

2012—2013

**ANNUAL
REPORT**



LEADING Culture Change



About NCIN

NCIN was launched in 2008 to address the national nursing shortage, develop a demographically representative professional nursing workforce, and fuel the pipeline of nurse faculty and leaders.

The program was created by RWJF and AACN to enable schools of nursing to expand student capacity in accelerated baccalaureate and master's programs, and build a more diverse workforce ready to serve the needs of a changing patient population. Schools receiving funding through NCIN provide \$10,000 scholarships directly to students from groups underrepresented in nursing or from disadvantaged backgrounds. These grants amount to an investment of more than \$23 million in nursing development and scholarship.

“Nursing education should serve as a platform for continued lifelong learning and include opportunities for seamless transition to higher degree programs. To respond to the underrepresentation of racial and ethnic minority groups and men in the nursing workforce, the nursing student body must become more diverse.”

— THE FUTURE OF NURSING:
LEADING CHANGE,
ADVANCING HEALTH

Driving Cultural Shifts

The Robert Wood Johnson Foundation (RWJF) and the American Association of Colleges of Nursing (AACN) launched *New Careers in Nursing* (NCIN) in 2008 to help alleviate the nursing shortage, expand the capacity of nursing programs, increase the number of nursing faculty in the pipeline, and build a more diverse nursing workforce in an effort to meet the needs of a changing patient population. Over the last six years, NCIN has made significant headway toward accomplishing these goals.

NCIN has awarded grants to 119 unique schools of nursing, providing scholarships to 2,717 nursing students in accelerated baccalaureate and master's degree programs. During Round 5, the 2012-2013 school year, NCIN made grants to 55 schools of nursing that awarded 400 scholarships of \$10,000 each. That investment and the support from the NCIN National Program Office, which includes toolkits on leadership, mentoring, pre-entry support and recruitment, have influenced significant culture shifts at grantee schools of nursing—change that will endure and affect even more students than those who receive NCIN scholarship support.

An evaluation conducted by Educational Testing Service (ETS) in 2012 to assess the impact of the RWJF NCIN scholarships revealed noteworthy trends in organizational change at grantee institutions. According to the ETS report, “increased diversity was the most commonly-cited change in culture and impact of the RWJF scholarship program.” Colleges and schools of nursing reported that after receiving NCIN grants and support, they were not only recruiting and enrolling more students from groups traditionally underrepresented in nursing (including men), but had also made changes that made the institutions more welcoming toward and inclusive of individuals from those groups.

Changes that have been reported by many grantees include: an increase in the number of student organizations focused on diversity; a greater range of perspectives provided in classroom discussions; reviews of curricula to incorporate more diverse perspectives; new and increased support services for students, such as English as a Second Language (ESL) and tutoring; new administrative positions and offices focused on addressing the issue, needs and concerns of students from traditionally underrepresented groups; the creation of diversity boards and task forces; and diversity training for faculty.

From L to R—Polly Bednash, David Krol and Vernell DeWitty



INNOVATIONS

Encouraging Success

NNCIN encourages and builds on success by continually working to strengthen the program and improve scholars' educational experiences. The National Program Office solicits and considers feedback from all grantees and works to develop materials, resources, and tools that meet grantees' needs. The result has been the development of several toolkits and, new in 2012, the Recruitment Toolkit, *Recruiting Future Nurses*, and the online supplement to the program's already highly-praised and successful **Pre-Entry Immersion Program (PIP)**.

NCIN created PIP in 2010 in response to concerns that new scholars might not be fully prepared for the rigors of accelerated bachelor's or master's degree programs in nursing. Since its inception, PIP has successfully helped NCIN scholars improve their time management, critical thinking, study, and other skills crucial to completing an accelerated nursing degree. Demonstrated success of PIP among NCIN scholars proved to grantees the benefits of pre-entry support for accelerated nursing students. As a result, many grantees offer PIP to their entire cohort of accelerated students, making these resources available throughout the length of scholars' accelerated nursing program. In recognition of the need for an even earlier introduction to accelerated nursing programs and the predilection that most accelerated students have for online interaction, NCIN launched the **PIP Online Supplement** in the summer of 2012.

