

Rush University

# A Professional Nursing Advising Model

AACN  
Transform  
2022

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## Disclosure

The presenters have no relevant financial relationships with any commercial interests to disclose.

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## Session Learning Objectives

1. Examine advisors' roles in preparing nursing students for professional practice via professional development
2. Describe a centralized, equitable, and sustainable Professional Nursing Advising Model
3. Discuss results of a pilot project and the implications for future practice

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## Background:

Personal, professional, and leadership development is a dedicated domain in American Association of Colleges of Nursing's (AACN) Essentials

Advisors can guide students in professional development (PD)

Many models offer 1:1 advising with broad role definition, but student engagement in these models can vary

72.4% of our prelicensure nursing students reported meeting with their advisor once a year or less, 10.3% reported learning about PD opportunities

(AACN, 2022; Chan, 2016; Chan et al., 2019)

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## Project Purpose

Create a centralized professional advising model

Promote equitable access to professional development opportunities

Use a sustainable, consistent model

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## Setting

### Rush University

- Private University located in Chicago, Illinois

### College of Nursing

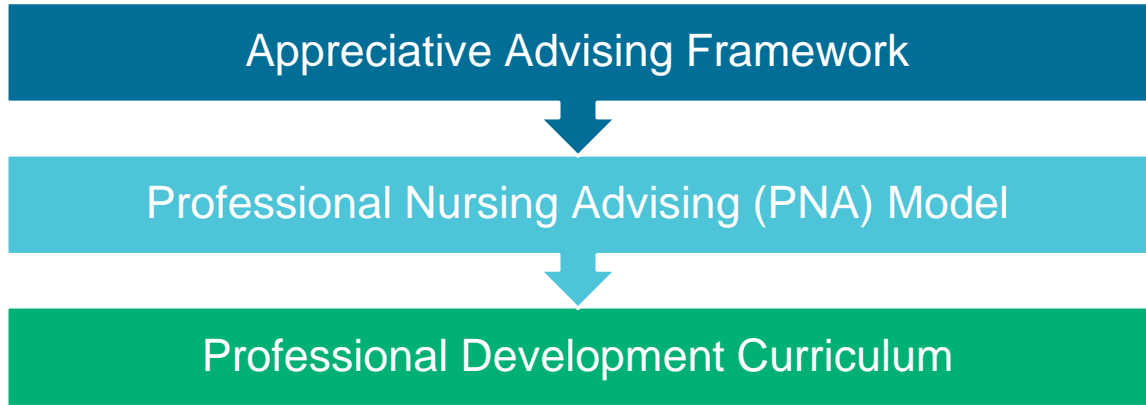
- Prelicensure General Entry Masters (GEM) Program
- Students have a Bachelor's degree in a field other than nursing
- Full-time 2-year program with a set Plan of Study
  - Sit for NCLEX to become a Registered Nurse
  - Take the Clinical Nurse Leadership (CNL) exam to earn CNL certification
    - 100 hours of PD aligned to CNL competencies is required

### Pilot Cohort

- Fall 2020- Summer 2022
- 72 began in the cohort, 67 finished in the cohort

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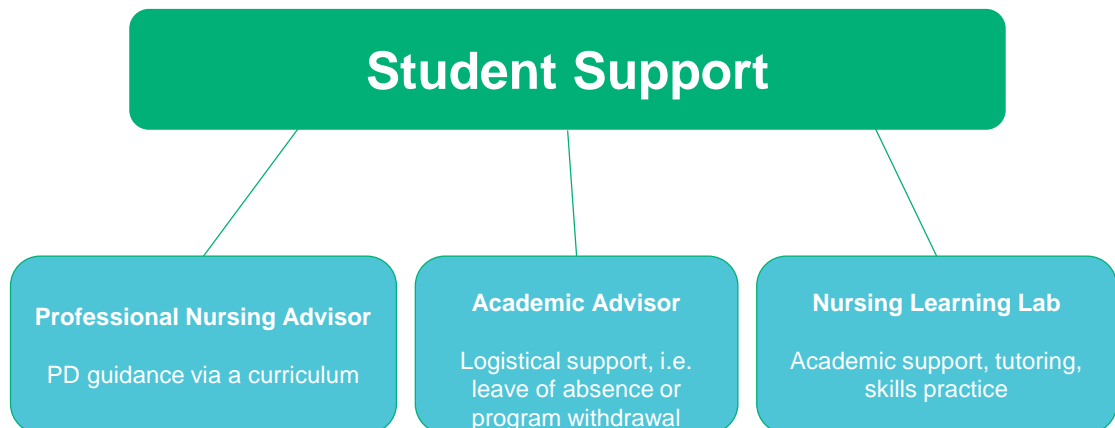
## Methods



