

The background of the top half of the slide features a repeating watermark of the St. Catherine University logo, which consists of a stylized figure with arms raised, surrounded by circular patterns.

# ST. CATHERINE UNIVERSITY

## **ALLIED HEALTH STUDENT VOICES REGARDING HONORS PROGRAM RECRUITMENT, ADMISSION AND COMPLETION: A GROUNDED THEORY**

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## Historical Overview of Literature

- 1920's Developed in liberal arts colleges, departmental Kimball, 2014
- 1960's growth of general four year honors programs public universities and colleges
- 1967 Founding of National Collegiate Honors Council (NCHC) NCHC, nd
- 1970–90's Increased in two year honors programs Kimball, 2014
- 1993 Large multivariate study, increased student retention and matriculation to graduate school, self reported growth in analytical and problem solving. Astin, 1993
- 1993–2004 60% increase in honors colleges Sederberg, 2005
- 2007 Longitudinal study: Challenging course interaction, increased academic involvement, higher order pedagogy, significant change in math and critical thinking Seifert, Pascarella, Colangelo, and Assouline (2007)
- 2014–15 NCHC Admission, Retention and completion study: 860 honors colleges, 356 4–year honors programs, 183 2–year programs, completion rate 48% Scott, Smith & Cognard-Black, 2017

## **Framing the Problem**

### **Problem Solving**

### **Applied to Research**

**Define Problem**

**Low honors enrollment and completion rate allied health professions**

**Understand  
Problem**

**Literature review**

**Opportunity**

**Opportunity to explore the factors that influence honors program decision making.**

**Purpose**

**To develop a substantive theory about what facilitates and deters participation in honors programming.**

**Explore Issue**

**How do healthcare students values, knowledge and experiences inform their decision to participate in honors programming?**

**Action Plan**

**How can interprofessional education be incorporated into honors programming?**

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## **SUMMARY OF METHODS**

## Analysis

### Data Sources:

**Semi-structured Interview**  
**Field notes and Memos**  
**Demographic Form**  
**Literature Review**

### Analysis:

**Qualitative Research**  
**Comparative Methods**  
**Analytic Questions**  
**Writing Process**  
**NVivo**



[http://colleges.usnews.rankingsandreviews.com/img/college-photo\\_3342\\_75x0.jpg](http://colleges.usnews.rankingsandreviews.com/img/college-photo_3342_75x0.jpg)

Carnegie Classification of Institutions of Higher Education. 2014; St. Catherine University. 2015.

## **Sample & Sets**

<b>Demographics</b>	<b>Honors Programming</b>	<b>2016 Year in School</b>
<b>25 Baccalaureate healthcare students</b>	<b>13 honors students</b>	<b>8 Freshman</b>
	<b>HS Honors 93%</b>	<b>7 Sophomores</b>
	<b>GPA 3.80</b>	<b>10 Junior</b>
	<b>Dual Credits 23</b>	
<b>7/25 Non-white (Somali, Mixed Hispanic, Hmong, Korean, Vietnamese)</b>	<b>12 non-honors students</b>	
	<b>HS honors 63%</b>	
	<b>GPA 3.81</b>	
	<b>Dual Credits 24</b>	
<b>9/25 Rural settings</b>		
<b>8 /25 first generation</b>		

## Desired Field of Study

### Undergrad

**7 Nursing**  
**3 Dietetics**  
**1 Respiratory Care**  
**1 Songography**  
**1 Social Work**  
**1 Exercise Science**

### Masters

**4 Pre-Occupational Therapy**  
undergrad public health  
undergrad communication studies  
undergrad psychology  
  
**1 Pre-Physician Assistant**  
undergrad pubic health and biology

### Doctorate

**2 pre-Med**  
undergrad biology  
undergrad public health  
**4 Pre-Physical Therapy**  
undergrad ex science

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# ST. CATHERINE UNIVERSITY

## **RESULTS**

**VALUING HONORS  
PRE-COLLEGE EXPERIENCES  
SELECTIVE ADMISSIONS  
CONFOUNDING FACTORS  
INNOVATING IPE HONORS**



## Theme: Valuing Honors

“First, it would be the group of people that you meet. Second, it would hold yourself to a higher standard. Life just gets busy, but if you put academics first and if you have honors there pushing you, it makes you strive for the GPA, makes you strive for that program. I think the third thing is it just provides you with so many opportunities that you have at school.”