This Supplement includes five units with modules featuring video, PowerPoint presentations with voice-over, and post-test questions for each unit of instruction:

1. **Welcome to Nursing** introduces students to the roles of nurses and nursing students, including how nurses work as part of interdisciplinary patient care teams;
2. **Developing Survival Skills** reviews the skills students must master to succeed in accelerated degree programs, helps them develop strategies to acquire those skills, and describes approaches to enhancing those skills;
3. **Math Refresher** helps students strengthen their math skills, with a focus on conversions and dosages;
4. **Medical Terminology** provides students with a basic understanding of medical terminology and describes the process necessary to learn nursing terminology; and
5. **Leadership Video Bank** features inspirational video of successful nurses from underrepresented populations discussing leadership, their nursing journeys, and more.



NCIN Scholar, Luis Sanchez, completes clinicals at New York University's simulation laboratory

The **PIP Online Supplement** is part of a library of resources" for faculty and administrators at NCIN grantee institutions that also includes:

NCIN's **Leadership Development Toolkit** is a comprehensive planning guide that helps faculty support students in becoming nursing leaders by providing continuous, consistent leadership development activities over the course of an accelerated baccalaureate or master's program.

The **Mentoring Toolkit and Handbook** provides in-depth information for faculty and administrators on how to approach and sustain mentoring relationships. It also provides worksheets, assessments, and exercises to help make the mentoring process successful. A special webpage, *Mentoring Toolkit Dissected*, further supports this vital component of the scholar experience.

The **Recruitment Toolkit** incorporates findings from research, field experience, and program evaluations to describe successful recruitment strategies. It provides grantees with the strategic concepts, ideas, and tools necessary to reach and engage targeted audiences.

SCHOLARS NETWORK

Mission Statement

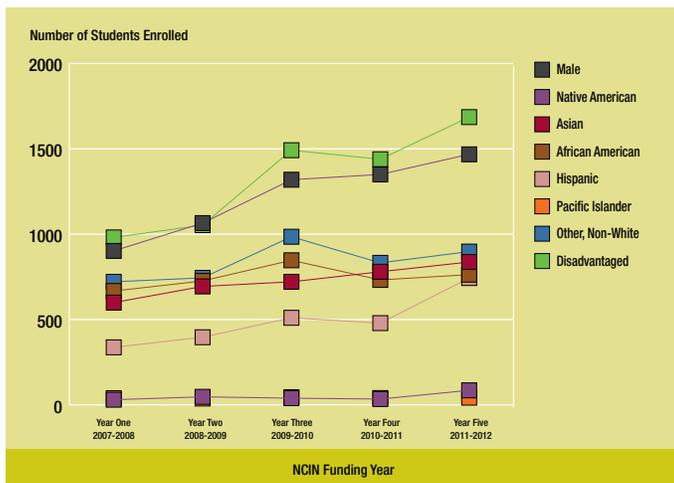
To combine and engage the diverse skills, backgrounds, and education of all NCIN scholars to benefit nursing students, nurses, and most especially, to serve our culturally diverse patient population.

Vision

By 2020, the NCIN Scholars Network will have a sustainable infrastructure and an influential voice in the nursing community.

FACTS & FIGURES

Enrollment of Underrepresented Accelerated Nursing Students at NCIN Applicant Schools

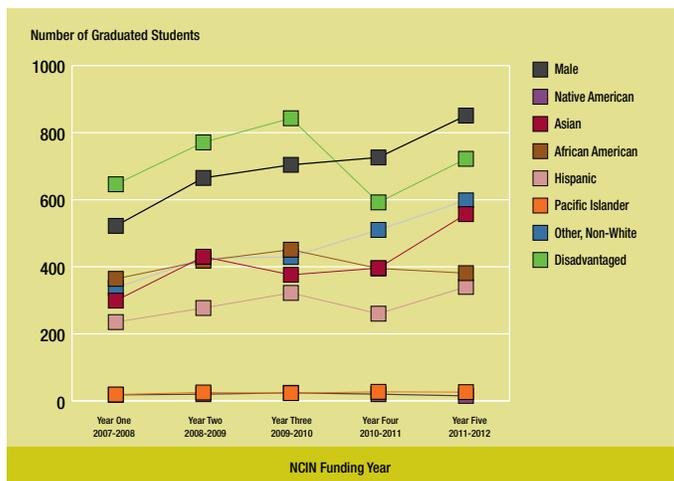


NCIN encourages and builds on success by continually working to strengthen the program and improve scholars' educational experiences.

