

FUTURE OF NURSING™

Campaign for Action

Robert Wood Johnson Foundation

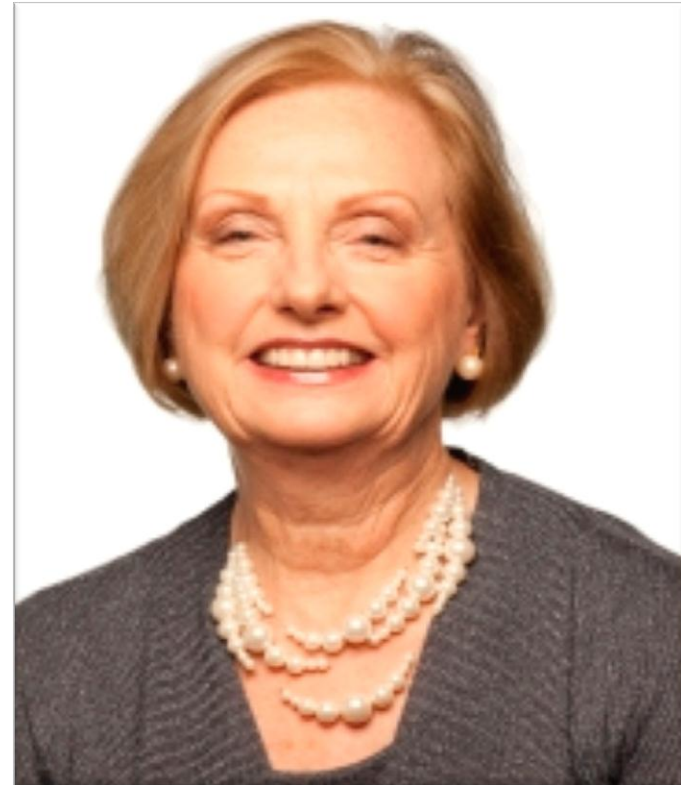
AARP
Real Possibilities

Putting Strategy Into Action for Academic Progression
Center to Champion Nursing in America
April 28, 2015

Welcome

Patricia Polansky, RN MSN

Director,
Program Development
and Implementation
**Center to Champion
Nursing in America**



Mary Sue Gorski, RN, PhD

**Consultant,
Center to Champion
Nursing in America**



Putting Strategy Into Action for Academic Progression

- 1) Update on activities of APIN and the Education Learning Collaborative.
- 2) Emerging Strategy to Accelerate Progress

campaign progress

Indicator 1: Education

IOM Recommendation:

Increase the proportion of nurses with baccalaureate degree to 80% by 2020

Percentage of employed nurses with baccalaureate degree in nursing or higher degree

