

# Montana's Roadmap to Nursing Education: Contributing to the Health of a Rural Population



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MONTANA UNIVERSITY SYSTEM

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Montana Center to Advance Health through Nursing

High School

College

# Montana Roadmap to Nursing Careers

Associate of Science in Nursing (ASN)

- Registered Nurse (RN)

Associate of Applied Science (AAS)

- Licensed Practical Nurse (LPN)

Bachelor of Science in Nursing (RN to BSN program)

- Registered Nurse (RN)

Bachelor of Science in Nursing (BSN)

- Registered Nurse (RN)

Graduate School (Advanced Degrees)

Doctor of Nursing Practice (DNP)

- Advanced Practice Registered Nurse (APRN)
  - Clinical Nurse Specialist (CNS)
  - Certified Nurse Midwife (CNM)
  - Certified Registered Nurse Anesthetist (CRNA)
  - Certified Nurse Practitioner (CNP)

Master of Nursing (MN)  
Master of Science in Nursing (MSN)

- Clinical Nurse Leader (CNL)
- Nurse Educator

Doctorate of Philosophy in Nursing (PhD)

- Research
- Education

□ = Montana programs

■ = Out of state programs

# Montana Curriculum Change

(PN to ASN to RN-BSN)

☐ Nursing education change is necessary to:

- Address workforce needs and shortages in nursing
- Prepare nurses to respond adequately to the healthcare needs of their patients and communities
- Meet rapidly changing healthcare needs
- Ensure pathway of academic progression from PN to ASN
- Seamless academic progression from ASN to BSN

☐ Provide curriculum for 21<sup>st</sup> century evidence-based healthcare standards for:

- Individuals
- Families
- Communities
- Populations

# Three Revised Nursing Programs

## **1) 3 semester, 42 credit Certificate of Applied Science (CAS) Practical Nursing Program**

- Decrease of one semester and 10 credits
- Framed more to LPN scope of practice than present program

## **2) 5 semester, 72-74 credit Associate of Science (ASN) Registered Nursing Program**

- Decrease of one semester and seven credits
- Increase in nursing rigor and excellence within the RN scope of practice

## **3) 3 semester, 48-49 credit Bachelor of Science (BSN) Completion Program**

- Decrease of one semester and three to four credits
- Online with three credits (90 hours) clinical that can be completed in community
- Part-time program completion available

# Curriculum Paradigm Shift

- ❑ Practice and education partnered for curriculum development
- ❑ **Employers helped identify current practice needs**
  - IOM, QSEN and BSN Essentials for development of program student learning outcomes
    - BSN Essentials as organizing framework building from PN to ASN to BSN
  - Added rural/community nursing curriculum & clinical
  - Increase in gerontology curriculum
  - Increase in electronic/informatics curriculum
  - Increase in transcultural and diversity curriculum

# Curriculum Paradigm Shift (cont'd)

- ❑ **Shift from medical model to more patient-centered model**
  - Illness and sickness to health and wellness (service and education)
  - Acute care clinical to community-based clinical
  - Faculty-centered curriculum design to student-centered learning (faculty authority to co-learning)
  - Increase of critical thinking, analysis and problem-solving skills
  - Individualized nursing care to coordinated care across teams