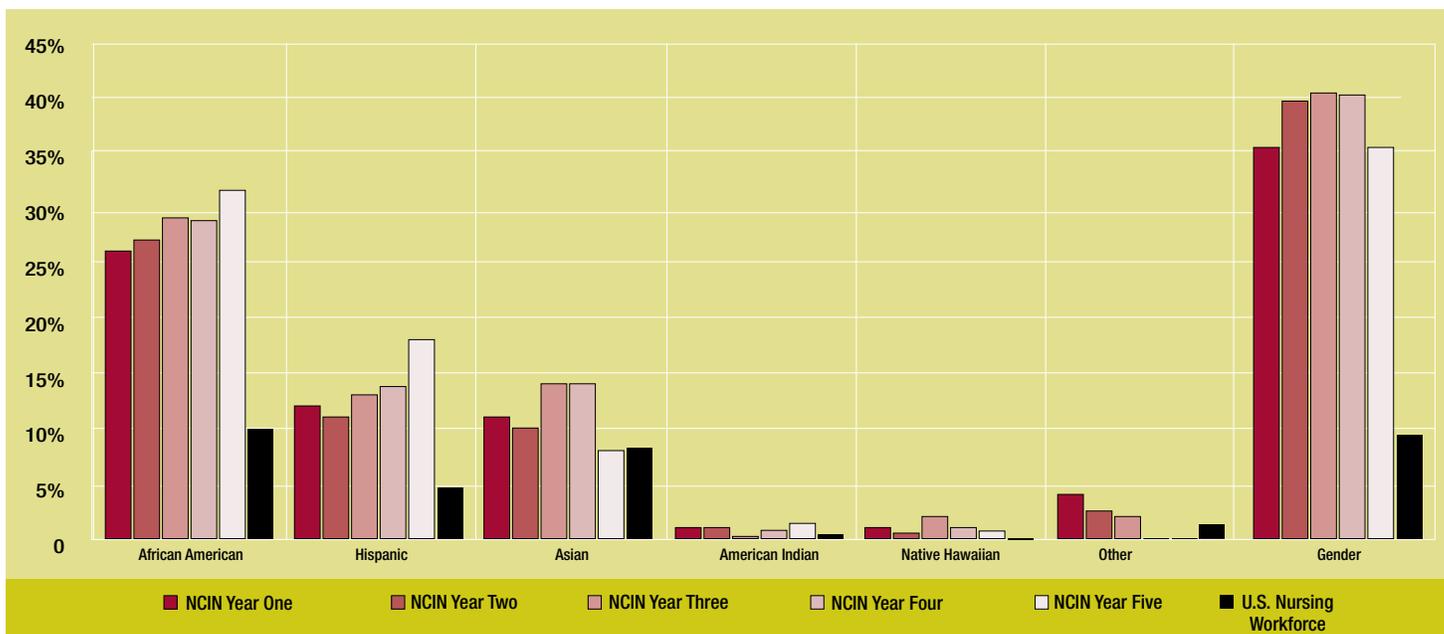
NCIN's priorities are to:

- Increase the proportion of underrepresented groups in nursing;
- Increase the number of nurses with Bachelor of Science in Nursing (BSN) degrees and higher;
- Enhance the nurse faculty pipeline, enlarging the pool of BSN degree holders who can build on that credential and eventually pursue teaching;
- Increase the available data on accelerated nursing programs; and
- Develop nurse leaders, guaranteeing that the largest group of health care professionals have an active role in shaping their profession.

Underrepresented Accelerated Nursing Degree Graduates from NCIN Applicant Nursing Schools



Race/Ethnicity/Gender in Nursing



SCHOLARS IN ACTION



Scholars Network Steering Committee Presenting at NCIN's 2012 Summit

Creating Leaders

Creating nurse leaders is an important part of NCIN's mission. The **NCIN Leadership Toolkit**, is a resource that helps grantee institutions develop their scholars into leaders, and encourage those scholars to seek and seize leadership opportunities.

One example of their success is the establishment of the NCIN Scholars Network that was formed in the 2012-2013 funding year. A group of NCIN scholars approached the National Program Office with the idea of developing a formal community and an

online platform that would allow them to interact directly with past and current scholars. A core group of interested scholars who committed themselves to leading this effort helped form a steering committee of 12 scholars. At the NCIN Annual Summit in October, that committee met to develop the mission, vision, and operating principles of the Scholars Network which they presented to the assembled Summit participants.

The mission of the Scholars Network is "to combine and engage the diverse skills, backgrounds, and education of all NCIN scholars to benefit nursing students, nurses, and most especially, to serve our culturally diverse patient population." The goals of the network are: to increase NCIN scholars' awareness of the resources available to them through the program; to provide opportunities for face-to-face communication between scholars; to offer a place for announcing and starting scholar initiatives; and to provide a forum for sharing the ways that the experiences and skills scholars bring with them are helping them in their nursing careers.

