Education Transformation Learning Collaborative Discussion Series

**December 2013 and January 2014
Summary Report February 2014**

Executive Summary

On September 10-17, 2013, the Center to Champion Nursing in America (CCNA) sponsored an Action Coalition Meeting in Chicago with 17

states participating. The purpose of this session was to provide targeted technical assistance and shared learning on academic progression in order to accelerate progress on program benchmarks.

Following this meeting, the CCNA nurse experts reviewed the details that states shared and identified the focus areas for technical assistance that the teams identified. A plan was then developed to provide a program of ongoing technical assistance to address these outstanding questions and challenges.

The technical assistance themes were grouped into four areas of specific need including:

1. Competency and shared curriculum models including the linkages between the models and the alignment of prerequisites, general education and degree requirements.
2. Data collection, evaluation and reporting on academic progression.
3. Accreditation complexities in academic progression.
4. Scaling up and maintaining momentum.

Outlines were then developed and presenters selected for sessions in each of these technical assistance areas with the Webex format identified as the most effective and efficient mechanism to engage states in an interactive dialogue and ongoing learning sessions

States invited to all sessions included, Alabama, Arkansas ,Colorado, Connecticut, Georgia, Iowa, Kansas, Maryland, Michigan, Minnesota, Mississippi, Nebraska, Ohio, Oklahoma, Pennsylvania, South Carolina, Vermont, Wisconsin and Wyoming.

There was a very positive response to the use of the Webex technology and all of the participants enthusiastically endorsed the content presented within each of these sessions

The majority of the 17 states invited had participants at each session. The states requested many specifics in the information they needed to continue to advance their work in academic progression. These areas included curriculum details on all the models and exemplars that were discussed, communication tools, the management of financial aid in seamless models, more clarity around accreditation issues, exemplars on how to include diversity within newly designed models and other information related to implementation of specific models.

From both the feedback and consistent participation, there appears to be a continuing need for coaching within the education transformation learning community and the Webex format appears to be an effective strategy to support states as they move forward with education transformation

Background

On September 10-17, 2013, the CCNA sponsored an Action Coalition Meeting in Chicago with 17 states participating. The purpose of the session was to provide targeted technical assistance and shared learning on academic progression in order to accelerate progress on program benchmarks. In a series of facilitated sessions, the 17 state teams focused on their project successes and the areas where they may have stalled and could use more technical assistance from CCNA. Exemplars on what it takes to initiate and build strong partnerships between community college and university programs were shared and state teams were asked to expand on their plans for education progression to identify the best approaches and assistance needed to move forward at a higher speed.

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Outlines were then developed and presenters selected for each session with the Webex format identified as the most effective and efficient mechanism to engage states in an interactive dialogue and ongoing learning sessions. Each session was planned for one hour to accommodate both information sharing and interactive dialogue. The Webex sessions were then scheduled for the months of December and January.

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Discussion Sessions

Competency and Shared Curriculum Models: Drs. Maureen Sroczynski and Liz Close

This session was divided into two parts and scheduled for December 6 and December 12, 2013. The focus of the first session was to identify the linkages between the competency and shared curriculum models and to review and identify the tools and resources that are available on the CCNA website to assist states in moving forward with these models. Key points made in the first session included the concept that the competency model is not an end in itself to achieve academic progression but a process to both integrate competencies into curriculum and identify where linkages can be made in nursing program curricula as part of a shared curriculum model. Common components of both models were identified and the use of the Gap Analysis process for both models was discussed. Twenty-one state representatives (excluding the presenters, staff and nurse experts) participated in this first session.

The second session on December 12 was designed to have states more involved by sharing their specific questions about each model. There were 13 participants representing 9 states actively engaged in the dialogue. Specific questions were raised about the gap analysis process and how it could be utilized for both competency integration and the development of a shared curriculum. The participating states all were in the process of implementing either the competency or shared curriculum model and each discussed their process, successes and challenges.

While the first session did not include a formal evaluation, the second session evaluations indicated that the majority of the participants (80%) agreed or strongly agreed that the session was helpful and the majority had participated in both sessions. Participants indicated the content and the dialogue among states were the most beneficial components of both sessions.

Data Collection, Evaluation and Reporting: Dr. Pat Farmer and Melissa Mariñelarena

This session was held on December 18, 2013 and eight state representatives participated. The focus of this session was the use of the minimum data set (MDS) as the gold standard for data collection and the importance of thoughtful measures that can be replicated, including measures of diversity. The dialogue among the participants indicated that the states' participation and data access was notably variable and many were unclear about the data sources within their states. Comments also indicated that the participants wanted more detail on data specific to their states.

Evaluations provided by participants noted that the majority (85%) agreed or strongly agreed that this session was helpful and that hearing from other states was the most beneficial aspect of the sessions.

Accreditation Complexities: Dr. Mary Sue Gorski and Tina Gerardi

This session was held on January 9, 2014 with ten participants. The focus of the session to share the content and questions discussed at the December 16, 2013 Accreditation Leaders Meeting sponsored by the Academic Progression in Nursing (APIN) program office. The purpose of this meeting was to examine the challenges and opportunities that states face in relation to accreditation as they implement new models of academic progression. Copies of the APIN briefing documents were shared with participants and a detailed review of the questions that were examined in this meeting were discussed.

