

Northland Pioneer College

Nursing Program

Project Evaluation Report

Homegrown Healers

Arizona Department of Commerce

Community College Grant for Nursing Programs

G058-05

September 30, 2006

Submitted by: Debra McGinty, RN PhD

Dean of Nursing and Allied Health

Project Director

Changes in Key Personnel

Dr. Debra McGinty, Dean of Nursing and Allied Health at Northland Pioneer College, has replaced Dr. Penny Fairman as the Project Director. Dr. McGinty is qualified to serve as Project Director for Homegrown Healers. Her varied roles as nurse, nurse educator, and nursing administrator have brought her experience that will allow her to understand all aspects of the management and direction of the project. Throughout her professional life, she has managed programs, schedules, personnel and budgets, and evaluated project outcomes. She also understands the dynamics of the service area and the characteristics of its people, and has strong working relationships with health care providers in the Whiteriver service area. Dr. McGinty's resume may be found in the Appendix A. Dr. McGinty was a part-time Nursing Advisor for six months of the first year of the grant assigned to the southern region of the Northland Pioneer College district and thus is intimately familiar with the Homegrown Healer grant.

The most effective candidate for the position of Nursing Advisor to replace Dr. McGinty was Marilyn Page, RN who holds a Bachelor of Science in Health Arts. Since joining the Homegrown Healer Project the first week of the semester, Ms. Page has demonstrated excellent interpersonal skills, communicating effectively in both oral and written formats in individual and group settings. She is developing a solid understanding of nurse education programs and is working closely with the Project Director and college advisors to contact alumni to serve as mentors. She is an excellent listener, a troubleshooter and problem solver, with the traits of empathy, compassion and positive attitude. Ms. Page herself has overcome barriers to her educational attainment, as she is the first-generation in her family to earn a college degree and thus has the ability to relate to the needs of participants of the grant-funded project. She knows firsthand the value of nurse education, and communicates this knowledge to Homegrown Healers through each and every contact.

The nursing program is in the process of hiring an additional faculty member supported by grant monies to support our Homegrown Healers currently enrolled in the nursing program. The person in this position will plan and implement key project activities to support student academic performance. Retention of students will be supported by conducting assessments of student academic performance, identifying knowledge and skill deficits, and developing and providing direct services to students at risk in collaboration with faculty. Student progress will be tracked by confidential, individualized portfolio for each participant describing structured learning plans. Scheduled participation in study groups, individual tutoring, mentoring, and laboratory skill reviews in the laboratory will provide opportunities to note progress in knowledge acquisition and clinical competence. The nursing program review committee is awaiting approval by the College President of a highly qualified Master of Science in Nursing (MSN-prepared) candidate with extensive experience in critical care nursing and quality assurance methodologies. Her qualifications, experience, and salary are currently being reviewed by the President's staff. The Project Director and nursing faculty are very excited to have found this candidate and look forward to improving our student performance and promoting retention with the use of this grant-supported position.

I. Formative Evaluation

To ensure continual refinement and improvement of the Homegrown Healers project, and to assure that progress is being made toward achieving objectives, formative evaluations were conducted by Project Director. The formative evaluations examined 1) evidence of progress as related to the outcome measures identified in the Work Time Schedule charts (Appendix B), 2) participant satisfaction with program services (Appendix C), and 3) numbers of participants served, the services each received, and anticipated entry of Homegrown Healers to the nursing program as a result of project services.

A. Participant Satisfaction Survey

To analyze participant satisfaction, a survey instrument was completed by program participants, for services described in the Work Time Schedule charts (Appendix B). Follow-up phone interviews were completed to increase the response rate to 70%.

Using this information, we were able to examine program effectiveness from the standpoint of participant satisfaction. Some activities were modified to optimize their effectiveness in promoting the success of key process objectives. First, we've decided to focus more recruitment efforts north of the I-40 corridor since the majority of the contacts and support was occurring in Whiteriver. Secondly, the series has been well attended and students are requesting additional topics, the weekly Skill Building Seminar Series (Appendix D) is continuing in Whiteriver. The sessions are also an opportunity to evaluate student schedules and provide student support services. We are providing additional topics, i.e., self-testing, critical reading, and concentration techniques. We will also be repeating the series for the benefit of the new 2007 cohort. Thirdly, having discovered our students in the 2006 cohort are experiencing difficulty performing on examinations, we are offering a Learning Cornerstone class entitled College Survival Skills for Nurses for the 2006 cohort. Topics require higher levels of integration with more advanced, integrative nursing concepts than the Student Study Group Series. Didactic, collaborative, and computer-assisted methods support the progressive instruction of critical reading skills, test-taking strategies, theoretical nursing guidance, and increased NCLEX test-taking confidence.

B. Effectiveness of Key Process Objectives

To analyze the effectiveness of key process objectives, please refer to the Work Time Schedule charts (Appendix A) which indicate if outcome measures for each process objective have been met. Some process objectives required modification because they were not instrumental in promoting overall project outcomes. Outcome measures have been realized because the program director worked with the nursing advisor and faculty to determine the cause for the shortcoming and made changes to rectify the situation. When it was discovered, for example, that students enrolled in the Homegrown Healer cohort were needing to take lighter courseloads to fulfill the prerequisite nursing requirements due to family and work responsibilities, admission criteria in

terms of the number of courses required prior to making application to the program were reduced. That is, the requirement to have completed a certain number of prerequisites prior to applying to the program was removed. This strategy allowed more students to enter the program because they were able to satisfy the prerequisite requirements between February 2006 when the admission committee convened and August 2006 when class began. Future changes are being considered to change current courses from prerequisite to co-requisite status, thus reducing the time to enter the program by an additional year in many cases.

