# Nurse Support Program II Abstracts for Phase 7 FY 2013 Funded Proposals

For FY 2013 for Phase 7, eighteen proposals were submitted for the Competitive Institutional Grants. The proposals were reviewed by a seven member Evaluation Committee consisting of hospital nursing administrators, community college and university nursing educators, licensure and policy leaders along with MHEC and HSCRC staff. The review panel recommended twelve of the eighteen requests. On June 6, 2012, the HSCRC approved funding of the twelve recommended proposals.

The most highly recommended application was representative of diversity and faculty mentoring with an innovative partnership between the lead private institution of higher learning, Sojourner- Douglass College and Morgan State University, an established HBCU. The second most highly recommended was a new doctorate program (DNP) specializing in rural health at the only public university on the Eastern Shore, Salisbury University, utilizing distance educational strategies for ease of access to advanced education. Several applications built on former program success increasing the representation of men to 25 percent in accelerated programs near military

bases, doubling the number of seats available to doctoral students, advancing simulation and extending clinical faculty education to new hospital partners. Twenty-three Maryland educational institutions and hospital partners will be involved in the twelve proposed grants programs with two to three year time frames in FY 2013. The year-one funding for the Competitive Institutional Grant projects was $1,688,175, with a three year total of $4,395,261. With this cycle of grants, all 26 Maryland Schools of Nursing have participated in at least one of the NSP II grant cycles, indicative of inclusivity and diversity across the State of Maryland.

**NSP II-13-101**

**Cecil College**

***Retention Program for Cecil College Nursing Program***

**$173,071**

**Project Director: Ms. Christy Dryer** **cdryer@cecil.edu**

**Partners and Affiliates: none**

Cecil College proposes a multi-faceted retention and remediation program that will consist of five components which range in dimension and accessibility. The first component is supplemental instruction (SI) and it will be offered to first year nursing students where the highest rate of attrition occurs. Other important evidence-based strategies will be offered to all nursing students and will include provision of academic counseling and development of individual success plans and specialized exam review with a Reading Specialist. The introduction of the Assessment Technologies Institute’s (ATI) Real Life Clinical Reasoning Scenarios will be made available to all 2014, Level II students, with a thorough evaluation of its impact. It is expected that implementation of this retention program will increase first year to second year retention rates by 10%

(current range 62-81% depending upon the year) which will increase the graduation rate annually by 5% within three years.

**NSP II-13-102**

**Coppin State University**

***Coppin State University Operation Success Initiative Program (OSIP)***

**$539,700**

**Project Director: Dr. Marcella Copes** **mcopes@coppin.edu**

**Partners and Affiliates: none**

Coppin State University Helene Fuld School of Nursing, a historically black university, will develop a comprehensive, targeted student retention initiative for its Traditional BSN, RN to BSN, and Accelerated Second Degree BSN programs. The OSIP is a wraparound program that will include pre-admission advisement on course selection, cohesive learning communities, free “transition courses”, intensive orientation experiences, academic support for at-risk students, individualized mentoring, online support and skill building, and empirically based leadership development. Goals of the program include 1) increase the number of BSN graduates by a total of 60 students throughout a three-year period; 2) Improve student retention rates from Sophomore to Junior and Junior to Senior year by 30%; 3) Improve the BSN graduation rate by 20%.

**NSP II-13-103**

**Frederick Community College**

***Simplifying Retention***

**$99,526**

**Project Director: Ms. Vanessa Lovato** **vlovato@frederick.edu**

**and Ms. Maura David**

**Partners and Affiliates: none**

The overall purpose of this proposal is to increase student retention rates in the theory and clinical components of the nursing curriculum through the use of advanced simulation. Through increased retention rates, Frederick Community College expects that the overall graduation rates and licensure rates will increase. The goals for the program are 1) increase the retention rates in eight nursing courses by 10%; 2) increase the program completion rates by 10%; 3) increase the retention rates by 10% These goals will reach the overall goal of increasing the number of nursing graduates by 15% over three years or an additional 10 nursing graduates.

