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Campaign for Action



The Future of Nursing: *Campaign for Action*

Education Learning Collaborative

Patricia A. Polansky, RN, MS

Co-Director, Center to Champion Nursing in America

Mary Sue Gorski, RN, PhD

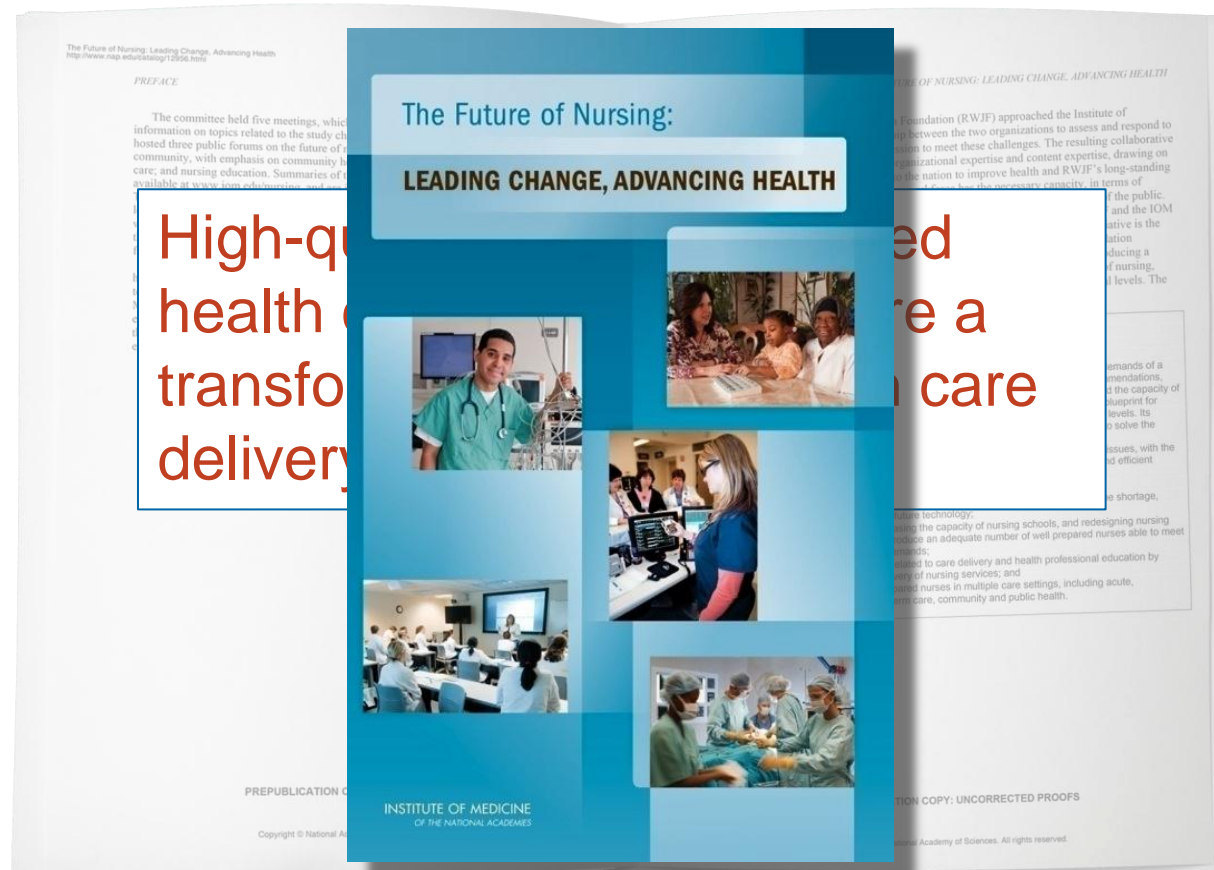
Nursing Consultant Center to Champion Nursing in America

Update on activities of the
Education Learning Collaborative.

How we got here.

Institute of Medicine Report

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IOM Key Message #2

Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression.

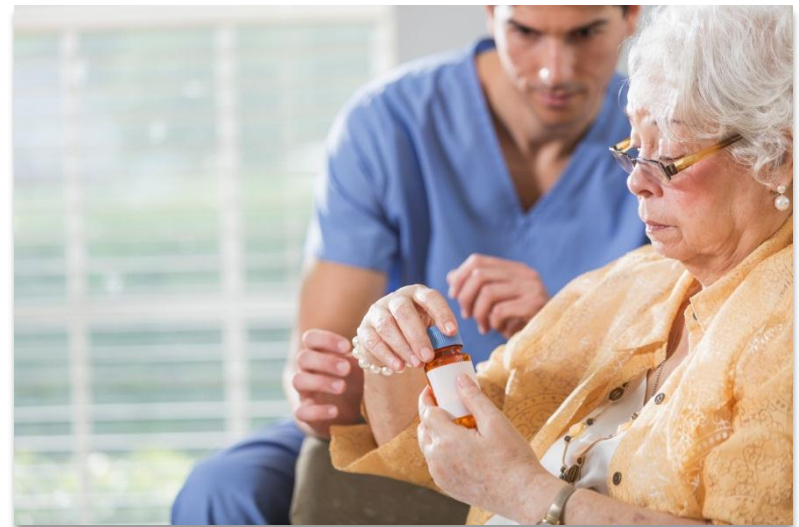
To respond to the underrepresentation of racial and ethnic minority groups and men in the nursing workforce, the nursing student body must become more diverse (IOM, 2011)

