

Models of Academic Progression



Presented by

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Models of Academic Progression

The 2010 IOM Report, The Future of Nursing: Leading Change, Advancing Health, leads the way.

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❖ IOM Key Messages:

1. Nurses should practice to full extent of education and training.
2. Nurses should achieve higher levels of education and training through an improved education system that promotes seamless **academic progression**.
3. Nurses should be full partners in redesigning health care in the U.S.
4. Effective workforce planning and policy making require better data collection and an improved information infrastructure. (IOM Report, 2010)

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❖ Eight Recommendations:

1. Remove scope-of-practice barriers
2. Expand opportunities for leadership of collaborative improvement efforts.
3. Implement nurse residency programs.
4. Increase to 80% from approximately 50% the number of nurses with a baccalaureate degree.

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5. By 2020, double the number of nurses having earned a doctorate.
6. Ensure that nurses engage in lifelong learning.
7. Enable nurses to lead change to advance health.
8. Build the infrastructure for capture and analysis of nursing and health care workforce data. (IOM Report, 2010)

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Robert Wood Johnson Foundation (RWJ) teamed with American Association of Retired Persons (AARP) to create the, *Future of Nursing Campaign for Action* and the Center to Champion Nursing in America (CCNA).

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- ❖ The Vision of the Campaign:

“All Americans have access to high-quality, patient-centered care in a health care system where nurses contribute as essential partners in achieving success.” (Polansky and Gorski, October 28, 2012, AACN Fall Semiannual Meeting)

- ❖ The Structure of the Campaign:

Action Coalitions

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Leadership

Practice & Care

Education

Interprofessional
Collaboration

Diversity

Areas of Focus

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❖ Kansas Action Coalition Gained Recognition in 2011

❖ Kansas AC Leadership

Cynthia Teel (KU and AC Lead), Mary Carol Pomatto (PSU), Betty Smith-Campbell (WSU), Christine Hober (FHSU), Tammy Peterman (University of Ks Hospital), Chris Ruder (University of Ks Hospital), and Jon Teel, Program Manager

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❖ Workgroup Leads:

Practice and Care – Diane Ebbert (KU) and
Cara Busenhardt (KU)

Education – Mary Carol Pomatto (PSU),
Christine Hober (FHSU), Betty Smith-Campbell (WSU),
and Linda Moody (Southwestern College)

Leadership – Debbie Ford (KU),
Rachel Pepper (KU), and Janet Pierce (KU)

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❖ Grant Supporters in Addition to RWJ and AARP

Health Care Foundation of Greater Kansas City

United Methodist Health Ministry Fund

University of Kansas Endowment

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❖ Kansas AC Partners

AARP State Office, Area Health Education Centers, Community Colleges, Foundations, Health Systems, Hospital Association, Nursing Students, Nursing Workforce Center, Physicians, Kansas State Board of Nursing, Kansas State Nurses Association, Kansas Organization of Nurse Leaders, Universities and Colleges, Government entities, and Others

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- ❖ RWJ Foundation announced an initiative to support state efforts to transform care through nursing.
- ❖ The funding was available to strengthen 20 Future of Nursing Campaign for Action Coalitions.
- ❖ Provided two-year grants of up to \$150,000

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- ❖ Goal of grant recipients, “Work to implement programs that prepare nurses to lead system change, strengthen nursing education, expand access to care by maximizing the use of nurses, recruit and train a more diverse nursing workforce, and improve quality and coordination of care.” (RWJ, March 19, 2013)

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- ❖ Kansas submitted a Future of Nursing: State Implementation Program (SIP) grant proposal.
- ❖ Principal author, Dr. Cynthia Teel with Co-Director, Dr. Mary Carol Pomatto
- ❖ Applicant Organization on behalf of KS AC, KU Endowment
- ❖ Partners represent KS universities, community colleges, health care entities, funders and other stakeholders. Project Manager, Ms. Danielle Wolfe.

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- ❖ Kansas received full funding for the Future of Nursing: State Implementation Program (SIP), “Promoting Nursing Education in Kansas (PNEK): Progress Toward the 80/20 Recommendation.”
- ❖ Program goals focused on development of infrastructure to advance IOM, increase proportion of BSN prepared nurses, and increase diversity of the nursing workforce.

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- ❖ CCNA, through its study, has found four promising models of academic progression.

- ❖ Models include:
 - a) Shared statewide or regional curriculum.
 - b) Competency-based curricula.
 - c) Community colleges granting BSN degrees on their campuses
 - d) RN-to-MSN programs

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❖ SHARED STATEWIDE/REGIONAL CURRICULUM

Seamless transition

Shared resources, curriculum, and/or faculty

Articulation agreements

May require adjustments in program prerequisites and curricula

Key leaders – California, New Mexico, North Carolina, Montana, Washington

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❖ SHARED STATEWIDE/REGIONAL CURRICULUM

The New Mexico Nursing Education Consortium

Mandated by the New Mexico Legislature

15 public community colleges and universities

Standardized statewide nursing curriculum and
prerequisites

Efficiencies in costs, transfer of credits, enhanced quality

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❖ COMPETENCY-BASED CURRICULUM

Attempt is to standardize outcomes and not curriculum.

Key leaders – Hawaii, Massachusetts, New Mexico, Texas,
Washington

Texas Board of Nursing has established Differentiated Essential Competencies with expected outcomes for each of the 3 levels of pre-licensure nursing programs and implications for nursing education and employers.

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❖ COMPETENCY-BASED CURRICULUM

Texas has 4 roles with 25 core competencies falling under the roles identified as member of the profession, provider of patient-centered care, patient safety advocate, and member of the health care team.

Knowledge and clinical judgments/behaviors are incorporated as is the scope-of-practice for which the nursing student is being prepared.

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❖ DEGREES GRANTED ON COMMUNITY COLLEGE CAMPUSES

Florida led the way and Washington state is a leader

Degree is conferred by the Community College

The Community College Baccalaureate Association

AACN Position Statement on the Community College

Baccalaureate in Nursing

CCNA Website, “The RN-BSN at a Community College

Model” by Gorski and Wortock

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❖ RN-TO-MSN DEGREE PROGRAMS

Almost 200 programs in existence

Streamlined program taking about 3 years to complete

Many programs award BSN and MSN at completion

Values experiential levels of nurses

Key leaders – Massachusetts and Washington

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❖ RESOURCES

Website:

- www.campaignforaction.org
- www.kansasactioncoalition.com

Twitter:

- www.twitter.com/futureofnursing
- www.twitter.com/PNEK@PNEKS

Facebook:

- <http://facebook.com/futureofnursing>
- www.facebook.com/kansasac
- www.facebook.com/PNEKS

AACN September 11, 2013 Webinar, “APIN: Academic-Practice Partnerships in Action,” available on the CCNA website until 2016.

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Questions?

Thank you!

“Light tomorrow with today”

-Elizabeth Barrett Browning-