**FY 2025 Nurse Support Program II Funded Proposal Abstracts**

**NSP II-25-101**

**Allegany College of MD**

***Hybrid Weekend Nursing Program Expansion***

**$913,019, 4-year grant**

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

**Partners and Affiliates: UPMC Western Maryland and Garrett Regional Medical Center**

As the only fully accredited institution of higher education in far Western Maryland that offers an associate degree nursing program, ACM will increase nursing pre-licensure enrollment and graduates through a significant expansion of the hybrid weekend program to enhance the availibility and accessibility of nursing education in Maryland. The grant will help meet the Maryland nursing shortage by expanding the nursing program through a weekend hybrid program. The grant will result in a larger number of highly skilled nurses who are qualified and available to serve as bedside nurses throughout the state of Maryland.

**NSP II-25-104**

**Frostburg State University**

***LPN to BSN Capacity Building***

**$2,150,127, 4-year grant**

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

**Partners and Affiliates: None**

This grant will build capacity in the new LPN to BSN program. The new online 5 semester Licensed Practical Nursing to Bachelor of Science in Nursing program began in Fall 2023. This program is the first and only fully online LPN to BSN program within the state. This program provides a part-time pathway for working LPNs to continue their education to the BSN degree level. This new program accepted 50 new students during the 2023-24 academic year and aims to accept another 150 LPN to BSN students with the potential to graduate approximately 160 students across the 4-year project duration.

**NSP II 25-105**

**Hagerstown Community College**

***Evening Weekend Nursing Program***

**$1,656,426, 4-year grant**

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

**Partners and Affiliates: Meritus Medical Center**

This project will increase nursing pre-licensure enrollment and graduation by offering an additional evening-weekend nursing cohort program. This program will serve approximately 48 students in year one; and serve 24 students each year thereafter. This program will augment two existing daytime programs: two-year and three-year nursing programs. Classes and labs will be held afternoons and evenings at the institution with clinical instruction occurring on weekends at Meritus Medical Center. Adding an evening-weekend cohort program will allow the instruction and graduation of students who might not otherwise be able to obtain a nursing credential. Increasing the population of nursing pre-licensure enrollment and graduation will help address critical nursing shortages in Washington County, MD.

**NSP II-25-106**

**Johns Hopkins University**

***Graduate Academic Nurse Educator (GANE) Implementation***

**$443,693, 2-year grant**

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

**Partners and Affiliates: None**

The GANE implementation grant will offer select modules for statewide use. This proposal develops efficiencies for dual preparation for doctoral education and nurse educator certification. In 5 years, Maryland faces a significant shortage for nurse educators as the unmet need doubles (15%). GANE will develop doctorally prepared faculty to assume diverse educator roles and statewide resource for state use. The program will revise nurse educator courses and provide statewide resources to meet current and emerging competencies. The GANE model will admit 20-25 students each year, which is doubled from the planning grant.

**NSP II-25-109**

**Notre Dame of Maryland University**

***Cultivating Assessment Expertise***

**$15,256, 1-year grant**

**Project Director: Dr. Bernice Horton-Gee,** **bhortongee@ndm.edu**

**Partners and Affiliates: None**

Assessments within a nursing program have the power to give voice to what most needs attention. The grant will facilitate a reassessment of policies and strategies utilized to prepare students for the National Council on Licensing Examination for registered nurse (NCLEX-RN). In addition, the grant will support building assessment capacity. Specifically, the grant will develop Outcomes Committee members’ expertise in multi-dimensional assessment – student progress consisting of persistence and retention; teaching quality; and program accountability to stakeholders and licensing and regulatory bodies. Success of an assessment program will depend on having faculty and staff plan, implement and analyze data.

