The Future of Nursing: Campaign for Action

Education Learning Collaborative
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Our Objectives

Update on activities of the Education Learning Collaborative.

How we got here.
High-quality, patient-centered health care for all will require a transformation of the health care delivery system.
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)
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.
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: 118,176
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.
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.
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

AARP and CCNA form Campaign for Action and 51 state action coalitions

SIP Funds 30 Action Coalitions

APIN Funds 9 Action Coalitions

APIN
Tri-Council for Nursing
AONE – National Program Office
AACN, ANA, NLN

RWJF – Robert Wood Johnson Foundation
IOM – Institute of Medicine
AARP – American Association of Retired Persons
CCNA – The Center to Champion Nursing in American 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

Polansky Gorski January 2015
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

• 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!
Help Shape the Future of Health Care

Transforming Health Care for the 21st Century

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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