While the nursing program enrollment increased by 38% from June 30, 2005 to June 30, 2006 and a substantial number were from non-traditional populations, only two of the students enrolled in August 2006 were from the Homegrown Healer cohort. These two students differed significantly from other members of the cohort - they were single without dependents and employed in part-time, flexible positions. They were able to complete the prerequisites to the nursing program expeditiously. Most other students in the cohort are single mothers and many are employed full-time. These students are able to complete only one or two prerequisite courses each semester.

C. Homegrown Healers

Beginning January 2006 and continuing through June 2006, students from Native American populations currently under-represented in nursing were enrolled in the Homegrown Healers program. Students were identified from Certified Nursing Assistant classes in the Whiteriver, Show Low, and Winslow geographic areas. Fifteen students in the Whiteriver area and 5 students enrolled in additional nursing prerequisites at either the White Mountain or Little Colorado Campus were selected. The nursing advisor developed a program of study for each student and reviewed results from a personal learning style inventory. Referrals to financial assistance sources both on and off campuses supported student efforts to acquire funds. Students were denied in some cases because they had already exhausted their eligibility for financial aid or were attending classes on a part-time basis. Students attended sessions with the advisor to receive tutoring in math, biology, English, philosophy, and other prerequisite subjects listed in Appendix E. Additional advisement was provided as necessary. Students were encouraged to take the Learning and Study Strategies Inventory (LASSI) to identify strengths and weaknesses and conduct self-paced remediation modules to address areas to improve performance and optimize strengths. These techniques are reinforced at the Skill Building Seminar Series (Appendix E).

To determine progress toward the project goal, Table 2 displays data collected for the 1) number of students enrolled in Homegrown Healers, 2) the specific support services each participant has partaken of, and 3) anticipated entry of Homegrown Healers to the nursing program. While these data support the Homegrown Healers goal that overall progress is being made toward increasing the number of students in the nursing program from under-represented populations, the anticipated timeline for students to complete the four semesters of prerequisites prevents timeliness. Personal and financial responsibilities limit choices to acquire educational prerequisite college credits and must be overcome with funding.

Despite the limited outcomes of work with the Homegrown Healer cohort, the grant-supported outreach efforts undertaken by the Nursing Advisor attracted a large number of applicants to the nursing program who have subsequently enrolled. These results are explicated in the summative evaluation that follows.

Student	Academic Advisement	Instructional Assistance Tutoring	Financial Aid	Counseling	Study Session Series	Planned Entry to Nursing Program
WRV1	X	X	X	X	X	2006
WRV2	X	X	X	X	X	2007
WRV3	X	X		X	X	2006
WRV4	X	X	X	X	X	2008
WRV5	X	X			X	2007
WRV6	X					2008
WRV7	X	X			X	Medical Assistant Program
WRV8	X	X	X	X	X	Medical Assistant Program
WRV9	X	X	X		X	Moved to Phoenix
WRV10	X	X	X	X	X	2008
WRV11	X					ASU 2006
WRV12	X	X	X	X	X	2008
WRV13	X	X	X	X	X	2007
WRV14	X					2009
WRV15	X		X	X	X	2008
WN1	X					2010
WN2	X	X				2010
WN3	X					2009
WN4	X					2009
WN5	X					2008

Table 2. Student Services Provided to Homegrown Healer and Anticipated Entry into Program

II. Summative Evaluation

- 6.1.1 The number of nursing program faculty as of June 30, 2005 was 4 full time Associate degree faculty and 2 full time nursing assistant faculty and one RN lab manager. Although we were late to hire some faculty for the 2005-2006 fiscal year, as of June 30, 2006, the number of faculty increased significantly over the previous year. The addition of two Master's level faculty supported by the grant allowed classes in Winslow to continue and provided support for clinical supervision of 25 additional students from the previous year.

NPC Employment	Fiscal year 2005-2006	Fiscal year 2006-2007
Full Time ADN Faculty	4	5
Adjunct ADN Faculty	2	5
Full Time NAT Faculty	2	2
Adjunct NAT Faculty	5	5
Laboratory Managers	1	2
Total	14	19

Table 3. Number of Nursing Faculty as of June 30, 2005 and June 30, 2006

- 6.1.2 At the beginning of the fiscal year 2005-2006, a total of 62 students were enrolled in the nursing program. On June 30, 2005, there were 38 first-year students and 24 second-year students. While the retention of the first year students appears quite good from June 30, 2005 to June 30, 2006, a few students decided belatedly have left the program. Two students moved away, two students planned to return next year when personal situations will be resolved, one student withdrew with medical problems, and one student is seeking resolution of a CNA licensure application issue with the State Board of Nursing.

Nursing Enrollment	June 30, 2005	June 30, 2006	September 30, 2006
1 st year students	38	48	44
2 nd year students	24	39	37
Total	62	87	81
Enrollment Change		38% increase	30% increase

Table 4. Number of Nursing Students Enrolled

- 6.1.3 Twenty-Four (24) second year students graduated from the nursing program in fiscal year 2005-2006.

NPC Campus	2004-2005	2005-2006	Projected 2006-2007	Projected 2007-2008
Little Colorado	13	10	9	16
White Mountain	12	14	28	28
Total	25	24	37	44

Table 5. Number of Nursing Program Graduates by Campus

- 6.1.4 Description of the impact the grant monies had on the geographic availability of nurses.