**NSP II-25-111**

**Salisbury University**

***RN-MSN: Accelerated Path***

**$142,764, 2-year grant**

**Project Director: Dr. Annette Barnes,** **ahbarnes@salisbury.edu**

**Partners and Affiliates: None**

With greater need to prepare Registered Nurses (RNs) with advanced knowledge and skills for today’s complex health systems, this grant will redesign its RN-MSN program. Input solicited by the SON helped identify the opportunity to update the program’s curriculum to meet student and workforce demands. The revised curriculum will provide a focus for leadership and nurse educator roles with fast-track completion that meets current standards. Through internal collaboration and external partnerships with community colleges and healthcare organizations, undergraduate nursing students in a traditional or second-degree baccalaureate program and working RNs with associate degrees will be able to obtain a graduate degree in less time with lower overall cost. This project initiative will support life-long learning for RNs and graduate nurses who will guide effective healthcare teams, manage complex systems, lead required change, and educate future entry and advanced-level nurses.

**NSP II-25-112**

**University of Maryland, Baltimore**

***Igniting Faculty Capacity***

**$480,907, 3-year grant**

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

**Partners and Affiliates: None**

This project’s primary goal is to enhance Maryland’s nursing workforce readiness through the increased integration of competency-based education (CBE) best practices in the state’s nursing programs. Recent evidence highlights the advantages of CBE for students, faculty and employers alike, emphasizing student-centered learning outcomes and a partnered teaching/learning relationship over traditional processes. The grant will support statewide nursing faculty in incorporating key CBE principles in their teaching approach. Leveraging the expertise of the school’s faculty team, including national CBE leaders, the project plans a kickoff, on-site regional faculty workshops, ongoing faculty development support, and culminating dissemination and networking summit over the grant period. The goal is to prepare 200 nurse faculty members; representing 75% of Maryland’s other nursing programs.

**NSP II-25-113**

**University of Maryland, Baltimore**

***Implementation of a Nurse Managed Health Center***

**$1,173,229, 4-year grant**

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

**Partners and Affiliates: None**

Clinical site shortages are the largest risk to academic nursing. The effect of nurse and primary care shortages post-pandemic have impacted the number of entry-to-practice and graduate level nurses that can be precepted in these settings. The institution has developed a nurse manage health center model that simultaneously addresses capacity for clinical sites, faculty practice and competency-based education while providing care to vulnerable populations in Maryland. The goal of the grant is to implement the nurse managed health center model, build capacity for nurse education with clinical training opportunities designed for nurses and primary care nurse practitioners to develop competencies and faculty practice to demonstrate nurses advancing health care as full partners developing health care solutions.

**NSP II-25-115**

**University of Maryland, Baltimore**

***Planning a Part-time Program for the BSN***

**$75,764, 1-year grant**

**Project Director: Dr. Kathleen McElroy,** **emcelroy@umaryland.edu**

**Partners and Affiliates: None**

The demographics and needs of contemporary nursing students have changed over time and many students must dedicate substantial time outside of school to fulfill unavoidable work/ family obligations. Limited options exist in Maryland for part-time entry into practice BSN students, although offering a part-time program could lead to increased student success, timely entry into the nursing workforce, and increased diversity in nursing students and the nursing workforce. This planning grant will gather and analyze data to confirm the need for a part-time BSN program, and design a pilot part-time BSN program for future implementation, with a focus on feasibility and sustainability. Nursing faculty who each have administrative roles in the BSN program comprise the team and will be supported by staff with expertise in finance, registration, admissions, and advising.

**NSP II-25-201**

**Anne Arundel Community College**

***Professional Development Resource Grant***

**$50,000, 1-year grant**

**Project Director: Scott Olden,** **smolden@aacc.edu**

**Partners and Affiliates: None**

This resource grant will increase the number of nurses in Maryland hospitals by providing travel for full-time faculty to attend national nursing conferences in the areas of simulation, instruction, and clinical evaluation.

**NSP II-25-202**

**Allegany College of Maryland**

***Professional Development Resource Grant***

**$34,560, 1-year grant**

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

**Partners and Affiliates: None**

This resource grant will provide extensive professional development to faculty to increase their knowledge, support retention efforts, and address the nursing shortage in Maryland. Faculty will attend state and national conferences that will ultimately result in a larger number of highly skilled nurses who are qualified and available to serve as bedside nurses throughout the state of Maryland.

