**Nurse Support Program II Abstracts**

**FY 2021 Funded Proposals**

**NSP II-21-103**

**Carroll Community College**

***Academic Progression ATB Enrollment and Collaboration***

**$140,484**

**Project Director: Dr. Jennifer Fritzges,** [**jfritzes@carrollcc.edu**](mailto:jfritzes@carrollcc.edu)

**Partners and Affiliates: None**

This grant will increase students accepted at both Carroll Community College’s (CCC) Nursing Program and an Associate to Bachelor’s (ATB) partner school to 60% by Fall 2023. In addition, it has been identified that all schools with ATB students are tracking different data points and data sharing has been complex. CCC will build and maintain a statewide database for all university and community college ATB programs to report and track consistent data. The database will be in place and operational by June 2021. Finally, to help students socialize into the professional role of the nurse, CCC will develop and offer a statewide student conference by 2022.

**NSP II-21-104**

**Cecil College**

***Academic Progression in Nursing Initiative***

**$330,923**

**Project Director: Dr. Nancy Norman-Marzella,** [**nnormanmarzella@cecil.edu**](mailto:nnormanmarzella@cecil.edu)

**Partners and Affiliates: None**

This grant will address ongoing academic progression program needs that include accurate information for students to make sound decisions for developing a plan for completing their Bachelor of Science (BSN) or Masters of Science (MSN) degree in nursing. Students are also challenged with developing the essential skills necessary for success in nursing school. Concern about success in an Associate Degree Nursing (ADN) program creates more challenges for students wishing to pursue their BSN or MSN in an Associate to Bachelor’s (ATB) progression program. The Academic Progression in Nursing Initiative will increase the number of students earning their BSN or MSN.

**NSP II-21-105**

**Coppin State University**

***Planning HBCU PhD/DNP Consortium***

**$147,663**

**Project Director: Dr. Joan Tilghman,** [**jtilghman@coppin.edu**](mailto:jtilghman@coppin.edu)

**Partners and Affiliates: None**

This planning grant will assist the Nurse Leaders from HBCUs in Marylandsupporting development and implementation of a delineated curriculum; and conducting research examining influences on PhD/DNP degree seeking pathways and influences on the retention of nursing faculty with earned doctoral degrees. These findings will help with planning for curriculum development and implementation of a Maryland HBCU Consortium to develop a DNP/PhD dual degree. The project goal is to plan for implementation of a 5-year PhD/DNP dual degree utilizing shared resources. The degree combines competencies and practice opportunities of the DNP degree with the clinical research and scientific rigor of the PhD.

**NSP II-21-106**

**Frostburg State University**

***Planning for the future: Expanding pre-licensure capacity***

**$220,714**

**Project Director: Dr. Kara Platt,** [**knplatt@frostburg.edu**](mailto:knplatt@frostburg.edu)

**Partners and Affiliates: None**

This planning grant for an accessible, cost-effective, high-quality, traditional Bachelor of Science in nursing (BSN) degree program will increase nursing pre-licensure enrollments and graduates within the state of Maryland. This will develop a new, traditional nursing program at FSU that will allow students to earn a BSN degree within four years. The anticipated outcome is a complete program proposal ready for submission for internal and external review the following academic year.

**NSP II-21-107**

**Harford Community College**

***Meeting Nursing Workforce Needs: A Collaborative Approach***

**$2,100,663**

**Project Director: Dr. Dale Spielman,** [**dspeilman@harford.edu**](mailto:dspeilman@harford.edu)

**Partners and Affiliates: Towson University, University of Maryland Upper Chesapeake Health**

The implementation grant will support efforts to sustain capacity to admit 152 students annually by supporting the enrollment of 24 additional students, as well as continue to increase the number of associates to bachelor (ATB) completers. The innovative components of this project are increased collaboration with University of Maryland-Upper Chesapeake Health (UM UCH) and Towson University (TU) to support HCC alumni and other UM UCH employees with enrollment in and completion of the nursing program at Towson University Northeastern Maryland (TUNE). This will increase the number and credentials of registered nurses who are committed to work in Maryland hospitals.

