APIN: Academic-Practice Partnerships in Action
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The purpose of this webinar is to highlight successful academic practice partnerships supporting seamless academic progression in the nine states awarded APIN grants.

Explain what APIN is and how the nine states are working to increase the number of baccalaureate prepared RNs.

Identify several academic practice partnerships that have emerged from the APIN work in the nine grant states.
High-quality, patient-centered health care for all will require a transformation of the health care delivery system.

Institute of Medicine Report

Academic Progression in Nursing
Areas of Focus

Leadership

Practice & Care

Education

Interprofessional Collaboration

Diversity

Academic Progression in Nursing
Ambitious Recommendation

US: 49% of nurses have BSN or higher
Advancing Academic Progression

Promising solutions
1. Shared statewide or regional curriculum.
2. Competency-based curricula.
3. Community colleges granting BSN degrees on their campuses.
4. RN-to-MSN programs for AD nurses.
Academic Progression in Nursing

Help more diverse nurses continue with their education.

• RWJF and Tri-Council for Nursing.

• Nine states selected to test one of four promising models.

• Each state received $300,000, with chance to reapply in two years.
Model #1

**Shared statewide or regional curriculum**

- Students transition automatically and seamlessly from AD to BSN program.
- Schools share as much curriculum as possible, simulation facilities and faculty.
- Faculty workload may be reduced.
- Requires formal articulation agreements, adjustment of prerequisites and nursing curricula and buy-in from legislative bodies and institutions.

*Academic Progression in Nursing*
Model #2

State or Regionally Shared Competency or Outcomes-Based Curricula

• Partners develop shared understanding, common goal and framework.
• Scope of curriculum reaches beyond core competencies, focusing on knowledge, attitudes and skills.
• Curriculum aims to reach standardized outcomes.
Model #3:

RN-to-BSN degree at the community college

- Students earn AD and continue education in community college setting and receive BSN degree.
- Beneficial for nurses who are place bound.
- Community college confers BSN degree.

Florida pioneered model
Model #4

RN-to-MSN Program

• Offers shorter timeline to completion than traditional BSN or MSN programs.
• Driven by more AD graduates returning to school to obtain MSN without BSN.
• Values practice experience of AD nurses.
• Seamless, university-based program that emphasizes practice components.
• 173 programs available as of March 2012.
• Easier to implement than other models.

Go to AACN’s website for more info
CSULA provides a seamless ADN-BSN program for students from eight community colleges (CC) in the region featuring completion of pre-requisites at the community college, courses at CSULA between CC semesters, and a final year of BSN program completion at CSULA. 
http://www.calstatela.edu/academic/hhs/nursing/BSN_ADN_pro.php
Hawaii Academic Progression in Nursing

**Goal:** In alignment with the IOM Future of Nursing recommendations, the goal is to increase baccalaureate-prepared RNs in Hawaii from 60% to 80% by 2020.

**Operational Objectives**

- Expand existing model of shared BSN competency-based curriculum through new statewide public-private partnership

- Employers and academic stakeholders are conjointly engaging in development and implementation of incentives to support AD to BSN progression.

- Community and state-level stakeholders in planning for state-wide health care transformation recognize APIN as a key strategy.
Massachusetts APIN Grant Initiative

**Goal:** Increase number of BSN degree or higher nurses from 55% to 66% by 2020 using a three pronged approach

- MA Nursing Education Transfer Compact (NETC)
- Continued integration of the MA Nurse of the Future Nursing Core Competencies (NOFNCC©) into additional academic & practice settings
- Increase available faculty pool by improving recruitment, development & retention of retiring, current and new faculty
Montana Academic Progression in Nursing (APIN)

Project Goal:
• By the year 2020, 80% of working RNs in Montana will hold a BSN or higher degree.

Grant Goals:
• Increase the number of hospitals offering BSN incentives

• Establish common admission standards for all ADN programs.

• Adapt and adopt the current BSN completion curricula at from two universities into a “common” BSN completion curriculum for ASN RNs for “seamless” transition

• Provide an orientation course with CE credits for preceptors in community/public health and management /leadership courses for BSN programs.

• Establish a mentor program for BSN completion students in each locale.
Major Focus of North Carolina APIN

• Continue to expand RIBN* across NC

• Support RN-BSN academic progression through a uniform common course catalog for general education and nursing prerequisites – UNC system

• Actively recruit minority and underserved HS students to RIBN

*Dual admission, 4-year educational track between community colleges & universities to Regionally Increase Baccalaureate Nurses
New Mexico Nursing Education Consortium (NMNEC)

The NMNEC Model:

• Common statewide nursing curriculum for pre-licensure BSN education through university/community college partnerships
New York State Dual Degree Partnerships in Nursing

• Purposes: Provide a seamless avenue for RN-BSN mobility alongside a 4-year campus experience.

• Model: Concurrent dual admission to both ADN & BSN programs.
  – Year 1 - Core liberal arts and sciences at BSN program.
  – Years 2 & 3 – Nursing courses at ADN program.
    • Eligible to take NCLEX at end of year 3, graduate with ADN.
  – Year 4 – Finish core courses and electives at BSN program.
    • Eligible to work part-time. Graduate with BSN degree.

• Academic Partners – 8 BSN & 11 ADN programs across NYS
Texas APIN Model

**Education**

CABNET Agreement
- Standardizing general education hours for 1+2+1 seamless articulations plans
- Advising guidelines for students
- BSN & MSN Concept-Based Curriculum

**Diversity**

Increase Minority Graduates from 40-45%
Mentorship Program:
- 8 Regional Champions
  - 5 Mentors Per Region
  - 3 Students per Mentor

**Practice**

- Identify specific strategies and policies that support academic progression
- Identify and document what qualities the nurse of the future should possess through focus groups
APIN Washington

Develop strategies for increasing in BSN or higher prepared nurses (55% by 2014):

• “Washington Pathway to BSN” for seamless academic progression

• Regional academic-practice groups adopt shared ADN-BSN competencies

• 3 new RN-BSN programs in state by 2014

• Increase incentives for nurses to academically progress through education-practice partnerships and policy influence

• WCN Diversity Network to identify promising practices that enhance under-represented minority (URM) student recruitment and retention.
Campaign/APIN Resources

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