Participants were encouraged to share their questions and experience with accreditation issues. Many of the experiences described related to the differences in state or regionally based requirements and actual accreditation standards. A number of participants shared that they often received conflicting information from accreditation bodies than what was shared within this session. Most of the participants indicated the need to have more centralization and clarity of information in a collaborative presentation from the accreditation bodies including the National Council of State Boards of Nursing to overcome the conflicting information that appears to currently exist.

The majority of participants (60%) indicated on the evaluations that the session was helpful and the presentation of content was the most beneficial component.

Scaling Up and Maintaining Momentum:Dr. Pat Farmer, Dr. Mary Beth Mancini, Dr. Casey Shillam

This session was held on January 16, 2014 with 17 participants. The focus of the session was to share the exemplars of the University of Texas (UT), Arlington for rapidly increasing the capacity of the RN to BSN education program and the Western Washington University approach in using "Smart Charting" to develop a communication plan to strengthen partnerships in program design and expansion.

Dr. Mancini shared the UT, Arlington approach to partner with a proven academic technology company to increase the enrollment within their RN to BSN program more than triple fold. Components of the program that were discussed included:

- Five week modular course format.

- A specifically designed content delivery system using instructional design experts working with expert faculty.
- Use of MSN prepared faculty as academic coaches for each student.

Dr. Shillam then shared the Western Washington University success in engaging stakeholders through a well-designed communication plan.

Key points that emerged from the dialogue with participants included the need for baseline data including inadequacy of current systems to meet projected statewide needs and the variable methods that can be used to expand scope substantially. Common components of each presentation were the value of partnerships, commitment and flexibility, the need for community involvement and an effective communication framework. Many specific questions were raised about proprietary organizations who can assist in design, curriculum design and communication tools.

The evaluation demonstrated that all of the participants (100%) strongly agreed that the session was helpful and that the information shared by the facilitators was the most beneficial component.

Common Themes Across All Participant Feedback

At the conclusion of each session participants were asked what additional resources they needed to assist them in moving forward with seamless progression. They also were asked (with the exception to the first session) to complete a program evaluation with the opportunity for both structured and open ended responses. In reviewing the questions and comments that were shared within each session and the content of the evaluations as well as feedback provided by the nurse experts who participated in each session, the following themes emerged:

- There was a very positive response to the use of the Webex technology. Participants and presenters gained increased skill and confidence in using the tools as the sessions progressed.

- The majority of the 17 states invited had participants at each session.

- All of the participants enthusiastically endorsed the content presented within each of these sessions.

- The states requested many specifics in the information they needed, including:
  - Curriculum details on all the models and exemplars that were discussed.
  - Information on how clinical placements are managed as programs rapidly increase capacity.
  - Reference materials.
  - Communication tools.
  - How schools with seamless progression models are managing the financial aid component for students enrolled in these models.
  - How the gap analysis process is used to integrate competencies into curriculum and identify issues in a shared curriculum model.
  - Request for posting of the minutes of the accreditation meeting sponsored by APIN.
  - Exemplars on how to include diversity within newly designed models.
  - Additional webinars with slightly longer time period.
  - Content of all sessions posted on the website.
  - The need to bring together representatives of all the accreditation bodies and the National Council of State Boards of Nursing in an expert panel for a shared learning and question session to gain more specific and detailed information about approaches to seamless academic progression models.

- The sharing of information in these small session encouraged more interactive dialogue and sharing among successful, new adopters and temporarily stalled states.

State Engagement

The total number of participants across all five sessions was 69 across 15 states. CCNA nurse experts/consultants/staff and presenters not included. The following table notes both registrations(R) and actual participation (P).

State	# of webex sessions attended	Competency & Share Curriculum #1 # of participants		Competency & Shared Curriculum #2		Data		Accreditation		Scaling Up	
		R	P	R	P	R	P	R	P	R	P
AL	3	1	2	2			2	1		3	3
AR	0										
CO	1	1	1								
CT	0	1				1				1	
GA	0	1		1							
IA	4	1	1		1	1	1	1	1	1	
KS	5	3	1	3	1	3	2	2	2	2	2
MD											
MI				1							
MN	2			1	1			1	2		
MO	1			2	2						
MS	1	1	1			1					
NE	5	1	1	1	1	1	1	1	1	1	1
NH	1	1	1								
OH	5	7	3	2	1	2	2	4	3	12	7
OK											
PA	1	1	1	1						1	
SC	3	8	6	1	1					7	3
VT	1									1	1
WI	2	1	2	2	4			2			
WY	3	1	1	1	1			2	1		
Total		29	**21**	18	**13**	9	**8**	14	**10**	29	**17**

Next Steps

In reviewing the common themes that have emerged from the sessions, the participants have indicated both the process and content that they need to continue to rapidly progress in their education transformation work. Considering this feedback the options for next steps could include:

- Grouping states around models that they are working on or other issues related to communication or scaling up with Webex sessions for states to share and receive coaching. Exemplar states, with the guidance of the nurse experts, could present their progress and encourage other states to ask more specific, detail oriented questions. All states could be offered the invitation to participate with a schedule developed for a repetition of content in separate small sessions.

- Notification to all participants of the posting and location of curriculum models and other resources on the website.

- Another session on the development of communication plans with different states sharing their successes.

- Slightly longer sessions (1.5) hours when more detailed information is presented.

From both the feedback and consistent participation, there appears to be a continuing need for coaching with the education transformation learning community and the Webex format appears to be an effective strategy to support states as they move forward with education transformation.

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