**NSP II 21-108**

**Johns Hopkins University**

***Developing Genomics Literacy in Nursing Practice (EINSTEIN Project)***

**$145,111**

**Project Director: Dr. Nicole Mollenkopf,** [**nmollen1@jhu.edu**](mailto:nmollen1@jhu.edu)

**Partners and Affiliates: None**

The planning grant includes the preparatory work of an environmental scan, expert consultation and a taskforce will plan a state-wide initiative to increase nursing engagement in genomics and generate accessible curricula content to improve nursing workforce capacity and patient care quality in Maryland. The field of genetics and genomics is revolutionizing how human health and disease are conceptualized, diagnosed and managed. It is estimated that almost half of the registered nurses in the United States have not had formal educational preparation in genetics and genomics. The EINSTEIN project will leverage academic-practice partnerships to develop and embed genomics content into nursing curricula for all levels of academic preparation, and to engage practicing nurses in a community of learning in genetics and genomics to increase nurses’ knowledge, skills and competencies in providing genomic healthcare.

**NSP II-21-110**

**Johns Hopkins University**

***DNP in Nurse Anesthesiology***

**$2,085,872**

**Project Director: Dr. Bruce Schoneboom,** [**bschone2@jhu.edu**](mailto:bschone2@jhu.edu)

**Partners and Affiliates: Johns Hopkins School of Medicine, Department of Anesthesiology and Critical Care**

Today, due to shortages of Certified Registered Nurse Anesthetists (CRNAs) in the Johns Hopkins Healthcare System (JHHS) a partnership was developed between the Anesthesiology Department and the School of Nursing (JHSON) to re-establish a CRNA educational program to address this shortage. This collaboration will: (1) Prepare highly trained and competent CRNAs for the JHHS and the state of Maryland at the doctoral level; (2) Develop nurse anesthesia faculty for the future; (3) Increase collaboration and dialogue with CRNAs in the region; and (4) Advance an ecosystem for fostering science in nurse anesthesia. This NSP II implementation grant will capitalize on the progress made from the planning grant of FY 2020,that developed an approved Nurse Anesthesiology track curriculum. Overall, we plan to enroll 145 and graduate 70 students by the end of the proposed grant.

**NSP II-21-111**

**Johns Hopkins University**

***Supporting Nursing Advanced Practice Transitions (SNAPT)***

**$886,378**

**Project Director: Dr. Miki Goodwin,** [**mgoodw14@jhu.edu**](mailto:mgoodw14@jhu.edu)

**Partners and Affiliates: Johns Hopkins Community Physicians, Health Care for the Homeless, Mary’s Center, Esperanza Health Clinic, Johns Hopkins Aftercare Clinic, Johns Hopkins Home Care Group,**

**Medicine for Greater Good, Wald Community Clinic, other partners as identified, and other Maryland Schools of Nursing**

The implementation grant for the Nurse Practitioner Fellowship program seamlessly transitions students into the workforce to increase primary care providers. Committed clinical partners and schools of nursing in Maryland will collaborate in a novel twelve-month program beginning during the students’ last six months of school and into the first six months of practice. Incrementally increasing the numbers of fellows participating over five years (achieving scale) will allow for metrics to be developed to meet the goals of competency, increased confidence, resilience, preceptor productivity and retention. Implementation plans include accreditation, and a model adaptable to other practice settings through self-sustaining advanced practice fellowships.

**NSP II-21-112**

**Johns Hopkins University**

***R3-Renewal, Resilience and Retention for Maryland Nurses***

**$1,228,579**

**Project Director: Dr. Cynda Rushton,** [**crushto1@jhu.edu**](mailto:crushto1@jhu.edu)

**Partners and Affiliates: Towson University, Coppin State University, University of Maryland, Salisbury University, Cecil College, Community College of Baltimore County, Johns Hopkins University, Anne Arundel Medical Center, Johns Hopkins Hospital, University of Maryland Medical Center, Peninsula General Hospital, Atlantic General Hospital, and Maryland Nurse Residency Collaborative.**

This implementation grant addresses the issues of retention of new and experienced nurses. The statewide initiative for academic faculty, nursing students, Nurse Residency Program educators, and novice nurses - Renewal, Resilience and Retention (R3) – will strengthen the resiliency curriculum before and after graduation. This trans-institutional academic/practice collaboration will address root causes of burnout and disengagement to improve well-being, strengthen the bridge from education to practice, and increase retention. Collaboratively with national and state stakeholders, universities and hospitals in Maryland, statewide communities of practice will share best practices and to sustain their dissemination and optimization. R3 will impact 1500+ faculty, students, NRP educators and novice nurses with skills and organizational strategies that reduce burnout, improve resilience, wellbeing and job sustainability, and that forge healthy, ethical workplaces.

