

## California Collaborative Model for Nursing Education (CCMNE)

### *Core Components: Definitions, Challenges, Emerging Effective Practices & Technical Assistance Needs (Summer 2012)*

#### **Core Component: INTEGRATED CURRICULUM**

**DEFINITION:** Nursing, prerequisite and general education coursework and degree requirements are coordinated between the ADN and BSN degree programs without inadvertent duplication or repetition.

**Nursing coursework** = required nursing classes for the ADN and the BSN programs

**Prerequisite coursework** = required coursework for admission to nursing program

**General Education coursework** = Title 5 requirements for respective degree

**Inadvertent duplication or repetition** = unplanned recurrence of courses/content

#### Challenges

- a. pre-requisites to pre-requisites (“hidden” prerequisites)
- b. cross check & coordinate GE requirements
- c. limitations of current CCC and CSU policies
- d. possibilities to “test-out” of required courses
- e. revisit QSEN integration with reference to new CA regulation requiring all pre-licensure nursing to include QSEN in curriculum for licensure
- f. AB1295 ADN-BSN roadmaps
- g. Permanent strategies to monitor/evaluate curricula to avoid content duplication between ADN and BSN curricula
- h. Aligning nursing curricula generated on divergent theoretical/conceptual models
- i. “Turf issues”

#### Emerging Effective Practices

- a) Design and gain approval for **selected nursing courses/curriculum to simultaneously meet specific GE** requirements (e.g., UD nursing curriculum meets Area E and 3 u UDGE requirement; capstone UD nursing course meets Area A3 Critical Thinking, UDGE and Graduation Writing Assessment Requirement (GWAR))
- b) **For current ADN & students awaiting admission to ADN program:** promote culture of ADN-BSN expectation, support “transfer” student culture; support CCC Education Counselors in advising for ADN-BSN degree requirements (especially prereqs and GE); raise awareness that all of CSU GE Areas A and B (including Critical Thinking and Statistics) must be completed for CSU admission
- c) To meet “**integrated**” curriculum requirement, CCC and CSU nursing curricula can be built anew OR CSU curriculum may be built on CCC curriculum as foundation
- d) **Facilitate & maintain open dialog & trust between CCC & CSU faculty**
- e) **CCC and CSU faculty collaborate to align nursing curricula** to support seamless, non-repetitive curriculum and support desired outcomes

#### Technical Assistance Needs

- a) Identify gaps & overlaps in CCC and CSU GE requirements; reach agreement on strategy to simplify and prevent inadvertent duplication or overlooked requirements
- b) Clarify mechanism to award CSU academic credit for NCLEX-RN (from AB1295 work); anticipated CSU Executive Order for 30 units max CSU award for NCLEX-RN (also addresses “hidden prereqs”)
- c) Align nursing CCC and CSU nursing curricula to reduce/eliminate repetition and strengthen both components; strategies to bridge varying theoretical/conceptual models
- d) Identify and propose strategies to address CSU campus specific additional graduation requirements (e.g., language, international experience, etc.)
- e) Identify and describe “test out” opportunities for GE and nursing requirements

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#### **Core Component: SHARED FACULTY**

**DEFINITION:** Qualified community college and university faculty collaborate on nursing curriculum development, delivery and evaluation.

**Qualified** = faculty meets the regulatory, accrediting and institutional requirements for the content/clinical they teach and appointment they receive

#### **Challenges**

- a. faculty “buy-in”/resistance
- b. availability of qualified faculty for clinical and theory courses
- c. coordination of faculty workload and assignments between systems
- d. contractual issues for faculty “dual” appointment at community college and university concurrently
- e. union limitations for community college and university faculty
- f. full-time faculty may formally (by contract) or informally (by “volunteer” or other contract) teach for the program that is not in their home institution
- g. part-time faculty may [continue to] teach in both programs
- h. pay structure variation between community college and university

#### **Emerging Effective Practices**

- a) **Collaborative Faculty Activities:** professional development, structured joint meetings, participation across Advisory Boards, convene forums to periodically share assumptions, curriculum, & plans to facilitate core program development
- b) **Upper Division Nursing Courses:** CSU faculty provide courses at CCC in summer with special funding; CCC and CSU faculty provide online summer courses through self-support (ExEd) model
- c) **Student Advising/Ed Counseling:** coordination, shared planning and outreach (tools, HS student info)
- d) **Broad Collaboration with Adjunct Faculty & Service Educators:** additional options for summer and intersession to share faculty across courses

#### **Technical Assistance Needs**

- a) Faculty salary/pay: standardize across CCCs & CSUs for CCMNE courses (CSU courses taught for current ADN students)
- b) Secure funding/resources to support model development and planning
- c) Determine strengths & limitations of “faculty of the whole” concept
- d) Practical mechanisms for “synchronized” curriculum development across ADN-BSN programs
- e) Identify/clarify future vision of nursing professional roles to inform/guide collaborative curriculum development, implementation and evaluation work
- f) Develop creative options for education and service to share, co-teach, and engage in joint projects

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#### **Core Component: DUAL ADMISSION**

**DEFINITION:** Current ADN student is admitted to, and sequentially or simultaneously enrolled in, Post-Licensure BSN (“RN-BSN”) program.

