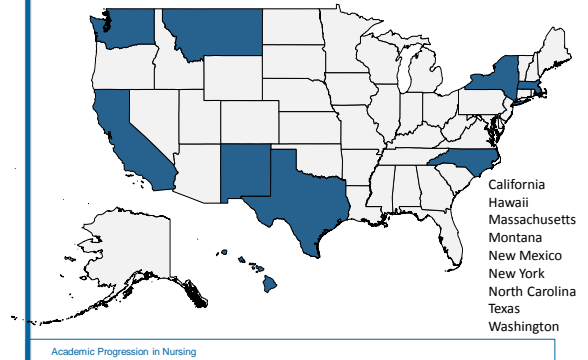


**APIN Grant Update**

**Nursing Education and Practice Summit  
Helena, Montana  
June 8-9, 2015**

**Tina Gerardi, MS, RN, CAE  
Deputy Director, APIN**

**APIN Map**

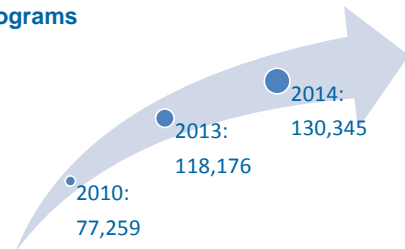


**Where Are We With Grant Progress?**

- First two-year grant completed in August 2014
- All nine grantees met goals and objectives for implementation of one or more promising practices.
- All nine grantees were asked to submit proposals for and were awarded APIN-2 grants (August 2014-2016)
- APIN-2 Grants focus on:
  - Continuation of and increased graduates APIN promising models
  - Sustainability Plan for the continuation of work after the grant
  - Diversity plan to increase diversity of the RN workforce
  - Academic-Practice Partnerships to support and sustain the work

**Progress Toward 80/20**

**Number of students enrolled in RN-to-BSN programs**



\*Source: AACN, 2015

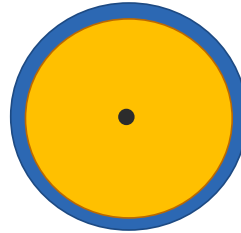
## Large State Progress

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- MA – From 2013-2014, 34% increase in total BSN graduates; 81% of these were post-licensure BSNs.
- NY – For the first time in 40 years, 2013 & 2014 data show more BSN than ADN graduates; trend should continue.
- TX – RNs with BSN or higher increased to 54%; ADN graduates moving on to BSN increased from 15.7% to 21%

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## What is the Big Picture?



- 63,021 BSN (this includes RN to BSN)
- 55,995 ADN
- 3,605 BSN graduates as a result of APIN

tcc group

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## Scaling Up in APIN II 2014 - 2016

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### In the states...

- Education in Partnership with Practice
- Diversity and Inclusion
- Sustainability

### At the national level...

- Foundational Nursing Courses
- Accreditation dialogues
- Emerging Model

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## APIN Recent Progress

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### BSN Foundation Courses (60-64 credits, courses cited are examples)

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

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## Moving Forward

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Studies show association between higher nurse education level and improved health care outcomes.

Data forecasts show that current level of progress will not achieve a higher educated nursing workforce.

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## What we know: Community Colleges

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- 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.

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## What we know: APIN work

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- Partnerships with community colleges and four-year degree granting institutions are strong.
- We will not meet our goals with current models alone.
- There has been progress advancing promising models across country.
- A new strategy has emerged with potential to accelerate our progress.

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## Emerging Model

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*Promising Strategy to Accelerate Academic Progression*

**Community colleges and universities in partnership create BSN curriculum where students receive their RN upon completion of the BSN.**

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## Key Components

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- Builds on work to date & lessons learned through APIN and other academic progression projects nationally.
- Builds on state or regional shared curriculum, the competency or outcome based curriculum, and the RN to BSN at community colleges.
- The student takes the NCLEX after completion of the BSN.

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## Other considerations

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- May require adjustment of prerequisites and nursing curricula.
- May require buy-in from legislative bodies.
- An associate's degree can still be conferred in addition to the BSN (possibly at the same time.)

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## Advantages & Strengths

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- ↑% of BSN graduates will raise % of BSN prepared workforce.
- An additional choices for students.
- Reduction in duplication.
- Simplifies advising and implementation of "The BSN Foundational Courses".
- May result in an increased diversity in the nursing workforce.

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## Largest Potential Challenge

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# Perceptions

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## Focus on a Sustainability Plan

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a sustainability plan for the continued operational and financial support of the educational model beyond the grant period, including a component that explains how **program operations will be institutionalized** within partner organizations. The plan may also include **accelerated delivery mechanisms** such as online education, employer “on-site” education, simulation, and shared faculty.

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## Sustainability Examples from APIN States

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- Transfer Compacts in Regulation – MA, WA (NC, NM)
- Shared Faculty (Faculty of the Whole) – CA, WA, HI, NC
- Shared Simulation Labs – CA, NC
- ADN Council and BSN and Higher Ed Council Joint Strategic Planning – WA, NY
- Academic-Practice Partnerships – HI, MA, NY
- APIN Leader Advisors to SBFN for new RN to BSN Programs – NY
- Legislation for funding for Nursing Institute/APIN Model – NM, WA, MA, HI
- Success Advocates Institutionalized in Community College/University Work – NC
- Multiple Intra- and Inter-professional Partners - TX

**What do you need to sustain to continue academic progression work in your state?**

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## Questions/Comments

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