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2nd Annual MA Healthcare Workforce Summit
September 25, 2014

**Impact of APIN Grant on Increasing the Number of BSN or
Higher Educated Nurses in the Workforce by 2020**

**Presented by Tina Gerardi, MS, RN, CAE on behalf of the APIN
National Program Office**



Academic Progression in Nursing

- Objective: test promising models in pursuit of the 80/20 goal
- RWJF and Tri-Council for Nursing
- Nine states selected in APIN I cohort (2012-2014)
- All nine states re-awarded for APIN II (2014-2016)
- \$600,000 total for each of the 9 states, over 4 years



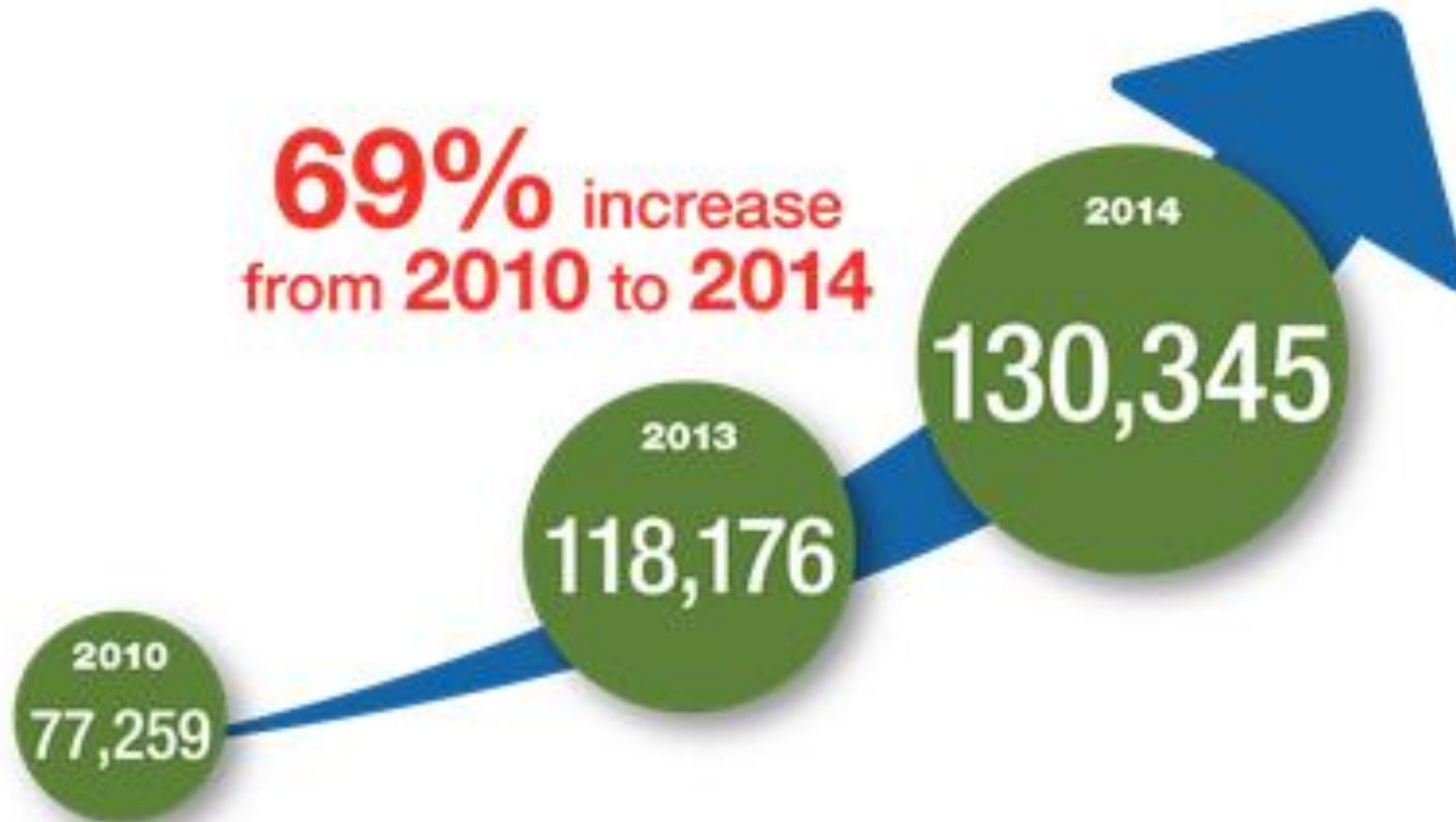
Implementing promising models

1. Shared statewide or regional curriculum
2. Community colleges conferring BSN degrees
3. Competency-based curricula
4. RN-to-MSN programs for AD students.