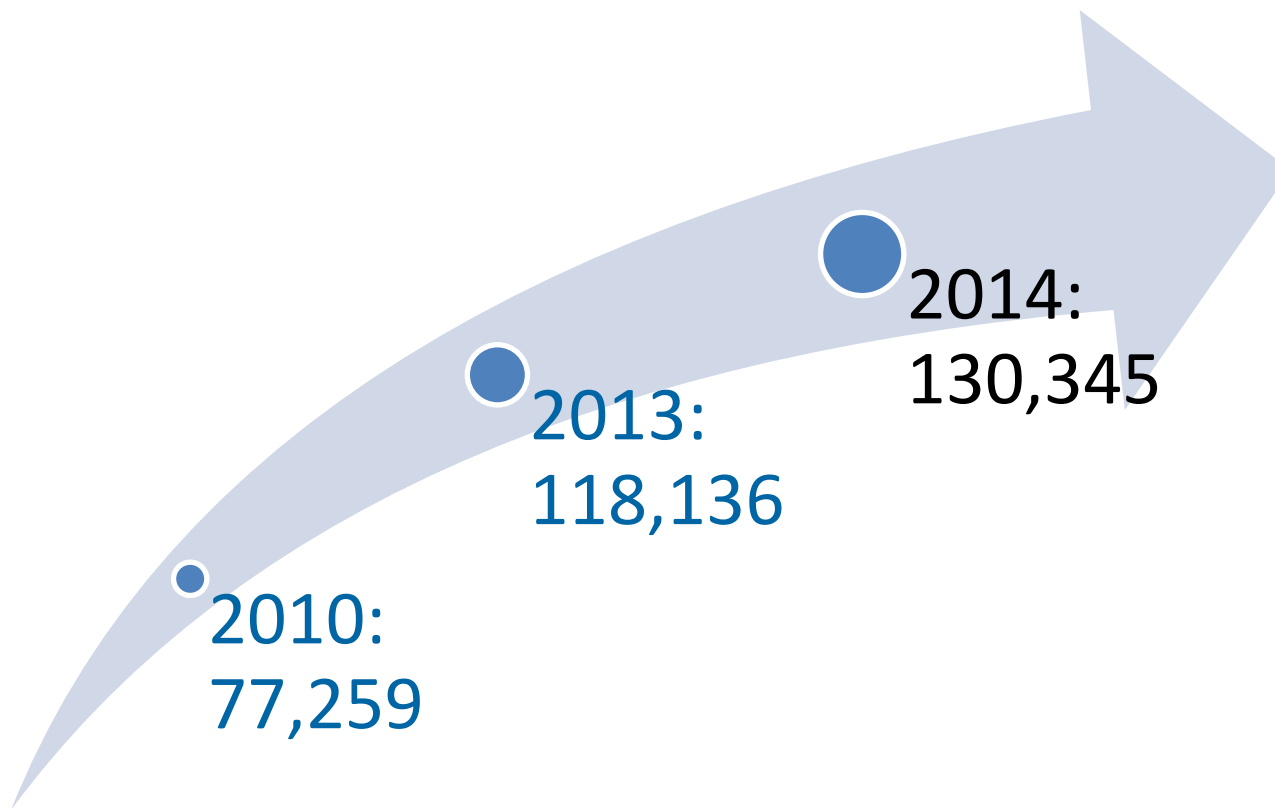
2020 80%

2013 51%
2011 50%
2010 49%



Data Source: American Community Survey, *Public Use Microdata Sample* (series)

Number of students enrolled in RN to BSN programs



- Work began prior to release of the IOM report in 2010 on nursing education capacity.
- Four promising models identified to streamline academic progression 2011-2012:
 - RN-to-BSN degree awarded from a community college;
 - state or regionally shared competency- or outcomes-based curriculum;
 - accelerated options: RN to MSN; and
 - shared statewide or regional curriculum.
- Models tested and refined over three years with support from RWJF.

- Nine states are funded for the Academic Progression In Nursing (APIN) Grants.
- Twenty-one states are funded by the State Implementation Program (SIP) for academic progression projects.
- Since the CFA, 44 state ACs are engaged in academic progression projects.
- Common issues related to academic progression implementation are experienced across the country.

Community Colleges

- Quality, accessible and affordable pathway for higher education.
- Critical role:
 - Serving students in nursing education pipeline
 - Increasing diversity of the nursing workforce
 - Ensuring education access for nurses in all regions of the US
- Do not have the capacity to meet 80% BSN by 2020 without the Community Colleges.

Foundational Courses: Work Group Meeting

July 2014: Work group convened representing ADN, BSN, practice, and the Campaign for Action staff.

Work Group Goals:

1. Analyze prerequisite and general education requirements across APIN and action coalition projects
2. Propose an “ideal set” of prerequisite and general education courses as national standards (see handout)

Analyze Requirements Across Academic Progression Projects

Findings:

- There is a lack of consistency of specific prerequisite courses/general across programs

Recommendations:

- Focus on general set of requirements for the BSN using the term “*Foundational*” Courses

Analyze Requirements Across Academic Progression Projects

Rationale:

- The term *Foundational* is broader, encompasses courses without concern for when or where they are completed.
- Many courses are common to ADN and BSN education.

Example: Pathophysiology as prerequisite course or as a nursing course.

Goal 2:

**The attached handout gives the
proposed
“Foundational Courses Leading
to BSN”**

Studies show association between higher nurse education level and improved health care outcomes.

Findings from the Education Learning Collaborative show current level of progress will not achieve a higher educated nursing workforce.

What's Next?

- Partnerships with community colleges and four-year degree granting institutions are strong.
- We will not meet our goals with current models alone.
- There has been progress advancing promising models across country.
- A new strategy has emerged with potential to accelerate our progress.

Promising Strategy to Accelerate Academic Progression

Community colleges and universities in partnership create BSN curriculum where students receive their RN only after they complete the BSN.

