The Future of Nursing: The Competency Model for Academic Progression and Practice

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visit south carolina
The Plan

- The National Perspective on Increasing the Supply of Baccalaureate Nurses
  - Where we began
  - Progress to date
- Latest Updates on Education Transformation Strategies
- Dialogue on the Plan for South Carolina to Continue to Advance the Work on Academic Progression
Dialogue versus Discussion
High-quality, patient-centered health care for all will require a transformation of the health care delivery system.

Institute of Medicine Report
Health System Challenges

AN AGING AND SICKER POPULATION
LACK OF PREVENTIVE CARE
MILLIONS MORE INSURED
PRIMARY CARE SHORTAGE
HIGH COSTS

Health System

[Venue/Audience] [Date] [Speaker name and title]
A New Era in Health Care

Coordinated Care at Home and in Community

Improved Quality

Access

Lower Costs

Better Population Health

Person- and Family-Centered Care
What Does This Mean for Providers?

Payment and Reimbursement Tied to Value-Based Measures

- Prevention and wellness
- Improved outcomes for people with chronic conditions
- Reduced unnecessary rehospitalizations
Opportunity and Innovation are born out of crisis and chaos

The IOM report is a call for action!
How Nurses Can Help

Nurses are the largest segment of the health care workforce and spend most time with individuals and families.

- Manage influx of older, sicker patients with more chronic illness.
- Develop and implement new models of care.
- Provide transitional and coordinated care.
- Reduce medical errors and rehospitalizations.
- Improve prevention, wellness, and population health outcomes.
A Culture of Health

RWJF Goal: We, as a nation, will strive to create a culture of health enabling all in our society to lead healthy lives, now and for generations to come.
Everyone in America can live a healthier life, supported by a system in which nurses are essential partners in providing care and promoting health.
Areas of Focus

- Education
- Practice & Care
- Leadership
- Diversity
- Interprofessional Collaboration

[Venue/Audience] [Date] [Speaker name and title]
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.

• Implement nurse residency programs.
Studies show association between higher nurse education level and improved health care outcomes.

- Some studies show that higher proportions of BSN-prepared nurses are associated with lower rates of medication errors, mortality, and failure to rescue.

- Research also shows that BSN-prepared nurses have stronger diagnostic skills and are better at evaluating interventions.

- A growing body of research shows a connection between baccalaureate education and lower mortality rates.
Advancing Education Transformation at CCNA

CCNA’s 31 State Teams focused on education capacity

IOM report calls for education transformation

Education Learning Collaborative

Four Promising Models

Strategic Activation

APIN and SIP

Higher Educated Nursing Workforce
State Implementation Program & Academic Progression in Nursing Funding
THE UPDATES KEEP ON COMING!

Update ➔
Academic Progression in Nursing

Across the Country:

- 44 state ACs are engaged in academic progression projects.
- 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.
Four models emerged as most successful…

- RN to BSN awarded by the community college
- Accelerated Options: RN to MSN
- State or regional shared curriculum
- Competency-based state or regional programs
Commonalties Across Models

- Partnerships of education and practice
- BSN completed in no more than four academic years
- Substantive curriculum transformation
- Strong evaluation plans to provide data and analyze strategies
- Intentional strategies to increase diversity of students and graduates
Something in the differences teaches us the similarities

The Common Ground in our thinking
Community Colleges and Nursing Education

• Quality, accessible and affordable pathway for higher education.

• Critical role:
  – Serving students in nursing education pipeline
  – Increasing diversity of the nursing workforce
  – Ensuring more BSN-prepared nurses in all regions of the US

• Do not have the capacity to meet 80% BSN by 2020 without the Community Colleges.
Aligned on Academic Progression for Nurses
Community College Times
Published September 18, 2012

American Association of Community Colleges, American Association of Community College Trustees, American Association of Colleges of Colleges of Colleges of Nursing, National League for Nursing, National Association for Associate Degree Nursing
Increasing BSN Nurses in South Carolina

- Shared/Agreed upon using competency model (Nurse of the Future)
- Plan to develop Shared curriculum models (1+2+1 or 3+1)
- Plan to develop approach to standardize pre-requisites
The Competency Model