Table 4 demonstrates a 30% increase in enrollment in the nursing program from 2005 to 2006. The increase was a result of effective retention as well as larger admissions. By continuing to increase enrollment, the Northland Pioneer College nursing program will be able to maintain the concentration of employed nurses in relation to the area's growing population. Navapache Regional Medical Center in Show Low is planning to open an addition which will nearly double its capacity by August 2007 providing local positions for our graduates. The use of grant monies to continue to support greater numbers of students is improving the geographic availability of nurses.

- 6.1.5. Description of how the grant monies were used to increase the diversity of the nurse workforce.

Table 6 reflects significant increases in the range of variation in both ethnicity and gender attributes in the student population. Marketing and outreach efforts supported by grant monies have resulted in an increase in enrollment of students from all geographical areas but particularly

at the Little Colorado campus which borders the Navajo Reservation. Marketing and outreach is currently focused more heavily on the geographic area north of the I-40 to increase nursing enrollment of Native American students and provide clinical experiences at Indian Health Service units.

Under-Represented Groups	June 30, 2005	June 30, 2006	September 30, 2006
Native American	6	8	8
Hispanic	3	4	4
Male	3	11	10
Asian/Pacific Islander	1	0	0
Self-Identified as Other	0	2	2
Total	13	23	22

Table 6. Number of Nursing Students from Under-Represented Groups

6.1.6 Description of any other initiatives the community college has taken during the fiscal year to increase nursing education resources.

LPN Program Whiteriver. The proposal to initiate an LPN program in Whiteriver was not approved by the Arizona State Board of Nursing Education Committee amidst concerns that 1) students would be admitted with less than a 3.0 GPA, and 2) Native American student experience would not benefit from the advantages of diversity as learning would occur in relative isolation of higher performing nursing students. While an LPN program would benefit the geographical availability of nurses in the community, there are yet not enough students who have fulfilled the nursing program prerequisites to support enrollment at the present time. We are actively supporting CNA and science programs at our Whiteriver Center and are partnering with the Northern Arizona Vocational Institute of Technology (NAVIT) to offer a high school level CNA program there next semester.

Northland Pioneer College receives Carl Perkins monies. A small portion of these funds allowed the purchase of mannequins and simulative technology in addition to those provided by the Arizona Department of Commerce (DOC) grant. Five simulative mannequins provide valuable learning experiences at both campuses. As a result of this initiative and training of faculty, each student receive 4 additional hours of substantive clinical skill instruction in simulative laboratories each week. The laboratory salary support provided by DOC grant monies has provided the support of the laboratory manager to teach students and assist faculty.

The Northland Pioneer College Division of Building and Maintenance coordinated with the efforts of the Division of Computer Informational Systems to build a 20-station computer laboratory dedicated to nursing students for use of simulative and instructional software as well as assessment and remediation in preparation for the NCLEX examination process at the LPN and RN levels.

III. Budget

The budget table below regarding the use of grant monies provides descriptions for requested items. Salaries were commensurate with the Northland Pioneer College salary schedule for 2005-2006 as approved by the Northland Pioneer College District Governing Board. Medical and fringe benefits were also based on NPC board-approved rates. Purchases of computers and equipment were negotiated rates with board-approved NPC vendors, and represented the best pricing available. Thus, before-tax costs of supplies were lower than estimates and took advantage of applicable discounts.

A budget reduction amendment and transfer requested and approved April 2006 contributed to a shortfall of \$11,418.23 for tuition reimbursement. Because there were considerable monetary savings of \$14,701 for supply purchases for a larger inventory than originally planned, the year ended with a budgetary deficit of \$3,354.23. This amount can be deducted from the grant budget for Year Two 07/01/06 to 06/30/07 summer pre-session.

In the interest of student retention, a purchase of Evolve testing materials utilizing the Health Educations Systems, Inc. (HESI) which currently provide testing and remediation. The cost for each test with remediation is \$35.00 per test. This time sensitive opportunity for students to experience the remediation features of an NCLEX preparation program supported by a large nursing education publishing firm will dramatically increase knowledge and improve study skills for our students. The nursing program faculty would like to utilize grant monies currently dedicated to supplies for Year Two for this purpose in the amount of \$11,520.00 for a pre- and post test each semester for our students.