In February 2013 the steering committee, with assistance from NCIN, launched the Scholars Network social media site, www.scholarsnetwork.org, where scholars and alumni share information and discuss their ideas and perspectives on a range of topics.



From L to R — Fairleigh Dickinson NCIN Scholars — Olivia Jackson, Rachel Johnson, Melissa Tapia and Jon-Kerwin Lagasca

Helping Others

Olivia Jackson, NCIN Scholar

In October 2012, Hurricane Sandy wreaked havoc on the East Coast, especially in New Jersey and New York. For our November volunteer project, we devoted a Saturday to the citizens of Rockaway Beach, New York. As our bus pulled into the Rockaways, the first thing we witnessed is what used to be a

parking lot for beachgoers, which now looked like a scene from an apocalyptic movie. Mounds of debris, most of which used to be the homes of Rockaway residents, extended across the horizon. I felt a deep sense of sadness and could not even imagine how devastated these people must feel having lost everything.

Our assignment was to go door to door and distribute thermals and hand warmers to residents because power had not yet been restored and it was getting cold. We were also piloting the use of smartphones to survey the area with preliminary questions to assess the needs of the communities. Questions included whether or not they needed food, water, a generator, or clothing.

I met a lot of very interesting and concerned people that day. Overwhelmingly, I got the sense that they were thankful for what they still had, despite losing almost everything. Many people that I talked with found solace in their faith and were extremely thankful for the overwhelming support of volunteers that had come to the community. Even with all of the volunteer support, the people of the Rockaways need much more help in their recovery. I look forward to devoting my time and efforts to facilitate the rehabilitation of New York and New Jersey in the future.

ACADEMIC ADVANCEMENT

Advancing Education

NNCIN is dedicated to increasing the number and the diversity of bachelor's, master's, and doctoral degree-prepared nurses, and its work is making a difference. Entry surveys reveal that 95 percent of incoming NCIN scholars intend to pursue advanced degrees. Upon program completion, 88 percent of responding scholars say they intend to pursue advanced degrees. A key recommendation of the groundbreaking Institute of Medicine report, *The Future of Nursing: Leading Change, Advancing Health* is that the nation double the number of nurses holding doctoral degrees by 2020. Achieving that goal is crucial to ensuring that there will be enough faculty to prepare the next generation of nurses with the skills, knowledge, and experience needed to pursue science and discovery, and to provide high quality care to a larger population of patients in an increasingly complex and technology-driven health care system.

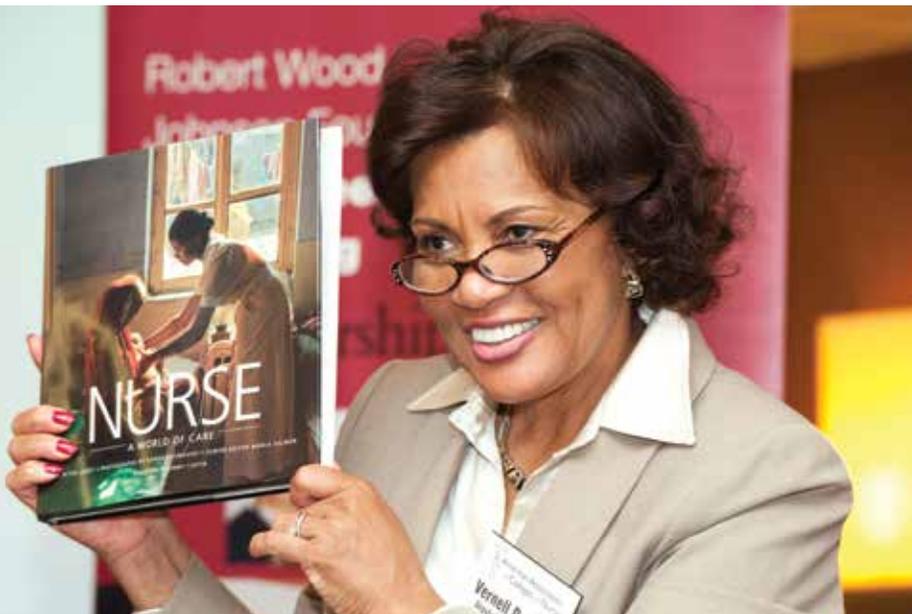
To recruit and encourage nurses to pursue doctoral degrees, NCIN launched the Doctoral Advancement in Nursing project (DAN) in 2012. DAN will address the shortage of doctor of nursing practice (DNP) and PhD-prepared nurses by developing strategies to identify, encourage, and support students interested in pursuing terminal degrees, with a particular focus on recruiting prospective students from disadvantaged backgrounds and groups underrepresented in nursing. DAN's planning committee of nursing education experts is reviewing successful program models, effective strategies, and best practices. A White Paper of their findings and program goals will be released in the summer of 2013.