**NSP II-13-105**

**Harford Community College**

***The ASNAP Project- Accelerated Studies in Nursing: Analyses for Promulgation***

**$434,432**

**Project Director: Ms. Laura Preston** **LPreston@harford.edu**

**Partners and Affiliates: Harford Community College and Upper Chesapeake Health**

The accelerated tracks of the Nursing Program have produced outstanding outcomes since first funded by NSP II in 2007. The graduate nurse job placement rate is 100% for four years straight. The Susquehanna Workforce Network, the region’s workforce investment board reported on March 27, 2012 there were 111 RN job openings, a year over year increase of 35 % from the same day a year ago. The ASNAP Project will increase the capacity of Harford Community College’s Division of Nursing to recruit, prepare and graduate more than 75 additional Registered Nurses committed to securing hospital employment in northeast Maryland. In addition, ASNAP program staff will conduct, analyze, and disseminate evidence based research on the efficacy of an accelerated ADN model, identify best practices and support their replication throughout the state of Maryland.

**NSP II-13-106**

**Johns Hopkins University**

***Post Docs for Maryland DNPs: Career Development to Impact Education and Practice***

**$582,309**

**Project Director: Dr. Mary Terhaar** **mterhaa1@jhu.edu**

**Partners and Affiliates: Johns Hopkins Hospital, Johns Hopkins Bayview, Howard County General Hospital, Greater Baltimore Medical Center**

Based on five years of experience providing DNP education, JHU SON recognizes that doctorally prepared nurses struggle as they transition to new roles and new levels of productivity. This project will design and implement an annual education program for DNPs to facilitate doctoral level practice; design and implement an online community that includes a resource center for DNPs across the state; provide access to online courses at JHU SON that will build upon doctoral education; prepare DNPs to teach in their clinical specialty; establish a DNP Council in the Hopkins Enterprise to promote effective clinical scholarship; create a network of DNPs across the state; and provide access to consultation and coaching for organizations that employ DNPs so they can achieve the full benefit of their investment.

**NSP II-13-107**

**Johns Hopkins University**

***Guiding Initiative for Doctoral Education Program ( GuIDE)***

**$199,065**

**Project Director: Dr. Laura Taylor** **laura.taylor@jhmi.edu**

**Partners and Affiliates: Johns Hopkins Hospital, Johns Hopkins Bayview Medical Center, Suburban Hospital, Frederick Memorial**

The JHUSON has noted a pattern of master’s prepared nurse applicants to DNP programs who need additional course work and mentoring to be competitive for admission. We propose to design and implement a unique and accessible bridge program called “Guiding Initiative for Doctoral Education (GuIDE)” with the goal of increasing the pool of applicants who are competitive for nursing doctoral programs thereby expanding the faculty pipeline. GuIDE will be marketed to masters’ prepared nurses considering doctoral education and include three components: 1) Mentorship Boot Camps conducted by expert faculty and Advanced Practice Nurses focused on increasing the applicant’s understanding of the competencies needed for successful doctoral education and doctoral level practice; 2) prerequisite courses for DNP applicants using online and distance learning techniques, and 3) an online community of collaborations and mentoring. The GuIDE program will foster and support this cadre of approximately 45 pre-doctoral students and result in an increase of 20 additional doctorally- prepared nurse faculty in the State of Maryland.

**NSP II-13-108**

**Montgomery College**

***NSP II Model for Dual Enrollment (MDE)***

**$161,313**

**Project Director: Ms. Barbara Nubile** **barbara.nubile@montgomerycollege.edu**

**Partners and Affiliates: University of Maryland/ Universities at Shady Grove**

Montgomery College (MC) in partnership with the University of Maryland, Baltimore(UMB)/ Universities at Shady Grove seek to address the difficulty that ADN graduates have in completing their BSN degrees. Currently, each institution has its own nursing program causing some issue with articulation and credit. This proposed shared resource initiative, therefore, seeks to develop a model for Dual Enrollment (MDE) Project for a smooth pathway from ADN to BSN. This 18-month developmental project will conduct a SWOT (strengths, weaknesses, opportunities, and threats) analysis, and develop a recommended articulation agreement and program plan that can potentially be used at every community college throughout the State of Maryland.