Budget Grant Year One 09/01/05 – 06/30/06

Following revisions submitted and approved 04/25/06

Item	Estimated Cost	Actual Cost	Rationale
Salaries <ul style="list-style-type: none"> Salary for one full-time nursing advisor (NPC board-approved rate for master's level faculty) 01/01/06 – 06/30/06 <p style="text-align: right;">Total Salaries</p>	<p style="text-align: right;">\$17,000.00</p>	<p style="text-align: right;">\$17,000.00</p>	
Fringe Benefits <ul style="list-style-type: none"> Standard NPC medical benefits package for nursing advisor from 01/01/06 – 06/30/06 @ \$5,150 annually Average yearly benefits for nursing advisor @ NPC board- approved rate of 15% from 01/01/06 – 06/30/06 <p style="text-align: right;">Total Fringe Benefits</p>	<p style="text-align: right;">\$2,575.00</p> <p style="text-align: right;">\$3,750.00</p> <p style="text-align: right;">\$ 6,325.00</p>	<p style="text-align: right;">\$2,575.00</p> <p style="text-align: right;">\$3,750.00</p> <p style="text-align: right;">\$ 6,325.00</p>	
Supplies <ul style="list-style-type: none"> (1) Notebook computers with docking ports and printers @ \$2,000.00 each (NPC negotiated rate) 10 Notebook computers with wireless Internet capability for use by nursing students in geographically remote locations @ \$2,000 each (NPC negotiated rate) Marketing and promotional materials and supplies <p>Supplies to expand nursing laboratory to accommodate Homegrown Healers:</p> <ul style="list-style-type: none"> (2) Nursing simulator mannequin @\$4,900.00 ea. = \$9,800.00 (1) Noelle Maternal and Neonatal Birthing Sim @ \$4,000.00 ea. Susie/Simon Newborn Simulator @ \$1,000.00 ea. (1) Medication Administration Series @ \$600.00 ea (2) Suction Units @ \$800.00 ea. = \$1,600.00 (1) EKG Package @ \$2,000.00 ea. .(2) Non-invasive BP monitors @ \$2,000.00 ea. = \$4,000.00 (2) IV Stands @ \$60.00 ea. = \$120.00 (1) Emergency cart @ \$1,500.00 ea. (2) Kangaroo Enteral Feeding Pumps @ \$650.00 ea. = \$1,300.00 (2) IV pumps @ \$2,700.00 ea. = \$5,400.00 (4) Electric Hospital Care Beds @ \$4,000.00 ea. = \$16,000.00 	<p style="text-align: right;">\$2,000.00</p> <p style="text-align: right;">\$20,000.00</p> <p style="text-align: right;">\$500.00</p>	<p style="text-align: right;">\$18,139.00</p> <p style="text-align: right;">\$440.00</p> <p style="text-align: right;">\$205.00</p> <p style="text-align: right;">\$1892.00</p> <p style="text-align: right;">\$1674.76</p> <p style="text-align: right;">\$25.00</p> <p style="text-align: right;">\$3058.00</p> <p style="text-align: right;">\$2872.00</p> <p style="text-align: right;">\$2938.00</p> <p style="text-align: right;">\$426.80</p> <p style="text-align: right;">\$824.00</p> <p style="text-align: right;">\$1590.00</p> <p style="text-align: right;">\$374.00</p> <p style="text-align: right;">\$1414.00</p> <p style="text-align: right;">\$117.00</p> <p style="text-align: right;">\$2112.00</p> <p style="text-align: right;">\$1868.00</p> <p style="text-align: right;">\$16086.00</p>	<p>11 Compaqs</p> <p>11 HP B-Packs</p> <p>HP ExpanBase</p> <p>11KeyBrdMou</p> <p>3 yr Warranty</p> <p>Flyers</p> <p>2 Vitalsim</p> <p>Control Units</p> <p>2 Nursing Baby</p> <p>2 Nursing Child</p> <p>Mannequin</p> <p>Microphone</p> <p>2 SusieSimulator</p> <p>2 Suction Units</p> <p>2 BP Vital</p> <p>IV Stands</p> <p>2 ER Carts</p> <p>2 Cart Tops</p> <p>2 Kangaroo</p> <p>4 IV Pumps</p> <p>6 Beds</p>

*Northland Pioneer College
Homegrown Healers*

<ul style="list-style-type: none"> • (2) Gurneys @ \$2,500.00 ea. = \$5,000.00 • Miscellaneous supplies, such as syringes, needles, alcohol swabs, IV catheters, tape, gauze pads, etc. @ \$2,000.00 	\$54,320.00	\$4104.00	3 Gurneys
(40) HESI PN Exit Exam – Online Testing 05/08/06 @ \$35 ea. = \$1400		\$1,400.00	NCLEX Prep
(11) Office Pro 2003 WIN 32 @ \$ 48.47 ea. = \$533.17		\$533.17	Compaq
(1) Office Pro 2003 WIN32 CD Media = \$27.00		\$27.00	Software
Total Supplies to expand nursing laboratory to accommodate Homegrown Healers	\$76,820.00	\$62,119.73	
Total Supplies		\$612	
		\$179.52	
		\$478.98	
		\$555.47	
		\$1367.31	
		\$36.28	
		\$48.17	
		\$1674.76	
		\$753.78	
		\$5706.27	Tax
		\$930.00	Freight
Other		\$12,364.28	Keith
Tuition for (2) adjunct faculty for MSN program originally @ 18,200.00 ea.* and reduced 04/06 due to underestimate of costs to complete degree by 08/06		\$9,640.00	Samarin
		\$813.95	Jamison
	\$11,400.00	\$22,818.23	
Total Request (Sum of boldfaced figures)	\$111,545.00	\$114,899.23	**(\$ 3354.23) budget deficit

*Rate was based on quote from the University of Phoenix. MSN candidates (adjunct faculty) may choose between University of Phoenix and Northern Arizona University. Both have graduate online degree programs for nursing, and NAU has a rural education track. NAU costs slightly less @ \$14,000.00. The \$25,000 reduction in estimate costs submitted and approved 04/06 resulted in \$11,418.23 non-funded tuition costs. **This amount can be deducted from the from the grant budget for Year Two 07/01/06 to 06/30/07 summer presession.

IV. Summary

Lessons Learned

Efforts to recruit a Homegrown Healer cohort were centered at the Whiteriver community. Student-centered services such as academic advisement, financial aid referrals, and instructional tutoring were provided creating interest and increasing enrollment of students in healthcare careers. Two students from the cohort were able to satisfy the admission criteria and enter the nursing program. Most of the remaining students are working toward completing the prerequisites in the next couple of years. A couple of students have been recommended to the medical assistant programs to pursue allied health occupations. The project continues to encounter the typical personal barriers that prevent pursuit of higher education, i.e., transportation, child care and financial limitations. While there are available federal and tribal funds to support education for these students, the criteria for eligibility sometimes preclude participation. Students who are not dependents themselves experience difficulty supporting a family with gainful employment and attending more than one or two classes at a time. Thus the timeliness to complete the prerequisites is impeded.

