

FUTURE OF NURSING™

Campaign for Action

AT THE CENTER TO CHAMPION NURSING IN AMERICA



Robert Wood Johnson Foundation

AARP Foundation®

Recommendation 7

STRENGTHENING NURSING EDUCATION

Recommendation #7

STRENGTHENING NURSING EDUCATION

Nursing education programs, including continuing education, and accreditors and the National Council of State Boards of Nursing should ensure that nurses are prepared to address social determinants of health and achieve health equity.

#	Sub-Recommendation
7.1	Actions for deans, administrative faculty leaders, faculty, course directors, and staff of nursing education programs
7.2	Actions for accreditors
7.3	Action for the National Council of State Boards of Nursing and specialty certification organizations
7.4	Action for continuing education providers

7. STRENGTHENING NURSING EDUCATION

7.1 Actions for deans, administrative faculty leaders, faculty, course directors, and staff of nursing education programs

1. Key Strategic Stakeholders	2. Top 3-5 Actions for 2021	3. Top 3-5 Actions for 2022
<p>Nursing Organizations Ethnic Minority Nursing Organizations; National Council of State Boards of Nursing</p> <p>Non-profits Chambers of Commerce; Non-profit organizations that serve the Black, Indigenous and People of Color (BIPOC), under-resourced/represented, those facing housing insecurity, and indigenous communities</p> <p>Federal/State Government Policy partners – legislators</p> <p>Education Education accreditation organizations; Students – prelicensure through doctoral; Secondary (high school) organizations, school districts, technical schools, etc, who often perpetuate the structural barriers and racism that prevent BIPOC students from entering the nursing pipeline; University Leadership, College/Dept Advisory Boards</p> <p>Other Movement leaders in the BIPOC community; Practice partners across the spectrum and including the long-term care community; Health professions partners; Licensing/certification organizations</p>	<p>A. Educate faculty, partners and collaborators on needed changes</p> <p>B. Understand the needs of under-resourced communities as we transform educational deliverables</p> <p>C. Focus on mentoring and other programs to support & sustain diverse faculty and students</p> <p>D. Reflect and assess policy, entry and structural barriers to inclusion in the nursing education system</p> <p>E. Each school should develop, fund and support a DEI committee that is inclusive of diverse students and faculty</p> <p>F. Determine college/school and community baseline representation/metrics</p> <p>G. Conduct college/school-based DEI strategic assessment (baseline) and planning (move toward diverse representation across advisory groups, staff & faculty, student populations that reflects community diversity)</p>	<p>A. Ensure that accreditation, licensure and certification partners are committed to the education and experiential learning on the needs about & for inadequately resourced communities and equity.</p> <p>B. Institute holistic admission processes in each school/program</p> <p>C. Examine faculty recognition processes & barriers that limit BIPOC participation – adjunct faculty designation, faculty pay, education requirements from accreditors, etc.</p> <p>D. Encourage and expand cluster hiring practices to support diverse faculty retention and success.</p> <p>E. Assure that nursing education programs address equity and social determinants of health across the lifespan through national curriculum consultation processes</p> <p>F. Encourage faculty participation on community boards and commissions to increase faculty awareness and community engagement</p>
<h4>4. Success Indicators</h4>		
<ul style="list-style-type: none"> • College/University advisory boards (2022), faculty (2024) and student populations (2022) reflect the diversity of communities served by the institution by 2024 • Diverse members of advisory boards, faculty and student populations are fully supported with culturally based programs to ensure full participation and progression • Funding from federal/state and local sources support this work 		

7.2 Actions for accreditors

1. Key Strategic Stakeholders	2. Top 3-5 Actions for 2021	3. Top 3-5 Actions for 2022
<p>Nursing Organizations American Nurses Association, National League of Nursing and other national organizations who have such Diversity, Education, and Inclusion (DEI), Ethical Practice & well-being statements; National Council of State Boards of Nursing; National Association of School Nurses; American Association of Colleges of Nursing Essentials new document BSN & higher; State Nursing League for Nursing Constituent Leagues (25 of them)</p> <p>Health Care Related health professions- Occupational Therapy, Physical Therapy, etc.</p> <p>Federal Government Office of Minority Health- HHS</p> <p>Education Academic & Practice Partners; National Accreditors (CCNE, ACEN, CNEA plus others for all levels of nursing education); Schools of Nursing; State/ Regional Higher Education/Policy Accreditors/Agencies</p> <p>Other Community Partners; National Association of Community Health Centers; National Network of Public Health Institutes; Philanthropic Agencies aligned with DEI</p>	<p>A. Review criteria/practices endorsed in the various accreditation documents and gain input from stakeholders and constituents</p> <p>B. Create collaborative/focus groups to identify what are those areas of synergies around these common behaviors and practices</p> <p>C. Explore and identify best-practice models that can be used by schools and programs as well as have the ability to be measured and evaluated</p> <p>D. Engage faculty with a new paradigm for teaching and learning in the areas of DEI, Ethical Practice and well-being</p> <p>E. Define and establish shared goals/intent among Partnerships- Academe & Practice</p> <p>F. Engage the State Boards of Nursing to create a timeframe to support these new metrics for DEI, Ethical Practice and well- being for schools and programs of nursing</p> <p>G. Identify and develop partnerships with Philanthropic and other national entities to foster innovation and transformation</p>	<p>A. Better understand the NCLEX and certification exams and update to reflect on Ethics, DEI, etc.</p> <p>B. Expand relationship and collaboration with social worker, community health, and others</p> <p>C. Create more “boots on the ground” community-based experiences for our students at all levels</p> <p>D. Explore existing successful models so that barriers are minimized for these community-based placements</p> <p>E. Immersion experiences for students so that the full scope of many of these roles can be better understood and modeled.</p> <p>F. Update criteria/practices in the accreditation documents based on input from stakeholders</p> <p>G. Accreditors to encourage nursing programs to increase faculty & student diversity- Audit recruitment practices and enhanced curriculum</p> <p>H. Design a “national initiative” to “give permission” and encouragement to innovate” that will accelerate the process for curricular change and establish a timeline & measures</p>
<h3>4. Success Indicators</h3>		
<ul style="list-style-type: none"> • DEI, Ethical Practice and well-being Standards based on evidence adopted by nursing school & programs • An active Incentive/Acknowledgment process/program to highlight Schools who have successfully achieved a specific level of expertise and transformation of curricula • Licensing & Certification Exams to reflect the best-practice standards/practices related to DEI, Ethical Practice and well-being • A Streamlined “curriculum design process” to readily incorporate best- practice standards/practices with clear outcomes measures 		

