

# School of Health Professions Institute of Nursing

## The Future of Nursing: Leading Change, Advancing Health

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# Liebe Kolleginnen und Kollegen,



Ich überbringe Ihnen herzliche Grüße von der Universität von Washington, Bothell - Pflege und Gesundheitswissenschaften, und danke Ihnen für die Einladung und die Möglichkeit heute vor Ihnen sprechen zu dürfen.

# Memorandum of Agreement 2008

Zürcher Hochschule  
für Angewandte Wissenschaften

Zurich University  
of Applied Sciences

**School of  
Health Professions**



BOTHELL



The Future of Nursing:

**LEADING CHANGE, ADVANCING HEALTH**



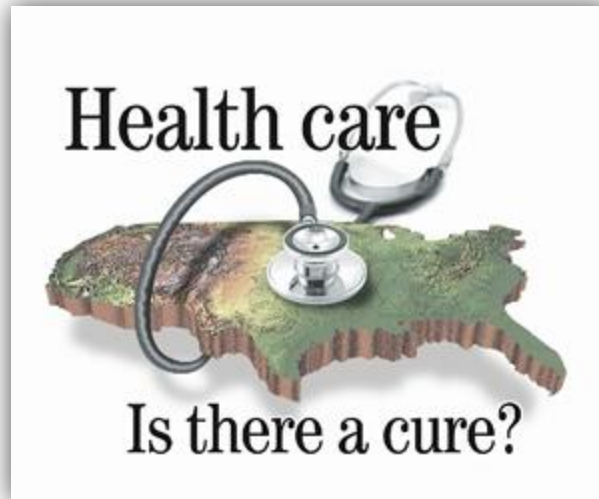
INSTITUTE OF MEDICINE  
OF THE NATIONAL ACADEMIES

High-quality,  
person-centered  
health care for all  
will require  
remodeling many  
aspects of health  
care system,  
especially nursing

<http://thefutureofnursing.org/IOM-Report>



# The Future of Nursing In U.S. Context



### Current Entry Level

- Diploma Degree
- Associated Degree
- BSN
- Nursing is one of the few fields in healthcare where a minimum level into practice is not established
- Nurses are the least educated among all major health care professionals

A photograph of a nurse in a white coat and stethoscope, with other healthcare workers in the background.

The Future of Nursing  
LEADING CHANGE, ADVANCING HEALTH

**FUTURE NURSING**  
Care, You and National Expectations

Evidence-based recommendations for education and practice.

A collage of images showing healthcare professionals in various settings, including a nurse, a doctor, and a patient.

