

FUTURE OF NURSING

Campaign for Action

Equip & Empower for Educational Transformation: Getting to 80% BSN by 2020

A Webinar for Western States and Their Leaders

JUNE 29, 2011



Robert Wood Johnson Foundation

Champion Nursing Coalition



Welcome



Susan Reinhard, PhD, RN, FAAN
Senior Vice President, AARP Public
Policy Institute
Chief Strategist, Center to Champion
Nursing in America

During Today's Webinar

- Review CCNA's work on education
- Overview of the Future of Nursing: *Campaign for Action*
- Transforming nursing education
- Q&A
- Next steps



CENTER TO
CHAMPION NURSING
IN AMERICA



- **30 state teams**
- **Two national summits**
- **Oregon site visit**
- **State team leader convening**

Campaign Vision

- **All Americans have access to high-quality, patient-centered care in a health care system where nurses contribute as essential partners in achieving success**

Campaign for Action



Education

Increase to 80 percent the proportion of nurses with BSN by 2020

Double number of nurses with doctorate by 2020

Implement nurse residency programs

Promote lifelong learning



- **Evidence**

- Significant association between educational level and patient outcomes
- 6 percent of AD grads get advanced degree, enabling them to teach and serve as PCPs, compared to 20 percent of BSN grads

Campaign for Action

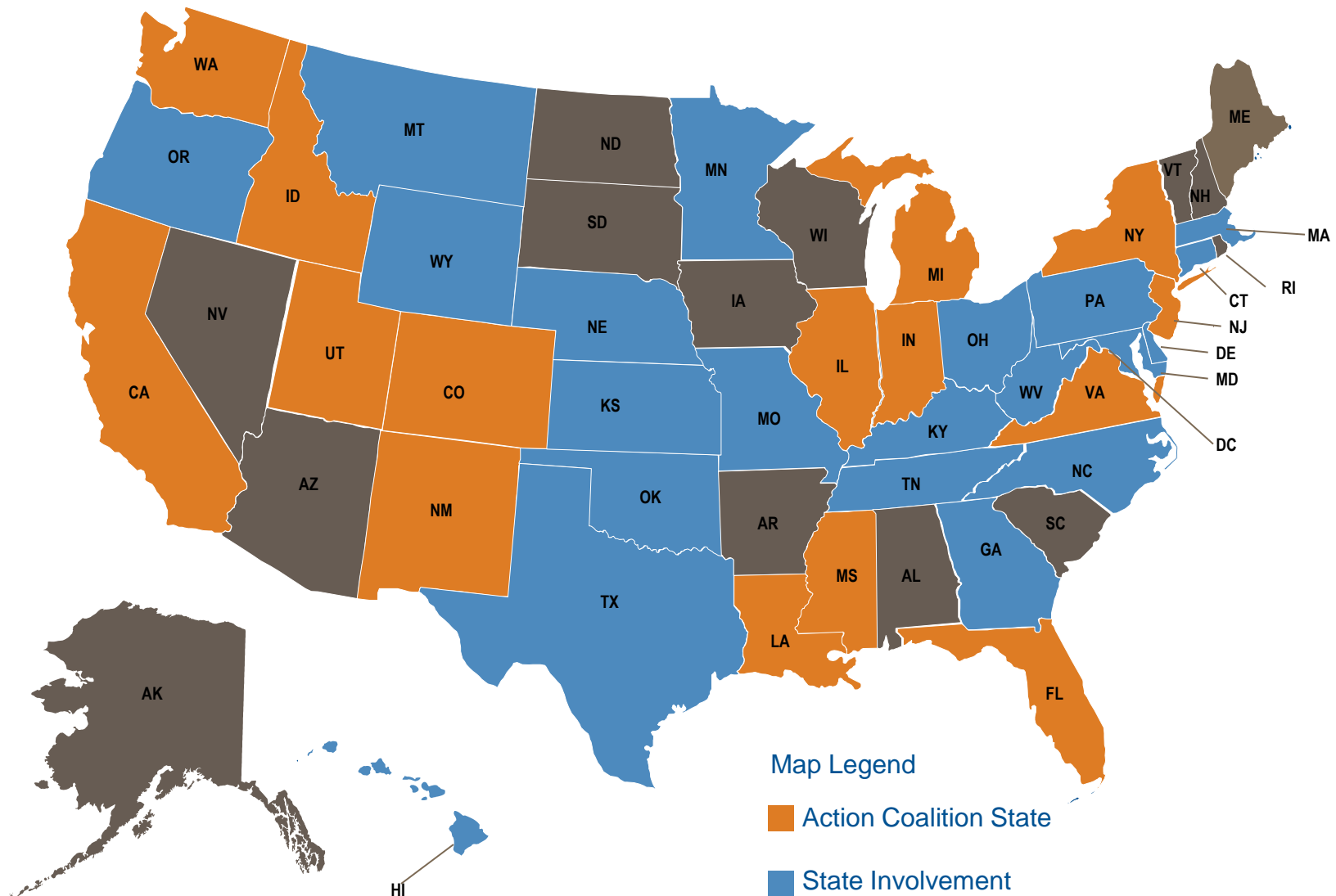
Action Coalitions

- Long-term alliances
- Field strategy to move key nursing issues forward at local, state and national levels
- Expect to be in all states by end of 2012
- Capture best practices, networking

To become part of a coalition, go to:
www.thefutureofnursing.org



Campaign for Action State Involvement



Map Legend

■ Action Coalition State

■ State Involvement

FUTURE OF NURSING

Campaign for Action

Learn More by Visiting:

<http://thefutureofnursing.org/>

<http://championnursing.org/>

Like us on Facebook and join the conversation at

www.facebook.com/championnursing

Follow us on Twitter at

www.twitter.com/championnursing.



