

Scotland Memorial Hospital Grows Their Own Nurses

Laurinburg, NC- While other hospitals are struggling with a nursing shortage, Scotland Memorial Hospital is addressing the issue with a program that is both aggressive and innovative. Called the New Graduate Internship Program, it offers new graduate nurses the opportunity to intern for three months, rotating through the different departments of the hospital, learning and gaining experience while paired with a preceptor.

"We actively and aggressively recruit new nurses through recruitment fairs and functions and then 'grow' our own nurses," said Lee Anne Russell, RN, the hospital's clinical educator. "We're taking brand new nurses and training them from the ground up. We take the extra time and money and expend the effort to ensure these nurses have a comfortable, safe environment in which to learn the basics of nursing practice. Instead of allowing them to practice two weeks out of nursing school like some hospitals do, we make sure they have an optimal environment for learning. It generally takes about two years for a new graduate to develop from the novice to the competent stage."

The current group of 15 new graduate registered nurses started their internship July 30 and will finish the program on November 10. They are: Angela Smith, Parkton; Veronica Revels, Pembroke; Felisa B. Lambert, Maxton; Jo D. Hewitt, Laurinburg; Angela Moore, Bennettsville; Ruth Ross-Young, Lumberton; Lisa Knight-Ivey, Laurinburg; Curmissie Locklear, Antioch; Amy Hill, Rockingham; Stephanie Wilkes, Hamlet; Amy Avant, Hamlet; Radella Locklear, Pembroke; Selena Graham Brayboy, Rowland; Michelle Morgan, Laurinburg; and Jennifer Coughenhour, Laurinburg.

This group of registered nurses (RNs) is made up from nursing schools from Richmond Community College, Sandhills Community College, Robeson Community College, and the Medical University of South Carolina. Most of these graduates are local; although some are from outside the Laurinburg area. All have taken and passed their board certifications.

"We receive these new nurses and immediately put them through three weeks of class and instruction on EKG rhythm interpretation, an 8-hour IV class with practicum, blood draw techniques, and policies & procedures," continued Ms. Russell. "They orient in physical therapy, respiratory therapy, outpatient surgery, and the laboratory, and then rotate through the hospital to observe and perform the different procedures which they are licensed to perform. They have the opportunity to meet hospital personnel and observe how the hospital works as a cohesive whole. By the time they begin their clinical rotations they have already been all over the hospital spending time with hospital staff and observ-

ing how the departments work with nursing so that they have a more complete picture of patient care." At the end of the three-week class instruction the nurses select their three clinical rotations of four weeks each from Amethyst, ICU, Pediatrics, Women's Services, Progressive Medical Care, Emergency Center, Surgical Services, Urgent Care and the Edwin Morgan Center.

The new graduate nurses do not practice nursing independently during their internship period of three months. Their assigned preceptor is with them each step of the way. The graduates are evaluated daily and establish weekly goals with their preceptor. "Precepting is a time-consuming responsibility," stated Ms. Russell. "Our preceptors must meet our stringent criteria and attend preceptor classes and monthly preceptor meetings. Their role is a challenging one. Nursing is a demanding role and these preceptors are not forgotten once they have completed their and the Medical University of South Carolina. Most of these graduates are local; although some are from outside the Laurinburg area. All have taken and passed their board certifications.

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ten once they have completed their duties, as they are honored guests during an award luncheon at the end of their program. The highlight of the luncheon is the recognition the preceptors receive from their new graduates. "We encourage the graduates to stand up and comment about their preceptors," said Ms. Russell. "The preceptors find it extremely gratifying to be publicly thanked for their time and effort." Preceptors also are compensated by the hospital through the preceptor award program.

Scotland Memorial's patients share in the advantages of the new graduate program. During the internship the new nurse and his or her preceptor share the patient load. They do not have separate patients. Therefore, each patient receives care from not just one but two nurses.

Once new graduate interns complete their internship and are hired into a specific department, they go through another orientation specific to that department. They could easily end up in orientation for a total of six to ten months, depending on the department.

Stephanie Wilkes, RN, of Hamlet, is one of the 13 nurses currently completing the internship program. "This program is wonderful," commented Stephanie. "I've gotten to know a lot of people in a lot of departments here at Scotland Memorial. This has helped me tremendously since even though I won't work in departments such as Imaging or the Laboratory, I've had the chance to see how the nurse's work interacts with these ancillary departments. Everyone has been so helpful. If I needed an answer to a question or help with a problem, they were all there for me. If they didn't know the answer, they found it for me. I learned about the internship program while enrolled in the nursing program at Richmond Community College and am very pleased to be working at Scotland Memorial Hospital. I turned down offers from two other hospitals to work here. The program is the reason for that decision and after being here I know I made the right one."

