**Nurse Support Program II Abstracts FY 2016 Funded Proposals**

**NSP II-16-101**

**Baltimore City Community College**

***Nursing 4.0***

**Project Director: Dean Scott Olden,** **solden@bccc.edu** **& Dorothy Holley,** **dholley@bccc.edu**

**Partners and Affiliates: None**

The goal of this project is to recruit and enroll 336 nontraditional culturally diverse students and retain at least 75% for completion of practical nursing, LPN to RN Bridge, and Associate Degree Nursing Programs. Over three years, the project will focus on strategies that increase graduation rates, expand licensed nurses and provide additional faculty resources to meet student academic needs with an Individualized Success Plan (ISP). This is a comprehensive retention and success program intended to support the completions of “at risk” students.

**NSP II-16-102**

**Bowie State University**

***Nursing Student Success Center (NSSC)***

**Project Director: Tabitha Rigsby-Robinson,** **trigsbyrobinson@bowiestate.edu**

**Partners and Affiliates: None**

This project will establish a center that initially focuses on student performance in the Adult Medical Surgical course. This course is foundational to comprehending the core nursing materials required to graduate with a BSN, pass the NCLEX-RN, and ultimately serve Maryland patients. Improving performance in this course will have a domino effect of increasing retention/graduation rates, increasing BSN from Bowie State, increasing first time NCLEX-RN pass rates and increasing the number of MSNs and PhDs through a strong foundation in nursing.

**NSP II-16-103**

**Community College of Baltimore County**

***Advancing Nursing and Allied Health Education Through Inter-professional Learning Teams***

**Project Director: Dr. Mary Kay DeMarco,** **mdemarco@ccbcmd.edu**

**Partners and Affiliates: Affordable Housing Corporation, Inc. (AHC), Greater Baltimore and Christ Church Harbor Apartments**

This planning grant is estimated to include 100 students, 25 faculty and 10 senior citizen participants. Preparing students with IPE competencies early in their professional training will provide a firm basis for key roles in collaborative practice teams. The activities include a structured plan for faculty in IPE professional development, designing, pilot testing and evaluating IPE interventions with students and clinical sites (acute care hospitals and two residences with senior citizens).

**NSP II-16-105**

**Coppin State University**

***Leading Educational Academic Retention of Nursing Program (LEARN)***

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

**Partners and Affiliates: None**

This proposal will develop a comprehensive academic practice model for nursing students enrolled in CSU’s nursing programs with an emphasis on care of vulnerable and underserved populations including the elderly. This will include pre-admission advisement and intensive coaching regarding academic support services (writing, research, mathematical and statistical development and online support). The goals are to develop academic practice partnerships, increase the number of nurses with BSN or higher by 306 and provide a residency program to nurses and APRNs with an interest in the elderly and other vulnerable populations.

**NSP II-16-106**

**Frostburg State University**

***Associate to Bachelors ( ATB): Positioning More Baccalaureate Nurses at the Bedside***

**Project Director: Dr. Heather Gable,** **hagable@frostburg.edu**

**Partners and Affiliates: Harford Community College, Hagerstown Community College, Cecil College**

This initiative will develop an option that will allow community college students to earn a BSN within approximately nine semesters while taking coursework simultaneously at both the community college and FSU. The anticipated outcomes are an additional capacity for 540 students over 5 years with 5 community colleges graduating 156 students with 248 in the pipeline by the end of the project period.

**NSP II 16-107**

**Frostburg State University**

***Planning the Dual Track, Blended Nurse Practitioner Program in Western Maryland***

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

**Partners and Affiliates: None**

This is a planning grant for FSU to develop a nurse practitioner program with both family and psychiatric/ mental health nurse practitioner tracks. For multiple reasons, the demand for primary and psychiatric services far exceeds the supply, which is projected to worsen in the foreseeable future. FSU seeks to begin an accessible, cost-effective, high quality, blended nurse practitioner program with dual tracks in Fall 2017.

**NSP II-16-108**

**Frostburg State University**

***Implementation to the Innovative Approach to a Collaborative BSN Model***

**Project Director: Dr. Kara Platt,** **knplatt@frostburg.edu**

**Partners and Affiliates: Allegany College of Maryland**

This project seeks to offer a new option for FSU students to earn a BSN within 4 years between their home FSU campus and neighboring Allegany College campus. A coordinator will develop a mentorship program to ensure that students are prepared when entering nursing programs, and assist with selection, advising, and tracking students into the BS degree option between FSU and ACM. The anticipated outcomes are an additional 8 cohorts ( 80 students) with 50 graduates from ACM and FSU with a BS degree who are prepared to take the licensure exam, within the project period.