7. STRENGTHENING NURSING EDUCATION

7.3 The National Council of State Boards of Nursing and specialty certification should take the following action: Incorporate test questions on meeting social needs through care coordination and on meeting population health needs, including addressing SDOH, through multisector coordination.

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1. Key Strategic Stakeholders

Nursing Organizations

National Council of State Boards of Nursing:
5M + nurses existing nurses

State Government

State Legislative Branch (e.g., Assembly and Senate)

Other

Healthy Cities/Healthy Communities initiatives – partner with existing structure; Case management groups – military veterans and families, Public Health, hospitals, community settings

2. Top 3-5 Actions for 2021

- A. Require not just knowledge but interaction/ability to act with community agencies
- B. Potential required CEU as part of licensure
- C. Give Academic Credit for the training that applies regardless of degree
- D. Advancing academic credit for interprofessional education
- E. Give course credit for volunteering in the community/responding to disaster/engaging in action related to the social determinants of health
- F. Partner with Chamber of Commerce/Healthy “city” Initiative to advance the screening/integration
- G. Need to address licensure issues across states to improve multi-sector engagement (COMPACT = 36 states – move to national).

3. Top 3-5 Actions for 2022

- A. Give Federal & State Tax Credit for individuals who complete a SDOH training/Equity training – this is applicable across the entire system – do for entire healthcare team – be radical and inclusive
- B. Focus on already registered and working nursing – Red Cross training for disaster
- C. Need to broaden conceptualization of practice – accelerate DNP shift r/t economics, big data, legislative and social policy frameworks to apply clinical knowledge into systems change
- D. Establish Payment for SDOH screening
- E. Shift nursing role for what nursing’s role is – ie housing = health, not a SW activity but an integrated part of whole person care
- F. Engage States for legislating change in screening
- G. Where is the legislative action column – ie action in 1 – 3 years

4. Success Indicators

- Standards from Healthy Communities – integrate a metric here (adding SMART objectives/timelines) (How will we know we have accomplished the actions listed above? Adapt to be specific to actions)
- Look at resilient community metrics/measures
- Highlighting data that shows ROI on addressing SDOH – identifying measures
- Racism and impact on health – role of structural racism, how are community/population risk factors moving
- Childhood illness as proxy for poor housing
- Payment for SDOH screening/% population screened for SDOH across settings
- Purpose – not to create additional new measures but build from existing measures & standards

7. STRENGTHENING NURSING EDUCATION

7.4 Continuing education providers should take the following action: Evaluate each offering for the inclusion of social needs, SDOH, population health, environmental health, trauma-informed care, and health equity and strategies for associated public- and private-sector policy engagement

1. Key Strategic Stakeholders

Nursing Organizations

American Nurses Association; State Nurses Association; Center of Nursing; National Council of State Boards of Nursing

Health Care

Health Systems

Government

State/ National / Local Agencies; Regional Public Health; State Department of Health or Human Services; State Workforce Centers; State Board of Nursing

Non-profit

National Governors Associations

Education

Academic Institutions

Other

Accrediting Agencies (ACCN, Commission on Collegiate Nursing Education, ACEN, ACNM, COA); Vendors of Nursing Content; Professional Organizations

2. Top 3-5 Actions for 2021

- A. Have a meeting with NCSBN to discuss above mention areas, develop a plan to address and engage new partnerships / stakeholders
- B. Investigate CBO's content and resources that is available for nursing to access
- C. Identify Liaison to meet Nationally with Community Colleges, Private/Public Universities, Nursing specialties, Nursing Professional Organizations, Accrediting Agencies, Public Health Nurses & other professional organizations around the above mention areas to determine the needs and best vehicle to deliver the content
- D. Investigate barriers of Continuing Ed. As it relates to cost and nurses' access
- E. Explore who could host & manage a national repository of content that nurses could access. Organizations can upload the content to the site. Ex. Med portal or Campaign to host the portal

3. Top 3-5 Actions for 2022

- A. By the end of 2022 develop a list of public/private list to forecast potential partnerships.
- B. Increase access for academic progression for the underserve & tribal communities.
- C. Revisit PHIN work on academic/private partnerships to learn from and expand.
- D. Look for funding to advance Health Equity and sustainability.
- E. Design a clearing house of information that all nurses can access. Bridge nursing with other professional sectors.
- F. Develop Public Library / Learning Management System that would be available for Nurses. (Open source materials with Free CEU's).
- G. Setting up Kiosk's in Libraries (central location of all programs available state/ nationally).
- H. Start the development of the specific modules/ database for the above mention areas.
- I. Start to standardize implementation tool for agencies to use when evaluating content.

4. Success Indicators

- Increase Free & Enduring Continuing Ed programs/ modules in the above mention areas.
- Conduct a study in each state on the content that is available and the delivery methods of the above mention areas.
- Federal or State Board of Nursing provide funding for an environmental scan of all organizations providing Continuing Ed.