Living and  
Learning in  
Community

Rounding Out  
Education

Standing Out

Doing Amazing  
Research

Holding Higher  
Standards

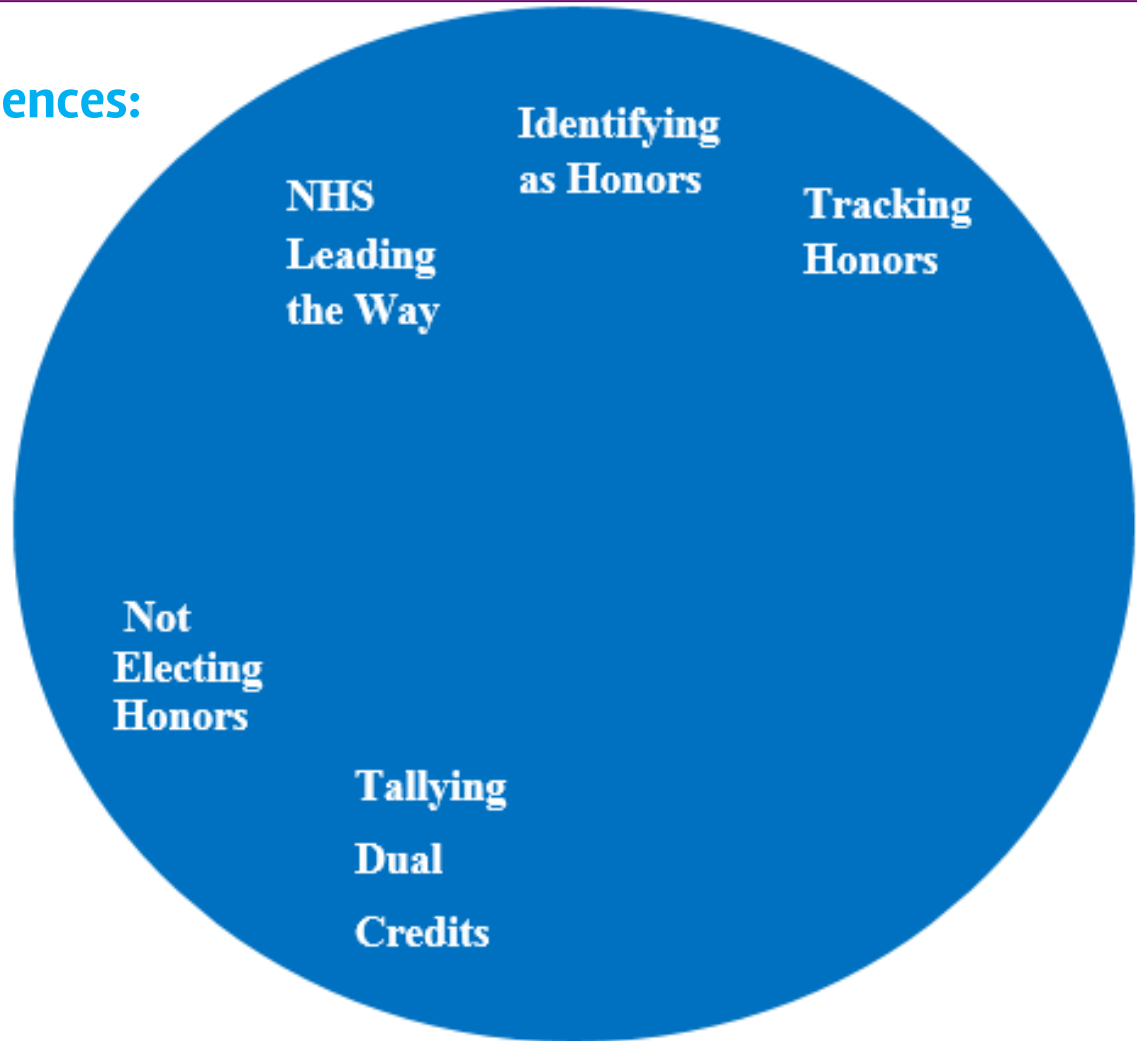
## Theme: Pre-College Experiences:

**20 (16/4)**

Self identified as high school honors students (NHS, AP, IB)

**5 (2/3)**

Identified only PSEO, community college or honors was not available at their school



## Recruitment

+

### Identifying as Honors

“I was always in honors classes and I graduated with honors.”