Key Components

- Builds on work to date & lessons learned through APIN and SIP academic progression projects nationally.
- The student takes the NCLEX after the BSN is conferred.
- Provides a strategy to accelerate progress toward a higher educated nursing workforce.

Key Components

- Builds on state or regional shared curriculum, the competency or outcome based curriculum, and the RN to BSN at community colleges.
- May require buy-in from legislative bodies.
- An associate's degree may be conferred in addition to the BSN.

Advantages & Strengths

- A higher percentage of BSN graduates will increase the percent of BSN nurses in the workforce.
- An additional choice for students to achieve a BSN.
- Reduction in duplicative coursework for students. An associate's degree may be conferred in addition to the BSN.

Advantages & Strengths

- Simplifies advising and implementation of “The BSN Foundational Courses”.
- May result in an increased diversity in the nursing workforce.

Potential Challenges

- Unintended barriers are possible in the areas of financial aid, admission processes, accreditation, and regulation.
- Challenges of assuring success for a broader population of students.

Additional Presenters

The Kansas Model for Seamless Academic Progression

- **Dr. Nelda Godfrey**

The New Mexico Model for Seamless Academic Progression

- **Jenny Landen**

The Importance and Role of Practice in Academic Progression

- **Kathy Davis**

Participant Dialogue and Questions

- **Dr. Maureen Sroczyński**



The Kansas Model

Nelda Godfrey, PhD, ACNS-BC, FAAN
Associate Dean, Undergraduate Programs
University of Kansas School of Nursing

The Kansas Model

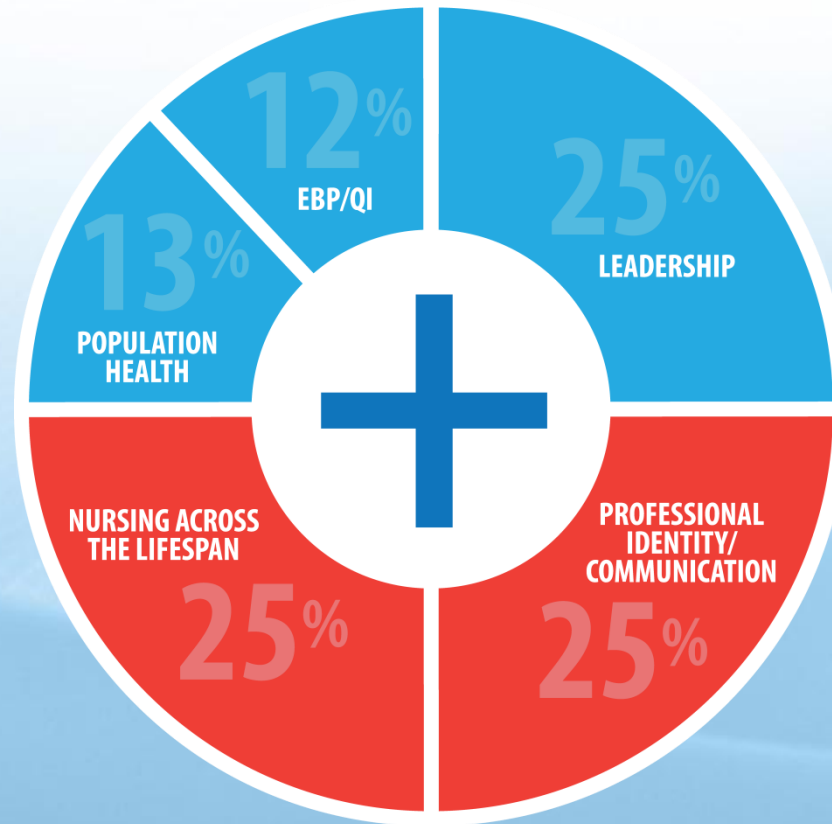
A result of an existing partnership between
Kansas Community Colleges and the
University of Kansas



©2014. The University of Kansas.

Kumm, S. & Fletcher, K.A. (2012). From Daunting Task to New Beginnings: Bachelor of Science in Nursing Curriculum Revision using the New Essentials. *Journal of Professional Nursing*, 28 (2): 82-89.

BSN EDUCATION



ADN EDUCATION

©2014.The University of Kansas.

Kumm, S., Godfrey, N., Martin, D., Tucci, M., Muenks, M. & Spaeth, T. (2014). Baccalaureate outcomes met by associate degree programs. *Nurse Educator*, 39 (5), 216-220.

