

**Outcomes from the APIN Grant:
Academic Progression Strategies
to Assist
Current and Future RNs Achieve the BSN**

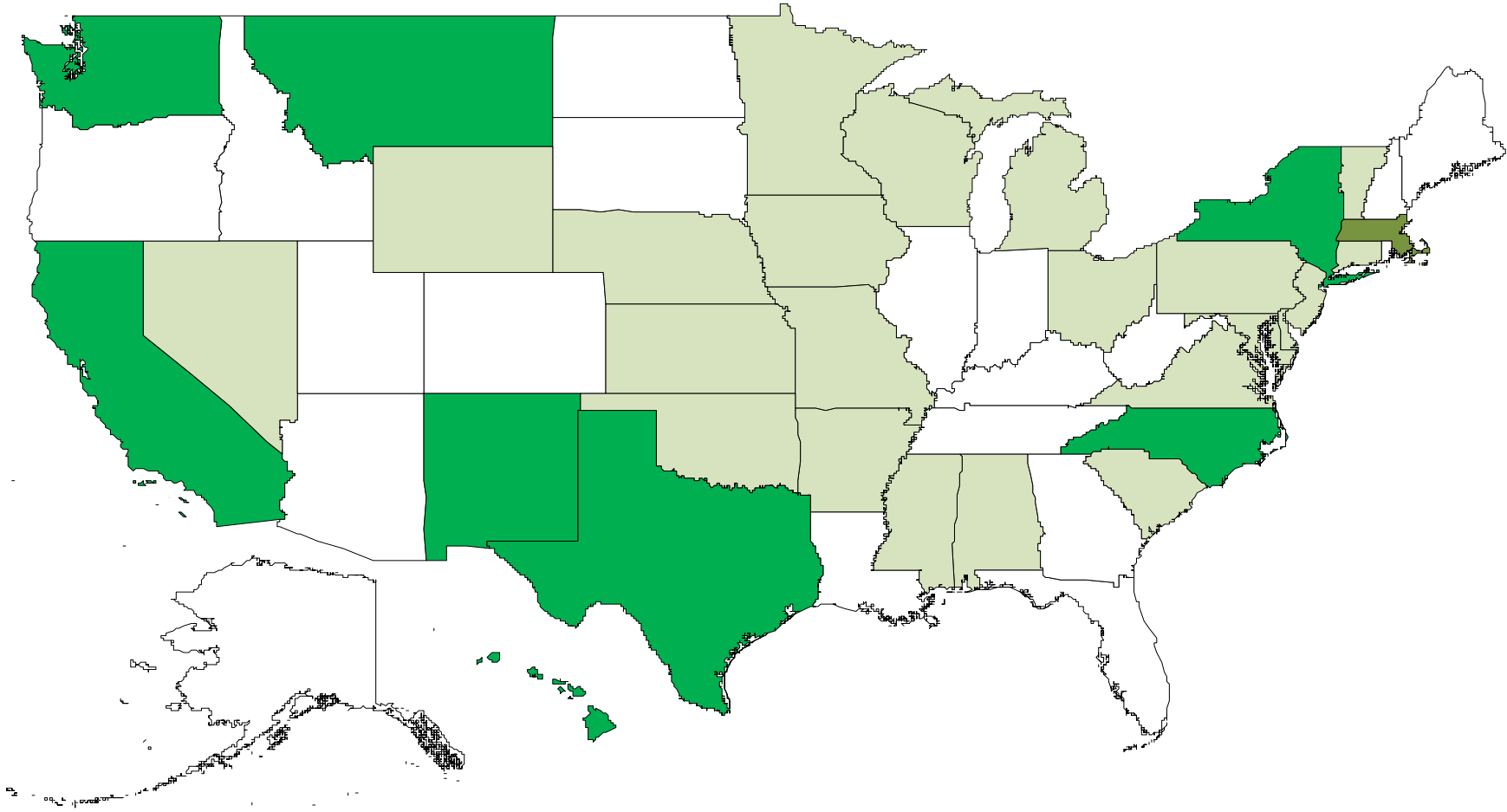
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3rd Annual MA Healthcare Workforce Summit
Advancing Nursing, Transforming Healthcare

Some Background Info on APIN

- Work across the country started prior to release of the IOM report in 2010.
- Since the Campaign for Action, 44 state Action Coalitions are engaged in academic progression projects.
- Seventeen states are funded by the State Implementation Program (SIP) for academic progression projects.
- Nine states are funded for the Academic Progression In Nursing (APIN) Grants.
- Common issues related to academic progression implementation are experienced across the country.