To address this problem, the nursing program is currently working with the Department of Arts and Sciences to reduce the number of courses that require prerequisites. The Chemistry prerequisite is being reconsidered and may become a co-requisite, thus reducing the scheduling delay to apply to the nursing program by one year. The Chemistry department has indicated an interest in adjusting the mathematics requirements. We will address this issue in curriculum committee discussions this fall.

Efforts to address the financial needs and acquire additional support for student transportation, child care and financial requirements will continue. Monies for matriculated students may be extended to pre-nursing students who have completed a majority of prerequisites. The department of student services is acutely aware of the transportation difficulties and may revisit alternatives between communities that will improve access to our larger campuses.

This project might assist other post-secondary institutions in optimizing the number of non-traditional adult learners who choose to pursue nurse education by describing our experience and sharing solutions. The work of the Homegrown Healers project to support students with services so they may access nursing training is responding to the demands of local health care employers. We look forward to continued support from the Department of Commerce so that we may further enlarge our program, increasing the number of minority nurses in rural Arizona.

Appendices

- A. Project Director Resume
- B. The Program Work Plan
- C. Participation Survey Results
- D. Skill Building Seminar Series
- E. Recommended Pre-Nursing Course Sequence
- F. Recruitment Materials

APPENDIX A
Project Director Resume

Debra J. McGinty, PhD, RN

P.O. Box 1504
Lakeside, AZ 85929
928.368.0739 (Lakeside)
480.244.6473 (Cell)
[@cox.net](mailto:debra.mcgin@cox.net) (personal)



ACCOMPLISHMENTS:

- Assumed leadership positions in a variety of pediatric health care settings
- Member of DES/DDD Site Review Team
- Nursing research efforts in areas of Nursing Diagnoses in the Profoundly Handicapped Child, Father-Child with Down Syndrome Dyads, Early Infant Behaviors of Temperament
- Development of instructional programs for families, professionals, parents, and children

EDUCATIONAL BACKGROUND:

<u>Institution</u>	<u>Degrees</u>	<u>Date</u>
University of Cincinnati	BS in Nursing	1975
University of Washington	MN in Developmental Disability Nursing	1983
University of Phoenix	MBA in Health Care Marketing	1985
University of Arizona	PhD in Nursing	2003
	Major: Community-Based Interventions	
	Minor: Organizational Systems	

DOCTORAL WORK AND DISSERTATION: Access to Health-Care:
Community Empowerment Definitions in Rural, Underserved Intervention Program

DISSERTATION DIRECTOR: Joyce A. Verran, PhD, RN, FAAN

MAJOR FIELD(s): Parental Child Health
Health Care Marketing
Persons Differently Abled
Community-Based Interventions

EMPLOYMENT:

<u>Employer</u>	<u>Title</u>	<u>Period</u>
Northland Pioneer College	Nursing Advisor	01/06 to 06/06
Northland Pioneer College	Nursing Clinical Instructor	10/03 to 12/05

Northland Pioneer College	Grant Coordinator	07/04 to 05/05
Johns Hopkins University	Coordinator	12/01 to 05/04
Center for American Indian Health	Research Nurse	05/04 to 12/05
The University of Phoenix Nursing Program	Faculty	8/99 to 06/06
Mesa Public Schools Dept. of Health Services	School Nurse	10/94 to 6/98
Baywood Orthopedic Clinic	Clinical Coordinator	6/85 to 10/90
Dept. of Economic Security Division of Developmental Disabilities	Consultant	12/83 to 6/85
Maricopa Medical Center Neonatal Intensive Care	Staff Nurse	5/83 to 11/83
Hacienda de Los Angeles Residential Services	Nursing Director	12/80 to 4/83
The University of Cincinnati Children's Hospital	Staff Nurse	9/78 to 5/79
US Army Nurse Corps Newborn Intensive Care	Head Nurse	9/76 to 8/78
US Army Nurse Corps Medical-Surgical Nursing	Staff Nurse	9/75 to 8/76

TEACHING:

Graduate and Undergraduate Courses – University of Phoenix

HSN 540: Teaching Strategies and Learning Styles (Summer 2005, Winter 2005)

HCSX 500: School Nursing Practice (Fall 1999)

HCSX 517: Nursing of High Risk Populations, Groups and Communities (Fall 1999)

HCSX 530: Nursing Care of the Developmentally Disabled Child (Spring 2000)

HCSX 506: Physical Assessment of the School-Age Child (Summer 2000)

HCS 418: Professional Transitions (Fall 2000, Fall 2001)

NUR 429: Nursing Research Utilization (Winter 2004, Fall 2005)

Online Faculty – University of Phoenix

HCSX 408: Therapeutic Communications in Healthcare (Summer 2000)

HCS 418: Professional Transitions (Fall 2000, Winter 2001, Spring, 2001, Fall 2001)

NUR 429: Nursing Research Utilization (Fall 2000, Winter 2000, Spring 2001, Summer 2001, Fall 2001, Winter 2001, Spring 2002, Fall 2002, Winter 2002, Spring, 2003, Summer 2003, Fall, 2003, Winter 2003, Spring 2004, Summer 2004, Fall 2004, Winter 2004, Spring 2005)

NUR 390: Professional Transitions (Fall 2000, Winter 2001, Spring 2001, Summer 2001, Fall 2001)

NUR 471: Dimensions of Community Health (Fall 2001)