Community College/ BSN Partnership Curriculum

Fall 1	Hours	Spring 1	Hours
PSYC0101 Intro to Psych	3	BIOL0271 Physiology	3
**MATH0104 Inter. College Algebra	3	BIOL0272 Physiology Lab	1
BIOL0141 Human Anatomy (includes lab)	4	ENGL0102 Comp II	3
ENGL0101 Comp I	3	PSYC0203 Human Development or PSYC0202 Child Development	3
XXXXXXXX Humanities Elective	3	SPCH0153 Inter. Communication or SPCH0151 Public Speaking	3
Total	16	Total	13
** Only if not eligible for College Algebra			
Fall 2		Spring 2	
BIOL0261 Microbiology	3	CHEM0109 Chemistry	5
BIOL0262 Microbiology Lab	2	MATH0115 Statistics	3
MATH0105 College Algebra	3	XXXXXXXX Global Perspective Course	3
BIOL0145 Nutrition	3	XXXXXXXX Liberal Arts Elective	6
SOSC0107 Sociology	3	Total	17
XXXXXX X Liberal Arts Elective	3		
Total	17		

Summer 2			
NURS0193	Health Assessment *	3	
Total		3	
Fall 3			Spring 3
NURS0122	End, Nursing Care I	3	NURS0124 Concept of Care 8
NURS0123	End, Nursing Care II	4	NURS0135 Pathophysiology* 3
NURS0356	Tech to Improve Patient Safety	3	NURS0411 Population Health 3
NURS0357	Intro to Baccalaureate Nurse Role	3	NURS0412 Nursing in the Clinical Healthcare 3
Total		13	Micro-System Total 17
Summer 3			
NURS0413	Teamwork and Collaboration	3	
NURS0415	Improving Healthcare Quality	3	
Total		6	
Fall 4			Spring 4
NURS0211	Peds, OB, Child/Family	6	NURS0226 Complex Health Care 8
NURS0208	Pharmacology *	3	NURS0417 Influences Health Care 3
NURS0414	Org Influences on Nursing Practice	3	Macro-system
NURS0416	Evidence Based Nursing Practice	3	NURS0418 Senior Project 3
Total		15	Total 14

* University Portfolio Eligible Courses = 9 credits

Total Combined Credits: 128 - 131 hours

Black = Community College Gen Ed Courses--34 credits; **Black Bold = University-Required Gen Ed courses**

Red = Community College Nursing Courses-38 credits; Blue = University Nursing Courses—30 credits

□

KU Community College Nursing Partnership (KUCCNP), 10-26-14 -Nelda Godfrey, contact: ngodfrey@kumc.edu

Expected Outcomes:

- Truly seamless AD-BSN progression
- Authentic partnerships between AD and BSN programs
- Larger numbers of nurses prepared at the BSN level
- Employment parity in rural areas
- For information contact Nelda Godfrey at ngodfrey@kumc.edu.



Developing a Statewide Concept-Based Curriculum

New Mexico Nursing Education Consortium
(NMNEC)

Jenny Landen, RN, MSN, FNP-BC
Dean, School of Health, Math & Sciences
Santa Fe Community College
NMNEC Leadership Council

