

GRADUATE NURSING EDUCATION: WHAT IS AND WHAT MAY BE COMING

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DISCLOSURES

- » No conflicts of interest to declare
- » No financial relationships with commercial interests

OBJECTIVES

- » Provide broad overview of graduate nursing education including current numbers and trends
- » Articulate assumptions and future changes in graduate nursing education being considered.
- » Discuss implications of these trends and transitions for graduate nursing education.

AACN STRATEGIC GOALS

AACN is:

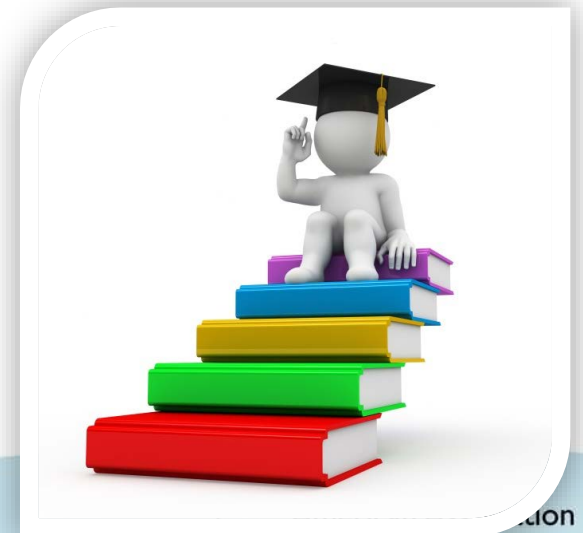
- » The driving force for innovation and excellence in academic nursing
- » A leading partner in advancing improvements in health, health care, and higher education.
- » A primary advocate for advancing diversity and inclusivity within academic nursing
- » The authoritative source of knowledge to advance academic nursing through information curation and synthesis.

AACN'S VISION

Nurses are leading efforts to transform health care and improve health.

What do we need to do to make this vision a reality?

- Create highly educated nursing workforce
- Encourage nurses to advance their education
- Ensure nurses are prepared for a rapidly changing healthcare system



What's Pushing Change but Creating Opportunities for Graduates



- Affordable Care Act (ACA) 2010
 - Increased access to care
- Need for more primary care providers
- Creation of new healthcare delivery models
- Efforts to improve outcomes and decrease costs

- New Payment Models

- Pay for Performance (“Never Events”)
- Value-Based Purchasing



ACCELERATING CHANGES IN GRADUATE NURSING EDUCATION

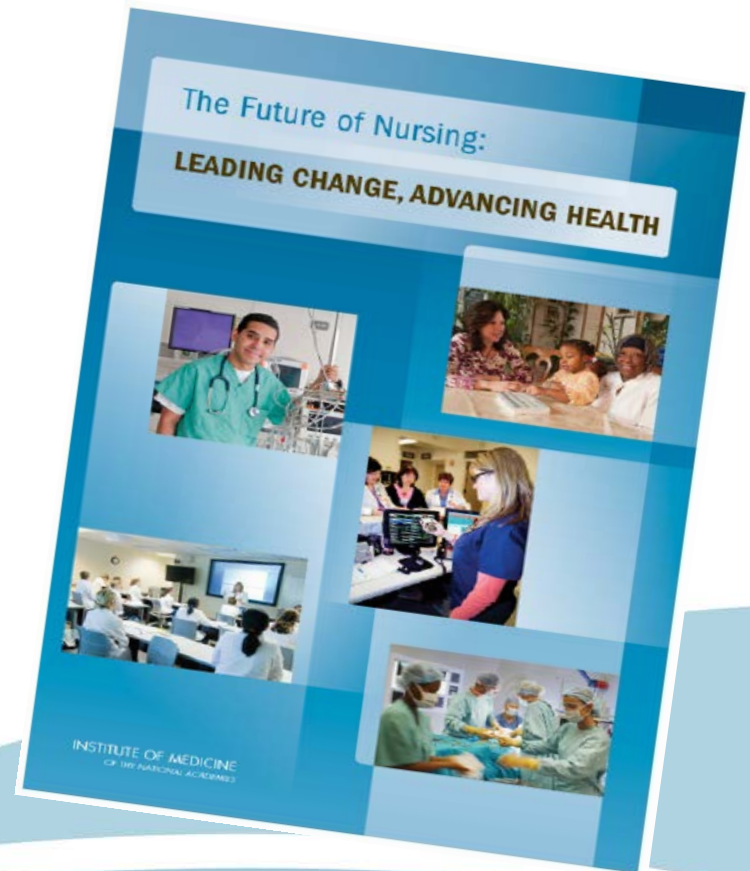
- » Changing patient demographics
 - Increasingly older population
 - Increasing diversity
- » Growing complexity of care
 - Increasing number of individuals with multiple chronic diseases
 - Rapidly changing/advancing diagnostics & therapeutics
 - Increasing use and introduction of new information and healthcare technologies