**NSP II-25-203**

**Carroll Community College**

***Professional Development Resource Grant***

**$49,975, 1-year grant**

**Project Director: Dr. Jennifer Fritzges*,*** **jfritzges@carrollcc.edu**

**Partners and Affiliates: None**

This resource grant will provide faculty development opportunities for the nursing faculty at the institution. Faculty members need to remain current in the craft of teaching as well as their area of clinical expertise in order to attract and retain nursing students.

**NSP II-25-204**

**Chesapeake College**

***Professional Development Resource Grant***

**$7,460, 1-year grant**

**Project Director: Dr. Heather Westerfield,** **hwesterfield@chesapeake.edu**

**Partners and Affiliates: None**

The resource grant will be used to send nurse faculty to conferences they could not otherwise attend given College funds available, with a goal to refine instructional practices and, through enhanced classroom and simulation techniques, positively impact program completion rates as measured from first point of entry to graduation. This will allow the nursing program to address newly hired faculty’s professional development needs as well. The faculty will present what they have learned to other nursing faculty, ensuring that funds will positively impact all faculty and ultimately all program students in the future.

**NSP II-25-205**

**Coppin State University**

***NCLEX Resource Grant***

**$64,260, 1-year grant**

**Project Director: Dr. Lori Harvin,** **lharvin@coppin.edu**

**Partners and Affiliates: None**

A deficiency in academic performance among nursing students can be attributed to several factors, including inadequate study habits, high stress levels, insufficient support systems, and external distractions. These factors can hinder students' ability to excel academically including NCLEX success, directly contributing to the nursing shortage. To address this issue, a student success project will be launched to address factors contributing to poor academic and NCLEX performance. Resources will emphasize mental wellness and life management skills such as financial literacy and emotional intelligence, while establishing robust support networks consisting of mentoring and counseling to foster NCLEX success for first time test takers. This project aims to meet the needs of nursing students and enhance their NCLEX-RN performance, ensuring they are well prepared to provide quality care and sustain the nursing profession.

**NSP II-25-206**

**Frostburg State University**

***Professional Development Resource Grant***

**$44,417, 1-year grant**

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

**Partners and Affiliates: None**

This resource grant will support nursing faculty professional development by providing funding that is not supported by the institution for faculty attendance at conferences.

**NSP II-25-207**

**Harford Community College**

***Professional Development Resource Grant***

**$48,995, 1-year grant**

**Project Director: Dr. Rebecca Diaz,** **rdiaz@harford.edu**

**Partners and Affiliates: None**

This resource grant will increase professional development (PD) opportunities for faculty in Nursing and Allied Health Divisions. Through the strategic selection of conferences with a national audience, the focus will be on revised pedagogy, increase in knowledge of current technology, and the learning of best practices for education. Grant funding will enable attendance beyond what is possible with the current PD budget at the institution. Proposed outcomes are increased NCLEX-RN pass rates, preservation of student retention rate, and achievement of faculty retention rate of no more than one vacancy at a time.

**NSP II-25-208**

**McDaniel College**

***Professional Development Resource Grant***

**$18,186, 1-year grant**

**Project Director: Dr. Heather Gable,** **hgable@mcdaniel.edu**

**Partners and Affiliates: None**

This resource grant will provide crucial support to nurse educators during the inaugural year of the college’s launch of a new Bachelor of Science in Nursing (BSN) program, focusing on evidence-based practice, leadership development, and accreditation expertise. The grant will enable program educators/administrators to attend conferences to ensure the program’s success in meeting accreditation standards, NCLEX-RN pass rates, employment rates, stakeholder satisfaction (student, faculty, and community partners), compliance, collaboration, and partnership building goals. The grant represents a commitment of fostering a culture of continuous learning and innovation, positively impacting the future of nursing education at the college.

**NSP II-25-209**

**Montgomery College**

***MCSRC Statewide Resource Grant***

**$1,566,000, 1-year grant**

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

**Partners and Affiliates: None**

This supplemental resource grant’s efforts will support all 29 Maryland pre-licensure nursing schools by providing simulation equipment and materials to be utilized in their simulation centers. The simulation

equipment and materials will have a direct effect on student learning through increased fidelity during simulation experiences. Each of the 29 pre-licensure programs will have access to

$50,000 for simulation equipment or supplies.