**Simultaneous enrollment** = ADN student is enrolled in BSN coursework in the same semester(s) as they are enrolled in ADN coursework

**Sequential enrollment** = ADN student is enrolled in BSN coursework in semester(s) when they are not enrolled in ADN coursework

#### Challenges

- a. “cross enrollment” between two post-secondary institutions
- b. semester vs. quarter system
- c. cohorted vs. non-cohorted
- d. General Fund (“state side”) vs. Extended Education (“self-support”/Special Sessions)
- e. number of students into pipeline for future enrollment planning
- f. student ability to handle workload in simultaneous enrollment
- g. costs for students under General Fund (“state support”) vs. Extended Education (“self-support”)
- h. advising workload for nursing faculty/academic advisors
- i. designated program coordinator/academic advisor
- j. transferability if student moves out of BSN geographic area after ADN graduation
- k. individual/campus specific degree requirements beyond Title 5 requirements

#### Emerging Effective Practices

- a) **Student Advising:** begin in HS, one-to-one advising in college re: degree requirements and program plans to avoid inadvertent/unnecessary enrollment
- b) **ADN students with previous BA/BS** need only complete required UD nursing courses for BSN (no other Title 5 requirements); can quicken time to degree (“fast-track”)
- c) **Concurrent (simultaneous) enrollment** while in ADN program (i.e., begin upper division BSN courses while in ADN program): in “bridge” course(s), in leadership course; select high achievers to participate if simultaneous enrollment
- d) **Coordinate admission** to both ADN and BSN program to avoid multiple applications and fees and to help students leverage financial aid to support program enrollment
- e) **Blended model of state and self-support for academic progression** based on area needs and patterns

#### Technical Assistance Needs

- a) Student advising to clarify that student must be CSU eligible/admissible for “dual admission” and to continue on to BSN (AB 1295 Roadmaps will help)
- b) Clarify determination of state-support or self-support model (can be hybrid with regular state-support academic session and self-support summer session) and/or simultaneous/sequential hybrid model.
- c) Estimate effect on FTES caused by changing between financial models; consider student financial aid under each or hybrid model
- d) Determine whether to focus on new [pre-licensure] BSN educated nurses vs. increasing ADN to BSN numbers or how to realistically balance
- e) Some CSU campuses “can’t offer summer classes”(?!); determine best possible funding model or combination to simultaneously support diverse student enrollment and program viability
- f) Explicate practical and financial details of dual admission and enrollment from CCC, CSU and student perspectives

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#### **Core Component: BSN ATTAINABLE IN ONE YEAR**

**DEFINITION:** BSN is achievable within one calendar year after completion of the ADN.

**Achievable** = all requirements for the BSN can reasonably be completed within 12 months of ADN graduation (does NOT mean that all students will elect to complete the BSN in that time frame).

