

**Robert Wood Johnson Foundation  
New Careers in Nursing Scholarship Program  
March 2015**

The Robert Wood Johnson New Careers in Nursing program is a national scholarship program that has awarded 3,402 scholarships and successfully supported 2,578 newly licensed nurses (2082 BSN and 496 MSN) who are now employed in various health care organizations as professional nurses. Additionally, 602 students are currently enrolled and progressing toward program completion. Including the current seventh call for proposals, (NCIN7) a total of 786 applications have been received from schools of nursing from 47 states and the District of Columbia. This represents 76% of all accelerated degree nursing programs nationwide. The final NCIN scholarships from the 2014-2015 will be awarded in May 2015. These new scholars who will enter accelerated nursing programs will be afforded the same level of support as earlier scholars in the program.

A result of this program is the largest national, cross-institutional survey of accelerated nursing degree programs to date, representing the program structures, curriculum designs, instructional practices and technologies, clinical models, student characteristics and faculty activities. These and other findings from the program outcomes will be published in a special supplement to the *Journal of Professional Nursing* during spring 2016.

As the program begins to phase down, major efforts and activities will center on **assessing value realization** and knowledge transfer for the nursing profession and sponsoring organizations that resulted from the program's success. Key events will include reviewing program benefits, recognizing outstanding accomplishments, and determining work that is to be completed. We expect that the outcomes of NCIN will assist in answering several questions about nursing education:

1. Are there particular program configurations and faculty roles that are likely to promote quality of education in accelerated second-degree programs?
2. Are particular curriculum design features incorporated when developing teaching and learning experiences for accelerated second degree students?
3. Are nursing schools blending traditional and accelerated students in their degree programs? If blending is occurring, what are the circumstances that dictate when to blend students?
4. Do current faculty members teaching in these programs differ from faculty teaching in more traditional programs? If so, are there implications that deserve attention?
5. How does the field of the first degree appear to affect the student's experience in the nursing program and career plans?
6. In what ways do differences between second-degree and traditional students warrant distinctive teaching strategies? Do second-degree students have unique needs that are not effectively met by traditional didactic strategies?

7. Are academic faculty members generally prepared to adopt these strategies in teaching second-degree students?

### ***Doctoral Advancement in Nursing Program (DAN)***

The DAN program was designed to enhance the pipeline of future nurse leaders, faculty, and researchers by using strategies to identify, encourage, and support students interested in pursuing doctoral degrees. This important work focuses on graduates of accelerated degree programs with disadvantaged backgrounds. By establishing mentoring relationships, students are guided through the application process into doctoral study and receive advice on identifying sources of financial support. The pilot for this program was started in November 2014.

As of January 2015, twelve students reported they had applied to doctoral programs. They applied to twelve different schools of nursing and submitted applications to DNP (N=6), FNP-DNP (N=1), and PhD (N=5) programs. As of January 26, five students had enrolled in doctoral programs. We continue to explore opportunities for continued support of this program.