# Nurse Support Program II Abstracts for all Funded Proposals

**FY 2006 Abstracts**

**NSP II-06-104**

**College of Southern Maryland**

***Southern Maryland Nurse Support Project***

**Project Director: Dr. Sandra Genrich,** SandyG@csmd.edu

The Southern Maryland Nurse Support Program addresses the region’s critical need for bedside nurses. The Colleges of Southern Maryland, working in a consortium with the Chesapeake Potomac Healthcare Alliance LLC, an alliance of three hospitals: Calvert Memorial Hospital, Civista Medical Center, and St. Mary’s Hospital of St. Mary’s County, proposes a five-year project to increase the number of bedside nurses. Three goals are targeted:

* 1. Increasing both the capacity of the College’s nursing program and the number of graduates;
	2. Improving program efficiency to ease student progression and promote retention through the college’s pre-clinical and clinical components of the nursing program; and
	3. Facilitating the role transition of new nursing graduates to employment at the local hospitals through clinical resource coordination.

A joint appointment model will be developed that allows qualified hospital-based nurses to teach 50% of the academic year at the college.

**NSP II-06-107**

**Anne Arundel Community College**

***Concurrent Enrollment Option (CEO)***

**Project Director: Ms. Beth Ann Batturs** babatturs@aacc.edu

According to the Bureau of Labor and Statistics, the U.S. is confronted with a critical shortage of educated nurses caused in part, by the demand for more health care by our aging population and in part by the increased rate of retirement of nurses This proposal addresses the nursing shortage through a program that will increase the annual graduation of bachelor’s prepared nurses from the three collaborating partners: the two-year college Anne Arundel Community College, the two-year College of Southern Maryland and the four-year college, Villa Julie College. These schools will work in partnership to create a Concurrent Enrollment Option (CEO) between the two and four-year institutions. In this program, modeled after a successful program pioneered by Seminole Community College and the University of Central Florida, students will complete both their associate degree (AND) programs to concurrently take 30 credits of the college courses needed to fulfill the requirements of the four-year program. The proposal seeks funding to develop the curriculum, market the program, hire a Program-Facilitator and retrofit the distance technology resources necessary to implement the CEO for the first three years. After this period, the program will become self-sustaining and the collaborating partners will continue their support.

**NSP II-06-106**

**Harford Community College**

***Accelerated Nursing Program and Student Success in Nursing***

**Project Director: Ms. Laura Putland** Lputland@harford.edu

To meet the goal of increasing the number of highly qualified bedside nurses in Maryland, Harford Community College in Partnership with Upper Chesapeake Medical Center, will establish the *Accelerated Nursing Program* and *the Student Success in Nursing Program*. Under these programs an additional 24 highly qualified students will be admitted into a 15-month nursing program at Harford that will utilize summer sessions in order to make efficient use of available clinical and classroom space. The students will be admitted to the program through one of two pathways: a first summer session available to highly qualified new nursing students and a Transition Program available to highly qualified new nursing students and a Transitions

**NSP II-06-122**

**Villa Julie College**

***Villa Julie College: Increasing Baccalaureate Nursing Graduates for Maryland Hospitals***

**Project Director: Dr. Judith Feustle** fac-feus@mail.vjv.edug

Villa Julie College is committed to expanding the capacity of its nursing program to increase the number of bachelor’s prepared nurses in Maryland hospitals. The overall nursing shortage in Maryland is critical: the Center for Health Workforce Development predicts a shortage of 17,116 nurses in Maryland by 2012. Through partnerships with Carroll Hospital Center, Union Memorial Hospital, and Upper Chesapeake Health System, Villa Julie will admit 24 additional students to the traditional and/or accelerated programs each year, a 33% increase. Through focused retention activities and remediation, Villa Julie will increase the retention and graduation rates of at-risk students, including minorities and those with English as a second language. Through already established agreements with community colleges throughout the state, Villa Julie will admit 50 additional students annually to the RN to BS program for a 50% increase.

**NSP II-06-126**

**Coppin State University**

***Initiatives to Increase Maryland’s Nursing Faculty: Initiatives to Expand Maryland’s Nursing Capacity through Shard Resources***

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

The purpose of this project is to expand educational access for nurses with a Bachelor of Science in Nursing (BSN) to obtain a Masters in Science (MSN) and become qualified nursing faculty. The project’s goal is to increase nursing faculty in the State of Maryland by expanding MSN enrollment at Coppin State University Helene Fuld School from BSN nurses employed at Union Memorial, Maryland General and Kernan hospitals. There are three major project objectives:

1. To enroll 10 BSN nurses/year (50 over 5 years) from Maryland General, Kernan and Union Memorial hospitals into Coppin’s MSN program, with MSN graduation requirements completed within two years of enrollment.
2. To graduate 10 MSN students per year (40 MSN students over five years) beginning in the second grant year.
3. To recruit, over five years, 26 of the 40 MSN graduate’s as nursing faculty in Maryland.
4. To enhance MSN program access for working nurses by establishing weekend and on-line course options at Coppin.

**NSP II-06-110**

**University of Maryland, Baltimore**

***The Doctor of Nursing Practice: An Initiative to Increase Maryland’s Nursing Faculty***

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

The purpose of this proposal is to support a new practice-focused Doctor of Nursing Practice program at the University of Maryland. A practice-focused doctorate appeals to many master’s-prepared nurses who desire the doctoral credential that many universities recommend or require for their faculty, but who do not wish to pursue a research-focused doctoral degree. Providing nurses the option of a practice degree will increase the faculty pool. It will also assist in retention of current masters-prepared faculty who provide the majority of education in entry level nursing programs and who desire career advancement opportunities that will keep them in their faculty roles.

**NSP II-06-105**

**University of Maryland, Baltimore**

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

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

The purpose of this proposal is to address Competitive Grant Initiative 2 to increase Maryland’s nursing faculty by increasing enrollments in graduate programs to prepare nursing faculty. The project addresses both the need to fill expected vacancies in the nursing workforce and reduce the nursing faculty shortage. To increase the number of nursing faculty, a strategic partnership between the University of Maryland, School of Nursing (UMSON), MedStar Health System (Franklin Square Hospital Center) and the University of Maryland Medical Center (UMMC) will be developed. This initiative will use shared resources of the hospital system and school of nursing to offer on-line RN-MS and BSN-MS programs at Franklin Square Hospital Center (FSHC) and UMMC. As a direct result of this partnership, there will be an increase of 180 master’s prepared nurses to fill the critical void in the clinical instructor faculty workforce. This will provide additional clinical capacity needed by schools of nursing to permit increased enrollment of students. The project provides for admission of two cohorts of 20 students each to the RN-MS program and four cohorts of 20 students each to the BSN-MS program over five years at UMMC. Two cohorts of 20 RN-MS students and two cohorts of 10 BSN-MS students will be admitted from FSHC over five years.

**FY 2008 Abstracts**

**NSP II-08-105**

**College of Notre Dame of Maryland**

***Synergistic Pathways to Address the Nursing Shortage in Maryland through Hospital Partnerships, Student Retention Efforts, Educating Nursing Faculty, and Increasing the Pipeline for Nursing Faculty***

**Project Director: Dr. Katharine Cook**

**Affiliates: Good Samaritan Hospital, Harbor Hospital, St. Agnes Hospital**

The College of Notre Dame of Maryland, working in concert with its affiliates, will aid in alleviating the shortage of bedside nurses by:

1. graduating an increased number of BSN nurses through an accelerated RN to BSN

 program;

2. increase student retention;

3. begin a MSN degree with emphasis in leadership in nursing education.

This five-year plan will allow an additional 425 nurses to achieve their BSNs, and 66 additional nurses achieve their MSNs. Retention will be raised to 85%. This program will be a 20-month accelerated program, and students will be able to take one course at a time.

**NSP II-08-106**

**The Community College of Baltimore County**

***Distance Education for Paramedic to RN Students***

**Project Director: Barbara Netzer**

**Affiliates: Allegany College of Maryland, Chesapeake College**

This program with its partnerships on the Eastern Shore and in western Maryland, will enroll paramedics in a specially designed nursing program, which will allow them to complete a 10-week transition course in an on-line format. Because of the nature of the course, the paramedics will be able to continue their regular working schedule. After completion, they will then enter the nursing program with advanced standing, and complete their RN training in one year. The Community College of Baltimore County expects that 40 new nursing graduates would be ready by June, 2009, and 64 more the following year.

**NSP II-08-107**

**The Community College of Baltimore County**

***Nursing Retention and Success Program***

**Project Director: Dr. Roberta Raymond**

**Affiliates: Mercy Medical Center, St. Agnes Hospital, Union Memorial Hospital**

The Community College and its affiliates are beginning a program to increase the graduation rate for the Associate Degree Nursing program by 282 nurses over a three-year period. This will be accomplished through retention of admitted students. The plan includes academic and clinical tutoring, mentoring, and a nursing success class for students. The hospitals will provide staff nurses who will act as mentors for students. The College hopes to raise its graduation rate from 65% to 80%.