Robert Wood Johnson Foundation

Champion Nursing Coalition



PROPRIETARY SCHOOLS:

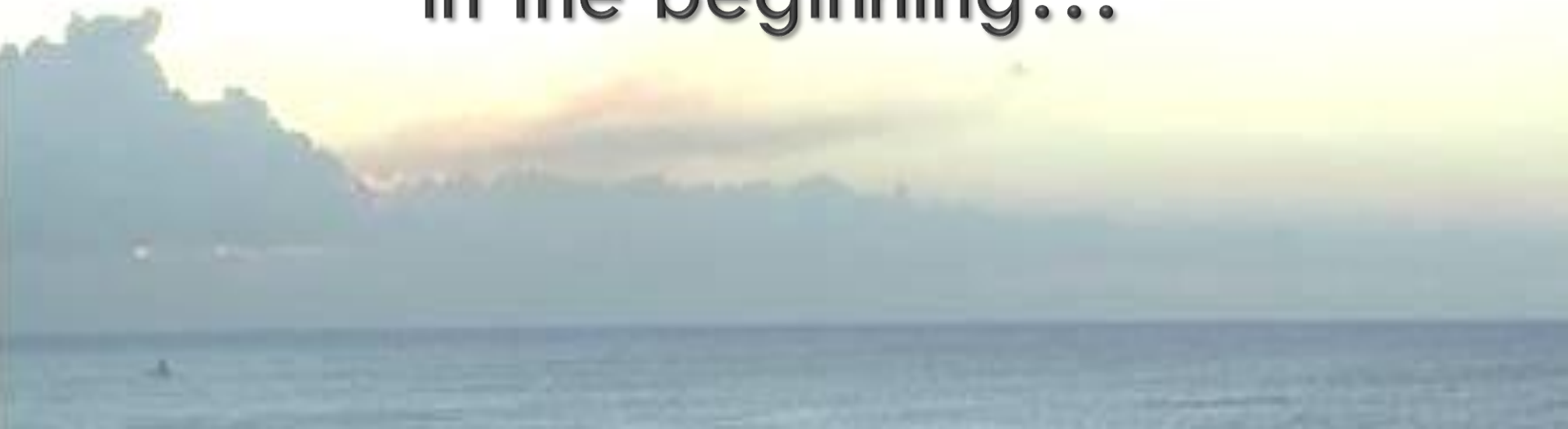
HOW DO THEY AFFECT
GETTING TO 80% BY 2020?

Fran Roberts, PhD, RN, FAAN

Group Vice President – Strategic Alliances/Healthcare Group
DeVry Inc.

The Evolution of For-profit Nursing Education

In the beginning...



1202-1202

A Focus on Vocational Education

1960s-1980s

A Move Toward Associate Degree Programs



1980s-1990s



The Explosion into RN to BSN Education

- ❑ First to eliminate clinical requirements
- ❑ First to give college credit for diploma coursework
- ❑ First to move ONLINE

2000

A Major Move into BSN Pre-licensure Education and Graduate Programs



Online World



Major Shift in
Higher Education

Hallmarks of Quality and Excellence in Nursing Education



Sigma Theta Tau International
Honor Society of Nursing

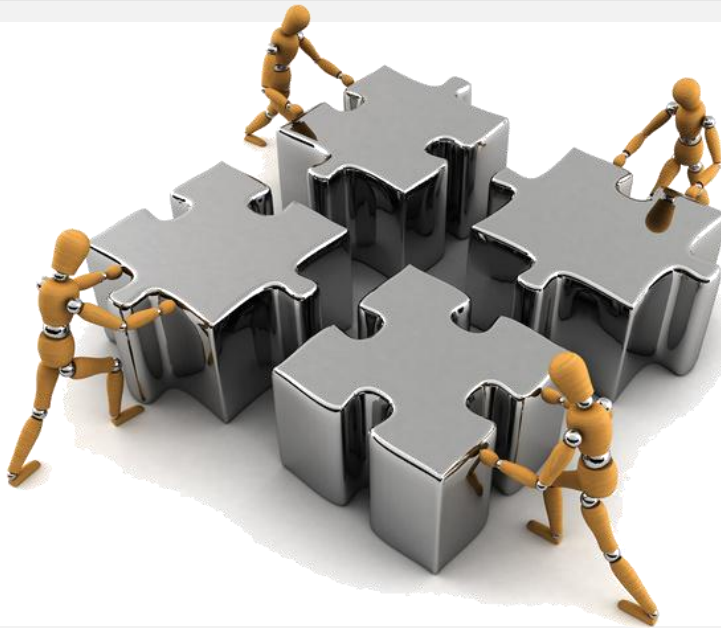


Commission on
Collegiate Nursing
Education



As our Public Schools of Higher
Education Experience Budget Cuts...

Could “the dark side” be the bright side?



Can we be thoughtful and intentional
about the growth of proprietary
nursing education?