Improve Workforce Diversity

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Nurses should reflect the population in terms of gender, race, and ethnicity.

- All nurses should provide culturally competent services and care.
- Greater workforce diversity may help to reduce health disparities and improve health outcomes in diverse communities.



Increase Education Level of Nurses

IOM: Prepare nurses to meet new challenges in health & health care.

- Increase the proportion of nurses with BSN and higher degrees.
- Increase the number of nurses with doctorates.



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%

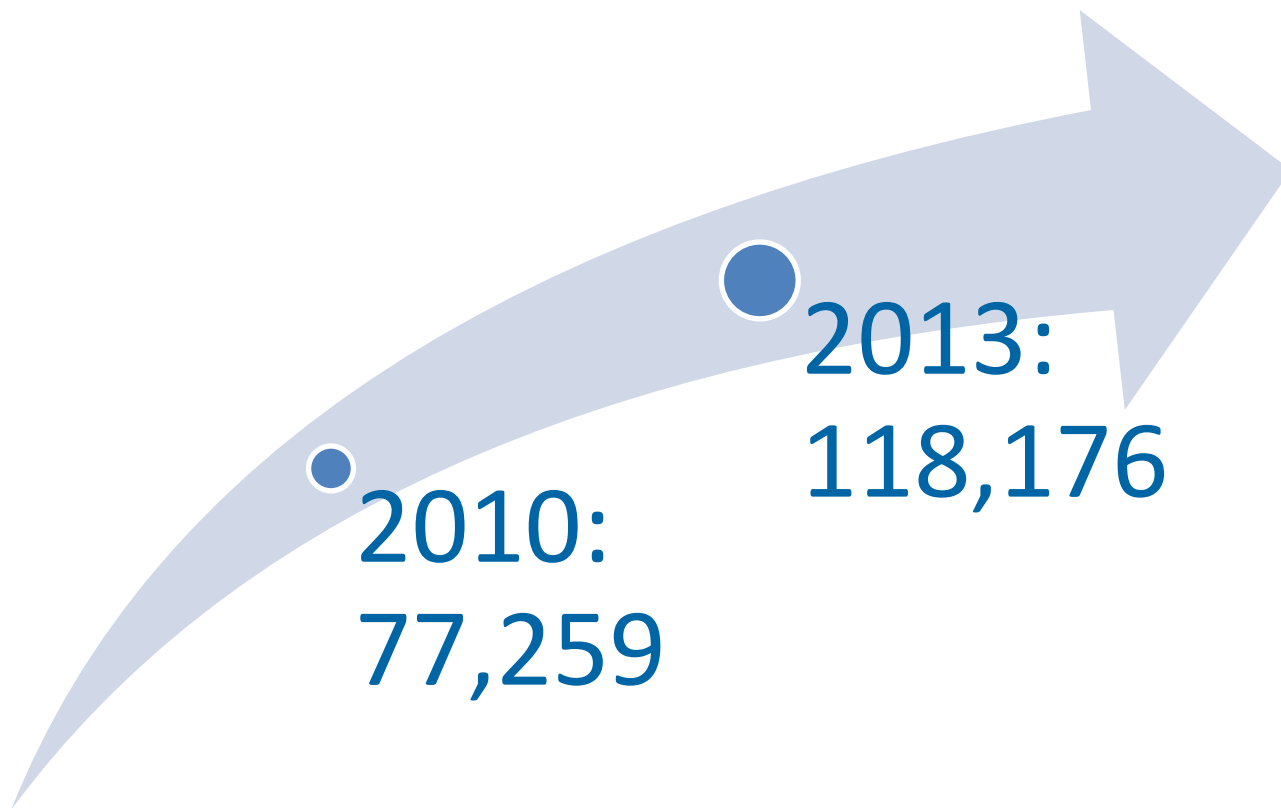
2011 50%

2010 49%



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

Number of students enrolled in RN to BSN programs



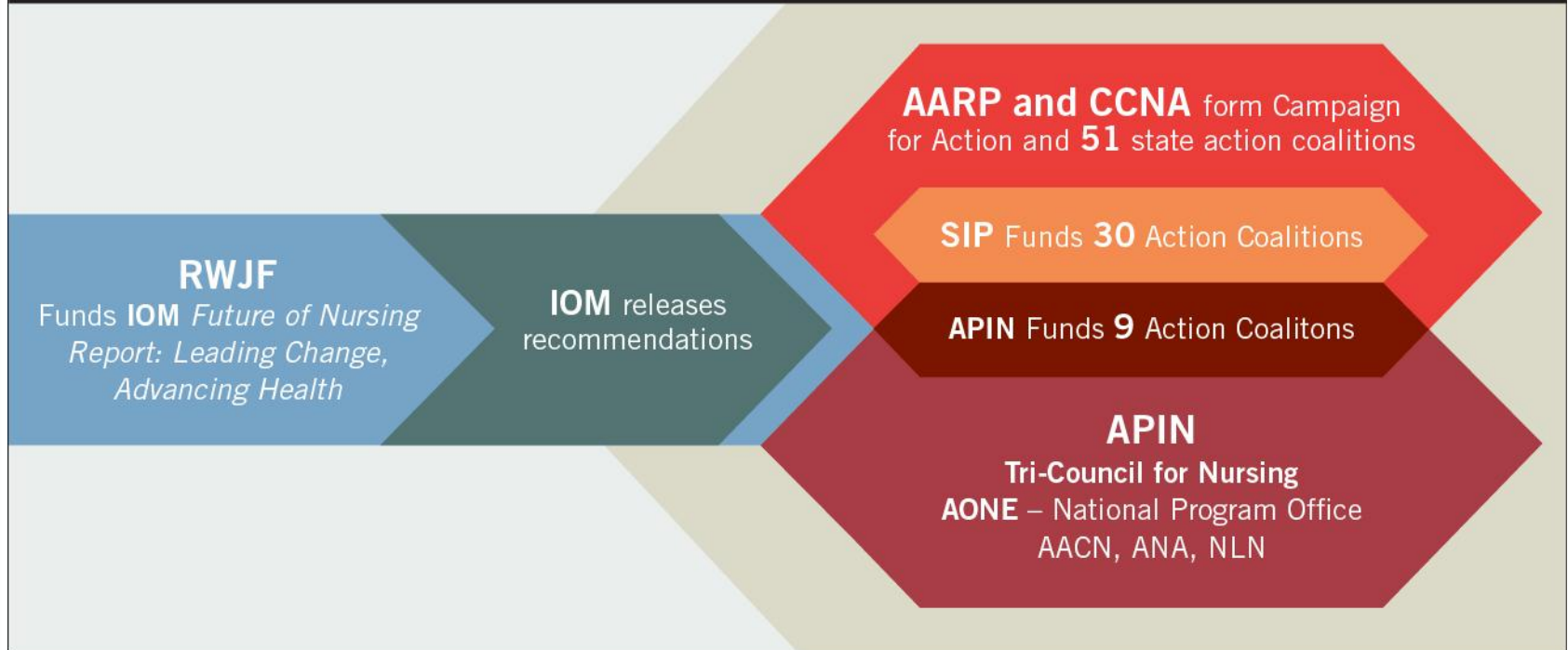
Studies show association between higher nurse education level and improved health care outcomes.

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

- 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.

- Seventeen states are funded by the State Implementation Program (SIP) for academic progression projects.
- Nine states are funded for the Academic Progression In Nursing (APIN) Grants.
- Common issues related to academic progression implementation are experienced across the country (Handout #1).
- Since the CFA, 44 state ACs are engaged in academic progression projects (Handout #2).

RWJF Future of Nursing



RWJF – Robert Wood Johnson Foundation
IOM – Institute of Medicine

AARP – American Association of Retired Persons

CCNA – The Center to Champion Nursing in America at AARP

SIP – State Implementation Program

APIN – Academic Progression in Nursing

AONE – American Organization of Nurse Executives

AACN – American Association of Colleges of Nursing

ANA – American Nurses Association

NLN – National League for Nursing

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.

- April 2014 a meeting was hosted by APIN titled-- *Moving Forward: A National Dialogue on Academic Progression in Nursing* to discuss common issues
- A recommendation from the meeting was to provide consistent prerequisites/general education requirements for BSN education.
- July 2014 Work Group proposed BSN Foundational Courses (Handout #5).
- More later today on Foundational Courses

“Since the first community college OCNE students graduated in 2008, between 30=35% have continued for the bachelors degree within 3 years of completion of their Associates Degree. While this is a 3-fold increase in the number of AD grads continuing for a bachelors within 5 years, it fell far short of our goals.”

“If we were developing the consortium today, with primary emphasis on academic progression, I would not support the opt-out option.”