• Is a process to integrate competencies into nursing curriculum.
• Identifies areas where linkages can be made in nursing curricula program.
• Involves practice partners in working in partnership with ADN and BSN programs to generate new clinical learning opportunities.
• Can be one entry point in moving towards a shared curriculum model or accelerated model.
• Is not an end in itself to achieve seamless academic progression.
Competency

The habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values and reflection in daily practice.
All health professionals should be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches and informatics.
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<th>IOM</th>
<th>ACGME</th>
<th>QSEN</th>
<th>NOF</th>
<th>New York</th>
<th>Ohio</th>
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<td>Apply Quality Improvement</td>
<td>Practice based Learning &amp; Improvement &amp; Systems Based Practice</td>
<td>Quality Improvement &amp; Safety Systems Based Practice</td>
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<td>Provide Patient-Centered Care</td>
<td>Patient Care Interpersonal &amp; Communication Skills</td>
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<td>Patient Centered Care Communication Leadership</td>
<td>People Centered Care Communication Management of Care</td>
<td>Patient Centered Care Leadership &amp; Professionalism</td>
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<td>Work in Inter-Disciplinary Teams</td>
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<td>Teamwork and Collaboration</td>
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<td>Employ Evidenced-Based Practice</td>
<td>Medical Knowledge</td>
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<td>Utilize Informatics</td>
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Competency Model Process
Outcome Focused, Individualized by State or Region

Agreement on Competencies

Evaluation and Updating of Competencies

Implementation of Seamless Progression Curriculum Models

Designing New Models by Addressing the Gaps

Gap Analysis Process of Curricula

Diploma, ADN, BSN Nursing Programs & Practice Partners
Redesigning for Seamless Progression: The Competency and Shared Curriculum Models

- General education, statutory, institution-specific, degree and transfer requirements (ADN and BSN)
- State Regulatory Requirements for RN Licensure
- Competency Model
- Nursing Content (ADN and BSN)
- Nursing prerequisites (ADN and BSN)
Continuing State Models

- Massachusetts
- New Hampshire
- New York
- Mississippi Partnerships
- New Jersey Partnerships
- Connecticut Teams
- Kansas
- New Mexico
 Lessons Learned to Date

- There is a need for a common language between education and practice.

- Similar gaps in curriculum across states in both ADN and BSN programs.
  - System Based practice
  - Informatics
  - Quality Improvement
  - Evidenced based practice
  - Communication
  - Leadership

- Practice needs to be involved early in the education process.

- There is tremendous energy in collaboration and the dialogue that occurs between education and practice in the process.
The Common Ground

- No one entity can address the education needs of the profession.
- Partnerships and collaboration are key to our success.
- Transformation is needed in both education and practice.
Moving FORWARD
Indicator 2: Doctoral Degrees

IOM Recommendation:
Double the number of nurses with a doctorate by 2020

Total enrollment in nursing doctorate programs

- DNP Enrollment, 2013
- PhD Enrollment, 2013

Baseline, 2010

Data Source: American Association of Colleges of Nursing, Enrollment & Graduations in Baccalaureate and Graduate Programs in Nursing (series)
National 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 (unweighted)

FUTURE OF NURSING™
Campaign for Action
Academic Progression: Summary to Date

- Progress advancing promising models across country.
- Current models increasing RN to BSN enrollment.
- ADN enrollment and graduation have also increased.
- ADN graduates are having difficulty finding jobs in some areas.
- 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.
Moving Forward Recent Progress

• 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 and other options to increase the supply.
Work Group Meeting

• July 2014: Follow up workgroup meeting held
• Attendees were a sub group of a larger meeting representing ADN, BSN, Practice, Campaign for Action staff
• Work Group Goals:
  1. Analyze prerequisite and general education requirements across APIN projects
  2. Propose an “ideal set” of prerequisite and general education courses as national standards
Goal 1

Analyze Requirements Across Academic Progression Projects

Findings:
• Lack of consistency of specific prerequisite courses /general education courses found

Recommendations:
• Focus on general set of requirements
• Change language to “Foundational” Courses
Goal 1

Rationale:

• The term *Foundational* is broader, encompasses courses without concern when in program they occur.
• Many courses are also common to ADN education.