The Goal is to Equip and Empower
for Educational Transformation

Questions





NM NURSING EDUCATION CONSORTIUM

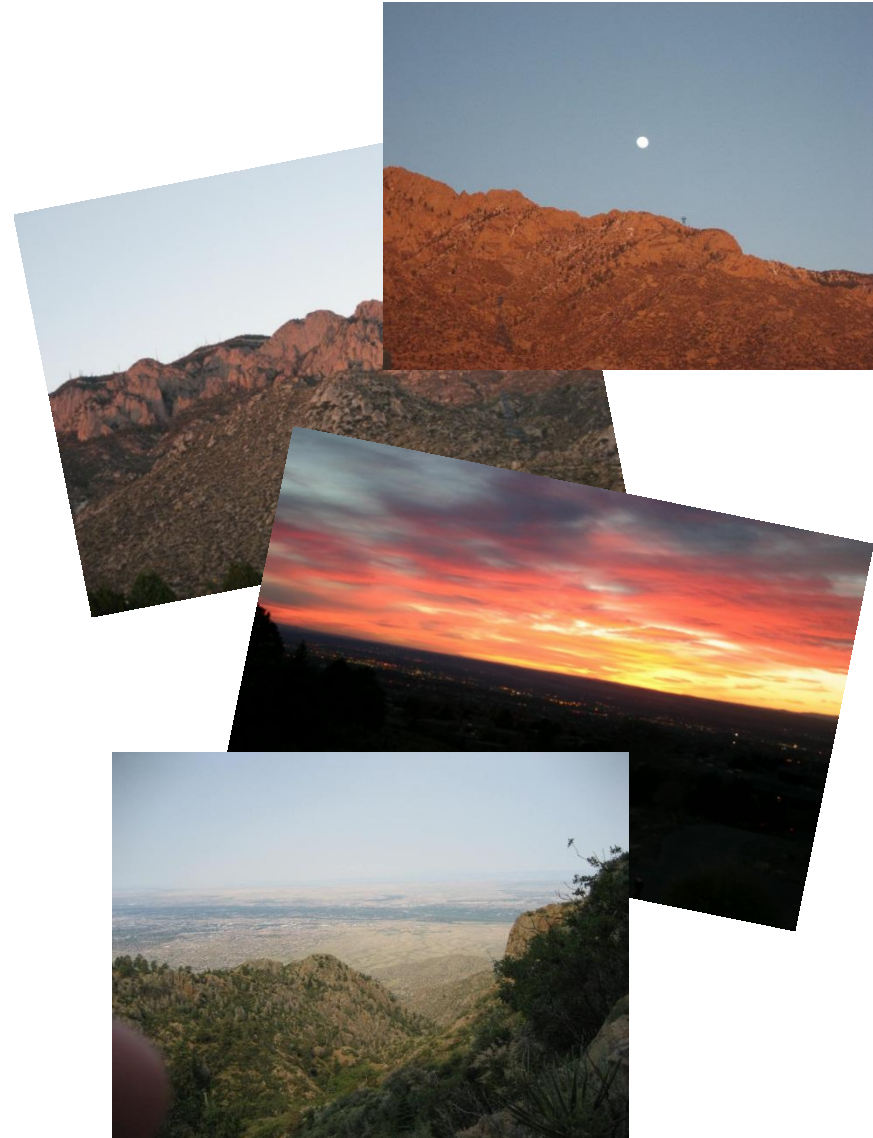
Western States Webinar

Jean Giddens, PhD, RN
Executive Dean, UNM College of Nursing

June 29, 2011

New Mexico Demographic Snap Shot

- ▶ State size: 121,355 square miles (5th largest state)
- ▶ Population: 36th in nation
- ▶ Population/sq miles: 17.0 (National 87.3)
- ▶ Ethnicity: 46% Hispanic; 40% white, non-Hispanic; 9.4% Native American