**NSP II 21-114**

**Morgan State University**

***Statewide Student Mentoring Initiative-Toolkit***

**$146,722**

**Project Director: Dr. Maija Anderson,** [**maija.anderson@morgan.edu**](mailto:maija.anderson@morgan.edu)

**Partners and Affiliates: University of Maryland School of Nursing-Workforce Center**

This implementation grant with the MSU Nursing Program, in collaboration with UMSON Workforce Center will develop a statewide student mentoring initiative. The collaborative will develop a statewide mentoring workshop for all nursing faculty from all nursing programs in the state, support nursing programs at all institutions wanting to develop formal mentoring programs, and evaluate the effectiveness of the mentoring initiative. Anticipated outcomes of this collaborative initiative include: 1.Fifty faculty and/or staff from Maryland nursing schools will receive education and Mentoring Toolkit training, 2. The Mentoring Program adoption by 13 Maryland nursing schools, 3. A database of potential mentors will be created, and 4. Data analysis that will inform decisions around mentoring for programs considering implementing it in the future.

**NSP II-21-115**

**Notre Dame of Maryland University**

***An Academic-Practice Partnership to Create a Home Healthcare Transition-to-Practice Model***

**$134,243**

**Project Director: Dr. Sabita Persaud,** [**spersaud@ndm.edu**](mailto:spersaud@ndm.edu)

**Partners and Affiliates: Johns Hopkins Home Care Group**

This planning grant seeks to build infrastructure needed for a statewide program to support new nurse graduates as they transition into home healthcare practice. As a result of this academic and practice partnership, the number of new graduates academically and experientially prepared as home healthcare nurses will increase. A shift from facility to home-based care is unmistakable. Currently, gaps exist in typical nursing curriculums that offer only minimal direct exposure to home healthcare practice clinicians. It is important to develop a program that assists future nurses in refining key attributes that will allow them to be autonomous and successful home healthcare clinicians. This partnership will provide nursing faculty and home healthcare clinicians opportunities to collaborate on curriculum development, provide shared experiences, and create a transition-to-practice-model that supports new graduates across Maryland as they shift into home healthcare.

**NSP II-21-117**

**University of Maryland School of Nursing**

***Care Coordination Educational-to-Practice Scale-Up***

**$1,343,858**

**Project Director: Dr. Eun Shim Nahm,** [**enahm@umaryland.edu**](mailto:enahm@umaryland.edu)

**Partners and Affiliates: University of Maryland Medical Center (UMMC) and UMMC Midtown Campus, including Ambulatory Care Services**

In a prior NSP II planning project, we successfully developed and pilot-implemented a Care Coordination focus area (CC/HIT) within the RN-BSN program. Additionally, responding to high demand, we transformed the CC/HIT courses into separate online modules for nurses. Building upon our success, we now propose a scale-up project that will implement an innovative collaboration model, *UMNursing Care Coordination Implementation Collaborative (CCIC)*, a joint effort between UMSON and UMMS hospitals. The overarching goal of UMNursing CCIC is to promote CC and patient-centered care cross Maryland hospitals while expanding the CC/HIT focus area within SON and to community colleges. Through the project, we will: (1) provide education in CC to both students and practicing nurses; (2) promote unit-based QI projects while engaging students, and (3) assess the impact of the project on patient outcomes, in addition to education and practice. We will also develop faculty expertise and practicum opportunities in this area.

**NSP II-21-118**

**University of Maryland School of Nursing**

***Substance Use and Addictions Nursing Education Implementation***

**$584,484**

**Project Director: Dr. Victoria SelbyLouise Jenkins,** [**vselby@umaryland.edu**](mailto:vselby@umaryland.edu)

**Partners and Affiliates: None**

The implementation grant addresses Substance use disorders (SUDs) which are a leading cause of death. We will expand nursing education in substance use and additions by implementing 1) a focus area for RNs returning to com0.plete their BSN and 2) a post-baccalaureate certificate in substance use and addictions nursing (SUAN). Strategies to accomplish the goals include student recruitment and enrollment, course design and rollout, Advisory Board input from stakeholders and building an online student community with mentorship and advising. Our evaluation plan uses evidence-based continuous quality improvement metrics.