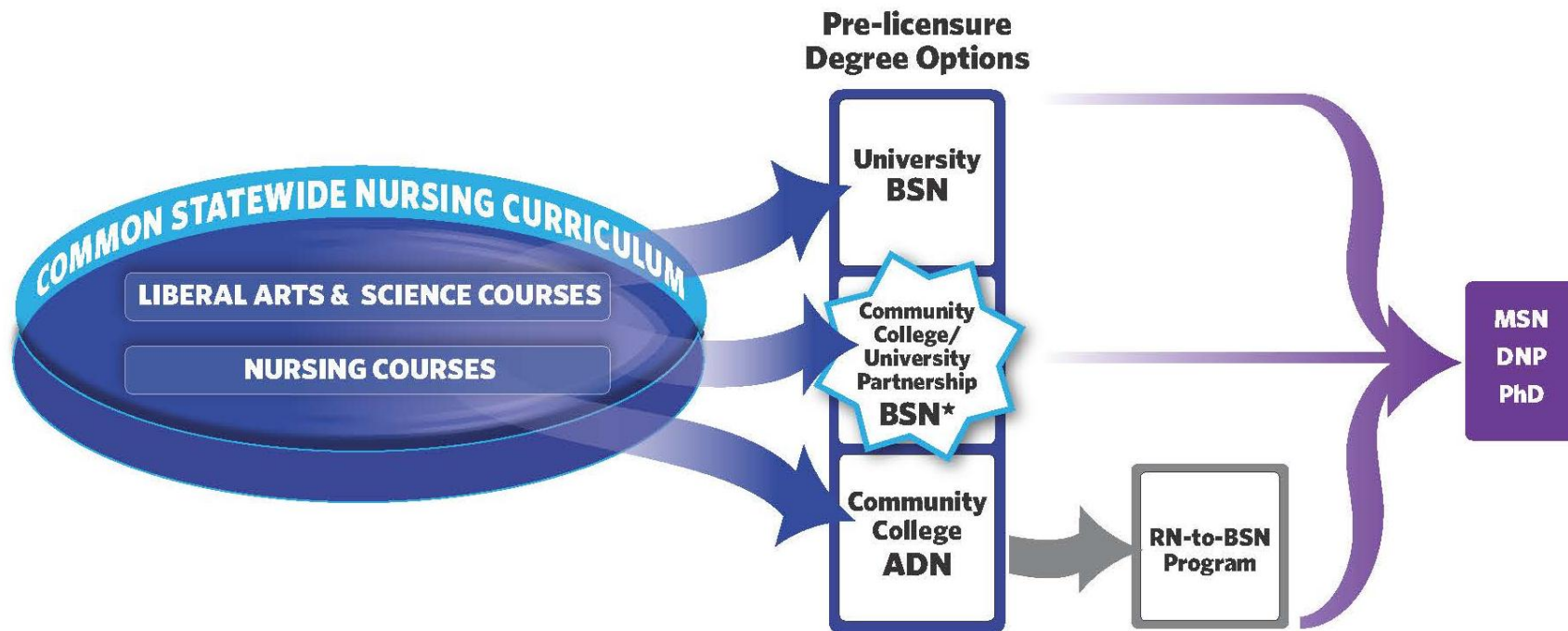


Primary Goals of NMNEC

- ▶ Increase number of nurses with BSN and graduate degrees in New Mexico.
 - BSN degrees from home communities
 - ▶ Improve efficiency, quality, and educational outcomes of nursing education through cooperation among community colleges and universities.
 - Common statewide nursing curriculum
 - Sharing of faculty and teaching/learning resources
 - Seamless articulation across consortium schools
 - ▶ Increase workforce diversity by improving nursing education for minorities, particularly in rural areas
- ▶ www.nmneec.org



Nursing Educational Model



* BSN is offered on community college campuses. Baccalaureate and Associate degrees are conferred concurrently.



NMNEC BSN PROGRAM OF STUDY

(Total Credits for BSN – Minimum 128 Credit Hours)

Prerequisite & Non-Nursing Courses

Basic Sciences (minimum of 12 credits):

- Biology/Lab (4)
- Chemistry/Lab (4)
- Microbiology (4)
- **Health Sciences** (min. of 15 credits):
 - Anatomy & Physiology (6–8)
 - Pathophysiology (4–6)
 - Nutrition (3)

General Education:

- English I & II (6)
- College Algebra (3)
- Statistics (3)
- Social Sciences (3)
- Psychology (3)
- Lifespan (3)
- Speech (3)
- Core Curriculum Requirements (15)

Nursing Courses

- Intro to Nursing Concepts (3)
- Principles of Nursing Practice (4)
- Health & Illness Concepts I (3)
- Health Care Participant (3)
- Nursing Pharmacology (3)
- Assessment & Health Promotion (4)
- Health & Illness Concepts II (3)
- Professional Nursing Concepts I (3)
- Care of Patients with Chronic Conditions (4)
- Health & Illness Concepts III (4)
- Clinical Intensive I (4)
- **Evidence-Based Practice (3)**
- **Nursing Electives (6)**
- **Clinical Intensive II & III (8)**
- **Concept Synthesis (3)**
- **BSN Capstone (4)**



NMNEC ADN PROGRAM OF STUDY

(Total Credits for ADN – Minimum 69 Credit Hours)

Prerequisite & Non–Nursing Courses

Basic Sciences (minimum of 4 credits):