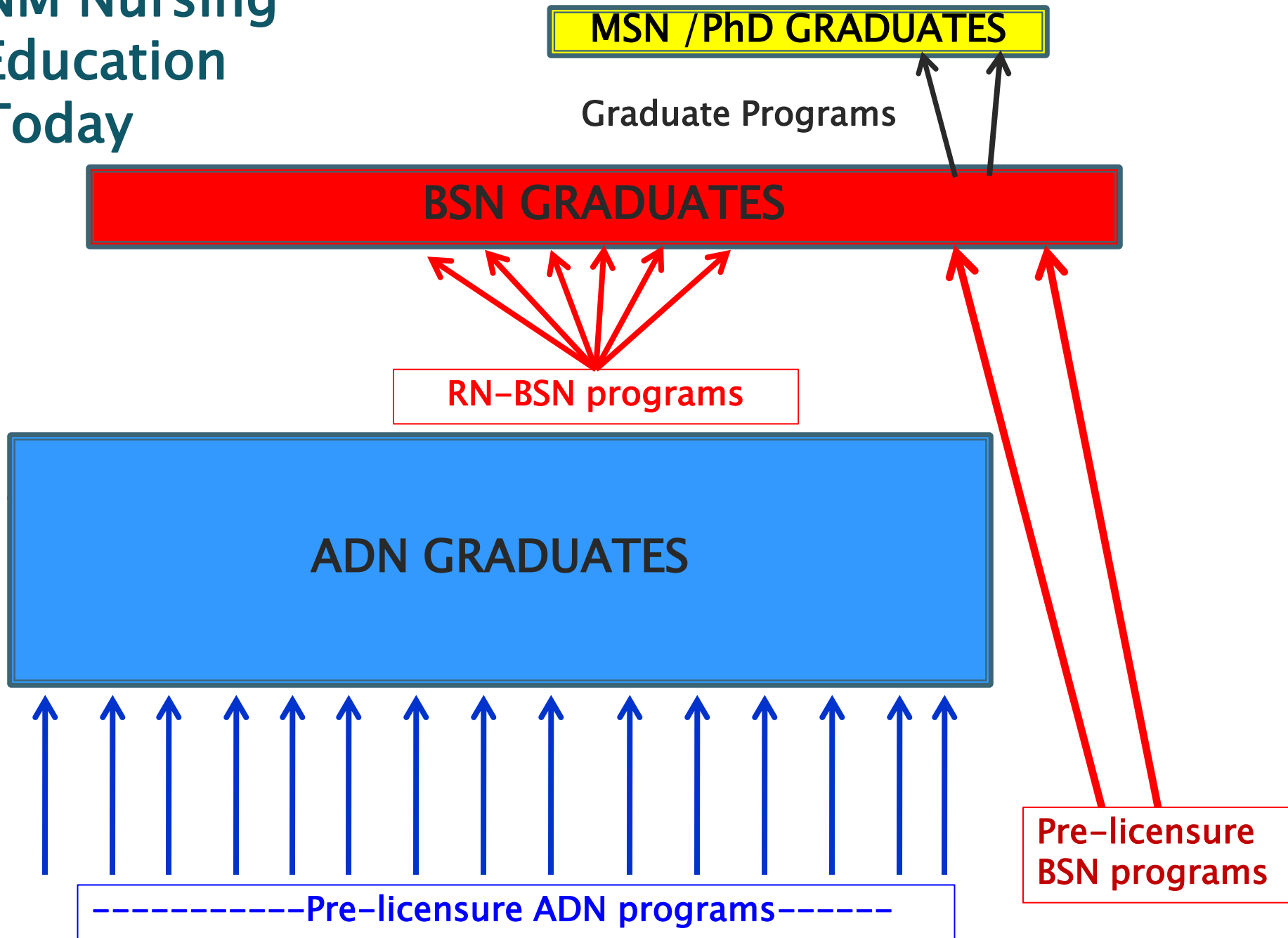


New Mexico Nursing Snap Shot

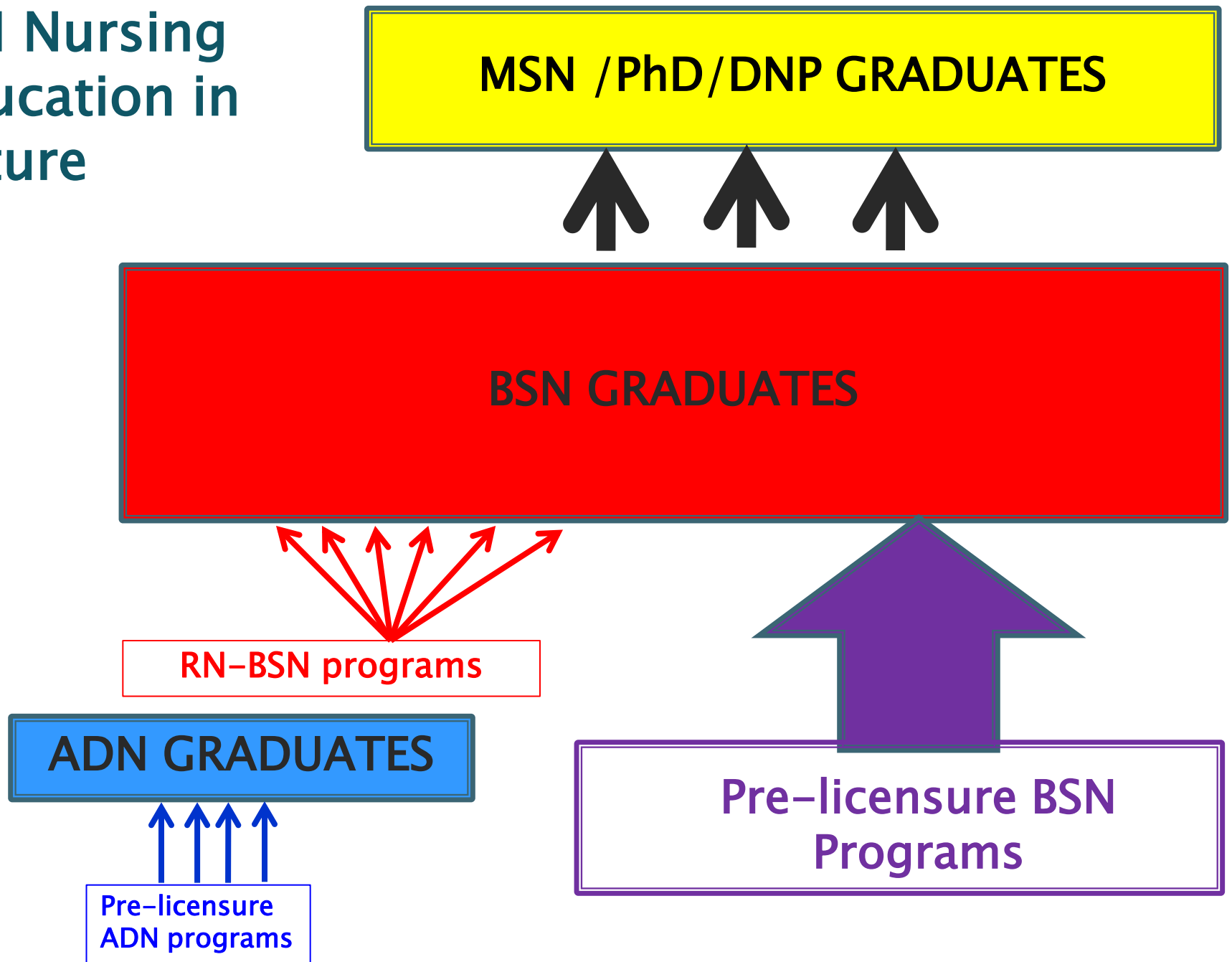
- ▶ NM ranks 49 out of 51 (including District of Columbia) for nurses per population
- ▶ BSN Nurses – 37%
- ▶ ADN Nurses – 63%



NM Nursing Education Today



NM Nursing Education in Future



The Solution

- ▶ **NMNEC**

- **New Mexico Nursing Education Consortium**
- Concerned faculty and industry leaders across the state committed to *team-work* and *shared resources* to address the issues facing the future of nursing

NMNEC Partnerships

- ▶ Partnerships among every public nursing program and select private programs:

Albuquerque Public Schools
Central New Mexico Community College
Clovis Community College
Dona Ana Community College (NMSU)
Eastern New Mexico University
Eastern New Mexico University (Roswell)
Grand Canyon University (Albuquerque)
ITT Technical Institute
Luna Community College
New Mexico Highlands University
New Mexico Junior College
New Mexico State University

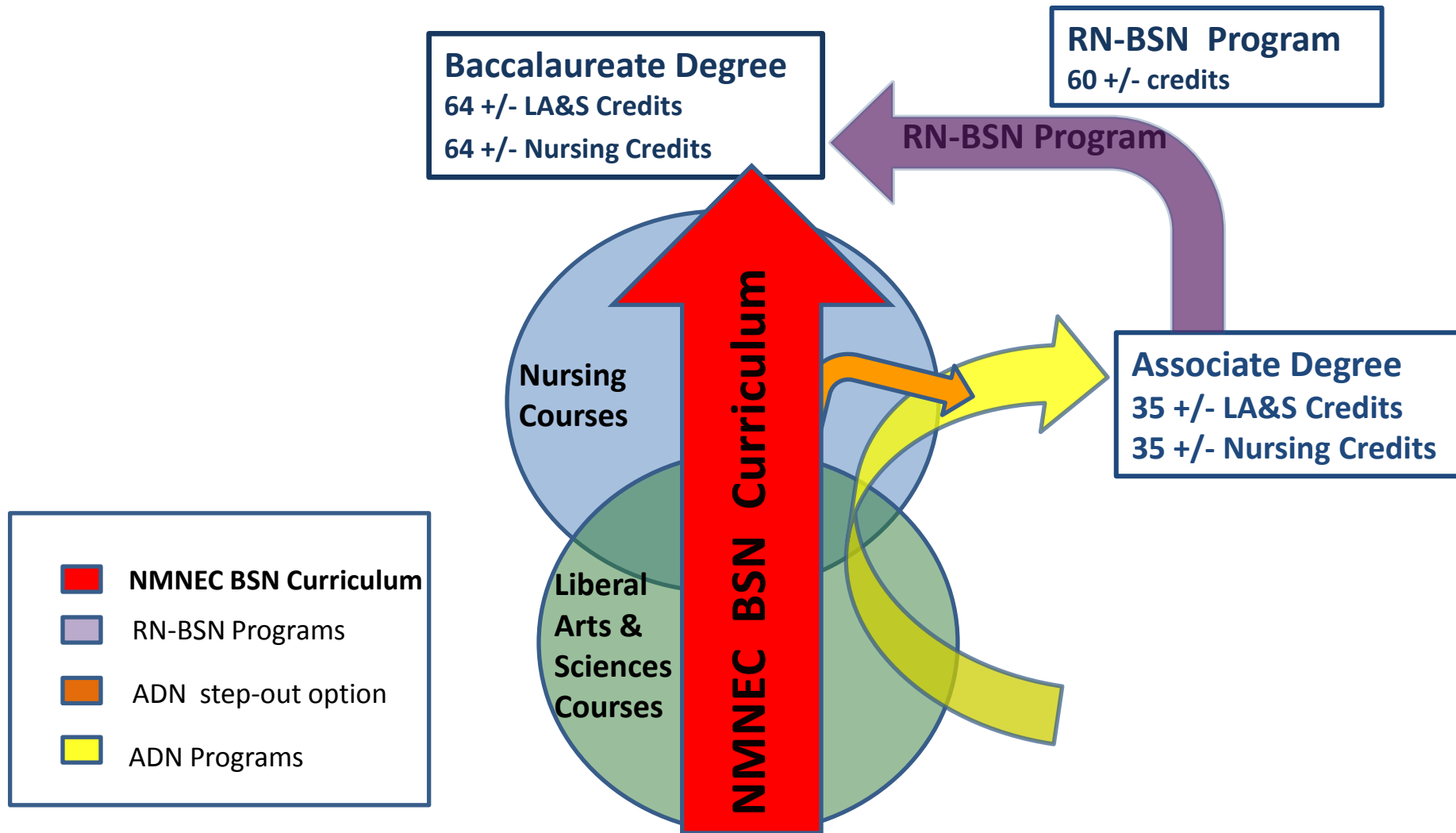
New Mexico State University (Alamogordo)
New Mexico State University (Carlsbad)
Northern New Mexico College
Pima Medical Institute
San Juan College
Santa Fe Community College
University of New Mexico
University of New Mexico (Gallup)
University of New Mexico (Taos)
University of New Mexico (Valencia)
University of Phoenix
Western New Mexico University