IOM *The Future of Nursing* (2011)

Recommendations:

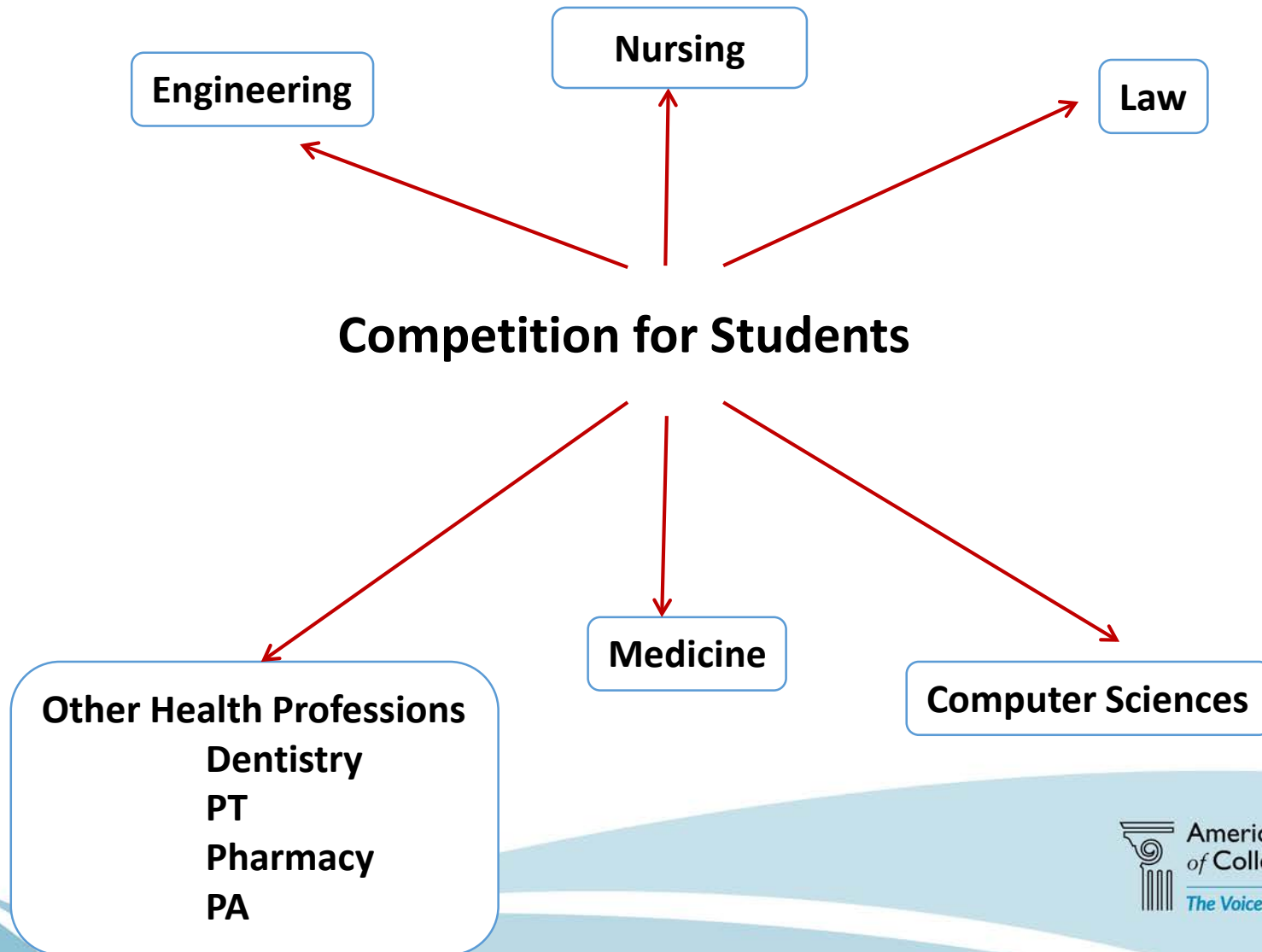
- Nurses should practice to full extent of their education and training
- Nurses should be full partners with physicians and other HPs in redesigning HC in U.S.
- Expand opportunities for nurses to lead improvement efforts.
- Double the number of nurses with a doctorate by 2020