Summary:

- Partnerships with community colleges and four-year degree granting institutions are strong.
- We will not meet our 80% by 2020 goals with current models alone.
- There has been progress advancing promising models across country.
- A new model has emerged with potential to accelerate our progress.

Emergent Model

- Educational collaborative between universities and community colleges that enable students to transition automatically and seamlessly from the Community College directly to a BSN program.
- There may or may not be an ADN degree conferred in this model.
- The student is prepared to take the NCLEX after the BSN is conferred.
- The state or regional shared curriculum, the competency or outcome based curriculum and the RN to BSN conferred by the Community College models can serve as a foundations for this model (Handout #3).

Academic Progression

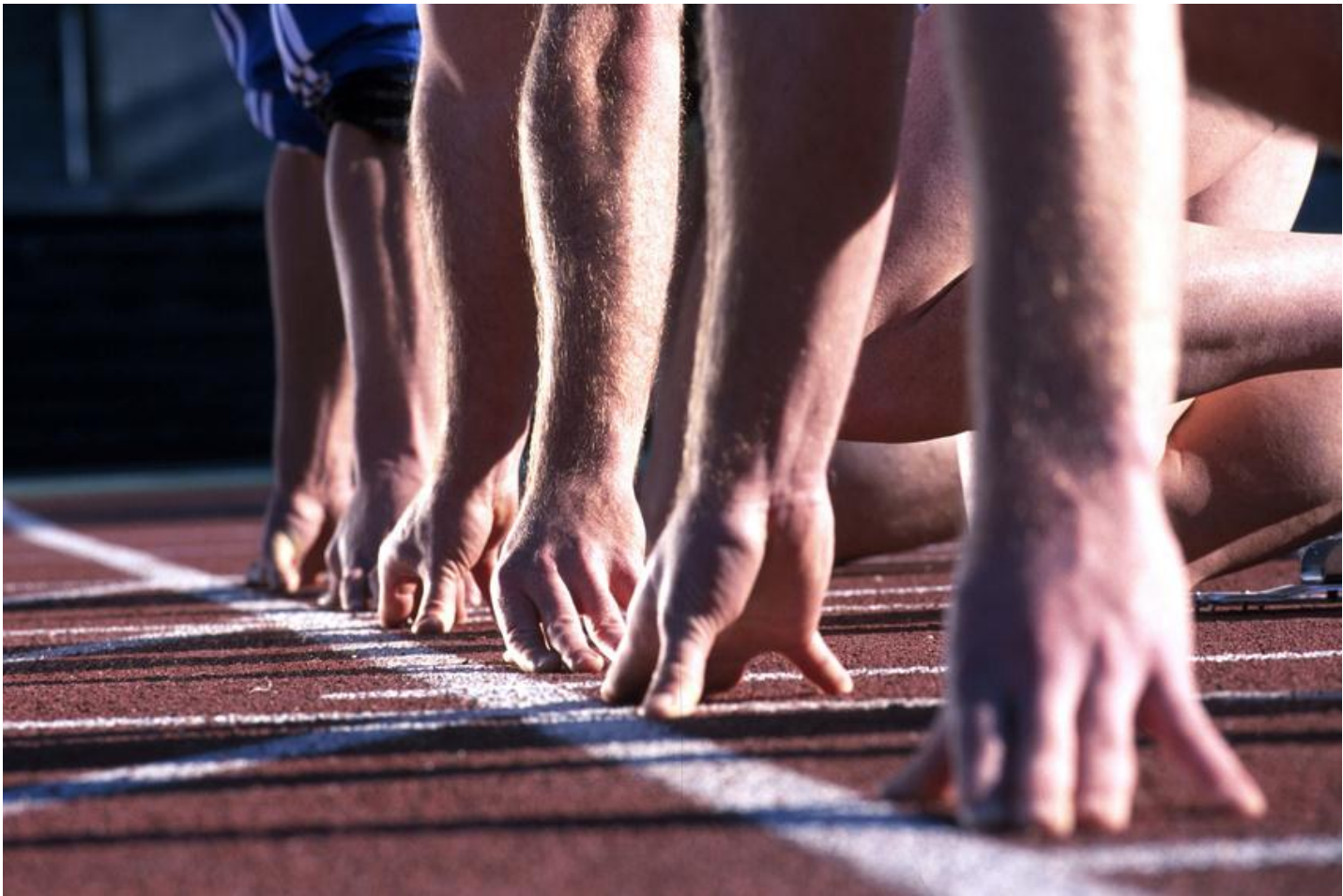
Goals:

- Gathering those experienced in successful academic progression for a think tank to rapidly assess the promise of the emerging model.
- Dissemination of the meeting outcomes providing an additional option to accelerate national progress toward a higher educated nursing workforce.



Ready, Set, Go!

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Lets get started --- Moving to the next level of strategic thinking and planning to accelerate progress on academic progression goals through further development of this emerging model.

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