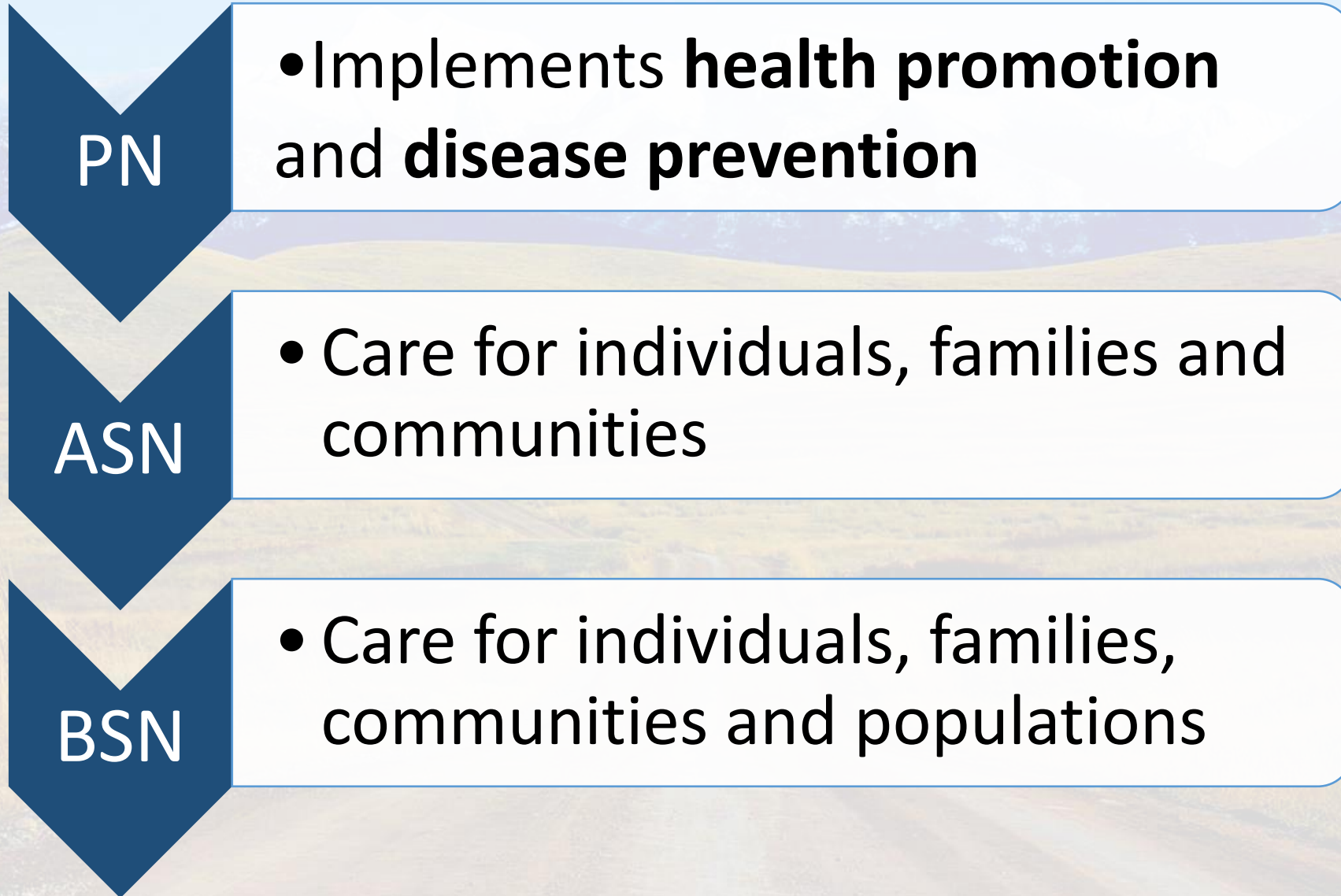
# Student Learning Outcomes

## ☐ Nursing Program Student Learning Outcomes

- Patient-Centered Care
- Evidence-Based Care
- Interdisciplinary Care
- Quality Improvement
- Informatics or Information Technology



# Example - Program Student Learning Outcome Patient-Centered Care (IOM 1, QSEN 1, BSN 7)



# Concepts of Paradigm Shift

## □ Course descriptions/outcomes:

- Patient-centered
- Communities and populations
- Cultural care
- Global health
- Teaching and learning
- Health promotion
- Prevention and risk reduction
- Optimal health
- Member of the nursing profession and the healthcare team
- Collaborative interprofessional patient care planning

