



Nursing & Allied Health/LCSD Partnership

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Our Focus

HS NA program

How we are giving back

Mentorship

Growing our Own

Future Directions

High School NA Program

- *6 HS students each Spring are admitted to the HS NA 1 program
- *Course meets all requirements for certification as a nursing assistant through OSBN
- *Online theory component – convenient
- *Testing is done onsite in Newport
- *Labs are held in Newport
- *Could be held in Lincoln City if needed
- *Clinical at Avamere in Newport

LCSD Connections ...



Career fair presentations

Taft High School

Waldport High School

We would love to do more....



Relationships

Clinical placements

Collaboration with HS NA application

Presenting at high school awards night

The background features a light gray base with large, organic, overlapping shapes in muted olive green and dusty rose. In the top left corner, there are stylized, light gray illustrations of pine branches. A thin, white, wavy line curves across the bottom right portion of the image.

Giving
Back..Paying
it Forward

We love our community – We are committed to sustaining it

- Community service projects – Current
 - Older adult engagement and activity
 - LCSD health professions outreach
 - Hygiene drive for children in foster care
 - School supply drive
- Community service as a way of life – and part of the art of nursing
 - What do you think the community and LCSD needs?



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Future Directions / Growing our Own

Growing Our Own - How can we accomplish this together?

- Dual credit courses can help students prepare for nursing (or other medical) careers
- The creation of a "pre-nursing, medical , and other health careers" focus for HS students would be beneficial in identifying students we can enroll early in healthcare related programs
- Clinical placements for nursing students so that students can see what “a day in the life” of a school nurse is like
- “A day in the life” immersion for HS students interested in health careers
- Growing interest through exposure
 - Simulation experiences
 - Hands on lab days
 - North County expansion





WHERE DO WE GO FROM HERE?

- *HS Medical Assistant
- *HS EMT
- *Preparation as QMHA
- *Other evolving pathways?
- *RN-BSN Education

MA Program Timeline

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graph TD; SUMMER((SUMMER)) --- SPRING_TERM((SPRING TERM)); SUMMER --- JUNE((JUNE)); SUMMER --- AUGUST((AUGUST)); SUMMER --- SEPTEMBER((SEPTEMBER));
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SPRING TERM

Identify HS students (Jr or Sr) who may be interested in becoming a Medical Assistant

JUNE

Provide interested students with the MA program application and information

SUMMER

Director and Student Success Coach will work with student to get enrolled

AUGUST

Compliance information will be obtained from student

SEPTEMBER

Student will begin MA program

EMT Basic Program Timeline



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graph TD; JANUARY(JANUARY  
Provide interested students with the  
EMT application and information) --- FEBRUARY(FEBRUARY  
Director and Student Success Coach  
will work with student to get enrolled); FEBRUARY --- MARCH(MARCH  
Compliance information will be  
obtained from student); MARCH --- APRIL(APRIL  
Student will begin EMT program); APRIL --- DECEMBER(DECEMBER  
Identify HS students (Sr) who may be  
interested in becoming an EMT); DECEMBER --- JANUARY;
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JANUARY

Provide interested students with the EMT application and information

FEBRUARY

Director and Student Success Coach will work with student to get enrolled

MARCH

Compliance information will be obtained from student

APRIL

Student will begin EMT program

DECEMBER

Identify HS students (Sr) who may be interested in becoming an EMT

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Mentorship – Improving Attrition, Increasing Pipelines

Situation & Background

- High levels of attrition with no true identifiable cause
- We knew attrition was linked to many factors – we just needed a way to figure it out – and intervene
- A multi-tiered mentorship model was created focused on:
 - Assessment
 - Intervention
 - Evaluation
 - Accountability
 - Support



Assessment & Recommendations



What did our assessment show?



What interventions did we implement?



How do we evaluate results and attrition?




How does this model address accountability?



Do the students feel supported?



Is this program transferrable and sustainable?



What questions do
you have for us?



Thank You!

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