**NSP II-16-110**

**Hagerstown Community College**

***Accelerated ADN to BSN***

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

**Partners and Affiliates: Meritus Health**

The project objectives include recruitment, advisement, instructional support services and transfer assistance. Beginning in January, 2016, students in this new accelerated two year pathway to the Associate Degree (ADN) will complete prerequisites and nursing courses concurrently. By 2020, anticipated outcomes are 144 students will complete the ADN in 2 years, with 80% graduation rate or at least 115 new RNs, with 80% transferring to a BSN within one semester.

**NSP II-16-111**

**Harford Community College**

***Cecil-Harford Academic Progression in Nursing Initiative***

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

**Partners and Affiliates: Cecil College**

The shortage of seamless pathways for academic progression coupled with the Associate Degree Nurse graduates limited access to accurate and concise information about educational options have contributed to barriers that students face regarding pursuit and completion of BSN and MSN degrees. This project will incorporate a coordinator to provide pre-admission advisement, structured academic planning, assisting students in selecting the option that best suits them, as well as monitoring and tracking the program’s success.

**NSP II 16-112**

**Johns Hopkins University**

***Supporting Professional Advancement in Nursing (SPAN)***

**Project Director: Dr. Hayley D. Mark,** **hmark1@jhu.edu**

**Partners and Affiliates: Johns Hopkins Hospital, Sibley Memorial Hospital, Johns Hopkins Bayview, Total Health Care, Inc., VA System of Maryland**

The SPAN project involves five area hospitals and health care systems in an innovative program with the goal of increasing the number of nurses who graduate with a master’s or higher degree in nursing. The program will begin with a clinical preceptor in the final semester of the pre-licensure program, then the graduate nurse enrolls in a full time course of study in an MSN or DNP program while working part-time at one of the five area partners. The anticipated outcomes are 60 MSN or DNP degrees completed by the end of the project period.

**NSP II-16-114**

**Montgomery College**

***ADN to BSN Pathway***

**Project Director: Barbara Nubile,** **Barbara.nubile@montgomerycollege.edu**

**Partners and Affiliates: University of Maryland SON**

This project is the implementation of the Model for Dual Enrollment planning grant funded earlier by NSP II. It incorporates at 3+1 curriculum plan increasing the number of students moving directly from the ADN at MC to the BSN at University of Maryland at Shady Grove. With an innovative admission strategy, students are admitted to MC’s nursing program prior to completion of general education courses. The students will complete these courses in three semesters which includes a summer semester, and then enter the nursing program. Upon graduation at MC, all general education courses required for the BSN from UMSON are completed, providing a seamless transition.

**NSP II-16-115**

**Morgan State University**

***Strategies for Achieving Excellence in Nursing Programs***

**Project Director: Dr. Mamie Montague,** **mamie.montague@morgan.edu**

**Partners and Affiliates: None**

This proposal seeks to continue strengthening the infrastructure of the undergraduate and graduate nursing programs through full accreditation, to increase the quality in the undergraduate preparation to achieve a benchmark 80% pass rate on the NCLEX-RN examination. Graduate students will participate in the Advanced Health Assessment Course and students who select the educator track will be required to become Certified Nurse Educators (CNE). The anticipated outcomes are 135 BSN & 30 MSNs graduates.

**NSP II-16-116**

**Notre Dame of Maryland University**

**Improving Retention and Success of RN to BSN Students**

**Project Director: Dr. Jane Balkam,** **jbalkam@ndm.edu**

**Partners and Affiliates: 15 Hospital Partners for RN to BSN Program**

This project aims to improve the graduation rates of RN to BSN students to 88%, expand simulation experiences and assess the impact of these experiences on knowledge of health disparities. The anticipated outcomes are 186 RNs complete BSNs at 15 partner hospitals across Maryland.

