Objectives

Learning Objectives #1:
• Discuss opportunities for development of emerging nurse scholars through nursing honors programs at the undergraduate level.

Learning Objectives #2:
• Identify strategies for honors program development including recruitment, curriculum, faculty mentoring, and student outcomes.
What is Nursing Honors?

- Nursing Honors Programs (NHPs) date back in the literature to 1970’s – are now growing substantially

- NHPs have been developed with different curricular models and educational goals.

- Specialized tracts of honors experiences with or without an Honors thesis

- Graduation “with Honors in Nursing.”
Overview of Symposium

- Characteristics of Honors Programs
  - Eligibility, recruitment, & selection
  - Outcomes for programs, students, & faculty
- Honors Curricula
  - Undergraduate research
  - Service-learning
  - Study abroad
- Honors Mentors—The Critical Relationship
  - Developing mentors
  - Developing the relationship
- Pre-Nursing Honors—Bridging the Gap
- Honors Outcomes—Perspectives from students
DEVELOPING A NURSING HONORS PROGRAM AT THE DEPARTMENTAL LEVEL

Ellen B. Buckner, PhD, RN, CNE
Susan Hayden, RN, PhD
Elements of Honors

- Application
- Admissions
- Curriculum
- Course Development
- Articulation with University Honors
- Mentoring Guidelines
- Thesis preparation
- Collaborations
- Approvals
- Implementation
Application & Selection

- University requirements of 3.5 GPA
- Continued A-B work in demanding nursing theory courses
- Informational session with prospective candidates
- Invitation to apply
- Recommendation from clinical instructor
- Application with short essay for creative/critical thinking and writing
- Interview with Honors Faculty
Curriculum Models

• Undergraduate Research—
  • small focused clinical or community studies using qualitative or quantitative approaches

• Service-Learning—
  • experiences in agencies and settings emphasizing academic learning, meaningful service, and civic responsibility and engagement

• Study abroad—
  • international experiences with collaborations to complete honors work
Honors Courses: First

• Nursing Honors: Scholarly Writing & Thesis Design (2 cr)
  • Connecting with a mentor
  • Developing an area of interest,
  • Relating that to a theory or framework,
  • Shaping the clinical question,
  • Identifying methods,
  • Writing the prospectus.

Meredith Monkell: Scripting & Hand Hygiene
Honors Courses: Second

- Nursing Honors: Implementing Honors Thesis (2 cr)
  - Completion of IRB (if applicable),
  - Discussing responsible conduct of research,
  - Implementing the planned activities or data collection,
  - with beginning results

Meredith Davis: Coaching Model
Honors Courses: Third

• Nursing Honors: Disseminating Findings & Honors Thesis Defense (2 cr)
  • *The drafts are reworked with attention to writing.*
  • *Final defense of thesis and*
  • *Dissemination by presentations/posters.*

Kyle Bateman: Integrative Community-Based Heart Health Using the Roy Adaptation Model
Honors pedagogy

- Honors seminars build community of scholars
  - Scholarship tools in information management
    - Embedded librarian
- Nursing theorists
  - Ground search in nursing ideas
- Introduction to data analysis software
  - SPSS
- Skills in collaboration
- Reflection on the process
- Presentation skills
  - Demonstrate values of the profession and
  - Support development in the affective domain
- Highest level of scholarship
  - Characterization by the values of the profession (Krathwald, Bloom)
Barriers and Challenges

• Integration of honors with a professional practice discipline recognizing workload limitations
• Faculty development/education about honors and mentoring
• Supporting and rewarding faculty involvement in honors
• Few resources for faculty support, especially early in the establishment of program
• May or may not have a strong University Honors support
Opportunities and Benefits for the Student

- Preparation for graduate work
- Development of initiative and leadership skills
- Facilitation of growth in research and EBP
- Eligible for awards at local, state, regional, national, and international levels
- Experience with future roles as faculty and/or researcher
Opportunities and Benefits for Faculty

- Faculty-student longitudinal relationships formed
- Faculty and students have opportunity for publication
- Seeding of faculty research programs
- Small grants often available internally for small pilot studies or undergraduate research
What is honors?

- Central goal is academic enrichment
- Ways to this goal are defined by:
  - the specific institutional context,
  - the faculty teaching in the program,
  - and the needs of the particular students.
- In general, Honors programs are based on the belief that superior students profit from:
  - Personal attention from top faculty
  - Enlightening seminars
  - Illuminating study-travel experiences
  - Numerous research opportunities
  - Career-building internships
  - All designed to prepare students for a lifetime of achievement.

NCHC Honors Philosophy (2013)
Transitions

• Nursing student to beginning nurse scholar
• Recognizable level of autonomy for practice and scholarship
• Novice to newly emerging global leader in nursing
• Characterization by the values of the profession
Honors Significance

“A mind once stretched to a new idea never goes back to its original dimensions.”  Oliver Wendell Holmes

“Success is not final, failure is not fatal: it is the courage to continue that counts.”  Winston Churchill

“I'm a success today because I had a friend who believed in me and I didn't have the heart to let him down.”  — Abraham Lincoln
Questions?