Educational Advancement: Opportunities and Barriers

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April 1, 2011
Objectives

- Discuss specific opportunities in RN to BSN education.
- Identify barriers for RNs pursuing BSN education.
Literature Review

- Nine recent articles reviewed (2004-2010)
- Several are research articles
- Populations
  - RNs
  - Faculty
- Methodologies
  - Survey
  - Interviews
  - Qualitative
Creating a Context that Uncovers New Possibilities

Focus on content and context of learning helps RNs; empowering to students

- Some students are truly transformed
- Adult learning principles, innovation, caring
- Reduce/eliminate mixed classes
- Mentor, role model and build positive connections; Guide, not micromanage
- PhD programs need to teach effective teaching strategies for RN to BSN students
- Recognize RN past experience and unique needs

Cangelosi, 2006
Caring in Online Education

- Frequent feedback (9/11)
- Timeliness (9)
- Caring online is reciprocal (8)
- Personal connection & empathy (7)
- Clarity (6)
- Multiple contact opportunities (6)
- Commitment to learning (4)
- Second-fiddle (4)

Sitzman & Leners, 2006
Perceptions of Barriers/Benefits

- **Benefits to completing a BSN**
  - Raising potential was the main theme.
  - Personal reasons were personal satisfaction, improved self image, feelings of achievement and success, expanded and expanded knowledge base.
  - Professional reasons were raised level of professionalism, career advancement, job mobility, increase salary, more job opportunities and increased skill.
  - Some respondents did not feel it was a benefit to have a BSN.
Perceptions of Barriers/Benefits

- **Barriers**
  - Major theme identified was competing priorities.
  - Multiple role demands and limited resources were the two major barriers cited. Demands of managing families and work were part of those barriers.
  - Time, money, work, family and advancing age also noted.
Perceptions of Barriers/Benefits

- **Academia**
  - Simplify the process for enrollment
  - Practical courses with flexibility and accessibility

- **Employers and facilitation of enrollment**
  - Make it worthwhile to return to school.
  - Recognition of education value and rewarding efforts.
  - Support of time off, tuition reimbursement and professional rewards

Delaney & Piscopo, 2004
What do RNs Think

- ADN or diploma not enough to advance
- Trouble fitting in with undergrads
- Need support—peers, academics, home
- Knowledge growth
- Global perspective
- Personal accomplishment

Lillibridge & Fox, 2005
21st Century Barriers and Incentives

- Incentives
  - Being at right time in life
  - Working with options
  - Achieving a personal goal
  - BSN provides credible professional identity
  - Encouragement from contemporaries
  - User-friendly RN-BSN programs
21st Century Barriers and Incentives

- **Barriers**
  - Time
  - Fear
  - Lack of recognition for past educational and life accomplishments
  - Lack of recognition for past educational and life accomplishments
  - Negative ASN or diploma school experience

Megglinson, 2008
California Study

- Advantages of BSN
  - Exposure to research, community health nursing and leadership skills needed to produce nurse managers of the future

- Motivation
  - Expanding opportunities, fulfill personal goal, dissatisfaction with hospital environment, feeling coerced or forced to return to school

- Increased numbers
  - Statewide and mandated articulation agreements

Spencer, 2008
Collaborative Options

- 22 of 40 in 2nd pilot group completed the 1st yr at the community college and transferred to the university

- Strengths: financial – less expensive; clinical experiences at the CC with clinical emphasis and patient bedside care; opportunity for direct transfer to the university

- Students mostly satisfied

Williams, et al, 2005
Factors related to progression and retention rates in RN-BSN

- No standardized benchmarks
  - Graduation: 1-5 years, 49-100%
  - Retention: 50-100%

- Retention initiatives
  - nursing orientation, core week class, 4 week mentoring, 1 day a week classes, course flexibility, part-time classes, fostering faculty/staff relationships with students, and cohort progression
Factors related to progression and retention rates in RN-BSN

- Predictors of success
  - flexible work schedules, nondemanding family responsibilities, financial and personal support, realistic expectations, motivation, GPA and fewer hours worked per week.

- Program effectiveness measures
  - senior capstone achievement, awards/honors, surveys, job placement rates, graduating senior summary statements, certification rates, progression to graduate school, faculty developed surveys, HESI comprehensive exams and student portfolios.  

  Robertson, et al, 2010
Avoiding Social Pitfalls

- Return to School syndrome
  - Honeymoon
  - Conflict
  - Reintegration
- Student introduced to model at the beginning
- Student & faculty can recognize stage and assist
- Improved socialization and outcomes

Utley-Smith, et al, 2007
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Special thanks to Sara Reynolds, SN4 Research Assistant, BRCN
References


