


Characteristics of Accelerated BSN Students

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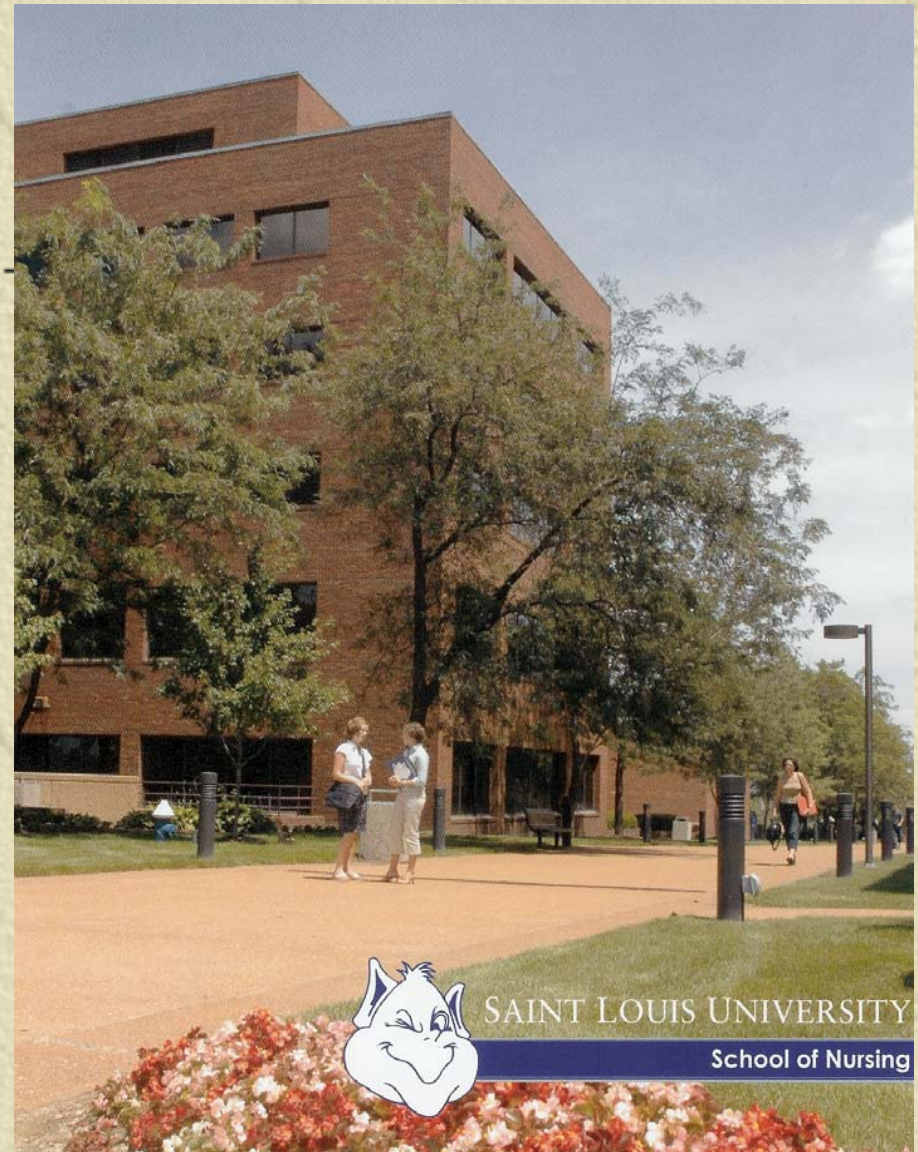




✠ Saint Louis University
accepted 10 students
into the nation's first
Accelerated BSN
Program in 1971

✠ 1972-1975

✪ 3 year grant from NIH



That was then. . .

✦ Requirements of the first ABSN program

- ✦ Baccalaureate or higher degree—most recent within the past 5 years
- ✦ 3.0 GPA unless otherwise recommended by admissions committee
- ✦ Prerequisites completed
 - Chemistry (4 hrs), Anatomy & physiology (4 hrs), Microbiology (3 hrs), Social behavioral science (9 hrs)

That was then. . .

✦ 84 students in 1972-1975

- ✦ 14 men (17%)
- ✦ Mean age 26
- ✦ Previous degrees
 - 32% Social Science
 - 21% Physical science
- ✦ 25% had previous healthcare experience
- ✦ Described as “highly motivated, close knit and achievement oriented”

This is now. . .

✦ 205 Accelerated BSN Programs in 2007

- ✦ 37 in planning stages

- ✦ Growth

- 1987—10 programs
- 1990—31 programs
- 2003—129 programs

✦ 56 Accelerated Masters Programs in 2007

- ✦ 13 in planning stages

This is now. . .

✦ 9938 students enrolled in ABSN programs

◆ 7% of all entry level BSN enrollees

✦ 5881 ABSN graduates in 2007

◆ 14% of all entry level BSN graduates

✦ Accelerated Masters Programs

◆ 4303 enrolled, 1032 graduated in 2007

◆ 7% of all masters enrollees, graduates

Who are Current ABSN Students?