**NSP II-08-111**

**Hagerstown Community College**

***A Model to Significantly Increase ADN Graduates in Western Maryland***

**Project Director: Carolyn Albright**

**Affiliates: Washington County Health System**

Hagerstown Community College plans to increase the number of nursing program graduates by increasing the number of pre-nursing students who meet requirements for admission. This will be done through comprehensive academic support services. The number of nursing students who remain in the program will increase due to more and better tutoring. Students will be provided with a preparatory class for NCLEX exam. Outreach to minorities and males in order to increase their enrollment will also begin. Workshops, presentations, financial aid information will all be used to persuade minorities to enter the nursing program.

**NSOP II-08-114**

**The Johns Hopkins University**

***Needs Based Graduate Education Partnership***

**Project Director: Kathleen White**

**Affiliates: Johns Hopkins Hospital, Johns Hopkins Bayview Medical Center, Howard County General Hospital, St. Agnes Hospital, Mercy Medical Center**

The School of Nursing will begin offering an enhanced online and distance learning option to students in both the Masters program, and the new Doctor of Nursing Practice program. This option will be available to nurses working at the collaborating partner institutions. This partnership is expected to allow 180 additional students to be admitted for graduate studies over the next five years. There are three parts to this initiative:a block Masters’ cohort option, an executive style Doctor of Nursing Practice cohort option, and increased capacity for web-based and distance education. Partnering institutions will have tuition reimbursement programs.

**NSP II-08-116**

**Prince George’s Community College**

***RN Partnership Activities for Recruitment and Retention Success***

**Project Director: Vivian Kuawogai**

**Affiliates: MedStar Health of Maryland (Good Samaritan Hospital); Doctors Community Hospital**

In this five-year plan, Prince George’s Community College plans to nearly double enrollments in its LPN to RN program at the Largo campus, and begin a satellite LPN to RN program at Good Samaritan Hospital. The plan calls for hiring two new full-time faculty, providing faculty mentors for every student, and providing peer tutoring. The PGCC nursing lab will be open for weekend practice sessions. Retention will also be addressed through the opening of a Nursing Collegian Center, and early identification of at-risk students. Partners will provide additional lab space, increased clinical rotations and student scholarships.

**NSP II-08-117**

**Salisbury University**

***Initiative to Create Clinical Nurse Educator and RN to MS Tracks***

**Project Director: Dr. Susan Battistoni**

**Affiliates: none**

This program will create a Clinical Nurse Educator track in the graduate program that will have strong secondary education and advanced clinical practice components. An efficient RN to Master’s track will also be created to encourage qualified ADN-prepared nurses to seek a master’s degree. Both tracks will offer half of the courses in distance learning format, which will be accomplished through the development of a technology supported classroom.

**NSP II-08-119**

**Towson University**

***Nurse Support II: Statewide Increases in Master’s-Prepared Nurse Faculty, Administrators, and BSN-Prepared Bedside Nurses***

**Project Director: Marilyn Halstead**

**Affiliates: Sheppard Pratt Health System, Greater Baltimore Medical Center, Frederick Memorial Hospital**

This program will create a Master’s degree with a concentration in nursing education, or Clinician-to-Administrator Transition that will be available in western Maryland. The program will be a combination of distance learning and block scheduling. The block scheduling will be for a specific day of the week. Students may enroll at Towson, Hagerstown or Frederick. Students are anticipated to remain employed as bedside nurses while in the program. Students will have the option of face-to-face or on-line format.

**NSP II-08-123**

**Wor-Wic Community College**

***NSP II Grant***

**Project Director: Denise Marshall**

**Affiliates: Atlantic General Hospital, Peninsula Regional Medical Center**

This program will expand the number of nurses in the Practical Nurse and ADN-prepared nurse programs by 32 students. This will be done by employing four additional full-time nursing faculty, and offering the ADN program during evenings and weekends. A new program section will begin in the Spring semester, so as not to compete for space with the current sections.

Retention will be increased to 75% through tutoring, study skills and test taking strategies, mandatory testing, the SDV 100 Fundamentals of College Study course, and the intervention of the Director of Retention when merited.

# FY 2009 Abstracts

**NSP II-09-101**

**Allegany College of Maryland**

***Creating Qualified Bedside Nurses in Western Maryland to Serve the Entire State***

**Project Director: Ms. Fran Leibfreid fleibfreid@allegany.edu**

**Affiliates: Western Maryland Health System and Garrett Memorial Hospital**

Allegany College plans to establish a new on-site RN program in Garrett County with the help of Garrett Memorial Hospital. They will work in concert to hire additional faculty, ensure sufficient classroom space and clinical rotations for 20 new nursing students every two years. The College also plans to double its evening nursing RN program by hiring new faculty and maximizing existing space and resources. A Retention and Success Coordinator will be hired in order to increase the retention rate by 3% every year of the project over current baseline data.

**NSP II-09-103**

**University of Maryland**

***A Doctor of Nursing Practice Program Using Online and Blended Teaching Methods: An Initiative to Increase Maryland’s Nursing Faculty***

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

**Affiliates: None**

The purpose of this project is to convert the current face-to-face, in-class Doctor of Nursing Practice program to an online and blended (online and face-to-face) learning format with flexible scheduling. This will allow nurses with inflexible work schedules and those who reside in rural parts of Maryland to attend the program, thus significantly increasing the number of faculty and ultimately the number of bedside nurses for the State. The current DNP curriculum will be revised to support greater independence for adult learners with diverse learning styles. Flexible scheduling will be instituted. New faculty will be hired to accommodate the anticipated increase of 145 to 220 new DNP students over the five-year grant period.

**NSP II-09-104**

**University of Maryland**

***Nursing Faculty for Maryland***

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

**Affiliates: None**

The School of Nursing plans to increase the number of nurses prepared to become faculty by reconfiguring the courses in the Teaching in Nursing and health Professions Certificate Program so that it can be completed in two semesters. The project personnel will also develop and implement a targeted marketing plan to recruit 300 graduate nursing students and non-academic clinicians and nurses into the program over three years. A new faculty member will be hired to accommodate the increase in students.

**FY 2010 Abstracts**

” At the June 3, 2009 HSCRC meeting Item IX, “Briefing on Achieved and Expected Outcomes of Nurse Support Program II” was presented with a written report of outcomes and programs funded to date. *( See appendix for copy)*

**NSP II-10-102**

**Allegany College of Maryland**

***“Creating a Smart Learning Environment to Retain Nursing Students”***

**Project Director: Ms. Fran Liebfried**

As the only institution of higher education in far Western Maryland that offers a nursing program, the Allegany College of Maryland nursing program requests funding to:

1. Increase the graduation rate of nursing students who graduated in four or five semesters by at least 10% to ensure that more qualified nurses are prepared to enter the workforce.
2. Provide Smart Classroom technology, including e-simulation resources, to at least 90% of nursing students.

**NSP II-10-103**

**Allegany College of Maryland**

***“Enhancing Nursing Retention Through Tutoring: A Rural/Urban Partnership Project”***

**Project Director: Ms. Fran Liebfried**

**Affiliates: Anne Arundel Community College**

The nursing programs at Allegany College of Maryland (ACM) and Anne Arundel Community College (AACC) are two of the largest RN producing programs in the State. A rural/urban partnership model demonstration project is being proposed that will utilize research verified online tutoring to: 1) expand the statewide capacity through shared resources; and 2) increase student retention. As a result of project funding, RN graduate nurses will be prepared to enter the Maryland workforce to serve hospitals in dire need of qualified nurses.

**NSP II-10-105**

**Bowie State University**

***“Accelerated BSN with Retention and Success Initiatives”***

**Project Director: Dr. Bonita Jenkins**

With collaboration of colleges that have become a regular recruitment source for Bowie State University, the Department of Nursing will search, identify, and track students with high potential to graduate with a Maryland BSN degree through an 18-month intensive program. Most students will be transfers from community colleges with pre-nursing courses, military in active duty, or second-degree seekers. They must have accomplished 54 general education and nursing credits or equivalent, prior to enrollment. This closely monitored program includes full time registration during 5 terms with some overlapping of academic load, and a success rate of 85% or higher, is expected from start to finish. Key elements of the initiative are recruitment fairs, a student monitoring and communication system for retention management, summer intensive workshops, combined face-to-face and online education, and use of hand-held communication devices to foster student and faculty engagement.

**NSP II-10-106**

**Bowie State University**

***“A Faculty Pipeline for RN to BSN and BSN to MSN”***

**Project Director: Dr. Bonita Jenkins**

**Affiliates: Southern Maryland Hospital and Anne Arundel Medical Center**

This will be accomplished by facilitating the rate of employed registered nurses through our RN to BSN program and to the Master of Science in Nursing with a track in Nursing Education (MSN). With the collaboration of two health centers, the Department of Nursing will offer a program specifically designed for the adult learner employed in health service. These students will receive incentives from the health centers to earn a BSN degree through negotiated work schedules and career ladder options. As student retention measures, this two stage program will include: online, onsite and distance courses for the BSN degree; and for the MSN degree, online courses with practicum in teaching and advanced practice nursing in health.

**NSP II-10-107**

**Carroll Community College**

***“Spring Start”***

**Project Director: Ms. Nancy Perry**

With support from NSP II funding, CCC would be able to increase the number of students accepted into the program each year by adding an additional cohort start date which will maximize the current facilities and equipment for clinical experiences. This proposal will significantly increase the number of graduates annually by opening up 40 more spaces. CCC will:

1. CCC will enroll 192 new Associate Degree nurse students over the 5 year period of the NSP II grant (32 in year 1, 40 annually, beginning year 2).
2. Increase the graduation rate of the Associate Degree Nursing Program to 88%.

