

HSU RN-BSN Program Proposal

Background:

Former generic HSU nursing program was prelicensure – students take licensing exam after graduation, regardless of degree earned. CR nursing program is also pre-licensure

- Required at least 5 full-time faculty (1 for each specialty area – med/surg, pediatrics, obstetrics, geriatrics and psych-mental health.
- 900 hours of clinical learning in acute and community settings
- Clinical learning required mandated 1-10 faculty/student ratios, creating the need for a large pool of part-time, clinical faculty – at least 20
- Required on-site nursing skills lab and lecture classrooms
- State mandated to be regulated by CA Board of Nursing (BRN)

RN-BSN Proposal is post-licensure. Students are licensed RN's. They have learned the basics of how to be a nurse. Baccalaureate degree occurs after license, not before, as in former program.

- Requires two full-time faculty; these faculty teach/supervise clinical activities in community course and health assessment course.
- Community health clinical (90 hrs) occurs in the community in community setting; is faculty-coordinated and preceptor-based
- Program does not require clinical faculty
- Does not require nursing skills lab
- Is not regulated by CA Board of Nursing

Important to Note:

- Closure of the generic (prelicensure) baccalaureate nursing education resulted in an acute shortage of baccalaureate-prepared nurses in the region and fewer nurses who have gone on to earn Master's degrees.
 - Employers in the community prefer/must have a BSN-prepared staff. College of the Redwoods requires MSN prepared faculty. St. Joseph Hospital will soon need an 85% BSN-prepared staff.
- The Institute for Medicine and the National Advisory Council for Nursing Education and Practice (NACNEP) have called for at least two-thirds of the nurse workforce to hold baccalaureate or higher degrees in nursing. Currently, only 55 percent of the nation's nurses hold degrees at the baccalaureate level and above (AACN (2017).
- A baccalaureate degree is also required to practice as an active duty registered nurse. The Veteran's Administrations has also established that a baccalaureate degree is the minimum degree that nurses have for promotion beyond the entry level (AACN 2017).
- Although there is often no difference in salary, 79.6% of employers have a strong preference for a BSN graduates over an ADN or diploma (AACN, 2017).
- The BSN heightens nurses' concepts of the profession, enhances their communication and clinical reasoning skills, and contributes to successful adaptation to an ever-changing health care environment. **According to the National Institutes of Health (2014), "for every 10% increase in nurses with bachelor degrees, the likelihood of patient mortality falls by 7% in hospital settings".**

- Magnet status “is the most prestigious distinction a health care organization can receive for nursing excellence and quality patient outcomes. Organizations that achieve Magnet status are part of an esteemed group that demonstrates superior nursing practices and outcomes” (American Nurses Credentialing Center (AACN, 2017). Currently 389 hospitals in the country hold Magnet Status. Twenty-six of those hospitals are in the state of California.
 - Magnet hospitals have 14% lower odds of inpatient death within 30 days and 12% lower odds of failure-to-rescue compared with patients for in non-Magnet hospitals (McHugh, Kelly, Smith, Wu, Vanak, & Aiken, 2013).
 - St. Joseph Hospital plans to seek Magnet Status.

AACN (American Association of Colleges of Nursing). (2017). The Impact of Education on Nursing Practice. Retrieved June 4th, 2017 from: <http://www.aacn.nche.edu/media-relations/fact-sheets/impact-of-education>

National Institutes of Health. (2014). Nurse Staffing and Education Linked to Reduced Patient Mortality. Retrieve June 6th, 2017 from: <https://www.nih.gov/news-events/news-releases/nurse-staffing-education-linked-reduced-patient-mortality>

McHugh, M. D., Kelly, L. A., Smith, H. L., Wu, E. S., Vanak, J. M., & Aiken, L. H. (2013). Lower Mortality in Magnet Hospitals. *Journal Of Nursing Administration*, 14(4).