RWJF Funding for Academic Progression



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

After site visits to the nine APIN states, the NPO identified the following essential elements for successful projects:

- Strong Relationships
- Strong Leadership
- Supportive Infrastructure
- Sustainability/Institutionalization Strategies
- Formal and Informal Partnerships
- Competencies

What we learned over four years about:

1. Shared statewide or regional curriculum
2. Community colleges conferring BSN degrees
3. Competency-based curricula
4. RN-to-MSN programs for AD students.
5. Emerging Model – Single Curriculum, Dual Site

Focus on Scaling Up

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

Successful Academic-Practice Partnerships

- Built upon formal relationships at the senior level and practiced at multiple levels throughout the organizations
- Shared vision and expectations
- Mutual goals with set evaluation periods

Successful Partnerships:

- Mutual Respect and Trust
 - Shared conflict engagement competencies
 - Joint accountability and recognition for contributions
 - Frequent and meaningful engagement
 - Mutual investment and commitment
 - Transparency

Successful Partnerships

A commitment is shared by partners to develop, implement, and evaluate organizational processes and structures that support and recognize academic or educational achievements:

- Lifelong learning for all levels of nursing
- Seamless academic progression
- Joint funding and in-kind resources for all
- Joint faculty appointments between academic and clinical institutions
- Support for increasing diversity in workforce at the staff and faculty levels
- Support for achieving 80 percent baccalaureate prepared RN workforce and for doubling the number of nurses with doctoral degrees