**NSP II-10-108**

**Chesapeake College**

***“A Model to Increase Graduation Rates of Nursing Students”***

**Project Director: Dr. Judith Stetson**

Chesapeake College will focus on the program-wide retention rate of students enrolled in the nursing program with a target focus on ESL and minority students. Funds will also be used to assist students with NCLEX preparation in order to increase the pass rate on NCLEX-RN licensure exam. As a result of these efforts, Chesapeake College expects to increase the number of students graduating yearly from the program from a current percentage of 61% to 80% by the 2013-2014 academic year.

**NSP II-10-109**

**College of Notre Dame of Maryland**

***“Maryland Partnership Project to Increase Nursing Faculty”***

**Project Director: Dr. Katharine C. Cook**

**Affiliates: Anne Arundel Medical Center (AAMC), Higher Education**

**& Conference Center (HECC), Upper Chesapeake Medical Center**

College of Notre Dame of Maryland seeks funding to accomplish two strategic goals:

**Goal 1**: to graduate nursing faculty with MSN degrees at the Higher Education and Conference Center (HECC) in Harford County;

**Goal 2**: to graduate nursing faculty with MSN degrees who study at the Anne Arundel Medical Center (AAMC) in Anne Arundel County.

This five-year effort will graduate an additional 50-60 nurses with MSN’s.

**NSP II-10-110**

**College of Southern Maryland**

***“Southern Maryland Nurse Retention Project”***

**Project Director: Dr. Kathleen Lanigan**

Currently, the College of Southern Maryland graduates 52% of nursing students in four (4) semesters and 70% of students within 150% of the program length, or six (6) semesters. The overall goal of this grant application is to improve nursing student retention and graduation rates through improved teaching and learning. One component of this grant builds on a successful program funded through an NSP II grant which established a Nursing Programs Outreach Coordinator who evaluates pre-nursing students for their level of risk for failure. This grant will extend these services to students throughout the program through a full-time Nursing Programs Retention Coordinator. This coordinator will work with high-risk students using a variety of methods to ensure student success.

**NSP II-10-113**

**Frederick Community College**

***“FANS – Frederick Community College Associate Degree Nursing Support”***

**Project Director: Ms. Jane Garvin**

The overall purpose of this proposal is to increase student retention rates in the clinical and theory component of the nursing curriculum. By increasing the retention rates, it is expected that the throughput will also increase, therefore increasing overall graduation rates. The proposed program will increase the number of nursing majors enrolled in the clinical/theory component of the nursing program who satisfactorily complete all nursing course work (didactic and clinical components).

**NSP II-10-114**

**Frostburg State University**

***“Building the Nursing Faculty Pipeline in Western Maryland”***

**Project Director: Dr. Susan B. Coyle**

Frostburg State University seeks funding to develop the future pipeline of nursing faculty in western Maryland by increasing the number of Associate Degree graduates who pursue baccalaureate and graduate education. Project goals are (1) to increase the number of Associate Degree graduates in western Maryland who complete their BSN within four years of graduation from their original nursing educational program and (2) to increase the number of Associate Degree graduates in western Maryland who are prepared as nursing faculty with six years of graduation from their original nursing program. The University will develop an online BSN to MSN curriculum with a focus in nursing education. The outcomes will be a pipeline for future faculty consisting of 122 RN to BSN students, 40 RN to BSN graduates, and a new BSN to MSN program to serve their educational needs.

**NSP II-10-115**

**Hagerstown Community College**

***“Transforming Community College Nursing Program Simulation Training***

***In Maryland (A Five Year Plan)”***

**Project Director: Dr. Judith Oleks**

Hagerstown Community College proposes a statewide capacity building initiative that will develop and implement a system of high quality simulation training opportunities to support the unique needs of community college nursing program faculties in Maryland.

Objective 1: Create a dynamic learning community that is focused on nursing simulation training for community college laboratory coordinators and program faculty.

Objective 2: Complete a five year strategic plan that supports the unique simulation training needs of Maryland community college nursing program faculty members. Objective 3: Conduct a variety of training programs, including a series of annual institutes that focus on the simulation training needs as identified in the five year strategic plan.

**NSP II-10-116**

**Harford Community College**

***“Weekend and Evening Accelerated Nursing Program”***

**Project Director: Ms. Laura Preston**

**Affiliates: Upper Chesapeake Health**

Harford Community College, in partnership with Upper Chesapeake Health (UCH), will establish the Weekend and Evening Accelerated (WEA) Nursing Program. Under this pilot program, 24 highly qualified students will be admitted into a 15-month nursing program at Harford that will maximize use of clinical and classroom space in the non-peak hours during the summer months, the weekends and evenings. Web-based instructional components will provide additional flexibility for students and instructors. To maximize the use of hospital clinical space and to provide a fair replication of actual working conditions, the WEA program will hold its clinical component on Saturdays and Sundays in 12-hour blocks of time.

**NSP II-10-117**

**Howard Community College**

***“Increasing Nursing Graduates and Graduate Nurse Retention***

***Through An LPN Pathway Sequence”***

**Project Director: Dr. Georgene Butler**

**Affiliates: Howard Community College**

This proposal will use an LPN Pathway Sequence that includes a six credit campus-web Licensed Practical Nurse (LPN) transition course to increase the number of registered nurses and provide mentorship to increase retention following graduation. The LPN Pathway Sequence will provide individual, group tutoring and access to college learning resources to help increase student retention both in the LPN transition course and for these students when they enter the ADN program. A total of up to 30 additional students would be admitted to the LPN Pathway Sequence each year.

**NSP II-10-118**

**Johns Hopkins University School of Nursing**

***“Establishing a Maryland Faculty Academy for Simulation Teaching***

***In Nursing Education (M-FAST)”***

**Project Director: Dr. Linda E. Rose**

**Affiliates: Stevenson University, Howard Community College,**

**Montgomery College, Bowie State University and Harford Community**

**College**

This project will develop a Faculty Academy for Simulation Teaching for statewide implementation in Maryland. The JHU School of Nursing will create a consortium of six to nine nursing schools for the purpose of faculty training and support to facilitate integration of simulation teaching into their nursing programs. Core components of the Academy are a one day pre-intensive workshop, a comprehensive week-long intensive workshop that will educate faculty in the design, implementation, and evaluation of simulations, and a one day post intensive workshop that will provide more advanced content. A fully supported Academy website will serve as a repository for participants to share the scenarios developed and will provide a mechanism for ongoing communications and support during implementation of simulation in their home schools.

**NSP II-10-119**

**Johns Hopkins University School of Nursing**

***“Needs Based Graduate Education II – Online Masters Specialty”***

**Project Director: Dr. Kathleen White**

To significantly increase the number of faculty available for clinical and classroom instruction, the SON will begin to recruit for and develop the Health Systems Management (HSM) and Clinical Nurse Specialist (CNS) tracks in the masters (MSN) program in a fully online format using web-based learning (WBL) techniques and distance education during the 2009-2010 academic year. These new offerings will allow the SON to double its admissions to the HSM and CNS tracks in the MSN program over the next four years and beyond, providing an increase of at least 208 preceptors and instructors able to be clinical and classroom faculty for the SON and other schools of nursing in Maryland.

**NSP II-10-120**

**Montgomery College**

***“Innovative Staffing”***

**Project Director: Ms. Barbara Nubile**

In summer 2010, additional space for nursing offices, classrooms and labs will become available through $5.5 million dedicated local funds. Furthermore, a new position, Nursing Lab and Clinical Technician, will be filled. This increased space and innovative use of staffing will make possible 80 additional enrollments, 85 additional graduates, 4 new clinical positions, 2 faculty positions, enhancements to clinical experiences and retention efforts for students, and an increased graduation rate of 80%.

**NSP II-10-122**

**Morgan State University**

***“Addressing the Nursing and Faculty Shortage, and Increasing***

***the Representation of Minority Nurses: Implementation of Nursing Programs at an HBCU”***

**Project Director: Dr. Kathleen Galbraith**

In 2008, Morgan State University instituted three new nursing programs in direct response to the nursing shortage and the critical need for increased diversity in the nursing workforce and in academic settings. The new BSN, MSN, and PHD programs will increase the number of seats available at a public university at both undergraduate and graduate levels and in particular, help increase the numbers of minority nurse faculty with MSN degrees. This funding will facilitate initial staffing costs associated with the new program implementation.

**NSP II-10-123**

**Prince George’s Community College**

***“RN Program Growth and Student Retention”***

**Project Director: Ms. Cheryl Dover**

The nursing department of Prince George’s Community College will: 1) hire the adjunct faculty necessary to implement an Emergency Medical Technician-Paramedic to RN Transition Option; 2) hire a course designer to facilitate the conversion of face-to-face nursing courses to hybrid courses which will create flexibility for students and expedite their progress through the transition option; 3) hire the adjunct faculty necessary to increase enrollment in the generic RN program; 4) provide additional software products that will focus on student success through remediation and retention; 5) purchase essential nursing skills lab supplies crucial for students to continue their studies at Doctor’s Community Hospital; and 6) increase release time for the MedStar Program Coordinator to better manage the program.