	CA	HI	MA	MT	NM	NY	NC	TX	WA
<u>Shared Curriculum:</u> Dual Admission	X	X			X	X	X		
<u>Shared Curriculum:</u> Statewide alignment to facilitate progression			X	X				X	X
CCs conferring BSN	Piloting non- nursing				Limited history		Under review	Bill proposed	Yes
RN – MSN for ADN	Programs exist in all states. Action coalitions have not focused on model as much because these programs are not operating at capacity at this time.								
Other innovative components of models being tested									
Shared faculty	Yes	Planned			Yes				
Worksite education		X							
LPN to BSN		X	X				Exploring		
Full-time dedicated student advising	X						X		

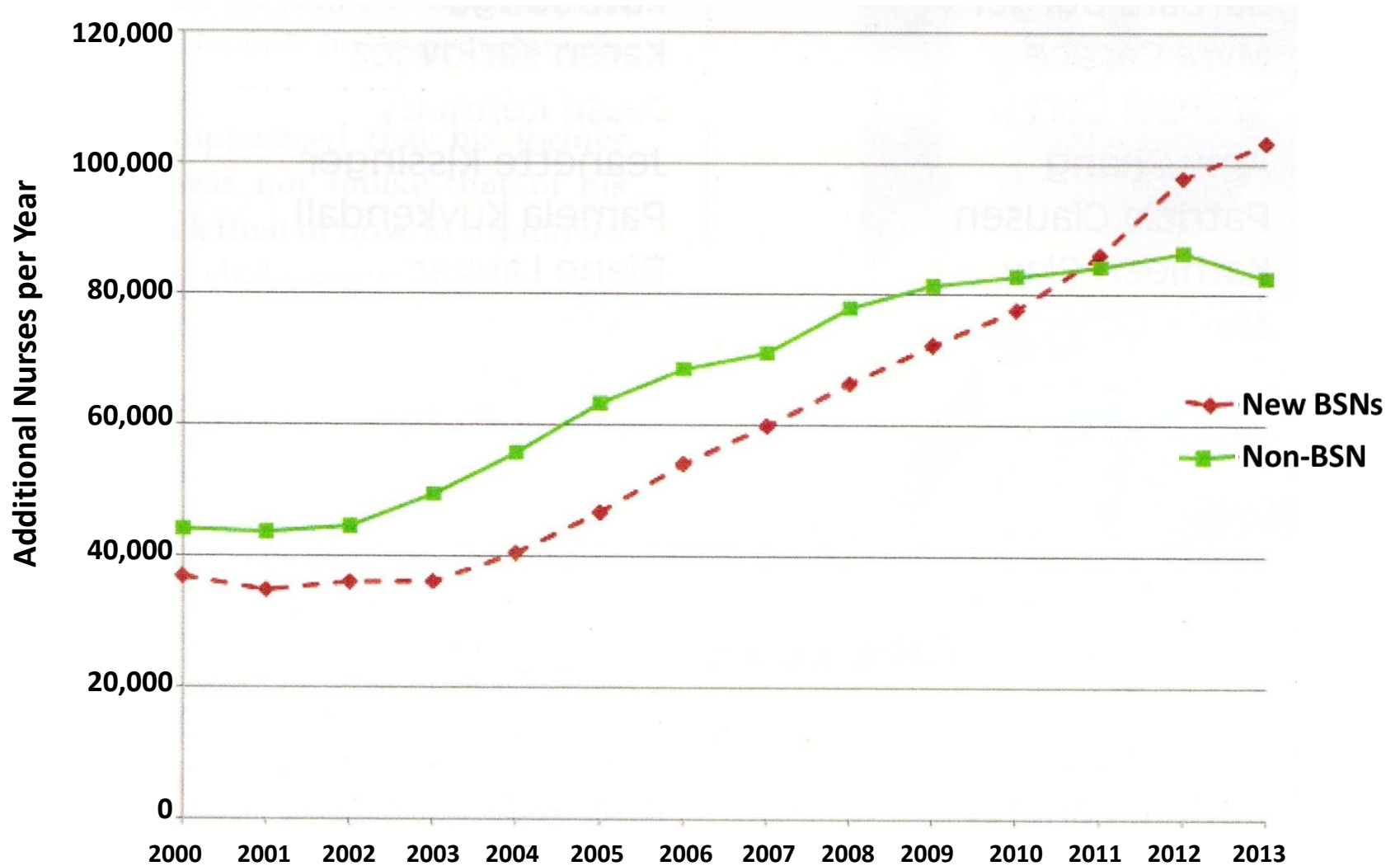
Number of Students in RN-to-BSN programs



