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Improving Male Middle School Nursing Recruitment: A Comprehensive Approach for Students, Families, and Counselors

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Improving Male Middle School Nursing Recruitment: A Comprehensive Approach for Students,

Families, and Counselors

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Abstract

Middle school students have been identified as the prime age group to begin nursing recruitment efforts (Matutina, Newman & Jenkins, 2010); however, the current practice of recruiting middle school, male students is ineffective in increasing the number of new nurses. Efforts are required to encourage young, male students to consider nursing as a potential career choice, but this can't be accomplished without influencing their decision, by sharing the value of the profession. The purpose of this project was to develop and present a PowerPoint presentation to influence middle school, male students to improve their perceptions of nursing as a career option. A comprehensive recruitment toolkit, composed of the PowerPoint and a link to a recruitment video, was developed for students, families, and counselors. To help inform the video that was developed in 2009, a survey of Deans and Directors from nursing schools across California, helped to determine the value of the recruitment video on influencing young men. Critical to the video evaluation was analyzing the video's comments, which were shared openly on YouTube. The impact that YouTube has on education and training in the classroom was explored, as well as examining two theoretical frameworks that help explain behavioral change and career maturity. A total of 193 students, of which 85 were male (44%), attended a 30-minute presentation at two middle schools, during four sessions. Overall, implementation of this quality improvement project resulted in favorable reception from both students and teachers. Post presentation surveys demonstrated 17.6 % ($n = 14$) of the male students would reconsider nursing as a career option, while 34.2% ($n = 25$) expressed interest in learning more about the profession. These results suggest that increasing awareness of male middle school students regarding nursing may influence their decision to consider nursing as a career choice.

Keywords: middle school, diversity, career, men in nursing, YouTube, learning, student

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Section II: Introduction

Background Knowledge

This project was supported by *HealthImpact* (see Appendix A for letter of support), formerly known as the California Institute for Nursing and Healthcare. *HealthImpact* is a 501(c)(3) organization, dedicated to transforming nursing to progress the health of Californians. Its primary mission is to enhance the well-being of people through innovation, interprofessional leadership, and nursing excellence. *HealthImpact* partners with California nursing leaders, health care organizations, and academia, to develop practical solutions in four critical areas: creating education redesign to assure an adequate nursing supply, expanding educational capacity to educate nurses and train a diverse workforce, developing nurse leaders capable of meeting the challenges of a changing environment, and increasing the workforce and its diversity through recruitment and retention initiatives. Increasing the diversity of the nursing workforce, such as underrepresented, ethnic minorities, the disabled, and males, is one of the *HealthImpact*'s focused areas. *HealthImpact* is the only organization in the state that provides the leadership to ensure that the diversity of the state's nursing workforce is a priority. However, little work has been done regarding recruitment at the middle school level.

Recruiting male, middle school students to consider nursing as a career option has historically been initiated in high school. Counselors are in a position to influence high school students in their perceptions of nursing which, in turn, may influence their choice of nursing as a career (King, Hardie & Conway, 2007). But very little recent research has been done on recruiting at middle schools, where students begin to explore various career options, with most people significantly fashioning their attitudes about learning, work, and other enduring adult values during their early adolescence years (Tomey, 1996), seriously decreasing an opportunity

to increase the nursing workforce pipeline. According to the California Board of Registered Nursing – 2012 Survey of Registered Nurses (Spetz, Keane, Chu & Blash, 2103), nursing continues to be predominately female, with only 11.6% male Registered Nurses (RNs) working in California, similar to 11.5% nationally (Buerhaus, 2013). Contributing to this problem is the media that has a strong influence on how the public views nursing. In an interpretive, qualitative study, Stanley (2012) viewed over 36,000 feature synopses to examine the portrayal of male nurses in featured films made in the Western world from 1900 to 2007. The results indicated that most films portrayed male nurses negatively and was opposed to hegemonic masculinity, as effeminate, homosexual, homicidal, corrupt or incompetent (Stanley, 2012). It is because of this that efforts towards influencing young men to consider nursing needs to be implemented.

Local problem needs assessment

An adequate supply of skilled professional nurses must be assured to maintain a high-quality health care system (Cohen, Palumbo, Rambu & Mongeon, 2004). It has been predicted that another nursing shortage is looming before us, based on the aging of society, requiring aggressive recruitment efforts. Recruiting male middle school students to consider nursing as a career option has traditionally fallen to guidance counselors, who can play a major role in guiding young men towards a career; however, traditionally, their efforts have been limited to giving feedback on students' academic strengths and opportunities, and focusing less on vocational and academic counseling, than high school counselors do (Bolan & Grainger, 2005). As a result, counselors often lack the knowledge regarding nursing, such as critical thinking skills, effective communication, fostering the extension of nursing knowledge, and caring (Bolan & Grainger, 2005), which can hinder recruitment efforts. Recent research regarding middle and high school counselors and nursing recruitment in the United States is scant (Rudel, Moulton &

Arneson, 2009). A study by Blasdell and Hudgins-Brewer (1999) investigated the personality characteristics and attributes that high school guidance counselors' believed to be important for students entering a career in nursing. They found that counselors considered candidates for nursing needed to be compassionate, kind and obedient with moderate academic ability, but with limited leadership skill or decision-making abilities (Blasdell & Hudgins-Brewer, 1999) – qualities by today's standards that would only begin to define the advanced role of nurses. A more recent study by Bolan and Grainger (2005) set out to determine guidance counselor's perceptions of nursing as a career. What they discovered was that a majority of counselors ($n = 239$) viewed nurses as direct caregivers in institutional settings (Bolan & Grainger, 2005).

King, Hardie and Conway (2007) conducted a study that identified the perceptions of high school counselors ($n = 96$) that included 54 government high schools and 42 nongovernment high schools, of a Bachelor of Nursing program, as a career choice and their perceptions of the attributes of nurses' roles and responsibilities. The study findings suggested that counselors recognized the complexity of nursing practice in providing direct patient care, however, not beyond these activities (King et al., 2007). This further supports the need for counselor education regarding the nursing profession.

Intended Improvement

Because high school students reject many careers based on early perceptions, positive impressions must be made during middle school years (Hoke, 2008). The purpose of this project was to increase the overall awareness of male middle school students, between the ages of 10 and 14, views and attitudes towards nursing, by developing a recruitment PowerPoint presentation, recruitment video, and a comprehensive recruitment toolkit, positively influencing the interest of nursing as a career option, with success measures of 25%, demonstrated by a pre

presentation (see Appendix B for pre presentation survey), compared to a post presentation survey (see Appendix C for post presentation survey), by September 16, 2015. The recruitment toolkit includes the PowerPoint, video, and other important information for students, parents or guardians, and counselors. The test of change question attempted to answer was, “In male middle school students, will a PowerPoint presentation and recruitment video supporting nursing as a career option, compared to no recruitment efforts, influence the number of students to consider entering a school of nursing?” The overarching objective of the project was to positively influence male middle school students’ perception of nursing, thereby increasing their interest in considering nursing as a career choice, and ultimately increase the diversity of California’s nursing workforce.

Review of the Evidence

A review of the available literature on recruiting male middle school students, high school counselor knowledge of nursing, promoting nursing as a career, and current and forecasted nursing workforce, informed the development of this project, however, literature review continues to cite research mostly conducted during the 1990s and early 2000. A combination of search databases, which included the Cochran Library, evidence-based, peer-reviewed journals, and the Cumulative Index to Nursing and Allied Health Literature (CINHAL), were utilized. Key terms used during the search included men, career, and nursing, which yielded 187 research articles. However, when using the combination of middle school, diversity, career, and men in nursing as key terms, a total of 49 resulted. To further refine the search, the following filters were use: 2004 – 2014 period and the use of nursing, middle school, and career as key terms, which resulted in 22 studies or reviews. Exclusion criteria from this search included studies that only focused on middle or high school students. The primary themes explored from

the literature included male middle school student recruitment practices and how it influenced their perceptions of nursing.

Male Middle School Students. Middle school students have been identified as the prime age group to begin nursing recruitment efforts about nursing as a potential career choice (Matutina et al., 2008). These students begin investigating career choices and discussing their future plans, however, it is estimated that up to 33% of those who ultimately choose nursing at an early age do so based on stereotyping instead of awareness of the opportunities nursing has to offer (Hoke, 2006). Parents, teachers and the media play a major role in guiding children towards a career, but often their lack of knowledge regarding the profession can hinder recruitment (Knight, Abdallah, Findeisen, Devereaux, & Dowling, 2011). Students may not be aware of the many specialties nursing has to offer and the ability to practice at an advanced level, requiring critical thinking decisions about patient care (Knight et al., 2011). Adding to this phenomenon is the lacks of exposure male students have at a young age to the diversity, mobility and autonomy that nurse practitioners and clinical nurse specialist enjoy, often believing nurses only provide direct patient care, such as taking patients to the bathroom, providing other activities of daily living, or administering shots. Many researchers suggest that few young people seem to view nursing as an ideal career option (Costell, 2002; Rudel & Moulton, 2009; Tomey, Schwier, Marticke & May, 1996).

Current Nursing Workforce. Recent data suggest the labor market may be shifting the anticipated shortage of RNs again. In a fall 2012 Survey of Nurse Employers, Spetz & Lee (2013) found that a great share of Chief Nursing Officers were experiencing some difficulty recruiting RNs for specialized positions, but on average they believed the labor market was balanced at the present time. Hospital vacancy rates in fall 2012 were slightly higher than in fall

2010, rising to 3.8 percent from 3.4% (Spetz & Lee, 2013). At the time of the California Board of Registered Nursing, 2012 Survey of Registered Nurses (Spetz et al., 2013), the population of nurses with active California RN licenses numbered 371,280. Specifically, in 2013 there were 250,472 full time equivalent (FTE) RNs available to work, and the patient days-based estimate was that there were 260,189 (Spetz et al., 2013). This suggests that the demand continues to outweigh the supply of nurses. In 2012, 11.6% of working RNs were male, with 14.7% between the ages of 35 to 45 (Spetz et al., 2013), comparable to national metrics. This suggests the opportunity to recruit early. Although the percent of men in nursing is at an all-time high, it is not reflective of the current male total population of 49.2%.

Nursing Workforce Forecast. The implementation of the Affordable Care Act has led to an increase of more than 30 million additional Americans with health care insurance coverage, which will likely increase demand for RNs in the near future (Coffman & Ojeda, 2010; Staiger, Auerback, & Buerhaus, 2011). These changes are a reflection of the economic recession of 2008, which stimulated an increase enrollment into schools of nursing, as millions who lost their job found it a good opportunity to go back to school, therefore, increasing the nursing workforce pool. As a result, the anticipated nursing shortage forecasted is not as severe as once predicted.

The American Association of Colleges of Nursing predicts that by the year 2020 there will be a nursing shortage of 340,000 registered nurses nationally (Matutina, Newman, & Jenkins, 2008). Supporting this prediction, the Bureau of Labor Statistics' *Employment Projections 2012-2022* (2013), listed nursing among the top occupations in terms of job growth through 2022, with the workforce expected to grow from 2.71 million in 2012 to 3.24 million in 2022, an increase of 526,800 or 19%. It is no surprise that The Bureau projects the need for 525,000 replacements nurses in the workforce bringing the total number of job openings for nurses, due to growth and replacements, to 1.05 million by 2022 (Bureau of Labor Statistics, 2013). Complicating these

staggering predictions, is an increased demand on the nation's healthcare system due to the aging baby boomers, which are turning 65 years of age every day, at a rate of about 8,000 per day, for the next 18 years (American Association of Retired Persons, 2015). This aging population translates to an increased number of chronic illnesses, and therefore, the critical need for additional, competent nurses. We will not be able to address this nursing shortage looming before us, without including middle school students, who are a vital, untapped resource, available to address this concern. More importantly, we won't be able to face this impending shortage without addressing gender.

Theoretical Framework

The Theory of Planned Behavior suggests that changing attitudes and perceived norms can help steer middle school students towards considering nursing as a career option. Similarly, the Self-Concept Theory helps to explain recruitment efforts, suggesting that middle school students are in an important stage of their career decision-making process.

The theory of planned behavior helps to explain the process of behavioral change (Ajzen & Fishbein, 1980). Behavioral, normative, and control beliefs influence behavioral intention, or the readiness to perform a given behavior (Ajzen & Fishbein, 1980). Hoke (2006) best describes it by the intention to become a nurse is based on a person's attitude towards nursing as a career choice, perceived social pressure to enter the field of nursing, and perceived behavior control to select nursing as a career option. In general, the more favorable the attitude and social pressure, the stronger the person's intention to select nursing as a career will be. Therefore, promoting nursing at an early age, by creating messages and recruitment campaigns designed to influence young men and women, we can change their attitudes and views about nursing.

Super's Self-Concept Theory is manifested in the successful accomplishment of five developmental tasks across the lifespan (Hoke, 2006), which include the growth, exploratory, establishment, maintenance, and disengagement stages. This theory presents the career process as one in which a person is confronted with various stages that he or she must undergo and complete before moving on to the next stage. The value in Super's theory lies in the fact that although the stages coincide with age, the focus is where a person is psychologically, or as Schreiner (2012) describes, where you actually are in the career development stages instead of where your age tells you to be. Therefore, counseling is much more effective because the conversations and interventions meet you where you are and have real applications to your life (Schreiner, 2012).

The growth stage involves young people, between the ages of 7 to 14, where the development of self-concept, attitudes, needs and general world of work (Schreiner, 2012). During this time, young people begin developing a self-concept based on many factors like actual and perceived physical and mental abilities, roles within the family, and relationships with peers (Schreiner, 2012). They begin to develop attitudes and beliefs about the world of work, although these are usually based on limited information. This is considered an ideal time to begin talking about career choices.

Using the Theory of Planned Behavior and Self-Concept Theory, one can begin to understand how young students initiate the process of thinking about career options and the information needed to help them make an informed decision.

Section III: Methods

Ethical Issues

This quality improvement project required Institutional Review Board approval by the University of San Francisco's Institutional Review Board for the Protection of Human Subjects (IRBPHS) (see Appendix D for the application for IRB review of new research involving human subjects), which was obtained March 4, 2015 (see Appendix E for IRBPHS approval notification). The subjects in the project were minors and therefore required parent or guardian of a minor consent form (see Appendix F for consent form for parent or guardian of a minor – English), as well as child assent forms (see Appendix G for child assent form), prior to the presentation. In addition, one of the participating school's student populations consisted of 57.1% Asian American, requiring the parent or guardian consent form interpreted into Mandarin, (see Appendix H for consent form for parent or guardian of a minor – Mandarin). Both consent and assent forms focused on the project's procedure, risks involved, and each child's ability to stop participation at any time, by letting the presenter or teacher know. Moreover, credible research is accompanied by an understanding of the possible ethical dilemmas that may develop when conducting worthy research. To better understand the roles, requirements, and procedures in conducting research involving human subjects, the University of San Francisco (USF) offered three on-line tutorials, which were completed by the Project Manager, November 30, 2014 (see Appendix I for IRB tutorial certifications of completion).

No known physical, social, psychological, legal, or economic risks were associated with this project. The pre and post presentation surveys and PowerPoint presentation were given in good faith, with factual nursing information provided, and only gender and age were requested as identifiable data. No issues of confidentiality or privacy for subjects were noted. No acts of propaganda, betrayal, or any other acts to propagate beliefs of things that are not true were shared. The subjects were reminded at the onset of each presentation that they could stop the

study at any time, as well as skip any comment or question asked that made them uncomfortable. In spite of anonymity, students were reminded that the survey would not affect their grades in school.

Child Assent. The importance of involving children in research has been well-documented over recent years and signals respect for their rights to participation and expression of their views, as recognized in the United Nations Convention on the Rights of the Child (Graham, Powel & Taylor, 2015). It is because of this that every effort was taken to protect their rights. Badham and Wade (2009), from the National Youth Agency is committed to the involvement of children and young people in research and suggests eight approaches to be considered, one of which was used for this project – consultation, or what is described as a single event that is aimed to ascertain children’s views and perceptions on a particular topic (Whiting, 2009). The primary purpose of this project was to solicit young men’s perceptions of nursing as a career choice, and then attempt to influence those students unfamiliar with the profession, to consider nursing as an option. The child assent forms emphasized the importance of the project and further explain any risks involved.

Description of Settings

The settings for this project were two middle schools, located in San Francisco, CA. School A, kindergarten through 5th grade, is a public school and part of the San Francisco Unified School District and School B, kindergarten through 8th grade, a private school. School A is one of the largest elementary schools in the San Francisco Bay Area, with a student population of 531 and a demographic composition of 57.1% Asian, 20.5% other White, and 7.7% Hispanic, as their top three ethnicities. The school is supported by six special education, two physical education, and two arts instructors, in additions to 20 teachers. The student-to-teacher ratio is 1

to 20. Their after school, student enrichment programs includes choral music, ceramics, and dance. Students have consistently ranked well in California standardized tests with English language arts, math, and science scores above 82% in 2013 for 5th graders (San Francisco Unified School District, 2015).

School B has a student population of 310 and a demographic composition of 71% White, 18% with two or more ethnicities, and 4% Hispanic. The school is supported by 12 professional staff, five extended care staff, and 36 teachers. School B's curriculum is supported by a visual art, music and movement, physical education, Spanish, and drama programs, in addition to 36 teachers. The student-to-teacher ratio is comparable to School A. Currently, the rating of this school is not available, due to incomplete or unavailable data. Both schools provided a good platform for the planned intervention and expressed willingness to participate.

