Traditional, Accelerated, and RN-BSN: Once Size Does Not Fit All

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Traditional

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Are More Baccalaureate Prepared Registered Nurses Really Needed?

- …Yes!
  - IOM recommendation for 80% of the nursing workforce to be baccalaureate prepared by 2020
  - Affordable Care Act is increasing access to health care
  - Retirement of "Baby-Boomers"
  - Increase in provision of community-based care
  - Need for RNs in specialty areas (gerontology, informatics, case management, etc.)
    - https://www.nursingworld.org/practice-policy/workforce/

Why Is There a Need for More Than One Type of Nursing Education Program?

- Hopefully, that question will be answered by the end of this panel discussion.

What Is a "Traditional" Baccalaureate Nursing Program

- Also called "generic" or entry-level" program
- Admits students with no previous nursing education
- Typically requires 4-5 years of college level education
  - Enrollment and graduations in baccalaureate and graduate programs in nursing. (2015-2016). Washington D.C: American Association of Colleges of Nursing.

Overview of Traditional Nursing Program Students

- 195, 704 students enrolled into fall 2015 term
- 65,958 students graduated during August 1, 2014-July 31, 2015 period
- 30.7% of enrollees were from racially and ethnically diverse populations
- 12.5% of graduates were male
- Despite and increase in traditional program enrollees, 47,341 qualified applicants were not offered admission
  - Enrollment and graduations in baccalaureate and graduate programs in nursing. (2015-2016). Washington D.C: American Association of Colleges of Nursing.

Generation What???

- Generation Z
  - Mid-1900s to early 2000s (14-23 y.o.)
    - ~25% of the population
    - Expected to be 1/3 of population by 2020
    - Cohort larger than Baby Boomers or Millennials
  - Self-identify as loyal, compassionate, thoughtful, openminded
  - Perceive peers as competitive, spontaneous, risk-takers, curious
  - Driven

Generation What???

- Generation Z
  - Decrease in risk-taking behaviors
    - % of teen pregnancies
    - % of substance abuse
    - % who have tried alcohol
    - % who do not wear seat belts

Generation What???

- Generation Z
  - Although more conservative in many ways…higher percent attend church than Millennials
    - Are more open-minded on sexual preference issues
    - Many view pornography
    - Many have or do sext

Generation What???

- Generation Z
  - Known as digital natives
    - Have grown up with not just technology but a variety of technologies
    - Like to multi-task with multiple apps
    - But…
      - Have short attention spans so there is decreased use of Facebook and increased use of Instagram and Snapchat
      - Prefer face-to-face interaction over texting, etc.

Generation What???

- Generation Z
  - Education???
    - Higher high school graduation rate
    - Value college but many join the workforce directly after high school graduation
    - Money oriented but pragmatic about money
      - Less optimistic about the economy
      - Tough value college education, concerned over taking on debt

Generation What???

- Generation Z
  - Education???
    - Independent learners
    - Want to be judged on their own merit
    - Expect education to conform to their needs
    - Less likely than other generations to tolerate technical glitches

Generation What???

- https://factsandtrends.net/2017/09/29/10-traits-of-generation-z/
- https://aleteia.org/2018/05/09/15-ways-generation-z-could-change-the-world/
- https://www.forbes.com/sites/deeppatel/2017/09/21/8-ways-generation-z-will-differ-from-millennials-in-the-workplace/#7b0acf1e76e5

Challenges for Traditional Nursing Education

- Providing education for multiple generations
- Coming from high school
  - Have not learned referring to the syllabus
  - Nursing books have gotten bigger and bigger
  - No child left behind
  - Short-attention span
  - Dual enrollment
  - Not conceptual learners
  - Increase in Accommodations

Accelerated

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Accelerated Program Options

- BSN

- Second Degree BSN

- Direct Entry MSN

Direct Entry MSN Programs

- Generalist nursing masters degree
  - Not advanced practice

- Advantages
  - Provides direct path to MSN
    - Accelerated path to healthcare leadership or nurse educator positions
  - Saves time and expense
  - Helps increase nursing workforce of MS-prepared nurses

- Typical admission requirements

Example: Masters Entry to the Profession of Nursing (MEPN) Program

- 15-Month program
- 56 graduate-level credits
- Accelerated immersion design
- 2 campuses – managed as 1 cohort
- Students Progress sequentially through four levels:
  - Level 1: Summer
  - Level 2: Fall
  - Level 3: Spring
  - Level 4: Summer

Challenges and Solutions

Changing from Accelerated BSN to MS

- Overcoming faculty and community expectations/mindset related to nurses with Masters degrees
  - Involve all faculty in designing/developing/marketing to increase buy-in
  - Need to think differently in designing courses
    - Adult, advanced learners
    - Online courses started with MEPN
- Follow graduate college policies

Promoting Student Success in Highly Accelerated Program

- Discourage students from working full time
- Orientation pre-course available 1 month prior to starting program
  - Requirements due during first course
- Ensure consistency between courses
  - Quality Matters standards
  - Grading rubrics
- Intensive student support and mentoring program
  - Student/student mentor assignments
  - Resiliency and integrative nursing content