Source: American Association of Colleges of Nursing

Non-BSNs v. Adjusted “New BSNs” (Generic + RN to BSNs) Entering Workforce

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Source: P. McMenam, ANA, 2015

Avg time for RN-BSN Completion

One goal of shared curricula is to decrease the amount of time between initial RN licensure following the ADN and completion of the BSN. This average sits at around 9.4[†] years. While many shared curricula still allow students to “opt out” following ADN graduation, APIN projects demonstrate that most student choose to take advantage of seamless progression immediately progress to the baccalaureate level, thus significantly decreasing the length of time to BSN completion.[†]

% of Students in APIN-supported shared curriculum that progress to BSN within approx. 1 year of ADN completion

California	97%
Hawaii	55%
New Mexico	100%*
New York	79.5%
North Carolina	87%
Texas	34%

*no “opt-out” option in this model

†2012 California Board of Registered Nurses Survey

APIN State Progress

National & APIN State Progress on % of RNs with BSN or higher Degree		
	2012*	2014
National	50.0%*	51% [◆]
California	50.0%*	61.5% [†]
Hawaii	58.3%*	66.0% [†]
Massachusetts	53.2%*	58% [†]
Montana	55.6% ^{◆◆}	56.4% [§]
New Mexico	41.3%*	48% [†]
New York	47.2%*	57% ^{†‡}
North Carolina	44.7%*	56.5% [†]
Texas	48.8%*	53.8% [†]
Washington	50.9%*	66.5% [§]

◆ 2013 American Community Survey; Joanne Spetz, PhD, FAAN

* 2012 American Community Survey; Joanne Spetz, PhD, FAAN

† 2014 State licensure reporting

§ 2013 NCSBN Sample Survey (Washington State sample not representative)

‡ Figure represents acute care only

◆◆ 2010 state licensure data

Focus on Scaling Up

- Education in Partnership with Practice
- Diversity and Inclusion
- Sustainability

At the national level...

- *Foundational Nursing Courses*
- Accreditation dialogues
- Emerging Model

Promising Strategy to Accelerate Academic Progression

**Community colleges and universities
in partnership create BSN curriculum
where students receive their RN upon
completion of the BSN.**

Foundational Courses for RN to BSN

BSN Foundation Courses (60-64 credits, courses cited are examples)

- **General Education 24 credits (approx.)**
 - Communications
 - English
 - Humanities/Fine Arts
 - Statistics/Logic
- **Basic Sciences 12 credits (approx.)**
 - Chemistry
 - Biology
 - Microbiology
 - Physics
- **Social Sciences 9 credits (approx.)**
 - Growth & Development
 - Psychology
 - Sociology
- **Human Sciences 16 credits (approx.)**
 - Anatomy & Physiology
 - Pathophysiology
 - Nutrition
 - Pharmacology

Focus on a Sustainability Plan

a sustainability plan for the continued operational and financial support of the educational model beyond the grant period, including a component that explains how **program operations will be institutionalized** within partner organizations. The plan may also include **accelerated delivery mechanisms** such as online education, employer “on-site” education, simulation, and shared faculty.

Sustainability Examples from APIN States

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- Transfer Compacts in Regulation – MA, WA, NC (NM)
- Shared Faculty (Faculty of the Whole) – CA, WA, HI, NC
- Shared Simulation Labs – CA, NC
- ADN Council and BSN and Higher Ed Council Joint Strategic Planning – WA, NY, MT
- Academic-Practice Partnerships – HI, MA, NY
- APIN Leader Advisors to SBFN for new RN to BSN Programs – NY
- Legislation for funding for Nursing Institute/APIN Model – NM, WA, MA, HI, MT
- Success Advocates Institutionalized in Community College/University Work – NC
- Multiple Intra- and Inter-professional Partners - TX

What do you need to sustain to continue academic progression work in your state?

Questions/Comments