2008-10 Nursing, Allied Health & Other Health-related Education Grant Program

The Board awarded 13 grants, totaling $4,240,916 under the Nursing Innovation Grant Program:

Academic and Clinical Partnerships Competition (10, two-year grants)

Aalund, Peggy and Irwin, Marsha, Lone Star College - Kingwood in partnership with Kingwood Medical Center Hospital (HCA), Memorial Hermann-The Woodlands, Memorial Hermann-Northeast, *Course Redesign for Self-Paced Nursing Students*. $298,561.

Shortages of nurse educators, student attrition and limited enrollment contribute to the nursing shortage. This project will develop an online, self-paced, precepted, initial licensure RN program to increase student flexibility, extend nurse educators, and increase students' financial resources. Goals are to redesign curricula, increase clinical capacity, provide a flexible format, and develop work-study partnerships. Phase 1 will include development of modules and hospital partnerships. Phase 2 will be finalizing online courses and identifying students for two cohorts: second degree or LVN-RN Transition students. Implementation begins August 2008. Evaluation of results will include participant satisfaction, retention, clinical performance and NCLEX results.

Cannon, Sharon and Allen, Patricia, Texas Tech University Health Sciences Center in partnership with Angelo State University, Midwestern State University, The University of Texas El Paso, West Texas A&M University, Cisco Junior College, El Paso Community College, Midland College, Odessa College, South Plains College, Vernon College, and American State Bank, *West Texas Nursing Education Portal Project (WTNEPP)* $298,411.

Lack of a standardized application for nursing schools results in duplication of applications, vacant admission slots and the inability to utilize resources to assess, track, and retain "at risk" students. The West Texas Nursing Education Portal Project goals are to develop a central application portal and a Regional Retention Initiative to increase graduation rates for schools in the West Texas Nursing Education Consortium. The project objectives are to match student applications with schools, develop a centralized database, track applicants and develop a central retention portal. Project evaluation will be based on cost, vacant slots, increased enrollments and graduation rates.

Diaz, Mary I. and Otto, Debra, The University of Texas - Pan American in partnership with McAllen Medical Center, Edinburg Regional Medical Center, Doctor's Hospital at Renaissance, *An Academic Retention Model for Baccalaureate Nursing Students- A Multifaceted Collaboration Approach for the South Texas Region*. $278,781.

The project will address the question: Does identification of scholastic aptitude serve as an early predictor of success in the nursing curriculum? The goals and objectives are to increase enrollment by 10%, identify students risk for incompletion, promote student success, utilize collaborative teaching/clinical preceptors, and increase retention by 20 percent. Project activities will include increasing enrollment by 10 percent, identifying at risk students, retaining students through remediation, and identifying and remediating failing students. Quantitative and qualitative methodologies will be used to determine if the identification of scholastic aptitude serves as an early academic predictor of success, and whether the remediation program and clinical preceptors added to student success.

Etzel, Judy and Hobbins, Bonnie, Lee College in partnership with San Jacinto Methodist Hospital, *Streamlined Track of Academics for RN-Transitional at the Work Place: START at the Work Place*. $273,144.

A community hospital joined forces with the local community college to provide a RN- Transitional program for the LVN staff. Classes will be broadcast to the work site. Hospital staff RN preceptors will work with the students in clinical, supervised by an A.D.N. faculty, serving as a "Coach" to facilitate the students' success. Goals for this project include: (1) Increase the number of students admitted to the RN-Transitional track; (2) Redesign courses to streamline the RN-Transitional

degree plan; and (3) Evaluate the effectiveness of the course redesign for the degree plan. Course exams, standardized testing and NCLEX-RN pass rate will be used to evaluate the success of these efforts.

Fontenot, Debra L. and Durand, Sally, Alvin Community College in partnership with Texas Children's Hospital, *Partnership in Academic and Clinical Excellence (PACE).* $66,345.

Barriers identified to increasing nursing graduates include lack of clinical sites and failure in didactic courses. A model of delivering pediatric course content in a manner that meets course objectives, maximizes student retention, and provides alternative sites for clinical education will be developed. Activities include frontloading of didactic content, providing simulation in the lab, and utilizing acute care and community-based settings for clinical. A lab coordinator will supervise lab and provide remediation. Evaluation methodology includes results of a clinical-site survey, student retention rates, and student performance on HESI.

Hamilton, Marilyn, Victoria College in partnership with Citizen's Medical Center, University of Houston-Victoria, DeTar Health Care System, *Preparing Certified Clinical Instructors*. $150,324.

One of the main factors contributing to the current nursing shortage is the shortage of nursing faculty. The goal of the Certified Clinical Instructor (CCI) Project is to increase the number of qualified clinical faculty by demonstrating that BSN prepared nurses with a minimum of three years clinical experience can, with two post-graduate nursing education courses, become qualified to teach Associate Degree Nursing (ADN) students in the clinical setting. These CCIs will provide clinical instruction to ADN students from summer 2008 through spring 2009. These students will be compared to ADN students who are being taught by master's prepared clinical instructors from the Victoria College ADN faculty. Evaluation of the project will compare course grades, clinical performance as measured by the clinical evaluation tool, standardized test scores and ultimately NCLEX-RN pass rates of students who receive clinical instruction from specially prepared BSN clinical instructors with those who have Master's prepared clinical instructors.

Klein, Eileen and Ward, Jean, Austin Community College District in partnership with Seton Family of Hospitals, St. David's Healthcare Institute of Learning, and Capital IDEA, *Student Tracking and Retention Project (STAR), a Program for Intervention and Retention of At-risk Nursing Students*. $196,903.