### NHS Leading the Way

“I liked my involvement in the honors program because I felt like I had a family there in high school. People who had the same values as I do. “

### Tracking Honors :

“Even in elementary school, I always felt like the students who were smarter always got more attention. Not that I necessarily needed to have more attention, but I was like, “Wow, that’s really cool that they’re really smart.” I was like, I could do that.”

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### Tallying dual credits

“A lot of the honors seminars cover requirements that I already have taken, like history, English, literature, those kind[s] of classes.”

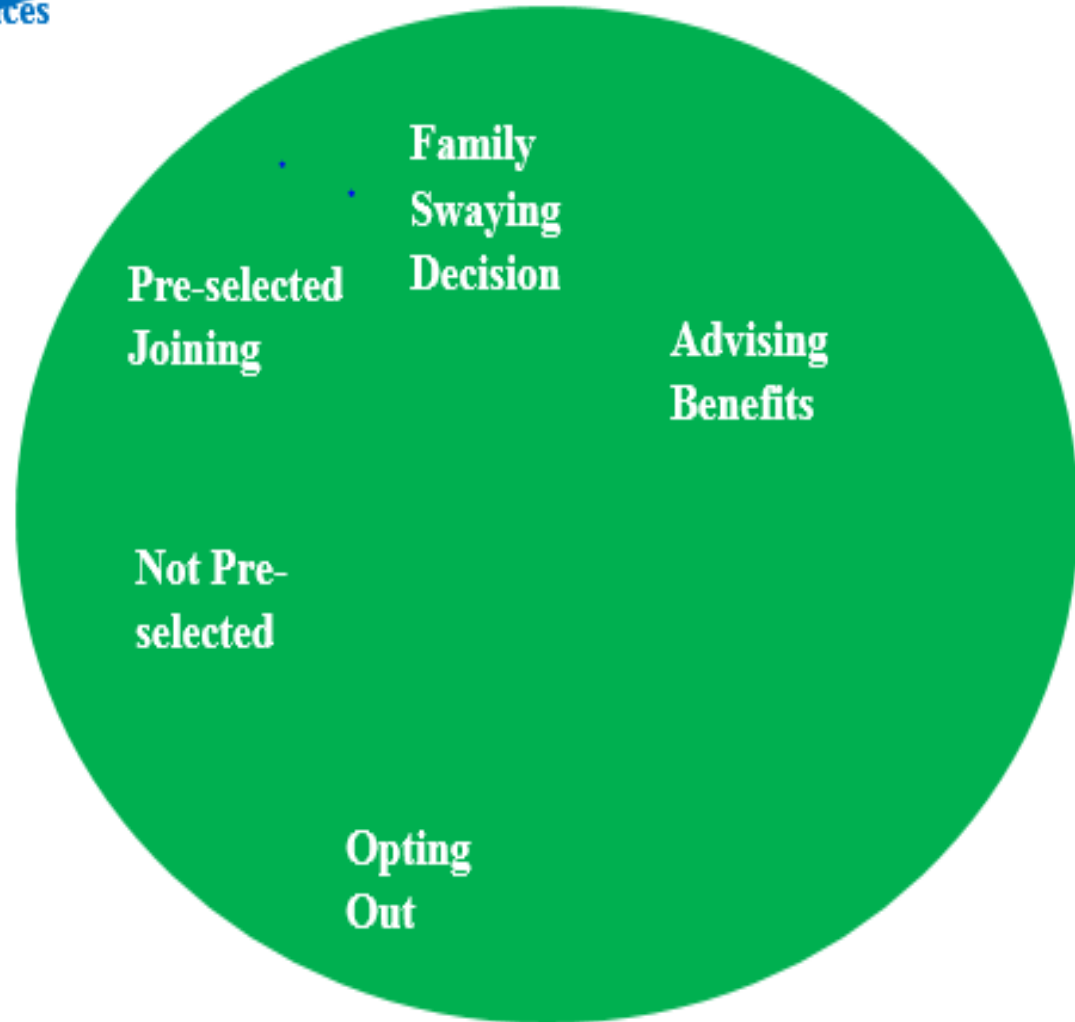
### Not Electing Honors:

“Only certain groups of people going to those classrooms.” In my head I was like, “What does that mean? You have to be extra smart?” I didn't understand; I knew I wasn't a part of it, if that makes sense. That's why I just went with the PSEO route and did it like that.