- ▶ NM Board of Nursing
- ▶ NM Center for Nursing Excellence
- ▶ Blue Cross Blue Shield – New Mexico

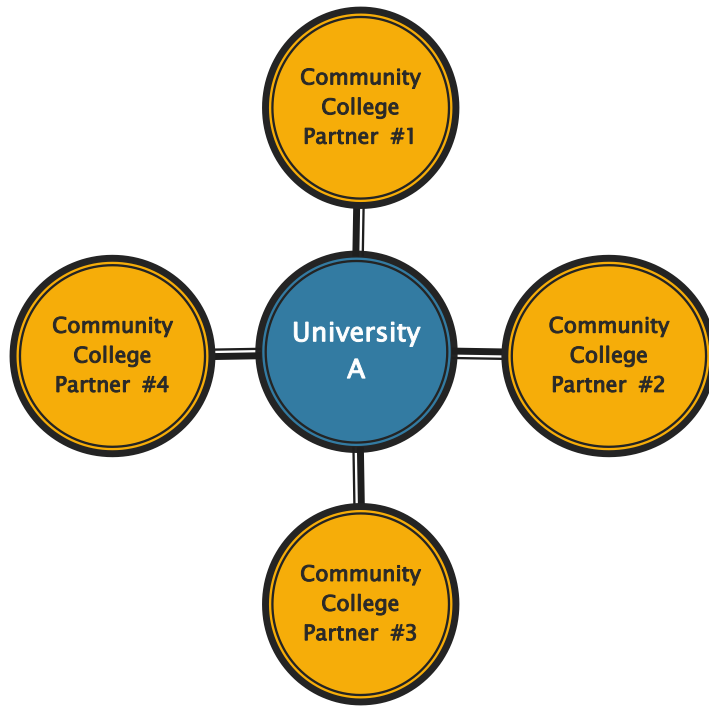
NMNEC Partnerships



New Mexico Nursing Education Consortium Model



NMNEC Partnerships



The Impact

Cost Efficiency

Nursing programs can increase enrollment but still contain costs through sharing faculty and resources.

Educational Access and Quality

Students can obtain degrees from home community. Sharing resources creates quality in education for all schools involved.

Sustainable, Quality Care

Creates a larger workforce of diverse, highly educated nurses and faculty. Increases healthcare access and quality of care for all communities, especially rural areas.





NM NURSING EDUCATION CONSORTIUM



Questions

Educational Transformation: The California Experience

Liz Close, PhD, RN
Professor & Chair, Department of Nursing
Sonoma State University

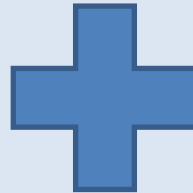
Special Consultant & Coordinator
CSU Nursing Education Pathways Project (AB 1295)
Chancellor's Office, California State University

June 29, 2011

Aspects of the California Experience addressed today include two major influences on educational transformation: regional partnerships and legislation.

REGIONAL PARTNERSHIPS

- The California Challenge
- Elements of the Collaborative Model of Nursing Education
- EXAMPLE: Collaborative Nursing Education Continuum Model (CNECM)



LEGISLATION

- California's AB 1295 "Seamless ADN-BSN Pathways"
- Challenges and Impact of AB 1295
- LAO's Progress Report
- Continuing Challenges

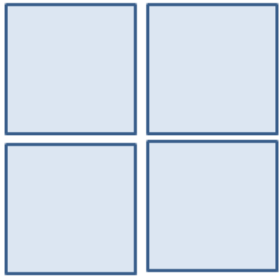
California faces several unique challenges in achieving seamless ADN-BSN education pathways in the public sector (CCC and CSU).

The public higher education system has touted “articulated” RN-BSN programs for more than three decades with persistent outcome evidence of ineffective coordination of Nursing and General Education requirements

Here is a quick snapshot of some of the challenges California faces...

There are 77 California Community College Nursing Programs and 19 CSU Nursing Programs (ratio of 4:1)...

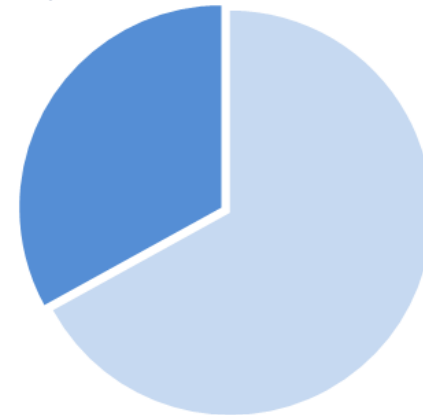
California Community Colleges



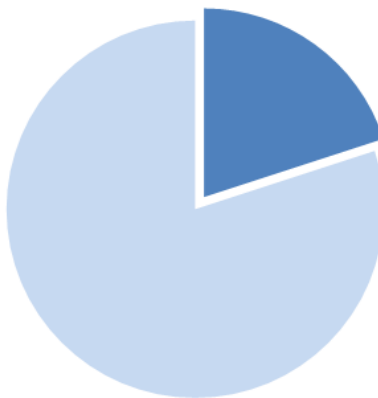
Cal State Universities



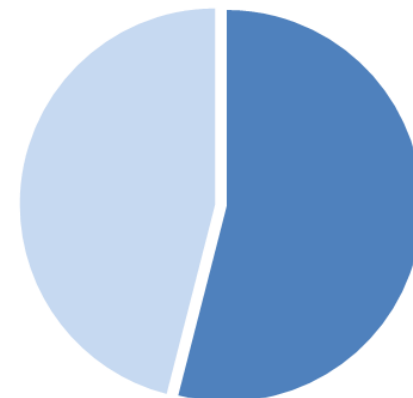
... In 2009-2010 only 1/3 of new grad nurses earned a BSN or MSN degree



... And only 25% of ADN Graduates continue on to earn their BSN



About 54% of today's active CA nursing workforce has a baccalaureate or higher degree



The first of the two major influences on efforts to transform nursing education in California (ADN-BSN Pathway) is regional partnerships.