- ✦ Describe demographic characteristics of one program's recent ABSN students.
 - ◆ Compare & contrast with other programs
- ✦ Explore personal characteristics that seem to be common among ABSN students.
- ✦ Discuss recent ABSN graduates' plans for a career in nursing.

Sources of Data

- ✦ AACN Fact Sheets on Accelerated Programs
- ✦ AACN 2007-2008 *Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing*

Sources of Data

✦ Saint Louis University (SLU) Program Data

- ✦ Evaluation of Accelerated Option Program 2004-2008
- ✦ “Help Us Get to Know You” sheets, 2006-2008
 - Where do you see yourself in 1 year? 5 years?
 - Who are the most important people in your life?
 - What 3 words best describe you?
- ✦ Thoughts after 18 years of teaching ABSN students

ABSN Program at SLU

- ✦ 12 month (May to May program)
- ✦ Primarily designed for college graduates
 - ◆ Started admitting a limited number of non-degree students beginning in May 1999.
- ✦ ~300 applicants a year
- ✦ Last year 147 admitted; 69 enrolled in 5/08

Sources of Data

✦ CINAHL literature search

◆ Terms used

- Accelerated students, accelerated programs, accelerated BSN, second degree programs, second degree students, accelerated baccalaureate students, accelerated baccalaureate programs
- ◆ Limited to research, nursing journals, years 2000 >, programs in USA

Sources of Data

✧ Cangelosi 2007

◆ George Mason University, Leesburg, VA

✧ Hamner & Bentley, 2007

◆ Auburn University, Auburn, AL

✧ Heege & Larson, 2008

◆ South Dakota State University, Aberdeen, SD

✧ Mullen, 2007

◆ Regis University, Denver, CO

Sources of Data

✧ Raines, 2007

● Florida Atlantic University, Boca Raton, FL

✧ Seldomridge & DiBartolo, 2005, 2007

● Salisbury University, Salisbury, MD

✧ Suplee & Glasgow, 2008

● Drexel University, Philadelphia, PA

✧ Utley-Smith, Phillips & Turner

● Duke University, Durham, NC

✧ Walker, Martin et al., 2007

● University of Mississippi, Jackson, MS

Who Are ABSN Students in the 21st Century?

Age

SLU Current Class

- Mean 27.34 (SD 7.72)
- Age range of second degree students = 21-62

SLU Class entering in 2003

- Mean 28 (SD 7.45)
- Age range of second degree students = 22-51

Consistent with literature

- Mean age 30.6 at Salisbury, MD in classes entering 2003-2006

Who Are ABSN Students in the 21st Century?

✧ Gender

◆ SLU

- Current class 9% male (n=6)
- 2003-2007 entering classes average 16% male

◆ AACN—all BSN programs 10.5% male

◆ In the Literature

- Auburn 33% male from 1994-2005
- Others 16-22% male

Who Are ABSN Students in the 21st Century?

✦ Ethnicity

◆ SLU 2008-2009 class

- 84% White, non-Hispanic
- 13% African American
- 6 born and raised outside of USA
 - ◆ Korea, Peru, Hungary, Nigeria, Jamaica, Haiti

◆ SLU 2003-2004 class

- 4% African American

Who Are ABSN Students in the 21st Century?

✦ Ethnicity

◆ AACN data

- 74% White, 12% African American, 6% Latino

◆ Other reports in literature

- Auburn U—92% White
- Florida Atlantic U—36% non-Caucasian
- Salisbury—80% White, rise in International students
- Drexel—66% white, 11% African American

Who Are ABSN Students in the 21st Century?

Previous Academic Degrees

- ◆ SLU 2008-2009 class—63 students
 - 23 physical sciences (36.5%)
 - 10 social sciences (15.9%)
 - 8 health related fields (12.7%)
 - 5 have graduate degrees
- ◆ SLU 2003-2004 class
 - Physical Sciences 30.2%
 - Social Sciences 22.6%

Who Are ABSN Students in the 21st Century?

✦ Previous Academic Degrees

◆ Auburn

- Human / social science 24%, Science 16%

◆ Salisbury

- Science 47%, liberal arts 33%

◆ Drexel

- Biology 16%, psychology 15%, business 10%

Who Are ABSN Students in the 21st Century?

✦ Time since first degree

◆ SLU 2008-2009 class

- Mean time since graduation 4.43 years
- 35% 1 year or less prior to enrollment
 - ◆ 9 graduated in 2008
- 19% graduated >5 years ago

◆ SLU 200-2004 class

- Mean time since graduation (3.7 years)
- 38% graduated < 1 year prior to enrollment

Who Are ABSN Students in the 21st Century?

✦ Time since first degree

- ✦ Florida Atlantic U--7.4 years
- ✦ Salisbury U—7.5 years
 - 25% returning after more than 10 years
- ✦ Regis U
 - 30% 1-3 years from 1st degree
 - 50% more than 5 years

ABSN Students Tend To. . .