**NSP II 21-120**

**University of Maryland School of Nursing**

***Entry Level BSN expansion: UMSON @ USG***

**$1,081,606**

**Project Director: Dr. Jana Goodwin,** [**jgoodwin@umaryland.edu**](mailto:jgoodwin@umaryland.edu)

**Partners and Affiliates: Adventist Health Care Shady Grove Medical Center**

The UMSON will increase admission for the upper-division entry-into practice Baccalaureate program at the Universities at Shady Grove location using a 3-year phased in approach. Currently 64 students are admitted twice a year – in the Fall and Spring semesters. The admission cohort will be expanded to 100 twice a year. The proposed growth of 72 students annually for UMSON at USG requires additional faculty, staff, classrooms, and simulation facilities. The University of Maryland System has approved the growth and has provided Workforce Development funds to sustain the growth after the program is fully implemented.

**NSP II-21-122**

**University of Maryland School of Nursing**

***Head Start Partnership to Expand Pediatric Clinical Opportunities***

**$918,069**

**Project Director: Dr. Amanda Roesch,** [**amanda.roesch@umaryland.edu**](mailto:amanda.roesch@umaryland.edu)

**Partners and Affiliates: None**

This implementation grant will expand collaboration between education and practice to build the capacity of the University of Maryland School of Nursing to provide additional pediatric clinical experiences to its entry-level and Doctor of Nursing Practice (DNP)/APRN students through an innovative partnership with Maryland Family Network and Early Head Start and Head Start of Maryland. This partnership accommodates the increased enrollment of the DNP-Family Nurse Practitioner program and expansion of entry-level students at the Shady Grove campus and builds capacity for enrollment in Baltimore. This will fill a critical gap in pediatric primary care site for the DNP/APRN students and will offset the reduced size of entry level hospital based pediatric clinicals, while providing access to required examinations and screenings for children ages 0-5 years enrolled in Early Head Start and Head Start programs in Maryland.

**NSP II-21-201**

**Frostburg State University**

***Planning for the Future: Cohen Scholars***

**$490,836**

**Project Director: Dr. Stefanie Hay,** [**sehay@frostburg.edu**](mailto:sehay@frostburg.edu)

**Partners and Affiliates: None**

The GNF students at FSU transitioned to a Cohen Scholars Cohort program. This initiative aims at developing and implementing a cohort model program to support current and future clinical and academic nurse educators through a structured mentoring model. The goal of developing this program is to remove the barrier of cost of graduate education and encourage passionate nurses to pursue faculty and hospital educator roles within Maryland. The anticipated outcome is to graduate up to 25 clinical and academic nurse educators who are prepared to fulfill the current vacancies at nursing schools and in the hospital setting within the state of Maryland, especially western MD.

**NSP II-21-202**

**Johns Hopkins University School of Nursing**

***Cohen Scholars Cohort Model***

**$3,487,944**

**Project Director: Dr. Rita D’Aoust,** [**rdaoust1@jhu.edu**](mailto:rdaoust1@jhu.edu)

**Partners and Affiliates: None**

The GNF students at JHUSON transitioned to the Cohen Scholars Cohort Model focusing on advancing the education of nurses at the doctoral level for academic faculty roles. We will recruit and mentor nurses who have expressed a clear interest in nursing education with an expectation to complete doctoral education and a nursing education certificate program. All Cohen Scholars are expected to complete 9 credits of nursing education courses, a teaching practicum, and other professional development activities described in the Cohen Scholars Mentoring Plan. The Cohen Scholars Mentor will lead and track student performance for the mentoring plan. Evaluation includes retention and graduation, Cohen Scholars fulfillment of required activities, service commitment to faculty employment, scholarship dissemination, and other program outcomes.

**NSP II-21-203**

**Notre Dame of Maryland University**

***An Academic - Cohen Scholars: Cultivating Academic and Clinical Educators in Nursing (CACEN)***

**$1,688,783**

**Project Director: Dr. Sabita Persaud,** [**spersaud@ndm.edu**](mailto:spersaud@ndm.edu)

**Partners and Affiliates: None**

NDMU is transitioning 32 current GNF students to the Cohen Scholars program with intentions to award 8 competitive Cohen Scholars each year. Over the past three years, NDMU has graduated over 164 Master’s prepared nurse leaders committed to serving in Maryland with at least half prepared to serve as nurse educators. The program is the only one in Maryland to offer a MSN degree in a face-to-face accelerated format.