“A large number of nursing faculty are at the age where they will be retiring in the next five to ten years. It is our responsibility to look at succession and to prepare the next generation of nursing leaders. To that end, we are developing a strategic plan to encourage nurses to get doctoral degrees. That plan will include connecting students to schools of nursing, identifying and overcoming barriers to doctoral education, and identifying ways to create academic environments that help students become leaders.”

-ELIAS PROVENCIO-VASQUEZ, PhD, RN, FAAN, FAANP, DEAN OF THE SCHOOL OF NURSING AT THE UNIVERSITY OF TEXAS AT EL PASO, DAN COMMITTEE CHAIR.

The White Paper will include successful strategies and resources to support doctoral advancement. Among them are: processes for identifying schools of nursing offering doctoral programs; student recruitment and retention strategies that can be used by schools of nursing offering doctoral programs; comprehensive approaches to leadership and scholarship development for students; and

suggestions for models of innovative doctoral curricula. DAN will identify and disseminate strategies and resources to guide and assist students applying for enrollment in doctoral programs, and in early summer 2013, DAN will launch a series of webinars for potential doctoral nursing students and faculty. The webinars for students will allow them to ascertain whether they are ready to pursue doctoral education, which degree is right for them, and provide information on choosing the school that best matches their career goals. Faculty will be encouraged to apply promising practices to support student decision making to pursue doctoral study.



SHARING SUCCESS



From L to R—Carole Hruskocy, Ann Marie Mauro, Kellie Bryant and Elisabeth Shelton speak on curriculum design at NCIN's 2012 Summit

Celebrating NCIN's First Five Years

NNCIN held its fifth annual Program Liaisons' Summit in Washington, DC, October 11–13, 2012. The Annual Summit brings together program liaisons, students, and alumni to explore best practices and new approaches to strengthen their accelerated degree programs, and increase the pipeline of students traditionally underrepresented in nursing.

With the theme *Building on Five Years of Success*, the Summit also offered an opportunity to reflect on and celebrate all that NCIN has accomplished over the last five years. Those accomplishments include supporting more than 2,700 scholars in accelerated baccalaureate and master's degree programs, and creating highly effective resources that are used not only with NCIN scholars, but with accelerated degree and nursing students more broadly by schools of nursing all across the country.

NCIN unveiled two new resources at the Summit: an online supplement to the highly successful PIP (Pre-Entry Immersion program); and the Scholars Network, an online network for NCIN scholars and alumni to collaborate, share, and support one another. A steering committee of NCIN scholars who developed and are implementing the Network presented it to Summit participants.

The focus of the Summit was organizational cultures and innovation in curriculum design for accelerated nursing education. Jacinta Gauda, chair of Corporate Communications of Grayling Global, discussed best practices for changing organizational culture in higher education to embrace and celebrate diversity. Ernest Grant, MSN, RN, director of Burn Outreach and

Prevention at University of North Carolina Healthcare, shared his experience as a member of two groups underrepresented in nursing (men and African Americans) when he attended nursing school in the 1970s. His presentation included information about the history of men in nursing which often is not included in nursing curricula, such as the nursing career of Walt Whitman and early religious orders, including the Knights of Hospitaller, the Teutonic Knights, and the Knights of St. Lazarus, who were some of the first men to provide nursing care.

David Krol, MD, MPH, FAAP, RWJF senior program officer, delivered greetings from the foundation and praised NCIN for its exemplary work in advancing many of its goals. Krol praised NCIN for “educating a new generation of nurses; increasing the diversity of the nursing workforce to include more people from underrepresented groups; increasing the number of nurses who hold a BSN degree or higher and – in the final analysis – improving the health and health care of all Americans.”

Keynote Speaker Carole Hruskocy, PhD, associate professor at Regis University in Denver, Colo., discussed curriculum development and design in accelerated degree programs. She was followed by a panel presentation on exemplars of curriculum design. Other sessions included accelerated degree nurse transition to practice, interprofessional education in accelerated degree programs, work/life balance for accelerated students, and moving accelerated degree students into doctoral programs.

As NCIN enters into additional rounds of funding, we will continue to build upon the accomplishments and lessons of previous years to educate a new generation of nurses.

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Geographic Distribution of 2012-2013 NCIN Scholarships



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