Implications for Nursing Education

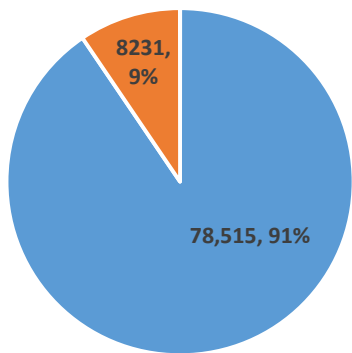
- Nursing's role in addressing issues around:
 - Access to care –acute and primary care
 - Improving quality care outcomes – accountability for
 - Decreasing costs of healthcare
 - Patient-centered care (long standing focus on the patient & family; holistic view)
 - Increased focus on population health
 - Integrating technologies into practice – patient monitoring, telehealth
- Advancing Nursing's voice in health care!
 - Preparation of leaders
 - Interprofessional communication and team leadership skills
 - Understanding of and ability to lead systems
- Recognition of Nursing's Potential Impact and Roles

WHY CHOOSE NURSING?



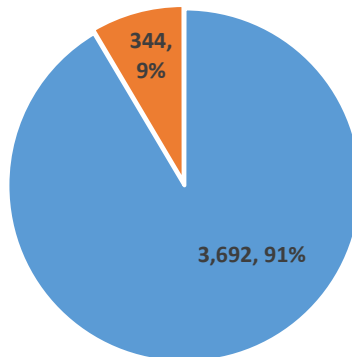
Gender of enrolled students

Enrolled Master's Students (2010)



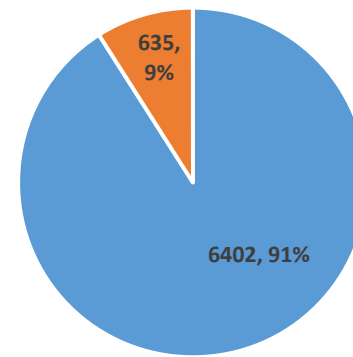
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Enrolled Research-Focused Students (2010)



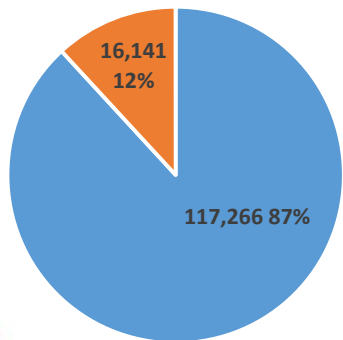
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Enrolled DNP Students (2010)

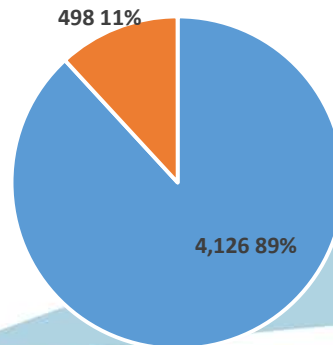


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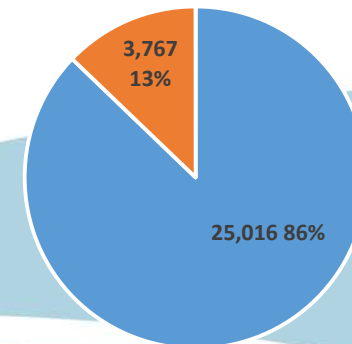
Enrolled Master's Students (2017)



Enrolled Research-Focused Students (2017)

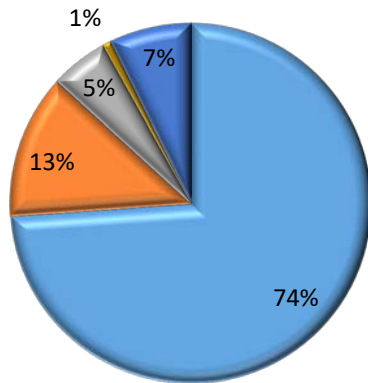


Enrolled DNP Students (2017)