- Biology
- Chemistry
- Microbiology
- **Health Sciences** (min. of 12 credits):
 - Anatomy & Physiology (6–8)
 - Pathophysiology (4–6)

General Education:

- English I (3)
- Psychology (3)
- Lifespan (3)
- Elective if required by the specific ADN program (3)

Nursing Courses

- Principles of Nursing Practice (4)
- Health & Illness Concepts I (3)
- Nursing Pharmacology (3)
- Assessment & Health Promotion (4)
- Health & Illness Concepts II (3)
- Professional Nursing Concepts I (3)
- Care of Patients with Chronic Conditions (4)
- Health & Illness Concepts III (4)
- Clinical Intensive I (4)
- ADN Capstone (6)*
- Intro to Nursing Concepts (3)

*Details of ADN Capstone to be determined by each school

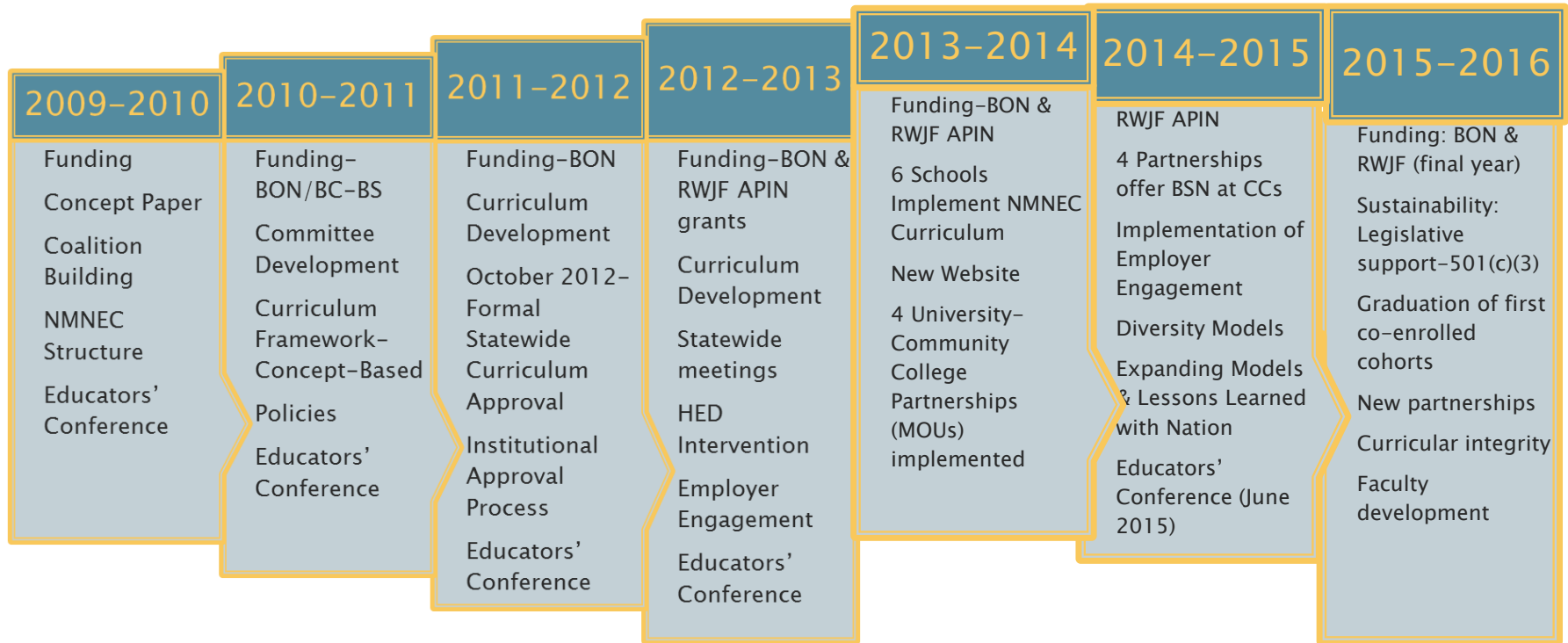


Primary Goals of NMNEC

- ▶ Increase number of nurses with BSN and graduate degrees in New Mexico.
 - BSN degrees from home communities
 - ▶ Improve efficiency, quality, and educational outcomes of nursing education through cooperation among community colleges and universities.
 - Common statewide nursing curriculum
 - Sharing of faculty and teaching/learning resources
 - Seamless articulation across consortium schools
 - ▶ Increase workforce diversity by improving nursing education for minorities, particularly in rural areas
- ▶ www.nmneec.org



NMNEC Timeline





Center to Champion Nursing in America

Kathy Davis, RN, BSN, MBA, NEA-BC

Senior Vice President and Chief Nursing Officer



What are We Trying to Accomplish?