**NSP II-10-124**

**Salisbury University Department of Nursing**

***“Creation of New Dual Roles for Nurse Clinicians in Clinical***

***Teaching to Expand Enrollments in the Second Bachelor’s Degree***

***Program at Salisbury University”***

**Project Director: Dr. Lisa A. Seldomridge**

**Affiliates: Peninsula Regional Medical Center and Atlantic General Hospital**

Salisbury University (SU) in partnerships with Peninsula Regional Medical Center (PRMC) and Atlantic General Hospital (AGH) will develop a new dual role for nurse clinicians in clinical teaching to more than double enrollment in SU’s three-semester Second Bachelor’s Degree program over a three year period. The creation of two clinical faculty positions at PRMC and one at AGH will allow program expansion from 16 to 36 students. Mentoring and professional development activities for the clinical faculty will be provided by Salisbury University faculty. Tuition support for completion of a master’s degree or post-master’s certificate in SU’s Clinical Nurse Educator track will also be provided.

**NSP II-10-127**

**Towson University**

***“An Accelerated Associate to Master’s Degree Program: A Towson University and Community College of Baltimore County Collaborative Project”***

**Project Director: Dr. Jacqueline D. Jordan and Dr. Vicky Kent**

**Affiliates: Community College of Baltimore County, Frederick Memorial Hospital, and Greater Baltimore Medical Center**

Towson University’s Department of Nursing offers the traditional baccalaureate, RN to BS, and MS nursing programs. The Community College of Baltimore (CCBC) offers the Associate Degree in nursing. This project collaboration between TU and CCBC is a seamless “Accelerated Associate to Master’s Degree program (ATM)” with a focus in “Nursing Education” at the master’s level. The ATM model provides second-degree students an opportunity to complete the associate, bachelor and master’s degree in nursing in this fast track option and therefore, responds to the need to increase bedside nurses, as well as the future pipeline for nursing faculty. Full time second-degree students, who possess bachelors or higher degrees in non-nursing fields, can complete the program in 33 months, while dually enrolled at both institutions.

**NSP II-10-128**

**University of Maryland, Baltimore**

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

**Project Director: Dr. Mary Etta Mills**

**Affiliates: Anne Arundel Medical Center, Baltimore/Washington Medical Center (U. of Md. Med. System), Good Samaritan Hospital of Maryland (MedStar Health System), Mercy Medical Center, Shore Health Medical Center (U. of Md. Med. System), Sinai Hospital of Baltimore (Life Bridge Health System), and Franklin Square Hospital Center**

The project builds on the success of an existing NSP II grant addressing both the need to fill expected vacancies in the nursing workforce and reduce the nursing faculty shortage. To increase the number of nursing faculty beyond the scope of the current continuing grant, an expanded strategic partnership will be developed between the University of Maryland School of Nursing (UMSON), Anne Arundel Medical, Baltimore/Washington Medical Center, Good Samaritan Hospital of Maryland, Mercy Medical Center, Shore Health System, and Sinai Hospital of Baltimore. This initiative will use shared resources of the hospital systems and School of Nursing to offer on line RN-MS and BSN-MS programs at each of the partner hospitals. As a direct result of this partnership, there will be an increase of 100 master’s prepared nurses to fill the critical void in the clinical instructor faculty workforce.

**FY 2011 Abstracts**

**NSPII-11-101: *Creating an Online LPN to RN Program* Allegany College of Maryland Project Director: Ms. Sharon Walker** **swalker@allegany.edu**

This program plans to: 1. Increase the number of Registered Nurses, who can enter the online program as a Licensed Practical Nurse and graduate in two or three semesters as a Registered Nurse, to ensure that more qualified nurses are prepared to enter the workforce; 2. Provide a quality online program for Licensed Practical Nurses that will meet the needs of those who wish to further their education, despite work schedules, family responsibilities, and rural and/or urban localities.

**NSPII-11-102: *New RN Delivery Model at Anne Arundel Community College* Anne Arundel Community College Project Director: Ms. Beth Anne Batturs** **babatturs@aacc.edu**

**Affiliates: Anne Arundel Medical Center, Baltimore Washington Medical Center, Doctor’s Community Hospital, and Mercy Medical Center**

The New RN Delivery Model at Anne Arundel Community College will be established with the overarching goal of increasing the number of bedside nurses in Maryland hospitals. AACC has established the following objectives for its New RN Delivery Model: 1. Program expansion – establish five new cohorts of 16 students, increasing AACC’s nursing program enrollment by 80 students or 11%;

1. Curriculum enhancement – develop five nursing courses for hybrid delivery;
2. Increase simulation by at least 50% to improve student nursing skills and supplement clinical experiences.

**NSPII-11-103: *Maximizing Nursing Retention and Success* Community College of Baltimore County Project Director: Dr. Beverley Grimm** **bgrimm@ccbcmd.edu** **Affiliates: Franklin Square Hospital, Towson University**

The Community College of Baltimore County proposes to focus on replicating, expanding, institutionalizing and scaling up best practices and lessons learned from its NSP Phase 2 proposal. CCBC aims to consistently increase retention and graduation rates of nursing students from pre-Phase 2 levels in the 40 % range to significantly improved 2-year graduation rates of 75% in five years. CCBC’s two-pronged approach encompasses continuing to increase the achievement of nursing students (increasing course passage rates by 20% and graduation rates by 63%) and disseminating the resultant retention model to nursing schools in Maryland.

**NSPII-11-104: *Improving Recruitment and Retention in Online RN to BSN Programs* Frostburg State University**

**Project Director: Ms. Heather Gable** **hagable@frostburg.edu**

Frostburg State University seeks to improve recruitment and retention to FSU’s online RN to BSN program by eliminating barriers that students perceive and experience with online learning. This initiative will improve recruitment efforts and retention of students through expanded interactive state-of-the-art software and technology, development of student assessment and training for e-readiness, enhanced faculty training for best practices in online learning, improved curriculum designed to integrate best practices, and enhanced online technical and student support services. Project goals are: 1) decrease barriers to enrollment in FSU’s online RN to BSN program; particularly for non-traditional students; 2) ensure 75% retention of students enrolled in the online RN to BSN program; 3) ensure online nursing courses meet best practice standards for online learning via expanded faculty training and enhanced curriculum development.

**NSPII-11-105: *Creating an Online Nurse Educator Certificate Option* Johns Hopkins University Project Directors: Dr. Anne Belcher** **abelche2@jhu.edu** **and Dr. Pamela Jeffries** **pjeffri2@jhu.edu**

The Johns Hopkins University School of Nursing proposes to significantly increase the number of Maryland nurse educators by offering an online certificate program in nursing education. The School of Nursing will plan, implement, and evaluate an online certificate option in nursing education for Master’s, post-Master’s, and doctoral students (PhD and DNP) which will produce at least 12 graduates per year. The ultimate goal is to increase the number of nurse educators in Maryland who can prepare the registered nurses needed to meet the health care needs of Maryland’s citizens. The project’s objectives are: 1) increase the number of graduates with expertise in nursing education by graduating a minimum of at least 12 students per year from the online Nurse Educator Certificate Option; 2) enhance competencies in

nursing education for part-time clinical instructors currently teaching at the baccalaureate and Master’s levels; 3) place nursing education courses online to facilitate recruitment of students to the program.

**NSPII-11-106: *Increasing Bedside Nursing Capacity and Expertise: New Nurse Residency and Clinical Nurse Specialist Education***

**Johns Hopkins University Project Directors: Dr. Elizabeth Jordan** **ejordan2@jhu.edu** **and Julie Stanik-Hutt** **jstanik1@jhu.edu** **Affiliates: Bayview Medical Center, Howard County Hospital, Suburban Hospital, Johns Hopkins Hospital**

The Johns Hopkins University School of Nursing in partnership with its affiliates proposes to enroll a Spring Semester cohort of second degree applicants annually into an accelerated Baccalaureate to Master’s (BS to MSN) Option. This will increase capacity and use shared resources in partnerships to support successful transition from graduate nursing student to autonomous RN practice, to keep new RNs at the bedside in a full time residency, and to retain these bedside RNS beyond the first year. These graduates will continue graduate preparation for bedside practice as inpatient Clinical Nurse Specialists.

**NSPII-11-107: *NSPII Nursing Enrichment Program* Montgomery College Project Director: Ms. Barbara Nubile** **barbara.nubile@montgomerycollege.edu**

The *NSPII Nursing Enrichment Program* will implement: 1) pre-admission processes to increase enrollment of qualified nursing students, and 2) post-admission retention efforts, informed by research, particularly during two high risk classes: NU110 and NU230.The project will increase enrollment of qualified nursing students and offer support services during admissions to strengthen the pool of applicants. A new position, Nursing Pre-Admission Support Specialist will identify students who are not successful on the pre-admission exam and develop remediation plans, and work with counseling to improve availability of resources. Second, this program will support admitted, at-risk students through a one-credit study course, simulations, Individual Education Plans and early identification during NU110 and NU230.