A. Relationship to College of the Redwoods Associate Degree Nursing program:

There is no relationship between College of the Redwoods and HSU regarding the proposed HSU RN-BSN nursing program. Therefore, any concerns related to shared accountabilities, accreditation, etc. are unfounded.

B. Accreditation

Program authors are very aware that the proposed program must be accredited by a national nursing education accrediting body. Therefore, the first and most critical charge for the program administrator is to seek accreditation through the Commission of Collegiate Nursing Education (CCNE). The accreditation process includes:

- Submission of a letter of request signed by a) the chief executive officer (e.g., president) of the institution in which the program is located, b) the chief academic officer (e.g., provost) of the institution, and c) the chief nurse administrator of the nursing unit requesting new applicant status which includes evidence of institution accreditation, CSU Chancellor’s Office approval and a description of how the program will meet accreditation standards.
- Self-Study and on-site evaluation within 2 years of being granted applicant status but no sooner than one year following initial enrollment of students.
- Accreditation actions are retroactive to the date of the initial site visit. Therefore, the initial site visit must occur in the second year of the program to ensure the first class graduates from an accredited program.

C. HED 451 Nutrition for Chronic Disease:

- Chronic conditions consume 75% of health care spending in the U.S.
- Two conditions are especially problematic: Heart Disease and Diabetes
 - Heart disease is the leading cause of death among men and women in the US.
 - Diabetes is known to increase the risk for heart disease.
 - There are 30 million people living with Diabetes in the US.
- Poor diet, obesity and inactivity are all leading factors in developing both conditions.
- Understanding the relationship between nutrition and chronic illness in these conditions and others is relevant to the provision of nursing care to individuals, families, groups and communities.

D. Cultural Competence

In general, concepts relevant to nursing curricula can be stand-alone or integrated. In this case, cultural competence is integrated, as demonstrated by the following course student learning outcomes:

NURS 348 Transitional Concepts in Baccalaureate Nursing Practice

- Identify social, political, cultural, and economic factors and trends that have influenced/are influencing the development of professional nursing.

NURS 372 Health Assessment and Promotion Across the Lifespan

- Describe health/illness beliefs, values, attitudes and practices in diverse populations.

NURS 373 Health Assessment and Promotion Across the Lifespan Lab

- Develop an evidence-based and culturally appropriate health counseling/teaching plan from the results of health history, health/illness beliefs, and physical examination.

NURS 471 Community/Public Health Nursing Lab

- Utilize theoretical and empirical knowledge from nursing, biological, social, and public health sciences in nursing practice to focus on promoting the health of at risk, rural, and indigenous communities, aggregates, families, and individuals.
- Discuss the roles of the Community/Public Health Nurse (C/PHN) and the application of the nursing process in working with at risk, rural and indigenous communities, aggregates at risk, families, and individuals at the primary, secondary, and tertiary levels of prevention.
- Analyze concepts of health promotion and protection in at risk, rural, and indigenous community/aggregates/family health and describe the role of the community health nurse in promoting family/community self-care competence.

NURS 470 Community/Public Health Nursing

- Recognize the leadership role of a community/public health nurse in delivering high quality health care with an awareness of patient safety to communities, including schools, agencies and clinics within a community.
- Describe the significance of community/public health nursing research to explain community health phenomenon and inform community health nursing practice.

- Participate in the political process by examining healthcare policies at the local, state and federal levels and well as recognize insurance-driven policies that affect populations.
- Incorporate into the nursing process those nursing practices that foster social justice and maintain human dignity, with an awareness of ethical dilemmas that must be recognized and addressed.

