



# NJCU

**An Academic-Practice Partnership to Transition Diverse Associate Nursing Graduates to Acute Care and Community Health Settings**

# Objectives

- Summarize the implementation of the one-year program for the Associate Degree Graduate Nurse (ADGN) through the completion of a Bachelor of Science in Nursing (BSN) while concurrently participating in a one-year clinical residency program.
- Rationale of selection of residency sites, and competency based knowledge, attitudes and skills for each Associate Degree Graduate Nurse
- Discuss the success of Associate Degree Graduate Nurse (ADGN) through financial assistance, mentoring, and a comprehensive network of student support services.



# HRSA Grant

- *This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS)*
- **Grant Number: D 19 HP 26967**
- **Grant Title: *An Academic-Practice Partnership to Transition Ethnically Diverse Graduates into Community Health Settings***  
(\$293,237.00 a year for 3 years. Total is \$897,000)
- *This information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by HRSA, HHS or the U.S. Government."*



**An exceptional academic-practice partnership, funded by the Health Resources and Service Administration (HRSA), has been developed by New Jersey City University (NJCU), two Associate Degree Nursing Programs, a Magnet Designated Medical Center and an urban Public Health Department to implement an innovative one-year RN-BSN program with a concurrent nursing residency.**

**This enhanced one-year program provided diverse Associate Degree Nurse Graduates (ADGN) to put theory into practice by teaming up with preceptors at the Medical Center and Public Health Department for an intensive, hands-on clinical experience. The success of the ADGN students was accomplished through financial assistance, mentoring, and a comprehensive network of student support services.**



**Data collection of year one is completed and year two is in progress on the following essentials of the program; clinical decision making, critical thinking, reflective journaling and the benefits of mentoring.**

# HRSA Students

- Two Associate Degree Partner Colleges
- Articulation agreements
- Diverse Students :[4] Hispanic, [3] African American
- All Students had GPA's above 3.0 on a 4.0 Scale
- Scholarship provided for 60% of the Tuition or \$6,250.
- Stipends of \$5,000 for Fall and Spring for a total of \$10,000.



# Support Available

- Community Mentor
- Counseling Center
- Office of Supplemental Instruction
- Day Care Center





# Critical Thinking

## HESI \* Health Education Systems Inc.

- HESI RN Specialty Critical Thinking Exit Exam
  - 30 question, Likert scale
  - Web based, designed with nursing scenarios
- HESI administered in Spring and September
- One-Group (Pre-test, Post-test) Design
- Reliability, (KR-20), is calculated for every exam. Scores range from 0-1000. Estimated Reliability coefficients are 0.87 to 0.99.



# HESI Critical Thinking

- The five nursing sub-categories of this exam:
  - 1) Problem solving
  - 2) Resolution of biases and ethical dilemmas
  - 3) Argument analysis
  - 4) Analysis of data
  - 5) Prioritization of care



# Results of HESI Critical Thinking

Construct	Paired 95% Confidence Level	t	df	Significance (2-Tailed)
Overall Post Test/Pre Test	55.939	-0.61	6	.953
Post/Pre Analysis of Data	119.681	.679	6	.522
Post/Pre Argument Analysis	116.945	.685	6	.519



# Results HESI Critical Thinking

Construct	95% Confidence Interval	t	df	Significance (2 tailed )
Post /Pre Prioritization of Care	72.899	-.735	6	.490
Post/Pre Problem Solving	67.724	.069	6	.947
Post /Pre Resolution of Ethical Dilemmas	60.614	-.905	6	.400



# Jenkin's Clinical Decision Making in Nursing Scale

- One-Group (Pre-test, post –test) Design
- Likert Scale Always (A) = 5 and Never (N) = 1
- Cronbach's Alpha .83
- 40 Items on 4 Subscales
  - 1)The search for alternatives & options
  - 2)Canvassing of objectives & values
  - 3)Evaluation & reevaluation of consequences
  - 4)Search for information & unbiased assimilation of new information



# Clinical Decision Making in Nursing Scale

Pre/Post Subscales	95% Confidence Level	t	df	Sig. (2 -tailed )
Subscale 1 Search for Alternatives & Options	.486	1.572	69	.121
Subscale 2 Canvassing for Objectives & Values	.376	.871	69	.387



# Clinical Decision Making in Nursing Scale

Pre/Post Subscales	95% Confidence Level	t	df	Sig. (2 -tailed )
Subscale 3 Evaluation & Re-evaluation of Consequences	.354	.505	69	.615
Subscale 4 Search for Information & Unbiased assimilation of new information	.249	-.372	69	.711



# Mentoring Competency Assessment

- Survey Design Scale of 1-7
  - Communication
  - Trust
  - Clear Expectations
  - Enhancing Professional Development
  - Networking
  - Role Modeling





# Mentoring Competency Assessment

Question Statement	Mean	Category
1. Motivating you	6.29	Professional Development
2. Building your confidence	6.29	Professional Development
3. Understanding impact as a role model for you	6.19	Role Modeling
4. Active Listening	6.00	Communication
5. Providing constructive feedback	6.00	Communication



# Reflective Thoughts

- “Having been given the opportunity to work shoulder-to-shoulder with an experienced nurse in a typical hospital setting during those six months of residency was the biggest blessing of all. Now I feel much more confident in my nursing skills and feel ready to go into the nursing field. By no means, I feel like I am at an expert level but I would say, based on Benner’s levels of proficiency, that I am at the advanced beginner level...”