# EXHIBIT ES-1. OVERALL RANKING

## COUNTRY RANKINGS

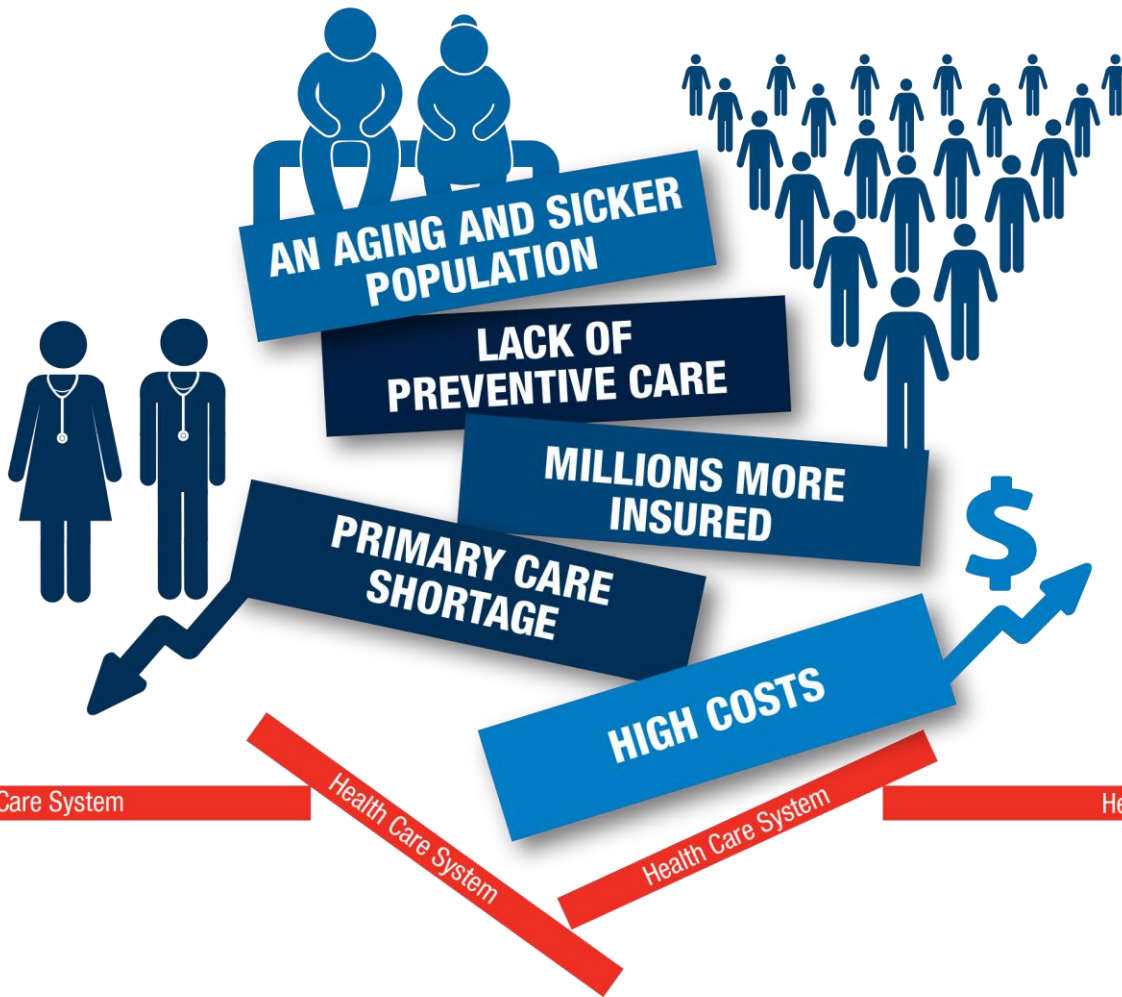
Top 2*
Middle
Bottom 2*



	AUS	CAN	FRA	GER	NETH	NZ	NOR	SWE	SWIZ	UK	US
<b>OVERALL RANKING (2013)</b>	4	10	9	5	5	7	7	3	2	1	11
<b>Quality Care</b>	2	9	8	7	5	4	11	10	3	1	5
Effective Care	4	7	9	6	5	2	11	10	8	1	3
Safe Care	3	10	2	6	7	9	11	5	4	1	7
Coordinated Care	4	8	9	10	5	2	7	11	3	1	6
Patient-Centered Care	5	8	10	7	3	6	11	9	2	1	4
<b>Access</b>	8	9	11	2	4	7	6	4	2	1	9
Cost-Related Problem	9	5	10	4	8	6	3	1	7	1	11
Timeliness of Care	6	11	10	4	2	7	8	9	1	3	5
<b>Efficiency</b>	4	10	8	9	7	3	4	2	6	1	11
<b>Equity</b>	5	9	7	4	8	10	6	1	2	2	11
<b>Healthy Lives</b>	4	8	1	7	5	9	6	2	3	10	11
<b>Health Expenditures/Capita, 2011**</b>	<b>\$3,800</b>	<b>\$4,522</b>	<b>\$4,118</b>	<b>\$4,495</b>	<b>\$5,099</b>	<b>\$3,182</b>	<b>\$5,669</b>	<b>\$3,925</b>	<b>\$5,643</b>	<b>\$3,405</b>	<b>\$8,508</b>

Notes: \* Includes ties. \*\* Expenditures shown in \$US PPP (purchasing power parity); Australian \$ data are from 2010.