Planning the Intervention

The goal of this project was to influence the overall awareness of male middle school students' views and attitudes towards nursing as a career choice, by introducing key facts about the profession, thereby minimizing any misperceptions. Middle school students' exposure to positive images of nursing is an essential step to increasing recruitment into the profession (Cohen et al., 2004). The project's objectives served as a guide for the process of the project (see Appendix J for project objectives due dates and evaluation tool). Key milestones included obtaining IRB approval, obtaining parent or guardian consent and child assent forms, evaluating and revising a recruitment video, developing and presenting a PowerPoint, and developing a comprehensive toolkit, designed for students, families, and counselors. A work breakdown structure (WBS), which subdivided the work of the project into smaller detail (Larson & Gray,

2014), was the method for selectively collecting information to use through all phases of the projects life.

The WBS consisted of four levels; Level 1, the completed project, Level 2, major deliverables, Level 3, supporting deliverables and, Level 4, the lowest deliverables (see Figure 1 for WBS details of each level). Each Level included deliverables that build on each other, cumulating to the completed project. Level 1 consisted of the completed project or the comprehensive recruitment toolkit, which included the revised recruitment video link and PowerPoint presentation, as well as critical information about nursing, for students, families, and counselors. Level 2 included the major deliverables, which contained the revised recruitment video, developing a PowerPoint presentation, and the toolkit essentials. These major deliverables are included in the final toolkit. Level 3, or supporting deliverables, included the primary content supporting the major deliverables (see Figure 1 for WBS supporting deliverables). The lowest deliverable, or Level 4, included a literature review of applied theoretical frameworks to work from.

Men in nursing recruitment video. The first project deliverable was reevaluating a nursing recruitment video titled *Men in Nursing: Strong, Proud, Independent* (Otañez & Patterson, 2009), which was produced six years ago, through a donation from the Kaiser Permanente National Patient Care Services, with an ultimate goal of sharing it with young men and second career men, to help encourage them to consider nursing as a career choice. A team of two co-producers and a cameraman set out to produce the video, aimed at opening discussions with nursing students, new graduates, and experienced nurses, regarding their personal stories about nursing. Four health care organizations, representing the San Francisco Bay Area, Coastal Region, Southern California, and Central California, participated in the

filming. Each interviewee was given an opportunity to share their compelling story of how they entered the nursing profession, as well as some of their experiences once they entered the field. As a result, a 10-minute recruitment video was developed. In the spirit of social media, as well as understanding that YouTube, Facebook, twitter, and LinkedIn were the best communication tools to reach out to a young audience; the video was placed on YouTube as a launching point for discussion, creating a safe environment for young men to ask questions of experienced nurses about nursing (see Figure 2 for video clips of men speaking on themes in the men in nursing YouTube video). As of November 24, 2015, the video on YouTube received 16,466 views and over 700 comments.

Recruitment video case study. During the summer of 2015, a case study was completed to examine the Men in Nursing: Strong, Proud, Independent (Otañez & Patterson 2009) YouTube recruitment video comments, followed by an in-depth analysis of common threads that surfaced. No studies have been found that focus specifically on responses to recruitment videos, aimed at young and second career men. The primary purpose was to discover the top themes and use the findings to inform the creation of a comprehensive toolkit, encouraging male middle school students to consider nursing as a career choice. The findings had important implications for designing initiatives to recruit young nursing students and creating positive stereotypes of men in nursing.

Deans and Directors video evaluation. The aforementioned recruitment video was disseminated via Survey Monkey, to approximately 115 California nursing school Deans and Directors, who were forwarded the video in 2009, to solicit feedback regarding; 1) receipt of the video six years ago, 2) if they had shown the video at any time after receiving it, 3) if they had distributed the video, 4) if the video had any impact on the percentage of men in their nursing

program, 5) what they would change about the video and, 6) would they recommend the video to a middle school guidance counselor as a resource for their students. A consent form was developed for the survey participants and included reasons for the survey, why they were being asked to participate, how many would participate, possible benefits to each participant, and content regarding the right to refuse to participate (see Appendix K for Deans and Directors' recruitment video consent form). The survey was distributed July 14, 2015, and redistributed August 26, 2015, as the response rate was 28% with the initial distribution. September 9, 2015, the survey was closed.

YouTube as a recruitment tool. YouTube was founded in 2005 and has grown to be one of the most used video-sharing Web sites in the world, with over 100,000 videos uploaded and shared each day (Mayora, 2009). To better understand the impact YouTube videos have on education, a combination of search databases, which included the Communication Source, Evidence-based, peer-reviewed journals, and CINHALL, were utilized to determine the impact on education and training. Key terms used during the search included *YouTube*, *learning*, and *student*, which yielded 11 research articles. Exclusion criteria from this search included studies that only focused on YouTube videos in a classroom situation.

A study sample of 85 students was done to determine their perception of YouTube video clips in the classroom, which included their enrollment in a 16 week, one hour and 15 minute per week, class (Fleck, Beckman, Sterns & Hussey, 2014). Fifty percent of the instruction was given online and 50% face-to-face. Students completed a survey on the first day of class. Each class period began with a short YouTube video, relevant to the chapter read in the textbook that week, with video length from 58 seconds to 6-minutes 46 seconds (Fleck et al., 2014). Students

were given the opportunity to discuss a posed question. On the last day of the semester, students completed the post-survey, concluding the study (Fleck et al., 2014).

Findings indicated that students reported YouTube to be more beneficial for learning ($z = -3.41, p = .001$) after the semester ($M = 1.69, SD = .46$) as compared to before ($M = 1.7, SD .50$) (Fleck et al., 2014). Moreover, students shared that their experience was fun, entertaining, beneficial to learning, and engaging (Fleck et al., 2014), which helped to inform the second deliverable – the presentation. This study provided the support and value of showing the men in nursing recruitment video during the planned intervention.

Middle school PowerPoint presentation. The second deliverable for this project was a middle school PowerPoint presentation (see Appendix L for middle school PowerPoint presentation), which was shown to both male and female middle school students, after informed consents were obtained from student's parent or guardian, as well as informed assents from the students. The project included a 2-sided, pre and post presentation survey, which was distributed after the teacher made introductions. Students were explained to fill out side one only, then were instructed to fill out side two, once the presentation was completed. The presentation was designed to last no more than 10 minutes, as the attention span of the average middle school student lasts between 10 to 12 minutes (Vawter, 2009). In the normal classroom, middle school students learn roughly 40% visually (Vawter, 2009); therefore, the use of pictures was included in the 22 slide deck presentation (77%), which helped maintain their attention.

Two open-ended and two closed-ended questions were asked during the presentation to help engage the students. They included;

1. How many know a nurse or whose parents know a nurse?
2. How many know a male nurse?

3. Who can tell me what a nurse does for a living?
4. Who can tell me what entrepreneurial means?

A pre PowerPoint presentation survey was used to evaluate the participants' overall perception of nursing as a career, as well as if they felt nursing a career option for themselves, using the following comments, which required an 'agree or disagree' or 'yes or no' response to measure influence; a) nursing is a respected profession, b) nursing offers job security (lots of jobs), c) nursing is a job that has a good salary, d) nursing is a career choice for females only, and e) I thought about nursing as a career at some point. Last, it was queried if they wanted to learn more about nursing. The post presentation survey measured whether any of the above beliefs had been positively influenced by the presentation, as well as if the participant would now consider nursing as a career.

Comprehensive recruitment toolkit. The final deliverable for this project was a comprehensive recruitment toolkit, which is a composite of the first and second deliverables, as well as supporting deliverables, such as general information on nursing (introduction, the history of nursing, and men in nursing), student information (what students needs to know and frequently asked questions), parent or guardian information (what parents need to know, schools of nursing, professional organizations, and resources and tools), and counselor information (what counselors need to know, cultural inclusiveness, and new roles for nurse). The toolkit draft was shared with teachers, parents, and students, who provided valuable feedback regarding the contents, as well as the value they believed it would bring others.

Cost / benefit analysis. A cost-benefit analysis is an analysis of resource expenditures relative to possible benefits (Waxman, 2013). The profit from this project (\$205,822) and the financial investment, which included project cost and anticipated cost for time spent,

disseminating the toolkit to middle schools across California (\$20,570), were used to calculate the project's Return on Investment (ROI) (\$185,252). The cost / benefit analysis seen in Appendix M was then projected out five years to determine the possible long-term benefit (\$926,260). The calculation was based on weekly overtime with a potential five year savings of \$48,165,520. Several additional benefits were noted (see Appendix M for additional benefits list); however the primary long-term profit is narrowing the nursing shortage gap and increasing the gender-diversity of our nursing workforce.

Communication Matrix. Communication is a key component in coordinating and tracking project schedules, issues, and action items (Larson, E. & Gray, C., 2014). A communications matrix was developed by the Project Manager (see Table 1 for matrix), as the lead for the project, which included what information required reporting, frequency of reporting, target audience, and methods of communicating. The key audience for maintaining open communication, during the length of the project, included the project Chair/Advisor, Executive Director (ED) and staff at *HealthImpact*, colleagues, the USF faculty and students, who provided guidance and advise for the Project Manager. Once the project was approved, primary communication was between the Project Manager and Chair/Advisor and ED. During implementation, communications with key middle school teachers was critical and occurred at least weekly. The project aim and PICOT (population, intervention, comparison, outcome, an time) question was approved December 2014; however, based on unforeseeable conflicts requiring additional approvals beyond the scope of the project, the aim and direction was changed and the current project approved January 2015.

The Project Manager was responsible for maintaining ongoing communication regarding the project's progress. Scheduled electronic meetings were setup with the Chair/Advisor, as

well as bi-weekly progress reports, which were sent via USF's Canvas website. In addition, updates were provided to the ED randomly, when she was available at the *HealthImpact* office, which ranged from eight to ten times per month. Feedback was given by colleagues, staff, students and faculty, during the course of further developing and refining the deliverables, as well as during implementation. Middle school teachers' frequency of communication increased as the scheduled presentation approached, who were responsible for communicating between the Project Manager and Principal.

Implementation

It was the intention of this project to show the recruitment video to the middle school students during the PowerPoint presentation, however, the time that was allowed by each school was limited to 30 minutes. Therefore, the video was included as a link in the comprehensive toolkit, as a resource.

Students were requested in advance by their teachers to obtain permission from their parent or guardian to participate in the project. Parent or guardian consent of minor forms were distributed and collected by the teacher, who provided them the day of the presentation. Using the theory of planned behavior to change student's attitude towards nursing as a career choice, by creating a more favorable image of nursing, the presentations were given in a comfortable area each student was familiar with, which included their home class room or an auditorium. After the teacher made introductions, the child assent forms were distributed to each student for their review and signature. An opportunity to ask for clarification to the content was given and they were again reminded they could stop participating in the project at any time by letting their teachers know. Students were reminded that their answers were confidential, and that answers would have no effect on their grades. The pre and post surveys, provided as a single piece of

paper, back-to-back, were distributed. Students were instructed to only respond to the comments and question on the first page. Once the students completed the survey, by a show of hands, the presentation was given.

Students were encouraged to ask questions or make comments during the presentation. Closed and open ended questions were asked during the course of the presentation to elicit engagement, which included; 1) how many know a nurse, 2) how many know a male nurse, 3) who can tell me what a nurse does, and 4) who can tell me what entrepreneur means, which was listed as an opportunity for nurses, broadening the understanding that nurses can begin their own business. At the completion of the survey, students were offered opportunity to ask questions again. They were then instructed to turn their surveys over and complete the post presentation survey. Both assent forms and surveys were collected at the end of the session.

Barriers to Implementation / Limitations. Overall, the project was implemented smoothly, however, it proved a logistical challenge contacting key people at each middle school, as well as maintaining communication. A total of ten schools, one after school center, and one Youth and Exploration Program, were initially emailed in the spring of 2015, however, only two schools and the after school center responded. In addition, during the summer break it was difficult to contact any of the agreed three sites for follow-up instructions and timing of the presentations, planned for the first week in the 2015-2016 academic year, August 24th. August 2015 all three sites were contacted again, but only two responded. Of the two schools, only one school was able to accommodate presentations before September 16, 2015 and the after school center did not respond. However, the Project Manager was able to secure a new middle school, who agreed to participate, yielding a total of two schools that allowed for setting up time for the

presentations. Furthermore, once schools made the commitment to participate, scheduling the presentation date and time became a second challenge for the school and Project Manager.

Each school allowed no more than 30 minutes for the completion of the child assent form, introductions, survey explanation, presentation, and questions and answers. Due to this time constraint, the Project Manager made the decision to eliminate the 10-minute recruitment video from the presentation.

Planning the Study of the Intervention

An outreach to 11 middle schools, one after school program, and one community center, in the San Francisco Bay Area and the Sacramento region, was conducted to determine willingness to participate in the survey. Originally, two schools and one youth community center agreed to participate, however, when the academic year began, towards the end of August 2015, only one school was able to meet the deadline of September 16, 2015. In addition, no response was received from the youth community center to a request to schedule the presentation time. Consequently, a *new* second middle school, that was willing to participate, emerged. However, the school required one of the parent or guardian consent forms to be translated into Mandarin, as 57.1% of their student enrollment is Asian (San Francisco Unified School District, 2015) and it was shared by the Principal that a majority of the parents' understanding of English was limited. All participating schools were given the PowerPoint in advance to review, as well as an opportunity to review. Dates and times were scheduled at least three weeks in advance, in order to get on their school calendar. To observe accuracy in data collection, both male and female students were included, however, only the male student surveys were used in the final analysis.

Gap analysis. Today's gap in efforts to provide nursing recruitment at the middle school level, could cause a large problem for tomorrow's nursing workforce needs. Best practice

dictates recruitment, beginning in middle school, supported by providing the tools necessary to put nursing in a positive framework (see Appendix N for gap analysis overview). Below further details the current state of recruiting young, male middle school students, the future state desired, as well as the summary of evidence to support narrowing this recruitment gap.

The Current State. Middle and high school counselors are a major recruitment resource for students, however, their breadth and knowledge of the wide array of nursing career options has been shown to be limited (Bolan & Granger, 2005). Studies addressing counselors' rationale when making the decision to recommend associate degree programs education versus Bachelor of Science in nursing (BSN) education, is not found in the professional literature (Robbins & Hoke, 2015). However, in a recent cross-sectional descriptive study of a convenience sample of 55 guidance counselors from Hispanic serving institution, regarding professional nursing as a career, Robbins and Hoke (2015) found potential discrepancies in the values associated with nursing – intelligence, able to give and take orders, caring, decision-making, interpersonal skills, and leadership – thus potentially limiting the number and diverse students for whom nursing is presented as a career choice. Currently, most nursing recruitment begins at the high school level, not in middle schools where young adults can be influenced early.

The Future State. Nursing recruitment will be required to begin as early as middle school, led by knowledgeable guidance counselors, which will help increase the nursing graduate pipeline that will be expected to care for the 71 million Americans anticipated to be over the age of 65 by the year 2030 (Health Resources and Services Administration [HRSA], 2008). To accomplish this, guidance counselors, as well as parents or guardians of young adults, who can be influential, will need the necessary recruitment tools to help guide them.

The Summary of Evidence. The evidence of literature is scant, however, recent research supports that a gap exists between guidance counselor knowledge of nursing as a profession, which significantly impedes the positive promotion of the nursing profession. Without addressing this gap, recruiting young men will be limited to those who choose the career based on stereotypes and the media, and therefore, potentially impede the number of nurses entering the workforce.

Gantt Chart. The project timeline and milestones for implementation and evaluation are best described using a Gantt chart (see Appendix O for Gantt chart). Attention was given to the weight of each line item, understanding the Gantt chart is a guideline and subject to modification. Emphasis was placed on the building of each deliverable and how they informed and built on each other. The critical milestones for this project included IRB approval for presenting to minors, conducting a survey analysis of a recruitment video, exploring the possibility of revising the video, based on project findings, completing the comprehensive toolkit, and presenting a PowerPoint to middle school students.

Methods of Evaluation

SWOT. “A SWOT (strengths, weaknesses, opportunities, and threats) analysis refers to the trends in a company’s internal environment, while external forces drive the opportunities and threats” (Waxman, 2013, p. 152). The SWOT analysis (see Appendix P for SWOT analysis) for this project confirmed that a gap exists between what we know about current middle school recruitment efforts and best practice. The identified SWOT elements guided the project manager in planning the strategies to implement the project. The primary strengths (S) of the project included the Project Manager’s availability to key contacts that could help gain access into middle schools, as well as flexibility in his work schedule. The primary weakness (W) included

the Project Manager's unfamiliarity with the middle school landscape or how to navigate through the bureaucracy of a public school. This required outreach to friends and family, who had children at middle schools that helped minimize the administrative challenges initially discovered. The opportunities (O) provided the incentive for this project and included increasing the number of young men to consider nursing as a career option, changing preconceived ideas about stereotyping, and strengthening guidance counselors, teachers, and parents or guardians, understanding of nursing as a career choice. In addition, it provided an opportunity to further educate teachers, who attended the presentation sessions. The primary threat (T) that became a reality was middle schools initial unwillingness to participate, which limited outreach. The middle schools, after school program, and community center were contacted spring of 2015. They were contacted again August 2015, at the beginning of the academic year. Of that group, only two responded. As a result of the SWOT analysis, it was determined that the strengths and opportunities of this project far outweighed the weaknesses and threats of it.