California Collaborative Models of Nursing Education

- Seed funding from CCC CO to coordinate/streamline RN-BSN education (2007) based on success of the original CSU Sacramento-Sacramento City College collaboration
- The *White Paper for Nursing Education Redesign for California* (2008) funded by the CINHC and the Moore Foundation defined the collaborative model as the approach necessary for CA to ensure a more highly educated nursing workforce
- Regional partnerships were encouraged between public institutions of higher education (CCCs and CSUs) to build upon the community college nursing education foundation and remove barriers to seamless academic progression
- Major funding enhancements in 2008 for existing and new Collaboratives (facilitated by the CINHC and funded by The East Bay Foundation/Kaiser Permanente Health Education Fund and by the Foundation for California Community Colleges/WellPoint Endowment)
- Currently there are 43 California community college and university nursing programs participating in 11 CMNEs with more than \$3 million in committed grant funding

CNECM covers over 8,000 square miles of California



The CNECM illustrates expected elements of the Collaborative Model of Nursing Education (CMNE) in several ways.

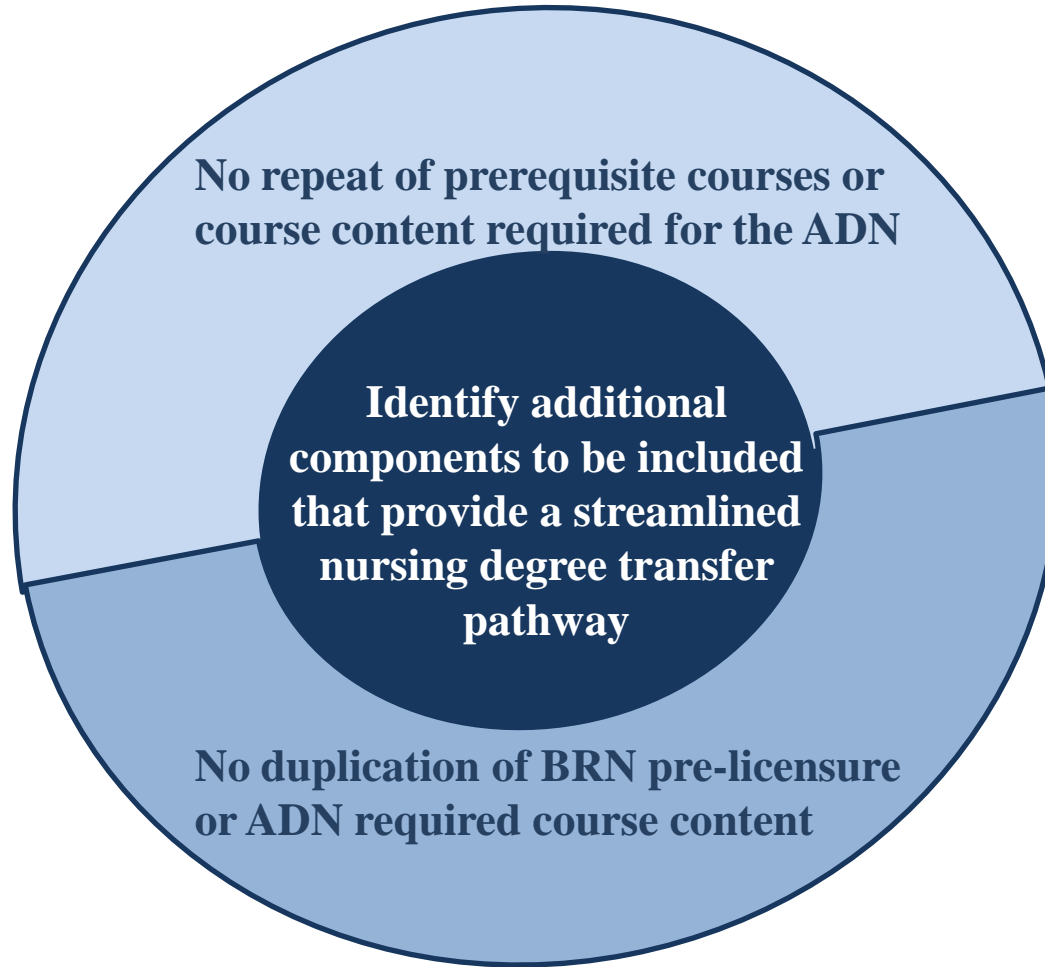
Elements	Collaborative Nursing Education Continuum Model (CNECM)
Dual Admission	<ul style="list-style-type: none"> ▪ Qualified current ADN students admitted to SSU BSN program for summer enrollment in UD Nursing
Integrated Curriculum	<ul style="list-style-type: none"> ▪ Builds on ADN curriculum using <i>Bacc Essentials</i> ▪ No repetition of ADN content in the BSN program ▪ Integrated and stand-alone <i>QSEN Competencies</i>
Share Faculty	<ul style="list-style-type: none"> ▪ Established CNECM “faculty of the whole” ▪ ADN and BSN faculty co-teach BSN courses online
BSN Attainable in One Year after ADN	<ul style="list-style-type: none"> ▪ 24 units of UD Nursing and 6 units of UDGE can be completed in two full-time semesters and 20 units UD Nursing are awarded for prior learning ▪ Assumes all required lower division GE is complete
Program Sustainability/ Permanence	<ul style="list-style-type: none"> ▪ Self-support (vs. “State Funded”) financial model does not alter the integrity of the program; provides greater program flexibility and reasonable fees for students ▪ Driven by and responsive to the labor market

The second of the two major influences on efforts to create seamless nursing education in California (ADN-BSN Pathway) is

AB 1295 – Fuller (2009)

- Fueled by frustration and concern that there was unnecessary duplication of requirements for Post-Licensure BSN particularly related to nursing and prerequisite nursing courses
- Initiated by the CCC to focus attention and action on obstacles to ADN-BSN progression and seek resolution
- Chaptered in October 2009, as California Education Code, Ch. 283, Sec 89267.5
- Requires that by Fall 2012 the California State University **AND** the California Community College Chancellor's Offices must **implement** “articulated nursing degree pathways.”
- Has resulted in much-needed statewide discussions, meetings, and work groups comprised of nursing faculty and directors from both systems to address multiple layers of dis-articulated nursing, prerequisite and general education requirements

AB 1295 requires that by Fall 2012 the California State University **AND** the California Community College Chancellor's Offices must **implement** “articulated nursing degree pathways.”