<u>Challenges</u>	<u>Emerging Effective Practices</u>
<ul style="list-style-type: none"> <li>a. GE requirements coordinated between community college and university</li> <li>b. full-time academic plan is published and can be completed within 12 months of ADN graduation</li> <li>c. part-time academic plan(s) are published and provide alternative [to full-time enrollment] plan for completion</li> <li>d. academic program plan clearly delineates course unit load and hours of coursework per academic term including nursing and non-nursing requirements</li> </ul>	<ul style="list-style-type: none"> <li>a) <b>Early introduction of ADN-BSN concept</b> to ADN students well before graduation</li> <li>b) Provide mechanism by which ADN students start BSN coursework while in their respective ADN programs ("<b>nest</b>" <b>BSN program within ADN program</b>)</li> <li>c) "<b>Nest</b>" <b>ADN program within BSN program</b> (first year CSU, two years CCC, fourth year CSU)/awards both ADN and BSN</li> <li>d) Reinforce requirement/expectation to <b>maintain good standing in the ADN program</b> to be eligible to dual enroll in BSN courses</li> <li>e) <b>Start QSEN or EBP research portfolio</b> beginning in the ADN program—translate to upper division nursing credit toward BSN as appropriate</li> <li>f) <b>Use ADN-BSN Roadmaps (AB 1295)</b> to demonstrate BSN completion w/in 1 yr</li> <li>g) <b>Coordinate thoroughly vetted/thoughtful redistribution of nursing curriculum</b> between the CCCs and the CSUs</li> <li>h) <b>Award CSU academic credit for NCLEX-RN</b> as demonstrating pre-licensure proficiency through the national licensing examination</li> <li>i) <b>Coordinate leadership content</b> between CCC and CSU to maximize time devoted to cover critical content without inadvertent repetition</li> <li>j) <b>Address GE issues/challenges with CCC Education Counselors</b> to support accurate, effective, and clear student advising for ADN-BSN path</li> <li>k) <b>Involve CSNA</b> — pre-nursing "boot camp" to unify student culture for academic progression</li> </ul> <p style="text-align: center;"><b><u>Technical Assistance Needs</u></b></p> <ul style="list-style-type: none"> <li>a) Verify/map GE coordination (AB1295 ADN-BSN Roadmaps) between CCCs &amp; CSU</li> <li>b) Facilitate discussion re: possible curriculum delivery options/strategies to facilitate student ability to complete 50 units of university credit (added to 70 units of CCC transfer credit to equal 120 unit min requirement for BS) within one calendar year of ADN completion</li> <li>c) Identify/investigate state-of-the-art distance learning strategies for course delivery to provide flexibility and accessibility for CCMNE students and faculty</li> </ul>

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#### **Core Component: PERMANENCE and SUSTAINABILITY**

**DEFINITION:** All components of the CCMNE are institutionalized at collaborating community college and university to insure continuing program viability.

**Elements** = all, or a majority, of the five Core Components for the CCMNE.

**Institutionalized** = curriculum and policy guiding ADN-BSN pathway at community college and university have been formally approved and incorporated into the respective institutions.

**Viability** = CCMNE is a permanent feature of the community college and university.

<u>Challenges</u>	<u>Emerging Effective Practices</u>
<p>a. system for student academic advising and career counseling specific to nursing profession</p> <p>b. student financial aid opportunities need to be coordinated between the community college and university</p> <p>c. financial model supports CCMNE program availability in light of decreasing state resources</p> <p>d. operational model supports CCMNE program availability and affordability for students</p>	<p>a) <b>Funding/resources to support:</b> meet early on in collaborative process, include financial aid and education counselors, have designated CSU contact/resource person, develop sustainable model</p> <p>b) <b>ADN-BSN Curriculum Roadmaps (AB1295):</b> encourage CSU GE or IGETC Certification</p> <p>c) <b>Provider organizations offer CE:</b> relevant to ADN-BSN curriculum in collaborate with CCCs and CSUs</p> <p>d) <b>Academic Advisor/Career Counselor(s):</b> assigned to and knowledgeable about nursing education and career development; embedded to guide students in BSN completion and promote participation to all ADN students; individual development plan &amp; assigned counselor required to provide ongoing contact/support for enrolled students; work with and supported by CCCs Education Counselors (or CCC nursing faculty academic advisors?)</p> <p>e) <b>CCC and CSU joint nursing education fair/workshops:</b> introduce transfer pathways and lifelong learning</p> <p>f) <b>Designated Nursing Education Counselor at CCC:</b> funded by Counseling Dept. to support student progression</p>
	<h4><u>Technical Assistance Needs</u></h4>
	<p>a) Funding to support Academic Advisor/Career Counselor (likely won't come from General Fund/state support)</p> <p>b) Help students get prereqs completed; uniform clear pathways for students; offer more sections more frequently; public schools need to respond to demand like private schools do</p> <p>c) Engage Academic Senate partners to understand need for rapid change in nursing (curriculum timely, relevant) and need to support academic progression (IOM 2011 Report)</p> <p>d) Generate plan to support cross school (CCCs and CSUs) acceptance of units/content</p> <p>e) Clarify and utilize CSU rules re: "supplementing" vs. "supplanting" existing state approved programs through ExEd Special Sessions to determine viability; determine how self-support might affect student diversity (due to costs)</p> <p>f) Develop plan for sustaining program after grant or other special funding is finished</p> <p>g) Actively solicit feedback from current students and graduates and increase conversation around future nursing roles</p> <p>h) Explore shifting a portion of budgeted General Fund from other [less enrolled] nursing programs to expand CCMNE</p> <p>i) CCMNE not suited for traditional student cohort; identify effects of stop-out and drop-out to model viability</p> <p>j) Promote student financial aid package that can be used/coordinated simultaneously at CCC &amp; CSU (system-wide?)</p>