Affiliates: None**

This creates a streamlined process to allow for nurse practitioners holding an Adult, Geriatric, or Acute Care certification to qualify for the Adult and Gerontology Primary Care Nurse Practitioner (AGPCNP) certification exam and to increase the number of doctoral prepared AGPCNP by offering a post-doctoral certification in the AGPCNP specialty. In July of 2008 the APRN Consensus Work Group completed the Consensus Model for APRN Regulation. The unintended outcome of this change is that all nationally certified ANPSs and GNPs currently hold a certification that is no longer being offered placing them at risk of losing their certification. These ANPs and GNPs were prepared at the master’s level and would complete a post-master’s DNP and the post-doctoral certificate concurrently.

**NSP II 20-122**

**University of Maryland**

***Substance Use and Addictions Program***

**Project Director: Dr. Victoria Selby,** **vselby@umaryland.edu**

**Partners and Affiliates: None**

This planning project aims to expand nurse education in substance use and addiction at a time when Maryland faces overrepresentation of drug overdose deaths and other deleterious outcomes by 1) recognizing a focus area for undergraduate nursing students, particularly registered nurses (RNs) returning to complete the Bachelor of Science in Nursing (BSN), and 2) developing a post-baccalaureate certificate in addictions nursing. Strategies to address these goals include conducting a needs assessment to inform course development and enrollment trajectories; formation of an advisory board consisting of stakeholders and educators; develop a graduate-level addictions elective course; and develop a plan of study and syllabi for an additional three graduate courses related to addictions that would complete a 12-credit certificate program.

**NSP II-20-123**

**University of Maryland**

***Clinical Faculty Competency***

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

**Partners and Affiliates: None**

The project will increase the number of competent clinical nursing instructors by supporting new clinical faculty in Maryland’s pre-licensure programs. New evidence describes clinical educator competencies and strongly supports preparing clinical faculty to improve students’ learning experiences. Six faculty workshops and national certification exam support will be offered during the grant period. Expected outcomes will include preparation of 240 clinical instructors with certification support for up to 84.

**NSP II-20-125**

**University of Maryland**

***Maryland Nursing Workforce Center continuation***

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

**Partners and Affiliates: None**

This grant will continue the work of the Maryland Nursing Workforce Center (MNWC) at the University of Maryland School of Nursing. The MNWC was established as a formal center at UMSON in the fall of 2018. The primary goal of the MNWC is to provide access to data and assist with the analysis of nursing workforce data. An Advisory Committee composed of key stakeholders has been convened and priorities for workforce issues established. This center will represent Maryland with the National Forum of State Nursing Workforce Centers.

**NSP II-20-126**

**Montgomery College**

***MCSRC PYXIS/Electronic Medical Records Resource***

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

**Partners and Affiliates: None**

The Maryland Clinical Simulation Resource Consortium (MCSRC) Pyxis/Electronic Medical Resource (EMR) grant is a product of overwhelming identified continuation of need, discussed at Maryland Nursing Deans/Directors group meeting. The grant will support Maryland pre-licensure nursing schools by providing Pyxis and/or EMR capability in their simulation centers, having a direct effect on student learning through increased fidelity during simulation experiences. There is also support to develop a uniform template for hospital orientation developed by faculty and hospital-based educators.