Future Trends in Academic Nursing

Eileen Breslin, PhD, RN, FAAN

Dean and Professor, School of Nursing
University of Texas Health Science Center
San Antonio

AACN Board Chair (2014-2016)

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Definition of Academic Nursing

Academic Nursing encompasses the integration of clinical practice, education, and research within baccalaureate and graduate schools of nursing. Faculty engaged in academic nursing demonstrate a commitment to inquiry, generate new knowledge for the discipline, connect practice with education, and lead scholarly pursuits that improve health and health care.
## Areas Where Academic Nursing Leads

<table>
<thead>
<tr>
<th>RESEARCH LEADERSHIP</th>
<th>PATIENT-CARE LEADERSHIP</th>
<th>WORKFORCE DEVELOPMENT LEADERSHIP</th>
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</thead>
<tbody>
<tr>
<td>Science of quality and patient safety</td>
<td>Community based care (office care, retail care, home care)</td>
<td>Growth in advanced nursing practice curricula producing doctoral prepared nurses</td>
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<td>Optimal care delivery models</td>
<td>Nurse-managed clinics</td>
<td>Interprofessional education programs in nascent stages</td>
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<td>Science of self-management</td>
<td>School-based programs and University student/employee clinics</td>
<td>Training curricula preparing clinicians for the future care delivery system</td>
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<td>Symptom management</td>
<td>Health system inpatient program leadership</td>
<td>Growth in research training to produce nurse scientists</td>
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<td>Chronic condition management</td>
<td>Patient engagement programs</td>
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<td>Informatics (Emerging)</td>
<td>Palliative care/end of life care</td>
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<tr>
<td>Science of Leadership</td>
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- This table outlines the areas where academic nursing leads, categorized into research, patient-care, and workforce development leadership.
Aspirational View of Academic Nursing

**CURRENT STATE**
- Few nursing "clinical faculty" relative to School of Medicine faculty
- Limited shared leadership positions/roles
- Limited cross-entity governance participation
- Narrow mission focus
  - School leads didactic education and research
  - Health system leads clinical practice
- Entity-specific strategic planning
- Limited financial integration

**FUTURE STATE**
- Participatory governance model
- Increased joint appointments to lead academic and clinical programs
- Growing clinical faculty in School of Nursing that maintain practice within the health system
- Joint strategic planning
- Financial support model to facilitate School of Nursing investment
- Growth and integration of research programs into clinical practice
Context for Leadership

• Today’s academic nurse leader must pursue opportunities to lead change in both the healthcare and higher education arenas.

• Calls for transformation are coming in from leading authorities, including the IOM, RWJF, The Joint Commission, Josiah Macy Foundation, and others.

• Transform: Change or alter in form, appearance, or substance
  
  • Synonyms: Alteration, Change, Conversion, Renovation, Revolution
Transformation
Context for Leadership

Leaders in the Academy must understand the issues, opportunities, and challenges that exist at three levels:

- Macrosystem Context: Higher Education
- Mesosystem Context: Nursing Education
- Microsystem Context: School of Nursing
Leadership in Higher Education

*Trend: Changing Demographics & Care Needs*

- Faculty must be skilled at preparing a diverse student body to meet the needs of a rapidly aging population.
  - By 2030, there will be about 72.1 million older persons in the U.S. representing 19% of the population.
  - Today, 54% of citizens under the age of 1 come from racial/ethnic minority groups.
  - Increasing chronicity is being reported in both pediatric and adult populations.
Leadership in Higher Education

*Trend:* Changing Demographics & Care Needs

- A smaller proportion of college students will be traditional age. The number of high school graduates is decreasing, particularly in the Midwest and Northeast.
- Colleges and universities will continue to expand their population of diverse students.
- Most students attend a college within 100 miles from home. This could pose a supply-demand mismatch in some areas.