The STAR program will target student attrition to address the increased need for nurses created by facility growth and workforce shortages. Intake assessments/analysis of risk and standardized intervention algorithms will be used to determine and address high risk. Tracking will enable sustained engagement with project students. Tutoring, other interventions, and presentations from diverse and successful nursing role models will improve student determination/retention. Goals/objectives: a 10 percent increase in student retention; a 20 percent increase among more diverse students; and a 10 percent increase in HESI exit exam scores above 800. Program evaluation includes data collection on interventions, student outcomes and student satisfaction and identification of best practices.

Richard, Patricia and Brooke, Virginia, The University of Texas Medical Branch at Galveston in partnership with The Methodist Hospital, *Statewide Collaborations in Clinical Placement*. $219,707.

To meet the goals for increasing the number of registered nurses in the workforce, an efficient method of managing clinical placements is essential to increase the capacity for enrollment. In 2007 the Gulf Coast region implemented the Centralized Clinical Placement System (CCPS) to streamline and facilitate the process and identify underutilized clinical placements. Goals of this project include identifying a region for expansion and implementing the CCPS. After selecting a region for expansion of the CCPS, an on-site team will be identified and trained to recruit schools of nursing and clinical agencies, maximizing collaboration and increasing clinical placement availability.

Sheriff, Susan and Chaney, Susan, Texas Woman's University in partnership with Baylor University Medical Center–Dallas, *Reinventing Nursing Education: An Education and Practice Partnership.* $249,777.

This project addresses the problem of the Texas nursing shortage. The goals of the project are to increase the number of registered nurses in Texas, enhance the availability of nursing as a career to individuals with a non-nursing-baccalaureate degree through a weekend/online undergraduate nursing program, and demonstrate a partnership between Texas Woman's University and Baylor University Medical Center (BUMC). BUMC will provide weekend clinical experiences and nursing faculty. Implementation of the project involves the recruitment, education, and retention of nursing students. Evaluation of the project is the successful graduation and licensure of 20 nursing students by May 2010.

Walker, Glenda C., Stephen F. Austin State University in partnership with Angelina College, Kilgore College, Northeast Texas Community College, Panola College, Texarkana College, Trinity Valley Community College, Tyler Junior College, and The University of Texas at Tyler, *A Research Model for Identifying and Intervening with At-Risk Nursing Student*s. $265,970.

Nine nursing programs in the Region 4 Nursing Education Consortium will address the problem of attrition. Specific objectives are to develop shared resources, including: (1) a centralized student database which addresses background, academic, and environmental variables; (2) protocols for identifying at-risk students at the point of entry into the partnering programs; (3) standardized intervention protocols for those students; and (4) to assess effectiveness of the intervention protocols in retaining those students. Various intervention modes will be used to address academic and environmental variables related to attrition. These modes will include web-based modules and interactive discussion boards. Quantitative and qualitative data will be used to evaluate program effectiveness.

Hospital Partnerships Competition (Two, three-year grants)

Mancini, Mary E., The University of Texas at Arlington in partnership with Texas Health Resources (THR), *The LEARN (Leveraging Existing Academic Resources in Nursing) Project: Experiential Learning Through a Synergistic Hospital-Based Accelerated BSN Program*. $577,287.

LEARN proposes a 15- (versus 21-24) month BSN program that leverages existing faculty and hospital-based resources to overcome enrollment constraints (classroom size, faculty, clinical sites), impact graduation (work conflicts), and prolong hospital orientations (limited clinical exposure). Students (THR employees) will access course content at times, places, rates that meet learning needs and work demands (Pod-casts); complete clinicals supervised by THR nurses serving as faculty; and receive support from specially-prepared THR nurses acting as hospital-based facilitator/coaches. Evaluation of this structured academic-hospital partnership model will include comparison to traditional BSN outcomes and cost-benefit assessment from the perspective of students, employer, and School of Nursing.

Mayrand, Leslie M., **Angelo State University** in partnership with Shannon Medical Center, San Angelo Community Medical Center, Brownwood Medical Center, and Scenic Mountain Medical Center, *Transforming LVN-RN Education Through Hospital Partnerships*. $1,270,897.

The LVN-RN transition model of education is antiquated, inefficient, & costly. As a result 77,000+ LVNs in Texas remain virtually "untapped" in solving the RN shortage. In partnership with four West Texas hospitals, ASU proposes the development and implementation of a new model of LVN-RN education including: (1) a 50 percent decrease in completion time; (2) didactic content delivered and evaluated through blending of online and printed study modules; (3) clinical experiences at place of employment; (4) paid release time by hospital employer: and (5) adoption of a LVN-RN competency transcript. Evaluation will be done via NCLEX pass rates, satisfaction surveys, graduation data, and cost analyses.

Conference on Partnerships (1, Two-year grant)

Hanley, Mary Anne and Allen, Patricia, Texas Tech University Health Sciences Center in partnership with South Plains Nursing Education Community Coalition: TTUHSC; Covenant School of Nursing; South Plains College; Lubbock Christian University; American State Bank; WorkSource; University Medical Center; and Covenant Health System, and National League of Nursing, *We Can Do It Together: A Mosaic of Partnerships*, *April 2-4, 2009*. $94,809.

The three-day conference allows West Texas to share national and regional success stories while highlighting lessons learned from partnerships. Goal 1 is to present findings on intercollegiate and hospital partnerships that have improved graduation rates in initial RN-licensure programs. Invited presentations from partnerships between academic institutions and hospitals resulting in increased enrollment/graduations will be shared. Goal 2 is to provide opportunities for attendees to discuss new ideas for implementing and sustaining these partnerships. Goal 3 is to foster collaboration among all levels of nursing education by “Deep Dives”. The attendees’ post conference survey results will constitute the evaluation component of the grant.