Source: Calculated by The Commonwealth Fund based on 2011 International Health Policy Survey of Sicker Adults; 2012 International Health Policy Survey of Primary Care Physicians; 2013 International Health Policy Survey; Commonwealth Fund *National Scorecard 2011*; World Health Organization; and Organization for Economic Cooperation and Development, *OECD Health Data, 2013* (Paris: OECD, Nov. 2013).



# A New Era in Health & Health Care

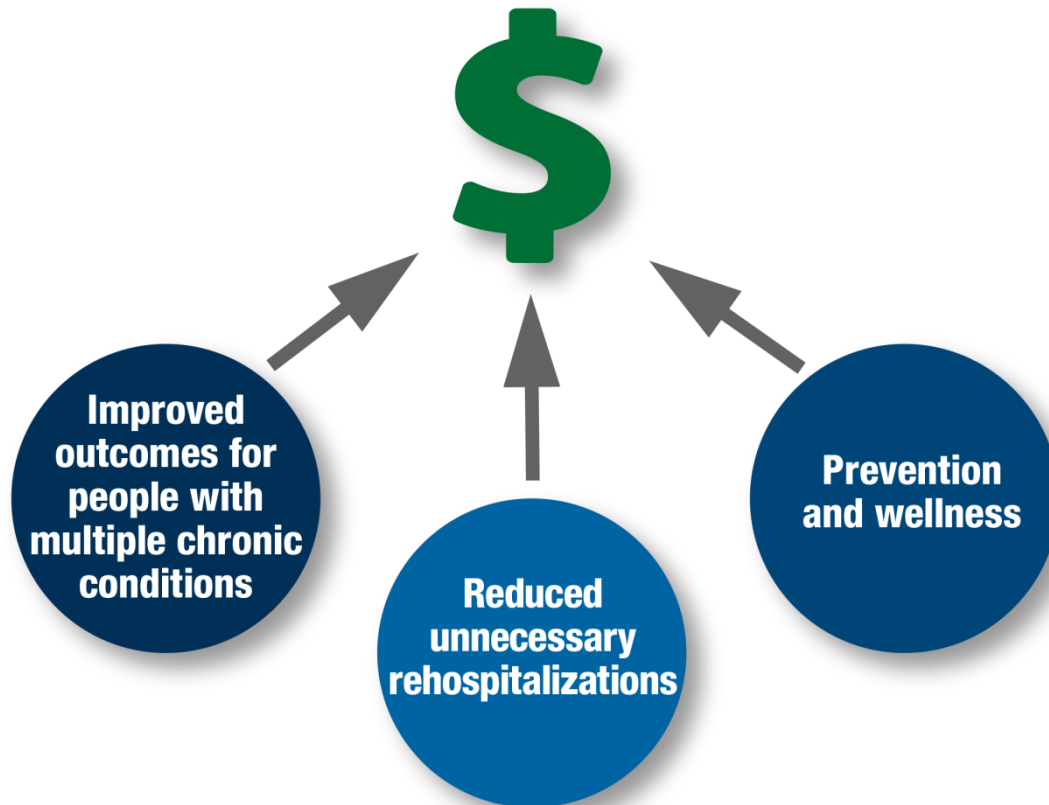
## Patient-Centered





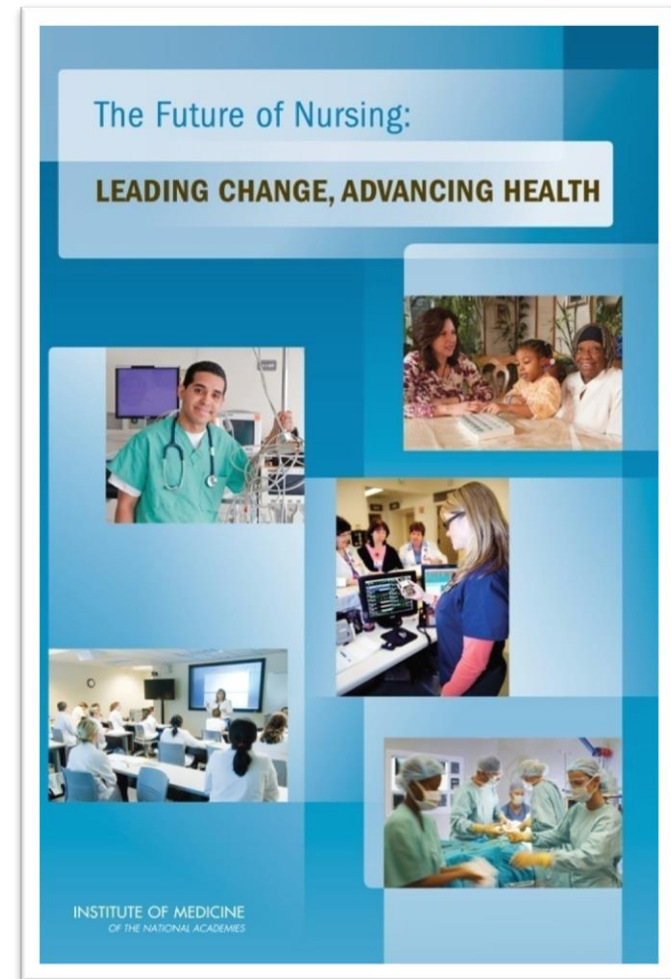
# What Does This Mean for Providers?

Payment and reimbursement tied to new measures



# Institute of Medicine Report Goal 2010

Transform nursing field to prepare nurses to lead change and advance health for all Americans



<http://thefutureofnursing.org/IOM-Report>

# IOM Recommendations

## Enabling nurses to practice to the full level of their training

- Remove scope-of-practice barriers.
- Implement nurse residency programs.

## Improving nursing education

- Increase proportion of nurses with a BSN degree to 80% by 2020.
- Double the number of nurses with a doctorate by 2020.
- Ensure that nurses engage in lifelong learning.

## Preparing and enabling nurses to lead change

- Expand opportunities for nurses to lead and diffuse collaborative improvement efforts.
- Prepare and enable nurses to lead change to advance health.

## Improving workforce data collection and analysis

- Build an improved infrastructure to collect and analyze health care workforce data.

**Fostering Inter-professional Collaboration**

**Diversity**

# RN Licensure & BSN Pathways in US



- RN Licensure

- Diploma
- Associate Degree
- Baccalaureate Degree

- BSN Degree

- Pre-licensure BSN