(Read et al., 2017)

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## Methods: PNA Model



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## Methods: PNA Curriculum by Term

<p>Term 1:</p> <ul style="list-style-type: none"> <li>• Monthly Email Blasts</li> <li>• Monthly Office Hours*</li> <li>• Professional interest survey</li> <li>• Mental Health and Wellness Course</li> <li>• Journal club</li> </ul>	<p>Term 2:</p> <ul style="list-style-type: none"> <li>• Monthly Email Blasts</li> <li>• Monthly Office Hours*</li> <li>• Speaker Series: Nursing Assistant*</li> <li>• Speaker Series: Psych RN*</li> <li>• Journal club</li> </ul>	<p>Term 3:</p> <ul style="list-style-type: none"> <li>• Monthly Email Blasts</li> <li>• Monthly Office Hours*</li> <li>• Speaker Series: American Nurses Association*</li> <li>• Speaker Series: Public Health RN*</li> <li>• Journal club</li> <li>• Monthly Office Hours*</li> </ul>
<p>Term 4:</p> <ul style="list-style-type: none"> <li>• Monthly Email Blasts</li> <li>• Monthly Office Hours*</li> <li>• DNP program first look*</li> <li>• Social Determinants of Health, Health Literacy, Diversity, and Implicit Bias Course</li> <li>• Journal club</li> </ul>	<p>Term 5:</p> <ul style="list-style-type: none"> <li>• Monthly Email Blasts</li> <li>• Monthly Office Hours*</li> <li>• Speaker Series: Clinical Nurse Leaders (CNL) RNs*</li> <li>• Alliance of Nurses for Healthy Environments Podcast</li> <li>• CNL Podcast</li> </ul>	<p>Term 6:</p> <ul style="list-style-type: none"> <li>• NSG- 507- Preparation for Professional Practice (1 credit hour course)</li> </ul> <p>*Synchronous Activity</p>

## Methods: Data Collection

PNA model: Number of PNA engagement opportunities (email blasts, events, etc.)

Student engagement: Number of participants for each PNA activity

Student feedback: Survey at end of the GEM program via RedCap

## Results: PNA Curriculum

PNA Curriculum Item	Total for Pilot Cohort (2 years)
Email Blasts	20 (4 per term)
Office Hours*	14 (3 per term)
Speaker Series*	6 (0-2 per term)
Journal Clubs	4 (0-1 per term)
Other Activities	6 (0-2 per term)

\*Synchronous

## Results: Student Engagement by Activity

PNA Activity	Range of Student Participation for each PNA Activity
Speaker Series	17-58% (n=12-42)
Journal Clubs	3-8% (n=2-6)
Other Activities	1-72% (n=1-52)

## Results: Student Feedback

21% (n=14) response rate for anonymous and voluntary post-pilot survey

A mean of 27.57 hours of PD hours that students completed they learned about from their PNA

86% (n=12) of respondents agreed they understood how to apply CNL competencies to PD activities

## Implications



(Morton et al., 2021)

## Conclusions

AACN Essentials:  
Domain 10  
Personal, Professional,  
and Leadership  
Development

Equity in advising  
through a sustainable,  
consistent model

Professional  
development  
requirements with  
licensure

# Thank you!

Questions?

### Presenter Contact Information

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