

**MASSACHUSETTS ACTION COALITION**  
Transforming Healthcare Through Nursing

actioncoalition  
FUTURE OF NURSING

Montana Statewide Nursing Education Summit - June 9, 2014  
Pat Crombie MSN, RN  
MAAC/APIN Project Director

MASSACHUSETTS Department of Higher Education  
ONL | Organization of Nurse Leaders  
A partnership of the MA Department of Higher Education and the Organization of Nurse Leaders of MA and NH.

**STATES RECEIVING RWJF SUPPORT**  
To Implement Academic Progression Models

■ RWJF APIN Grantee State  
 ■ Academic Progression Initiatives supported by RWJF and CCNA

actioncoalition  
FUTURE OF NURSING

**MASSACHUSETTS FACTS**

Population - 6,692,824	Rank # 14
Total Square Miles - 10,555	Rank # 44
Density Square Miles - 840	Rank # 3
Overall Health	Rank # 3
Number of Hospitals - 132 Mass General Hospital	Rank # 1
Health Care Reform passed 2006	

actioncoalition  
FUTURE OF NURSING

**CURRENT MINIMUM ENTRY-LEVEL EDUCATION REQUIREMENTS**  
Select Licensed Health Professions in MA

<b>Nurse</b>	<b>Dietician</b>	<b>Advance Practice Nurse</b>	<b>Medicine</b>
Diploma/Associate	Bachelor's	Master's	Doctorate
	<b>Athletic Trainer</b>	Occupational Therapy Speech Language Pathology Audiology Clinical Social Worker Mental Health Counselor Physician Assistant	Dentistry Podiatry Psychology Pharmacy Physical Therapy

actioncoalition  
FUTURE OF NURSING

**NURSING BY THE NUMBERS**

**MA Board of Registration in Nursing Survey**

- Registered Nurses Surveyed - 124,167
 

Diploma	14.1 %
Associate Degree	30.4 %
Baccalaureate Degree	41.0 %
Masters Degree	13.7 %
Doctorate Degree	0.8 %
- Total BSN or higher 55.5%

Health Profession Data Series, Registered Nurses 2012

actioncoalition  
FUTURE OF NURSING

**NURSING BY THE NUMBERS**

**MA BORN Licensure Data, 2013**

Total Nurses - 142,555

- Registered Nurses - 121,469
- Advanced Practice RN - 10,000
  - Nurse Midwives - 485
  - Nurse Practitioners - 7,367
  - Nurse Specialists - 902
  - Nurse Anesthetist - 1,246
- Licensed Practical Nurses - 21,086

actioncoalition  
FUTURE OF NURSING

## MA BORN APPROVED NURSING PROGRAMS

Total of MA Programs – 75

- RN Entry Level Graduate Degree (MSN) – 7
- RN Baccalaureate (BSN) – 20
  - 8 Public; 12 Private
- RN Associate Degree (ADN) – 20
  - 15 Public; 5 Private
- RN Diploma – 1
- Practical Nursing – 27

## MA ACTION COALITION

Massachusetts Action Coalition (MAAC)

- Applied to RWJF/AARP's "Center to Champion Nursing in America" (CCNA) for designation as the official state action coalition - Sept 2011
- Nurse Lead: Organization of Nurse Leaders (ONL)
- Non-Nurse Lead: MA Department of Higher Education (DHE)
- Established short-term and long-term goals with action plans
- Began fundraising efforts
- Sponsored a 2 day state visit featuring Sue Hassmiller
- Created 12 project teams and recruited 150 volunteers
- Applied for a \$300,000 RWJF Academic Progression in Nursing (APIN) grant, Sept 2012 – one of 9 states

## MAAC SHORT TERM GOALS

Disseminate IOM Report Findings

- Engage/educate stakeholders statewide

Build statewide consensus for academic progression with plan to increase diversity

- Use developed models as framework
- Survey nursing program requirements

Develop plan for statewide adoption of NOFNCC®

- Expand use in academic/practice settings

## MAAC LONG TERM GOALS

Implement statewide plan for academic progression for all nurses

- Create models for all levels of practice

Remove scope of practice barriers for APRNs

- Strengthen interdisciplinary collaboration within medical community
- Strategies to influence policy changes

Utilize data to understand workforce needs, demographics

- Analyze data and develop action plans to address workforce needs/diversity gaps

## ACADEMIC PROGRESSION IN NURSING

Grant Announcement – August 2012



## RWJF APIN GRANT

Promising Practices / Goals

RWJF Promising Practices:

- RN to MSN with BSN exit potential
- Competency based curricula

Massachusetts Education Model

- Create accelerated pathways for nurses to achieve baccalaureate or higher degrees.
- Promote the integration of Nurse of the Future Nursing Core Competencies® (NOFNCC).
- Increase faculty pool available to educate nurses from BSN through doctoral degrees

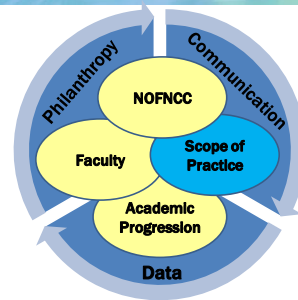
## REBALANCING THE WORKFORCE

### The MA Plan: Key Assumptions

- 55% - Nurses with a BSN or Higher Degrees in 2012
- 66% - Target for increase by 2020
- Projections based on:
  - LPN/Diploma/AD numbers are level or decline
  - New BSNs include direct entry plus LPN/Diploma/AD graduates progressing to BSN degree
  - Currently working LPN/Diploma/AD nurses also return to school to obtain a BSN
  - Higher degrees include new MSNs and AD/BSN/MSN nurses progressing

## MA ACTION COALITION

Academic Progression in Nursing (APIN)



APIN Grant Projects

## APIN GOAL # 1

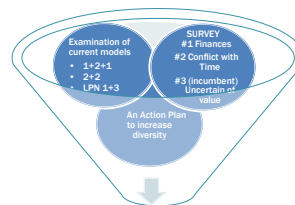
### Create Accelerated Pathways for Nurses to Achieve Baccalaureate or Higher Degree

**Strategy 1:** Disseminate existing and new seamless academic progression models throughout the higher education system.

**Strategy 2:** Develop and implement Nursing Education Transfer Compact.

**Strategy 3:** Work with nursing programs and employers to increase options for flexible student-centered learning environments that will increase diversity and promote access for educational advancement.

## ACADEMIC PROGRESSION MODELS



Promote the value of more education to achieve better outcomes  
Promote diversity in nursing education  
Educate nurses on best practices in academic progression

## THE VALUE OF A BSN DEGREE

- Research show significant association between the educational level of RNs and improved patient outcomes.
- A BSN will help you develop more confidence in decision making and communications skills which are necessary for improving health care.
- A BSN will give you more opportunities to assume leadership roles and advance your career.
- The Institute of Medicine's (IOM) groundbreaking report, *The Future of Nursing: Leading Change Advancing Health (2010)*, recommends that 80 percent of the RN workforce be prepared at baccalaureate level or higher by 2020.

## ACCELERATED PATHWAYS BEST PRACTICES

- Multiple on-line hybrid courses
- Dual admission to ADN and BSN program
- Reduction of tuition via scholarship or rebate
- Classes offered at convenient locations
- Access to financial counseling and resources
- Lower residency requirement
- Easier transfer of courses

## NURSING EDUCATION TRANSFER COMPACT (NETC)

### Purpose

Facilitate the transfer of credits for RNs who have graduated from Community College ADN programs to public RN-to-BSN Programs. Does not change either the ADN or RN-to-BSN Programs.

NETC will eliminate the need for 120 separate articulation agreements (15 ADN and 8 RN-to-BSN)

NETC will serve as a model for both public and private nursing programs.

## NURSING EDUCATION TRANSFER COMPACT (NETC)

### Major Components of NETC

1. Transfer of ADN credits as a BLOCK, up to 72 credit hours.
2. General Education Requirements met through the MassTransfer Core Curriculum – certification awarded at the Community College
3. First Bachelor's degree meets General Education Requirements
4. Number of years since graduation does not impact NETC except if a public 4-year institution has a time restriction to accept transfer of specific courses (i.e. sciences)

## ACADEMIC PROGRESSION MAP

### Part I

#### COMMUNITY COLLEGE ADN PROGRAM

DOMAIN	COURSES	CREDITS
Community College Nursing Core	Nursing	Total # Of Nursing Core Credits
Community College Domains	Non-nursing	Total # Of Non-nursing Credits
# of credits completed for ADN # of Nursing Courses/Credits # of Non-Nursing Courses/Credits		

