

# FUTURE OF NURSING™

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## Campaign for Action



Updates on Academic Progression from APIN National Program Office  
and the Organization for Associate Degree Nursing (OADN)

Community College Baccalaureate Association  
March 19, 2016

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- “ Institute of Medicine Report, *The Future of Nursing: Leading Change, Advancing Health* was released in 2010.
- “ APIN National Program Office established in 2012 to help implement recommendation #4: Increase the proportion of nurses with a baccalaureate degree to 80 percent by 2020. Nine states were awarded 4-year grants: CA, HI, MA, MT, NM, NY, NC, TX, WA.
- “ The Institute of Medicine released an impact report in 2015 that supported the efforts being undertaken by APIN to achieve recommendation #4.

# Academic Progression Models

These models were the basis for the APIN grants:

1. Shared statewide or regional curriculum
2. Community colleges conferring BSN degrees
3. Competency-based curricula
4. RN-to-MSN programs for AD students.

Gorski M, Gerardi T, Giddens J, Meyer D, Peters-Lewis A. Nursing Education Transformation. American Journal Of Nursing [serial online]. April 2015;115(4):53-57.

Gorski, M. S., Farmer, P. D., Sroczyński, M., Close, L., & Wortock, J. M. (2015). Nursing Education Transformation: Promising Practices in Academic Progression. Journal Of Nursing Education, 54(9), 509-515. doi:10.3928/01484834-20150814-05.

Close, L., Gorski, M. S., Sroczyński, M., Farmer, P. D., & Wortock, J. M. (2015). Shared Curriculum Model: A Promising Practice for Education Transformation. Journal Of Nursing Education, accepted for publication.

## Example of Success Timeline

### “ **Articulation Agreements**

- . Not enough alone
- . Foundational Courses can start conversation

### “ **Competency Model +/-**

- . This model alone does not support increasing the percentage of BSN nurses

### “ **Shared Curriculum Model**

- . Common curriculum model is one example
- . Can share any aspect of curriculum

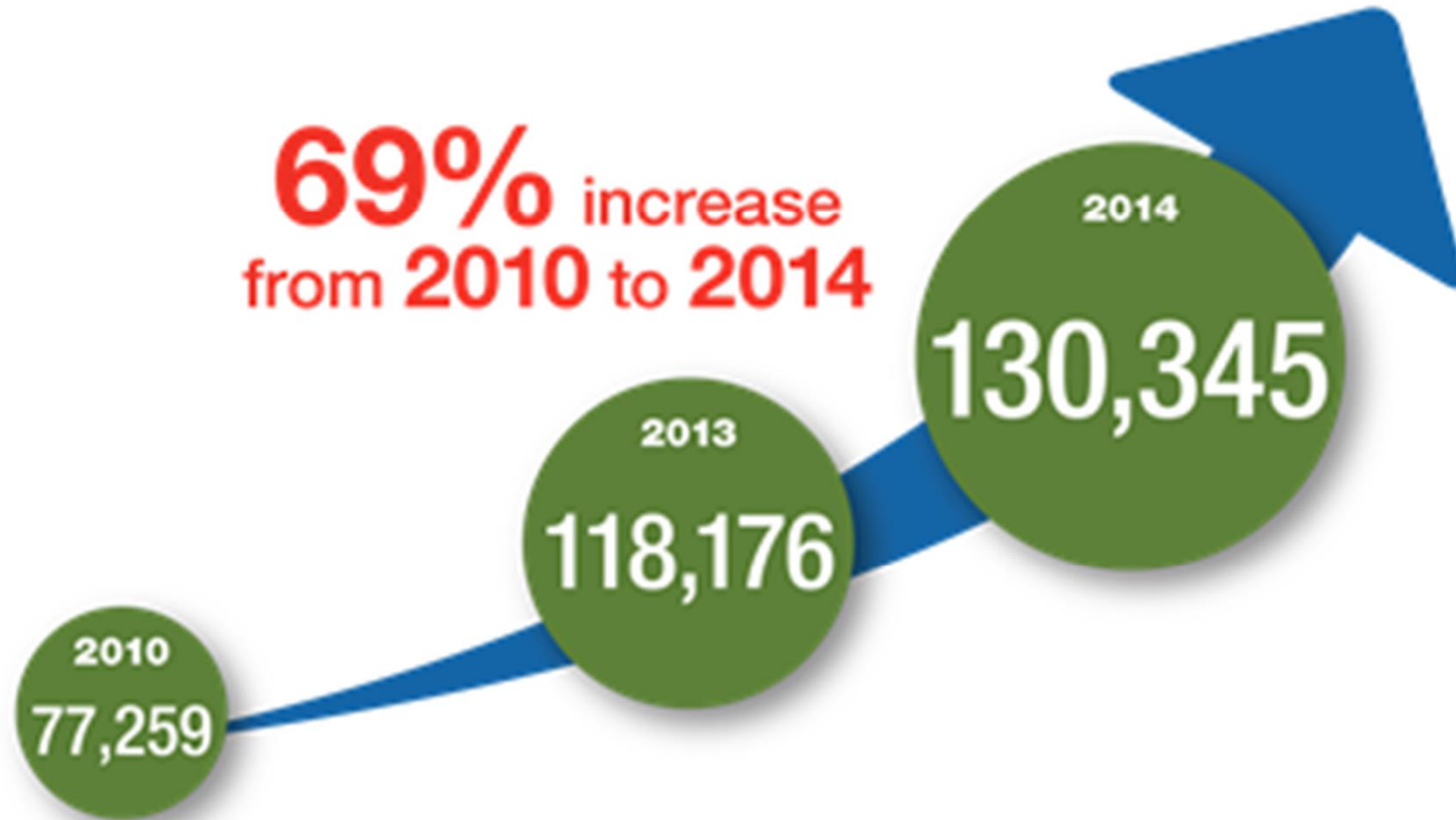
### Emerging Model – Single curriculum, dual site model