NUR 540: Teaching Strategies and Learning Styles in Nursing (Spring 2005, Summer 2005, Fall 2005, Winter 2006, Spring 2006)

Undergraduate Preparation – Northland Pioneer College

NAT 101: Nursing Assistant Training (Fall 2002, Spring 2003, Fall 2003, Spring 2004, Fall 2005, Spring 2006)

HES 170: Medical Terminology (Fall 2005)

AFFILIATIONS:

Member Sigma Theta Tau, International, Beta Iota Chapter (1975 to present)
Member American Nurses Association
Member National Association of Community Health Educators

Recent Meetings Calendar:

Personal Outcome Measures, Albuquerque, March 14-16 2000
Sigma Theta Tau, International Research Consortium, Mesa, March 24-25 2000
International Qualitative Research Conference, Banff, April 5-7 2000
Feeding and Feeding Disorders in Early Childhood, Phoenix, May 19, 2000
National Association of School Nurses, Phoenix, June 29-30, 2001
Arizona Nurses Association Convention, Mesa, September 28, 2001
National Organization of Association Degree Nursing, Albuquerque, November 2004

Presentations:

Legislative Decision Making for Funding of Programs for Persons with Disability. Critical Social Theorist Nursing Conference, San Diego, October 23-25 2000

APPENDIX B
The Program Work Plan

Work Time Schedule

It is the goal of Northland Pioneer College's Homegrown Healers program to increase the number of students in the nursing program by not less than 25% (20 students), of which not less than 75% (15 students) will be from populations currently under-represented in the nursing profession, by August of 2006. In order to achieve this goal, the Program Work Plan is built upon a set of process objectives and outcome measures that are quantified and described in the charts that follow. These charts will provide guidance to the project director as she manages the project, and furnish a framework for the formative and summative evaluation of outcomes.

Process Objectives	Responsible Person	Timeline	Outcome Measures	Evaluation
1. Employ a Nursing Pre-Admissions Advisor to recruit cohort of 20 Homegrown Healers support these students with individualized tutoring and mentoring in an intensive summer pre-session prior to their first year in the NPC nursing program.	Project Director	9/30/05 - 12/31/05	<ol style="list-style-type: none">1. Advertisements for employment;2. Position description;3. Applications for employment;4. Interview logs;5. Applicant is hired	Met. Debra McGinty and Dan Roper were hired as Pre-Admissions Advisor. Debra took the south half of the counties, while Dan was assigned to the northern regions.
2. Assist two current adjunct faculty in enrolling in the MSN program at either Northern Arizona University, or the University of Phoenix.	Project Director	9/30/05 – 12/31/05	<ol style="list-style-type: none">1. Completed MSN application materials for each applicant;2. Letter(s) of acceptance from MSN institution for each applicant3. Course schedules for each MSN candidate	Met. Both faculty members completed their MSN degrees and are currently employed full-time by NPC nursing program

3. Mentor two MSN candidates throughout their MSN programs, meeting at least quarterly to ensure that each is on track for timely program completion	Project Director	Ongoing	Activity log for project director; Notes from meetings with each MSN candidate	Met. The current project director is mentoring three candidates throughout their MSN programs to ensure they are on track for timely program completion
4. Secure permission from the Arizona State Board of Nursing for expansion of the existing NPC nursing program to accommodate additional students and faculty per project description.	Project Director	9/30/05 – 12/31/05	Petition materials from NPC nursing program to AZ State Board of Nursing; Written response(s) from AZ State Board of Nursing	Met. The program was permitted to increase enrollment
5. Secure permission from the Arizona State Board of Nursing for MSN candidates to teach as full-time faculty in order to accommodate the additional students as described in the project narrative.	Project Director	9/30/05 – 12/31/05	Petition materials from NPC nursing program to AZ State Board of Nursing; Written response(s) from AZ State Board of Nursing	Met. The MSN candidates are now teaching full time to accommodate the additional students.
6. Purchase supplies for expansion of current NPC nursing lab to accommodate additional students as described in the project narrative.	Project Director	9/30/05 – 12/31/05	Copies of purchase orders for each item; Copies of receipts for each item	Met. Please see Budget Section. Copies of Purchase Orders on file.
7. Establish clinical opportunity sites and faculty for each of the 20 Homegrown Healers.	Project Director	Ongoing	Memorandum(s) of Agreement between clinical site(s) and NPC nursing program for each student	Met. Morning and evening 8 hour clinical blocks reduced the burden on community sites while augmented with 4 hours of laboratory skill instruction weekly increased academic rigor and alleviated the burden of additional students on sites.

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8. Recruit first cadre of 20 Homegrown Healers	Nursing Pre-Admissions Advisor	01/01/06 – 05/31/06	Project promotional materials; Pre-admissions advisor's activity log Completed Homegrown Healers admissions packets in each student's portfolio	Met. 22 Native American students enrolled in nursing pre-requisites were recruited and supported during the Spring Semester 2006. Promotional Materials Appendix F
9. Meet with each Homegrown Healer on an individual basis to establish a portfolio documenting his or her goals and progress and to assist him or her in completing application materials for the NPC nursing program,	Nursing Pre-Admissions Advisor	01/01/06 – 03/31/06	Pre-admissions advisor's activity log; Copies of completed admissions materials in each student's portfolio	Met. While many prospective students responded to the marketing campaign, the students enrolled in the cohort were working toward completion of prerequisites at a slower pace due to financial limitations and family responsibilities.
Enroll each Homegrown Healer in intensive summer pre-session, prior to the start of the Fall 2006 semester.	Nursing Pre-Admissions Advisor	03/31/06 – 06/01/06	Copies of course registration form(s) for intensive summer pre-session in each student's portfolio	The summer pre-session was not conducted as the Nursing Advisor was hired after the academic year was underway. During the week prior to classes, the Student Study Group Series commenced 08/14/06 to serve the Homegrown Healer cohort.