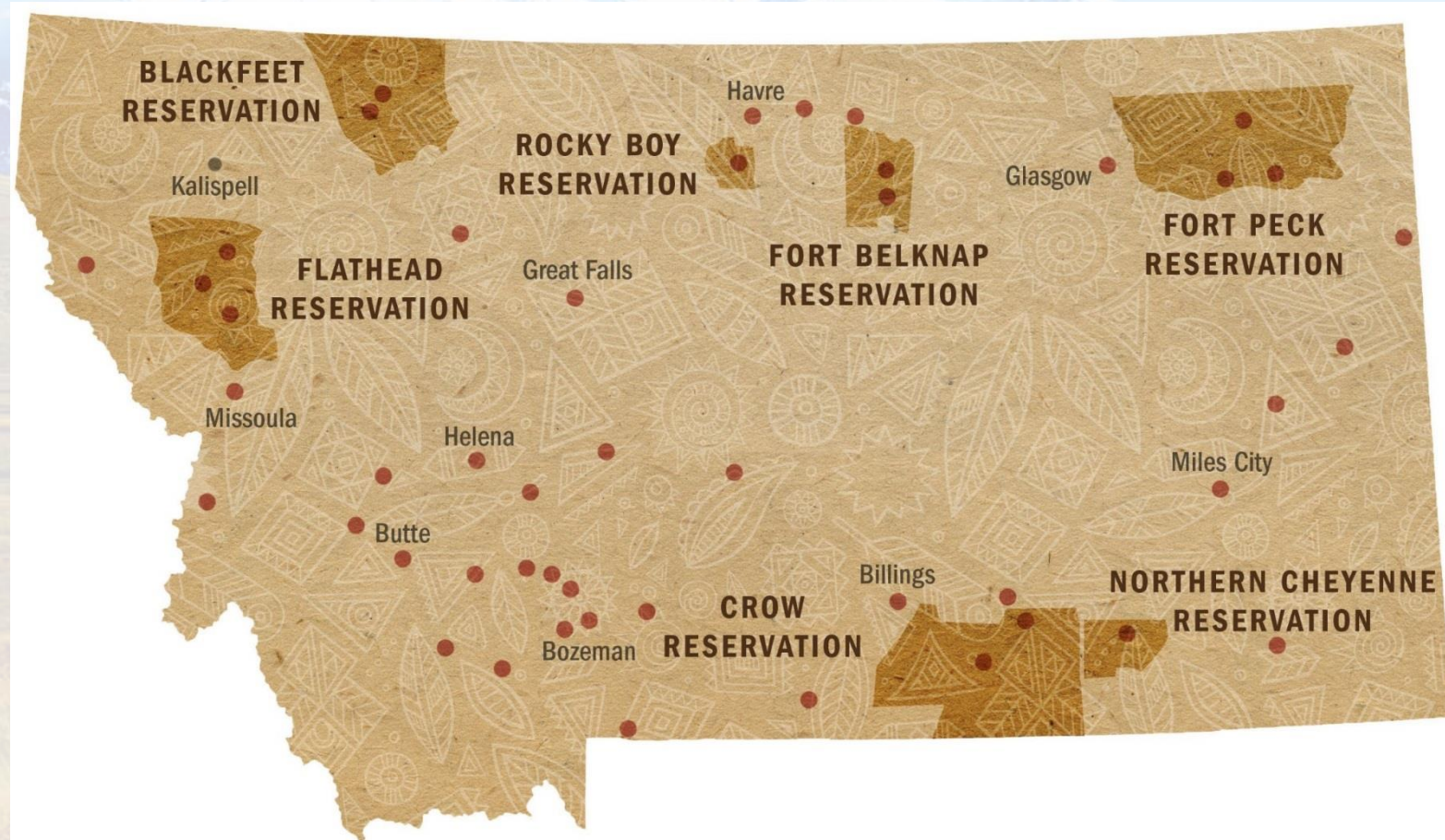
# MT Baccalaureate Entry and Accelerated Programs + Additional Degrees and Tracks

- Carroll College – (Private, Catholic University) Baccalaureate Entry
- Montana Tech – Baccalaureate Entry
- Montana State University College of Nursing, Land-Grant University
  - Baccalaureate Entry
  - Accelerated BSN (for students with a bachelor's degree in another area)
  - Associate Degree to Master's (for nurses with at least two years of experience)
  - Graduate Programs
    - Master's Degree (Clinical Nurse Leader)
    - Doctor of Nursing Practice
      - Family/Individual Nurse Practitioner
      - Psych/Mental Health Nurse Practitioner
    - Education Certificate

