What would Florence Do?

Survey results of selected nursing programs in Western States: Implications for the future of nursing programs.

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College of Nursing
The University of New Mexico, Health Sciences Center
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WIN 2017 Education Keynote

Dr. Heather M. Young

- Greying of the nursing workforce.
- Aging of the U.S. population.
- Diversity of our Culture.
- Declining state support for higher education.
- Transformation of education secondary to advances in technology and diversity of student learning preferences.
Nursing Education Survey

**Question:** What do nursing leaders in the 13 Western Institute of Nursing states believe are the greatest challenges facing nursing education?
Methods

• Survey developed in fall 2017 by members of the research team.

• Survey tool was reviewed by and pilot tested with five senior leaders in academic nursing.

• Five core, open-ended questions asked about perceptions of the future of nursing education based on their experience at their institution.

• Internal Review Board approval obtained from the Health Sciences Center at the University of New Mexico.
Methods

• Sample
  • Sampling frame: 116 nursing programs in 13 WIN states that are members of American Association Colleges of Nursing.
  • Identify contact information for nursing leader responsible for academic mission
    • 100 leaders identified from 116 programs.
  • REDCap platform used to e-mail survey to 100 academic leaders.
Survey Questions

1. Currently, what do you see as the most challenging issues facing nursing education at your institution? Please list 2-3 issues.

2. What do you anticipate will be the most challenging issues facing nursing education at your institution in the next 10-20 years? Please list 2-3 issues.

3. Please describe at least one innovative strategy you have implemented in response to a challenge in nursing education at your institution.

4. Please describe at least one potentially disruptive innovation you think may impact nursing education at your institution in the next 30 years.

5. What else would you like to share about nursing education that we have not asked?

THE UNIVERSITY OF NEW MEXICO
Survey Demographics

1. Type of institution: public, private non profit, private for-profit, minority-serving college or university status and category.

2. Enrollment-based minority-serving institution status and category.

3. Approximate total nursing student enrollment.

4. Degree programs offered and in what format: online, on-ground, hybrid (having a mix of online and on-ground courses).

5. Number of years respondent has been in current administrative role.

6. Years in academic administrative leadership.
### Table 1. Institutional characteristics (N=42)

<table>
<thead>
<tr>
<th>Institution type</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>25</td>
<td>60</td>
</tr>
<tr>
<td>Private, non-profit</td>
<td>13</td>
<td>31</td>
</tr>
<tr>
<td>Private, for-profit</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Minority-serving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>20</td>
<td>48</td>
</tr>
<tr>
<td>No</td>
<td>19</td>
<td>45</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Total nursing enrollment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50 or less</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>51-200</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td>201-500</td>
<td>14</td>
<td>33</td>
</tr>
<tr>
<td>501-1000</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>1001-2000</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>More than 2000</td>
<td>3</td>
<td>7</td>
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</tbody>
</table>
Table 2. Institutional characteristics (N=42)

<table>
<thead>
<tr>
<th>Degrees offered</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADN</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Pre-licensure BSN</td>
<td>31</td>
<td>74</td>
</tr>
<tr>
<td>RN to BSN</td>
<td>32</td>
<td>76</td>
</tr>
<tr>
<td>MSN</td>
<td>28</td>
<td>67</td>
</tr>
<tr>
<td>DNP</td>
<td>19</td>
<td>45</td>
</tr>
<tr>
<td>PhD</td>
<td>5</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialty Graduate Programs(^a)</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>12</td>
<td>41</td>
</tr>
<tr>
<td>Nurse Practitioner</td>
<td>23</td>
<td>79</td>
</tr>
<tr>
<td>Leadership or Administration(^b)</td>
<td>12</td>
<td>41</td>
</tr>
<tr>
<td>Midwifery</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Nurse Anesthetist</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Clinical Nurse Specialist</td>
<td>3</td>
<td>10</td>
</tr>
</tbody>
</table>

\(^a\) Percentages given out of \(n=29\) responses indicating a MSN, DNP, or PhD program

\(^b\) Includes 3 responses indicating a Clinical Nurse Leader program
Question 1: Currently, what do you see as the most challenging issues facing nursing education at your institution?
119 responses – 5 themes

Limited Clinical Sites
Qualified Faculty
Budget
Student Needs
Curricular Advances
Question 2: What do you anticipate will be the most challenging issues facing nursing education at your institution in the next 10-20 years?

90 Responses – 4 major themes

Limited Clinical Sites

Faculty Recruitment & Retention

Student Needs & Recruitment

Budget

Curricular Advances

External Forces

Other Forces
Please describe at least one innovative strategy you have implemented in response to a challenge in nursing education at your institution.

- Public-Private Partnerships to assist in cost sharing
- Inter-professional simulation
- Faculty sharing with local hospitals
- Clinician Educator Tenure
- Holographic simulation
Question 4: Please describe at least one potentially disruptive innovation you think may impact nursing education at your institution in the next 30 years.