**NSPII-11-108: *Building Capacity and Diversity in Nursing Education* Morgan State University Project Director: Dr. Jacqueline Newsome-Williams** **jacqueline.williams@morgan.edu**

Morgan State University seeks NSPII funding to solidify program infrastructure and stabilize enrollments for its BSN and MSN programs to ensure a consistent labor supply of African American bedside nurses and Master’s prepared nurse educators to alleviate nursing shortages in Baltimore; enhance teaching capacity in nursing programs; and provide representative diversity in both these areas. NSPII funding will ensure these nascent nursing programs have a strong cadre of supportive full-time nursing faculty who will help ensure a student graduation rate of 85%.

**NSPII-11-109: *S-DC Model for Increasing Capacity and Student Success* Sojourner-Douglass College Project Director: Dr. Maija Anderson** **MAnderson@host.sdc.edu**

This initiative will increase the number of registered nurses in Maryland by expanding S-DC’s capacity to accommodate more students and successfully retain them in the BSN program. By upgrading the skills labs at the Baltimore, Annapolis, Cambridge, and Salisbury Campuses to more state-of-the-art facilities, and providing more intensive advising, mentoring, and tutoring, the College will be able to enroll additional students.

**NSPII-11-110: *Meeting the Challenge: Statewide Initiatives for Nursing Faculty***

**University of Maryland Baltimore**

**Project Directors: Dr. Louise Jenkins** **jenkins@son.umaryland.edu** **and Dr. Carol O’Neil O'Neil** **ONeil@son.umaryland.edu**

This initiative is a one-year planning grant for a project to take a statewide approach to increase the number of nursing faculty teaching in schools of nursing in Maryland. This will be accomplished by orienting nurses transitioning to a faculty appointment to the role of faculty member, provide opportunities for a range of ongoing professional development resources and activities for new and current faculty, and provide linkages between potential faculty and existing faculty positions in Maryland schools of nursing.

**NSPII-11-112: *Who Will Teach?***

**Washington Adventist University**

**Project Director: Dr. Emily Mize** **emize@wau.edu** **Affiliates: Dimensions Health System, Doctors Community Hospital**

This initiative will: 1) establish an on-site RN-BSN program with intent to graduate 60 nurses by 2016; 2) establish an online/onsite MSN program with intent to graduate 30 nurses by 2016; and 3) facilitate the sharing of resources between WAU, DCH and DHS in order to support the learning needs of nurses.

**FY 2012 Abstracts**

**NSP II-12-101**

**Allegany College of Maryland**

***Creating a Smart Learning Environment in Rural Garrett County***

**Project Director: Ms. Fran Leibfreid** **fleibfreid@allegany.edu**

**Partners and Affiliates: none**

As the only institution of higher learning in Western Maryland that offers an RN nursing program, Allegany College plans to increase the pipeline of eligible students by 20% through Smart Classroom Technology at the recently established Garrett County site. The evaluation plan provides outcomes and process measures that are both quantitative and qualitative. The evaluation design includes 1) an anecdotal narrative; 2) an quantitative analysis of project outcomes and objectives; 3) an evaluation of the management plan/ timeline to ensure smooth implementation and management

**NSP II-12-102**

**Anne Arundel Community College**

***Meeting the Nursing Retention Challenge at Anne Arundel Community College***

**Project Director: Ms. Beth Anne Batturs** **babatturs@aacc.edu**

**Partners and Affiliates: none**

AACC will increase the number of bedside nurses in Maryland hospitals by expanding comprehensive mentoring and retention services to targeted groups of students, enhancing student simulation experiences through a new clinical assessment model, and expanding the professional development of its nursing faculty. As a result AACC will increase its student retention rate by 1.5% annually, increase its graduation rate to 85% by June 2014, and ultimately increase the number of students who graduate and are available to Maryland hospitals.

**NSP II-12-103**

**College of Notre Dame of Maryland**

***A Caring Curriculum for Equity and Justice: Increasing Capacity and Diversity of Maryland Nurses***

**Project Director: Dr. Katharine Cook** **kcook@ndm.edu**

**and Dr. Mary Packard** **mpackard@ndm.edu**

**Partners and Affiliates: none**

The new entry level BSN program seeks to increase the number and diversity of registered nurses who will practice in the state of Maryland by 2015 through two proposed initiatives: 1) increasing student retention through precollege Summer Bridge Programs, comprehensive foundation with Test of Essential Academic Skills, teaching assistant program for pre-nursing freshmen and a Retention and Success Specialist 2) Center for Caring Technology- with 3 simulation laboratories, electronic health records, telehealth and 2 assessment laboratories with the tools needed to evaluate and improve standards of care with a foundation of caring, ethics, integrity, and compassion.

**NSP II-12-104**

**Community College of Baltimore County**

***Minority Retention and Success***

**Project Director: Ms. Elizabeth “Betty” Webster** **EWebster@ccbcmd.edu**

**Partners and Affiliates: none**

The project will seek to reduce the achievement gap between white and non-white students. CCBC proposes to revise the entire clinical education experience for six of the seven ADN courses. Data implies that a revision of the clinical curriculum will especially benefit minority learners. The simulation experience will reach full implementation by placing a simulation technician at each campus of the registered nursing programs to further develop multi-patient scenarios and create realistic controlled learning environments. The ability to enhance the simulations of high risk, low frequency patient events will facilitate the reduction of errors and sentinel events in clinical practice. Overall, through improving retention efforts, there will be increased course passage rates and graduation rates, thus an increase in numbers of qualified bedside nurses, including minority populations.

**NSP II-12-105**

**Frederick Community College**

***Making it SIM-ple at FCC***

**Project Director: Ms. Jane Garvin** **jgarvin@frederick.edu**

**Partners and Affiliates: none**

The purpose of this proposal is to increase student retention rates in the clinical and theory component of the nursing curriculum through the use of advanced simulation. The proposed enhancement to the simulation experience will increase the number of nursing majors enrolled in the clinical/theory component of the nursing program who satisfactorily complete all nursing course work (didactic and clinical) and successfully pass the licensure exam (NCLEX). These measures will result in an increase in the number of bedside nurses in Frederick County and Maryland.

**NSP II-12-107**

**Hagerstown Community College**

***A Model to Significantly Increase ADN Graduates in Western Maryland***

**Project Director: Ms. Karen S. Hammond** **kshammond@hagerstowncc.edu**

**Partners and Affiliates: Meritus Health**

The purpose of this proposal is to help more pre-nursing students and in particular, more male and minority students, to qualify for nursing program entrance, complete nursing program-related coursework and graduate. With the support of previous NSP II grants HCC has created the most sophisticated nursing training center in Western Maryland, doubled the size of its nursing program but challenges remain. By doubling the number of nursing students admitted, there is greater disparity in student preparation levels, at the same time the NCLEX exam became more difficult and HCC’s program standards became accordingly more stringent. HCC seeks to increase retention and graduation of nursing students, particularly minority and male students as well as increase percentage of enrollment of minority and male students to more closely mirror local and state demographics and provide for a more diverse workforce.

**NSP II-12-108**

**Howard Community College**

***Increasing Internal Capacity and Nursing Student Success through a Hybrid Accelerated Associate Degree Option and Simulation***

**Project Director: Dr. Georgene Butler** **gbutler@howardcc.edu**

**Partners and Affiliates: none**

This program will increase the number of registered nurses by expanding the existing accelerated option by 16 additional nursing students, changing the delivery option from face-to-face only to hybrid that combines distance education programming. Students will engage in increased simulation opportunities that decrease the demand for additional clinical placements in the specialty areas like Obstetrics, Pediatrics and Psychiatry which tend to be limited in availability. Additional high fidelity simulators along with technical support analyst will assist faculty in this option.

**NSP II-12-109**

**Johns Hopkins University**

***Enhancing Preceptor and Clinical Faculty Preparation Using Online, Self-Paced Modules with Emerging Technologies to Increase Capacity***

**Project Director: Dr. Sarah (Jodi) Shaefer** **jshaefer@jhmi.edu** **and**

**Dr. Pamela Jeffries** **pjeffri2@jhu.edu** **and Dr. Leah Yoder**

**Partners and Affiliates: Johns Hopkins Hospital and Johns Hopkins Hospital Bayview Medical Center**

The Johns Hopkins University School of Nursing proposes to significantly increase the number of Maryland nurse clinical faculty and preceptors by offering online, self-paced modules to orient new clinical faculty and preceptors. The six modules will include the foundations of precepting, principles of evaluation, communication, clinical reasoning skills, educator challenges and creating a culture of caring. With the portability of this educational approach, we will invite collaboration from our rural community college nursing education program and a community hospital. This will provide input into module content and sustainability of this project. In the final year, the modules will be available at no charge to Maryland nursing faculty and preceptors. Continuing education units will be available. Through this portable program, the number of nurse educators and preceptors in Maryland will increase to prepare the registered nurses needed to meet the health care needs of Maryland’s citizens.