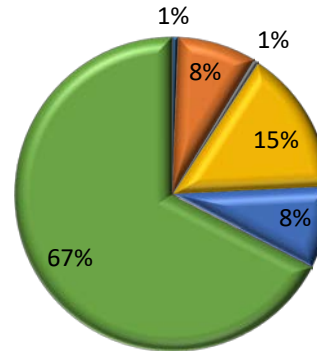


NURSING STUDENTS BY ETHNICITY AND PROGRAM LEVEL, 2010 - 2017

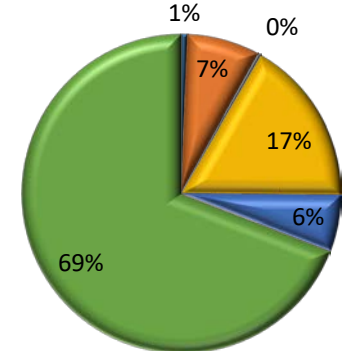
Master's (2010)



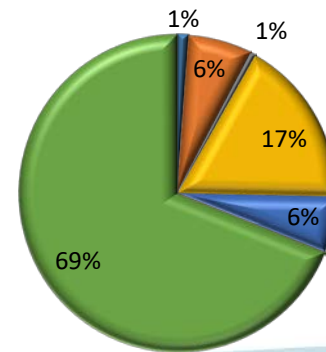
Master's (2017)



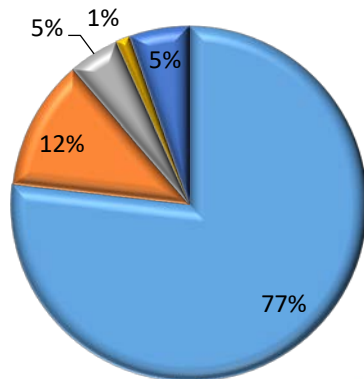
Doctor of Nursing Practice (2017)



Research-Focused Doctoral (2017)



Research-Focused Doctoral (2010)



- White
- African American
- Hispanic or Latino
- American Indian
- Asian/Pacific islander

- American Indian
- Native Hawaiian
- African American
- Hispanic
- White

HOLISTIC ADMISSIONS

- » Holistic review is a university admissions strategy that assesses an applicant's unique experiences alongside traditional measures of academic achievement such as grades and test scores.
- » It is designed to help universities consider a broad range of factors reflecting the applicant's academic readiness, contribution to the incoming class, and potential for success both in school and later as a professional.
- » Holistic review, when used in combination with a variety of other mission-based practices, constitutes a "holistic admission" process.
- » Many colleges and universities have employed a holistic admission process to assemble a diverse class of students with the background, qualities, and skills needed for success in the profession
- » <http://www.aacnursing.org/Diversity-Inclusion/Holistic-Admissions>

CURRENT GRADUATE NURSING DEGREE PROGRAMS

Traditional Master's Programs

DNP Programs

2nd Degree Master's Programs

PhD Programs

Dual Master's Degree Programs (MSN/MPH, MSN/MBA)

Current Masters Education Programs

(Total number of schools 548) (2017) (2015)


Clinical Nurse Leader	→	91
Nurse Educator	→	339
APRN(CNS,NP,CRNA,CNM)	→	555 (613)
Informatics	→	60
Administration	→	292
Public Health	→	40 (43)
Health Management/Policy	→	6 (24)
2 nd Degree MSN	→	64
Other	→	61

CLINICAL NURSE LEADER

- » Newest graduate nursing degree program (2003)
- » Grew out of a national discussion re. what nurses need to know and do in the future & how they can impact healthcare outcomes!
- » Competencies or skill set is for all practice settings, not just acute care
- » Not prepared in a specific specialty area of practice

