

Progress Report for AHEC-Funded Grant - FY2009

Grantee Name: Navajo Community College District dba Northland Pioneer College, P.O. Box 610, Holbrook, AZ 86025-0610

Project Award Period: 07/01/08 to 06/30/09

Title of Project: Review, Apply, Master and Succeed (RAMS)

Principal Investigator:

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Abstract:

Northland Pioneer College (NPC) serves 21,158 square miles in rural northeastern Arizona, over 80% of which consists of the tribal lands of the Navajo, Hopi and White Mountain Apache people. Over 62% of the population is Native American. Navajo and Apache Counties are Arizona's two poorest counties; both are designated by HRSA as Medically Underserved Areas (MUAs). The need for Native American nurses is critical. NPC requests \$25,000 from AHEC to implement **Review, Apply, Master and Succeed (RAMS)** to assist our neediest graduates, most of them Native American, in passing the NCLEX and entering employment. It is our goal that 100% of RAMS students will accomplish this by June 30, 2009. Because of its emphasis on skills mastery *beyond NCLEX*, and because its focus is on *ongoing* refinement of instructional methods, especially for auditory/kinesthetic learners, Project RAMS will become an institutionalized part of nurse education at Northland Pioneer College.

Section 1: Progress on Program Objectives/Findings to Date

- a. Steps undertaken/accomplishments to date that address the objectives and activities described in the funded project proposal are found in Table 1. Progress on Program Objectives/Findings.
- b. Significant changes that have occurred in the scope of work or budgeted support for this project can be found in Table 1. Progress on Program Objectives/Findings.
- c. Barriers encountered and the steps taken to overcome these barriers are identified in Table 1. Progress on Program Objectives/Findings.
- d. No collaborations with Arizona's regional AHECs occurred. None were proposed in this project award.

Section 2: Mitigations of Identified Weaknesses

The following weaknesses were identified in the proposal review:

- 1. Not clear why proposed methods were not already built into existing ADN program, if faculty understand learning needs of Native American students so well.**

During the years most of these candidates were enrolled, the nursing program was challenged by faculty turnover, insufficient academic rigor, underused laboratory facilities, lack of technology, and absence of current NCLEX-type testing preparation systems with remediation. Even though in recent years, these problems have resolved, the poor academic preparation, language barrier, and social problems common among Native American students may require additional time and tutelage for these students to succeed. These services require resources which exceed the program's ability to provide. The funds currently being provided have assisted the nursing program to bring those resources to the students.

- 2. Evaluation plan provides a lot, but no grant resources allotted to it. Could be more specific in identifying process measures, e.g., what accommodations are most successful.**

Certainly we will be able to identify those accommodations which are most successful for this small group of students. The feedback from students and faculty is an ongoing process and informs the structured learning plans. The student who just passed the NCLEX for example indicated the LPN preparation and testing was the most valuable resource extended to her. She was able to experience mastery, success and apply those test-taking skills to the NCLEX-RN. As each student progresses, we will acquire additional qualitative data regarding those interventions which contributed to the student's success.

- 3. Difficult to see how approaches can be assimilated under current program budget without further grant resources.** We are currently utilizing the existing faculty, skills lab, and instructional specialists in the nursing program to provide services to these students. In addition, collateral programs without the assistance or support of the grant has been offered to other minority students as a result of the inspiration, impetus, and momentum experienced as a result of this grant award.

- 4. If lesson for instructional practice are as valuable as they appear to be, better national dissemination is warranted. No description of national activity and no resource requested for dissemination.**

The results of this small pilot study may provide the evidence necessary to support a program of research with larger samples and national dissemination of results.

- 5. The project is not interdisciplinary and focuses only on preparing students to pass the NCELX exam. This project does not address the funding preference.**

The funding preference was to support proposals that demonstrate interprofessional educational opportunities. This proposal exclusively provides nursing educational opportunities for Native American students.

Section 3: Outcomes Data.

Please see attached matrix to report student numbers engaged/supported by this project. Attached please find the budget allocation data.