- Accelerated BSN
- RN to BSN

# Let's Turn Back the Clock





# Entry into Practice Debate 1965-2015

## The 1965 ANA Position Paper recommended:

- Requirement making the baccalaureate degree the minimum educational standard for professional nursing practice: Registered Nurse (RN)
- Create new license for associate degree nurses: Registered Associate Nurses (RAN)
- Eliminate two types of technical nursing education programs:
  - ✓ Diploma
  - ✓ Practical

## ANA 1965 Position Paper

## ANA's Rationale for 1965 Position Paper on Nursing Education

- Increasing complexity of healthcare and nursing practice
- Majority of nurses trained in diploma programs, which focused on staffing hospital with students, rather than higher education in colleges or universities

## ANA's Rationale for Position Paper on Nursing Education

# Cyclic Nursing Shortages & Calls for BSN

- NLN Position Statement on Nursing Roles, Scope, & Preparation (1982)
- CNE survey in community hospitals targeted 51% BSN staff (1987)
- National Advisory Council on Nursing Education & Practice (1996) – recommended 60% BSN workforce by 2010
- N-OADN Position Statement in Support of Associate Degree Nursing as Preparation for the Entry Level RN (1998)
- CNE survey in academic medical centers had > 50% BSN and target aimed at 70% BSN staff (2001)
- Aiken (2003) study on improved surgical outcomes with higher % BSN staff & subsequent decade of further research

# Joint Statement on Academic Progression for Nursing 2012



***“Collectively, we agree that every nursing student and nurse should have access to additional nursing education and we stand ready to work together to ensure that nurses have the support needed to take the next step in their education.”***