## Theme: Selective Admission

**18 Pre-selected for admission (14/4)**  
4 opted out, 1 drop

**7 Not-selected for admission (4/3)**  
4 rural: no NHS  
GPA 3.88  
Dual credits avg. 30



## Admissions

+

### Preselected Joining:

“Wow, that's so cool for them to pick me to be part of the Antonian Scholars. My parents saw the mail, and they were like, ‘Oh, that sounds really cool. Do you want to do it?’ I said, ‘Yeah’

### Advising Benefits

“to be able to register for classes early. Some of those courses double dip or triple dip on core courses, so I could do one of those instead of some of the requirements.”

### Family Swaying Decision

“It was ultimately my decision completely influenced by my parents. They wanted me to do it. I think there was a whole thing about I wanted my parents to be proud about me and everything.”

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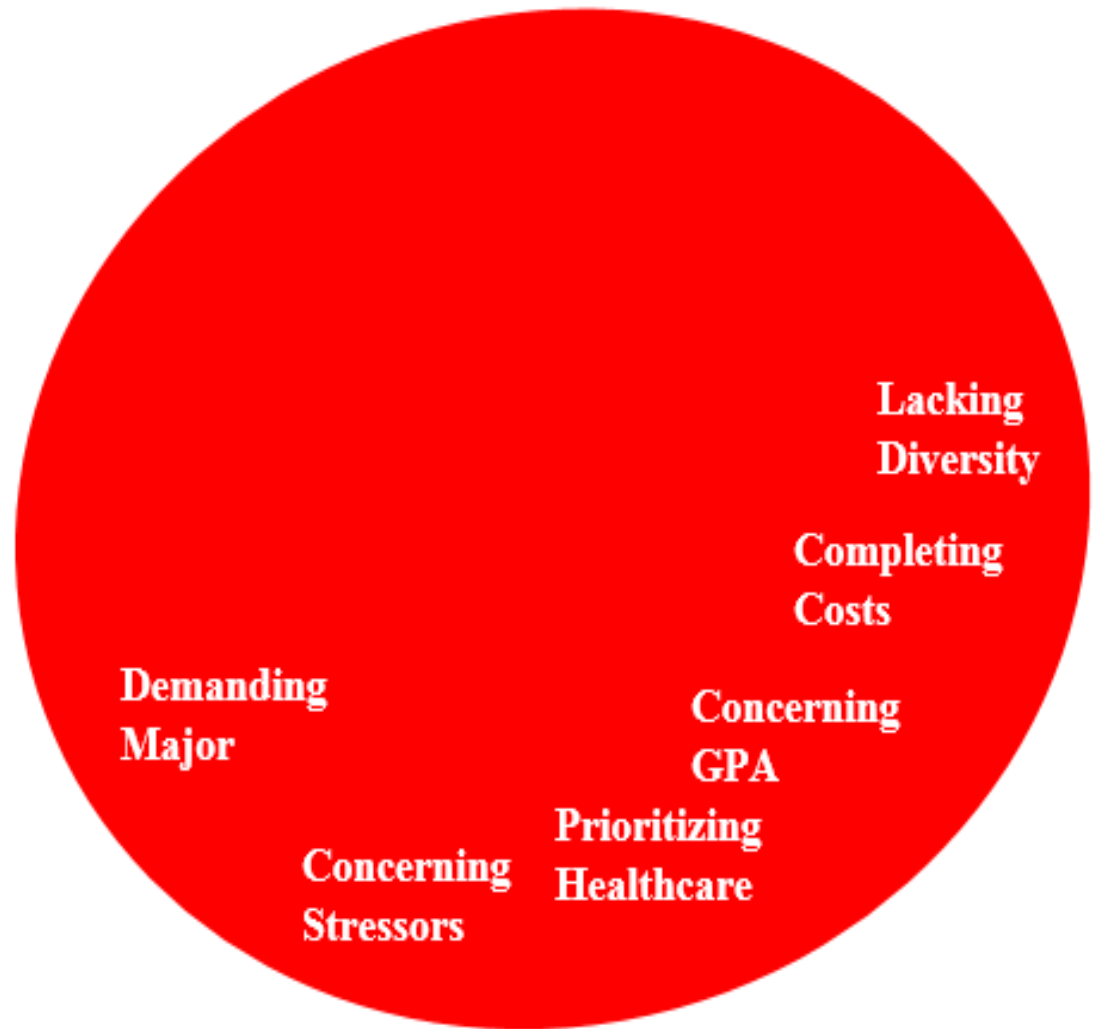
### Not Pre-Selected:

When I was registering they were talking about, “Oh, you can only do this one if you're an honors student.” I was like, “What is an honors student? How do you know?” I had a good GPA and all that stuff. Maybe I'm an honors student. He was like, “Oh, you'll know if you are one.” I was like, Okay, I guess I'm not one.”

### Opting Out

“I did this all in high school and this just seems like a lot of work, and I already knew that I was getting into a lot, so I never really looked at it

## Theme: Confounding Factors



## **Completion: –**

### **Demanding Major**

“It’s been hard to find honors seminars that fit with my schedule and that also interest me.”

### **Concerning Stressors**

“With my honors class, we have a paper due every single class period and it has to be a three to four-page paper. That in itself is a lot.”

### **Concerning GPA**

“I heard that lots of people drop out the first year. Sometimes it’s hard just to keep your GPA up for it.”

### **Completing Costs**

“Then of course there’s the extra cost of being an honors because for some people you’re taking these extra courses to try and complete the honors program”

### **Prioritizing Healthcare**

“I think that was the thing for me was just that I had to kind of prioritize what I wanted to focus on, and I kind of let the honors piece go because it wasn’t as important to me as to doing well in the major classes.”

### **Lacking Diversity**

“Also, some people feel left out. I know my teacher actually was talking to me about it, how there’s not a lot of women of color in there, and they feel awkward. I feel pretty awkward, too. That might cause them to drop out.”