# Reflective Thoughts

- “As the summer semester approaches the end of the Residency, my mind is flooded with thoughts of dressing in white and receiving my [BSN] Diploma. I’m completely submerged into my academic study, and as waves of emotion hit me, I can’t help but long for the day that my title will read \*\*\*\*\* RN BSN.”
- “This has been an extremely long and challenging year but having seven girls I can relate to that share similar struggles with me lessened the load. I could never repay for the opportunity that has been afforded to me.”



# Reflective Thoughts

- “I felt very confident with her (preceptor) by my side when it was my time to provide nursing care. I have learned a lot as a result of the residency program. Sometimes I think how hard it would have been for me if I had to go to work without having gone through the residence program.”



# Limitations of the Study

- Small cohort n=7
- First cohort, (2014-2015) Residency started in January, 2015
- One site, urban Northeastern US
- No Statistical Significance
- Smart students ?



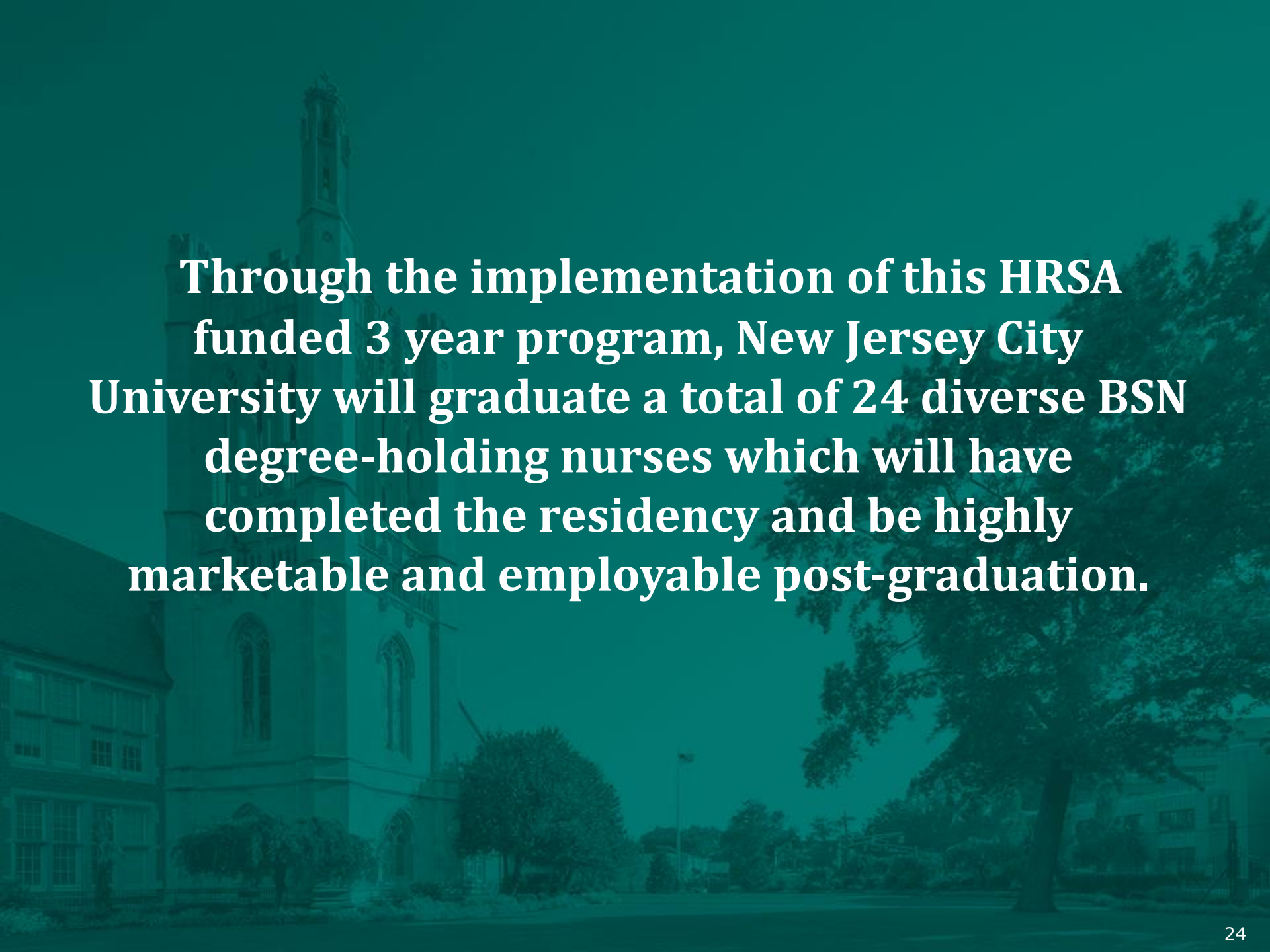
# Positive Outcomes

- All Graduates are employed !!
  - Specialties ( Labor & Delivery, OR, Medical Surgical Nursing)
  - One Graduate chosen for marketing material for the National Hispanic Nurses Association
  - One Graduate is a traveling nurse, California
  - All graduates have gone back to their neighborhoods to present to their neighborhood schools
  - One Graduate will travel with NJCU Nursing to Tanzania in January, 2016



# Graduates, Summer 2015





**Through the implementation of this HRSA funded 3 year program, New Jersey City University will graduate a total of 24 diverse BSN degree-holding nurses which will have completed the residency and be highly marketable and employable post-graduation.**



# Selected References

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**Thank you**  
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