

12-Apr-12 RIBN Faculty Conference

Building and Sustaining the RIBN Educational Option

Small Group Discussion Topics

1. ***What strategies do you suggest to promote collaboration, communication, and shared learning among RIBN partners?***
 - a. Build on collaborative relationships already existing
 - b. Utilize and involve practice partners
 - c. Sell product without threat to well-being of the institution (ex. finances, enrollment)
 - d. Incorporate all disciplines across both/all campuses involved in all courses
 - e. Promote relationships through faculty development
 - f. Visit each site
 - g. Annual meeting of RIBN faculty
 - h. Meetings with different partners: rotate meeting locations
 - i. Centralized monthly meeting with focused topic
 - j. E-Mail updates
 - k. Key person to distribute information/updates
 - l. Explore early college high school students as target audience
 - m. Educate community re. RIBN
 - n. Must pull in practice partners from onset
 - o. Reference Replication Guidelines on FFNE website
 - p. Discussion board for all to use to share ideas, strategies
 - q. Use videoconferencing to develop courses
 - r. Bi-annual meeting of all RIBN groups for shared learning and ongoing communication
 - s. Prepare RIBN students to mentor first year students

2. ***What courses, concepts, skills, or competencies create and comprise the “right” curriculum for RIBN students?***
 - a. Compare competencies of Associate degree and Baccalaureate degree accrediting organizations.
 - b. Assure competencies meet employer needs
 - c. Concepts – communication, leadership skills, change management, population-based information, chronic illness, gerontology, health care funding/political environment, evidence-based practice and translation of evidence-based practice, informatics, systems theory, quality improvement and monitoring, inter-professional/interdisciplinary teamwork, information literacy, critical thinking/clinical decision making, holistic care from the individual and community perspective, research review and utilization, career development, life-long learning
 - d. Nursing theory and application including critical thinking,

- e. Review research and use it in practice
- f. Understanding professional liability

3. *What strategies do you suggest, and evidence you use, for setting dual admission criteria and marketing for RIBN student success?*

- a. Develop relationships with cc and colleges/university
- b. Focus on commonalities
- c. Compare the similarities between programs to begin dialogue.
- d. Utilize what has already been developed at Western NC RIBN instead of starting from scratch.
- e. Dedicate advisor to these students.
- f. Share successful student's profiles with potential students: challenges, ways to explain to family, video clips, etc.
- g. Marketing- develop grid so student can identify courses required from onset
- h. Importance of student advocate
- i. Model what has already been developed
- j. Share profiles of successful students
- k. Use social media for marketing/recruiting
- l. Begin work with groups already functioning
- m. Use existing clinical partnerships
- n. Commonalities – ex. ATI exams
- o. Be tenacious
- p. Marketing: High school science classes, community orgs – boy, girl scouts, middle school, public service announcements, brochures,
- q. If admission slots unfilled, do not “force-fill

4. *How may we connect, involve, and support RIBN students to identify themselves as baccalaureate students, both within regional collaboratives and statewide?*

- a. Utilize tech websites; Facebook group; RIBN home place for student Blackboard chat; bring all RIBN students together for communication/food/sharing
- b. Develop student travel ideas
- c. Join NCANS
- d. Have statewide RIBN conference for students
- e. Connect students with high school students, grammar schools for community projects
- f. Shadowing opportunities with graduate level practitioners
- g. National videoconference with RIBN collaboratives
- h. Social media – Facebook page
- i. Annual class photos – display on all collaborative campuses
- j. Work as Cert Ns Assistant

- k. Consider STTI or local NCNA as funding partners for student meetings
- l. Emphasize “perks” for university life – sports, events, etc.
- m. Include in research activities of university – ex. Research Day –
- n. Service learning activities – joint schools
- o. Access to all online resources
- p. Connect to Success: Tying the RIBNs together

5. Student Success Advocates:

Identify key strategies for marketing the RIBN program and recruiting qualified applicants.

- a. Marketing: Work with counselors and Allied Health course faculty in high schools; Attend HOSA competitions; Attend high school career fairs
- b. Financial aid: when apply for FELS, RIBN students receive priority since already a baccalaureate student – market this to potential students
- c. Use regional AHEC centers
- d. Use faculty in collaborating schools
- e. Develop social media – ex. YouTube film clip; have an effective website presence
- f. Target market: home school associations
- g. Work with recruiter at community college to inform them of RIBN admission criteria and curriculum so they can better advise and refer students to the RIBN program
- h. Establish relationships with potential employers within region
- i. Invite local CTE directors to Local Advisory Committee meetings.

Identify methods/practices to connect, involve, and support RIBN students in Years 1-3 to better identify themselves as baccalaureate students, both within regional collaboratives and statewide

- a. Make time to work with junior level students to prepare them for later
- b. Use technology/websites to connect students with each other
- c. Standardize the RIBN curriculum across the state
- d. Retreats or study abroad opportunities
- e. Encourage RIBN students to join and participate NCANS
- f. Arrange socialization activities for BSN, ADN, and RIBN to interact
- g. Convene a statewide RIBN student conference (perhaps at NCANS statewide meeting)
- h. Connect RIBN students with K-12 schools to assist in recruiting
- i. Hold year 1 orientations with university attendance and preparation
- j. RIBN “homepage” on Blackboard
- k. Provide opportunities for “shadowing” experiences during year 1 in RIBN program

6. Audience question Re. “favoring” RIBN students:

- a. AB Tech. – students are not treated any differently – all have the same orientation
- b. No different from recognizing an honor student
- c. At WNC RIBN, the uniform/lab coat “Patch” identifying the student is different from Associate Degree student patch; students are mixed in clinical with other students, but they always wear RIBN patch
- d. General education courses – when possible have RIBN students in same section
- e. Distance education students – in NC tuition is less and without university fees in first 3 years

7. Next Steps:

- a. Annual statewide meeting of RIBN faculty + include practice partners
- b. Continue video meetings
- c. Share today’s conference notes and presentations on FFNE RIBN website
- d. Continue SSA monthly reports and meetings
- e. Use Discussion Board – create user name and password www.ffne.org/
- f. Sustainability: Need to fund SSA position through first 5 years of project with first year being focused on marketing and application process; RIBN students are admitted beginning year 2 and first class graduates at end of year 5. SSA continues marketing and application process each year plus builds RIBN student support/counseling activities with each of the RIBN classes.
- g. Expansion