New Careers in Nursing: Pre-entry Immersion Programs and Relationship to Graduation from Accelerated Nursing Programs

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Background

- Robert Wood Johnson Foundation (RWJF) in collaboration with American Association of Colleges of Nursing (AACN)
  - Accelerated Baccalaureate of Science in Nursing (ABSN) Programs
    - Important alternative to traditional four-year programs
- New Careers in Nursing Program (NCIN) Goals
  - Help alleviate the nursing shortage
  - Increase diversity among nursing professionals
Nursing Workforce and US Population

- **White**: Nurse Workforce 2013 - 83, US Population 2016 - 77
- **Asian**: Nurse Workforce 2013 - 6, US Population 2016 - 5.7
- **Hispanic**: Nurse Workforce 2013 - 3, US Population 2016 - 17.8
- **American Indian/Alaskan Native**: Nurse Workforce 2013 - 1, US Population 2016 - 1.3
- **Native Hawaiian/Pacific Islander**: Nurse Workforce 2013 - 1, US Population 2016 - 0.2
- **Other Nurses**: Nurse Workforce 2013 - 1, US Population 2016 - 2.6

Sources:
- Nurse Workforce 2013

[http://jnr.metapress.com/content/m61518mn5001m025]
Nursing Students Enrolled in BSN Programs 2007 and 2016 by Percent

- White: 74% in 2007, 67.7% in 2016
- Black/African American: 11.8% in 2007, 9.7% in 2016
- Hispanic or Latino: 5.9% in 2007, 11% in 2016
- Asia, Native Hawaiian or Other Pacific Islander: 8% in 2007, 8.3% in 2016
- American Indian or Alaskan Native: 0.7% in 2007, 0.5% in 2016
- Two or More Races: 0% in 2007, 2.7% in 2016
- Total Minority: 26% in 2007, 32.3% in 2016
2016 Students Enrolled in BSN Program and US Population

- **White**: 67.7%
- **Black/African American**: 9.7%
- **Hispanic or Latino**: 11%
- **Asia, Native Hawaiian or Other Pacific Islander**: 8.3%
- **American Indian or Alaskan Native**: 0.5%
- **Two or More Races**: 2.7%
- **Total Minority**: 32.3%
- **Total Enrolled in BSN Program**: 77%

https://www.census.gov/quickfacts/fact/table/US/PST045217
Recruiting and Retaining Minority Nursing Students

• Supports Needed
  – Financial
  – Availability of Mentoring
  – Working with community partners
  – Availability of minority faculty to provide support
  – Peer and social support
  – Support prior to admission into a nursing program was viewed as very valuable (PIP Programs)
  – Ongoing support during academic progression
NCIN Scholarship Program

• 3,506 scholarships to underrepresented minority or economically disadvantaged nursing students
  – 130 ABSN programs
  – 2008-2015

• Pre-entry Immersion Programs (PIP)
  – 1811 scholars (52%) participated in a PIP program

• Data obtained from surveys of the scholars

AACN-RWJ NCIN
NCIN PIP Toolkit

• Developed as a guide for those schools receiving scholarship funds
  – to help prepare students for the rigors of an accelerated program
  – Sites were required to provide PIP programs
  – Intent was to provide 12-16 hours of core content prior to start of academic program
• Question- Do PIP programs help?

Dewitty et al. (2016)
PIP Components Most Frequently Offered to Participants

- Time management
- Self care strategies
- Study skills
- Test taking strategies
- Learning and Study Strategies Inventory (LASSI)
- Basic mathematical calculation
- Medical terminology
- Assessment of writing skills
Goal

• Describe differences in PIP participation and non-PIP participation
  – Demographics
  – Perceived helpfulness of PIP program components
  – Relationship of PIP components to graduation outcomes

• Chi-square tests used to determine significant differences between nominal types of data
• Two sample t-tests used for ordinal data
Findings

- PIP participation was associated with higher graduation rates in all students and in non-white students ($p=0.009$)

- PIP participation was associated with lower withdrawal rates

- The self-care strategy component of the PIP program was found to be associated with higher graduation rates

- Helpfulness of PIP
  - Participants found the PIP program to be helpful
  - Non-white participants indicated PIP as more helpful than White students ($p=0.0001$)
Graduation Rates (%): All Students

88.97%  

93.4%  

P = 0.009
Graduation Rate (%): Non White

- No PIP: 87.29%
- PIP: 92.45%

p=0.019
Withdrawal Rates (%)
Perceived Helpfulness

- LASSI: 4.6
- Math calculation: 4.8 (Non-white) 4.4 (White)
- Medical terminology: 4.8 (Non-white) 4.4 (White)
- Writing skills assessment: 4.8 (Non-white) 4.4 (White)

p < 0.01
Perceived Helpfulness

- **time management**
- **self-care strategies**
- **test taking strategies**
- **study skills**

- **White**
- **Non-white**

$p < 0.01$
Conclusion

• Participation in a PIP may be associated with higher graduation rates and lower withdrawal rates.

• The Self-care strategies component was found to be a significant PIP component associated with higher graduation rates.

• Non-white students found PIP program components to be significantly more helpful compared to White students.

• PIP programs may be an important part of academic support for students enrolled in ABSN programs.
Selected References