Budget. There were no revenue sources for this project; however, in-kind expenses were outlined to determine costs associated with it (see Appendix Q for project budget). Personnel provided the largest in-kind expense line item and included the Project Manager (\$13,626), calculated at a 0.1 FTE, over a 6-month period, or 8.5 hours per week average, and an Administrative Assistant (\$1,366), calculated at a 0.25 FTE, over a 6-month period, or two hours per week. Fringe benefits were estimated at 20% of personnel expenses (\$2,998). A consultant was required to translate the consent form for parents or guardians of a minor into Mandarin. A gift certificate for a manicure / pedicure (\$60) was provided as a thank you for the interpreter. Other general expenses included supplies (\$150) for paper, computer, and other educational and training items. Meetings (\$60) included Starbucks gift cards for each teacher, travel (\$50), which

included traveling to and from middle schools, at the IRS rate of 0.575/mile, plus parking. A special thank you gift (\$100) was given to the key contact that went out of her way to secure the participating second middle school, at the last minute. Overhead (\$60) was calculated at 15% of total expenses. The total in-kind cost of this project was \$18,470.

Budgetary Return on Investment (ROI). An approach often used in evaluating proposed projects is ROI, which uses the ratio profits from investment divided by amount invested, to help determine whether an investment should be made (Finkler, Jones & Kovner, 2013). The cost of this project was \$18,470, of which 98.5% was in-kind, and 1.5% contributed by the Project Manager. As shown in Appendix R, the budgetary ROI was determined by calculating 3.4% of 10,000 California nurses surveyed in 2012 (Spetz et al., 2013), who worked 7 to 8 hours of overtime per week, equaling \$205,822 (Avg. salary, \$43.42 X 1.5 and 2.0 = \$605.36 X 8 hours = \$4,842 X 340). Annually, this equals \$10,703,744 of overtime that only 2.7% ($n = 10,000$) of the reported 371,288 active nurses at the time this survey was completed. Considering there are 1,325,915 males in California, between the ages of 10 and 14, if only 1% of them were recruited into nursing, this would more than offset the dollars spent on overtime annually, as well as fill the predicted nursing shortage gap by 19.4%. Therefore, the ROI estimated for the continued implementation of this project is estimated at \$9 (profit from investment, \$205,822 minus invested, \$20,570, divided by invested, \$20,570) on the dollar.

Analysis

This practice improvement project consisted of the following key qualitative elements; a) identification of a gap in recruiting male middle school students to nursing, b) review of the evidence that could lead to solving the problem, c) development of a comprehensive recruitment toolkit for male middle school students, families, and guidance counselors, d) planning the

implementation and evaluation of the toolkit, and e) analyzing and reporting the results. The methodology for this project followed standard project development, implementation and evaluation; 1) problem identification, 2) intervention development, 3) intervention implementation and, 4) project evaluation (Larson & Gray, 2014). The results from the pre and post surveys, as well as recruitment video feedback, were confirmed by entering the data into an Access spreadsheet to help facilitate analysis.

Section IV: Results

Program Evaluation / Outcomes

The project lasted nine months, from conception to completion. While the recruitment video analysis and PowerPoint helped to inform the content of the comprehensive toolkit, each deliverable had a positive impact on the overall project. Specifically, the video comments helped to better understand the major themes discussed among young men about nursing, which facilitated the discussion on stereotypes, what middle school students need to know about nursing, and salary in the toolkit. The presentation provided an opportunity to discuss these themes in front of students, making for a rich dialog and a chance for students to ask questions about nursing from a nurse. Emphasis was placed on stereotypes and new graduate job availability. Although 97.3% ($n = 81$) students surveyed believed that the nursing profession was available for both men and women, images of male nurses during the PowerPoint presentation helped reinforce this belief. Students were curious about job perspectives and asked such questions as, “How easy is it to get a job as a nurse?” and “Is the salary good?” Below further describes the evaluation and outcome of each the aforementioned deliverables.

Recruitment video case study. To answer the aim of this case study, 450 comments from the men in nursing YouTube video were reviewed through interpretive data analysis. Fifty

percent of the comments were coded according to expressed themes and 50% replies to comments, which many times were short responses, such as “True,” “Absolutely,” or “Thanks.” Aside from the code “replied to a comment,” the top three themes identified included stereotyping, 12%, expressed interest in nursing as a career, 8%, and credentialing, 6%. Based on analyzed comments, three themes of interest were lifted to conduct an in-depth discussion of and included: 1) stereotyping, 2) credentialing and, 3) new graduate job availability (see Table 2 for frequency of video comments from the men in nursing YouTube video). Although all three themes provided an opportunity to further explore areas of focus for recruitment of men in nursing, an in-depth look at stereotyping was important from a middle school perspective because of the effects of the media on male nurses. Further thematic comment examples from the men in nursing YouTube video, on new graduate job availability, credentialing, and stereotypes, are seen in Table 3.

Deans and Directors’ video evaluation. The Survey results demonstrated that only 38.71% of the people that participated in the survey ($n = 31$), out of 110 the tool was distributed to, were employed at the school of nursing when the video was disseminated, making it difficult to track overall impact the video had on recruitment (see Table 4 for Deans and Directors’ YouTube video survey responses). Nevertheless, 45.45% ($n = 14$) of those who initially received the video distributed it to others, broadening outreach beyond 14. The real value of the survey came from Question 9, which asked, “What would you add/change about the video?” Table 4 summarizes the qualitative results from Question 9, as well as the eight quantitative questions asked.

A majority of the 26 comments were neutral (84.6%), by stating nothing needed to be changed, while 7.7% were positive comments and 7.7% negative. Most neutral response stated,

“Nothing, “ however, some provided valuable feedback, such as “Less emphasis on the issues between males and females – it should be about why nursing is perfect for all sexes,” “ Well, ... more about how academically challenging the RN program really is,” and “Take out the comments on men being used for lifting and turning.” Positive responses included, but not limited to, “It’s pretty fine-tuned,” “I really liked the video and I think it is good for any grade or age,” and “You did a great job.” Negative responses included, “Loose the tattoos” and “I told you I didn’t receive the video????” Overall, the feedback was valuable and helped to inform modifications for the video or building blocks for a new, updated video.

Middle School PowerPoint Presentation. A total of four presentations were delivered to students ($n = 193$) at two middle schools in San Francisco, CA, over a one week period. The overall presentations attendance for male students was 44.0% ($n = 85$), with 9.1% ($n = 4$) who were not allowed to participate at the request of their parent or guardian. The female participants’ survey evaluations were eliminated from the analysis. Students reacted in a positive manner to the presentation, demonstrated by their attentiveness and eagerness to answer questions asked during it. Opportunity to ask questions and make comments after the presentations was given for both male and female students, which included, but were not limited to;

1. What do you do as a nurse?
2. Do you do surgery?
3. My parents are doctors.
4. How much do nurses make?
5. Is it easy to get a job?

Student survey questions (pre and post presentation) were collected and collated based on the percentage of answers changed (see Table 5 for post presentation survey results – all

responses). The results indicated that the positive percentages of influence (no to yes answers) included respect for the nursing profession (2.7%), felt nursing provided job security (6.8%), nurses made a good salary (26.0%), believed nursing is a female profession (0.0%), and that they would consider nursing as a career option (19.2%) (see Figure 3 for post presentation survey results – no to yes responses). Although reconsideration of nursing as a career option after the presentation was small ($n = 14$), 34.2% stated they wanted to learn more about the profession.

Comprehensive toolkit. A comprehensive nursing recruitment toolkit for success was developed to help guide male middle school students, families, and counselors in learning about nursing as a profession and choosing it as a possible career (see Appendix S for the comprehensive nursing recruitment toolkit). The table of contents was divided into four primary segments; general, student, parent or guardian, and counselor information, as well as an acknowledgment section, thanking those critical to the completion of the project. The final draft recruitment tool was shared with young male students, parent, and teachers, who provided valuable feedback regarding the relevancy of the content. Feedback included the request to add supplementary pictures in the PowerPoint to help preserve the attention of the students, a clearer understanding of the types of nursing programs available, general nurses' salaries, and to present a more favorable impression of guidance counselors, as it was felt the content was too critical regarding their lack of knowledge of nursing as a profession

Section V: Discussion

Summary

This evidence-based change of practice project aimed to improve male middle school students' knowledge and opinions of nursing, with the hope of influencing them to consider nursing as a career choice. This project considered the literature to determine the feasibility of

influencing young men, ages 10-14, as well as identified two theoretical frameworks to better understand students' thinking process about career options. Ethical issues were examined to assure safe, well-informed students, as well as for their parents or guardians.

The project incorporated multiple teaching strategies, such as providing pictures to help illustrate a point, limiting the number of facts per slide, using repetition to help reinforce an idea or thought, and speaking enthusiastically about the subject. The presentation content was simple and included no more than one idea per slide. The results of this change practice project are encouraging. Although the goal of influencing students' decision about considering nursing as a career option by 25% was not achieved, 19.2% were influenced and 34.2% expressed interest in learning more about it, before committing to the consideration.

Relation to Other Evidence

A scarcity of recent, published literature is available on promoting nursing to male students, ages 10 to 14, at the middle school level. Most of the literature on early recruitment is at the high school level, however, one exploratory study, comparing middle school students' perceptions of an ideal career with nursing, was conducted with 301 students (39% male, 61% female) (Cohen et al., 2004). The authors summarized the student's perception, stating that nursing was viewed as having less decision-making, being busier and more hands on, and making less money than the ideal career (Cohen et al., 2004). Hoke (2006) examined the effects of video as a recruitment tool, in her study of 171 (55.5% male, 44.5% female) public middle school students. After the intervention, 41% of the students showed increased interest in becoming a nurse (Hoke, 2006); however, a primary weakness of the study was that the results were not broken down by gender. This study demonstrate a need to further work on changing

middle school students' perception of nursing, so that it can be viewed in a more favorable light. Overall, the outcome of this project is consistent with the findings that are found in the literature.

Barriers to Implementation / Limitations

It initially proved to be logistically challenging to obtain permission from several of the middle schools to participate in the presentation and survey, although knowing a parent, who had an administrative role at the school, helped to ultimately secure a date and times to conduct the intervention at two schools. However, the Project Manager was required to rearrange his work schedule to accommodate for the time.

Interpretation

The project's major deliverables – revised recruitment video, middle school PowerPoint presentation, and a comprehensive recruitment toolkit – were partially met. The lack of time prevented the recruitment video from being revised, as comments from the Deans and Directors' video survey did not get submitted in until after August 2016. Given it was not shown during the middle school presentation, it was determined to add it to the toolkit as a resource. However, it is anticipated that the video will be modified prior to the comprehensive toolkit being disseminated, based on the feedback required. The middle school presentation's goal was to influence male students' perception of nursing by 25%; however, only 19.2% were influence by the presentation. Nevertheless, student's rated 36.5% for wanting to learn more about nursing, which was perceived as a positive move in the right direction. The comprehensive recruitment toolkit was completed and will be disseminated to middle schools statewide and through the American Assembly for Men in Nursing chapters throughout the nation.

Conclusions

Without career exploration in middle school, adolescents enter high school unprepared to select courses that support their career choice (Cohen et al., 2004). Developing a competency-based marketing strategy, targeting young men in middle school, is key to successful nursing recruitment, which requires academic, counselor, and parent or guardian partnerships. Emphasis on autonomous decision-making and practice within nursing, highlighting power and leadership in a positive way, and encouraging models that highlight the rewards of nursing (Cohen et al., 2004) , as well as college student-driven mentoring programs are key ingredients for successful recruitment. Nevertheless, further studies of strategies to support recruitment of talented young men into nursing, needs to be explored, as men constitute nearly half of the potential recruitment pool (Cohen et al., 2004).

Section VI: Other Information

Funding

This project involved the Project Manager's in-kind contributions (e.g. time, travel, and thank you gifts) and utilization of resources provided by the supporting facility, *HealthImpact* (e.g. administrative assistance and supplies). The Project Manager had no conflict of interest associated with the project, received no grants, other monies, or gifts for this project.

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Section VIII: Tables

Table 1

Communications Matrix

What Information	Target Audience	Frequency	Method	Lead
Project development	Chair/Advisor USF Committee Executive Director (ED) Colleagues Staff USF faculty USF students	Biweekly, as necessary	In person and electronically	Project Manager
Project approval and dissemination	Chair/Advisor ED Key stakeholders	Weekly	In person and electronically	Project Manager
Progress status report	Chair/Advisor	Monthly	In person, phone, an electronically	Project Manager
Milestone report	Board of Directors ED	Quarterly	Electronically	Project Manager
Gating decisions	Chair/Advisor ED	As needed	In person, phone, and electronically	Project Manager
Deliverables issues	Chair	As needed	Electronically	Project Manager
Change in scope	Chair	As needed	Electronically	Project Manager
Presentation planning	Key middle school contact	As needed	Electronically and via phone	Project Manager
Evaluation	Chair		Electronically	Project Manager

Table 2

Frequency of Video Comments from the Men in Nursing YouTube Video

Abbreviation	Code	Number^a
RC	Replied to a comment	223 (50%)
ST	Stereotyping	53 (12%)
EN	Expressed interest in nursing as a career	35 (8%)
CD	Credentialing	25 (6%)
PVC	Positive comment: Video	25 (6%)
NGJA	New graduate job availability	21 (5%)
HW	Hard work	20 (4%)
TP	Treated poorly as a nurse	17 (4%)
JR	Job rewarding	11 (2%)
NCV	Negative comment: Video	10 (2%)
SJ	Stressful job	9 (2%)
BE	Bad experience with a male nurse	1 (0%)

Note. This Table represents the top 12 themes of comments discovered, 2009-2015.

^aPercentages in parentheses are for all code applications, $n = 450$.

Table 3

Thematic Comments from the Men in Nursing YouTube Recruitment Video

New Graduate Job Availability	Credentialing	Stereotypes
“Nurses with experience are in demand.”	“Bachelor degree in nursing is the only degree that guarantees you a good pay job”	“Every place I apply at I get, what the hell are you as a man applying for the nurse position look.”
“Most hospitals have hiring freeze on new nurses.”	“The highest nursing goes is becoming a nurse anesthetist.”	“If you’re gay, I’m sure you’re chances are fine.”
“We have new graduates working as nurse aides waiting for openings for months.”	“CNA is not a nurse.”	“Men in nursing are not treated the same as women.”
“YES, YES, YES, if you don’t have experience you don’t get a job! Period.”	“I know RNs get more pay than LPNs, but can one become an LPN first, work a few years, then become an RN?”	“Yes, it is possible for males to be sexually harassed.”
“This video is almost four years old...hospitals will not even consider new grads.”	“I’m man and working as nurse in Estonia, can I go working in USA?”	“Discrimination starts the first day of nursing school and doesn’t end just because HR shows a nice video about diversity.”
“Certainly there are many places in the nation that need nurses, but many more are making cuts.”	“I have AA certification and BS from college, but enlisted in the Army – now hoping to get surgical operator.” “Which one should I go for, RN or BSN?”	“Female nurses making snide remarks towards male nurse and making them feel lower while on the job.” “Happens a lot.”
	“Does CRNA require a BSN degree?”	“Our society has stereotypically having girls as nurse.”
	“How are you getting into an MSN program with a BS in Biology instead of a BSN?”	“The old instructors were rough on me?”

Note. This table represents sample comments discovered that yielded three themes from the *Men in Nursing* YouTube video.

Table 4

Deans and Directors' YouTube Video Survey Responses

Question 1: My school of nursing is^a

Question 2: My current role is^b

Question 3: I was employed at the above school of nursing in 2009.

Yes:	38.71%	12
No:	61.29%	19

Question 4: My school of nursing received the Men in Nursing: Strong, Proud, Independent recruitment video in 2009.

Yes:	38.71%	12
No:	61.29%	19

Question 5: I've shown the video.

Yes:	36.36%	4
No:	63.64%	7

Question 6: I've distributed it to others.

Yes:	45.45%	5
No:	54.55%	6

Question 7: What was the percentage of men in your program in the 2009-2010 academic year?

0-3%:	9.09%	1
4-6%	9.09%	1
7-10%	45.45%	5
11-15%	27.27%	3
>16%	9.09%	1

Question 8: What was the percentage of men in your program in the 2014-2015 academic year?

0-3%:	0.00%	0
4-6%	9.09%	1
7-10%	36.36%	4
11-15%	9.09%	1
>16%	45.45%	5

Question 9: What would you add/change about the video?

It's pretty fine-tuned.

Well...maybe a bit more about how academically challenging the RN program really is!
I didn't know a single classmate of mine in middle school that stuck to their desired career all through high school and into college. They all changed what they dreamed of doing. I think a middle school audience is a poor choice for recruitment. This video would have a better effect on high school freshman and sophomores if you ask me. As for the video itself, I would try and avoid any negative views towards women in nursing. Otherwise you are going to help culture animosity and resentment between potential recruits and their future coworkers.
Nothing.
Nothing.
Higher Resolution, change the music. Use more Graphics.
Nothing.
Nothing.
Nothing.
Nothing.
Show male nurses in action on the job.
I think talking more about the profession and responsibilities instead of the money, job security, etc.
Mabey talk more about different fields and update the music, etc.
No discussion about being surrounded by woman as an avenue for dating/getting married. Why was the tattoo promoted? The hypermasculine imagery seemed homophobic. Overall I thought the video was unprofessional and did not portray what favorable contribution men have to contribute to the profession.
For recruitment, nothing.
Nothing. You did a great job.
I would leave out the young man in blue talking about being used.
Increase the quality, have less words to read, and more things spoken.

Less emphasis on the issues between males and females. It should just be about why nursing is perfect for all sexes, including males.
Need younger men. Need to be high definition. Loss the tattoos.
What can men uniquely add to the nursing profession?
I really like the video and I think it is good for any grade or age. Maybe, they can show a little more of different nursing jobs...
Take out the comments on men being used for lifting and turning by the student. I don't think that is a major feature of male nursing.
I would reduce the number of static talking scenes and use their talk as a voice-over while showing them doing actual patient care. More action scenes might be more attractive to high school young men. Also, show some of the men nurses with their (very attractive) wives and children! Maybe wives could talk about how cool it is to have an employed husband with a steady, reliable paycheck.. Teen girls encouraging the guys toward that career showing that girls won't ridicule them for that choice. The vid presents a lot of talk about job opportunities, but I think it would be more powerful to show not only staff nurses and CNOs, but also show nurse practitioners working, nurse anesthetists working, etc.
Female RN's who comment on diversity in nursing, inclusive of gender.
I TOLD you I didn't receive the video???