**American Association of Community Colleges (AACC)**

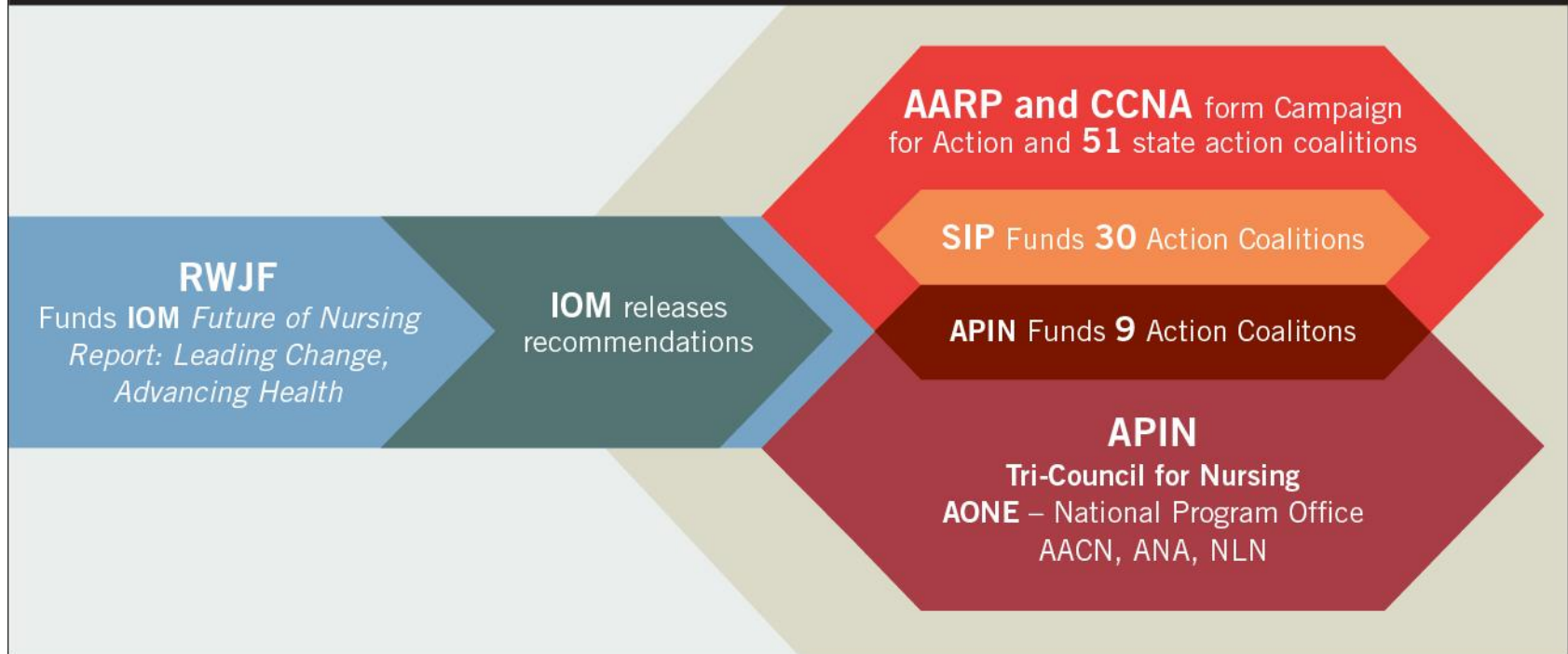
**Association of Community College Trustees (ACCT)**

**American Association of Colleges of Nursing (AACN)**

**National League for Nursing (NLN)**

**National Organization for Associate Degree Nursing (N-OADN)**

# RWJF Future of Nursing



**RWJF** – Robert Wood Johnson Foundation

**IOM** – Institute of Medicine

**AARP** – American Association of Retired Persons

**CCNA** – The Center to Champion Nursing in America at AARP

**SIP** – State Implementation Program

**APIN** – Academic Progression in Nursing

**AONE** – American Organization of Nurse Executives

**AACN** – American Association of Colleges of Nursing

**ANA** – American Nurses Association

**NLN** – National League for Nursing





# Academic Progression in Nursing

**PURPOSE:** To test promising models in pursuit of 80/20 goal

- RWJF and Tri-Council for Nursing
- Nine states selected in APIN I cohort (2012-2014)
- All nine states re-awarded for APIN II (2014-2016)
- \$600,000 total for each of the 9 states, over 4 years