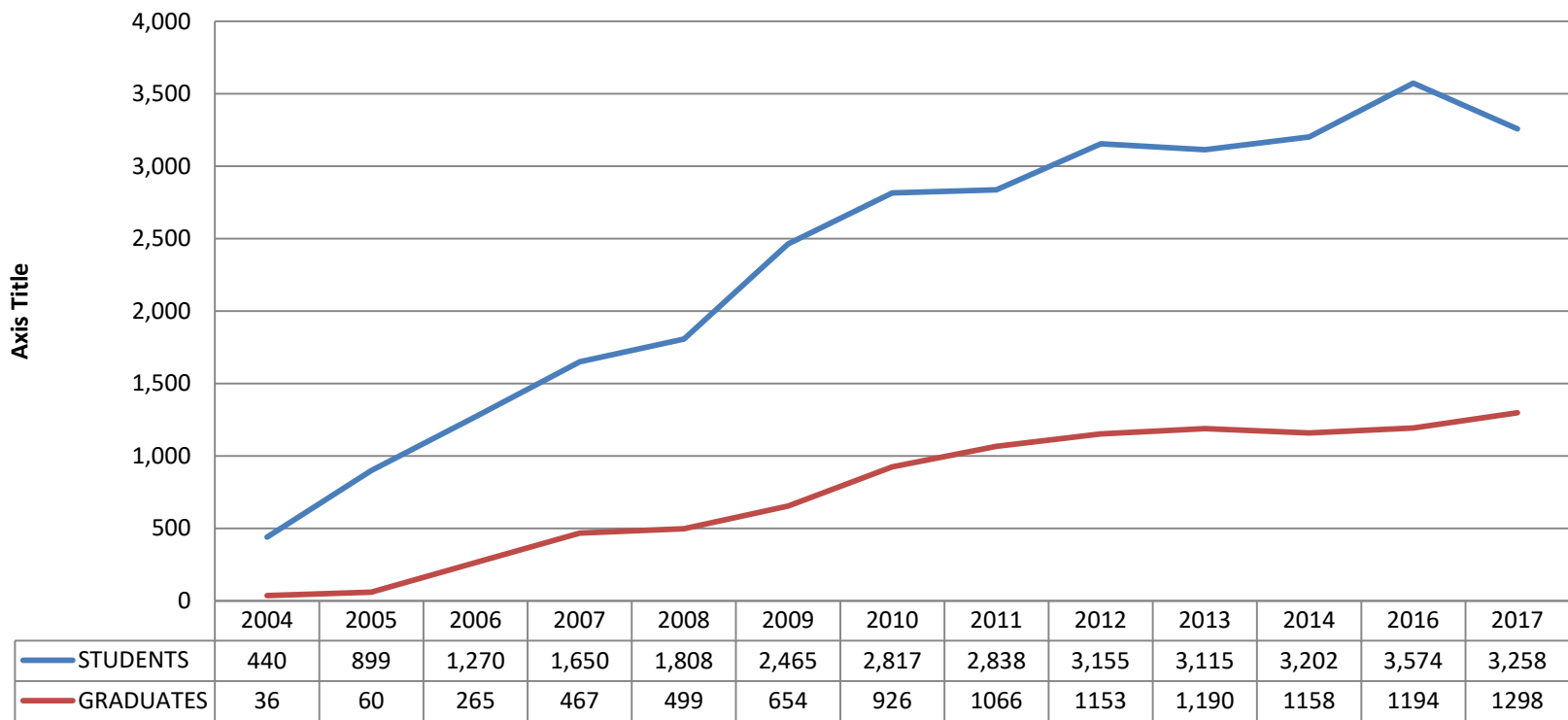
CNL SKILL SET

- » Clinical or practice leadership at the POC
- » Quality improvement processes
- » Analysis of outcome data
- » Evidence-based practice
- » Change processes
- » Interprofessional Communication
- » Team leadership
- » Transitions of care
- » Coordination of care



Need to see the big
picture of care!

Enrollment & Graduations of CNL Students 2004-2017



AACN'S POSITION ON DNP

»

- In 2004, AACN membership endorsed transition of all advanced nursing practice education, including the 4 APRN roles, to the practice doctorate
- Set a target goal for transition of APRN programs to the DNP by 2015
- In 2010 and 2015 AACN Board reaffirmed position on the DNP
- Other organizations' positions:
 - AANA, COA, NBCRCA – mandated that all new CRNA graduates have practice doctorate by 2025
 - NACNS – position that all new CNSs graduate with DNP by 2025
 - NONPF – position that all new NPs graduate with DNP by 2025