## ACADEMIC PROGRESSION MAP

### Part I - continued

#### Mass Transfer Block Requirements

DOMAIN	TOTAL CREDITS NEEDED FOR MASSTRANSFER BLOCK	CREDITS COMPLETED AT ABOVE CC	CREDITS IN RED ARE REMAINING TO COMPLETE MASSTRANSFER BLOCK
Mathematics and Quantitative Reasoning	3		
Humanities and Fine Arts	9		
Natural or Physical Sciences	7		
Behavioral and Social Sciences	9		
English Composition/Writing	6		
# of Credits Remaining to be Completed (in RED) Total # of Credits Completed (ADN + MassTransfer Block)			

## ACADEMIC PROGRESSION MAP

### Part II

#### Public RN-to-BSN Program

DOMAIN	COURSES	CREDITS
Nursing	Program Core	
Non-Nursing	University Specific	
# of Credits Required for BS/N Degree # of Credits Required for Residency Requirement		

## NURSING EDUCATION TRANSFER COMPACT

### NETC

#### Potential Impact of the Compact

- Increase the educational level of nurses currently in practice
- Expedite the educational process, nurses graduate sooner with fewer "wasted" credits and less costs
- Increase the diversity in the workforce
- Increase pool of nurses to enter advanced degree programs
- Build pool of new nursing leaders

# NURSING EDUCATION TRANSFER COMPACT

NETC

- The draft NETC vetted with nursing deans from all two and four year nursing programs
- NETC presented to presidents of state colleges and universities by Dept of Higher Education
- Supported by the Community College presidents
- Compact approved by Board of Higher Education in January 2014
- Implementation plans in progress
- Compact is being well received by the nursing community

**MASSACHUSETTS ACTION COALITION NEWS**

**MAJORITY OF HIGHER EDUCATION SUPPORTS NEW NURSING COMPACT**  
Endorses Compact for Two-Year/ Bachelor's Transfer to Four-Year Programs

Boston, MA, February 20, 2014 - The Massachusetts Board of Higher Education (BHE) today voted to endorse a new nursing education transfer compact that will allow students to earn credit for up to two years of nursing education at a community college and transfer that credit to a four-year nursing program at a state university.

The BHE's decision is a landmark step in the history of nursing education in the Commonwealth. It is the first time that the BHE has endorsed a transfer compact for nursing education. The compact will allow students to earn credit for up to two years of nursing education at a community college and transfer that credit to a four-year nursing program at a state university. The compact will also allow students to earn credit for up to two years of nursing education at a community college and transfer that credit to a four-year nursing program at a state university.

The compact will be implemented in the fall of 2014. The compact will allow students to earn credit for up to two years of nursing education at a community college and transfer that credit to a four-year nursing program at a state university. The compact will also allow students to earn credit for up to two years of nursing education at a community college and transfer that credit to a four-year nursing program at a state university.

## APIN GOAL # 2

### Promote the Integration of Nurse of the Future Nursing Core Competencies (NOFNCC®)

- **Strategy 1:** Work with academic institutions to integrate NOFNCC® into curriculum at all levels of education throughout the Commonwealth of Massachusetts.
- **Strategy 2:** Work with practice settings to integrate NOFNCC® into practice programs throughout the Commonwealth of Massachusetts.

## NOFNCC AS A FRAMEWORK

The Massachusetts Model Creativity and Connections: Building the Framework for the Future of Nursing Education and Practice

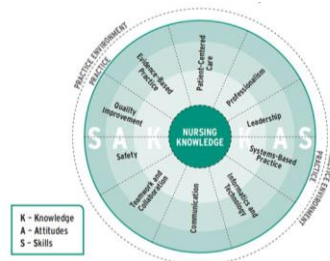
- **Agreement on Priorities**
- Creating a seamless progression through all levels of nursing education
- Developing sufficient consensus on competencies to serve as framework for educational curriculum redesign
- Agreement on a set of assumptions /common beliefs to guide the process

2006-2011

## COMPETENCY COMPARISONS

IOM	ACGME	QSEN	NOF
Apply quality improvement	Practice-based learning and improvement Systems-based practice	Quality improvement Safety	Quality improvement, safety systems-based practice
Provide-patient centered care	Patient care; interpersonal and communications skills	Patient-centered care	Patient-centered care communication leadership
Work in interdisciplinary teams	Professionalism	Teamwork and collaboration	Teamwork and collaboration professionalism
Employ evidence-based practice	Medical knowledge	Evidence-based practice	Evidence-based practice
Use informatics		Informatics	Informatics

## THE NURSE OF THE FUTURE NURSING CORE COMPETENCIES




## NOFNCC KNOWLEDGE, ATTITUDES AND SKILLS

**Systems-Based Practice**


The Nurse of the Future will demonstrate an awareness of and responsiveness to the larger context of the health care system, and will demonstrate the ability to effectively call on resources to provide care that is optimal quality and value (Adapted from AACN, n.d.).