27 Responses – categorized into 4 themes

**Increased Simulation**

**Virtual Simulation**

**Privatization**

**New Technology**

**Competency-based Curriculum**

- NMNEC Curriculum Adoption
- Carousel course offerings for Pre-Licensure students
- Improved Program Evaluation
- Population Health focus
- Cross-disciplinary curriculum
- Self-sustaining programs
- Payment for Preceptors
- Cross-disciplinary curriculum
- Improved Program Evaluation
- Population Health focus
- Cross-disciplinary curriculum
- Self-sustaining programs
- Payment for Preceptors
Survey Question 5

What else would you like to share about nursing education that we have not asked?

- Public-Private Partnerships to assist in cost sharing.
- Inter-professional simulation.
- Faculty sharing with local hospitals.
- Clinician Educator Tenure.
Discussion

Aging Faculty
Aging Population

- AACN Annual Survey of Baccalaureate and Graduate Programs in Nursing (Fang & Kesten, 2017).
  - 1/3 of U.S. nursing faculty active in 2015 expected to retire between 2016 and 2015.

- Global Perspective (Nardi & Gyurko, 2013).
  - Aging faculty.
  - Poor salaries.
  - Lack of funding.
  - Faculty dissatisfaction with the role.
  - Decreasing number of full-time equivalent faculty positions.
What is Disruptive Innovation?
(Christensen, Raynor, & McDonald, 2015)

• Developed in the world of business.
• Smaller company displacing an established company.
• Providing a service/product to customers whose needs were overlooked or deemed unimportant.
• Initially the new “product” considered inferior by mainstream consumers; once the product is improved then mainstream accepts.
Discussion

Disruptive Innovation

FIGURE 2
How complicated, expensive computers became affordable and accessible

Christensen, Raynor, Horn, Caldera, Soares, 2011
Where is Disruptive Innovation in Nursing Education?
For-profit higher education businesses offering online programs.

- Focused solely on providing online educational programs – do not have the “burden” of meeting research, service, and practice missions.

- Partnerships to provide “back-end” expertise (Mallory, 2017)
  - Building online course platforms.
  - Managing students and marketing.

AND...
Discussion

Bureaucracy in Higher Education
Discussion

PEG - THE DUCK
IBM Watson Assistant for
- Hospitality
- Automotive
- Health Care
- And...many more....
Survey participants asked to describe at least one potentially disruptive innovation that may impact nursing education at their institution in the next 30 years.

- No true disruptive innovations.
- Most responses centered on simulation.
- One respondent identified the use of virtual reality in simulation.
WHAT IS INNOVATIVE IN NURSING EDUCATION?

- **Telehealth nursing** (Grady, 2014).
  - Remote-monitoring devices - remote physical assessment of peripherals (pulse oximeters, weight scales, blood pressure, blood glucose, etc.).
  - Mobile health (mHealth) devices.
  - Personal health record apps for mobile devices.
**WHAT IS INNOVATIVE IN NURSING EDUCATION?**

- **TeleECHO** (Arora, et al., 2007)
  - Developed at the Health Sciences Center, University of New Mexico.
  - Virtual grand rounds for primary care providers to interact with specialists via video conferencing.
  - Currently being used in 7 APRN courses as well as for APRN providers across the state in New Mexico.
WHAT IS INNOVATIVE IN NURSING EDUCATION?

• Innovation Competencies (White, Pillay, & Huang, 2016)
  • Nurse leaders have significant gaps in innovation competencies.
  • Recommendation to include innovation competencies in nursing curricula.
Health Hackathon 2018 aims to stimulate innovation in health care by promoting collaborations to create the best outcomes for our community’s health and present an exciting opportunity to encourage research prototyping and development.

The University of New Mexico Health Sciences Center campus is a leader in biomedical research, with state-of-the-art tools and facilities for novel medical device development.

Collaborations between UNM scientists and biotech businesses expand capacity for accelerating health discoveries into new treatments and therapies.

We anticipate that this unique opportunity will inspire innovation and impact health care in New Mexico.

The University of New Mexico Clinical & Translational Science Center is hosting New Mexico’s first-ever Health Hackathon from May 18 to May 20, 2018, at the Domenici Center for Health Sciences Education.

This weekend event will provide innovation, inspiration and impact for creative clinicians, engineers, entrepreneurs, programmers, scientists and students working in teams to seek solutions to pressing health care challenges.

The faculty of the winning teams will be awarded grants from the CTSC of up to $10,000 to help bring their ideas to life. Participants do not need technical or coding expertise or have pre-existing ideas coming into the event. This is the perfect place and time to pick up new skills and concepts. Mentors will be on hand to help ease you through the Health Hacking experience.
Discussion

Survey Limitations

• Response rate of 42%
• Survey limited to the 13 states served by WIN.
• Administered only to academic leaders and not a cross-section of nursing faculty.
• No true disruptive innovations presented by the respondents.
• Needed to include a definition of disruptive innovation.

Future research

• Include focused interviews with nursing leaders.
• Refine the survey and distribute nationally.
What would Florence do?
I would like to sincerely acknowledge the contributions of Marie L. Lobo, PhD, RN, FAAN, Blake Boursaw, MS, and Jeffery Dubinski-Neessen, EdM for this presentation.

QUESTIONS?
References


References