**NSP II-25-210**

**Montgomery College**

***Professional Development Resource Grant***

**$48,762, 1-year grant**

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

**Partners and Affiliates: None**

The professional development resource grant will support and provide professional development funding for full-time Nursing faculty focused on preparation for the Accreditation Commission for Nursing Education (ACEN) re-accreditation processes, which include attending self-study forums.

**NSP II-25-211**

**Notre Dame of MD University**

***Professional Development Resource Grant***

**$49,827, 1-year grant**

**Project Director: Dr. Katelyn Quarry,** **kquarry@ndm.edu**

**Partners and Affiliates: None**

Professional Development funds are key in maintaining excellence and competency of nurse educators. A comprehensive approach to professional development will facilitate nursing faculty to become more critical and reflective about their own practice, develop excellence in their teaching, influence students’ success and moreover, preparedness for National Council Licensing Examination for Registered Nurses (NCLEX-RN) and readiness for clinical practice upon graduation. The healthcare and nursing landscape is constantly changing, and nurse faculty must stay ahead of changes to educate the next generation of nurses at both baccalaureate and master’s levels. Professional development resource grants support the intentional efforts for faculty dyads and triads to attend conferences that foster: 1. Instructional development-offering teaching improvement opportunities; 2. Professional development-promoting scholarship and academic success; 3. Leadership development-honing skills for a successful transformation to new educational paradigms; and 4. Organization development- enabling faculty to develop as effective leaders.

**NSP II-25-213**

**Prince George’s Community College**

***Professional Development Resource Grant***

**$50,000, 1-year grant**

**Project Director: Vivian Kuawogai,** **kuawogvp@pgcc.edu**

**Partners and Affiliates: None**

Well-educated and up-to-date in knowledge, competent faculty can guide and engage students, resulting in graduating students who provide high-quality and safe nursing care. Two programs will be developed to meet the nursing faculty’s educational needs. The program will target experienced faculty members with five or more years of teaching experience and new faculty members with fewer than five years of experience. These programs aim to maintain, enhance, and support this faculty’s educational and knowledge growth in teaching nursing, NCLEX changes, and evidence-based teaching practice.

Faculty must share learning from each conference/educational experience, which will snowball and expand the impact of the resources spent on individual professional development. Professional development opportunities for seasoned faculty and new faculty will maintain and support them to teach the new generation of nurses.

**NSP II-25-214**

**Salisbury University**

***Professional Development Resource Grant***

**$50,000, 1-year grant**

**Project Director: Dr. Debra Webster,** **dawebster@salisbury.edu**

**Partners and Affiliates: None**

The importance of professional development supports the intellectual inquiry necessary to advance the practice of teaching. This grant will invest in the professional development of nursing faculty by providing additional financial support to attend national conferences. Conferences provide a means for nursing faculty to stay updated in the latest advancements in evidence-based care and teaching methodologies. This knowledge can then be translated in the classroom and clinical arenas to best prepare students to enter the nursing workforce. Conferences also allow networking opportunities for faculty. Such connections facilitate collaboration and research partnerships that are essential for the professional growth of faculty seeking tenure and promotion in academia. Professional development opportunities are necessary for ongoing growth that contributes to effectiveness as nursing educators. This professional growth ultimately impacts the preparedness of future nurses.

**NSP II-25-215**

**Towson University**

***Professional Development Resource Grant***

**$50,000, 1-year grant**

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

**Partners and Affiliates: None**

Lifelong learning is fundamental to clinical and academic nursing. Continuing education is particularly important for nurse faculty who have the challenge of remaining current with clinical innovations as well as those in education. This resource grant will support professional development experiences for full-time nurse faculty. While the institution provides funding for full-time faculty who are presenting at a conference, professional development activities are not included. This grant will fill this gap by supporting all faculty for continuing education experiences. We expect this funding to improve faculty currency with education and clinical innovations and bring that content to the classroom. This grant may increase faculty satisfaction with their role as well as retention.