• **Example:** Pathophysiology as prerequisite course or as a nursing course.
Goal 2

Propose Foundational Courses Leading to BSN

4 Categories

- Gen Ed (24 credits +/-)
- Basic Sciences (12 credits +/-)
- Social Sciences (9 credits +/-)
- Human Sciences (16 credits +/-)

Total Foundational Credits: 60-64 credits
Foundational Courses Leading to the BSN (60-64 credits)

General Education +/- 24 credits
- Communications
- English

Basic Sciences +/- 12 credits
- Chemistry
- Biology

Social Sciences +/- 9 credits
- Growth & Development/Life Span
- Psychology

Human Sciences +/- 16 credits
- Anatomy & Physiology
- Pathophysiology

- Humanities/Fine Arts
- Statistics/Logic
- Microbiology
- Physics
- Sociology
- Nutrition
- Pharmacology
Benefits of Standardized Foundation

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

- Review current program requirements compared to recommended foundation courses.
- Conduct assessment among collaborating institutions to determine alignment.
- Engage in discussion with state action coalitions to enhance academic progression.
- Engage in discussion with state board of nursing and accrediting agencies.
Academic Progression: Moving Forward

• Findings from the Education Learning Collaborative show current level of progress will not achieve a higher educated nursing workforce.
• We will not meet our 80% by 2020 goals with current models alone.
• There has been progress advancing promising models across country.
• Partnerships with community colleges and four-year degree granting institutions are strong.

• A new strategy has emerged with potential to accelerate our progress.
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.”
Academic Progression: Moving Forward

In January 2015 a think tank meeting was held in Houston with the focus on:

– Examining an emerging strategy that has potential to accelerate progress.
– Gathering those most experienced in successful academic progression for a think tank will assess the promise of the emerging model.
– Dissemination of the meeting outcomes to accelerate national progress toward 80/20.
The “Emerging 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.
• Some are dual or concurrent enrollment.
• There may or may not be an ADN degree conferred in this model or both degrees may be awarded at the same time.
• The student is prepared to take the NCLEX after the BSN is conferred.
• The four models can serve as the foundation for this new model.
The “Emerging Strategy”

• Not mandated
• Need to involve Board of Nursing and Innovation and Education Model Rules.
• States with well developed shared curriculum models are now considering this new strategy to further advance the work.
• The strategy is one of many to continue our forward progress on academic progress.
• Health care is changing and the path is not defined but we must take the lead and design nursing education for the future in all states, on all fronts and for all systems.
Living the Dream
Moving to Strategic Alliances

Networking  Cooperating  Partnering  Merging  Unifying

Shared Beliefs
Shared Learning
The Common Theme for Success

Partnerships
Collaboration
Forward Progress
Don’t be left behind!

Oh, crap! Was that TODAY?
Ready, Set, Go!
Questions to Guide the Dialogue

• Each table has directions
  – Need leader and recorder
  – All individuals at the table are encouraged to engage in the conversation
  – Leader reports out for the group

• Questions
  1. In considering the nursing program curriculum in South Carolina, what do the practice representatives think needs to be improved?
  2. How might the “emerging strategy” in seamless academic progression models work in South Carolina?
  3. What do you think are the 3 major problems/barriers to increasing the supply of BSN nurses in South Carolina?
  4. What are the 3 most important next steps for South Carolina to focus on to increase the supply of BSN nurses in South Carolina?
Process for Next Steps

- Begin with the end in mind-How to build seamless progression models.
- Work closely with your practice partners across the continuum of care.
- Dream, Design and Deliver.
- Start by building the work you have done.
- Let your questions guide your work.
- Shamelessly and build on the work of others.
- Connect with others who are further into the journey.
A Framework for Our Journey

If you want to go quickly, go alone
If you want to go far, go together

African proverb
Help Shape the Future of Health Care

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.
“Tashi deley”

I honor the greatness in you!