- ” Option for students to start at the CC and choose a pathway leading to an exit and licensure at the BSN level.
  - . Despite seamless progression too many exit at ADN and do not return for BSN.
  - . Ability to meet BSN workforce needs depends on Community Colleges AND Universities.

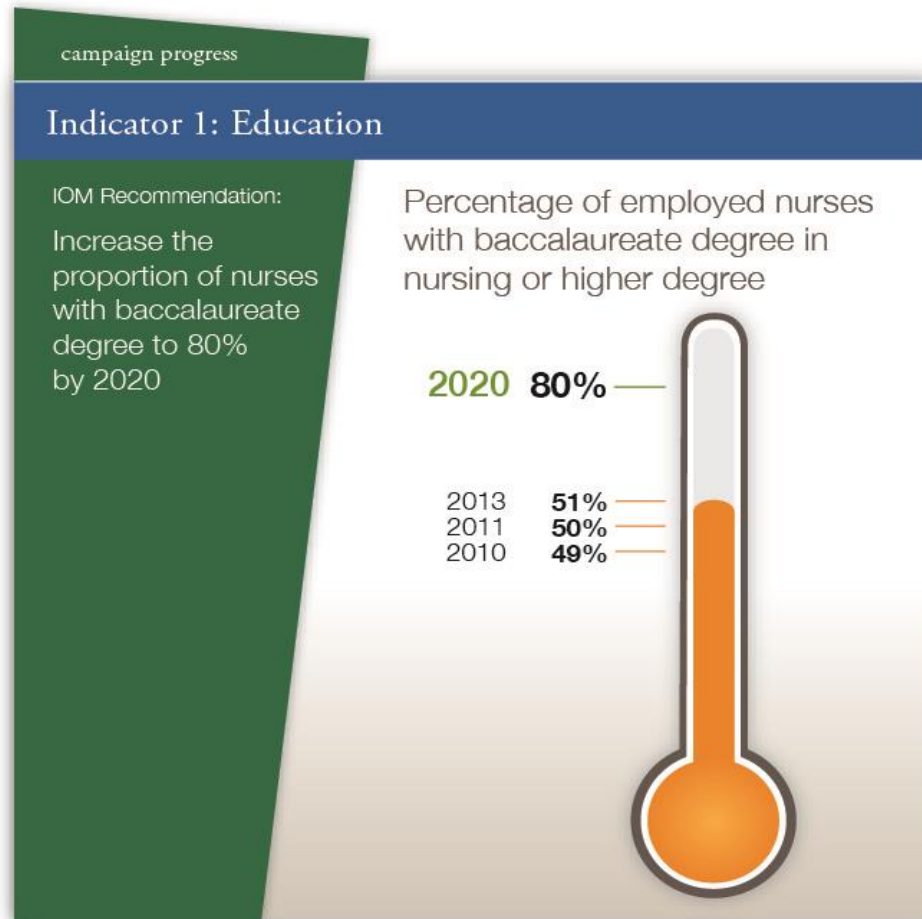
# Education: National Progress

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## Number of Students in RN-to-BSN programs



Source: American Association of Colleges of Nursing



Data Source: American Community Survey, *Public Use Microdata Sample* (series)

# Integrated Approach

Emerging  
Model

Shared  
Curriculum  
Model

Competency  
Model

Articulation  
Agreements



## Assessing Progress on the IOM Future of Nursing Report Released December 2015

**Academic nurse leaders across all schools of nursing should work together to increase the proportion of nurses with a baccalaureate degree from 50 to 80 percent by 2020. These leaders should partner with education accrediting bodies, private and public funders, and employers to ensure funding, monitor progress, and increase the diversity of students to create a workforce prepared to meet the demands of diverse populations across the lifespan.**

# Building an Infrastructure

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## Strategies at the national level...

- I. Foundational Nursing Courses
- II. Emerging Model . Single Curriculum,  
dual site model
- III. Accreditation Dialogue

# I. BSN FOUNDATIONAL COURSES

*60-64 credits - courses cited are examples*

- **General Education 24 credits (approx.)**
  - Communications
  - English
  - Humanities/Fine Arts
  - Statistics/Logic
- **Basic Sciences 12 credits (approx.)**
  - Chemistry
  - Biology
  - Microbiology
  - Physics
- **Social Sciences 9 credits (approx.)**
  - Growth & Development
  - Psychology
  - Sociology
- **Human Sciences 16 credits (approx.)**
  - Anatomy & Physiology
  - Pathophysiology
  - Nutrition
  - Pharmacology

## Benefits of Standardized Foundation

- “ Facilitate admission process and curriculum development.