Curriculum Challenges

- Courses taught only once a year
  - Course pre-level planning meetings and wrap-up/debriefing
  - Require all course revisions completed by mid semester following when taught
    - Keep faculty thinking one year in advance – must revise while still fresh
    - Date PPTs every year when revised
  - Faculty
    - Must be flexible and able to teach across 2-3 nursing specialties

Managing Multiple Campuses as 1 Cohort

- Adding new sites
  - Make sure to have at least 2 clinical groups at each site for faculty support
- Faculty teamwork and mentoring
  - Team charter
- Course co-chairs - one at each site
  - Course and level debriefing
- Teleconferencing meetings
  - Monthly meetings
- Hybrid or online non-clinical courses

Resourcing Multiple Campuses

- Overlapping Level 1 and 4 cohorts in summer
  - Double faculty needs – requires pool of faculty, supplemented by fiscal faculty
- Resources in place prior to launch
  - Classrooms with reliable web conferencing and IT support
  - Simulation space at both locations
    - Easily accessibly and scheduled

Other Lessons Learned

- Consider courses with credits that transfer into DNP or PhD programs
  - Design courses that can be taken by students in doctoral programs (Informatics, Research)
- Tuition and financial aid considerations

RN-BSN

F. Patrick Robinson, PhD, RN, ACRN, CNE, FAAN
Provost & Vice President of Academic Affairs, Arizona College

RN-to-BSN Programs: A Commodity?

- 2016 AACN Data
  - 747 RN-to-BSN programs
  - 60,842 RN-to-BSN conferrals (up from 19,606 in 2009)
  - The number of RNs earning a BSN increased 170% since 2010 (600% since 2003)
  - 54% of employers require BSN for newly hired RNs (+24% since 2011)
  - 98% of employers prefer BSN
  - More 54% of RN-to-BSN programs are completely online (+>24% since 2011)
  - Almost all RN-to-BSN programs have significant online components (20% had no online components in 2011)

RN-to-BSN Programs: A Commodity?

- There is no shortage of available RN-to-BSN programs or available slots
- Large and virtually undifferentiated market
- Student sensitivity to brand differentiation?
- Potential students are sensitive to:
  - Cost
    - Major quality players competing in $8,000 – 9,000 range
    - Average cost of a UG credit hour is $594 at approximately 30 cr. = $17,820
  - Time to completion (transfer credits, required nursing credits, electives, gen education, CBE, etc.)
- Value is not all always perceived by applicant (although there is abundant evidence as to the value!)
- Innovation under these circumstances is challenging

RN-to-BSN Programs: Transfer Credits

- Bachelor degree completion programs are an anomaly at many colleges
  - Credit creep in ADN programs (75+ semester credits)
  - Getting to 120 semester credits
    - ADN nursing course transfer can cause challenges (block credit?, proficiency credit?, prior learning assessment?)
    - General education requirements
    - Institution-specific requirements (service learning, theology, etc.)
    - Electives
  - Need to be mindful of competitors
  - Make friends with your registrar

RN-to-BSN Programs: Seamless Progression

- History of barriers to progression
- Seamless progression is called for in every workforce analysis (including *The Future of Nursing Report,* IOM 2010)
- Critical
  - Transfer credit policies (26 states that have a rule or reg related to ADN to BSN credit transfer)
  - Thoughtful articulation agreements
  - Non-duplication of content/outcomes
  - High quality, engaging "bridge" courses
- Dual enrollment

RN-to-BSN Programs: Heterogeneity of Professional Experience

- Dually enrolled → Highly experienced
- Teaching/Learning conundrum (example: interprofessional collaboration)
  - Tailor strategies to individuals, groups, or cohorts (pre-licensure vs RN-to-BSN)
- Consider time variable competency-based education models
  - Direct assessment
  - Credit-bearing
  - Josiah Macy Foundation report: *Conference Summary: Achieving Competency-Based, Time-Variable Health Professions Education*
    http://macyfoundation.org/publications/publication/conference-summary-achieving-competency-based-time-variable-education

RN-to-BSN Programs: Clinical Practice Experiences

- 2018 Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (effective January 1, 2019)
  - Standard III-H
    - *Programs that have a direct care focus (including, but not limited to, post-licensure baccalaureate and nurse educator tracks) provide direct care experiences designed to advance the knowledge and expertise of students in a clinical area of practice.*
    - *Clinical practice experiences include opportunities for interprofessional collaboration.*
    - *Clinical practice experiences are provided for students in all programs, including those with distance education offerings.*

RN-to-BSN Programs: Clinical Practice Experiences

- Standard group clinical experiences
  - Are these realistic for working RNs?
- Individual preceptor clinical experiences
  - Can these be scaled?
- Self-directed, project based
  - Can these rigorously meet the standard?

Questions/Discussion

Thank you!