**NSP II 16-117**

**Salisbury University**

***Eastern Shore-Western Shore Faculty Initiative ES-WSFI)***

**Project Director: Dr. Judith Jarosinski,** **jmjarosinski@salisbury.edu** **and Dr. Tina Reid,** **tpreid@salisbury.edu** **and Dr. Lisa Seldomridge,** **laseldomridge@salisbury.edu**

**Partners and Affiliates: Nursing Education Programs throughout Maryland**

This is a planning grant to build on the success of the earlier funded ES-FAMI project, a training and mentorship program to prepare expert clinicians as adjunct clinical faculty. The ES-WSFI will undertake a needs assessment to identify issues related to statewide shortages of faculty and offer direction for modifying the ES-FAMI to expand statewide to participating schools of nursing on the Western Shore of Maryland.

**NSP II-16-118**

**Towson University**

***Nursing Degree Completion Initiative (DCI)***

**Project Director: Dr. Bonnie Fuller,** **bfuller@towson.edu** **and Elizabeth Crusse,** **ecrusse@towson.edu**

**Partners and Affiliates: None**

The DCI will increase the BSN graduates by increasing enrollments and retention while decreasing time to graduation. This will be accomplished through efficient, innovative curricular design using web-hybrid and online course delivery methods. The anticipated outcomes are 900 BSNs over the grant period.

**NSP II-16-119**

**University of Maryland**

***Development and Implementation of a Statewide Preceptor Program to Support APRN Nursing Student’s Education and Role Development
Project Director: Dr. Shannon Idzik,*** ***idzik@son.umaryland.edu***

***Partners and Affiliates: None***

*This proposal is dedicated to preparing APRNs in a variety of practice settings to work directly with graduate level nursing students in one-on-one precepted clinical practicum experiences. It will be implemented with a hybrid (online and simulation) delivery. The anticipated outcomes are 200 APRN preceptors will be available to increase statewide resource.*

**NSP II-16-121**

**University of Maryland**

***Planning Grant to Analyze Feasibility of Statewide Associates to Bachelors and Associates to Masters Programs to Increase Educational Levels of Maryland Nurses***

**Project Director: Dr. Janice Hoffman,** **Hoffman@son.umaryland.edu**

**Partners and Affiliates: None**

The goals of this planning grant are to engage major stakeholders from community colleges, private and public colleges/universities to develop a statewide approach to seamless academic progression through the expansion of dual admission programs and to facilitate more ADN nurses completing degrees in existing RN-BSN and RN-MSN programs through a review of the current Statewide Articulation for revisions and updates.

**NSP II-16-122**

**University of Maryland**

***Awarding Academic Credit for Participation in New Graduate Residency Programs in Maryland***

**Project Director: Dr. Janice Hoffman,** **Hoffman@son.umaryland.edu**

**Partners and Affiliates: MONE Nurse Residency Collaborative**

This project will develop a model for other nursing programs to use to award academic credit for nurse residency programs. This academic credit is proposed to be 3 sh for nursing electives related to content in Nurse Residency. It will benefit BSN graduates who are furthering their education.

**NSP II-16-123**

**University of Maryland**

***Preparing 21st Century Nurses to Care for Culturally Diverse Populations***

**Project Director: Dr. Vanessa Fahie,** **fahie@son.umaryland.edu**

**Partners and Affiliates: University of Maryland SON, Shady Grove Medical Center and UMC Nursing**

This planning grant will address culturally competence in students and practicing nurses. The goal is to demonstrate increased competence improves patient outcomes and experiences of care. A cultural competence toolkit will be developed along with teaching strategies.

**NSP II-16-124**

**University of Maryland**

***Faculty Mentorship Program***

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

**Partners and Affiliates: None**

This project will plan and develop a framework for a faculty mentorship program. It will involve 10 faculty mentors and 10 faculty mentees. The program will be pilot tested, evaluated and shared with other nursing programs across the state. The goal is improved faculty retention through facilitation of the transition of nurses from practice to faculty roles.

**NSP II-16-125**

**University of Maryland**

***Increasing Capacity for Preparation and Professional Development of Nursing Faculty and Educators: A Statewide Approach***

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

**Partners and Affiliates: None**

This project builds on the success of the Institute for Educators in Nursing and Health Professions. There is a two-fold mission: preparing nurses for roles as faculty and educators and providing ongoing professional development for nursing faculty and educators. The goal is to expand the Statewide Orientation to the Faculty Role initiative, offer annual conferences to, increase the Hands on Workshops to four per year and redesign the Faculty Resource Center to be a dynamic support to faculty.