Note. Questions 1 and 2 were not critical to the analysis of this survey.

^a School were represented from across California, $n = 31$

^b Roles included Dean, Professor emerti, Associate Dean, CAO, educator, Program Coordinator, and student, $n = 31$

Table 5
Post Presentation Survey Results – All Responses

Question	No to Yes ^a	Yes to No	No to No	Yes to Yes	Unanswered	N
1. Respected Profession?	3 2.7%	2 2.7%	1 1.4%	77 91.8%	2 1.4%	85
2. Job Security?	8 6.8%	0 0.0%	121 15.1%	62 75.3%	3 2.7%	85
3. Good Salary?	19 26.0%	1 1.4%	5 5.5%	56 63.0%	4 4.1%	85
4. Female Only?	0 0.0%	1 0.0%	81 97.3%	2 2.7%	10 0.0%	85
5. Considered Nursing? ^b	15 19.2%	2 1.4%	58 71.2%	6 6.8%	4 1.4%	85

Note. This Table represents questions measuring percentage of positive influence between pre and post surveys.

^aThis column represents the percentage of positive influence, comparing pre and post middle school PPP surveys.

^bThe no to yes response fell short of its goal of 25% influence, by 5.8%.

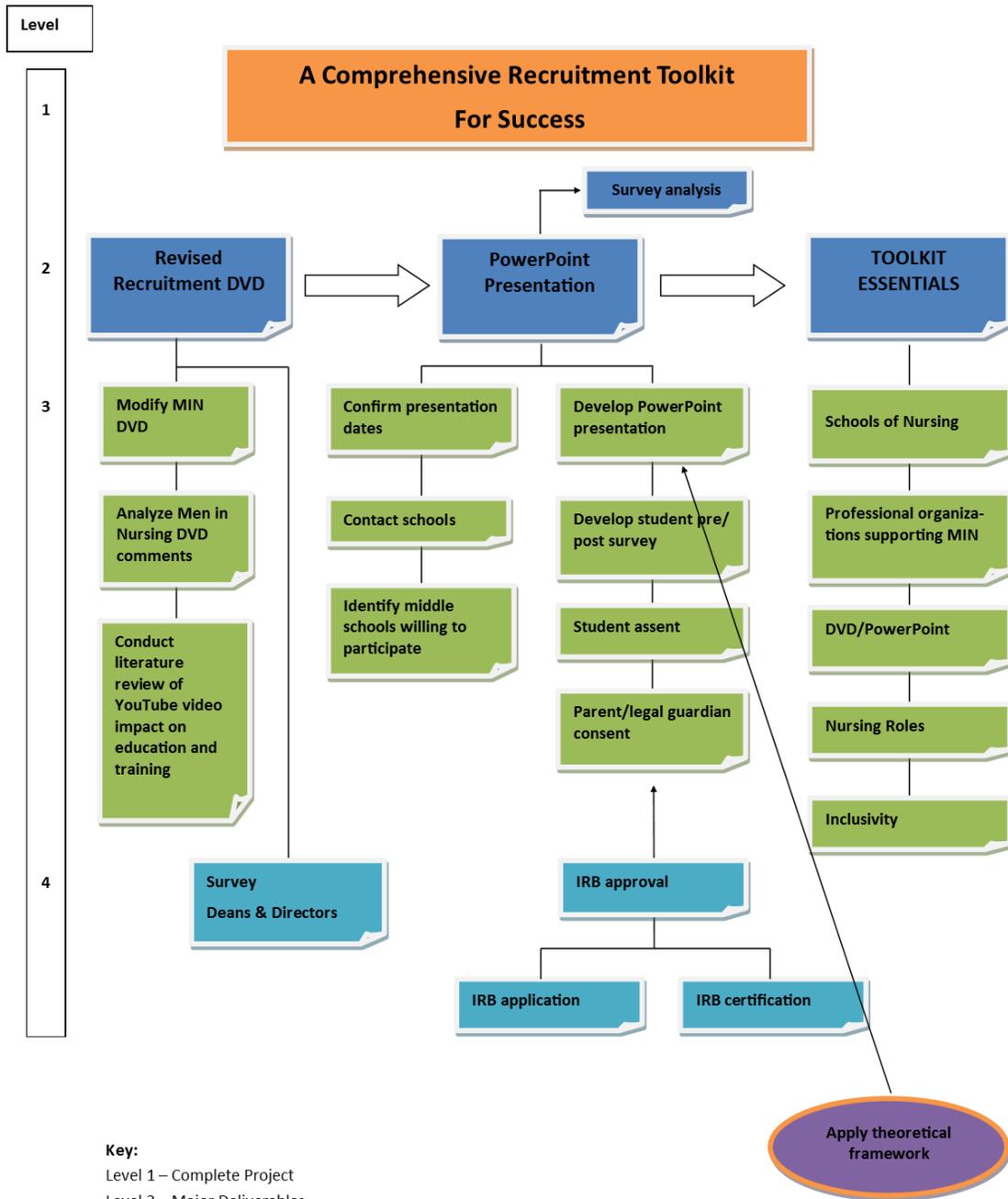
Question	Yes	N
6. Learn more about nursing?	31 36.52%	85

Note. This Table represents students' who want to learn more about nursing as a career option, before committing to considering it.

Section IX: Figures

Figure 1

Work Breakdown Structure / Supporting Deliverables



Key:
 Level 1 – Complete Project
 Level 2 – Major Deliverables
 Level 3 – Supporting Deliverables
 Level 4 – Lowest Deliverables
 MIN = Men in Nursing

Figure 2

Video Clips of Men Speaking on Themes in the Men in Nursing YouTube Video



Figure 1. Themes in the 2009 Men in Nursing video on YouTube include new graduate job availability, credentialing and, stereotypes. Nursing student Hilcah Deans said, ‘You need to kinda get over that mentality that [nursing] is primarily a female field’ (Left). Nursing specialties demonstrate the myriad of opportunities for those pursuing the profession (Center). Nursing student Jeremy Graham shared that, ‘There’s so much variety in nursing, it’s great’ (Right).

Figure 3

Post Presentation Survey Results – No to Yes Responses

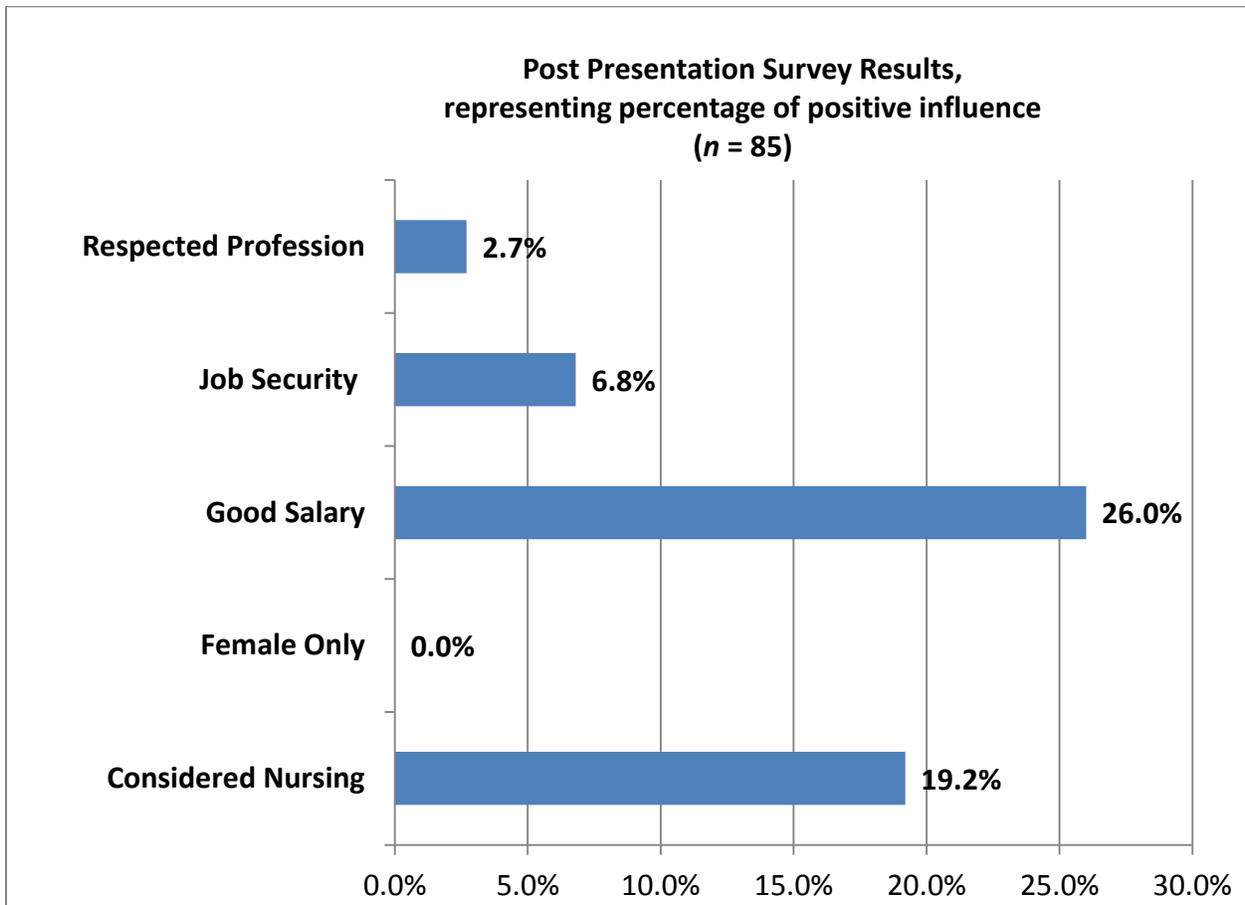


Figure 3. Post presentation survey results, representing percentage of positive influence (n = 85).

Section X: Appendices

Appendix A

Letter of Support



February 10, 2015

BOARD OF DIRECTORS**OFFICERS:**

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Children's Hospital LA

Yolanda Partida, MSW, DPA
Consultant

Dr. KT Waxman, DNP Chair
University of San Francisco
2495 Golden Gate Ave
San Francisco, CA 94118

Dr. KT Waxman,

The California Institute for Nursing and Health Care (Institute) has always embraced inclusivity of the nursing workforce and has encouraged projects revolving around diversity. Our Master Plan: Goal 2, Increasing Diversity in California's Nursing Workforce, has been the platform for several of our grants and work of the Institute since 2007.

The purpose of this letter is to acknowledge support of Robert Patterson, DNP Student at the University of San Francisco, to use the Institute as a site for his project prospectus, developing a recruitment toolkit that will provide a comprehensive resource for middle school male students, broadening their view, while positively influencing their attitudes, towards nursing as a career choice. We support the time he will dedicate to this project and will do what we can to help make him successful.

We are excited at the prospect of an outreach tool that will encourage young men in choosing nursing as a career option, as well as the possibility of replicating the tool for other underrepresented groups. Please don't hesitate to contact me if you have any questions regarding the Institute and/or our diversity program.

Respectfully,

Judith G. Berg, RN, MS, FACHE
Executive Director
California Institute for Nursing and Health Care

663 13th Street, Suite 300
Oakland, CA 94162
(510) 832-8400

Appendix B

Pre Presentation Survey



Recruiting Middle School Students to Nursing
<School name>
<Date>

PRE PRESENTATION SURVEY

Please answer the questions below by checking one box for each question.

1. What gender are you?
 - Male
 - Female
2. How old are you?
 - 10 – 11
 - 12 – 13
 - 14 – 15
 - 16 – 17
3. What grade are you in?
 - 5th
 - 6th
 - 7th
 - 8th
4. I believe nursing is a respected profession.
 - Yes No
5. I believe nursing offers job security (lots of jobs).
 - Yes No
6. I believe nursing is a job that has a good salary.
 - Yes No
7. Nursing is a career choice for females only.
 - I agree
 - I disagree
8. I have thought about nursing as a career at some point?
 - Yes No

Appendix C

Post Presentation Survey

**POST PRESENTATION SURVEY**

Please answer the questions below by checking one box for each question.

1. I believe nursing is a respected profession.
 Yes No
2. I believe nursing offers job security (lots of jobs).
 Yes No
3. I believe nursing is a job that has a good salary.
 Yes No
4. Nursing is a career choice for females only.
 I agree
 I disagree
5. I would consider nursing as a career choice?
 Yes
 No
6. I would like to learn more about nursing as a career.
 Yes No

Thank you for taking the pre and post presentation survey! This will help me to better understand how we can improve recruiting into nursing!

Appendix D

Application for IRB Review of New Research Involving Human Subjects (IRBPHS)



CHANGE THE WORLD FROM HERE

APPLICATION FOR IRB REVIEW OF NEW RESEARCH INVOLVING HUMAN SUBJECTS

If you believe your study meets the criteria for expedited review or full IRB review, complete the following form and upload this document to the online IRB system in Mentor.

1. RESEARCH PROJECT DESCRIPTION

Provide, in lay terms, a detailed summary of your proposed study by addressing each of the following items:

Clearly state the purpose of the study (Usually this will include the research hypothesis)

This study seeks to develop a recruitment toolkit that will encourage young men, ages 10 to 14, in middle school (junior high school or intermediate school), to consider nursing as a career option.

Background (Describe past studies and any relevant experimental or clinical findings that led to the plan for this project)

Middle school has been identified as the prime age group to begin nursing recruitment efforts. These students begin investigating career choices and discussing their future plans, however, it is estimated that only 33% of those who ultimately choose nursing at an early age do so based on stereotyping instead of awareness of the opportunities nursing has to offer. Parents, teachers and the media play a major role in guiding children towards a career, but often their lack of knowledge regarding the profession can hinder recruitment. Students may not be aware of the many specialties nursing has to offer and the ability to practice at an advanced level, requiring critical thinking decisions about patient care. Complicating this phenomenon is the lacks of exposure male students have at a young age to the diversity, mobility and autonomy that nurse practitioners and clinical nurse specialist enjoy.

Research plan (Provide an orderly scientific description of the intended methodology and procedures as they directly affect the subjects)

Utilizing the Theory of Planned Behavior and Self-Concept Theory as the conceptual framework, a survey design will be used to determine the views and attitudes of male middle students towards nursing as a career choice. After describing the study, in terms students will understand, male and female students will be given a 5-10 question survey. Following the survey, a 10-minute PPP will be given, describing nursing as a career. Immediately following the presentation, a 5-10 question survey will administer.

Give the location(s) the study will take place (institution, city, state, and specific location)

The study will take place at middle schools throughout the eight San Francisco Bay Area counties. Specific schools will be determined, based on willingness of schools.

Duration of study project

This study will begin March 2, 2015 and will end August 31, 2015.

2. PARTICIPANTS		
2(a) Participant Population and Recruitment		
Describe who will be included in the study as participants and any inclusion and exclusion criteria. Participants will include middle school (junior high school or intermediate school), male and female students.		
What is the intended age range of participants in the study? Ages 10 to 14.		
Describe how participant recruitment will be performed. Recruitment will be performed by identifying middle schools through The California League of Middle Schools directory and key decision makers at middle schools.		
Do the forms of advertisement for recruitment contain <u>only</u> the title, purpose of the study, protocol summary, basic eligibility criteria, study site location(s), and how to contact the study site for further information? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No *If you answered "no," the forms of advertisement must be submitted to and approved by the IRB prior to their use.		
2(b) Participant Risks and Benefits		
What are the benefits to participants in this study? Broadening student's view, while positively influencing their attitudes, towards nursing as a career choice.		
What are the risks (physical, social, psychological, legal, economic) to participants in this study? No known risks are associated with this study.		
If deception is involved, please explain. The pre and post presentation surveys and presentation will be given in good faith, with factual information provided. No acts of dissimulation, propaganda, betrayal, or any other acts to propagate beliefs of things that are not true will be shared.		
Indicate the degree of risk (physical, social, psychological, legal, economic) you believe the research poses to human subjects (<i>check the one that applies</i>). <input checked="" type="checkbox"/> MINIMAL RISK: A risk is minimal where the probability and magnitude of harm or discomfort anticipated in the proposed research are not greater, in and of themselves, than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests. <input type="checkbox"/> GREATER THAN MINIMAL RISK: Greater than minimal risk is greater than minimal where the probability and magnitude of harm or discomfort anticipated in the proposed research are greater than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests. If you checked "Greater than Minimal Risk", provide a statement about the statistical power of the study based on intended sample size, design, etc. to test the major hypotheses)		
2I Participant Compensation and Costs		
Are participants to be financially compensated for the study? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "yes," indicate amount, type, and source of funds.		
Amount:	Source:	Type (e.g., gift card, cash, etc.):
Will participants who are students be offered class credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A		

If you plan to offer course credit for participation, please describe what alternative assignment(s) students may complete to get an equal amount of credit should they choose not to participate in the study.

Are other inducements planned to recruit participants? Yes No If yes, please describe.

3. CONFIDENTIALITY AND DATA SECURITY

Will personal identifiers be collected (e.g., name, social security number, license number, phone number, email address, photograph)? Yes No

Will identifiers be translated to a code? Yes No

Describe how you will protect participant confidentiality and secure research documents, recordings (audio, video, photos), specimens, and other records.

The pre and post survey will only ask for gender and age. Schools will be identified by code and all surveys will be kept in a secure site. Photos may be taken of the class, only after informed consent for photography is obtained from guardian and student.