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Assist each Homegrown Healer in registering for the first semester of nursing classes in Fall 2006.	Nursing Pre-Admissions Advisor	07/31/06 – 08/15/06	Completed registration form(s) for Fall 2006 semester in each student's portfolio	Two members of the Homegrown Healer cohort were able to complete their prerequisites to enter the Fall 2006 nursing classes. Additional nontraditional students not included in the cohort but who received NPC services were admitted to the nursing program.
Assign each Homegrown Healer a faculty mentor from the NPC nursing program.	Nursing Pre-Admissions Advisor	07/31/06 – 08/15/06	Faculty mentor and contact information in each student's portfolio	In process. Since core faculty are extended with significantly greater numbers of students (see Table 4), we are contacting alumni to serve in these roles. The Nursing Advisor and Project Director are mentoring students as well.
Begin recruitment process for second cohort of 20 Homegrown Healers for Fall 2007.	Nursing Pre-Admissions Advisor	08/15/06 – 3/31/07	Project promotional materials; Pre-admissions advisor's activity log Completed Homegrown Healers admissions packets in each student's portfolio	Currently underway. See Appendix F

Conduct formative evaluation of Homegrown Healers based on timely and efficient completion of key objectives as evidenced by outcome measures; report findings to Vice President for Instructional Services	Project Director	Ongoing on a quarterly basis, beginning 12/2005	Completed formative evaluation report	Met. This evaluation is evidence of timely and efficient completion of key objectives as evidenced by outcome measures.
Conduct summative evaluation report regarding the use of grant monies, based on formative evaluations, achievement of project goal, and “Deliverables” identified on page 6 of the Arizona Department of Commerce Request for Grant Application – Solicitation # G058-05. Present report to Vice President for Instructional Services and Arizona Department of Commerce	Project Director	9/30/06	Completed summative evaluation report	Met. This evaluation delivered to Arizona Department of Commerce 09/30/06.

B. Anticipated Outcomes Beyond Scope of Program Funding

- **Spring 2007** – First cohort of Homegrown Healers passes the NCLEX-PN and continues in the nursing program; Pre-admissions advisor recruits second cohort of 20 Homegrown Healers.
- **Summer 2007** – Second cohort of Homegrown Healers completes nursing program pre-session.
- **Fall 2007** – Second cohort of Homegrown Healers enters NPC nursing program.
- **Fall 2007/Spring 2008** – 2 NPC adjunct faculty complete their MSN programs and become full-time nursing faculty to teach subsequent Homegrown Healer cohorts.
- **Summer 2008** – First members of cohort of Homegrown Healers passes the NCLEX-RN.

APPENDIX C
Participant Survey Results

NORTHLAND PIONEER COLLEGE
NURSING PROGRAMS
ASSOCIATE DEGREE IN NURSING PROGRAM

Name (optional): _____

Campus: _____

What services were provided to you by the Nursing Advisor?

WRV1: Duh ~ Everything. She went out of her way to see that we got the information that was important, financial aid forms, admission letters, reference portfolio, CNA certification, referral for counseling, tutoring for math...

WRV2: Advice about classes to take, scheduling time, working on my motivation and the software (LASSI). Helped me get ready for the HESI with extra films, books, tutoring. Laptop.

WRV3: Helped me get into classes and find funding and go through orientation, which books to buy, what to bring, where to go.

WNS1: Prerequisite information and scheduling

WRV4: Mrs. McGinty helped get my record expunged to work at the hospital. Teaching me to be a good nurse – helping me to understand and study. I got the job at Johns Hopkins. Computer for schoolwork.

WRV5: Do you mean like counseling? Gave me help that I needed to enroll. Worked with me individually to pass tests and learn. Helped me with cost.

WRV6: Pre-requisite information and planning for classes. Help with math tests.

WRV7: Learning skills and communication. Tutoring to pass my CNA test

WSN2: Scheduling for taking ENL101 that I am doing now.

WRV8: Prerequisite information on courses to take and help with the HESI

WRV9: Practice to take tests, information about prerequisites and scheduling classes, car-pooling arranged, financial assistance

WRV10: Evening classes on Mondays to help with study habits. Individual instruction with CNA class.

WRV11: Help studying and tour of the hospital

WRV12: Dr. Deb is very supportive ~ she really cares about what happens to us and wants us to succeed and become nurses.

How have services at Northland Pioneer College helped prepare you to assume the responsibilities of a nursing student?

WRV1: Advisement Services at both campuses helped a lot. Financial aid and scholarships - it helped.

WRV2: Financial aid offers but I just haven't really used them as well as I could. EMT CPR training was great.

WRV3: Academic advising at the college seriously needs to get their act together. In WMC, WRV students aren't really helped – they're given a pamphlet and told to go sign up. Better to use the nursing advisor.

WNS1: I do not use any services. Still doing pre-reqs one course at a time. Working 40 hours per week. 5 year old starting kindergarten

WRV4: I am on my way to be a nurse when my husband finishes school.

WRV5: Provided feedback and so much more.

WRV6: She helped me pass the prereqs.

WRV7: Passed my nursing test and got a job at a nursing home.

WSN2: Sent information on prerequisites. Gave me help to pass my test.