# APIN I 2012-2014

## Implementing promising models

1. Shared statewide/regional curriculum
2. Community colleges conferring BSN
3. Competency-based curricula
4. RN-to-MSN programs for ADN grads



# APIN II 2014-2016

## SCALING UP ...

### In the 9 APIN states...

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

### At the national level...

- Foundational Nursing Courses
- Regulatory & Accreditation dialogues
- Emerging Model





# Community Colleges in US

Quality, accessible, and affordable pathway to higher education in nursing through RN-to-BSN

- Critical roles
  - Serving students in nursing education pipeline
  - Increasing diversity of the nursing workforce
  - Ensuring BSN education access in all regions
- Do not have the capacity to meet our goal of an 80% BSN workforce by 2020 without our community college nursing programs

# Emerging Model

*Promising Strategy to Accelerate Academic Progression*

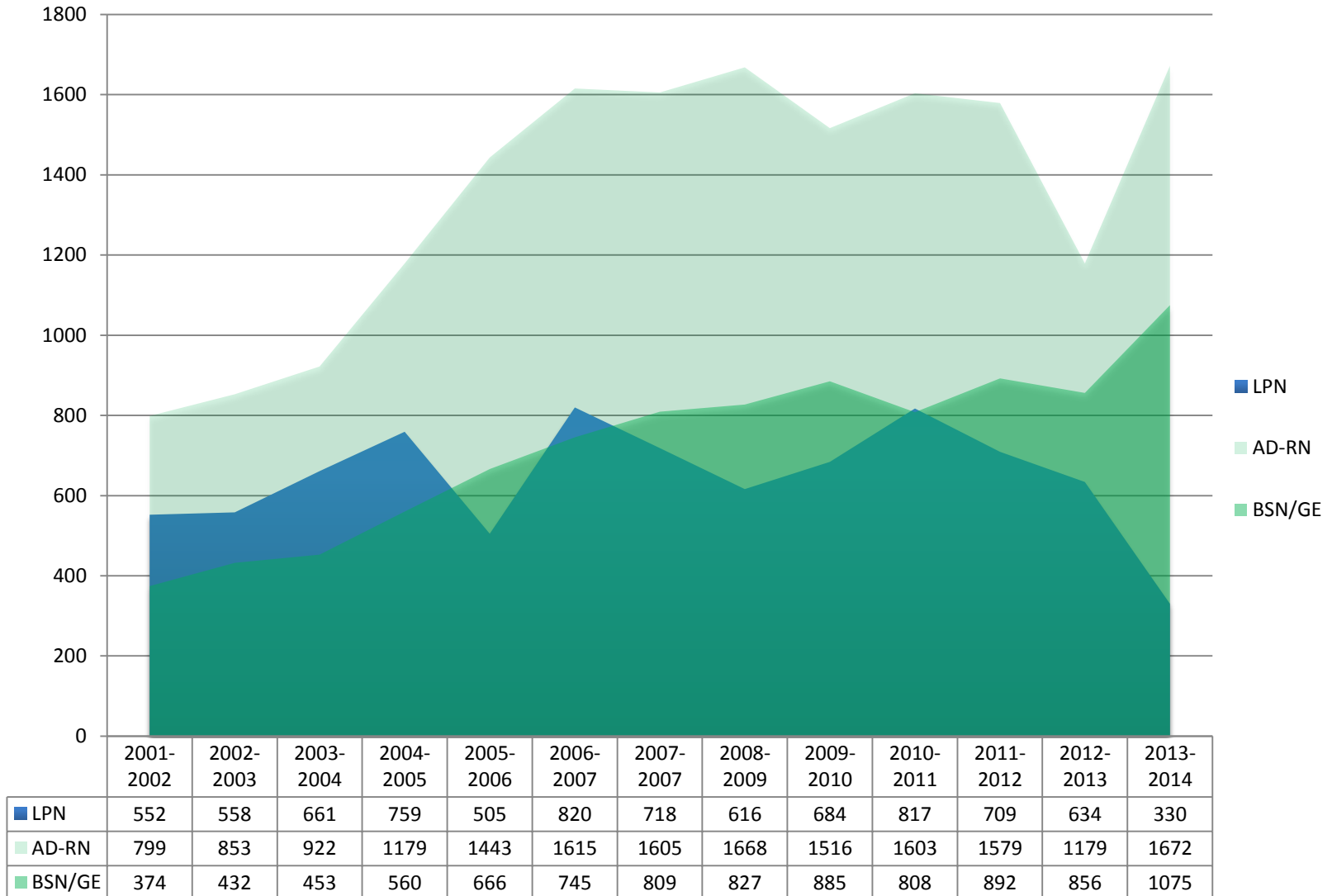
**Community colleges and universities in partnership create BSN curriculum where students receive their RN upon completion of the BSN.**