4. CONSENT

4a. Informed consent

Do you plan to use a written consent form that the participant reads and signs? Yes No

***If "no," you must complete Section 4b or 4c below.**

If "yes," describe how consent will be obtained and by whom.

If the participants are minors under the age of 18 years, will assent forms be used? Yes No
 N/A

If "no," please explain.

Upload to the online IRB system the consent form(s) that the participants and/or parent/guardian will be required to sign, and the assent forms for children under the age of 18, if applicable.

Note: All consent forms must contain the following elements (quoted directly from Office for Human Research Protections regulations, available at: <http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.htm#46.116>). The Fairfield IRB has consent templates containing all required elements, **and we strongly recommend you use these templates.**

If you believe it is important to create your own consent form, you are free to do so but please ensure that your consent form has each of the following elements and indicate you have done so by checking this box:

I have chosen to create my own consent form and have ensured that it contains the 8 essential elements listed below:

(1a) A statement that the study involves research, (1b) an explanation of the purposes of the research, (1c) the expected duration of the subject's participation, (1d) a description of the procedures to be followed, and (1e) identification of any procedures which are experimental;

(2) A description of any reasonably foreseeable risks or discomforts to the subject;

(3) A description of any benefits to the subject or to others which may reasonably be expected from the research;

(4) A disclosure of appropriate alternative procedures or courses of treatment, if any, that might be advantageous to the subject;

(5) A statement describing the extent, if any, to which confidentiality of records identifying the subject will be maintained;

(6) For research involving more than minimal risk, an explanation as to whether any compensation and an explanation as to whether any medical treatments are available if injury occurs and, if so, what they consist of, or where further information may be obtained;

(7) An explanation of whom to contact for answers to pertinent questions about the research and research subjects' rights, and whom to contact in the event of a research-related injury to the subject; and

(8) A statement that participation is voluntary, refusal to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled, and the subject may discontinue participation at any time without penalty or loss of benefits to which the subject is otherwise entitled."

4b. Waiver of documentation of written informed consent (Complete only if answered "no" to 4a)

The regulations allow instances in which the IRB may waive the requirement for documentation of informed consent, that is, the collection of a signed consent form. If you are requesting a waiver of written documentation (signed) of informed consent, please answer the following questions:

Will the only record linking the participant and the research be the consent document and the principal risk to the participant would be from breach of confidentiality? Yes No

Do you consider this a minimal risk study that involves no procedures for which written consent is normally required outside of research (see 2B above for definition)? Yes No

Explain why you are requesting waiver or modification of documentation of written (signed) informed consent and how you plan to obtain consent.

4c. Waiver or modification of informed consent (Complete only if answered "no" to 4a)

The regulations also provide an opportunity for the IRB to waive the requirement for informed consent or to modify the informed consent process, provided the protocol meets the following criteria:

- (1) The research involves no more than minimal risk to subjects (see 2b above for definition);
- (2) The waiver of alteration will not adversely affect the rights and welfare of the subjects;
- (3) The research could not practicably be carried out without the waiver or alteration; and
- (4) Whenever appropriate, the subjects will be provided with additional pertinent information after participation.

If you are requesting a waiver or modification of informed consent (e.g., incomplete disclosure, deception), explain how your project meets the requirements for waiver or modification of informed consent, as outlined above.

Appendix E

IRBPHS Approval Notification

From: Terence Patterson <noreply@axiommentor.com>
Date: March 4, 2015 at 8:59:43 AM PST
To: ktwaxman@usfca.edu
Subject: Expedited Review Approved by Chair – IRB ID: 390
Reply-To: Terence Patterson <IRBPHS@usfca.edu>



IRBPHS – Approval Notification

To: Robert Patterson
From: Terence Patterson, IRB Chair
Subject: Protocol #390
Date: 03/04/2015

The Institutional Review Board for the Protection of Human Subjects (IRBPHS) at the University of San Francisco (USF) has reviewed your request for human subjects' approval regarding your study.

Your research (IRB Protocol #390) with the project title **Recruiting Middle School Male Students to Nursing: A Comprehensive Toolkit for Success** has been approved by the IRB Chair under the rules for expedited review on **03/04/2015**.

Any modifications, adverse reactions or complications must be reported using a modification application to the IRBPHS within ten (10) working days.

If you have any questions, please contact the IRBPHS via email at IRBPHS@usfca.edu. Please include the Protocol number assigned to your application in your correspondence.

On behalf of the IRBPHS committee, I wish you much success in your research.

Sincerely,

Terence Patterson,

Chair, Institutional Review Board for the Protection of Human Subjects

IRBPHS – University of San Francisco

IRBPHS@usfca.edu

Appendix F

Consent Form for Parents or Guardian of a Minor – English

**Consent Form for Parents or Guardians of a Minor****TITLE OF PROJECT:**

Recruiting Middle School Male Students to Nursing: A Comprehensive Toolkit for Success

RESEARCHER'S NAME(S) AND CONTACT INFORMATION

Bob Patterson, MSN, RN, Doctoral Student

(510) 333-1436

bob@cinhc.org

PURPOSE OF STUDY

To increase the overall awareness of middle school (junior high school or intermediate school) male students' view and attitudes towards nursing as a career choice.

DURATION AND LOCATION OF STUDY

March 2, 2015 to August 31, 2015

PROCEDURES

Utilizing the Theory of Planned Behavior and Self-Concept Theory as the conceptual framework, a survey design will be used to determine the views and attitudes of male middle students towards nursing as a career choice. After describing the study, in terms students will understand, male and female students will be given an 8-10 question survey. Following the survey, a 10-minute PowerPoint presentation will be given, describing facts about nursing as a career option. Immediately following the presentation, a 5-8 question survey will administer.

POTENTIAL RISKS AND DISCOMFORTS

No known risks will be associated with this study.

BENEFITS

The student's view will be broadened, while positively influencing their attitudes, towards nursing as a career choice.

CONFIDENTIALITY/ANONYMITY

Only gender and age will be asked on the survey.

COMPENSATION FOR PARTICIPATION

No compensation will be given in exchange for this study.

RIGHT TO REFUSE OR WITHDRAW

Students may choose to quit this study at any time by simply telling me that they do not want to continue. Students can skip any questions they do not want to answer.

OFFER TO ANSWER QUESTIONS

Students may ask questions at any time during the study.



Date: _____

Dear Parents:

My name is Bob Patterson and I am a graduate student in the School of Nursing and Health Professions at the University of San Francisco. I am sending this letter to explain why I would like for your child to participate in my research project. I am studying the views and attitudes of middle school students towards nursing as a career choice and would like to see if showing a 10-minute PowerPoint presentation on nursing will change their views.

With your permission, I will ask your child to complete a 5-minute survey, pre and post PowerPoint presentation. Your child's participation in this study is completely voluntary and will not affect his or her grades in any way. Your child may quit this study at any time by simply saying, "Stop" or "I do not wish to participate."

The study will be conducted at school, pending schedule. There are no known risks involved in this study and your child will not receive any compensation for his or her participation. To protect your child's confidentiality, your child's name will not appear on any record sheets. The information obtained will not be shared with anyone, unless required by law. The records will be maintained by me and my faculty sponsor, Dr. Waxman. If you have any questions, please contact me at (415) 346-8195 or via email at bob@cinhc.org.

This letter will serve as a consent form for your child's participation and will be kept in the School of Nursing Health Sciences at the University of San Francisco. If you have any questions about this study, please contact Dr. Waxman, the faculty sponsor of this project, at (415) 422-5555 or at ktwaxman@usfca.edu. If you have any questions about your child's rights as a participant, you may contact the University of San Francisco IRB at IRBPHS@usfca.edu.

Please have your child return this form to his or her homeroom teacher by (pending schedule).

Respectfully,

Bob Patterson

Statement of Consent

I read the above consent form for the project entitled *Recruiting Middle School Male Students to Nursing: A Comprehensive Toolkit for Success* conducted by Bob Patterson of the School of Nursing and Health Professions at the University of San Francisco. The nature, demands, risk, and benefits of the project have been explained to me. I am aware that I have the opportunity to ask questions about this research. I understand that I may withdraw my consent and discontinue my child's participation at any time without penalty.

 Child's Name (print clearly)

 Signature of Legal Guardian

 Date

Appendix G

Child Assent Form

**Assent Form**(Current Date)

Dear Student:

My name is **Bob Patterson** and I am a graduate student in the School of Nursing and Health Professions at the University of San Francisco. I am asking you to participate in a project that helps me understand what your thoughts are about nursing as a career choice, that will include giving you a simple survey before and after showing you a slide show about nursing.

Your parents or legal guardians have already given permission for you to participate in this study, but you do not have to participate if you choose. You may quit this study at any time by simply telling me that you do not want to continue. You can skip any questions you do not want to answer. Your participation in this study will not affect your grades in any way. There are no known risks involved in this study and you will receive nothing for your participation. To protect your confidentiality, your responses will not be shared with anyone unless required by law. The responses you make will be kept by my advisors Dr. Waxman, Dr. Otañez, and me. Neither your teacher nor your parents will know if you chose to participate in this project or will know the answers you provide.

If you have any question about this study, please contact me at bob@cinhc.org.

Sincerely yours,

Agreement

I agree to participate in this research project and I have received a copy of this form.

Student's Name (Please Print)

Date

Student's Signature

I have explained to the above named individual the nature and purpose, benefits and possible risks associated with participation in this research. I have answered all questions that have been raised and I have provided the participant with a copy of this form.

Bob Patterson, Researcher

Date

Appendix H

Consent Form for Parents or Guardian of a Minor – Mandarin

家长或监护人同意书项目称号:

Recruiting Middle School Male Students to Nursing: A Comprehensive Toolkit for Success
(招收男的中学生到护理事业: 成功的指南)

研究生的名字和联系

名字: Bob Patterson, MSN, RN, 博生研究生
电话号码: 510-333-1436
电子邮件: bob@cinhc.org

学习的目标

学习的目标是增加男的中学生对护理的认识和态度, 作为一个职业选择。

学习的长短和地点

2015年3月2日至2015年9月11号
Alamo Elementary School

步骤

用“the Theory of Planned Behavior”和“the Self-Concept Theory”, 一项调查设计将被用来确定男的中学生对护理的看法和态度作为一种职业选择。说明经过研究以后, 男女学生将有8-10问题的调查。继调查显示, 有10分钟的PowerPoint演示文稿会给出解释有关护理作为职业选择的事实。紧接着介绍, 5-8问题的调查会管理。

学习的风险

没有已知的风险与本研究相关的。

学习的效益

参加学习以后, 学生对待护理作为一种职业选择视图将产生积极的影响。

保密性

调查只有性别和年龄的问题; 调查是匿名的。

赔偿金

参加学习没有赔偿金。

学生不但有权拒绝或撤销参加学习, 而且有权跳过调查的问题。

在学习的时候, 学生可能会问任何的问题。



(Current Date)

亲爱的家长,

我的名字是Bob Patterson和我是旧金山大学的School of Nursing and Health Professions的研究生。我送这封信解释为什么我想为您的孩子来参加我的研究项目。我学习中学生的观点和态度护理作为一种职业选择,我想看看是否出10分钟的PowerPoint演示文稿可以更改护理自己的看法。

如果你同意,我会问你的孩子完成一个5分钟的调查,前,后的PowerPoint演示文稿。你的孩子的参与这项研究是完全自愿的,并不会影响他或她的成绩以任何方式。你的孩子可能会退出该研究在任何时候说,“停止”或“我不想参加”。

这项研究将在学校进行。这里有参与这项研究没有任何已知的风险。您的孩子将无法获得赔偿为他或她的参与。为了保护孩子的机密性,您的孩子的名字不会出现在任何记录表。所获得的信息将不会被共享(除非是法律的要求)。该记录将通过我和我的赞助商的教师保持, Dr. Waxman。如果您有任何疑问,请给我电话(415-346-8195),或发我邮件(bob@cinch.org)。

这封信将作为您的孩子参与的知情同意书。这封信将被保存在旧金山大学的School of Nursing Health Sciences。如果您对本研究有任何疑问,请联系本项目的教师赞助商, Dr. Waxman (415-422-5555, ktwaxman@usfca.org)。如果您对孩子的权利作为参与者有任何疑问,请联系旧金山大学 IRB (IRBPHS@usfca.edu)。

请让您的孩子在(pending schedule) 返回此表到他或她的班主任老师。

谢谢您,

Bob Patterson

同意声明

我已阅读了该项目上述知情同意书 - Recruiting Middle School Male Students to Nursing: A Comprehensive Toolkit for Success, 由Bob Patterson 进行, 旧金山大学的School of Nursing and Health Professions的研究生。该项目的性质, 要求, 风险和收益已经向我解释。我知道我有机会询问有关这项研究的问题。我知道我可以在任何时候不撤回我的同意。

孩子的名字 (打印清晰)

法定监护人签名

日期

Appendix I

IRB Tutorial Certification of Completion

This certifies that Robert Patterson has completed the Human Subject Assurance online training, Module 2.

Sunday, November 30, 2014

(Use your browser's "Print" button to print this certificate.)

This certifies that Robeert Patterson has completed the Human Subject Assurance online training, Module 1.

Sunday, November 30, 2014

(Use your browser's "Print" button to print this certificate.)

This certifies that Robert Patterson has completed the Human Subject Assurance online training, Module 3.

Sunday, November 30, 2014

(Use your browser's "Print" button to print this certificate.)

Appendix J

Project Objectives Due Dates and Evaluation Tool

Objective	Due Date	Objective Met	Objective Not Met
To obtain IRB approval for surveying students, ages, 10-14	February 15, 2015	X	
To develop a parent or guardian consent form for surveying students, ages 10-14	February 15, 2015	X	
To develop minor assent form for students ages 10-14	February 15, 2015	X	
To analyze the impact of the Men in Nursing: Strong, Proud, Independent, comments	March, 15, 2015	X	
To conduct a literature review of theoretical frameworks, supporting the promotion of nursing to middle school, male students	March 15 2015	X	
To identify middle schools available, in the 9-county SF Bay Area, who would be willing to participate in the project ^a	March 31, 2015	X	
To conduct a literature review of the impact YouTube has on education and training	March 31, 2015	X	
To design a PowerPoint, intended for students ages 10-14 with facts about nursing ^b	April 1, 2015	X	

To develop pre and post presentation survey tool	April 1, 2015	X	
To conduct a survey of CA nursing Deans & Directors, to determine who received the DVD in 2009 and compare male student enrollment for academic year 2009-10, compared to academic year 2014-15 ^c	August 1, 2015	X	
To modify the DVD if required	August 15, 2015	X	
To implement toolkit, that will include inclusivity, nursing roles, revised DVD, professional organizations, and schools of nursing	September 1, 2015	X	
To present a PowerPoint to willing male middle school students and influence their perceptions about nursing as a career option by 25% ^d	September 15, 2015	X	
To conduct a survey analysis to determine effectiveness of presentation	October 1, 2015	X	
To evaluate effectiveness of project objectives	October 15, 2015	X	

Note. This Table represents objectives from obtaining the IRB approval to project evaluation.

^a11 middle schools and 2 after school programs identified, 5 responded, 2 participated.

^bPresented to 2 middle schools in San and Francisco.

^cSurvey Monkey survey sent to 110 Deans and Directors.

^dThis objective was partially met, as students were only influenced by 17.6%.

Appendix K

Deans and Directors' Recruitment Video Consent Form

Men in Nursing: Strong, Proud, Independent: A Male Middle School Student Nursing Recruitment Video Survey

Please review this consent form before agreeing to participate in the male middle school student recruitment video survey.

Introduction

As a part of a Doctoral in Nursing Practice (DNP) project prospectus (The University of San Francisco IRB approved Protocol #390) – *Recruiting Middle School Male Students to Nursing: A Comprehensive Toolkit for Success* – you are being asked to participate in evaluating a recruitment video, focused on influencing young men to consider nursing as a career option. The video was developed in 2009 and was distributed nationally at conferences, shown at meetings, and shared with Deans and Directors throughout California. The video was placed on YouTube and has had over 160,500 hits.

I am interested in showing the video to male middle school students to try to influence them to consider nursing as a career option and am interested in hearing your thoughts on the video, as well as whether the video has had any influence on recruiting men to your nursing program.

The surveyor in charge of this project is Bob Patterson, MSN, RN. He can be reached at:

Office Address:

The California Institute for Nursing and Healthcare

663 13th Street

Suite 300

Oakland, CA 94612

Telephone: (510) 333-1436

Email: bob@cinhc.org

Why is this survey being done?

This survey will assess the impact the recruitment video has had on recruiting male students to schools of nursing in California, as well as provide valuable feedback about the video, which will inform any modifications needed prior to presenting to male middle school students.

Why am I being asked to participate?

You are being asked to participate in this survey because it is believed that you received the recruitment video in the past, although records were not accurately kept.

How many people will take part in the survey?

You will be one of 115 people who will be participating in this survey.

Are there possible benefits to me?

There may not be direct benefits to you; however, the final product for the project prospectus will create valuable tools to help influence male middle school students to consider nursing as a career option and, will therefore, improve the diverse nursing student recruitment pipeline. In addition, results from this project may inform future recruitment efforts, as well as reach middle school students outside of California.

What choices do I have other than participating in this survey?

You can refuse to participate in the survey.

Confidentiality

Your responses will be confidential and de-identified through numeric coding that will separate your name from any other information that could identify you; however, a risk of taking part in this survey is that your confidential information might be shared with faculty at the University of San Francisco. Your responses will be kept confidential and your name will not be used in any written or verbal reports. Responses will be kept in a locked file cabinet and only the surveyor will have access to it.

