Equip & Empower for Educational Transformation: Getting to 80% BSN by 2020
A Webinar for Western States and Their Leaders

JUNE 29, 2011
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
• 30 state teams
• Two national summits
• Oregon site visit
• State team leader convening
• 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
- Data
- Practice
- Leadership
- Collaboration
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
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.
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...
A Focus on Vocational Education
A Move Toward
Associate Degree Programs
The Explosion into RN to BSN Education

- First to eliminate clinical requirements
- First to give college credit for diploma coursework
- First to move ONLINE
A Major Move into BSN Pre-licensure Education and Graduate Programs
Online World

Major Shift in Higher 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
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

ADN GRADUATES

BSN GRADUATES

RN–BSN programs

Pre-licensure ADN programs

Graduate Programs

MSN /PhD GRADUATES

Pre-licensure BSN programs
NM Nursing Education in Future

ADN GRADUATES

BSN GRADUATES

MSN /PhD/DNP GRADUATES

Pre-licensure BSN Programs

RN–BSN programs

Pre-licensure ADN programs
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
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
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.
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)…

… 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.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Collaborative Nursing Education Continuum Model (CNECM)</th>
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<tbody>
<tr>
<td><strong>Dual Admission</strong></td>
<td>▪ Qualified current ADN students admitted to SSU BSN program for summer enrollment in UD Nursing</td>
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</table>
| **Integrated Curriculum**               | ▪ Builds on ADN curriculum using *Bacc Essentials*  
▪ No repetition of ADN content in the BSN program  
▪ Integrated and stand-alone *QSEN Competencies* |
| **Share Faculty**                       | ▪ Established CNECM “faculty of the whole”  
▪ ADN and BSN faculty co-teach BSN courses online                                                                    |
| **BSN Attainable in One Year after ADN**| ▪ 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**  | ▪ 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.”

- Identify additional components to be included that provide a streamlined nursing degree transfer pathway.
- No duplication of BRN pre-licensure or ADN required course content.
- No repeat of prerequisite courses or course content required for the ADN.
There are serious and unintended consequences related to lack of uniformity in nursing prerequisites and General Education (GE) requirements between the CCCs and CSUs.

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<thead>
<tr>
<th>Characteristic</th>
<th>Examples</th>
<th>Consequences</th>
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<tr>
<td><strong>No uniform prerequisites</strong></td>
<td>Variously include chemistry, nutrition, growth and development, introductory nursing, pharmacology, etc.</td>
<td>▪ Students accumulate units not applicable to any baccalaureate requirements</td>
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<td>▪ Students must discover, analyze and complete multiple uncoordinated prerequisite patterns if applying to more than one nursing program</td>
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<td>▪ ADN can require more than 70 units (max transfer accepted toward the baccalaureate)</td>
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<tr>
<td><strong>“Hidden” prerequisites</strong></td>
<td>General biology for anatomy, physiology, and microbiology; Math through intermediate algebra before math that meets CSU GE requirement</td>
<td>▪ Require students to take [prerequisite] courses not clearly indicated as required for the nursing major</td>
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<td>▪ Adds 6-12 concealed units to actual degree requirements</td>
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<td><strong>No uniform GE pattern</strong></td>
<td>GE Category labels and content requirements vary widely by CCC campus</td>
<td>▪ Students accumulate excess units not applicable toward baccalaureate degree</td>
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<td></td>
<td></td>
<td>▪ After ADN graduation, students may have 18-24 units of lower division CSU GE remaining to complete for the BSN</td>
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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.

- CMNE
- AB 1295
- IOM Rec 4

California’s ability to produce a more highly educated nursing workforce for the future
Olympic College

University of Washington Tacoma Partnership

Community College Baccalaureate Degree

RN to BSN
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
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
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
## 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)
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
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 workforce 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
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!

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## Curriculum

### Credits:

<table>
<thead>
<tr>
<th>180 Total Credits required for ADN to BSN Degree Requirements</th>
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<tbody>
<tr>
<td>General Education credits (total earned in ADN and/or BSN)</td>
</tr>
<tr>
<td>Nursing Credits in ADN</td>
</tr>
<tr>
<td>Nursing Credits for RN Licensure</td>
</tr>
<tr>
<td>Upper Division Nursing Courses</td>
</tr>
<tr>
<td>Upper Division General Education Electives</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
</tr>
</tbody>
</table>
## RN to BSN General Education Requirements

<table>
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<tr>
<th>Requirement</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Foreign Language</strong></td>
<td>Two years in high school of the same foreign language or 10 credits of one language at the college level.¹</td>
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<tr>
<td><strong>Mathematics</strong></td>
<td>Requirement fulfilled by advanced math or statistics.</td>
</tr>
<tr>
<td><strong>Quantitative/Symbolic Reasoning</strong></td>
<td>5 credits. Requirement fulfilled by statistics.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>15 credits. Must include 5 credits of English composition and 10 additional credits of writing-intensive coursework.²</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td>15 credits. College-level foreign language credit can be applied toward this requirement, and may be completed while in OC ADN to BSN program.</td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
<td>15 credits. May be completed in OC ADN and BSN programs.</td>
</tr>
<tr>
<td><strong>Natural Sciences</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>To complete total of 65 general education requirements.</td>
</tr>
</tbody>
</table>

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.
Next Steps

• **Webinar and materials:** [www.championnursing.org/events](http://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.