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
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

- 2010: 77,259
- 2013: 118,136
- 2014: 130,345
Education Learning Collaborative

• 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


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)
Goal 1

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”
Education Evidence

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.
Emergent Strategy

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 Sroczynski
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
# Community College/ BSN Partnership Curriculum

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<th>Hours</th>
<th>Spring 1</th>
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<td>PSYC0101 Intro to Psych</td>
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<td>SPCH0153 Inter. Communication or SPCH0151 Public Speaking</td>
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<td><strong>Only if not eligible for College Algebra</strong></td>
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<td>BIOL0261 Microbiology</td>
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<td>CHEM0109 Chemistry</td>
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<td>BIOL0262 Microbiology Lab</td>
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<td>MATH0115 Statistics</td>
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<td>Tech to Improve Patient Safety</td>
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<td>NURS0357</td>
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<td>Pathophysiology*</td>
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<td>Population Health</td>
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<td>NURS0416</td>
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*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
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.nm nec.org
NMNEC
Nursing Educational Model

Common Statewide Nursing Curriculum
- Liberal Arts & Science Courses
- Nursing Courses

Pre-licensure Degree Options
- University BSN
- Community College/University Partnership BSN
- Community College ADN
- RN-to-BSN Program
- MSN, DNP, PhD

* BSN is offered on community college campuses. Baccalaureate and Associate degrees are conferred concurrently.
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.
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- Improve efficiency, quality, and educational outcomes of nursing education through cooperation among community colleges and universities.
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- www.nmnce.org
NMNEC Timeline

2009–2010
- Funding
- Concept Paper
- Coalition Building
- NMNEC Structure
- Educators’ Conference

2010–2011
- Funding-BON/BC-BS
- Committee Development
- Curriculum Framework-Concept-Based Policies
- Educators’ Conference

2011–2012
- Funding-BON
- Curriculum Development
- October 2012-Final Statewide Curriculum Approval
- Institutional Approval Process
- Educators’ Conference

2012–2013
- Funding-BON & RWJF APIN
- Grants
- Curriculum Development
- Statewide meetings
- HED Intervention
- Employer Engagement
- Educators’ Conference

2013–2014
- Funding-BON & RWJF APIN
- 6 Schools Implement NMNEC Curriculum
- New Website
- 4 University-Community College Partnerships (MOUs) implemented

2014–2015
- RWJF APIN
- 4 Partnerships offer BSN at CCs
- Implementation of Employer Engagement
- Diversity Models
- Expanding Models & Lessons Learned with Nation Educators’ Conference (June 2015)

2015–2016
- Funding: BON & RWJF (final year)
- Sustainability: Legislative support-501(c)(3)
- Graduation of first co-enrolled cohorts
- New partnerships
- Curricular integrity
- Faculty development
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
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 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 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 3: Develop proactive and defined career paths for nursing with recognition for education and results; achieve 80 percent BSN prepared by 2020.

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 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 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 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

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<th>Indicator</th>
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<tr>
<td>*BSN</td>
<td>40 percent</td>
<td>40 percent</td>
<td>45 percent</td>
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<tr>
<td>*MSN</td>
<td>86</td>
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<td>New certifications</td>
<td>87</td>
<td>199</td>
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<td>*Preceptors</td>
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<td>Nursing Scholarships</td>
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*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
Help Shape the Future of Health Care

www.campaignforaction.org

http://facebook.com/campaignforaction  www.twitter.com/campaign4action

Gorski April 28, 2015