Consent to Participate

I have read the consent form and I understand that it is up to me whether or not I participate. I understand that I am not waiving any of my legal rights by providing informed consent. By completing the survey I have consented to participate.

If you would like a copy of this informed consent document, or of the survey results, please contact Bob Patterson at bob@cinhc.org.

Please watch the 10-minute recruitment video prior to answering the survey questions located in Survey Monkey, by clicking this YouTube link:

<https://www.youtube.com/watch?v=3rBEkKDC-2c>

Do you wish to participate in the recruitment video survey?

(Direct to Survey Monkey survey)

Survey questions:

1. My school of nursing is _____
2. My current role is _____
3. I was employed at the above school of nursing in 2009. Yes / No
4. My school of nursing received the recruitment video in 2009. Yes (Continue) No (Stop)
(direct to Questions #9 and #10)
5. I've shown the video. Yes / No
6. I've distributed it to others Yes / No

7. What was the percentage of men in your program in the 2009-2010 academic year?
 8. What was the percentage of men in your program in the 2014-2015 academic year?
 9. What would I add / change about the video?
 10. I would recommend this video to a middle school guidance counselor. (direct to the thank you page below)
-

Thank you for participating in the male middle school student nursing recruitment video survey. Your feedback is very much appreciated and will add value to my DNP project prospectus.

If you are interested in the survey findings, please feel free to contact me at any time at the contact information below.

Thank you!

Bob Patterson, MSN, RN
Administrative Director
California Institute for Nursing and Healthcare



(510) 333-1436
bob@cinhc.org

American Assembly for Men in Nursing
President, 2014-2016



Appendix L

Middle School PowerPoint Presentation

UNIVERSITY OF SAN FRANCISCO
CHANGE THE WORLD FROM HERE

Nursing: One choice of many careers

Bob Patterson, MSN, RN
Doctoral student, University of San Francisco
American Assembly for Men in Nursing, President
August 2015

UNIVERSITY OF SAN FRANCISCO
CHANGE THE WORLD FROM HERE

Why nursing?



UNIVERSITY OF SAN FRANCISCO
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It's about helping people

- The #1 reason to become a nurse is because you care about people
- You have an opportunity to make a difference every day
- It's rewarding
- Be there for those you love

UNIVERSITY OF SAN FRANCISCO
CHANGE THE WORLD FROM HERE

Nurses care for many different kinds of patients



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CHANGE THE WORLD FROM HERE

Sometimes very sick patients



UNIVERSITY OF SAN FRANCISCO
CHANGE THE WORLD FROM HERE

And sometimes really small patients



UNIVERSITY OF SAN FRANCISCO
CHANGE THE WORLD FROM HERE

Nurses work in all types of environments like...

- Medical offices
- Hospitals
- Schools

But did you know that they also work in places like...

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Helicopters



UNIVERSITY OF SAN FRANCISCO
CHANGE THE WORLD FROM HERE

Cruise ships



UNIVERSITY OF SAN FRANCISCO
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The military



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The Peace Corps



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CHANGE THE WORLD FROM HERE

Travel nurse



UNIVERSITY OF SAN FRANCISCO
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And for bonus points, there are other opportunities

- Educator
- Author
- Consultant
- Lawyer
- Entrepreneur
- Manager
- Director
- Doctor



UNIVERSITY OF SAN FRANCISCO
CHANGE THE WORLD FROM HERE

Lots of schools to choose from

- ✓ Over 130 nursing programs in California
- ✓ 2-year and 4-year programs
- ✓ The more education you have, the more opportunities

UNIVERSITY OF SAN FRANCISCO
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You'll meet great people!

- ✓ Nursing is a lot of fun
- ✓ Nurses work with other health team members who also want to make a difference in the world



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Can you guess which one of these people is a nurse?



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Nurse Case Manager
The Boss
Nurse Anesthetist
Nurse Consultant
Nurse Researcher
Nurse Educator



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Nurses can work anywhere in the world!



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CHANGE THE WORLD FROM HERE

So, how can I get started?



- Do the best you can in school (a little math and science won't hurt!)
- Start planning to go to college today
- Talk to your guardians, guidance counselors or teacher

UNIVERSITY OF SAN FRANCISCO
CHANGE THE WORLD FROM HERE

Nurses can do anything,



and so can you!

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Any Questions?



UNIVERSITY OF SAN FRANCISCO
CHANGE THE WORLD FROM HERE

Thank you!

Appendix M

Cost / Benefit Analysis and Additional Benefits List

Item	Cost
Cost	
Personnel	\$14,992
Fringe benefits	\$2,998
Consultant	\$60
Other expenses	\$360
Overhead	\$60
Project cost	\$18,470
Benefit	
Return on Investment, per week (Profit from investment, or overtime dollars saved, minus invested time, or time spent disseminating the toolkit to	\$185,252
5-year estimated benefit	
Per week	\$926,260

Additional benefits

Short-term:

Improved middle school recruitment effort

Improved student understanding nursing as a career choice

Recruitment outreach broadened

Strengthen guidance counselor/parent understanding of nursing as a profession

Long-term:

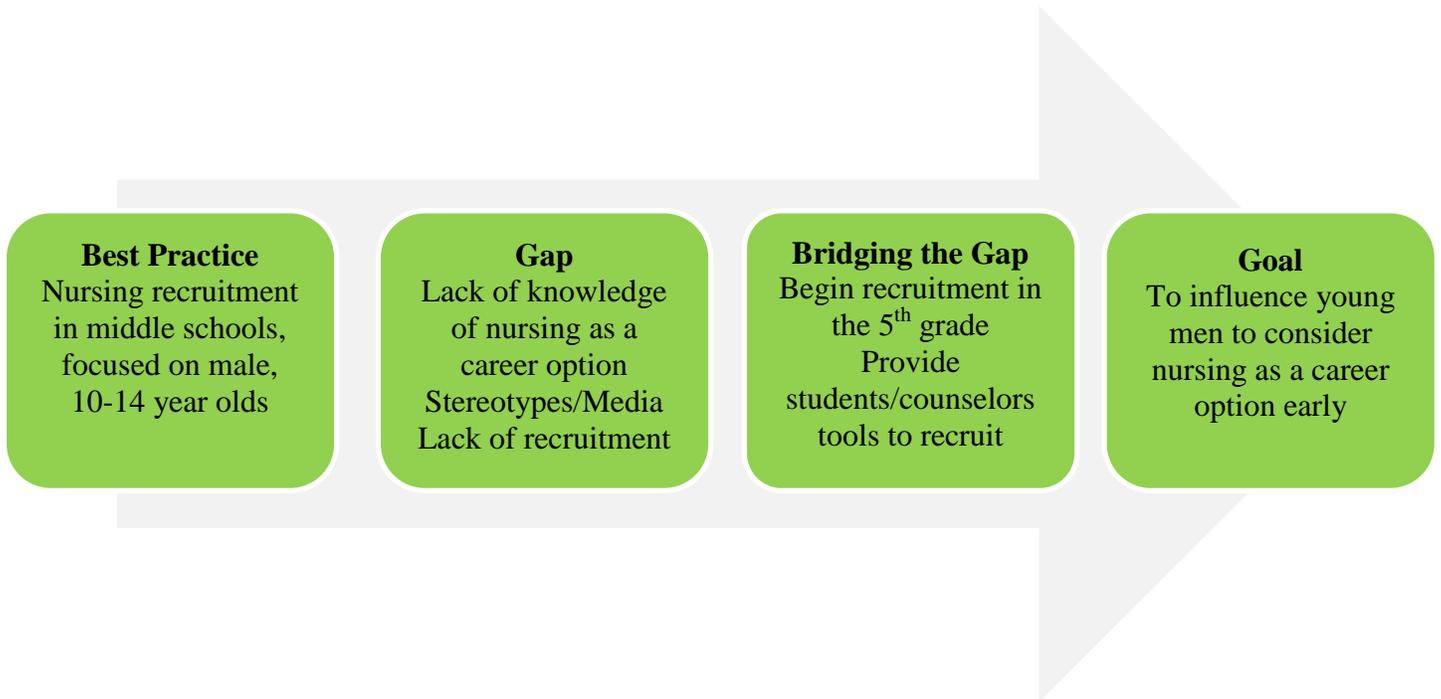
Contributes to filling the anticipated nursing shortage gap

Increased gender-diverse nursing workforce

Improves quality that would enhance patient care

Appendix N

Gap Analysis Overview



Appendix O

Gantt Chart

Project: Improving male middle school recruitment: A comprehensive approach for students, families, and counselors
 Updated 9/15/2015

	Lead*	2014		2015												2016	
		Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb
REVIEW AND PROJECT PREPARATION																	
Establish buy-in, by introducing the project and project timeline, with key <i>Health Impact</i> staff, USF project Chair, Committee, and incorporate feedback into plan	PM	█	█														
Submit revised Statement of Determination for approval	PM			█													
Submit for IRB approval	PM				█												
Develop IRB consent template for parent(s) or legal guardian, allowing for student to be surveyed	PM				█												
Develop IRB assent template for student, allowing for student to be surveyed	PM				█												
Analyze recruitment video developed in 2009, as well as its 400+ comments, in responses found on YouTube	PM					█											
Conduct literature review of theoretical frameworks supporting career promotion in middle schools	PM					█											
Identify middle schools available, in the 9-county SF Bay Area, who would be willing to participate in the project	PM					█											
Conduct literature review of the impact YouTube has on education and training	PM					█											
Develop implementation plan, including key milestones, dependencies, timeline and accountability, marketing, output measurement tool to determine success of program, as well as statement of risks and plans to mitigate them toward successful implementation	PM					█											
Design recruitment PowerPoint presentation for middle school students, ages 10-14, with facts on nursing	PM						█										
Develop pre and post PowerPoint presentation survey tools for middle schools students	PM						█										
Conduct a survey of CA nursing school's Deans & Directors, to determine who received the recruitment video in 2009, and analyze feedback	PM									█							
Determine if modification of video is required, based on comment analysis	PM									█							

Appendix P

SWOT Analysis

	Positive	Negative
	Strengths	Weaknesses
Internal	Centralizes coordination of middle school career choice awareness efforts	No formal marketing and communications plan in place
	Increases productivity through efficient use of existing resources	No funding to support proposed budget, collaterals, gifts
	Available contacts to help introduce to key people at middle schools	Unfamiliar with middle school landscape
	Graduate student’s availability to complete work	
	Opportunities	Threats
External	To reach beyond the nine San Francisco Bay areas throughout California, as well as underserved areas	Middle schools unwilling to participate
	To increase the number young men, who may not have realized nursing is a career option	Students may not be interested
	To strengthen guidance counselors, teachers and parents understanding of nursing as career choice	Unable to obtain sufficient number of male students
	No other known toolkit exists in California	Other unknown toolkits being developed
		Graduate student’s time to complete implementation

Appendix Q

Project Budget

REVENUE

Revenue subtotal	Budgeted in-kind contribution
Grant Funding	\$0
Ongoing funding	\$0
REVENUE TOTAL \$0	

EXPENSES

Personnel

Project Manager	\$13,626
Administrative Assistant / Editor	\$1,366
Personnel subtotal \$14,992	

Fringe Benefits

Fringe Benefits	\$2,998
Benefit subtotal \$2,998	

Consutlant	
Consutlant	\$60
Personnel total \$60	

Other Expenses

Supplies	\$150
Meetings	\$60
Travel	\$50
School "Thank you" gifts	\$100
Other expenses subtotal \$360	

Overhead	\$60
Overhead subtotal \$60	

EXPENSE TOTAL \$18,470

REVENUE TOTAL	\$0
IN-KIND EXPENSE TOTAL	\$18,200
ACTUAL EXPENSE TOTAL	\$270
PROFIT/NET INCOME	(\$18,470)

Appendix R

Budgetary Return on Investment (ROI)

Item	Cost	Total	Comments
Profit from investment			
Overtime hours	\$205,822	\$205,822	3.4% of 10,000 CA nurses surveyed in 2012, worked 7-8 hours of OT <i>per week</i> , equalling \$205,822 (Avg. salary, \$43.42 X 1.5 and 2.0 = \$605.36 X 8 hours = \$4,842 x 340)
	Total \$205,822	\$205,822	
Invested			
Project	\$18,470	\$18,470	
Time invested sending toolkit electronically to 1,307 schools	\$2,100	\$2,100	0.1 FTE, over 2 months (2080 x 0.1=208/12 mos.=17.3 x 2 mos.=34.6)
	Total \$20,570	\$20,570	
Return on investment			
Profit from investment - amount invested / amount invested		\$9	

Appendix S

A Comprehensive Nursing Recruitment Toolkit for Success: A Guide for Male Middle School
Students, Families, and Counselors

A Comprehensive Nursing Recruitment Toolkit for Success: A Guide for Male Middle School Students, Families, and Counselors



The American Assembly for Men in Nursing

The purpose of the American Assembly for Men in Nursing (AAMN) is to provide a framework for male nurses to meet and to discuss and influence factors that affect men as nurses. Its primary objectives include encouraging men of all ages to become nurses, to grow professionally and advocate for continued research, education, and dissemination of information about men's health issues.

HealthImpact

Founded in 2001, *HealthImpact*, formerly known as the California Institute for Nursing and Health Care (CINHC), is a nonprofit 501(c)(3) that is dedicated to transforming the capacity of nurses to meet the evolving health needs of Californians. *HealthImpact* works collaboratively with diverse partners to advance innovative, practical approaches to strengthen nurses' contribution to the health of Californians.

About the Author



Photo by Todd Dickow

Robert (Bob) Patterson has 30 years of nursing experience, holds a Master's Degree in Nursing, and anticipates graduating with a Doctorate in Nursing Practice (DNP) from the University of San Francisco in December 2015. He is active in the California Campaign for Men in Nursing, which promotes and supports men in nursing in California. Currently, he is President of the American Assembly for Men in Nursing, and is co-producer of two high school recruitment videos that have received national recognition. Mr. Patterson is recipient of the American Assembly for Men in Nursing Outstanding Member of the Year (2013) award and the Association of California Nurse Leaders Best Practice – Recruitment, Retention, and Outreach award (2012).

This toolkit is the primary deliverable for my DNP comprehensive project and was designed to **educate, influence, and provide support** for males, and those who identify as male, who may be considering nursing as a career option. It will also be useful to middle and high-school instructors and advisors, parents or guardians, and schools of nursing with a low-density male student population. Whether you are a student entertaining a career direction, advisor seeking information on nursing, or friend or partner of someone who is thinking about nursing, I want to make sure you are prepared and have the tools to better understand the nursing profession.

The American Assembly for Men in Nursing and *HealthImpact* are dedicated to building a diverse nursing workforce, one student at a time. This toolkit provides essentials to help get you started and includes resources that can provide valuable information on selecting nursing as a career.

Remember, we're here to answer your questions! www.aamn.org

Bob Patterson, DNP(c), MSN, RN

President, AAMN

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Introduction

Have you ever considered being a nurse?

If you are reading this, you or somebody you know is probably already wondering about being a nurse. Although traditionally the majority of nurses have been women, men are increasingly entering the profession and are caring for patients in a number of settings.

The facts

Nursing is the largest healthcare workforce in the nation and is projected to grow substantially over the next five to ten years. According to the Bureau of Labor Statistics' *Employment Projections 2012-2022*, Registered Nursing (RN) is among the top occupations in terms of job growth through 2022.¹ The RN workforce is expected to grow to 3.24 million by 2022, an increase of 526,800, or 19%.² Furthermore, as Baby Boomers retire, the Bureau projects the need for 525,000 replacement nurses in the workforce bringing the total number of job openings for nurses due to growth and replacement to 1.05 million by 2022.³

Within the nursing profession, men comprise 11.5% of the current 3.1 million nurses in the nation. However, we will not be able to address the next looming nursing shortage before us without addressing gender.



Registered nurses rank fifth as the largest occupation in the nation

There are over 3.1 million nurses in the United States

Today, men represent 11.5% of all nurses

¹ American Association of Colleges of Nursing (2014). *Nursing Shortage Fact Sheet*. Retrieved from <http://www.aacn.nche.edu/media-relations/fact-sheets/nursing-shortage>

² The United States Department of Labor – Bureau of Labor Statistics (2013). Occupation with the largest projected number of job openings due to growth and replacement needs 2012 and projected 2022. Retrieved from <http://www.bls.gov/news.release/ecopro.t08.htm>

³ Ibid.

