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## Supporting High School Students to Pursue a Career in Nursing

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1. Title: Supporting High School Students to Pursue a Career in Nursing
2. Relevance: This topic relates to two strands: Heart Strand: Social and Emotional Skills and Home Strand: Family and Community.

Empowering youth at risk to succeed in school and achieve career goals requires mentoring, adult youth partnerships and assistance with positive identity development and decision making skills. This model includes the use of academic mentors, and career mentors for youth at risk in grades 9-12. Additionally, as part of the model, real time contact with those within the career aspiration field serves to provide a clear picture of what the career entails as well as the steps needed to achieve the educational requirements for the role.

3. Brief Description

This poster presentation will provide a visual of the model developed for use with high school and community college youth at risk to enhance educational degree completion and transition to the registered nurse career.

4. Summary (250-350 words): The nursing shortage continues to exist and nurse educators must develop opportunities to meet the current and future workforce demands. Educating high school students to the profession of nursing and the nurses' role in healthcare helps youth at risk prepare for a lifelong career as a registered nurse and the ability to attain financial independence during one's lifetime.

In the quest to enhance academic success, career readiness and career attainment in youth at risk, utilizing a student-centered approach is imperative. Facilitating a pathway designed to produce competent nurses and career satisfaction is the goal of this developed model. Through the use of career advisors, and a formalized mentoring approach linking working nurses with youth at risk, students are able to be successful in their attainment of an educational goal leading to career self-sufficiency. Using a partnership model between a high school, community college and 4-year university, an advisory group leads the development of educational elements, socialization opportunities as well as academic support for the students. Holding students to high standards while 'meeting students where they are' is the motto of all members of the team. The model combines structured mentor-mentee meetings but also extends to incorporate social networking opportunities, tutoring in academic areas and exposure to diverse members of the nursing profession to 'tell their story' and path to their current nursing role. Students hear from registered nurses who look like them to who have experienced similar challenges in life. These measures have shown to be successful in enabling student progression towards an educational goal. Persistence of students within the model requires constant support and follow up by career individuals as often times parent support may be missing and appropriate guidance unavailable within the home situations of the students.

5. Evidence:

Students at risk face many barriers to success including inadequate emotional and moral support, professional socialization, mentoring and appropriate role models (Loftin, Newman, Dumas, Gilden & Bond, 2012). Diverse marginalized communities require education about various health profession roles as well as mentoring support to instill confidence in the pursuit of education and a career in nursing (Pilkington, Singh, Prescod & Buettgen, 2013). The use of mentors employed in nursing, weekly mentoring sessions as well as social networking and academic support have affected enrollment in nursing programs (Metcalf, 2015). Students generally look to mentors for academic support, means for working through stress and anxiety regarding school situations, as well as professional development and exploration of career interests (Payton, Howe, Timmons, & Richardson, 2013). Mentors and mentees generally state positive benefits of this professional relationship citing both professional and personal benefits from their experiences (Allred & Sakowicz, 2018; Lin, 2018; Snowden, Foronda, Gonzalez, Ortega, Salani, deTantillo, Hooshmand, & Peragallo Montano, 2018; William, Bourgault, Valenti, Howie, & Mathur, 2018). Finally, developing high school students' interest in nursing expands our ability to meet the needs of a diverse RN workforce in the state of Maryland. This is critical because nurses tend to practice in the state where they complete their nursing education (Health Resources and Services Administration, 2017).

6. Format: Poster Presentation

7. Biographical Sketch:

Linda Aveni Murray, DNP, CRNP-Ped

Dr. Murray is an experienced nurse faculty with over 30 years in the field of nursing education. Dr. Murray has worked as an associate professor and assistant director of nursing at Anne Arundel Community College for 13 years and for the past 6 years as an assistant professor and Director of the RN to BSN program at University of Maryland School of Nursing. Dr. Murray has practiced as a pediatric nurse practitioner for 25 years and within this role has lobbied both statewide and nationally for children and family health policy issues. She holds a BSN from Syracuse University, and a MS in Nursing as well as Doctorate of Nursing Practice from University of Maryland.

Nina M. Trocky, DNP, RN, NE-BC, CNE

Dr. Trocky is an experienced registered nurse with over 41 years in the field of nursing. She is a Certified Nurse Educator (CNE) with more than 14 years serving as a nurse educator and faculty. She held multiple positions as a community health nurse and oncology research nurse and program manager in both Washington, DC and Bethesda, MD. Presently, Dr. Trocky teaches full time in the baccalaureate program recently stepping down as the Associate Dean for the Baccalaureate Program at University of Maryland School of Nursing. Dr. Trocky holds a BSN degree from Temple University, a MSN, in Community Health, from The Catholic University of American, and a DNP from Waynesburg University.

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9. Keywords: Adult youth partnerships; career readiness; mentoring; career in nursing