**NSP II-12-110
Montgomery College**

***Success through Simulation (STS)***

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

**Partners and Affiliates: none**

The STS Project at Montgomery College will address two overriding goals relating to (1) retention efforts and (2) capacity building through increased simulation resources. The program will impact 49 faculty and 1720 nursing students and stems from participation in a prior NSP II award to Johns Hopkins University. It revealed the importance of simulation experience and its capacity to significantly increase retention and graduation rates. Of special interest are the needs of students who are at risk, including those who have English for Speakers of Other Languages (ESOL) and bilingual backgrounds. Anticipated outcomes over the three years of the project will result in an enrollment increase of 220 students, up to 1720 students total, increased graduates up to 460 students, increased retention rates from 75% to 80%, NCLEX pass rate of 90%, increase simulation resources, and two new nursing positions that will be sustained after the grant. The new simulation modules will be posted on the College’s simulation website and shared with the Maryland Community College Simulations Network to increase capacity locally and statewide.

**NSP II-12-111**

**Morgan State University**

***ENNHANS ( Educating Nontraditional Nurses Helps Address Nursing Shortage***

**Project Director: Ms. Ann Gunnett** **Ann.Gunnett@morgan.edu**

**Partners and Affiliates: none**

ENNHANS is a Morgan State University initiative to increase nursing student retention and success in its BSN program. A vast majority of undergraduate nursing students matriculating in the program are adult learners or nontraditional students. The needs of this student demographic are different from traditional college students. The goals of the project are to increase nontraditional student retention to at least 80%, increase graduation rate in the BSN program comparable at least to the current university average of 40% and ensure student success in the NCLEX-RN. By increasing faculty and auxiliary staff, developing instructional technology, enhancing the curriculum and providing ancillary student support services, there will be increased minority nurse representation in the health field.

**NSP II-12-112**

**Prince George’s Community College**

***Various Strategies to Enhance Nursing Students Retention through Active Learning and Patient Simulation***

**Project Director: Ms. Vivian Kuawogai** **Kuawogvp@pgcc.edu**

**Partners and Affiliates: none**

Prince George’s Community College will provide retention and remediation programs through online tutoring of nursing content to entry level nursing students, students identified as high risk for failure by their instructors and those enrolled in hybrid nursing courses at PGCC. The Nursing Career Mentor/ Specialist and academic tutors will continue to provide guidance and direct remediation opportunities for increased retention. A Nursing Simulation Coordinator will facilitate increased integration of clinical simulation in a consistent manner across the curriculum with the addition of an electronic medical records system for student documentation of their assessments, interventions and patient outcomes. Our goal is to provide students with web-based tools and support services that increase their achievement, increase retention, enhance their educational experiences.

**NSP II-12-113**

**Salisbury University**

***Eastern Shore Faculty Academy and Mentorship Initiative (ES-FAMI)***

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

**Dr. Tina Brown, Dr. Katherine Hinderer, Dr. Judith Jarosinski, Dr. Brenda Mister**

**Partners and Affiliates: Chesapeake Community College, Sojourner- Douglass College**

This project will create partnerships of nursing programs on the Eastern Shore of Maryland to develop quality adjunct faculty to meet staffing needs of partner schools with a particular emphasis on recruiting multiethnic, multicultural faculty. The project also has the potential to motivate practicing nurses to consider teaching. Salisbury University, in partnership with Chesapeake College and Sojourner-Douglass College, will develop and implement the ES-FAMI. The Academy will prepare experienced BS and MS-prepared registered nurses, particularly those from under-represented groups, for new roles as part-time clinical faculty. This project will adapt an established 16-hour curriculum for primarily online delivery. A face-to-face introductory session, simulated clinical teaching sessions and mentoring workshops at the conclusion of the program will support Academy attendees as they take their first part-time teaching assignments. The Academy will be delivered twice a year by teams of faculty from the partner schools and at completion CEU’s will be awarded. The graduates will enter a “registry” and must agree to teach at least one clinical section per year for one of the partner schools. At least 36 newly trained part-time clinical faculty will be available to partner programs on the Eastern Shore.

**NSP II-12-114**

**Sojourner-Douglass College**

***S-DC Model for Developing and Implementing an Online RN to BSN Program***

**Project Director: Dr. Maija Anderson**

**Partners and Affiliates: none**

Sojourner-Douglass College (S-DC) is Maryland’s only private, nonprofit, four year minority serving institution with locations in Baltimore, Annapolis, Cambridge, Prince George’s County, Salisbury and a supplemental campus in Owings Mills, Maryland. The propose initiative will increase the number of Bachelor’s prepared registered nurses in Maryland by expanding S-DC’s capacity to accommodate RN’s by offering 1)convenient online theory courses 2) flexibility around RN’s work schedules 3) RN’s the option to bring online education right to their homes and 4) more individualized attention from their nursing instructors. This grant will support the continuing education of an estimated 245 students with a 70% rate of on-time completion for a total of 168 new BSN’s.

**NSP II-12-115**

**Stevenson University**

***From Students to Faculty: A Multifaceted Approach to Increase Student Success, Build Statewide Capacity, and Share Nursing Faculty in Maryland***

**Project Director: Dr. Denise Seigart and Dr. Judy Feustle**

**Partners and Affiliates: Greater Baltimore Medical Center (GBMC)**

Stevenson University is proposing a multi-faceted approach to the nursing shortage. First, more pre-licensure disadvantaged (economic, minority) students will be retained in SU’s rigorous baccalaureate program. Second, nursing faculty across Maryland will have the opportunity to enhance their credentials, increasing the ability of faculty by increasing knowledge and skills through a Certified Nurse Educator (CNE) preparation program. Third, the University will create a shared learning space in a collaborative with GBMC to benefit both SU nursing students and GBMC employees. This will contribute to a shared valuing of continuing education, an enhanced environment for collaborative and inter-professional learning, and it is expected to foster a desire on the part of GBMC employees to further their education.

**NSP II-12-117**

**University of Maryland**

***Implementing Statewide Initiatives for Nursing Faculty***

**Project Director: Dr. Louise Jenkins** **Jenkins@son.umaryland.edu** **and Dr. Carol O’Neil** **Oneil@son.umaryland.edu**

**Partners and Affiliates: none**

This project at the Institute for Educators in Nursing and Health Professions at the University of Maryland, School of Nursing will develop and offer statewide orientation to prepare 80 nurses transitioning from clinical roles to faculty careers in Maryland nursing programs. This could increase the capacity to potentially enroll 800 qualified applicants to nursing schools. Two formats will be available for the learner: 1) the hybrid orientation program which combines online and classroom contact and 2) graduate level elective courses. In addition, support for nursing faculty will be enhanced by an online faculty resource center with an expected 850 online visits for resources over 4 years. Offering Teaching Grand Rounds, workshops, and annual conferences will support ongoing nursing faculty development and networking collaboration for a minimum of 1285 nurse faculty.

**NSP II-12-118**

**University of Maryland**

***Development and Implementation of a Statewide Preceptor Program to Support Nursing Student’s Education and Role Development***

**Project Director: Dr. Jane Kapustin Kapustin@son.umaryland.edu**

**and Ms. Janice Hoffman** **hoffman@son.umaryland.edu**

**Partners and Affiliates: none**

In response to a request from the Maryland Deans and Directors group, the University of Maryland, School of Nursing proposes the development and implementation of an online three year preceptor education program dedicated to preparing registered nurses in a variety of practice settings to work directly with entry level undergraduate nursing students in one-on-one precepted clinical practicum experiences. Using an online asynchronous teaching methodology, modules will be developed that provide content and approaches for registered nurses serving as preceptors for nursing programs across the state. Examples of content include characteristics of nursing students, assessing learning needs, teaching and learning processes, providing feedback, etc. This proposal includes a comprehensive evaluation to ensure that synthesis of preceptor concepts is sustained and nursing recruitment and retention are enhanced.

# FY 2013 Abstracts

**NSP II-13-101**

**Cecil College**

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

**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)***

**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***

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

**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***

**Project Director: Ms. Laura Preston** **LPreston.Admin1.Admin@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***

**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)***

**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)***

**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***

**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***

**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***

**Project Director: Dr. Patricia Morton** **morton@son.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***

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

**and Dr. Linda J. Hickman** **hickman@son.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***

**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.

**FY 2014 Abstracts**

**NSP II-14-101**

**Bowie State University**

***A Faculty Pipeline for RN to BSN and BSN to MSN***

**Project Director: Dr. Doris Clark** **dclark@bowiestate.edu**

**Partners and Affiliates: Medstar Southern Maryland Hospital Center and Anne Arundel Medical Center**

The Nursing Department aims to increase the number of qualified nurses in the workforce who hold bachelors and master’s degrees. This will be accomplished by facilitating the enrollment and graduation of current nurses through the RN to BSN program and subsequently to the MSN in nursing education. We plan to extend our partnership to community colleges across the state to enroll students in completing online BSN and MSN programs. Delivering online, onsite and distance courses for the BSN and MSN degree, utilizing hospital staff as clinical instructors and reducing barriers will help more nurses complete advanced degrees.

**NSP II-14-102**

**The Community College of Baltimore County**

***CCBC Associates to Bachelors Degree ( ATB) Program***

**Project Director: Ms. Karen Wons** **kwons@ccbcmd.edu**

**Partners and Affiliates: University of Maryland School of Nursing, Drexel University College of Nursing and Health Professions and American Public University**

This initiative provides a seamless “Associate to Bachelor’s Degree Program” ( ATB). It increases the number of BSN prepared nurses in Maryland by 181 RNs during the course of the grant and 94 RNs each year thereafter. A retention rate of 80% will be maintained through the concurrent enrollment model. Students will be taking Bachelor’s level courses while enrolled in the CCBC Associate Degree program so they may finish their BSN within one year of graduation. CCBC has a minority enrollment of 46% and 56% of the new nursing students each year are considered disadvantaged. Transition Coordinators will provide financial aid assistance, advising, counseling ( career and personal) and academic support ( supplemental instruction and tutoring).