New graduates will be mentored for an entire year after their internship ends. The goal is to match a graduate with a buddy or mentor. That will be with a nurse who has been out of school a relatively shorter time than some of the "old timers". "Graduates are not matched with a nurse who has 20 years of experience but rather with the newer nurses because they can still remember what it's like to be a brand new graduate and identify with the problems and issues particular to the new nurse," stated Ms. Russell.

Real life nursing is a much different environment from nursing school. "We know that this internship program helps ensure we have and keep good nurses," said Ms. Russell. "And good nurses help ensure we have satisfied and well-cared for patients, which is our ultimate goal."

Along the Robeson Trail

By Dr. Stan Knick, Director-UNCP Native American Resource Center

(Note: This segment was co-authored by Dr. Linda E. Oxendine. Along with the last six segments and the next segment, it will soon be published as a chapter in *Native American Studies in Higher Education: Models for Collaboration between Universities and Indigenous Nations*, edited by Duane Champagne and Jay Stauss.)

Six weeks ago we began a series which looks at the history of American Indian Studies at the University of North Carolina at Pembroke. This is part seven of the series.

In addition to the general education courses required for all students at the University, students who receive the baccalaureate degree in American Indian Studies are required to complete AIS 210, 213, 220, 360, 395, 405 and 427. They must also take two courses from among AIS 302, 324, 325, 401, 450 or 460, as well as three more elective courses in the Department. Students who minor in American Indian Studies are required to take AIS 210 plus six additional courses from the Department's offerings. The academic concentration in American Indian Studies (designed for education majors) consists of any eight courses from the Department's offerings.

There are several reasons why the American Indian Studies program at the University of North Carolina at Pembroke is unique. First, it is one of only two programs east of the Mississippi to offer a degree in the field. Second, rather than having a specific tribal focus, American Indian Studies courses allow students to study the history and culture of many tribal communities. Third, the curriculum is broad based; in order to obtain a degree in American Indian Studies a student must take courses including American Indian history, art, literature, prehistory, religion and contemporary issues. Fourth, the University of North Carolina at Pembroke is located in the middle of the Lumbee community — a situation which provides students and faculty direct access to tribal resources that otherwise would not be available.

American Indian Studies also has the commitment of the University administration to the growth and strength of the department. In the early years when enrollment numbers did not particularly warrant such a specialized program, the University of North Carolina at Pembroke recognized the importance of maintaining and supporting the growth and development of American Indian Studies.

Along with the strengths, however, come many challenges. There is a need for the department to move beyond its dependence on particular faculty (who may come and go) to a dependence on permanent

positions. Because of the interdisciplinary nature of the program, other departments must see and support the importance of including American Indian Studies as an integral part of their curriculum. More funds are needed for faculty development in areas of research, publication and travel to conferences and seminars. There is also a need for more extended outreach through promotion of both the department and the major.

With the present number of faculty positions, there is little room for program expansion. If new areas are to be developed, resources must be made available for additional faculty positions. Despite these limitations, however, the American Indian Studies Department continues its commitment to ensuring a quality academic program which enhances the knowledge and skills of students during their time at the University of North Carolina at Pembroke and which prepares them for professional and scholarly careers after graduation.

Next week we will complete our look at the history of American Indian Studies at UNC Pembroke. For more information, visit the Native American Resource Center in historic Old Main Building, on the campus of The University of North Carolina at Pembroke (our Internet address is www.uncp.edu/nativemuseum).

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Christmas Bazaar planned by Sandy Plains UMYF
PEMBROKE- The Sandy Plains United Methodist Church UMYF will hold its Christmas Bazaar on Thanksgiving Day, November 22, from 4-9 p.m. in the church fellowship hall. A variety of Christmas tree ornaments and other gifts will be available for sale.
Sandy Plains UNC is located at 2468 Union Chapel Road, 2.5 miles north of Pembroke.

Pembroke Twilight Christmas Parade

Pembroke Twilight Christmas Parade sponsored by the Town of Pembroke, the Pembroke Chamber of Commerce, and the Pembroke Civic Club is planned for Thursday, December 13, 2001. Line up time at 3:30 p.m. and the parade will begin at 4:30 p.m. The parade line up area will be at the UNCP Pembroke Performing Arts Center and end at the Pembroke Elementary School. Criteria for the parade includes Marching Units, Bands, Queens, Floats, and the special attraction will be the Robeson County Sudan Tomcats Funny Cars and the main attraction will be Santa

United Methodist Woman Present the Annual Christmas Bazaar.

Pembroke First United Methodist Church on HWY 711, next to the Pembroke Town Park, will hold its annual Christmas Bazaar on November 16th, starting at 5:00 P.M. until 8:00 P.M. and also November 17th from 8:00 A.M. until 1:00 P.M. There will be crafts and bake goods for sale. Come and see.

All are welcome.



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