## Model of Healthcare Student Collegiate Honors Decision-Making.

Join= 12

Deter= 7

Decline= 5

### Recruitment:

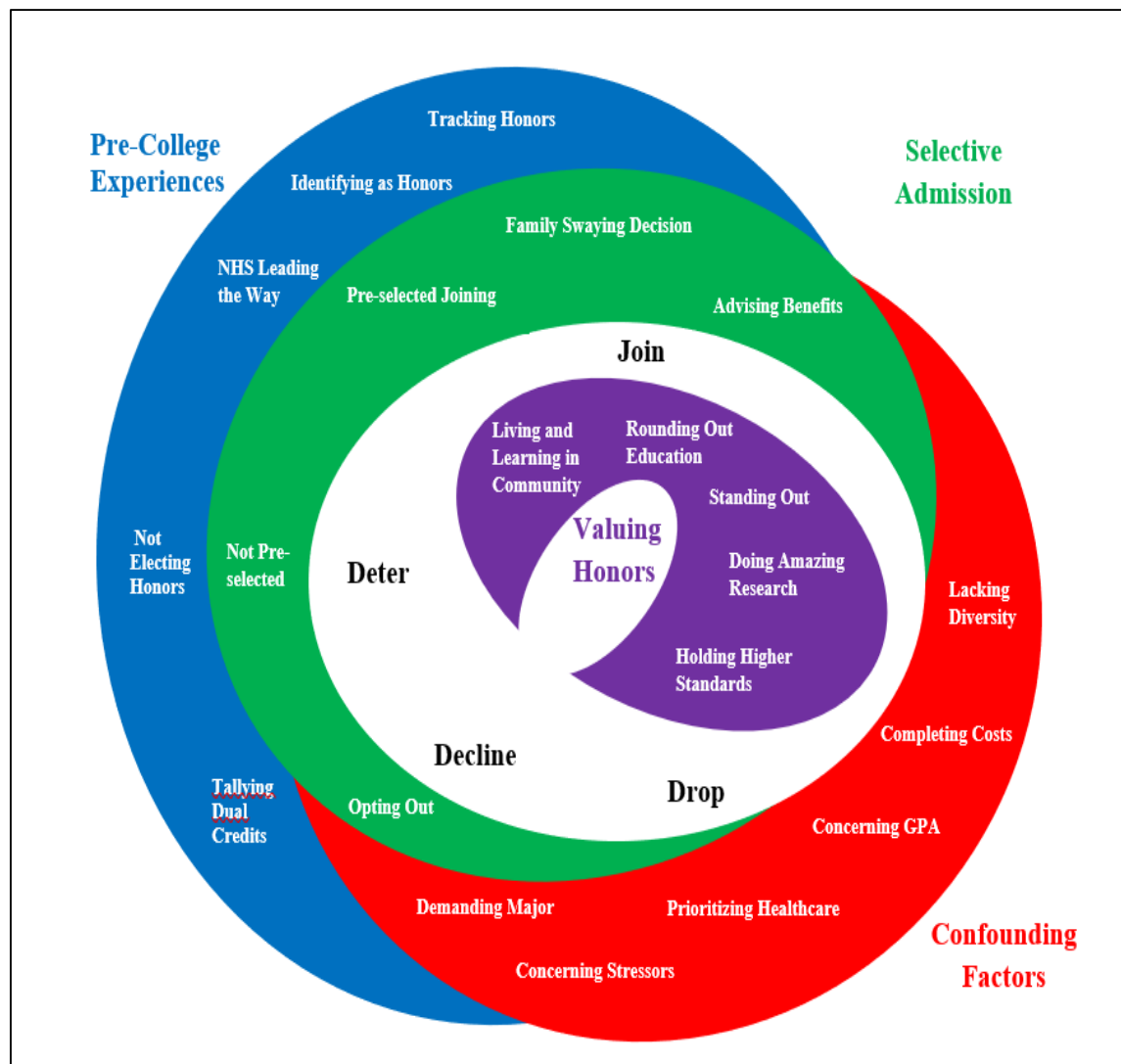
Pre-College Experiences

### Admissions:

Selective Admission

### Completion:

Confounding Factors





## Solution Focused Theme : Innovating IPE Honors

### Preparing for the Real World:

It's important to communicate between everyone, and have them all working together, instead of apart, because then things can go wrong, or you might not know something. You might not know a piece of the patient's history, if they've only just told this person. It's important to have that communication and to know everybody's role in the team

### Interesting IPE Honors Courses

Patient Provider **Communications**  
Anatomy and **Art**  
Healthcare and **Theology**  
Medical **Writing**  
Medical **History**  
Healthcare **Global Health Needs**

