



MARYLAND ACTION COALITION

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FUTURE OF NURSING™ CAMPAIGN FOR ACTION

Preparing Advanced Practice Students for Nurse Educator Roles in Maryland

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Abstract

Background/Significance

Limited availability of qualified and prepared nurse faculty in Maryland restricts enrollment of candidates into schools of nursing. Funded by the Maryland Higher Education Commission's NSP II for five years, the Cohen Scholars Initiative was designed to address the nurse faculty and clinical instructor shortage in Maryland by financially supporting the master's and doctoral education of selected nurses to prepare as nurse educators. Student financial support was originally under the purview of the Maryland Higher Education Office of Student Financial Assistance (OSFA). Funding of tuition and fees to support program completion were transferred to universities where scholars were enrolled in fiscal year 2021 as were responsibilities for payment and follow-up of progression and service obligation.

Approach/Methods

The first year of the initiative has been focused on academic and career development mentorship to better equip 67 advanced practice students at the University of Maryland School of Nursing for nurse educator roles. Professional development and educational activities to prepare students for clinical instructor and faculty roles include establishing standards and monitoring of accomplishments such as completion of personal finance education, nurse educator coursework, and development of professional presentations at state and national conferences. Preparation of mentors, tracking of financial support, regular communication with scholars, and documentation of progress have been implemented.

Results

Outcomes include students acquiring teaching positions and accolades for professional activities and experiences. Twenty nurses will have graduated from the program effective May 2021. There continues to be challenges in projecting the full cost of remaining academic program plans for each student and ensuring students graduate having uniformly met accomplishment standards such as obtaining faculty appointments.

Conclusions

Re-engineering Cohen Scholar program responsibilities from the OSFA to universities has led to clarification and implementation of educational preparation standards and expectations for scholars committing to becoming future nurse educators.