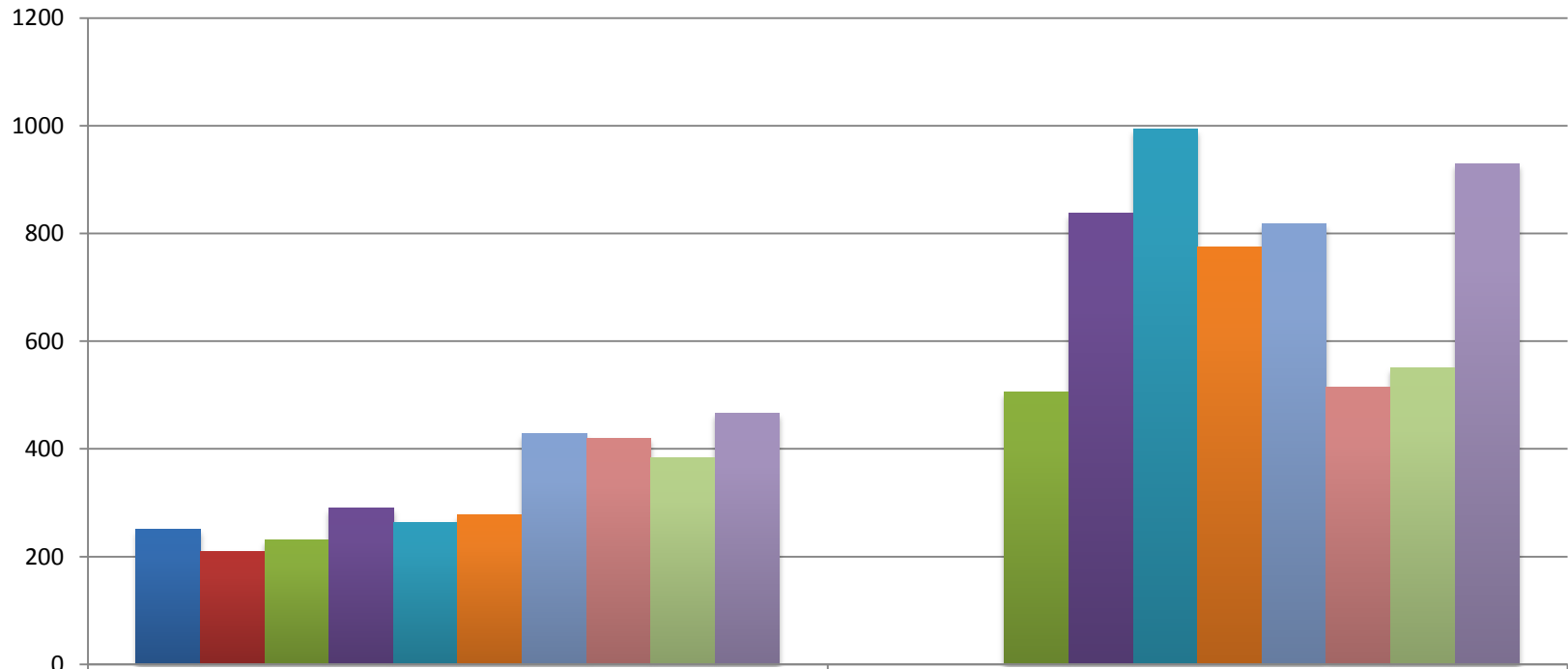
# Washington State APIN Progress

- **Supported 4 new in-state RN-to-BSN options**
  - 1 private & 1 public university, 1 community college & 1 not-for-profit on-line university
  - 3 community colleges developing RN-to-BSN
- **Direct Transfer Agreement**
  - Streamlines all GUR and nursing to 4 year pathway
  - All credits transfer between CC and university
  - All public/private colleges & universities approved
- **↑ RN-to-BSN Enrollments**
  - RN to BSN enrollments up by 81%
  - RN to BSN graduations up by 77%

# Total Pre-Licensure Program Graduates by Type of Program Washington State 2001-2014



# Number of Graduates & Enrolled RN-to-BSN Students by Year Washington State 2004-2014



	RNB Graduates	RNB Enrolled
2004-2005	251	
2005-2006	209	
2006-2007	231	506
2007-2008	290	838
2008-2009	264	994
2009-2010	278	775
2010-2011	429	817
2011-2012	420	514
2012-2013	383	550
2013-2014	466	930

# Challenges

- Inability to resolve entry into practice debate
- Credit for prior learning/credit transfer
- Lack of differentiated practice competencies
- Common NCLEX-RN Licensure for ADN/BSN
- Variations in scope of practice across states
- Distrust of accreditation & regulatory bodies