**NSP II-25-216**

**Johns Hopkins University**

***R3 - Renewal, Resilience and Retention of MD Nurses Continuation Grant***

**$813,518, 2-year grant**

**Project Director: Dr. Cynda Rushton,** **crushto1@jhu.edu**

**Partners and Affiliates:**

**Schools of Nursing: Towson University, Coppin State University, Morgan State University, University of Maryland, Salisbury University, Cecil Community College, Community College of Baltimore County and**

**Johns Hopkins University**

**Hospitals: Luminis Health Anne Arundel Medical Center, Johns Hopkins Hospital, University of Maryland Medical Center, Atlantic General Hospital, Tidal Health, Mercy Medical Center, Greater Baltimore Medical Center**

Maryland faces a current and foreboding shortage of nurses, caused not just by too few nurses entering the workforce but also by attrition of faculty and clinicians due to workload, work-life imbalance, and burnout. This continuation grant will sustain a statewide initiative for faculty, clinical educators, nursing students, Nurse Residency Program educators, and novice nurses to strengthen the resiliency curriculum before and after graduation. This trans-institutional academic/practice collaboration will address causes of burnout and disengagement to improve well-being, strengthen the bridge from education to practice, and increase retention. Collaboratively with state and national stakeholders, universities, and hospitals in Maryland, the grant will sustain statewide communities of practice to share best practices and their dissemination and optimization. R3 will impact 1,500+ faculty, students, NRP educators, novice and practicing nurses with skills and strategies that reduce burnout, improve resilience, wellbeing, and job sustainability, and that forge healthy, ethical workplaces.

**NSP II-25-217**

**University of Maryland, Baltimore**

***Dedicated Education Unit Continuation Grant***

**$484,805, 3-year grant**

**Project Director: Dr. Crystal DeVance-Wilson,** **devance-wilson@umaryland.edu**

**Partners and Affiliates: White Oak Medical Center-Adventist**

The purpose of this continuation grant is to expand on the prior accomplishments of the Dedicated

Education Unit (DEU). The DEU pilot showed medical/surgical students completed more skills and were very satisfied with their clinical experiences when compared to the traditional model. The DEU model also focuses on coaching and mentoring preceptors to develop and refine their skills. The program creates pathways to employment for students and builds a well-prepared cadre of staff nurses who are ready to mentor not only student nurses, but also new graduates. The focus will be on expanding the model to all Maryland regions, continuous quality improvement, and strengthening the infrastructure with the aim of future sustainability.

**NSP II-25-218**

**University of Maryland, Baltimore**

***Head Start Partnership to Expand Clinical Opportunities Continuation Grant***

**$756,346, 4-year grant**

**Project Director: Dr. Amanda Roesch,** **amanda.roesch@umaryland.edu**

**Partners and Affiliates: None**

The continuation grant will expand collaboration between education and practice to build our capacity to educate nurses. The grant aims to augment partnerships with Maryland Family Network, Early Head Start, and Head Start programs to provide family-centered services at Family Support Centers. Building on past success, the model integrates entry-level, RN-to-BSN, and Doctor of Nursing

Practice/APRN students in community-based clinical placements. The project addresses critical gaps in pediatric and primary care clinical experiences to support increased enrollment. The project will broaden the scope of services offered to include primary care for adults at Family Support Centers, while continuing to provide access to required examinations and screenings for children enrolled in Early Head Start and Head Start programs in Maryland. The grant will enable the institution to meet enrollment goals and address healthcare workforce challenges.

**NSP II-25-219**

**University of Maryland, Baltimore**

***Maryland Nursing Workforce Center Continuation Grant***

**$1,846,767, 4-year grant**

**Project Director: Dr. Crystal DeVance-Wilson,** **devance-wilson@umaryland.edu**

**Partners and Affiliates: None**

This continuation grant will expand the work with partners across the state on many issues relevant to the Maryland nursing workforce. In order to be more responsive to the nursing community, an expanded focus will include advocacy, recruiting and pipeline, retention, and nurse education, while maintaining the primary focus on data collection, analysis, and dissemination. Experienced personnel have been added to the MNWC team to ensure the capacity will exist to accomplish the goals and objectives detailed in this project. The continuation grant will allow an implementation of expansion plans and more closely align with workforce centers nationally and leverage the resources and support of the National Forum for State Nursing Workforce Centers.