KNOWLEDGE	ATTITUDES/BEHAVIORS	SKILLS
<b>K1a</b> Understands the difference between <b>interdependent</b> and <b>interdisciplinary</b> in health care.	<b>A1a</b> Appreciates the role of new staff nurses in the operations of an effective organization.	<b>S1</b> Plans, organizes, and delivers patient care in the context of the work unit.
<b>K2a</b> Understands the impact of microsystems changes on planning, organizing, and delivering patient care at the <b>work unit level</b> .	<b>A2a</b> Appreciates the complexity of the work unit environment.	<b>S2a</b> Considers the influences of the microsystems, work unit, and patient/family when making patient care decisions at the point of care.
<b>K2b</b> Understands interrelationships among nursing, the nursing care unit, and organizational goals.	<b>A2b</b> Appreciates the complexity of individual and group practice on a work unit.	<b>S2b</b> Seeks to solve problems encountered at the point of care.
<b>K3a</b> Understands interrelationships among nursing, the nursing care unit, and organizational goals.	<b>A3a</b> Appreciates the impact of one's decisions on the work unit.	<b>S3a</b> Manages management issues of clinical and work unit problems encountered in daily practice.
	<b>A3b</b> Recognizes the importance of work unit systems in providing supplies, medications, equipment, and information in a timely and accurate fashion.	<b>S3b</b> Identifies influences and factors on the work unit, such as those involving supplies, medications, equipment, and information.
	<b>A4a</b> Appreciates role in identifying work unit deficiencies and <b>operational issues</b> .	<b>S4a</b> Participates in solving work unit deficiencies and operational failures that impact patient care, such as those involving supplies, medications, equipment, and information.

 **actioncoalition**  
FUTURE OF NURSING

## MA NURSING CORE COMPETENCIES TOOLKIT

Cover Page



 **actioncoalition**  
FUTURE OF NURSING

## MA NURSING CORE COMPETENCIES TOOLKIT

Competencies Described


**Patient-Centered Care**  
Ann Marie Barron

The Nurse of the Future will provide holistic care that recognizes an individual's preferences, values, and needs and respects the patient or designee as a full partner in providing compassionate, coordinated, age and culturally appropriate, safe, and effective care.

**What is Patient-Centered Care and Why is it Important?**

Patient-centered care is at the core of all nursing education and practice. The IOM (2003) identified patient-centered care as one of the four core competencies to be integrated into the nursing curriculum. The AACN *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008) describes patient-centered care as all nursing actions that identify and integrate patient preferences, values, expressed needs and address the patient's pain and suffering. Further, AACN emphasizes that it is the nurse's professional responsibility to coordinate care, carefully listen to patient needs and concerns, clarify orders, communicate, and educate patients and advocate disease prevention, wellness, and emphasize both individual and population health.



 **actioncoalition**  
FUTURE OF NURSING

## MA NURSING CORE COMPETENCIES TOOLKIT

Questions for Reflection and Learning Activities

**Questions for Reflection (in Education and Practice):**


1. What are the elements of holistic nursing care?
2. How do you adjust for patient preferences and values?
3. What are the barriers and facilitators of patient-centered care?
4. How do you determine whether patient-centered care is being offered in your practice setting?
5. How are patient values and preferences incorporated in care offered in your practice setting?
6. How do you evaluate culturally appropriate care?

**Learning Activities (in Education):**

1. Incorporation of reflective practice in clinical conference and in the classroom
2. Development of case studies that invite students to utilize critical reflection as they consider the complex and holistic needs of patients, families, and populations
3. Presentation of case studies based on the expert practice of faculty as they care

**Learning Activities (in Practice):**

1. Unit based Nursing Rounds that offer nurses the opportunity to critically reflect and collaborate with colleagues in relation to the holistic care they are offering
2. Incorporating nurses' narrative descriptions of patient encounters that demonstrate excellence in Patient-Centered Care as part of the annual evaluation
3. Incorporating of nurses' narratives of excellence in Patient-Centered Care as an essential element of a clinical recognition or clinical leader program
4. Institutionally based Nursing Grand Rounds that highlight excellence in Patient-Centered Care as an essential element of practice


 **actioncoalition**  
FUTURE OF NURSING

## NOFNCC COMPETENCY INTEGRATION

Examples

**Adoption of Nursing Core Competencies in Education**


- Annual curriculum review and updates
- Clinical evaluation tool
- Course content
- Course evaluations
- Course objectives
- Curriculum development workshops
- Faculty orientation
- Senior practicum