ENROLLMENTS AND GRADUATIONS IN DNP PROGRAMS

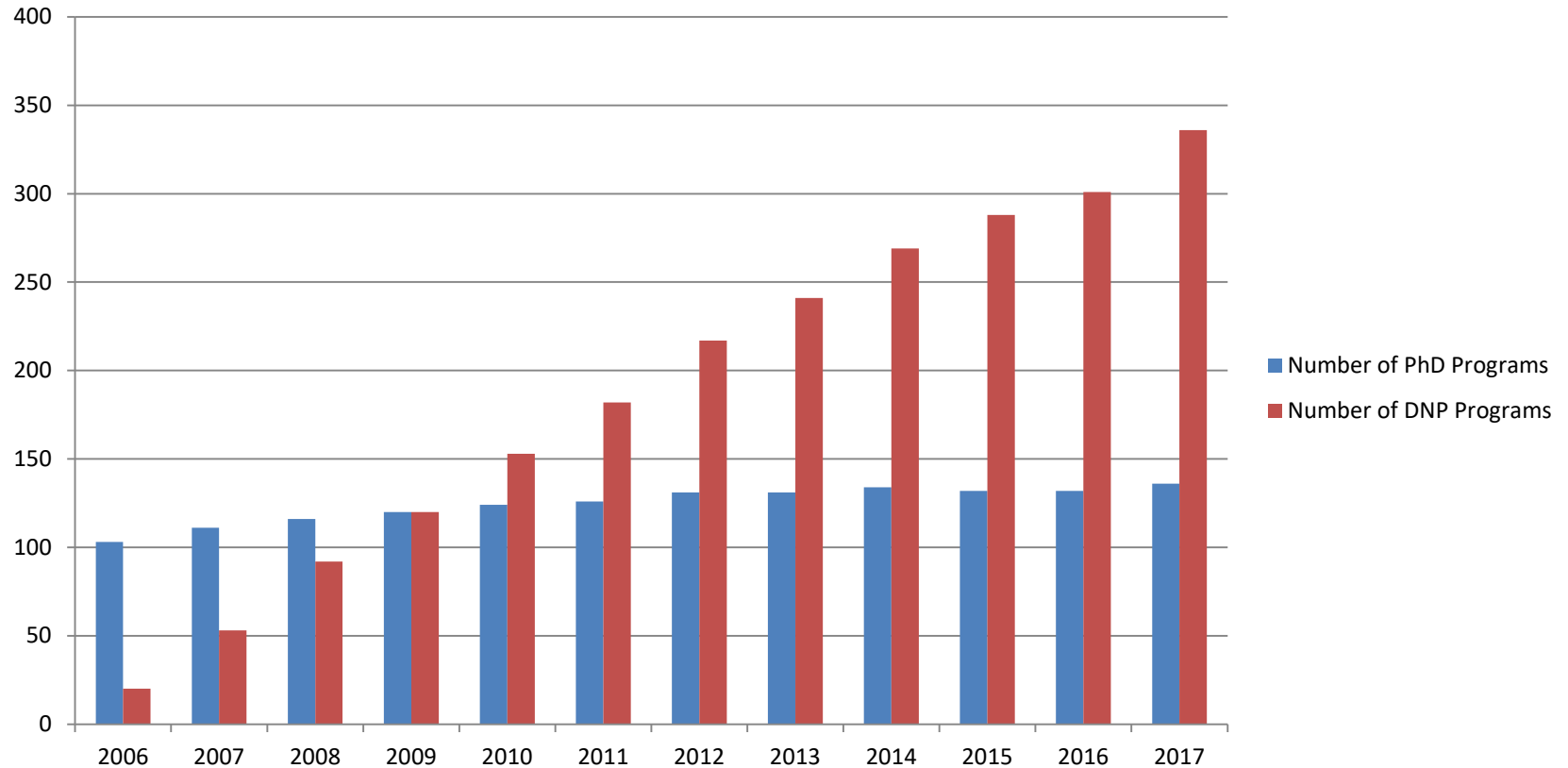
Post-Baccalaureate DNP

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Enrollment	186	575	1,060	1,887	3,036	5,031	6,299	8,916	11,106	13,822	16,123
Graduations	11	23	48	40	103	280	483	715	1,183	1,828	2,646