**NSP II-21-204**

**Stevenson University**

***Cohen Scholars Graduate Nursing Pilot Model***

**$1,599,738**

**Project Director: Dr. Judith Feustle,** [**jfeustle@stevenson.edu**](mailto:jfeustle@stevenson.edu)

**Partners and Affiliates: Howard Community College, Community College of Baltimore County, Carroll**

**Community College**

The current GNF students transitioned to the Cohen Scholars program. The graduate program has a total of 36 credits and 21 of those credits are specific courses in the Education concentration. Stevenson will increase the admission criteria for future Cohen Scholars, expand mentoring efforts to meet the new criteria, and track all Cohen Scholars throughout the program and after completion to support their employment in education roles in an academic or practice setting. To help ensure that Stevenson has a strong pool of applicants for the allocated Cohen Scholar spaces, Stevenson will partner with Carroll Community College, the Community College of Baltimore County, and Howard Community College.

**NSP II-21-205**

**Salisbury University**

***Cohen Scholars***

**$979,319**

**Project Director: Dr. Jeffrey Willey,** [**jawilley@salisbury.edu**](mailto:jawilley@salisbury.edu)

**Partners and Affiliates: None**

The current GNF students transitioned to the Cohen Scholars program at Salisbury University. With the upcoming nursing shortage predicted to occur within a few years, it is crucial to begin measures to attract and recruit new individuals to the academic career path to support the ongoing need to supply new nurses into the region and community. We will focus on advancing the educational level of existing faculty and the development of qualified nursing educators for teaching positions at SU or other Maryland nursing colleges or universities. We will focus on mentoring the students and in the ability to translate practice into the academic environment.

**NSP II-21-206**

**University of Maryland School of Nursing**

***Advancing Nurse Educators through Cohen Scholars***

**$3,987,694**

**Project Director: Dr. Carol O’Neil,** [**oneil@umaryland.edu**](mailto:oneil@umaryland.edu)

**Partners and Affiliates: None**

The current GNF students transitioned to the UMSON Cohen Scholars program. The Institute for Educator’s mission is preparing nurses for roles and providing ongoing professional development for nurse faculty and educators. We will formalize a process to recruit, admit, advise, and train cohorts of nurse educators who will be prepared to meet the future educational needs of nurses. Career and educational plans will be developed to meet the needs of each of the Cohen Scholars and will include coursework for Masters and Doctoral students, coursework in teaching and learning, mentoring, and individualized development activities such as conferences, workshops, and webinars, to refine existing skills and learn new skills.

**NSP II-21-207**

**Montgomery College**

***Maryland Clinical Simulation Resources Consortium (MCSRC)***

**$1,164,017**

**Project Director: Dr. Monique Davis,** [**monique.davis@montgomeryeollege.edu**](mailto:monique.davis@montgomeryeollege.edu)

**Partners and Affiliates: None**

This is a continuation grant for the Maryland Clinical Simulation Resource Consortium (MCSRC), with the goal of strengthening the quality and quantity of simulation used in nursing education statewide. The focus will be faculty and hospital educator preparation to provide high quality simulation education to nursing students at the pre-licensure and advanced practice level. Montgomery College will coordinate the education of nurses in academia and practice and track the use of simulation in nurse education in Maryland. All 26 nursing programs have received clinical simulation resources according to a benchmarking process and will be utilizing these resources through faculty professional development and increased credentialing of faculty in the specialty are of clinical simulation.

**NSP II-21-208**

**Salisbury University**

***The Faculty Academy and Mentorship Initiative of Maryland (FAMI-MD)***

***Developing Clinicians as Faculty through Statewide Partnerships***

**$2,490,851**

**Project Director: Dr. Lisa Seldomridge,** [**laseldomridge@salisbury.edu**](mailto:laseldomridge@salisbury.edu)

**Partners and Affiliates: Atlantic General Hospital, Allegany College of Maryland, Chesapeake College, Frostburg State University, Hood College, Mercy Medical Center, Peninsula Regional Medical Center, Towson University, UMSRH, Wor-Wic Community College**

