Impact of APIN Grant on Increasing the Number of BSN or Higher Educated Nurses in the Workforce by 2020

Presented by Tina Gerardi, MS, RN, CAE on behalf of the APIN National Program Office
Objective: test promising models in pursuit of the 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
Implementing promising models

1. Shared statewide or regional curriculum
2. Community colleges conferring BSN degrees
3. Competency-based curricula
4. RN-to-MSN programs for AD students.
<table>
<thead>
<tr>
<th><strong>Shared Curriculum:</strong></th>
<th>CA</th>
<th>HI</th>
<th>MA</th>
<th>MT</th>
<th>NM</th>
<th>NY</th>
<th>NC</th>
<th>TX</th>
<th>WA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual Admission</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Statewide alignment to facilitate progression</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>CCs conferring BSN</td>
<td>Piloting non-nursing</td>
<td>Limited history</td>
<td>Under review</td>
<td>Bill proposed</td>
<td>Yes</td>
<td></td>
<td></td>
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<tr>
<td>RN – MSN for ADN</td>
<td>Programs exist in all states. Action coalitions have not focused on model as much because these programs are not operating at capacity at this time.</td>
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<tr>
<td><strong>Other innovative components of models being tested</strong></td>
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<tr>
<td>Shared faculty</td>
<td>Yes</td>
<td>Planned</td>
<td>Yes</td>
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<tr>
<td>Worksite education</td>
<td>X</td>
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<tr>
<td>LPN to BSN</td>
<td>X</td>
<td>X</td>
<td>Exploring</td>
<td></td>
<td></td>
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<tr>
<td>Full-time dedicated student advising</td>
<td>X</td>
<td></td>
<td>X</td>
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</tbody>
</table>
Number of Students in RN-to-BSN programs

69% increase from 2010 to 2014

2010: 77,259
2013: 118,176
2014: 130,345

Source: American Association of Colleges of Nursing
Non-BSNs v. Adjusted “New BSNs” (Generic + RN to BSNs) Entering Workforce

Additional Nurses per Year


- Red line: New BSNs
- Green line: Non-BSN

Source: P. McMenamin, ANA, 2015
One goal of shared curricula is to decrease the amount of time between initial RN licensure following the ADN and completion of the BSN. This average sits at around 9.4\textsuperscript{†} years. While many shared curricula still allow students to “opt out” following ADN graduation, APIN projects demonstrate that most student choose to take advantage of seamless progression immediately progress to the baccalaureate level, thus significantly decreasing the length of time to BSN completion.\textsuperscript{†}

<table>
<thead>
<tr>
<th>% of Students in APIN-supported shared curriculum that progress to BSN within approx. 1 year of ADN completion</th>
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</thead>
<tbody>
<tr>
<td>California</td>
</tr>
<tr>
<td>Hawaii</td>
</tr>
<tr>
<td>New Mexico</td>
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<tr>
<td>New York</td>
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<tr>
<td>North Carolina</td>
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<tr>
<td>Texas</td>
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</tbody>
</table>

\textsuperscript{*}no “opt-out” option in this model

\textsuperscript{†}2012 California Board of Registered Nurses Survey
## APIN State Progress

### National & APIN State Progress on % of RNs with BSN or higher Degree

<table>
<thead>
<tr>
<th>State</th>
<th>2012*</th>
<th>2014</th>
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</thead>
<tbody>
<tr>
<td>National</td>
<td>50.0%*</td>
<td>51%*</td>
</tr>
<tr>
<td>California</td>
<td>50.0%*</td>
<td>61.5%†</td>
</tr>
<tr>
<td>Hawaii</td>
<td>58.3%*</td>
<td>66.0%†</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>53.2%*</td>
<td>58%†</td>
</tr>
<tr>
<td>Montana</td>
<td>55.6%**</td>
<td>56.4%§</td>
</tr>
<tr>
<td>New Mexico</td>
<td>41.3%*</td>
<td>48%†</td>
</tr>
<tr>
<td>New York</td>
<td>47.2%*</td>
<td>57%‡</td>
</tr>
<tr>
<td>North Carolina</td>
<td>44.7%*</td>
<td>56.5%†</td>
</tr>
<tr>
<td>Texas</td>
<td>48.8%*</td>
<td>53.8%†</td>
</tr>
<tr>
<td>Washington</td>
<td>50.9%*</td>
<td>66.5%§</td>
</tr>
</tbody>
</table>

* 2012 American Community Survey; Joanne Spetz, PhD, FAAN
† 2014 State licensure reporting
‡ Figure represents acute care only
§ 2013 NCSBN Sample Survey (Washington State sample not representative)
♦♦ 2010 state licensure data
Focus on Scaling Up

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

At the national level…

• Foundational Nursing Courses
• Accreditation dialogues
• Emerging Model
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.
Foundational Courses for RN to BSN

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

- **General Education** 24 credits (approx.)
  - Communications
  - English
  - Humanities/Fine Arts
  - Statistics/Logic

- **Basic Sciences** 12 credits (approx.)
  - Chemistry
  - Biology
  - Microbiology
  - Physics

- **Social Sciences** 9 credits (approx.)
  - Growth & Development
  - Psychology
  - Sociology

- **Human Sciences** 16 credits (approx.)
  - Anatomy & Physiology
  - Pathophysiology
  - Nutrition
  - Pharmacology
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.
Sustainability Examples from APIN States

- 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, MT
- 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, MT
- 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?
Questions/Comments