Objective	Progress	Barriers	Significant Changes to Mitigate Barriers	Outcome
Objective 1. Within two weeks of the receipt of the grant award, identify and interview candidates who graduated from the NPC nursing program in the past five years, who have taken the NCLEX-RN and failed, or failed to attempt the NCLEX-RN.	Project director and nurse coach identified potential candidates from graduate lists, NPC files, contacts with area nurse educators and agency directors.	Potential students from the previous 5 years had left the immediate area or were unable to participate due to personal issues.	With AHEC approval, the inclusion criteria was broadened to include students who graduated from NPC and other colleges in the past 10 years and those who failed the NCLEX-PN or NCLEX-RN.	Met
Objective 2. Within four weeks of receipt of grant award, recruit a pilot group of not less than 5 program participants.	Five participants have been recruited and actively participated in the program.	Timing – it took longer than 4 weeks to recruit the pilot group – some candidates expressed interest, then didn't show.	The program director and nurse coach continued beyond the initial four weeks to casefind in the community.	Met
Objective 3. Within two weeks of recruiting students, conduct personal interview with each student to develop an individual plan that will address his or her need area(s), including financial need.	The Nurse Coach and Instructional Specialists at each campus conducted personal interviews and developed individual plans to address each students learning and financial needs.	None	None	Met
Objective 4. By August 1, 2008, re-enroll each student in the second year of the nursing program, emphasizing their participation in those aspects of the program that promote mastery of the concepts and practices in which they are most deficient. Student will be able to focus on participating in those lectures and	Students testing at the PN level are not eligible to enroll in the 2 nd year nursing program. One of those students has not had the resources to withdraw from employment but has submitted an application to the Nursing Program for Fall 2009. Two students were not released from their employment to attend classes. They work closely with the	Students are currently employed and unable to relinquish jobs or acquire release time from employers to attend formal classes, clinicals, and laboratory session	Unable to mitigate this barrier.	Ongoing

Objective	Progress	Barriers	Significant Changes to Mitigate Barriers	Outcome
labs that apply directly to these deficiencies.	Instructional Specialist and Lab Manager in the skills lab after work hours to apply the theory they are learning in their planned of study.	with other students.		
Objective 5. Maintain ongoing communication with instructors to ensure student needs are being met as prescribed by individual plans, providing for individual tutelage as needed.	The project director communicates directly with the nurse coach and faculty to review structured learning plans and assess student progress.	None		Ongoing
Objective 6. Provide individual tutelage in the area of test-preparation and pay the \$462 cost of taking the NCLEX-RN for each program completer.	One of the three RN students sitting has passed the NCLEX-RN and is being hired by the Indian Health service.	With the increase in gasoline and lodging during the high season in Phoenix, students were experiencing difficulty to travel to take the examination.	With AHEC approval, the cost of travel and lodging for the NCLEX testing in addition to the cost of taking the examination is provided to the candidates.	Ongoing
Objective 7. Meeting with Dr. McGinty and NPC faculty not less than once per month to share information about successful teaching strategies and identify methods for incorporating those strategies seamlessly into the NPC nursing program.	Dr. McGinty, the nurse coach, and faculty, meet monthly to discuss ways in which strategies have been successful. Another minority student not funded by the grant is following the same model and able to enroll in the 2 nd year courses.	None		HESI remediation plans, skills lab sessions, and NCLEX-PN pre-testing preparation have demonstrated improvement in test scores.

**ARIZONA AHEC PROGRESS
REPORTING MATRIX**

Reporting Period:

From: July 1, 2008

To: March 30, 2009

College & Department

Northland Pioneer College

Type of Student

Nursing

Students Placed/Rural Community:

☒ Yes ☐ No

Students Placed/Underserved Area

☒ Yes ☐ No

Medically Unmet Community:

☒ Yes ☐ No

Submitted by:

Debra McGinty, RN PhD

*Bold Type- Regional AHEC's were actually involved with the rotation.

Students (by name)	Discipline	Gender	Ethnicity	Age	Location of clinical placement site	Regional AHEC Ctr
Dillene Hofman	Nursing	F	NA	26	Whiteriver IHS	Passed NCLEX-RN
Maria Portillo	Nursing	F	HIS	49	Winslow Indian Hosp	Passed NCLEX-RN
Laura Thomas	Nursing	F	NA	29	Winslow Indian Hosp	Passed NCLEX-RN
Ira Begay	Nursing	F	NA	29	Winslow Campus of Care	Passed NCLEX-PN
Christine Francis	Nursing	F	NA	32	Winslow Indian Hosp	testing pending