The History of Nursing: A Snapshot View

From the beginnings of history, persons have been designated, called, or educated to perform the functions we now refer to as nursing care.⁴ The origins of nursing date back to the Civil War, which laid the foundation for the profession, although we know that the earliest records of nursing go back to ancient times. Dr. Karen Egenes, Associate Professor at Loyola University in Chicago, has written a detailed history of nursing, which has been briefly summarized below.⁵

- **Influence of the Civil War** – The work nurses performed changed the public’s perception of work by women outside of their homes.
- **First nurse training schools** – The first permanent school of nursing in the United States is reputed to be the nurse training school of Women’s Hospital in Philadelphia, which was established in 1872.
- **Public health nursing** – In 1893, Lillian Wald originated settlement house nursing, an offshoot of district nursing, among immigrant populations on the lower east side of New York.
- **The origins of nursing associations** – In 1896, the Nurses’ Associated Alumnae of the United States and Canada, which later became the American Nurses Association (ANA), was founded with the intent of achieving licensure for nurses, and remains active today.
- **Licensing nurses** – In 1903, North Carolina passed the first nurse licensure act. By 1921, 48 states, as well as the District of Columbia and the territory of Hawaii, had enacted laws that regulated the practice of professional nursing.
- **The effects of the Great Depression on nursing** – Most nurses were independent practitioners; however, patients who once employed private duty nurses were now unable to pay for this service. As a result, nurses attempted to move their practice into the hospital setting, but the number of occupied beds dramatically decreased, leaving many nurses unemployed.
- **Nursing in times of war** – Educated nurses first served as army nurses in 1898, in the Spanish-American War, increasing both the nation’s need for nurses and the public’s recognition of nurses’ work in saving lives.
- **Collective bargaining** – In 1949, as a result of poor pay conditions following World War II, the ANA approved state nurses associations as collective bargaining agencies for nurses.
- **Advances in nursing education** – In response to the acute nursing shortage that followed World War II, an associate degree in nursing (ADN) program was initiated. The ADN programs provided a pathway to the nursing profession for men, married women, mature students, and other groups who had traditionally been excluded from admission. During the first half of the 20th century, the number of baccalaureate and masters programs in nursing increased. Later, PhDs

⁴ Egenes, K. (2015). History of nursing. 6-23. Jones and Bartlett Publishers. Retrieved from http://www.iblearning.com/samples/0763752258/52258_CH01_Roux.pdf

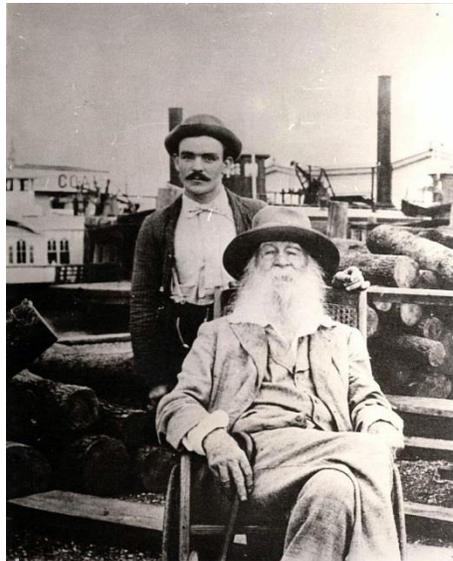
⁵ Ibid.

gave rise to advanced practice, with the doctorate in nursing practice degrees evolving shortly after as a terminal degree.

Men in Nursing

The first nursing school in the world was started in India around 250 BC, where only men were considered "pure" enough to become nurses,⁶ which eventually led to a rich history of men in nursing. The growing attention the public gives to men in nursing would suggest that male nurses are a recent happening, or that men turned to nursing now because of recent economic troubles.⁷ However, nursing schools for men were common in the United States until the early 1900s, with men making up more than half of those offering paid nursing services to the ill and injured. Nursing often emerged as a military or religious role, and the role was frequently filled by men. This shifted during the Civil War, when men became engaged in other pursuits and women stepped into those positions.⁸

31 nurses, at five hospitals across California, were interviewed to tell their story about nursing



Walt Whitman and his male nurse Fritzenger (July 1890).

Despite efforts over the past decades, the number of men in nursing has never exceeded 10% in the United States. However, since 2010, the number has grown substantially, pushing the proportion of men in nursing to 11.5% (see Figure 1, for full-time equivalents (FTE), where 1 FTE = 40 hour per week worked). This is primarily due to the effects of the economic recession and the slow pace of job recovery. While millions lost their jobs across the nation, the health care industry provided steady growth. Since 2007, the capacity of nursing education programs has increased substantially, providing

⁶ Men in Nursing – A history. (2008). *Menstuff*[®]. Retrieved from <http://www.menstuff.org/issues/byissue/malenurses.html>

⁷ O'Lynn (2013). A man's guide to a nursing career. *Men in nursing-It's not something new!* New York, NY: Springer Publishing Company, LLC

⁸ Gross, L. (2013). More men join nursing field as the stigma starts to fade. *USA Today*. Retrieved from <http://www.usatoday.com/story/news/nation/2013/07/10/men-join-nursing-field-as-stigma-fades/2504803/>

more opportunities for men. Finally, the stigma associated with male nurses has decreased, thereby contributing to a feeling that it is not stigmatized and accepting into the profession.

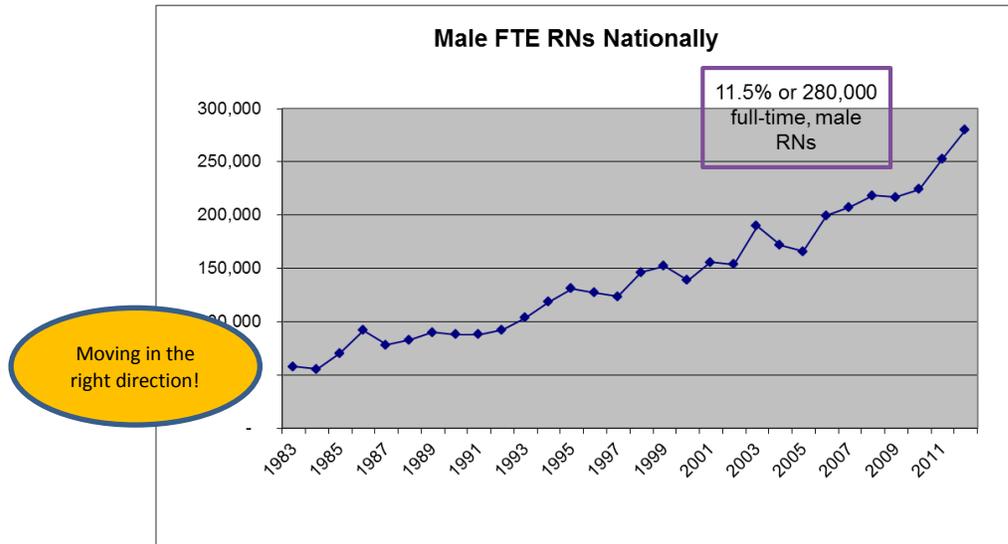


Figure 1. Peter Bauerhaus, Center for Interdisciplinary Health Workforce Studies at Vanderbilt University (2013).

Recruitment video

The nursing recruitment video, *Men in Nursing: Strong, Proud, Independent*⁹ provides an enlightening look at 31 nurses at five hospitals across California. They were interviewed about how they chose nursing as a career, what nursing school was like, and their lived experience as nurses (see a few scenes from the video in Figure 1). As of this date, it has been viewed on YouTube over 160,000 times. The YouTube video provided a safe environment for young men to converse and ask questions they may have otherwise been too embarrassed to voice publicly.

View the Video! https://www.youtube.com/results?search_query=men+in+nursing



Figure 1. Themes in the 2009 Men in Nursing video on YouTube include new graduate job availability, credentialing, and stereotypes. Nursing student Hilcah Deans said, ‘You need to kinda get over that mentality that [nursing] is primarily a female field’ (left). Nursing specialties demonstrate lots of opportunities (center). Nursing student Jeremy Graham said, ‘There’s so much variety in nursing, it’s great’ (right).

⁹ Otañez, M. & Patterson, B. (2009). Men in nursing: Strong, proud, independent. Retrieved from https://www.youtube.com/results?search_query=men+in+nursing

A follow-up video *This is What Nursing Looks Like: Men in Nursing*, about experiences of men in the nursing field was produced in 2012.¹⁰

What Every Student Needs to Know

Why do I want to be a nurse?

Because you care about people and want to make a difference in their lives by bringing them hope and comfort, which is not something that you can achieve in just any career. Nursing is one of the most rewarding and respected professions in the world.

Here's what nurses say about their profession:

- A nurse can work in all sorts of areas, each offering unique work environments, such as in a hospital, school, home care facility, government agency, and in the community.
- There is great demand for nurses, which will be even greater in the next 5 to 10 years.
- Nurses can work flexible schedules – their work day can be between 4 to 12 hours a day, and a nurse can request flexible shifts to accommodate his/her family or education opportunities.
- As a nurse, you'll make a huge difference in people's lives.
- As a nurse, you get the opportunity to interact with patients, medical staff, doctors and administrators every day. This gives you the opportunity to learn from other careers and add to your knowledge base, while sharpening your interpersonal skills.
- Nursing allows for many career advancements. You can aspire to take on bigger roles, or continue your education to perform in different capacities.
- You can work anywhere in the country and practice your nursing skills there.
- You can educate people in poor economic areas and also work with the homeless, bringing sanitation and wellness into people's lives.
- You can help care for the health of your family and friends.
- You'll get the opportunity to meet interesting patients and build lasting relationships with them.

¹⁰ Otañez, M. & Patterson, B. (2012). This is what nursing looks like: Men in nursing. Retrieved from <https://www.youtube.com/watch?v=XbNVIVrDvg4>

Nursing: One choice of many careers

Why nursing?



It's about helping people

- The #1 reason to become a nurse is because you care about people
- You have an opportunity to make a difference every day
- It's rewarding
- Be there for those you love

Nurses care for many different kinds of patients...



Sometimes very sick patients



and sometimes really small patients.

Nurses work in all types of environments, like...

- ❖ Medical offices
- ❖ Hospitals
- ❖ Schools
- ❖ Community

But did you know that they also work in places like:

Helicopters



Cruise ships



The military



The Peace Corps



Urban and economically struggling areas





And for bonus points, there are other opportunities for nurses...

- Educator
- Consultant
- Entrepreneur
- Manager
- Author
- Lawyer
- Director
- Doctor



Lots of schools to choose from

- Over 125 nursing programs in California
- 2-year and 4-year programs
- The more education you have, the more opportunities there are

You'll meet great people!

- Nursing is a lot of fun
- Nurses work with other health team members who also want to make a difference in the world!



Nurses can work anywhere in the world!



So, how can I get started?



- Do the best you can in school (a little math and science won't hurt!)
- Start planning to go to college today
- Talk to your parents or guardians, guidance counselors or teacher

Nurses can do anything,



And so can you!

Frequently Asked Questions

Below is a collection of frequently asked questions and answers to the questions that are most typically asked by potential nursing students.

1. How do I know if I want to become a nurse?

Nursing is a career filled with endless personal and professional rewards. If you choose nursing, you are choosing to spend your life helping others, using skills that blend scientific knowledge with compassion and caring. There are few professions that offer such a rewarding combination of high tech and high touch.

2. What are some things I might do as a nurse?

Some of the specific work activities would include:

- Assisting and caring for others
- Getting information
- Documenting and recording your work
- Using knowledge you learned in school
- Making decisions and solving problems
- Working directly with the public
- Communicating with your supervisor, peers, and subordinates
- Establishing and maintaining relationships with other nurses and doctors

3. What kind of skills do I need to have to be a nurse?

- Careful listening
- Reading
- Writing
- Speaking
- Critical thinking (making smart judgements)
- Monitoring patients

4. I heard jobs are hard to get. What are the job prospects when I graduate?

The economic downfall of 2008-2009 forced those nurses who would be eligible to retire to remain working, as their spouses were laid off. As a result, new nurse graduates were unable to obtain employment. However, based on a recent survey of California new graduates, working RNs indicate they 79.4% are working full-time, or a minimum of 32 hours per week, 13.5% report working part-time or less than 32 hours per week, and 7.1% work in occasional positions, per diem, or on call.¹¹ In addition, it is projected that the next nursing shortage is looming before us with more jobs available than we will be able to fill.

¹¹ 2013-2014 California New Graduate Hiring Survey (2015). *The California Institute for Nursing and Health Care*.

What Every Parent Needs to Know

Stereotypes

It has long been recognized that images of a particular profession in popular culture can affect how a profession is perceived in the real world.¹² It is also evident that the film media has portrayed male nurses through a stereotypical lens.¹³ This has led to a number of educational barriers, including social isolation, failure to acknowledge and discuss gender differences in expression of care, sexism, and suppression of the contributions men have made to the field of nursing.¹⁴ Similar expressions of suppression were demonstrated through comments in the nurse recruitment video, *Men in Nursing: Strong, Proud, Independent*, such as, “If you’re gay, I’m sure your chances are fine.”; “So a lot of men are scared of the stereotypes”; and “Here in Brazil there is still a big taboo about the nursing profession, in my college, 60 students only four men.” However, these stereotypes are slowly being broken down and nursing is becoming a recognized profession for both women and men.

Similarly, cultural inclusiveness refers to valuing and respecting the contributions that individuals and groups from differing cultures bring to a topic, activity, or institution, with mutual agreement to work through cultural clashes to achieve an inclusive outcome,¹⁵ taking diversity a step further.

The best evidence supports the conclusion “diversity is associated with improved access to care for racial and ethnic minority patients, greater patient choice and satisfaction, and better educational experiences for health professions students.”¹⁶

Academic understanding

As parents and guardians, you’re probably wondering what are the requirements for my child to be accepted into a school of nursing. What can I do to help prepare my child for a career in nursing? What classes should he/she take in high school to prepare for nursing school? Summarized below are answers to these and other frequently asked questions.

1. What classes should my child take in high school?

High school students can prepare for a future career in nursing by taking classes in particular subject areas, such as math and science. Three to four years of high school math, including geometry and algebra are critical. Algebra is important because nurses will be required to understand how to compute the correct dosage of some medications. Chemistry and biology are essential for potential nursing students, as well as anatomy and physiology.

2. How many years of schooling are required to earn a degree in nursing?

¹² Stanley, D. (2012). Celluloid devils: a research study of male nurses in feature films. *Journal of Advanced Nursing*, 68(11), 2526-2537, doi: 10.1111/j.1365-2648.2012.05952.x

¹³ Meadus, R. & Twomey, C. (2011). Men students: The Nursing Education Experience. *Nursing Forum*, 46(4), p. 269

¹⁴ Clow, K., A., Ricciardelli, R., & Bartfay, W., J. (2014). Attitudes and Stereotypes of Male and Female Nurses: The Influence of Social Roles and Ambivalent Sexism. *Canadian Journal of Behavioural Science*, 46(3), 446-455

¹⁵ Fletcher S. (2015). Cultural sensibility in healthcare – A personal & professional guidebook. Retrieved from: <http://nursinglink.monster.com/education/articles/311-20-reasons-why-you-should-be-a-nurse?page=3>

¹⁶ Institute of Medicine. (2004). *In the nation’s compelling interest: Ensuring diversity in the health care workforce*. Washington, DC: National Academy Press.

There are two career paths to becoming a Registered Nurse (RN), which are outlined below.

Degree	Curriculum	NCLEX RN Exam
2-year Associate Degree in Nursing (ADN)	Microbiology Anatomy and Physiology Chemistry Psychology Sociology English and Writing 4 semesters of nursing coursework, which include classroom instruction and clinical experience in a hospital, community setting, or nursing homes	Required to pass to earn an RN degree
4-year baccalaureate degree called a Bachelor of Science in Nursing (BSN)	In addition to the above curriculum liberal arts courses such as music, foreign language, art, and English are required	Required to pass to earn an RN degree

3. Where do I locate these nursing programs?

There are currently 126 schools of nursing in California¹⁷, and the number is increasing every year. Students interested in an ADN program can apply to any one of the 89 community colleges throughout the state. Those interested in a BSN program can apply to one of the 37 California State Universities or to private colleges/universities. You will want research each school and inquire about their National Council Licensure Examination (NCLEX) passage rate over the past five years. The gold standard is 90% or better.

4. Are there internship opportunities for high school students to determine if they like nursing as a career?

Many high schools offer internship programs in collaboration with hospitals and other allied healthcare services. John Muir Health's High School Summer Internship Program¹⁸, encouraging high school students to pursue allied health careers, is one example. Talk to a high school guidance counselor to see what opportunities exist.

5. What grade point average (GPA) is required to get into a nursing program?

Most schools of nursing require a 2.5 GPA; however, the higher your GPA is, the better your chances of being accepted. Check your school admission requirements.

6. What's the potential for advancement in a career of nursing?

¹⁷ The Board of Registered Nursing (2015). *Pre-licensure RN programs*. Retrieved from <http://www.rn.ca.gov/schools/rnprograms.shtml#adn>

¹⁸ California Hospital Association (2011). *High School Summer Internship Program John Muir Health's program for encouraging high school students to pursue allied health careers*. Retrieved from <http://www.calhospital.org/general-information/high-school-summer-internship-program>

There is great potential for anyone who is capable, ambitious and hard-working. It's possible to enter the profession with as little as a two-year ADN degree, once licensed, an RN can follow many pathways to advancement and promotion. Registered nurses who show the appropriate levels of drive and ability can exercise substantial levels of autonomy. However, the BSN provides greater liberal arts exposure than the ADN, resulting in a broader education intended to foster interpersonal and leadership skills. This is why the BSN is often considered a requirement for nurses to assume roles of greater leadership and nonclinical responsibility.

Annual salary

Nurse incomes rose dramatically between 1990 and 2008 in California. Between 2010 and 2012, average nurse earnings grew at a higher rate than the prior two-year period, increasing to \$89,940.¹⁹ However, there is some variation in average annual income by education (see Table 1 for salary breakdown by degree).²⁰

Table 1. Total annual income received from all nursing positions by registered nurses residing in California, by degree, 2006-2012

	2006	2008	2010	2012
Diploma	\$70,840	\$79,824	\$83,209	\$89,726
Associate Degree	\$70,804	\$76,995	\$78,228	\$84,839
Baccalaureate Degree	\$75,017	\$82,362	\$83,441	\$92,326
Master's Degree	\$82,638	\$93,378	\$91,225	\$99,042

The annual income for RNs varies by region in California, with the highest in the San Francisco Bay Area (\$101,568) and lowest in the counties north of Sacramento (\$75,725).²¹

Professional development

As mentioned above, there are many different educational pathways that can lead to a degree in nursing. It has been debated for decades what the standard entry level for nursing should be. Recently, the Institute of Medicine (IOM), an American nonprofit, nongovernmental organization that provides national advice on issues relating to biomedical science, medicine, and health, stated that it is now clear that nurses must achieve higher levels of education in order to meet the demands of a changing healthcare system. The IOM called for an all-baccalaureate degree workforce at the entry level, in order to provide a more uniform foundation for the new models of care that will accompany healthcare reform.²² Why is a higher level of education necessary in nursing? The IOM offers the following reasons:²³

¹⁹ Spetz, J., Keane, D, Chu, L. & Blash, L. (2013). University of California, San Francisco. California Board of Registered Nursing: 2012 Survey of Registered Nurses. Revised October 18, 2013

²⁰ Ibid., 62.