- Describe the progression in one employer's approach to increasing the number of BSN prepared RNs from plan to results

Presbyterian Today

8 Hospitals



**445,000
health
plan
members**

**770+
providers**



**Over
3,000
Nurses**



Your story is our story.

The 5-year Nursing Strategic Plan



Two overarching aims:

1. Achieve excellence in nursing practice
2. Create and sustain an environment where nurses are highly engaged and simultaneously connected to Presbyterian and the nursing profession.

5 Goals

GOAL

Goal 1

- Create a work environment where Lifelong Learning is promoted and recognized for its strategic value in the care we produce and mutually supported by Presbyterian and the individual Presbyterian nurse

GOAL

Goal 2

- Evolve the nursing rewards and compensation structure to primarily recognize nurses for contributions and value in achieving organizational goals and results and for commitment to Presbyterian that acknowledges experience and tenure

GOAL

Goal 3

- Develop proactive and defined career paths for nursing with recognition for education and results; achieve 80 percent BSN prepared by 2020

GOAL

Goal 4

- Ensure that roles in nursing are designed to produce value for patients and accountability for practice. Address effectiveness of nurse management roles to include span of control, strengthen accountability and fix compressed salaries

GOAL

Goal 5

- Nursing ownership for innovating, implementing evidence based practice and designing care models that produce value for patients and promote the highest level of nursing practice

Focus for Today

GOAL

Goal 1

- Create a work environment where Lifelong Learning is promoted and recognized for its strategic value in the care we produce and mutually supported by Presbyterian and the individual Presbyterian nurse

GOAL

Goal 3

- Develop proactive and defined career paths for nursing with recognition for education and results; achieve 80 percent BSN prepared by 2020

Nursing Strategic Plan Level Goals

- Restructure Clinical Career Ladder to Professional Nurse Career Path (PNCP)
- Increased scholarships
- Focus on specialty certification
- Focus on increased access to education overall
- Key policy questions – “grandfather” more senior RNs?
- Required 60 month commitment to complete for new hires
- Partner with specific programs in NM to seamlessly advance RNs from ADN to BSN

Measurement and Analysis

Indicator	Baseline	December 2013	December 2014
*BSN	40 percent	40 percent	45 percent
*MSN	86	74	92
New certifications	87	199	33 new = 232
*Preceptors	Not formally tracked	300	309
Number of PNCP Participants	335	1,037	1,354
Number of Clinical Practice Leaders	0	260	260
Nursing Scholarships	14	58	66

***Direct patient care RNs**

Employer Role as a Clinical Partner

- Close alignment with NM Nursing Education Consortium
- Active participation in learning and preparing for the new concept based curricula and how this modifies how we support students
- Management of clinical rotations
- Increased evaluation of various schools as clinical partners

Challenges and Considerations

- Internal policy
 - Hiring and commitment to achieve BSN
 - Hosting non-accredited schools for clinical rotations
 - Tuition reimbursement and supporting employees who enroll in non-accredited schools
 - Will we “grandfather” senior nurses?
 - How to address RNs who don’t pursue education

Challenges and Considerations

- Analysis of data to guide adjustments to focus and policy (turnover, older RNs)
- Inadequate funds to support large numbers of RNs to advance education
- All facilities and business segments signed into philosophy - 2 hospitals deferred participation for 18 months



Benefits to Date

- Growth in Professional Nurse Career Path overall
- Tangible focus on:
 - Lifelong Learning
 - Academic preparation with recognition and acknowledgement
- Increased focus on the connection between education and results for patients

Benefits to Date

- Introduction of Clinical Practice Leader duties and reward for certification as very important building blocks toward formal education/degrees



- Strong partnership with Human Resource colleagues

the
challenge

Transforming Health
Care for the 21st
Century

our
progress



Help Shape the Future of Health Care

www.campaignforaction.org



<http://facebook.com/campaignforaction>



www.twitter.com/campaign4action