- Failed legislative efforts at “BSN in 10 years “

# Opportunities

- **IOM Recommendation** calls for shared responsibility
- **APIN/SIP development of innovative models** to assuring appropriate credit for prior learning to advance seamless academic progression
- **Growing evidence of association of BSN education & patient outcomes**
  - Magnet Status Requirements
    - 75% Hospital Managers must be BSN prepared (2011)
    - Required action plan for meeting 80% by 2020 (2013)
  - Preferential/Exclusive hiring of BSN nurses
- **National Council for State Boards of Nursing (NCSBN)**
  - State BONs establishing differential competencies
  - Multi-State Compact Agreement Initiatives (RN & ARNP)
  - Central role of NCSBN in considering differential licensing exams
- **Nursing Accreditation – APIN Dialogue** this summer resulting in agreement to issue a joint statement of support of academic progression

If you want to go fast,  
*go alone.*

If you want to go far,  
*go together.*

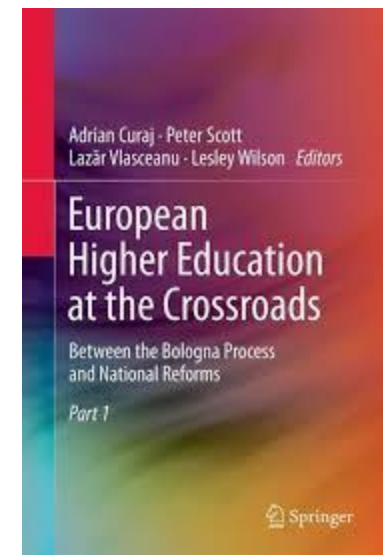
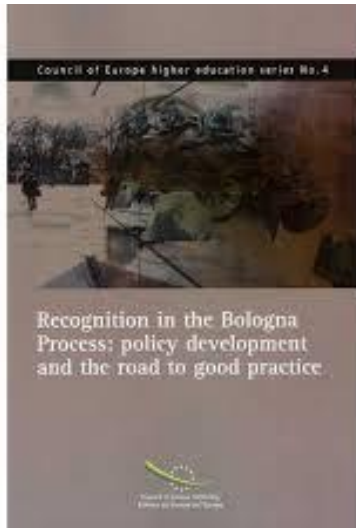
- African Proverb -



# The Future of Nursing in Global Context

## IOM, Bologna Process, Tuning Project, RN4CAST

What Can We Learn From Each Other?



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