 **actioncoalition**  
FUTURE OF NURSING

## MA NURSING CORE COMPETENCIES TOOLKIT

Ongoing Work and Next Steps

- NOFNCC integration continues to be broadly promoted to nursing community
- Tool kit has been broadly disseminated statewide. Survey of current usage is in process
- Tool kit includes a description of the 10 competencies and the value of each in context of education/practice
- Includes distinct learning activities for education/practice and questions for reflection
- Use of toolkit facilitates standardization of quality and serves as the foundation for all levels of academic progression
- Education has begun in a variety of forums

 **actioncoalition**  
FUTURE OF NURSING

## APIN GOAL # 3

### Increase Faculty Pool Available To Educate Nurses From BSN Through Doctoral Degrees

- **Strategy 1:** Increase opportunities for retired faculty to return to teaching positions.
- **Strategy 2:** Maximize opportunities for the practicing nursing workforce to obtain faculty positions.

## INCREASING FACULTY

### Increase the faculty pool available to educate nurses from BSN through doctoral degrees.

- Increase opportunities for faculty who recently retired or those considering retirement to remain active in teaching positions.
- Maximize opportunities for practicing nurses to obtain faculty positions blended with their practice roles.
- Maximize the utilization of current faculty across the higher education system through an on-line system matching faculty to course instructional opportunities.
- Build the pipeline of future faculty to increase overall capacity and diversity consistent with the projected demand for nurse education.

## FACULTY

### Ongoing Work and Next Steps

- Complete Whitepaper and implement select recommendations.
- Design innovative models for faculty roles that support inclusion of productive retired/retiring faculty
- Develop a web-based clinical orientation and mentoring programs for clinical faculty.
- Develop best practice models for Joint Faculty Appointments
- Collect faculty data on identifying roles and responsibilities at each level of BSN, DNP and PhD faculty and the appropriate comparison groups for further analysis and development of subsequent recommendations.
- Implement Centralized Clinical Faculty Database

## DIVERSITY

### Initiatives

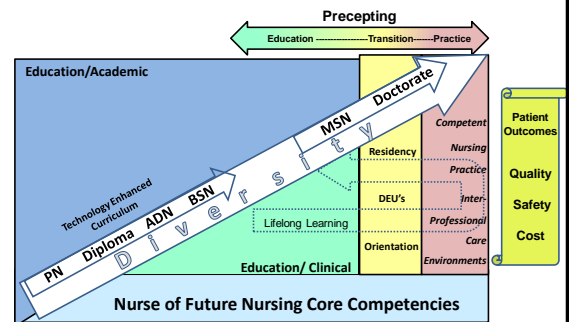
- Goal is to reflect the diversity of the MA population throughout the nursing workforce
- Ongoing work
  - Accelerated pathways LPN – BSN and RN – BSN
  - NETC facilitates ADN progression to BSN
  - Competency integration – PN competencies development
  - Faculty – projected need and collected diversity data
- Next steps
  - Leadership - recruitment and development
  - Practice – employer diversity workforce initiatives
  - Education – student success supports and diversity faculty recruitment and mentoring

## EMPLOYER ENGAGEMENT

### Best Practices

- Promote the value of the BSN and importance of a well educated and diverse workforce at all levels.
- Culture of lifelong learning
- BSN hiring policies and practices
- Differentiate roles (ADN, BSN, APRN)
- Mentoring programs for diverse nurses
- Innovation in options for clinical placements
- Flexible scheduling, onsite instruction, financial support and cost sharing incentives
- Academic Practice Partnerships a key!

## NURSING WORKFORCE DEVELOPMENT



## MAAC / APIN INITIATIVE

Ongoing Work and Next Steps

- Informing a broad community about future implications of the work and expanding/diversifying a community of participating nurses and non nurses
- Securing essential commitment from key leaders to implement system wide changes
- Facilitating and supporting academic practice partnerships to accelerate and scale up outcomes of this work
- Focusing on increasing diversity, sustainability and employer engagement and support!
- Providing local and national leadership

## MA LESSONS LEARNED

- Check assumption/current RNs value the BSN!
- Data is key/challenging to identify and gather!
- Need diverse voices in leadership and teams
- Employer engagement as key stakeholders
- Competency education for faculty
- Surveys are a challenge/be creative!
- Work in existing venues/supports sustainability

## YOUR TURN.....

Group Discussion

Questions ?  
Comments ?