Leadership in Higher Education

*Trend: Increasing Regulatory Barriers*

- Faculty must understand the impact of regulation, licensure, and accreditation on higher education.
  - Schools must meet state-specific requirements to offer distance ed programs across state lines.
  - Accreditation requirements are changing with a greater focus on reporting gainful employment.
  - Federal student loan programs are not expanding loan limits in response to the increasing cost of education (i.e. Stafford loans, Grad PLUS loans).
Leadership in Higher Education

**Trend: Maintaining Personal Safety**

- According to the Association of Governing Boards of Universities and Colleges:

  Tensions over campus climate, civility, and free speech continue to be hot-button issues this year. Many bills on free speech, sexual harassment and assault, guns on campus, and other issues related to campus climate are moving forward across the nation.
Leadership in Higher Education

*Trend:* Technology-Enhanced Education

- As education delivery systems adapt, so must faculty expertise.

According to Jeffrey Slingo’s book *College (Un)Bound* (2013):

“Free massive online open courses and hybrid classes, adaptive learning software, and the unbundling of traditional degree credits will increase access to high quality education.”
Leadership in Higher Education

Trend: Competency-Based Education (CBE)

Macy Foundation 2017
Leadership in Higher Education

*Trend: Competency-Based Education (CBE)*

- CBE provides flexibility in how credits can be earned and gives students personalized learning opportunities.

- According to the U.S. Dept. of Education, transitioning away from seat time, allows students to progress as they demonstrate mastery of academic content.

- By enabling students to advance at their own pace, CBE may help to save both time and money.

- Best practices related to CBE and student learning assessment are beginning to emerge.
Leadership in Higher Education

*Trend: How Information technology will transform the work of human experts*

- Reconsideration of what it means to be a professional
- Emphasis on high performing systems with less expert people
- Creating more access and reducing cost
- Best and brightest professionals will endure who do work that cannot be replaced by machines
Leadership in Higher Education

*Trend:* How a new discipline “humanics” may nurture human unique traits of creativity and flexibility

- New Literacies
  - Data literacy
  - Technological
  - Human
- Cognitive capacities
  - Systems thinking
  - Entrepreneurship
  - Cultural agility
  - Critical thinking
- Global / Local Focus
Leadership in Nursing Education

*Trend: Interprofessional Education*

- As health care becomes more team-based, faculty must educate nurses to thrive in a variety of collaborative models.
  - IPEC is calling for all health disciplines to re-envision how future providers are educated to leverage the unique roles and responsibilities of interprofessional partners to appropriately assess and address the healthcare needs of patients and populations served.
Leadership in Nursing Education

Trend: New Care Models

- Faculty leaders must understand how to prepare RNs and APRNs to thrive in new models of care, many of which were advanced through the Affordable Care Act (ACA).
  - Accountable Care Organizations
  - Patient-Centered Medical (Health) Homes
  - Nurse-Managed Health Centers
  - Community Health Centers
Leadership in Nursing Education

*Trend: Preparing Educators to Lead*

- In keeping with the IOM report’s core recommendations, faculty should work to embed leadership-related competencies in all levels of nursing education programs.
  - Leadership development must be promoted to ensure that nurses are full partners in redesigning health care.
  - Nurses should be encouraged to serve on boards and be “at the table” for key policy discussions.
Leadership in Schools of Nursing

Trend: Academic Progression Initiatives

• Faculty play a pivotal role in encouraging all nurses to advance their education to the next level.
  • IOM is calling for an 80% baccalaureate prepared RN workforce and a doubling of the number of nurses with doctorates by 2020
  • Evidence linking education to outcomes continues to emerge (Aiken: JAMA, 2003; The Lancet, 2014)
  • AACN task force on academic progression will release its final report in October 2018
Leadership in Schools of Nursing

*Trend: Federal and State Advocacy*

- Faculty must embrace the important role they play in shaping health policy at the state, national, and local levels.
  - Legislators want to hear from nurses on issues impacting the health of their constituents.
  - Nurses should position themselves in the policy arena as the voice for America’s patients.
  - Faculty must engage to help remove barriers to APRN scope of practice and advance other legislative priorities.
Leadership in Schools of Nursing

Trend: Academic-Practice Partnerships

• Educating nurses to thrive in today’s healthcare system requires a strong commitment and close collaboration from both nurse educators and their counterparts in practice.
  