There are serious and unintended consequences related to lack of uniformity in nursing prerequisites and General Education (GE) requirements between the CCCs and CSUs.

Characteristic	Examples	Consequences
No uniform prerequisites	Variously include chemistry, nutrition, growth and development, introductory nursing, pharmacology, etc.	<ul style="list-style-type: none"> Students accumulate units not applicable to any baccalaureate requirements Students must discover, analyze and complete multiple uncoordinated prerequisite patterns if applying to more than one nursing program ADN can require more than 70 units (max transfer accepted toward the baccalaureate)
“Hidden” prerequisites	General biology for anatomy, physiology, and microbiology; Math through intermediate algebra before math that meets CSU GE requirement	<ul style="list-style-type: none"> Require students to take [prerequisite] courses not clearly indicated as required for the nursing major Adds 6-12 concealed units to actual degree requirements
No uniform GE pattern	GE Category labels and content requirements vary widely by CCC campus	<ul style="list-style-type: none"> Students accumulate excess units not applicable toward baccalaureate degree After ADN graduation, students may have 18-24 units of lower division CSU GE remaining to complete for the BSN

The LAO Report (March 15, 2011) concludes that education policy changes must be made at the systems level and recommended

1

Develop common general-education requirements for CCC ADN programs that meet CSU transfer admission requirements.

2

Develop a statewide transfer model curriculum for nursing.

3

Establish a common approach across CSU campuses for awarding credit to ADN-to-BSN students for content mastered in obtaining registered-nurse licensure.

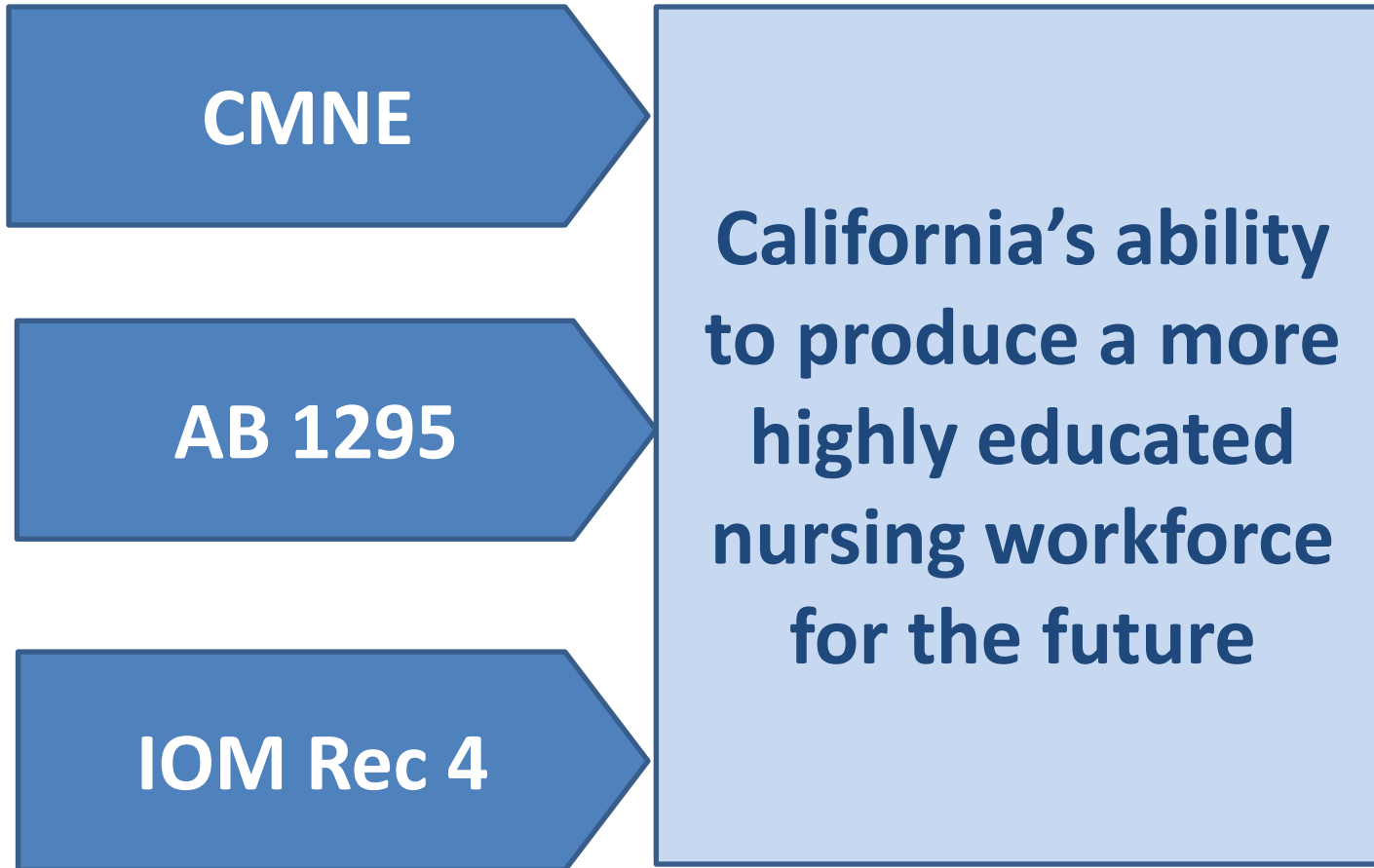
However, there are some very serious and compelling nursing content issues to be vetted and resolved.

Disagreement among the CSU nursing programs about whether the depth and level of content taught in the ADN program is equivalent to that taught in the BSN program. Specific examples are health assessment and pathophysiology.

Some CSU programs have validated, in cross-curriculum comparison, what they consider to be equivalent. Others have not.

Remains an area of contention at this time. Whether the ADN-BSN pathways to be implemented in Fall 2012 meet the “no duplication or repeat of required ADN content” depends on the continuing dialogue among the California stewards of nursing education.

Influencing the next steps in the journey toward educational transformation.



Olympic College

University of Washington Tacoma Partnership

Community College
Baccalaureate Degree

RN to BSN



Olympic College does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.


