



Historically Black Colleges and Universities Schools of Nursing Scholarship Fund

Location: US (Alabama, North Carolina, Virginia)

Budget: \$50,000 a year (2020-2022).

Target group: Nursing students in 5 Historically Black Colleges and Universities.



Overview

For many Black students, choosing a nursing school in an HBCUs provides substantial encouragement and support to thrive in their careers while focusing research and outreach on the needs of minorities. Building off of the National League of Nursing/Elsevier HBCU Excellence in Technology Innovation program, the scholarship fund provides each of the five participating HBCU Schools of Nursing with a \$10,000 scholarship fund to provide additional support for the nurses of tomorrow.

Hampton University School of Nursing

- 4 beneficiaries
- The candidate was selected by the Dean of the School of Nursing based on the minimum grade point average requirement of 2.75 and has a demonstrated financial need.

COVID-19 has brought many unforeseen consequences, including students not returning, difficulty obtaining clinical hours, and increasing the shortages of qualified faculty who had to take on new responsibilities to help with pandemic relief. The move to remote learning was intense: many faculty had to quickly develop new technological skills and pedagogical methods. Clinical sights became non-existent, and faculty had to learn how to teach skills and other needed competencies in a virtual environment. Hampton University now asks students to practice clinical skills on their relatives, where possible. This difficult task led to stress, anxiety, and increased frustration for the students.

North Carolina Central University School of Nursing

- 10 beneficiaries: 8 female, 2 male students
- Each student received \$1,000

Beneficiaries were chosen based on financial need and participation in service activities. The nursing program quickly transitioned to remote learning during the Spring 2020, and faculty members and students were given laptops. NC Central University has an office of professional development and a distance education department that offered classes for online instruction, ensuring student success. Students and faculty members faced additional challenges such as taking care of family members and loss of income.

During the Spring 2020 there was an increased use of simulation technologies for junior students, while senior students were able to complete the majority of their clinical rotations. Faculty members developed the first COVID-19 screening survey to allow maternity students the opportunity to complete on campus simulations. Students were able to graduate on time and with needed clinical experience.

“The impact of this partnership allowed students to focus their attention on nursing course.” — Faculty member

Tuskegee University School of Nursing and Allied Health

- 4 beneficiaries: female students, age 22-26.
- Each student received \$2,500

Scholarships awards were based on the identified need for assistance from the Office of Financial Aid and were awarded during the Professional Phase of the Nursing Program. The students who received the awards had exhausted existing resources available to them. The transition from face to face to virtual instruction required substantial innovation for the University and the students. Some of the students didn't have the necessary technology or space to create a quiet environment conducive for teaching and learning.

One of the challenges faced was trying to ensure that the quality of education was not compromised. There was a need for review and remediation sessions before and after presentation of concepts and testing. Increased office hours were a necessity as many students needed time to "talk about" what was happening in their lives.

“I am a first-generation college student, and my family has no idea how hard this process can be.” — Nursing student

Main photo: North Carolina Central University School of Nursing students use clinical technologies to guide their practice.

North Carolina A&T University School of Nursing

- 10 beneficiaries: freshmen and sophomore pre-nursing students, all female, 60% out of state
- Each student received \$1,000

Beneficiaries were chosen based on financial and/or specific needs. The impact of COVID-19 on both students and faculty was quite high. Specifically, the mental health of students, faculty, and staff suffered from increased uncertainty and stress, and lack of social interaction. The sudden elimination of clinical spaces also played a key role, as did faculty turnover and burnout. However, the School of Nursing also saw a positive increase in students and faculty being able to confidently use virtual simulation and other clinical technologies.

“I was able to use the funds for acquiring calculators, lab coats, goggles, and other essential school supplies.” — Nursing student

Winston-Salem State University Nursing Program

- 10 beneficiaries, female students, age 21-36.
- Each student received \$1,000

Due to the pandemic, clinical and practical experiences for nursing students were immediately halted in March 2020, limiting rotations for all students. The Nursing School immediately pivoted from traditional teaching methodologies to an on-line platform creating which created significant challenges for both faculty and students e.g., access and the need to adapt to online teaching and learning. Faculty engaged in development opportunities to build their online pedagogical skills and enhance their ability to provide effective coaching to their peers and the learners.

Unsurprisingly, the School of Nursing found it challenging to shift rapidly from traditional teaching modalities to an online environment. Accreditation options for the ANE (Advanced Nurse Educator) and RN-to-BSN (registered nurses acquiring a bachelor of science in nursing) pathways were instrumental in providing support to faculty teaching online for the first time.

“Faculty found the coaching program was effective, efficient, and provided valuable tools as they coached and counselled students, particularly during the time of national change brought on by the COVID pandemic.” — Faculty member