WRV8: Yes

WRV9: Haven't used any service at NPC because I am waiting to go back full-time after my husband graduates in December.

WRV10: Worked on getting CNA finished so I can work while I'm going to school.

WRV11: Advisors helped figure out how to get courses finished.

WRV12: Advised me to choose classes and get my prerequisites approved.

What specific area(s) of the Homegrown Healer Program contributed the most in preparing you for your admission to the nursing program?

WRV 1: Counseling and advice about the process

WRV2: Sold me motivation in a bottle. Counseling for personal problems. Helped with time management.

WRV3: See above

WNS1: Meetings to help us study

WRV4: Mrs. McGinty is a great teacher. She spends a lot of time getting ready.

WRV5: Bettering my personal life. Being kind of a mentor with providing advice.

WRV6: Tutoring for math tests

WRV7: Worked with me to pass tests

WRV8: Tutoring and learning skills practice in evening study groups.

WRV9: Working with Dr. Deb to take the CNA test and work on my schedule

WRV10: Helped with passing my CNA and looking at my schedule to take more classes. Helped me get work at Johns Hopkins

WRV11: Certified Nurses Training and clinical experience

What areas of the Homegrown Healer Program were least helpful in preparing you for entry into the nursing program?

WRV 2: Lack of study groups in the nursing program currently. Need more assistance with study skills.

WRV 3: Financial aid counseling maybe but none really because I got to where I am now. A list of websites for the scholarships would be helpful.

WNS1: No person on campus all the time.

WRV4: Once you spend a lot of time in school, you are not eligible for more money. It is hard to work, take care of family and go to school.

WRV6: Sometimes the math problems were too hard for her too.

WRV7: The tests are hard and it's hard to study.

WRV8: Nothing

WRV9: Didn't help with financial aid because I've been in school so long already. I can't go fulltime to get tribal money right now

WRV10: I can't come to 4pm study skill classes at Whiteriver since you changed the time. Need classes after I get off work.

Do you have any suggestions for improving the Homegrown Healer Program or support services in the Nursing Program at Northland Pioneer College? What else do you need?

WRV1: It's benn good but I haven't put in a lost of effort because of personal matters.

WRV2: More workshops

WRV3: A syllabus we could work from with an outline. Teacher has an attitude about having to do the outline. Some questions not relevant to what we're studying.

WNS1: Get full-time person here. OK but hard classes – need more help in studying for hard classes.

WRV4: More classes in Whiteriver like Micro and Physiology

WRV5: A basic plan – well I have one but I need a new one because I have a new job.

WRV6: Cannot work and go to school right now. Will restart in spring.

WRV7: Need more places to help with tuition because when you take only one or two classes, you cannot get money and when you take a long time, they will not give you any more money.

List of website for scholarship information

WSN2: Doing okay now.

WRV8: Having more one on one relationship with the Nursing Advisor. Need help to retake my CNA exam

WRV9: Getting old prerequisites taken again means I have to go to Show Low. That is a long drive. The classes are late at night.

WRV10: Need to get enrolled again in the spring because people from Johns Hopkins came and have money to support me so I can reach my goals.

WRV12: Need transportation between Whiteriver and Show Low for students who don't have rides

APPENDIX E

Recommended Pre-Nursing Course Sequence

Northland Pioneer College Division of Science and Mathematics

The Division of Science and Mathematics recommends that students interested in applying to the Nursing Program at Northland Pioneer College take the following sequence of courses.

First Year		Second Year	
Fall Semester	Spring Semester	Fall Semester	Spring Semester
CHM 130 Fundamental Chemistry 4 credit hours	BIO 181 General Biology I 4 credit hours	BIO 201 Human Anatomy & Physiology I 4 credit hours	BIO 202 Human Anatomy & Physiology II 4 credit hours
ENL 101 College Composition I 3 credit hours	HES 145 Nutrition 3 credit hours	BIO 205* Microbiology 4 credit hours	NAT 101 Nursing Assistant 5 credit hours and Completion of Certified Nursing Assistant (CNA) License
	ENL 102* College Composition II 3 credit hours		
MAT 112, 121, 142 or 152** 3-4 credit hours	3 credit hours in <u>and Humanities*</u>	3 credit hours in <u>and Behavioral Sciences*</u>	3 credit hours in <u>and Behavioral Sciences*</u>

* Nursing Core Course which is not a prerequisite but is recommended prior to entering Nursing Program.

**MATH 109 is a prerequisites for MATH 112. Information on applicable math courses is available from the [of Mathematics Web site](#).

Additional information on nursing prerequisites is available from the Nursing Program Web page

Prerequisite General Education Courses for Nursing Program

Arts and Humanities Courses

Choose one (1) of the following courses (3 credit hours):

- ART 101 Understanding Art
- ART 115 Art History I
- ART 116 Art History II
- ENL 220 World Literature I
- ENL 221 World Literature II
- HUM 150 Humanities in the Western World I
- HUM 151 Humanities in the Western World II
- MUS 150 Music Appreciation
- PHL 101 Introduction to Philosophy
- PHL 105 Introduction to Ethics
- SPT 130 Introduction to Theatre

Social and Behavioral Sciences Courses

Choose two (2) of the following courses (totaling 6 credit hours):

- PSY 240 Developmental Psychology
- ANT 102 Cultural Anthropology
or
PSY 101 Introduction to Psychology
or
SOC 120 General Sociology

Courtesy of: James Jacob, PhD
Biology Department Chair, Northland Pioneer College

Appendix F
Promotional Materials
Flyer

Postcard Fronts

Homegrown Healer Handout