The continuation grant at Salisbury provides ongoing support for the FAMI- developed in 2011 as the Eastern Shore Faculty Academy and Mentorship Initiative (ES-FAMI), a partnership of nursing programs and hospitals which has provided prepared expert clinicians as clinical teachers at three locations around the State. With 170 graduates, 70% of whom are teaching, and over 30% from underrepresented groups, this model has demonstrated effectiveness. Other nursing programs wish to bring the Academy to their geographic regions. Feedback from Academy graduates underscored the need for an advanced curriculum as well. This five-year project will offer Introductory and Advanced Academies on a rotational basis at the Eastern Shore, Central and Western Maryland locations and will expand to two other sites. The goal is to prepare 500 nurse experts for clinical teaching positions in Maryland. With improved readiness for clinical teaching responsibilities, retention in faculty roles is more likely ultimately supporting expanded enrollments in Maryland nursing programs.

**NSP II-21-209**

**University of Maryland School of Nursing**

***The Nurse Leadership Institute***

**$1,718,866**

**Project Director: Dr. Yolanda Ogbolu,** [**ogbolu@umaryland.edu**](mailto:ogbolu@umaryland.edu)

**Partners and Affiliates: None**

The continuation of the NLI grant provides funding to recruit nurse faculty and clinicians as they prepare nurses to assume leadership positions, facilitate collaborative academic-practice partnerships, and improve health outcomes for Maryland’s citizens. Over five years, the NLI program at University of Maryland has successfully trained 127 fellows and 122 mentors, from nursing academia and practice. NLI had diverse participation with fellows from 12 academic and 34 practice organizations in Maryland. NLI 2.0 will be nurse led, and practice and academic centric. The program will: 1) leverage Maryland Nurse Leaders and the Maryland Healthcare Education Initiate to deliver the leadership content; 2) expend to include rising BSN nurse leaders; 3) strengthen mentor development; and 4) implement a new regional annual NLI leadership networking event in Eastern or Western Maryland.

**NSP II-21-125**

**Allegany College of Maryland**

***Resource Grant for ACEN Reaccreditation***

**$5,485**

**Project Director: Rick Cooper,** [**rcooper@allegany.edu**](mailto:rcooper@allegany.edu)

**Partners and Affiliates: None**

The faculty and staff of the institution will go through the re-accreditation process and site visit for the Nursing Program and focus on the preparation and the submission of the Accreditation Commission for Education in Nursing (ACEN) Self-Study Report. Through this initiative, ACM Nursing Program will be able to be successfully reaccredited, allowing the College to continue to produce a pipeline of well-educated and nationally recognized nursing students.

**NSP II-21-126**

**Carroll Community College**

***Resource Grant for Faculty Development***

**$52,000**

**Project Director: Dr. Nancy Perry,** [**nperry@carrollcc.edu**](mailto:nperry@carrollcc.edu)

**Partners and Affiliates: None**

The purpose of this resource grant is to provide faculty development opportunities for the nursing faculty at Carroll Community College. Faculty members need to remain current in the craft of teaching as well as their area of clinical expertise.

**NSP II-21-128**

**Prince George’s Community College**

***Resource Grant for Faculty Development***

**$14,230**

**Project Director: Vivian Kuawogai,** [**vkuawogai@pgcc.edu**](mailto:vkuawogai@pgcc.edu)

**Partners and Affiliates: None**

The goal of the project is to meet recommendations outlined in PGCC’s Maryland Board of Nursing (MBON) Action Plan in order to produce capable, skilled, highly educated nurses who not only become lifelong learners, but also enter the workforce, matriculate to a BSN program, or both. The strategic approach involvesfaculty development – particular emphasis on clinicians transitioning to academia.

**NSP II-21-129**

**Morgan State University**

***Resource Grant for Faculty Development***

**$7,000**

**Project Director: Dr. Maija Anderson,** [**maija.anderson@morgan.edu**](mailto:maija.anderson@morgan.edu)

**Partners and Affiliates: None**

The Nursing Program at MSU will receive support for faculty professional development.

**NSP II-21-130**

**Stevenson University**

***Resource Grant for Electronic Testing***

**$80,265**

**Project Director: Rebecca Diaz,** [**rdiaz@stevenson.edu**](mailto:rdiaz@stevenson.edu)

**Partners and Affiliates: None**

This grant supports the implementation of moving the testing from paper and pencil to electronic testing in the Stevenson Nursing program in Fall 2020 with Exam soft. It will prepare students immediately for the major changes coming in the National Council Licensure Examination (NCLEX), referred to as Next Generation NCLEX (NGN).