**One College .Two Schools . Three Departments.**

**Two Courses**

# College for Women



SCHOOL OF HUMANITIES, ARTS AND SCIENCES

## Humanities, Arts & Sciences

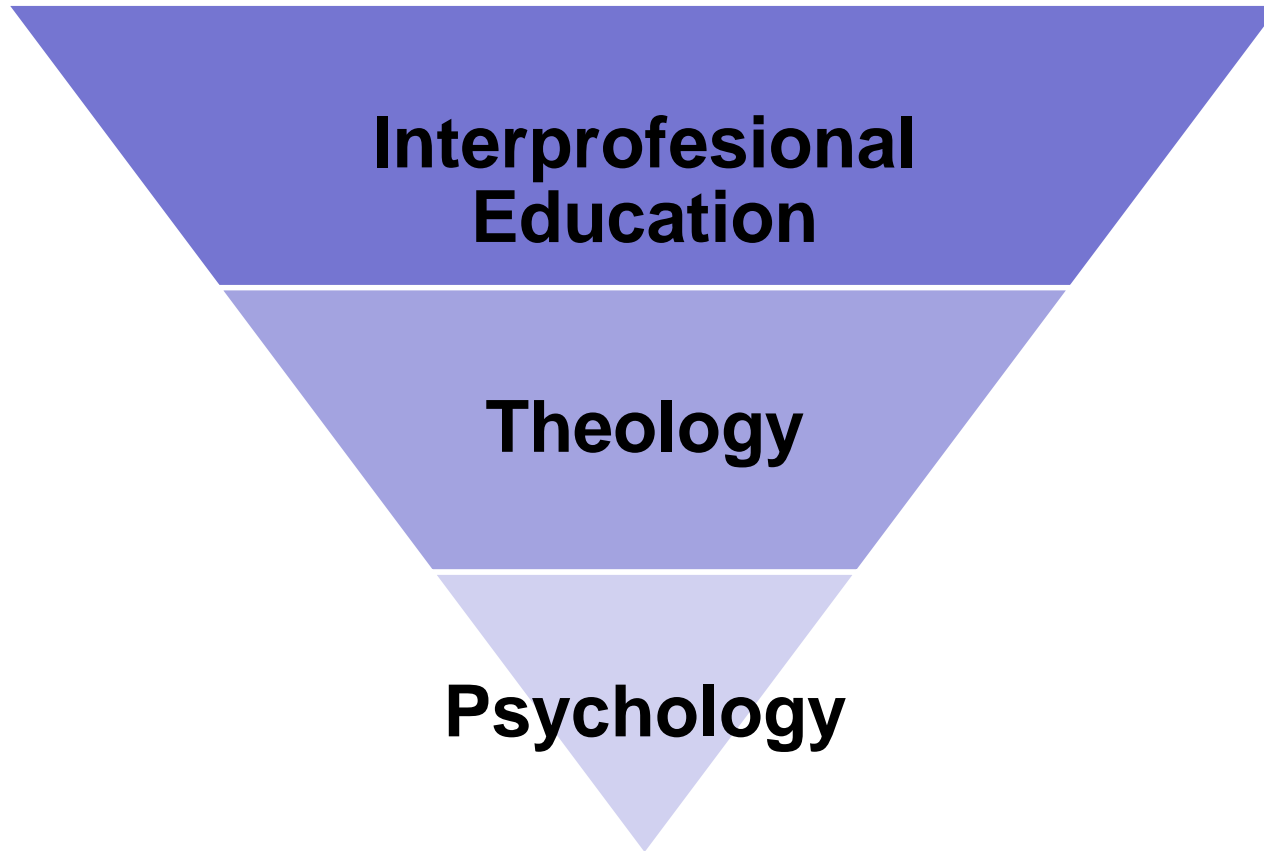
- Theology
- Psychology



HENRIETTA SCHMOLL SCHOOL OF HEALTH

## ➤ Henrietta Schmoll School of Health

- Interprofessional  
Education



**4900 Pain and Suffering: An Interprofessional Perspective**  
**4990 Women, Aging and Health**

- Formation of permanent teams with contract and essential agreements.
- Readiness assurance including individual quizzes, team quiz.
- Application activities including team assignments completed in class.
- Peer evaluation at midterm and final week of course

(Michaelson, Parmlee, McMahon, & Levine, 2007)



Preparation  
(Pre – Class)

**Individual  
Study**



Readiness  
Assurance  
Process  
(Feedback)

**Class**



Application of Course Concepts

**Class  
Team Work Assignment**



## Individual Quiz

- Preparatory materials

## Team quiz: IF-AT

- Immediate Feedback Assessment Technique.  
(Epstein Educational Enterprises., n.d.)

IMMEDIATE FEEDBACK ASSESSMENT TECHNIQUE (IF AT®)

Name \_\_\_\_\_ Test # \_\_\_\_\_  
Subject \_\_\_\_\_ Total \_\_\_\_\_

SCRATCH OFF COVERING TO EXPOSE ANSWER

	A	B	C	D	Score
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____
2.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
3.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
5.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____
7.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____

## Team Assignment: Coming to Consensus

**Topic 1:** Does the idea of a God who suffers help or harm suffering people?

- Team A: Only the suffering God can help.
- Team B: God's perfection and power mean that God is beyond any kind of suffering.

**Topic 2:** Health Care: Is it a right or a privilege?

- Team A: Health care is a right: everyone who needs it is entitled to get what they need, even if they can't pay for it.
- Team B: Health care is a privilege: people who need health care will get only the care they can afford.

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## DISCUSSION



## Resources

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Author