**NSP II-14-103**

**Coppin State University Helene Fuld School of Nursing**

***Initiative to Promote Nursing Education as a Career Path***

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

**Partners and Affiliates: none**

The purpose of this project is to promote nursing education as a career path. The aim is to increase nurse faculty by expanding educational access for nurses with a Master’s degree in nursing to obtain a Doctor of Nursing (DNP) degree. The program will begin January, 2014 and by Fall, 2014 we will offer students weekend and online enrollment options. Graduates of the program will be prepared to implement policies, practices and initiatives to improve health outcomes. The goal is to enroll 40 students. Of this group, 25% will complete the education curriculum and serve as future faculty.

**NSP II-14-104**

**Frostburg State University**

***Planning the Pathway to an MSN in western Maryland***

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

**Partners and Affiliates: none**

The Nursing Department seeks to offer education options to alleviate the shortage of nursing faculty. This program will offer an RN-MSN and MSN degree program. Additionally, a teaching certificate in nursing will be offered for nurses with a master’s degree in another field like MBA, MPH, or MEd that are interested in teaching. This planning grant will allow for the development, design of online courses and implementation of a new program at Frostburg State, the Masters in Nursing Education.

**NSP II-14-105**

**Hagerstown Community College**

***3 + 1 Model: A New Route to the BSN***

**Project Director: Ms. Karen Hammond** **hammondk@hagerstowncc.edu**

**Partners and Affiliates: Meritus Health, University of Maryland University College**

We will develop a unique 3+1 (3 years taking classes offered by HCC; 1 year taking classes from University of Maryland University College) bachelors of science in nursing (BSN) degree option. This option will be available to all ADN graduates- past, present and future. HCC classes will be reviewed to satisfy requirements for bachelors’ degree study that go beyond the ADN requirements. Advisors will assist 80 students over 2 years to enroll, of these 85% or 68 will graduate within two years with a BSN. By sharing results with other colleges, we will ensure the project helps hundreds of additional students graduate as well.

**NSP II-14-106**

**Howard Community College**

***Interdisciplinary Simulation and Instructional Media to Enhance Student Success***

**Project Director: Dr. Georgene Butler** **gbutler@howardcc.edu**

**Partners and Affiliates: none**

The primary goals of this initiative are to enhance student success through the use of instructional media and interdisciplinary simulation. An instructional technician will be hired to provide support for classroom learning and simulated clinical environments. Interdisciplinary simulation will use scenarios for nursing students to engage with radiologic technologists, emergency medical technicians, cardiovascular technicians, medical sonographers and physical therapy assistant students. The overall goal of this project is to increase the graduation rate from 57% to 80% in three years, yielding an additional 75 Associate Degree graduates over three years. Since this is a two year grant, the goal is to increase graduation rate to 65% by year 2, yielding an additional 21 graduates.

**NSP II-14-107**

**Johns Hopkins University**

***Easing the Transition to Higher Levels of Education to Address Critical Mental Health Needs: Accelerated Post-NP Psychiatric Mental Health Nurse Practitioner (PMHNP) Education***

**Project Director: Dr. Karen Kverno kkverno1@jhu.edu**

**Partners and Affiliates: none**

The overarching goals of this project are to address mental health workforce shortages by strengthening the capacity of primary care NPs to competently treat co-morbid medical and psychiatric (including substance use and addiction) conditions and to increase the capacity of NPs treating rural and underserved populations. The online student centered format will make the option accessible to all interested NPs. As the only other in-state option, the University of Maryland will discontinue its program in 2014. None of the east coast post-master’s PMHNP options are accelerated or online, and none have a focus on integrated mental health care. The part-time, intensive, online training format will make the option affordable compared to other available options out of state or traditionally in residence programs.

**NSP II-14-108**

**Johns Hopkins University**

***Online Use of Inter-professional Simulation for Nursing***

**Project Director: Dr. Elizabeth Tanner** **etanner3@jhu.edu**

**Partners and Affiliates: none**

The purpose of this project is to facilitate inter-professional education by providing nursing, medical and pharmacy faculty with the knowledge and tools necessary to incorporate online inter-professional simulations into their curricula. Half of all Maryland schools of nursing, at minimum, will implement online IPE simulation program modules following faculty development, with at least one faculty member from each school participating. Each of 10 previously participating M-FAST Consortium member schools funded by NSP II grant in FY 2009, plus at least three additional schools, along with one school of pharmacy and one school of medicine will receive open access to four IPE simulations and training via online technology. The total number of faculty impacted will be 13 SON faculty, who will impact an average of 35 students for a total impact of 455 nursing students and 45 pharmacy and medicine students.

**NSP II-14-109**

**Johns Hopkins University**

***Establishing a Faculty Development Consortium for Nursing Leadership***

**Project Director: Dr. Pamela Jeffries** **pjeffri2@jhu.edu**

**Partners and Affiliates: Johns Hopkins University, University of Maryland, Stevenson University, Towson University and Coppin State University**

This proposal was developed in collaboration with four partner schools of nursing with the goals of engaging in lifelong learning, increasing faculty development in workforce planning, particularly nursing leadership, while promoting nursing education as a desired career path by developing nursing academic leaders and providing support with the Leadership Academy. The academy will be one year program with a week-long institute scheduled in January. The outcomes will be leadership development, perceived self efficacy, satisfaction and application of concepts discussed at the Academy.

**NSP II-14-110**

**Montgomery College**

***Military to Associate Degree Nurse (M2ADN)***

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

**Partners and Affiliates: none**

This proposal will implement three strategies: 1) the redesign of the current LPN/ Military Medic/ Corpsmen to ADN transition course, 2) the development of online delivery for the didactic component, and 3) the development of support services for veterans during the pre-admission period. Anticipated outcomes over the two years of the project will result in increased enrollment of up to forty pre-nursing military medic/corpsmen and increased enrollments of twenty military medic/corpsmen in the second year of the Nursing Program.

**NSP II-14-111**

**Sojourner-Douglass College**

***Increasing Success, Capacity and Outcomes in Minority Nursing Students***

**Project Director: Dr. Maija Anderson** **manderson@host.sdc.edu**

**Partners and Affiliates: none**

The proposal seeks funding to support improved NCLEX-RN pass rates as well as national accreditation which will serve to increase student outcomes and program capacity. This grant will support the success of 80 candidates preparing to take the NCLEX-RN throughout the life of the grant and after funding ends. It will support nursing faculty focusing on tutoring, coaching and mentoring students who have completed the nursing program as they prepare to take the examination for licensure. Consultant support for successful CCNE accreditation and online supplemental reviews will be shared cost with the college.

**NSP II-14-112**

**Stevenson University**

***Increasing Academic- Practice Partnerships in Maryland***

**Project Director: Dr. Judith Feustle** **jfeustle@stevenson.edu**

**Partners and Affiliates: LifeBridge Health Medical Centers ( Sinai Hospital and Northwest Hospital)**

The proposal seeks to implement a collaborative educational program with our hospital partners. This will include a shared Simulation Instructor and lab space at Sinai and a Center for Nursing Education and Research at Northwest. Interdisciplinary educational opportunities, collaborative research projects and lifelong learning on the part of faculty, students and hospital staff should increase inter-professional strength. The grant expects to increase the RN-BSN students by 10 and the MSN students by 2-4 through one shared faculty member.

**NSP II-14-113**

**University of Maryland**

***Preparing Clinical Faculty for Maryland Nursing Schools***

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

**Partners and Affiliates: none**

The goal of this project is using innovative approaches to strengthen statewide capacity by preparing nurses to function as clinical teachers in pre-licensure nursing programs. By offering education to potential clinical teachers, the number of skilled clinical educators will increase. Approximately 450 nursing educators are teaching in clinical environments. Part-time clinical adjunct faculty currently receive little or no orientation other than to the clinical site. At the conclusion of this grant, a minimum of 160 nurses will be prepared as clinical educators. Assuming 1 faculty to 8 students, 1280 students could have better clinical learning experiences.

**NSP II-14-114**

**University of Maryland**

***Increasing the Number of Baccalaureate Prepared Nurses in Maryland through Revision and Enhancement of an RN to BSN Program***

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

**Partners and Affiliates: none**

The project will revise the current RN to BSN curriculum to address competencies like leadership and management, care coordination, transitional care needs, informatics, quality and safety, and the needs of an aging population. New electives will be developed for student’s unique practice settings. Implementation will be set for Fall 2014 with an expected additional 30 RN to BSN students enrolled.

**NSP II-14-115**

**University of Maryland**

***Interprofessional Education: A Faculty Development Initiative***

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

**Partners and Affiliates: none**

Over a period of two years, this project will develop a core of inter-professional faculty from the schools of nursing, medicine, dentistry, pharmacy, social work and law. This group of faculty will develop the knowledge and skill required to use clinical simulation as a platform to teach IPC. Utilizing a variety of learning techniques, this group will develop simulation cases, conduct simulations and develop skill in debriefing inter- professional students and teams. Two faculty development courses will be available and six inter-professional simulation cases will be developed. These tools will be disseminated to other universities and colleges for use in IPE.