Successful Partnerships

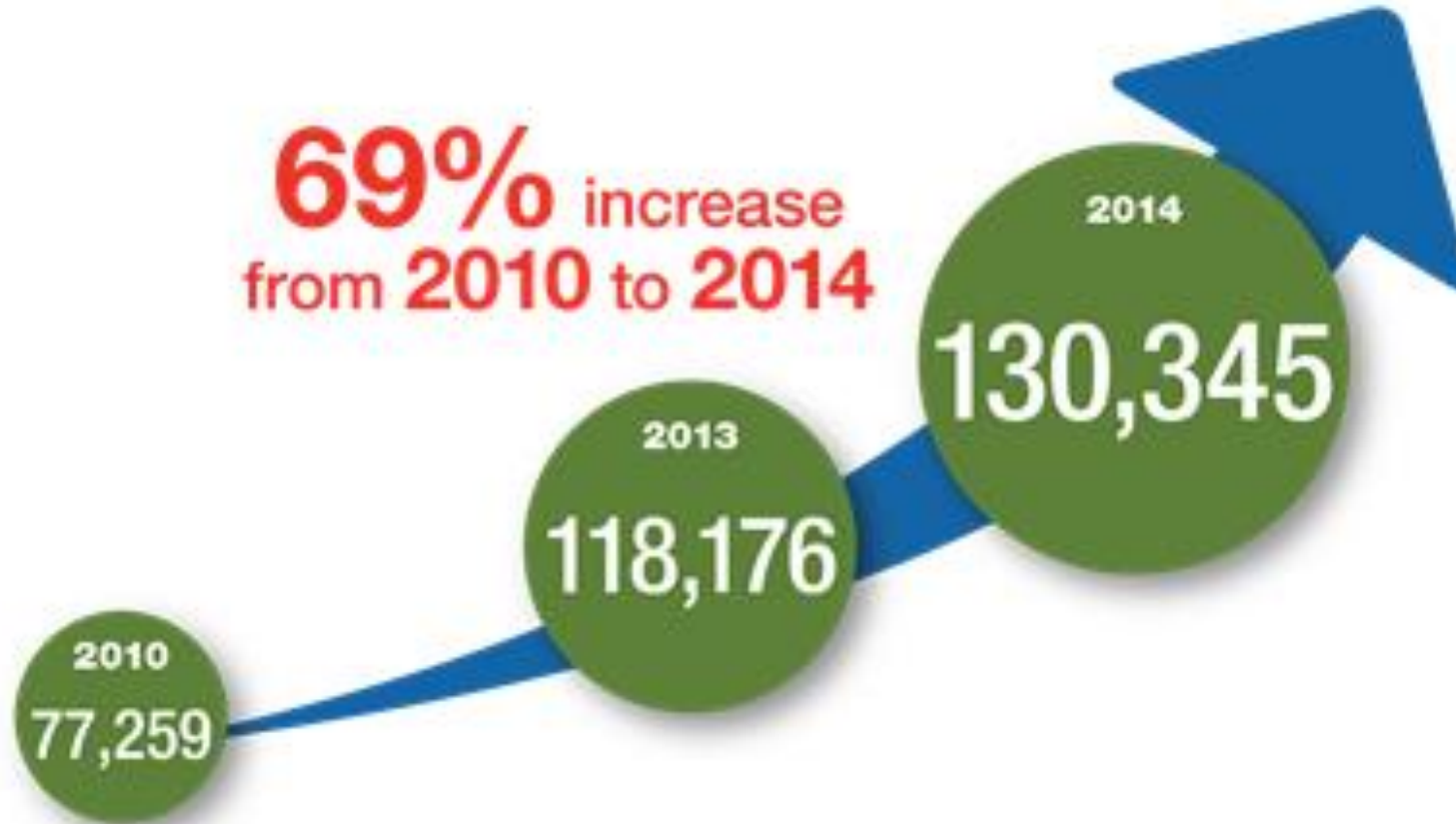
A commitment is shared by partners to support opportunities for nurses to lead and develop collaborative models that redesign practice environments to improve health outcomes, including:

- Joint interprofessional leadership development programs
- Joint funding to design, implement, and sustain innovative patient-centered delivery systems
- Collaborative engagement to examine and mitigate non-value added practice complexity
- Seamless transition from the classroom to the bedside
- Joint mentoring programs/opportunities

A commitment is shared by partners to establish infrastructures to collect and analyze data on the current and future needs of the RN workforce via:

- Identification of useful workforce data
- Joint collection and analysis of workforce education data
- Joint business case development
- Assurance of transparency of data

Number of Students in RN-to-BSN programs



Source: American Association of Colleges of Nursing

APIN State Progress

| National & APIN State Progress on % of RNs with BSN or higher Degree | | | |
|--|-------|---------|--------|
| | 2008# | 2012* | 2014 |
| National | 44.8% | 50.0%* | 51%♦ |
| California | 40.4% | 50.0%* | 61.5%† |
| Hawaii | 52.4% | 58.3%* | 66.0%† |
| Massachusetts | 41.3% | 53.2%* | 58%† |
| Montana | 49.8% | 55.6%♦♦ | 56.4%§ |
| New Mexico | 38.2% | 41.3%* | 48%† |
| New York | 35.5% | 47.2%* | 57%†‡ |
| North Carolina | 33.9% | 44.7%* | 56.5%† |
| Texas | 42.4% | 48.8%* | 53.8%† |
| Washington | 36.8% | 50.9%* | 66.5%§ |

♦ 2013 American Community Survey; Joanne Spetz, PhD, FAAN

* 2012 American Community Survey; Joanne Spetz, PhD, FAAN

† 2014 State licensure reporting

§ 2013 NCSBN Sample Survey (Washington State sample not representative)

‡ Figure represents acute care only

♦♦ 2010 state licensure data

2008 NSSRN BSN

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

Questions/Comments

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