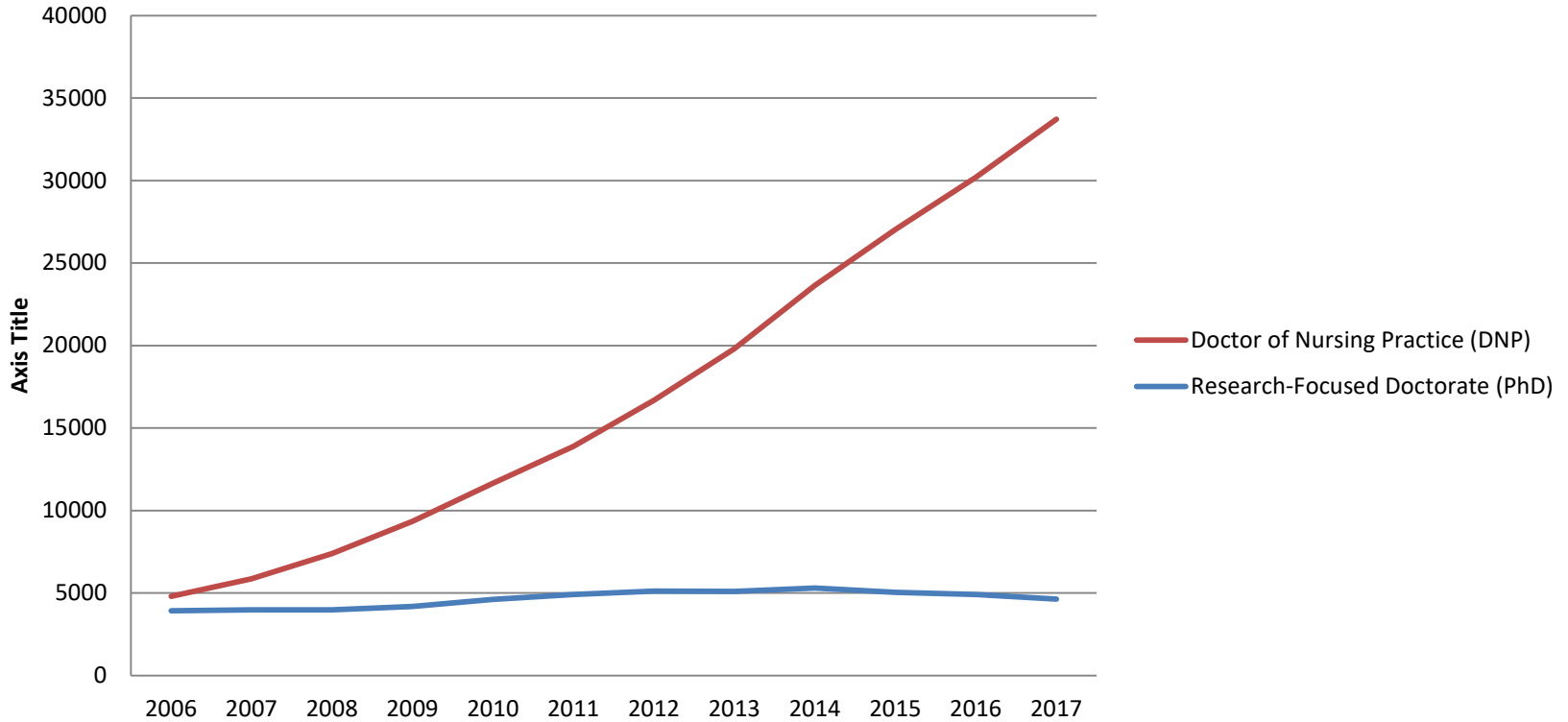
Post-Master's DNP

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Enrollment	1,688	2,840	4,105	5,147	6,058	6,455	8,389	9,436	10,889	11,467	12,970
Graduations	111	338	612	1,242	1,492	1,578	1,960	2,350	2,917	3,027	3,444

DOCTORAL NURSING PROGRAMS: 2005-2017



Enrollments in Doctoral Nursing Programs: 2006-2017



NUMBER OF SCHOOLS OFFERING DNP PROGRAMS

SOURCE: AACN IDS 2017 (2015)

Area of Study	Post-Baccalaureate	Post-Master's
Nurse Midwifery	17 (11)	16 (12)
Nurse Anesthesia	43(31)	37 (31)
CNS	32(26)	30 (31)
NP	187 (151)	158 (146)
Administration	30 (29)	53 (51)
Informatics	11 (7)	13 (10)
CH/PH	17 (16)	19 (17)
Leadership	59(42)	121(88)
Other	42 (40)	139(113)

NUMBER OF NP PROGRAMS

SOURCE: AACN IDS 2017 (2015)

Track/National Certification	Master's (Total: 862)	Post-Baccalaureate DNP (Total: 440)
Family NP	335 (338)	155 (138)
Pediatric Primary Care NP	76 (79)	41 (40)
Pediatric Acute Care	28 (26)	15 (12)
Neonatal NP	34 (36)	23 (19)
Women's Health NP	36 (39)	12 (13)
Adult-Gero Primary Care	152 (156)	81 (71)
Adult-Gero Acute Care	95 (87)	46 (37)
Psych/MH across the Lifespan	106 (96)	67 (58)

FUTURE GRADUATE NURSING EDUCATION (UNDER DISCUSSION!)