- “ Enhance transfer and acceptance of credits.
- “ Enhance consistency in foundation for profession nursing practice.
- “ Maximizes flexibility to accommodate unique requirements of various schools.

## **II. EMERGING STRATEGY SINGLE CURRICULUM, DUAL SITE MODEL**

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### 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.

# 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 our goals without community colleges.

## Emergent Strategy

- “ 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.

## 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.
- “ 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.

## III. ACCREDITATION DIALOGUE

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Collegial dialogue between representatives from the

APIN National Program Office  
Campaign for Action

and

the national nursing accreditation agencies

August 2015

## Guiding Principles

- “ The spirit of collaboration between accreditors and nursing programs is needed to support innovation while ensuring quality.
- “ Continuous clarification of the wording and/or intent of existing standards will assist in myth busting+ inaccurate perceptions.

## Guiding Principles

- “ As important advancements in academic progression are being made across the country, national nursing education accreditation continues to ensure that nursing programs prepare nurses to provide quality patient care.
- “ APIN and CCNA advocate nursing programs pursuing or operating academic progression partnerships be accredited by a nationally recognized nursing accrediting agency.
- “ OADN supports national accreditation, position paper released in June, 2014

## Future Efforts

- “ Meeting similar to the one with accrediting bodies with NCSBN regarding regulatory issues that may impact on seamless academic progression.
- “ Technical assistance to the states to implement sustainability plans to expand successful programs/ strategies and continue movement toward the 80/20 goal.

# Questions/Comments

## Contact Information

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