

What do we know about accelerated advanced practice programs for non-nurse college graduates?

Linda Honan Pellico, PhD, MSN, CNS-BC,
RN

Associate Professor, Yale University
School of Nursing

The numbers....

Sui Generis-1974

Six schools in
1980's

12 schools in
1990's

28 schools in 2000

36 with 18 in the
planning stages in
2004

68+ in 2012



The raw product

Graduate entry students are primarily:

White women, but higher percentages of men are observed when compared to undergraduates rates.

Mean age of these students varied but ranged from 23 to 26.6 years.

Students are young but academically and experientially gifted (well traveled, bilingual, Peace Corps, etc.), highly motivated, self-directed, flexible, assertive, educated individuals who are dedicated to helping people, populations, or systems.

Predominantly single

Graduate entry programs attract students from out of state or from other countries.

Met opposition from family, friends, and counselors when they decided on nursing as a professional goal.

59% needed financing for their education.

GRE scores higher than traditional nursing students, high GPAs

Undergraduate preparation varied across the programs



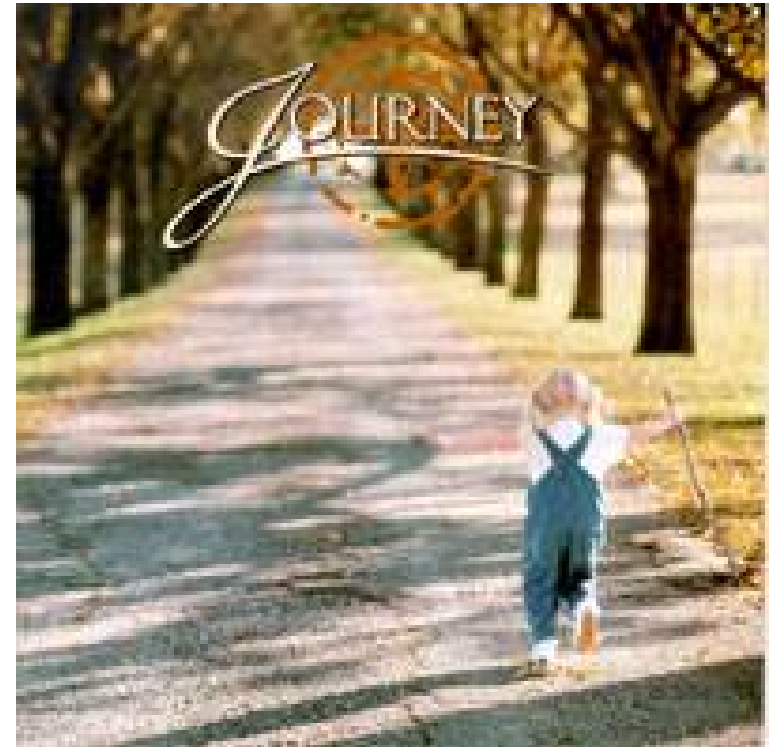
The journey

The only shared prerequisite was a bachelor's degree, predicated on the notion that college graduates are expected to have achieved a basic level of competency in processes such as analyzing complex material, transferring learning, decision making capability, communicating, and leadership ability

Wide variability existed related to requirements for prerequisite coursework (0-78 credits), but regardless of variability the schools without requirements reported student success

Undergraduate degrees varied- YSN-77% BA;
75% McGill

Class size range from 20 to 84 students annually



Journey continues...

Faculty list:

Clinical expert

Open

Patient

Sense of humor

Flexible

Challenging and motivating students while supporting them

Communicating a passionate interest in the profession

ready for ?'s, ?'s and more ?'s!

This is Different!

Students need reassurance

Increased clinical hours added to curriculum

Kinesthetic challenges

Interesting

Want to be treated as colleagues

Need to be stimulated

Want balanced criticism

Demanding

Harsh criticism of faculty



What works?

Case studies

Clinical stories

Clinical immersion

Reflective journaling,

Role-playing seminars

Simulation

Skills laboratory training

Emphasis on research,
dialogue, and development
of specific materials
appropriate for these
students

Enduring merit of clinical
experiences

Not many years ago I began to play the cello. Most People would say that what I am doing is “learning to play” the cello. But these words carry into our minds the strange idea that there exists two very distinct processes (1) learning to play the cello; and (2) playing the cello. They imply that I will do the first until I have completed it at which point I will stop the first processes and begin the second. In short I will go on “learning to play” until I have “learned to play” and then I will begin to play. Of course, this is nonsense. There are not 2 processes, but one. We learn to do something by doing it. There is no other way.

John Holt

The year!

Six studies demonstrated at no differences noted between Gepn and traditional RNs at the one year mark.



Programs...

Admission rates of 31-41% in the 1980's 14% in 2011

Full time programs primarily, one 2 years and one summer session

Expensive to run
1:5 clinical faculty ratio



The end product

How do you measure success?

NLN Test Scores

Mosby Assess Test

RN Licensure

Certification Exams

GPA

Definitions of Nursing

Employee satisfaction



Interesting notions

They defend their choice of nursing as a career goal

They stay in nursing (97%) compared to 89% traditional RNs, and have high career choice satisfaction

5 year career goal pertained to patient care vs. administration or education

In White et al. (2000)-14% working as RN's, but 83% did not think it was necessary

67% first position as NP's compared to 49% of traditional graduate students

60% wanted FNP positions compared to 30% of traditional graduate students who sought that option

Rich (2005): significant negative correlation between years as an RN and NP skills as evaluated by NP's collaborating MDS



Questions to consider?

1. Pre-requisites- Can you really “farm out these courses?” What of the cost in terms of dollars and time?
2. The Year
3. Issue of increasing the diversity at Master’s level
4. Can they find us?
5. Faculty must be adept at general and advanced practice nursing- It is a challenge
6. Dramatic increase in program development-contemporary pushes to move nursing to this academic level