Health Policy

Leadership

Graduate Core Coursework

Quality Improvement Processes

IP Communication Skills



Ethics

Clinical Nurse Leader (CNL):
Quality Improvement & Leadership at the Point of Care

Administration/Management

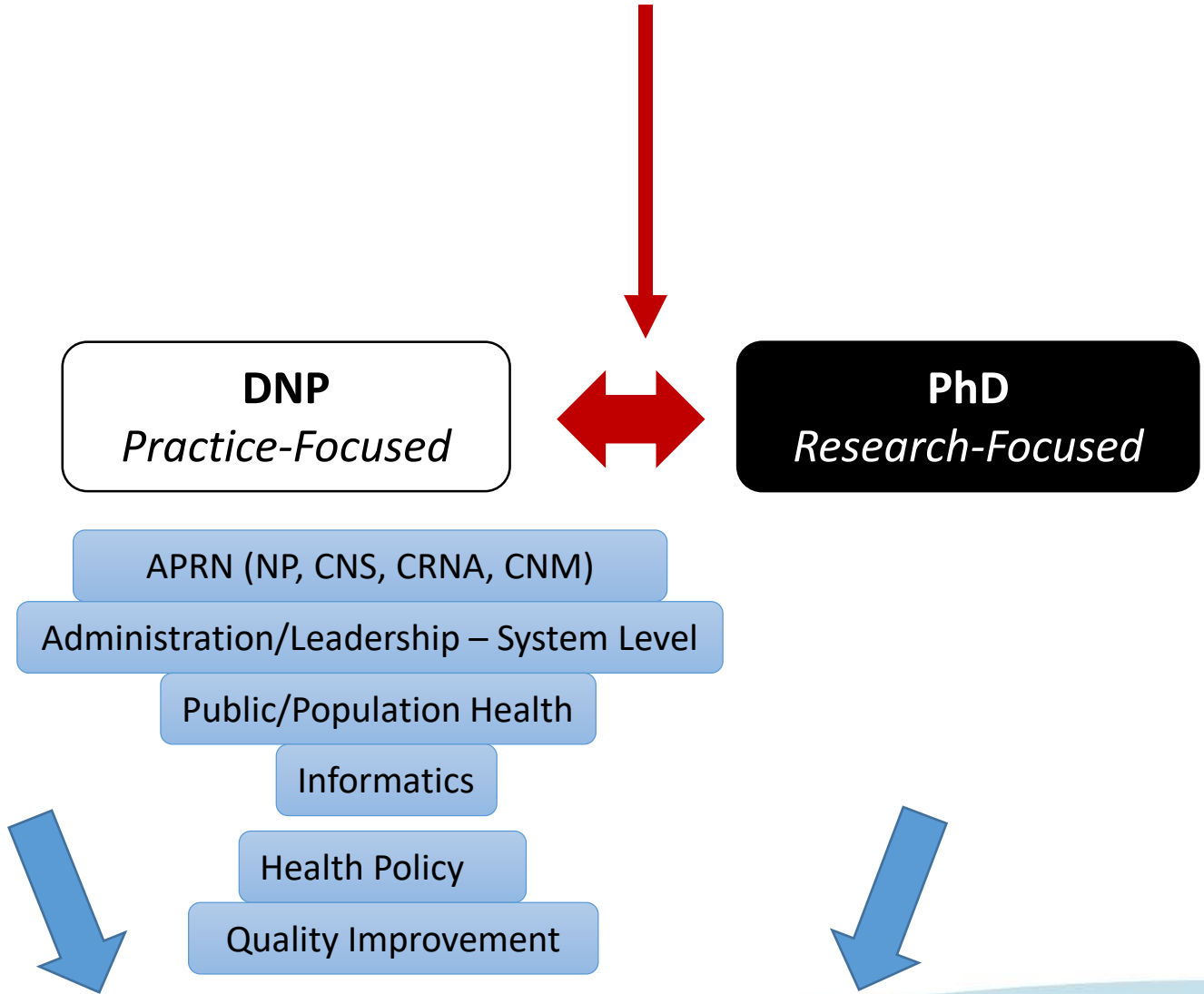
Public Health

Informatics/Technology in Health Care

Health Policy

Clinical Research

Same Graduate Core



Optional coursework to prepare graduate for faculty role

Take Aways

- No new nursing degrees foreseen
- Decrease in **types** of master's degree programs
- Shift of advanced nursing practice to DNP
- Healthcare practice and systems are changing at light speed
- Graduate nursing education needs to change to keep up and remain relevant
 - Stronger academic-practice partnerships
 - Increased interprofessional education and practice
 - Need more nurses prepared at the graduate level
 - Improve horizontal and vertical articulation along education and career trajectory
 - Need to be innovative & flexible – new models of education, clinical experiences, preceptors

Changing patient demographics

New payment systems

Non-traditional healthcare settings

New Models of Care

Global health

Exciting news is that changes in healthcare have and will continue to create new opportunities for nurses. Increased demand for APRNs and other nurses with graduate degrees. Nursing needs to step up to the plate!

New technologies

Improving health outcomes

Integrated healthcare systems

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