E. Pathophysiology

- Pathophysiology is the study of abnormal physiological processes that cause or are associated with disease or injury – crucial content for RN's to be successful members of any clinical team.
- An Associate Degree nursing program includes anatomy and physiology – the body and how it works. Pathophysiology teaches the who, what, why, how and when of abnormal physiology – what goes wrong when things go wrong, and why, across the lifespan.
- 13 of the 17 RN-BSN programs at CA CSU's include a 3 unit (majority) or a 4 unit pathophysiology course.
- Knowledge of pathophysiology enables anticipatory care, rather than reactive care; the why of what is happening in any given patient care situation.
- Pathophysiology courses most commonly include treatments, manifestations, and mechanisms of disease across the lifespan

F. CSU-Chico's RN-BSN Articulation Agreement with College of the Redwoods

- An articulation agreement exists, and has for three years
- CR nursing students/graduates are given enrollment preference, along with students in 18 other counties
- Each year, 1-2 students out of 55 graduates enroll
- Enrollments are impacted – admission is ranked per point system.
 - Points given for employment and residence in one of 18 counties
 - GPA 3.0 in last three semesters; 2 points for 3.0; 4 points for 3.5 and above
- CR students have stated GPA requirement, point system, distance, online-only are enrollment detractors

G. Classroom space

Classroom space needed for lecture only; CR will make its nursing skills lab available at no charge to HSU for NURS 373 Health Assessment and Promotion Across the Lifespan Laboratory, thereby eliminating the need for a large, expensive nursing skills lab on the HSU campus.

Cont'd

H. Administrator and Faculty

The California Board of Registered Nursing (BRN) does not regulate RN-BSN programs. Therefore, there is no need to hire faculty who meet BRN-required specialty areas (med/surg, pediatrics, obstetrics, geriatrics and psych/mental health).

CCNE Accreditation Standards related to program administrator and faculty:

The chief nurse administrator:

- is a registered nurse (RN);
- holds a graduate degree in nursing;
- holds a doctoral degree if the nursing unit offers a graduate program in nursing;
- is academically and experientially qualified to accomplish the mission, goals, and expected program outcomes
- is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and
- provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.

Elaboration: The administrative authority of the chief nurse administrator is comparable to that of chief administrators of similar units in the institution. He or she consults, as appropriate, with faculty and other communities of interest to make decisions to accomplish the mission, goals, and expected program outcomes.

Faculty are:

- sufficient in number to accomplish the mission, goals, and expected program outcomes;
- academically prepared for the areas in which they teach; and
- experientially prepared for the areas in which they teach.

Elaboration:

- The full-time equivalency (FTE) of faculty involved in each program is clearly delineated, and the program provides to CCNE its formula for calculating FTEs.
- The overall faculty (whether full-time or part-time) is sufficient in number and qualifications to achieve the mission, goals, and expected program outcomes.
- Faculty-to-student ratios ensure adequate supervision and evaluation and meet or exceed the requirements of regulatory agencies and professional nursing standards and guidelines.
- Faculty are academically prepared for the areas in which they teach.
- Academic preparation of faculty includes degree specialization, specialty coursework, or other preparation sufficient to address the major concepts included in courses they teach.
- Faculty teaching in the nursing program have a graduate degree.
- The program provides a rationale for the use of any faculty who do not have a graduate degree.
- Faculty who are nurses hold current RN licensure.
- Faculty teaching in clinical/practicum courses are experienced in the clinical area of the course and maintain clinical expertise.
- Clinical expertise may be maintained through clinical practice or other avenues.

Faculty Qualifications typical of RN-BSN faculty searches posted in HigherEdJobs.com:

Areas of teaching expertise of particular interest include:

- Community and Public Health Nursing
- Leadership and Professional Engagement
- Professionalism and Patient Safety
- Teaching with active learning strategies

Note: This is generic and not detailed as to specific courses. Faculty qualifications TBD for specific HSU courses.

Education Requirements:

- Earned doctorate in nursing or related field or other educational qualifications appropriate to the position (PhD or DNP Preferred)

Required Qualifications:

- Graduate degree in nursing from an accredited school of nursing
- Demonstrate knowledge and experience in networking with Health Care Facilities
- Demonstrate ability to teach on-line nursing courses
- Established record of excellence in teaching, advising, mentoring, developing curriculum and other pedagogical activities
- Established record of excellence in service and/or professional productivity
- Expertise and experience in teaching specialty
- Licensed Registered Nurse and eligible for licensure in the State