**NSP II-13-110**

**Salisbury University**

***Expediting Doctoral Education on the Eastern Shore: Initiatives to Expand Maryland’s Capacity for Preparing Nursing Faculty***

**$1,079,644**

**Project Director: Dr. Lisa Seldomridge** **Laseldomridge@salisbury.edu**

**Partners and Affiliates: none**

The Salisbury University (SU) Department of Nursing intends to increase access to doctoral education on the Eastern Shore through the launch of its fully approved post-master’s Doctor of Nursing Practice (DNP) program in Fall 2012. Phase one of this project will focus on developing all courses in the DNP curriculum in a distance accessible format to make this program more attractive to working professionals and to expedite their completion of degree. Statewide capacity for doctoral education will also be increased through implementation of Phase two of this project- the accelerated start of the fully approved BS to DNP curriculum in a distance accessible format. Graduates of both programs will expand the pool of qualified nursing faculty in the state. At the end of the 3-year grant period, 12 DNP graduates are expected with an additional 15 enrolled in doctoral study.

**NSP II-13-112**

**Sojourner-Douglass College**

***Faculty Mentoring and Development Increases Capacity and Student Success***

**$165,233**

**Project Director: Dr. Arlene Johnson** **ALJohnson@host.sdc.edu**

**Partners and Affiliates: Morgan State University**

Sojourner- Douglass College (S-DC) School of Nursing BSN Program, in collaboration with Morgan State University’s Graduate Nursing Program, developed a program emphasizing mentoring faculty new to the educator’s role and the development of a structured internship for graduate students completing their MS in Nursing Education at Morgan State University. The focus of the initiative will be adequate preparation of Master’s prepared registered nurses and those completing their graduate degrees in Nursing Education, for new roles as lecturers and clinical faculty in the Baltimore, Prince George’s County and Annapolis areas. The goals are: 1) increase the number of minority prepared nursing faculty in the state by 20 over the two year time frame; 2) increase the number of BSN prepared nurses by expanding S-DCSONs capacity by 60 additional students over the two year time frame; 3) increase student success; 4) increase nursing faculty satisfaction and retention rates.

**NSP II-13-114**

**University of Maryland**

***The Doctor of Nursing Practice: A Project to Increase Maryland’s Nursing Faculty***

**$463,406**

**Project Director: Dr. Patricia Morton** **morton@umaryland.edu**

**Partners and Affiliates: none**

The purpose of this proposal is to enhance the DNP program at the University of Maryland, School of Nursing (UMSON). A DNP degree appeals to many nurses who desire the doctoral credential that many universities recommend or require for their faculty, but who do not want a research-focused doctoral degree. Providing nurses the Doctor of Nursing Practice (DNP) practice focused alternative in doctoral education will increase the faculty pool, thus increasing enrollment capacity.

**NSP II-13-115**

**University of Maryland**

***Master’s Preparation of Staff Nurses to Expand Clinical Instruction Capacity***

**$309,662**

**Project Director: Dr. Mary Etta Mills** **mills@umaryland.edu**

**and Dr. Linda J. Hickman** **hickman@umaryland.edu**

**Partners and Affiliates: Greater Baltimore Medical Center (GBMC), Maryland General Hospital (MGH) and St. Joseph Medical Center (SJMC)**

The purpose of this proposal is to increase the number of nursing clinical instructors, faculty and preceptors in an expanded the existing strategic academic-service partnership between the university and three new hospitals partners. On-line RN to MS and BSN to MS programs will be offered at each of the three hospitals for an increase of 50 master’s prepared nurses to fill the critical void of clinical instructors. It is anticipated that 10-25 students will be admitted each year from the partnering hospitals over the grant period. Increasing clinical instructors will permit increased enrollment of students.

**NSP II-13-116**

**Wor-Wic Community College**

***Nursing Advising, Retention and Success Program***

**$187,920**

**Project Director: Dr. Denise Marshall** **dmarshall@worwic.edu**

**Partners and Affiliates: none**

The purpose of this proposal is to balance growth in program capacity with individual student success. Presently both the practical nurse and registered nurse programs have experienced retention and NCLEX pass rates that have fallen below college benchmarks and state averages. The college recognizes that although the practical nurse program loses 28% of students in their first semester, 90% of graduates continue into the RN program and have maintained a 100% first time pass rate on the NCLEX-PN. However, 14-18% of registered nurse students do not pass the first medical surgical course and the college’s NCLEX-RN pass rate has decreased to approximately 80%. A comprehensive program to address these issues will include a retention and success specialist, a pre-nursing advising course and coordinated retention activities. Retention of both practical and registered nursing students is expected to increase to 80% by FY 2015 and NCLEX-RN first time pass rates are expected to reach 90% as a result of student success efforts.