**FY 2015 Abstracts**

**NSP II-15-101**

**Allegany College**

*Nurse Managed Wellness Center in Rural Western Maryland*

**Project Director: Cheryl Nelson,** **cnelson@allegany.edu**

**Partners and Affiliates: none**

This project will prepare ACM undergraduate nursing students for the expanding role of nursing in changing healthcare environments through innovative clinical opportunities. As a result, graduates will be positively influenced through role modeling of Advanced Practice RNs increasing the number of ACM graduates who enter bachelor’s or master’s programs. The goal of the project is to increase the number of graduates who enter advanced programs by 20% over the next 2 years and increase the preparation of the workforce that serves local hospitals.

**NSP II-15-102**

**Anne Arundel Community College**

***Enhanced Simulation and Clinical Education Model at AACC***

**Project Director: Beth Batturs-Martin,** **babatturs@aacc.edu**

**Partners and Affiliates: none**

AACC will pilot the use of a digital HER system that integrates patient scenarios with web-based simulation software across all core nursing courses. The system will incorporate standardized patients for more realistic interviewing and clinical assessment scenarios and provide important patient feedback not possible with simulation manikins. This project will impact more than 300 nursing students with increased skill attainment, higher course completion and retention rates.

**NSP II-15-103**

**Bowie State University**

***A Faculty Pipeline for RN to BSN and BSN to MSN***

**Project Director: Dr. Doris Clark** **dclark@bowiestate.edu**

**Partners and Affiliates: Medstar Southern Maryland Hospital Center and Anne Arundel Medical Center**

Bowie aims to increase the number of qualified nurses in the workforce who hold BSN and MSN degrees. We plan to extend our partnership to community colleges across the state to enroll students in completing online BSN and MSN programs. Delivering online, onsite and distance courses for the BSN and MSN degree, utilizing hospital staff as clinical instructors and reducing barriers will help more nurses to complete advanced degrees.

**NSP II-15-104**

**Carroll Community College**

***Preadmission Testing***

**Project Director: Dr. Nancy Perry,** **nperry@carrollcc.edu**

**Partners and Affiliates: none**

An admission entrance examination will be piloted with accepted students to analyze data to determine the appropriate cut off score for new students entering the nursing program. Student progress will be compared to the preadmission scores and the current admission process of total points. One goal is maintain annual enrollments at 128 and increase graduates by 10 additional graduates through selective admissions based on objective testing. The ultimate goal is to implement a preadmission examination as part of the application process.

**NSP II-15-105**

**College of Southern Maryland**

***CSM Medic/Corpsman to ADN Transition Program***

**Project Director: Dr. Karen Russell,** **krussell@csmd.edu**

**Partners and Affiliates: American Public University System**

The overall goal of this grant is to increase nursing student enrollment by promoting direct access for military veterans. The development of a streamlined educational pathway for veterans to transition to an Associate Degree in Nursing (ADN) will allow Medic/Corpsman students to join the traditional cohort in the 3rd semester through specialized curriculum, peer tutoring and focused retention activities. The goal is 16 additional nursing graduates and faculty better prepared to meet the unique needs of veterans transitioning to nursing careers.

**NSP II-15-109**

**Frostburg University**

***Implementing the Pathway to an MSN in Western Maryland***

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

**Partners and Affiliates: none**

The project goals are to increase the number of nursing faculty by starting the MS in Nursing Education by Fall, 2014 and increase the number of associate and bachelors’ prepared nurses who complete master’s education to become faculty. It is anticipated that the program will be a fully accredited online MS in nursing with a focus on education and administration. We expect to enroll 35 new MS students and graduate 12 newly qualified faculty within the grant period.

**NSP II-15-110**

**Frostburg University**

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

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

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

This planning grant will develop a new program that allows FSU students to earn a BSN within four years between their home campus of FSU and Allegany College. The intent is to increase the number of initial BSN graduates within Maryland. This program option will be fully developed by an Advisory Group of two faculty from each school to submit for internal and external review by the next academic year.

**NSP II-15-112**

**Howard Community College**

***Military to Associate Degree Nursing Pathway Sequence Option***

**Project Director: Dr. Georgene Butler,** **gbutler@howardcc.edu**

**Partners and Affiliates: none**

This project seeks to increase nurses by capitalizing on the healthcare training and experiences of military medics and corpsmen. Approximately 16 veterans will be enrolled in a 13 month transition course with extensive support services. The goals are 30 additional graduates from this specific pool of candidates. The experiences will be more aligned with their unique needs and learning preferences.

**NSP II-15-113**

**Johns Hopkins University**

***Master’s Entry into Nursing Program Development: Students and Faculty (MEDSaF)***

**Project Director: Dr. Marie Nolan,** **mnolan3@jhu.edu**

**Partners and Affiliates: Johns Hopkins Hospital, Bayview Medical Center, Suburban Hospital, University of Maryland School of Nursing and Howard General Hospital**

The JHUSON in collaboration with the UMSON, plan to develop and implement a program for faculty teaching in new Master’s Entry into Nursing programs leading to a MSN. Over the grant period, 100 JHUSON and UMSON clinical faculty will participate in teaching strategies for increased practice expertise and coaching of students in key content areas.

**NSP II-15-114**

**Johns Hopkins University**

***Master’s Entry into Nursing Program Development (MENPD)***

**Project Director: Dr. Kathleen White,** **kwhite1@jhu.edu**

**Partners and Affiliates: Johns Hopkins Hospital, Bayview Medical Center & Howard General Hospital**

This project will increase the number of new nurses prepared at the MS level. Approximately 691 graduates are expected over the grant period. Students will deliver direct care to patients with complex conditions in inter-professional teams in a hospital, primary care or community health setting.

**NSP II-15-115**

**Morgan State University**

***An Initiative for Academic Enhancement Through Organization Participation and Blended Management***

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

**Partners and Affiliates: Morgan State University Nursing and Community Health and Policy**

This program will blend management of an educator and participation of students to achieve four objectives. The goal is to increase the nursing graduates by 60 additional graduates, with an increase to 80% on the NCLEX-RN examination, participation with three nursing organizations- National Student Nursing Association, Sigma Theta Tau and a nursing sorority Chi Eta Phi. Standardized testing and student success initiative will undergird the process with the leadership of the nurse manager.

**NSP II-15-116**

**Notre Dame of Maryland University**

***NDMU School of Nursing: Building Baccalaureate Programs for Better Patient Outcomes***

**Project Director: Dr. Katharine Cook,** **kcook@ndm.edu**

**Partners and Affiliates: Existing 15 hospital partners throughout Maryland**

The goals of this project are two-fold to increase the number of bachelor’s prepared nurses in Maryland. It is anticipated that NDMU will increase the programs through a total of 89 BSN graduates by Spring 2016 and 306 RN to BSN graduates by December 2018. Increasing the diversity of registered nurses who complete the BSN is a focused initiative with specific targets for enrollment.

**NSP II-15-118**

**Salisbury University**

***Faculty Toolkits for Teaching Psychiatric Mental Health Nursing Skills: Using Standardized Patients to Prepare New Nurses***

**Project Director: Dr. Lisa Seldomridge,** **laseldomridge@salisbury.edu** **and Dr. Debra Webster,** **dawebster@salisbury.edu**

**Partners and Affiliates: none**

The SU department of nursing intends to develop a web-based Standardized Patient Experience (SPE) toolkit as an approach to teaching students essential skills in caring for behavioral health issues. Six video vignettes will feature trained actors who portray individuals with mental illness. Over the grant period, 180 BS students will participate in learning activities. Statewide resources will include 3 toolkits that will be developed and ready for all Maryland schools by Summer 2015 and 3 additional toolkits will be disseminated as a faculty resource for all Maryland schools by Summer 2016.

**NSP II-15-120**

**University of Maryland**

***Graduate Ambassadors Advancing the Future Nursing Workforce***

**Project Director: Dr. Linda Hickman,** **hickman@son.umaryland.edu**

**Partners and Affiliates: Sinai Hospital of Baltimore, University of Maryland Medical Center**

This project is built on the earlier academic service partnerships and is an evolution to mentor and assist diverse staff to pursue master’s degrees. The goal is an increase of 15 minority nurses to increase the culturally competent and sensitive nursing workforce by increasing the number of African American, Hispanic and Asian nurses enrolled in RN to BSN and RN to MSN programs at UMSON.

**NSP II-15-121**

**University of Maryland**

***Expanding Clinical Instructor Numbers and Role to Increase Clinical Access and Enrollments***

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

**Partners and Affiliates: Greater Baltimore Medical Center, University of Maryland Medical Center Midtown Campus, University of Maryland St. Joseph Medical Center**

The goal of this project is to add 20 new enrollments from new partner hospitals in the master’s program at UMSON. This will provide additional clinical capacity and permit increased student enrollments. The program will include online offerings developed to address the nurse faculty role in preparing students to better support continuity of care emphasized in the ACA.

**FY 2016 Abstracts**

**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 and 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**

**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.