OLYMPIC COLLEGE
www.olympic.edu

How The Partnership Started

- Historically, Kitsap County desired baccalaureate education
- Legislators advocated strongly for this venture
- Political, economic, educational access issue
- Industry demand
- Enabling legislation 2005
- Evolution of a partnership – Memorandum of Understanding (MOU)
- Submission and approval 2006
- State Board of Community and Technical Colleges Approval – April 15, 2006

How The Partnership Started - Continued

- Olympic College Board of Trustees Approval – May 23, 2006
 - Met with OC Mission: “We serve and enrich all our communities by providing quality education and training for all who seek to improve their lives through learning”
- Higher Education Coordinating Board Approval – July 27, 2006
- Northwest Commission of Colleges and Universities Approval of Candidacy – December 15, 2006
- Commission on Collegiate Nursing Education Accreditation Visit – Spring 2008
- NWCCU Accreditation Visit – Fall 2009

RN-BSN Degree Addresses Intent of Legislation

- Provides access for place bound students
- Increases baccalaureate capacity
- High wage, high demand area - Nursing



Olympic College/University of Washington Tacoma

A Unique Partnership

- **Planning Year (2006-07)**

- OC Faculty enroll in graduate nursing education courses at UWT
- OC faculty work together to design the OC RN-BSN program through graduate independent study at UWT.
- OC RN-BSN faculty and OC BSN Recruiter/Advisor hired
- UWT and OC collaborate to recruit students to the 2007-08 cohort.

Olympic College – UWT Partnership

How We Made It Work

- **Instructional Year One (2007-08)**
 - Students concurrently admitted to UWT and OC.
 - UWT Faculty teach 4 BSN courses at OC.
 - OC Faculty teach upper division general education electives.
 - OC Faculty continue BSN curriculum development
- **Instructional Year Two (2008-09)**
 - OC assumes BSN program instruction and administration.
 - 2007-08 student cohort has option to continue at UWT or OC.
 - 2008-09 student cohort admitted as OC BSN students.
- **Instructional Year Three (2009-10)**
 - Full time, one year program plan initiated Fall 2009.

The Partnership - How We Made It Work... Continued

Contributing Factors:

- Commitment to a high quality program, faculty, and curriculum
- Good working relationships already existed
- Trust established and sustained
- Open communication and confidentiality
- Jointly responded to questions from colleagues, Council on Nursing Education in Washington State (CNEWS), review boards
- Strong, respected programs and faculty

55

Initial Challenges

- BSN vs. “Applied” degree
- Infrastructure and processes
 - Concurrent admission (OC and UWT)
 - Who teaches upper division courses? (electives and nursing)
 - Financial aid
 - Data base for 1st bachelor’s degree, 300 and 400 level courses
 - Admission and graduation policies
 - Residency requirement
 - Credit for passing National Council Licensure Examination (NCLEX)
- Course can fulfill more than one requirement
- Curriculum development - meeting needs of the community
- Recruiting PhD faculty; for OC Nursing faculty, who will teach
- Two-tier system for faculty salaries - no

56

Ongoing Challenges

- Quality of curriculum
 - Annual retreats with UWT (Dr. Sharon Fought)
 - BSN curriculum committee (writing, public speaking, fieldwork)
- Faculty workload
 - 450 hours vs. 510 hours
- PhD faculty recruitment/retention
- Faculty workload
 - PhD Faculty
 - Financial support
 - Role of nursing PhD Faculty in the community college
- Salary \$60,000 community college vs. \$70,000 public university (9 month appointment)

57

Successes

- Flexible RN-BSN program plans meeting the needs of working RN learners
- CCNE Accreditation
- Admissions increasing each year
- Graduated 51 students in 3 years
- Leadership roles/Wa State Public Health Conference/ policy changes
- Harrison Medical Center scholarship/tuition support
- Support Kitsap County Health District
- Positive effect on other OC Nursing Programs

58

Suggestions For Obtaining Administrative Support

- All about increasing access for students – especially with place-bound students and limited access to baccalaureate programs
- Programs like OCs are better positioned to meet local work-force needs
- RN-BSN less expensive than generic ADN or BSN
- Cost effective way for the state to increase the number of BSNs
- RN-BSN Program does not degrade the value of the ADN RN; it builds upon the foundation
- Students in the RN-BSN are generally students who started at OC

59

Tips For Those Who Follow. . .What You Need

- Legislative support
- Community support
- College administrative, faculty, and staff support
- Colleagues with program startup and curriculum experience
- Faculty willing to accept the challenge of RN-BSN curriculum development
- Student pool
- Program development that meets students' needs – (scheduling, content)
- Industry support

Thank You!



Sharon Gavin Fought, Ph.D., R.N.
Director and Associate Professor,
Nursing
University of Washington
Tacoma Campus Box 358421
1900 Commerce St.
Tacoma, WA 98402-1900
Phone: (253) 692 5647
Fax: (253) 692-4424
Email: sgfought@u.washington.edu



Gerianne Babbo, RN, MN
Professor, Associate Dean for Nursing
Olympic College Nursing Programs
Poulsbo Campus
1600 Chester Avenue
Bremerton, WA 98337-1699
Phone: (360) 394-2749
Fax: (360) 394-2739
Email: gbabbo@olympic.edu



Curriculum

Credits:

180 Total Credits required for ADN to BSN Degree Requirements	
General Education credits (total earned in ADN and/or BSN)	65
Nursing Credits in ADN	35
Nursing Credits for RN Licensure	35
Upper Division Nursing Courses	35
Upper Division General Education Electives	10
Total Credits	180

Curriculum

RN to BSN General Education Requirements

Foreign Language	Two years in high school of the same foreign language or 10 credits of one language at the college level. ¹
Mathematics	Requirement fulfilled by advanced math or statistics.
Quantitative/Symbolic Reasoning	5 credits. Requirement fulfilled by statistics.
Writing	15 credits. Must include 5 credits of English composition and 10 additional credits of writing-intensive coursework. ²
Humanities	15 credits. College-level foreign language credit can be applied toward this requirement, and may be completed while in OC ADN to BSN program.
Social Sciences	15 credits. May be completed in OC ADN and BSN programs.
Natural Sciences	28 credits. Must include 5 credits of college level chemistry, 10 credits of anatomy and physiology (can be met via examination), 3 credits of microbiology (can be met via examination), 5 credits of advanced math (can be petitioned) and 5 credits of statistics.
Electives	To complete total of 65 general education requirements.

¹ Students who were educated in another language through the 8th grade may be exempt from this requirement.

² 10 additional credits of writing-intensive coursework may be met through coursework in the OC BSN program.

Questions



Next Steps

- **Webinar and materials:** www.championnursing.org/events
- **A resource under development. Will highlight both the national and state perspectives on getting to 80% by 2020**
- **Learning Collaboratives to convene state and national leaders to continue to share best practices around education.**