**NSP II-16-126**

**Wor-Wic Community College**

***Center for Academic and Career Success in Nursing (CACSIN)***

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

**Partners and Affiliates: None**

The CACSIN project will implement three initiatives. A pre-nursing student outreach program, a retention and success in nursing initiative and a career readiness for the nursing profession initiative. The program expects to provide a seamless pathway to pursuing higher degrees after the ADN. The anticipated outcomes are up to 77 students will be prepared to continue into RN to BSN programs.

**NSP II-16-127**

**Chesapeake College**

***Nursing Pathways Options Planning Project***

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

**Partners and Affiliates: None**

This planning grant proposes to establish a menu of pathways to enable students to seamlessly advance from Associate to Bachelors in Nursing. A needs assessment, four pathways partnerships with BSN programs for a variety of options to meet individual student needs, and a system of supports will be central to the planning. A comprehensive evaluation plan for assessing program outcomes will position Chesapeake to implement fully in the 2016-2017 academic year. The anticipated outcomes are 20% of students will enroll in a BSN program prior to graduation and another 60% will enroll within 6 months of graduation for a total of 80% of 60 graduates or 48 new nurse graduates continuing to BSNs.

**NSP II 16-603**

**Montgomery College**

***Maryland Clinical Simulation Resource Consortium (MCSRC)***

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

**Partners and Affiliates: Statewide Initiative**

The Maryland Clinical Simulation Resource Consortium (MCSRC) is a new statewide initiative that builds on NSP II previous grants that is designed to increase the quality and quantity of simulation used in nursing education. The grant program goals are to:

* Promote the use of simulation in nursing education in Maryland,
* Establish simulation quality guidelines that will promote patient safety,
* Provide resources to maintain simulation equipment for nursing programs, and
* Provide sub awards to nursing programs in response to statewide benchmarks for clinical simulation equipment according program needs.

**NSP II 16-703**

**University of Maryland**

***Nurse Leadership Institute (NLI)***

**Project Director: Dr. Patricia Franklin,** **franklin@son.umaryland.edu**

**Partners and Affiliates: Statewide Initiative**

The Nurse Leadership Institute for Nursing Practice and Education (NLI) is designed to build Maryland’s nursing leadership capacity. Coordinated and collaborative nursing leadership in practice and education is vital to transforming health care delivery models in Maryland and ultimately improving health care outcomes for Maryland residents. The NLI prepares nurse leaders in Maryland to assume a more active leadership role and contribute to the development and implementation of effective health care delivery models in Maryland. Applicants are selected from practice and academia. Applicants from Maryland schools of nursing, hospitals and other health care delivery systems who meet eligibility requirements are invited to apply. Applicants are required to have institutional support for participation in the program and identify a mentor, preferably from their institution, who agrees to participate in the program.

**NSP II 16-803**

**Salisbury University**

***Eastern Shore-Faculty Academy and Mentoring Initiative-ES-FAMI II***

**Project Director: Dr. Lisa Seldomridge,** **laseldomridge@salisbury.edu****, Dr. Judith Jarosinski,** **jmjarosinski@salisbury.edu** **and Dr. Tina Reid,** **tpreid@salisbury.edu**

**Partners and Affiliates: Chesapeake College, Wor-Wic Community College, Atlantic General Hospital, Peninsula Regional Medical Center, University of Maryland Shore Regional Health**

This collaboration between Salisbury University, Chesapeake College and new partner, Wor-Wic Community College will extend the success of the Eastern Shore Faculty Academy and Mentoring Initiative (ES-FAMI) an educational and mentoring program to develop quality adjunct faculty with a particular emphasis on recruiting multiethnic, multicultural faculty. ES-FAMI, an existing 30 contact hour program, combines face-to-face, online, simulated teaching experiences, and group mentoring. In this 5-year extension, ES-FAMI will be modified to include one-to-one mentoring to support Academy graduates as they take their first teaching assignments. Additional web-based learning strategies will be integrated into all Academy activities to make the entire curriculum available with in a distance accessible format. The Academy will be delivered twice per year by teams of faculty from the partner schools. Graduates of the Academy will enter a “registry” and must agree to teach at least one clinical section per year for one of the partner schools if asked. Practice partners from area health care systems will help with recruiting experiences BS- and MS-prepared registered nurses within their organizations to assure a pipeline of clinical experts to join the Academy and facilitate lifelong learning. Feedback from practice partners will be used to fortify the ES-FAMI curriculum.