  • Schools seek partners to enhance clinical learning opportunities, expand faculty expertise, bridge resource gaps, and meet other needs.
Collaborating on a Preferred Future

- AACN recognizes the need for academic nursing to form stronger partnerships with our colleagues in practice to maximize nursing’s impact on improving health and health care.

- Bridges must be built to take academic nursing from its current state to a more preferred future.
Commissioning a National Study

- In February 2015, the AACN Board of Directors commissioned Manatt Health to conduct a study on how academic nursing can thrive in an era of healthcare transformation.

- Final report released by AACN in March 2016.
Summary of Findings

- **Academic Nursing is not positioned as a partner in healthcare transformation**
  - Too few nurses are serving on governing boards and in clinical leadership positions; nursing faculty and researchers are not well integrated into the health system

- **Institutional leaders recognize the missed opportunity for alignment with academic nursing and are seeking a new approach.**
  - All stakeholders – Deans of Nursing and Medicine, health system executives, CNOs, and University Presidents and Chancellors – recognize the need for strengthen nursing’s role in the larger clinical and research enterprise

- **Insufficient resources are a barrier to supporting a significantly enhanced role for academic nursing**
  - Tuition dependent; no clinical income; lack of adequate research funding
Recommendations

Embrace a New Vision for Academic Nursing

1. Enhance the Clinical Practice of Academic Nursing
2. Partner in Preparing the Nurses of the Future
3. Partner in the Implementation of Accountable Care
4. Invest in Nursing Research Programs and Better Integrate Research into Clinical Practice
5. Implement an Advocacy Agenda to Support a new Era for Academic Nursing
Implementation Strategies

• The report includes recommendations for the following audiences:
  • Deans of Nursing
  • Deans of Medicine
  • Health System Executives
  • University Presidents, Chancellors, and Vice Chancellors
Commitment to a transformative role for Schools of Nursing in the evolving academic health system
Organizational Self-Assessment

Final report includes an Organizational Self-Assessment (pp. 37-43) to help stakeholders determine how well academic nursing is integrated into the larger health system.
Accessing the New Era Report

Advancing Healthcare Transformation: A New Era for Academic Nursing may be accessed online at www.aacnnursing.org

Report talking points and PowerPoint slides are also available online

Hard copies of the report are available by contacting rrosseter@aacnnursing.org
AACN Resources and Support

Task Forces
- Five task forces were formed to address key issues in academic nursing:
  - AACN’s Vision for Nursing Education
  - AACN Governance
  - Academic Progression in Nursing
  - Defining Scholarship for Academic Nursing
  - Preferred Vision of the Professoriate

Leadership Development Programs
- Leadership Portfolio Redesign Underway
- AACN-Wharton Executive Leadership
- Leadership for Academic Nursing Program
- Graduate Nursing Student Academy
- Executive Development Series
- Faculty Webinars

Faculty Tool Kits
- Academic-Practice Partnerships
- Cultural Competency
- Essentials Series
AACN Resources and Support

Interprofessional Engagement
- Interprofessional Education Collaborative – IPEC
- Faculty Development Institutes
- Core competencies and implementation strategies

Health Policy
- Faculty Policy Intensive
- Grassroots Network
- Monthly Policy Beat newsletter

Student Development Opportunities
- Graduate Nursing Student Academy (GNSA)
- Jonas Nurse Scholars Program
- AACN-J&J Minority Faculty Scholars
Parting Thought

We have the responsibility for creating a preferred future for our students, for our profession, and for the health of the public.