✦ **Have a variety of reasons for choosing nursing as a career**

◆ Describe themselves as

- Compassionate
- Caring
- Helpful
- Kind

Reasons for Choosing Nursing 2004

	Total N (%)	Second degree N (%)	Non- Degree N (%)
Opportunities/ Flexibility in nursing	18(30.5)	17(37.8)	1(7.1)
Rewarding nature of nursing as a career	13(22)	12(26.7)	1(7.1)
Dissatisfaction with previous career field	9(15.3)	9(20)	1(7.1)
Always wanted to be a nurse	8(13.6)	8(17.8)	
Personal experience with health care/nursing	6(10.2)	6(13.3)	
Other	3(5.1)	3(6.7)	

ABSN students tend to. . .

✦ **Be very selective in deciding on a nursing program**

✦ Consider school's

- Reputation
- NCLEX pass rate
- Program duration
- Location
- Cost

ABSN students tend to. . .

Change their mind about attending school

- SLU--147 admitted in 2008, ~100 confirmed, 69 enrolled
- Students frequently defer admission
 - Can't finish prerequisites
 - Family circumstances
 - Financial concerns
- Auburn reported 28 student admitted, 19 actually enrolled in 2005

ABSN students tend to. . .

✦ **Have a history of academic success**

- ✦ Most programs have minimum GPA requirements
 - SLU current class, Mean GPA = 3.38
 - SLU 2003-2004, Mean GPA = 3.28
- ✦ Previous degrees may foster “black & white” learners
- ✦ Are often very grade conscious

ABSN students tend to. . .

✦ Have very definite plans for their future in nursing

- ✦ Where do you see yourself in 1 year?
 - Only 7 of 69 unsure of area they wanted to work in
 - 28 of 69 express interest in ICU/ ER
- ✦ 75% take jobs in area they originally planned
- ✦ Interested in graduate education
 - 62% of current SLU students plan on graduate school
 - At graduation, 90% interested in graduate school

ABSN students tend to. . .

✦ **Be highly motivated**

- ✦ Describe themselves as passionate, focused, determined, dedicated, hardworking
- ✦ Self-directed, needing little external motivation

ABSN students tend to. . .

✦ Have high expectations for the program and the faculty

✦ In the classroom

- Little tolerance for disorganization
- “Tell me what I need to know”
- Love stories from faculty about clinical experiences
 - ♦ Appreciate faculty who love what they do
 - ♦ Make clinical world real
 - ♦ Case studies

ABSN students tend to. . .

✦ **Have high expectations for the program and the faculty**

◆ In the clinical area

- Demand clinical competence in faculty
- Help them connect the dots
- Individualize learning

ABSN students tend to. . .



Have little tolerance for “busy work”

- ◆ Time is most precious commodity
- ◆ Papers, assignments, projects, clinical that waste time create anger, frustration
 - “There were a lot of unnecessary assignments that just stressed people out and didn’t really produce any knowledge.”
- ◆ Meaningful clinical time is desired
 - Public health & psychiatric mental health clinicals often unappreciated.

ABSN students tend to. . .

✦ **Desperately seek feelings of confidence and competence in practice of nursing**

- ✦ “We all want to learn to be really good nurses in a short period” Cangelosi, 2007
- ✦ Focused on skills and actual practice in clinical area
 - Current SLU students--only 15 of 69 have previous health care experience

ABSN students tend to. . .

✦ Be Stressed!!!!

✦ Academically

- Large amount of material to be mastered in short time frame
 - ◆ “the insanity of the work—very intense, no relief”
- Perceived need to do well to go on to graduate school
- Competition among students
- ESL students often particularly stressed

ABSN students tend to. . .

✦ **Be Stressed!!!!**

✦ Financially

- Students encouraged not to work
 - ♦ Approximately 40% of 2008 SLU grads worked
 - ♦ 4 hours per week in spring semester
 - ♦ 30-36 hours per week to support self/ family
- Loans primary source of funding
- Tuition support from health care institutions presents opportunities/ challenges

ABSN students tend to. . .

✦ Be Stressed!!!!

✦ Personally

- Other commitments in their lives
 - ♦ SLU 19% have children
 - ♦ Regis 21% have children
- “Did school work seven days a week.”; “Not enough time to do things.”
- Balance is tenuous
- Some students seem to add stressors to their lives

Conclusion

✦ Back to the future

◆ Like 1970s classes, current students

- Described as highly motivated, achievement oriented
- Come from physical and social science backgrounds
- Typically do not have previous HC backgrounds

◆ Unlike 1970s classes

- Trending older, ↑↑ time since last degree
- Personal, financial stress increasing
 - ◆ 1972 tuition \$2890/ year

Conclusion



ABSN students need balance of

- ◆ Intellectual ability
- ◆ Time management and organizational skills
- ◆ Personal support
- ◆ Emotional fortitude

Conclusion

✧ ABSN faculty need to be

- ✧ Able to differentiate need to know from nice to know.
- ✧ Willing to kill sacred cows when necessary
 - Keeping in mind that students don't always know what they need to learn to become nurses

Conclusion

- ✦ ABSN programs are not for every student (or for every faculty member) but they serve a real need for some.
- ✦ As one 2008 SLU graduate stated,
 - ◆ “I had a great experience. Met wonderful people. Learned a lot. Got a job. Can’t ask for much more.”