²¹ Ibid.

²² Garner, K. (2011). IOM advocates for higher levels of education. *The Sentinel Watch-Nursing*. Retrieved from <http://www.americansentinel.edu/blog/2011/01/10/iom-advocates-higher-nursing-education/>

²³ Ibid.

- Competencies needed to practice nursing have expanded greatly. Nurses now need knowledge of public health, geriatrics, leadership skills, health policy, system improvements, research, and evidence-based practice.
- As hospital care has become more complex, nurses must make critical decisions associated with care for sicker, frailer patients and work with sophisticated, life-saving technology.
- Nurses will increasingly be called upon to act as primary care providers. As the population ages, they'll be asked to help patients manage chronic illnesses, in order to prevent acute care episodes and disease progression.
- Nurses must now use complex information management systems that require skills in analysis to improve the quality and effectiveness of care.
- The focus on multidisciplinary care teams means nurses must collaborate with a variety of health professionals, including physicians, social workers, physical therapists, and pharmacists — most of whom hold master's or doctoral degrees.

Financial support

Nursing scholarships make it easy for aspiring students to find better career opportunities by studying at some of the best educational institutes around the country. Aside from nursing schools, several corporate organizations, as well as nonprofits, offer nursing scholarships based on merit, ethnicity, etc. There are hundreds of financial support opportunities. Below are a few scholarship opportunities to get you started.

Minority Nurse

www.minoritynurse.com

Nurse Corps Scholarship Program

<http://www.hrsa.gov/loanscholarships/scholarships/nursing/>

Foundation of the National Student Nurses' Association

<http://www.nsna.org/>

Schoolsoup.com is also a good place to start. With a comprehensive archive of leading nursing scholarships and financial aid opportunities, the site matches you with the best school in just a few clicks.

Read More!

<http://www.schoolsoup.com/scholarship-directory/academic-major/nursing/>

Other organizations offering scholarships

Ronald McDonald House Charities
Gates Millennium Scholarship
Nursing Scholarships for Hispanic Students
NLN Foundation for Nursing Education
American Cancer Society Scholarships

NIH Undergraduate Scholarship Program
Department of Health and Human Services
HRSA's Bureau of Health Professions
National Student Nurses Association

Schools of Nursing

There are many schools for your child to consider and deciding on the right one can be overwhelming! Which one is the right one? Here are some considerations as you and your child begin your search:

Nursing School Specialties

Choose the degree program that interests your child, then decide on a nursing school that matches that program

Location of the School

Search for nursing schools in a specific area to research which schools offer the programs and degrees of your or your child's nursing career interest

Size of the Nursing School

Some students want the close attention of a small nursing school, while others prefer the intellectual stimulation of a large institution

Class Size

Make sure to find out about student-to-faculty ratios for both classroom and clinical instruction. Small class sizes for clinical rotation and nursing courses is more important than for prerequisites

Nursing School Clinical Rotation

Does the school provide enough clinical rotation time? Are the clinical placements varied enough and do they provide hands-on experience?

NCLEX® Examination Pass-Rates

Ask the school for this data from the last five years. The percentage of graduating students that pass the NCLEX examination is often a good indicator of how well the school prepares students

Accreditation

This indicates that the school meets the standards of education set by a national accrediting organization. Be sure to ask if they are accredited. The Board of Registered Nursing is a good resource regarding this question and they can be reached at www.rn.ca.gov/schools/programs.shtml.

Tuition

Prices vary dramatically between private schools and public schools, and between in and out-of-state residents. Remember that financial aid can also vary significantly between institutions

Here are few nursing programs offered in Northern California. For a full listing of schools in California, see <http://www.rn.ca.gov/schools/rnprograms.shtml>.

2-year associate degree programs

City College of San Francisco	50 Phelan Avenue	San Francisco	94112	(415) 239-3218
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College of San Mateo	1700 West Hillsdale Boulevard	San Mateo	94402	(650) 574-6218
Los Medanos College	2700 East Leland Road	Pittsburg	94565	(925) 439-2181 x3286
Merritt College	12500 Campus Drive	Oakland	94619	(510) 436-2487
Contra Costa College	2600 Mission Bell Drive	San Pablo	94806	(510) 215-4103
Evergreen Valley College	3095 Yerba Buena Road	San Jose	95135	(408) 270-6448
San Joaquin Delta College	5151 Pacific Avenue	Stockton	95207	(209) 954-5454
Santa Rosa Junior College	1501 Mendocino Avenue	Santa Rosa	95401	(707) 527-4527
Mendocino College	1000 Hensley Creek Road	Ukiah	95482	(707) 468-3099
Sierra College	5000 Rocklin Road	Rocklin	95677	(916) 660-8300
Weimar Institute	20601 West Paoli Lane	Weimar	95736	(509) 520-4695
Sacramento City College	3835 Freeport Boulevard	Sacramento	95822	(916) 558-2271
Carrington College	8909 Folsom Boulevard	Sacramento	95826	(916) 361-1660
American River College	4700 College Oak Drive	Sacramento	95841	(916) 484-8254

4-year baccalaureate degree programs

University of San Francisco	2130 Fulton Street	San Francisco	94117	(415) 422-6681
San Francisco State University	1600 Holloway Avenue	San Francisco	94132	(415) 338-1801
California State University, East Bay	25800 Carlos Bee Blvd., SC-N143	Hayward	94542	(510) 885-3481

Holy Names University	3500 Mountain Blvd.	Oakland	94619	(510) 436-1369
Dominican University of California	50 Acacia Avenue	San Rafael	94901	(415) 485-3204
The Valley Foundation School of Nursing at San Jose State University	One Washington Square	San Jose	95192	(408) 924-3131
California State University, Sacramento	6000 J Street	Sacramento	95819	(916) 278-6525
California State University, Chico	Holt Hall Room 369	Chico	95929	(530) 898-5891

Professional Nursing Organizations

Why join a professional organization?

Registered Nurses can join professional nursing organizations for lots of reasons. Some join to learn what's going on in nursing, others want to meet other nurses or enjoy the recognition that comes from being an active member of a major organization. Nurses may join a general organization, such as the American Nurses Association, a specialty group, such as the Emergency Nurses Association, or a state nursing association, or one of each.²⁴

Here are a few reasons why nurses join professional organizations:

Education – Science and technology change rapidly and you will need to keep up with the changes that affect your practice. Like state licensing boards, many specialty certification boards require you to take continuing education (CE) courses to stay up to date in your practice.

²⁴ Greggs-McQuilkin, G. (2015). Nursing Link. *The ultimate list of professional associations for nurses*. Retrieved from:

<http://nursinglink.monster.com/education/articles/11850-the-ultimate-list-of-professional-associations-for-nurses>

Annual conventions – As a member of a professional organization, you'll get notices announcing major conventions that you may be able to attend at a discounted rate. This is a great way to meet other nurses in your specialty!

Networking – As a member of a professional association, you'll have plenty of other networking opportunities besides connecting with other health care professionals at national, state, or local conventions. For example, you'll probably have access to online chats or forums at your associations' Web site. Not only can you network with your peers and other professionals, but you can also hear how others are handling some of the same issues you face.

Targeted products and resources – When you join a professional organization, you may get discounts to obtain online CE, newsletters, certification review materials, and much more. Some nursing organizations offer members discounts on auto, life, and professional liability insurance and feature special credit card offers. Many nursing organizations offer members an official journal that may contain peer-reviewed clinical articles and research relevant to the specialty.

Career assistance – When you're searching for a new job, look to your association's career center for openings, advice, and opportunities. In fact, keep an eye on that information periodically, whether you're job searching or not, to stay in touch with the latest trends in your specialty.

Web sites – Practically all nursing associations have Web sites you can explore. Typically, they offer general information about the association that anyone can access, as well as member-only areas with restricted access.

Check these out!

Academy of Medical-Surgical Nurses, <http://www.medsurgnurse.org>

American Association of Critical-Care Nurses, <http://www.aacn.org>

American Association of Neuroscience Nurses, <http://www.aann.org>

American Association of Occupational Health Nurses, <http://www.aaohn.org>

American College of Nurse-Midwives, <http://www.acnm.org>

American Holistic Nurses Association, <http://www.ahna.org>

American Nurses Association, <http://www.nursingworld.org>

American Psychiatric Nurses Association, <http://www.apna.org>

Emergency Nurses Association, <http://www.ena.org>

National Association of Orthopedic Nurses, <http://www.orthonurse.org>

Oncology Nursing Society, <http://www.ons.org>

Resources & Tools

In addition to our toolkit, there are other resources that can provide valuable information on selecting nursing as a career option. The list below is not comprehensive, but is a good starting point.

Nursing career exploration

[NursingLink](#)

Learn about career specialties and educational options, as well as other resources and choose your nursing path.

[Minoritynurse.com](#)

Feature stories, job opportunities, education programs, research, and scholarships for minority nurses. Check out "featured stories" for information on different health topics each month.

[Nursing Career Exploration Accredited Nursing Degrees](#)

Great resource to review the various tracks of the nursing field.

[Sigma Theta Tau International Honor Society of Nursing](#)

A useful source of information about career options in the field of nursing.

[Career Snapshots/Registered Nurses, Monster.com](#)

Job descriptions for various RN career paths.

Professional organizations

American Assembly for Men in Nursing

P.O. Box 7867

Philadelphia, PA 19101-7867

1-215-243-5813

www.aamn.org

California Nursing Students' Association

2520 Venture Oaks Way, Suite 210

Sacramento, CA 95833

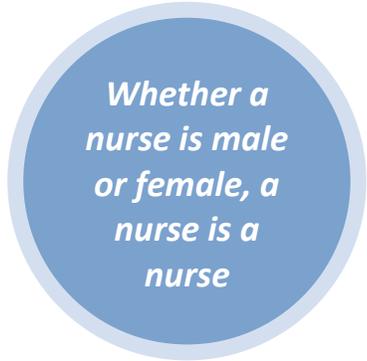
1-916-779-6949

www.cnsa.org/

HealthImpact

1-510-832-8400

www.cinhc.org



*Whether a
nurse is male
or female, a
nurse is a
nurse*

Guidance Counselors

The focus of career counseling is generally on issues such as career exploration, career change, personal career development and other career related issues. Ask to see your school's counselor!

What Every Counselor Needs to Know

Background

Middle school students have been identified as the prime age group to begin nursing recruitment efforts. These students begin investigating career choices and discussing their future plans. However, it is estimated that about 33% of those who ultimately choose nursing at an early age do so based on stereotyping and misperceptions, instead of awareness of the opportunities nursing has to offer.²⁵ It is because of this that middle and high school counselors need to fully understand nurse recruitment.

Middle school nurse recruitment

Guidance counselors play a major role in guiding children towards a career, but lack of knowledge regarding the nursing profession can hinder recruitment.²⁶ Students may not be aware of the many specialties nursing has to offer and the ability to practice at an advanced level, which requires critical thinking decisions about patient care.²⁷ Complicating this phenomenon is the lack of exposure male students have at a young age to the diversity, mobility and autonomy that nurse practitioners and clinical nurse specialists enjoy. Youth often believe nurses only provide direct patient care, such as ambulating, bathing, and other activities of daily living. Yet, increasing middle school male students' understanding of nursing as a career choice have been limited.

When I was in school trying to decide on which career path to follow, I was misguided by a guidance counselor, who didn't give me accurate information regarding nursing as a career. As a result, I ended up adding three additional years of nursing classes to get the degree I wanted. My goal is to help counselors better understand nursing's scope of practice and share other important information via this toolkit, so that they can be effective career agents.

Recruiting at the middle school level has traditionally fallen to guidance counselors, who play a major role in guiding young students towards a career. Counselors' efforts have been limited to giving feedback on students' academic strengths and opportunities, and they focus less on vocational and academic counseling than high school counselors do.²⁸ I believe that counselors often lack the familiarity with required skills for nursing, such as critical thinking, effective communication, fostering the extension of nursing knowledge, and caring,²⁹ which can hinder recruitment efforts. Bolan and Grainger conducted a study to determine guidance counselors' perceptions of nursing as a career and discovered that a majority of the individuals in the study viewed nurses as direct caregivers in institutional

²⁵ Hoke, J. (2006). Promoting nursing as a career choice. *Nursing Economics*, 24(2), p. 101

²⁶ Knight, M., Abdallah, L., Findeisen, M., Melillo, K., Devereaux, & Dowling, J. (2011). Making healthy connections: Introducing nursing as a career choice to middle school students.

²⁷ Ibid. 147.

²⁸ Bolan, C. M. & Grainger, P. (2005). What do high school guidance counselors really think of nursing? *Research Briefs*. 44(2), p. 135.

²⁹ Ibid.

IMPROVING MALE MIDDLE SCHOOL NURSING RECRUITMENT

settings.³⁰ They conclude that new, evidenced-based recruitment strategies need to be identified and implemented.

It is important that guidance counselors have a good understanding of the various entry levels for nursing and that coaching involves sharing what prerequisite classes are required and what the academic and clinical program will be about. There are several pre-licensure programs available for nursing – 2-year ADN, 4-year baccalaureate, and Licensed Vocational Nurses (LVN), which includes a limited scope of practice. Having good working knowledge of these programs will assist the student in planning his or her long-term goals.

For more information on Nursing: Scope and standards of practice:

<http://nursingworld.org/scopeandstandardspractice>

Cultural Inclusiveness

The Association of American Colleges and Universities defines diversity as individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations).³¹ The American Association of Colleges of Nursing defines diversity as the range of human variation, including age, race, gender, disability, ethnicity, nationality, religious and spiritual beliefs, sexual orientation, political beliefs, economic status, native language, and geographical background. Inclusion is used to describe the active, intentional, and ongoing engagement with diversity—in people, in curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographic).

***Remember, if
you're
considering
being a nurse:***

Talk to your guardian or
parent about your
interest

Take your high school
science classes seriously

Talk to friends or family
who are nurses

Volunteer in a hospital

Get work experience in a
health-related field

Think about how good it
will feel to make others
happy

³⁰ Ibid.

³¹ American Association of Colleges of Nursing. (2014). Commission of Collegiate Nursing Education. Retrieved from

<http://www.aacn.nche.edu/ccne-accreditation>



New Roles for Nurses

In 2012, the California Hospital Association (CHA) published the document *Transforming for Tomorrow*³² to help hospitals and health systems prepare for delivery system changes associated with health care reform. The following year, *HealthImpact* published the white paper *The Nurse Role Exploration Project: The Affordable Care Act and New Roles for Nurses*³³ to identify and prioritize new roles for RNs in this changing environment. To assist California nurse leaders in preparing clinical RNs for the future, CHA and CINHC combined efforts to produce the RN Role Transformation Tool. The tool predicts which new roles will be necessary for each hospital type, and explains how important each role will be given the hospital's strategic goals, and offers examples of how each role might be applied in practice.

The *HealthImpact* Nurse Role Exploration Project identified five new roles for nurses to meet the expanding and changing demand for health care services in California. The roles identified in the project were:

1. **Care Coordinator Role:** This position will ensure a smooth and efficient care process during hospitalization and post discharge. Transfer Center Registered Nurses, Accountable Care Organization Case Managers, Nurse Call Centers for Monitoring, and Agile Patient Care Team Participants are a few examples of this role.
2. **Faculty Team Leader Role:** This role will more closely align service and education across the health care continuum through use of interprofessional, multi-skilled teams. Adjunct Faculty is one example of this role.
3. **Informatics Specialist Role:** This role will support information technology applications for virtual management of health care and for use by consumers, and will manage remote technology applications for use between providers. Examples include Health Informatics,

New roles for nurses will help lead healthcare reform into the future

³² California Hospital Association. (2012) *Transforming for Tomorrow: Strategies to Transition California Hospitals*
<http://www.calhospital.org/transforming-manual>

³³ California Institute of Nursing and Health Care. (2013). *The Nurse Role Exploration Project: The Affordable Care Act and New Roles for Nurses*. www.cinhc.org/2013/10/nurse-role-exploration-project-affordable-care-act-nursing-roles/

Health Informatics Developer/Designer Developer/Designer, Analytics and, Comparative Effectiveness Researcher.

4. **Nurse/Family Cooperative Facilitator (Community-Centered Facilitator) Role:** This community-based role will intervene early to prevent problems or mitigate their repercussions. Community-based connections with schools, employers, civic groups, churches, families, etc. will enhance preventive strategies and allow referrals to be made before health care issues become acute, requiring costly hospitalization or emergency intervention. Roles will include Registered Nurse Navigators, School-Based Clinic Nurses, and Nurse-Family Partnership.
5. **Primary Care Partner Role:** This role will enable nurses to partner with physicians, nurse practitioners and physician assistants to expand capacity in the primary care setting. One example includes a Clinic Nurse.

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Appendix T

Definition of Terms

- Middle school (term) refers to junior high school or intermediate school, which includes kindergarten through the 8th grade
- Student (term) refers to junior high school or intermediate school students, ages 10-15
- The terms students and participants are used interchangeably
- Nurses (term) refers to male and female Registered Nurses (RN)
- Digital versatile disc (DVD) / video (terms) are used interchangeably, and refer to the *Men in Nursing: Strong, Proud, Independent* video, found on YouTube
- Project (term) refers to the comprehensive recruitment toolkit