# Working Together to Educate Nurses

- Working with local health departments and other public health entities
- Public Health Accreditation
  - Domain 8.1 “Encourage the Development of a Sufficient Number of Qualified Public Health Workers”
  - Domain 10.2 “Promote Understanding and Use of the Current Body of Research Results, Evaluation, and Evidence-Based Practices with Appropriate Audiences”
- Diversity of two-year and four-year institutions across the state
- Working with Tribal Health Departments

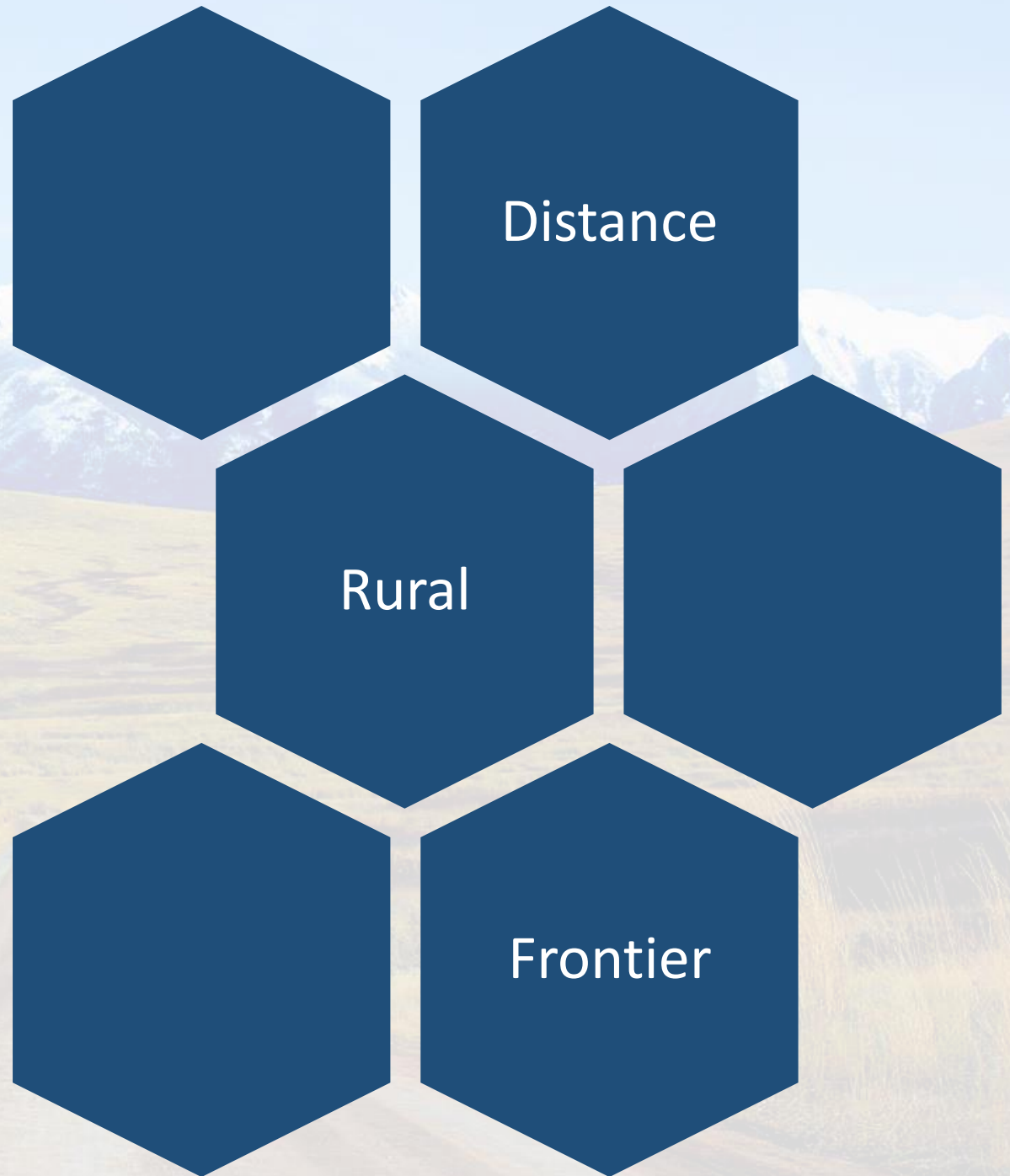
# Rural and Tribal Community Engagement



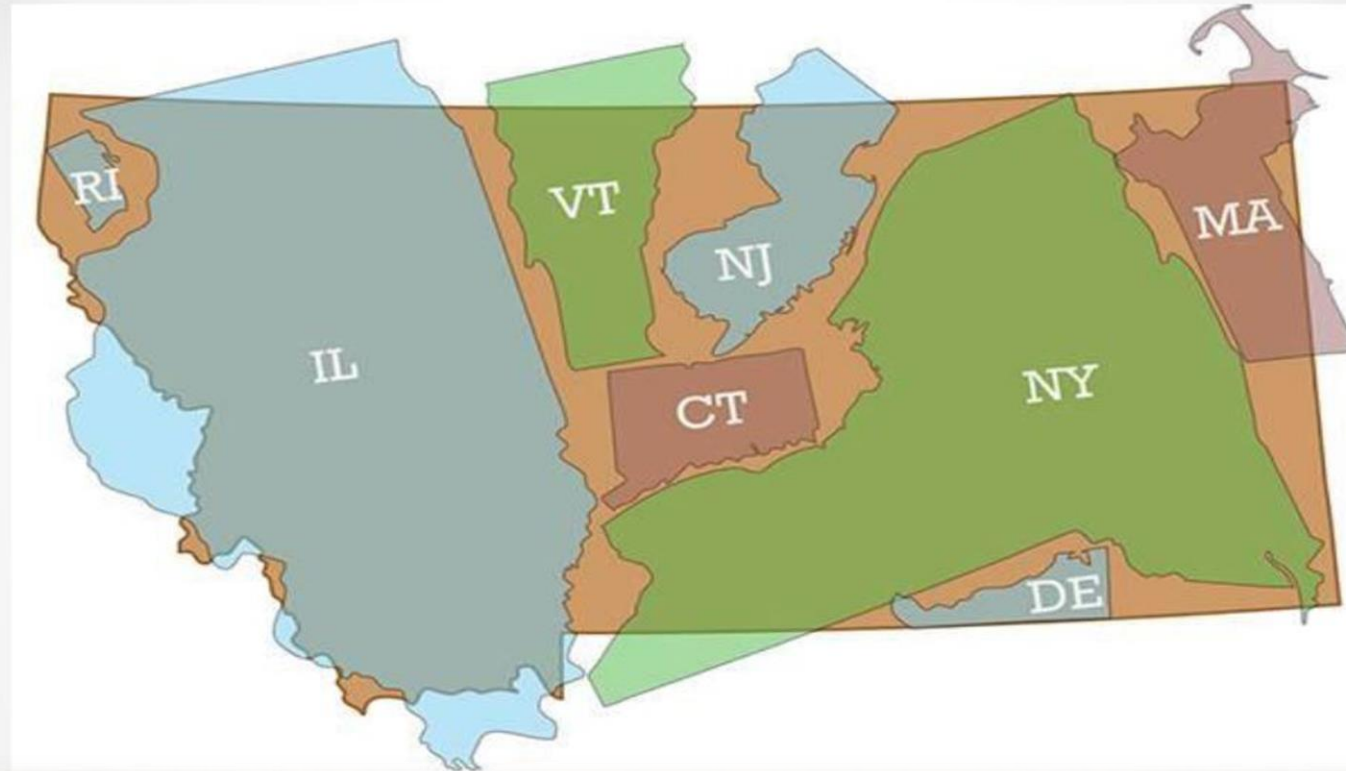
# Curricular Standards

- Curriculum is based on the 2013 American Association of Colleges of Nursing document:
  - “Public Health: Recommended Baccalaureate Competencies and Curricular Guidelines for Public Health Nursing”

# Challenges

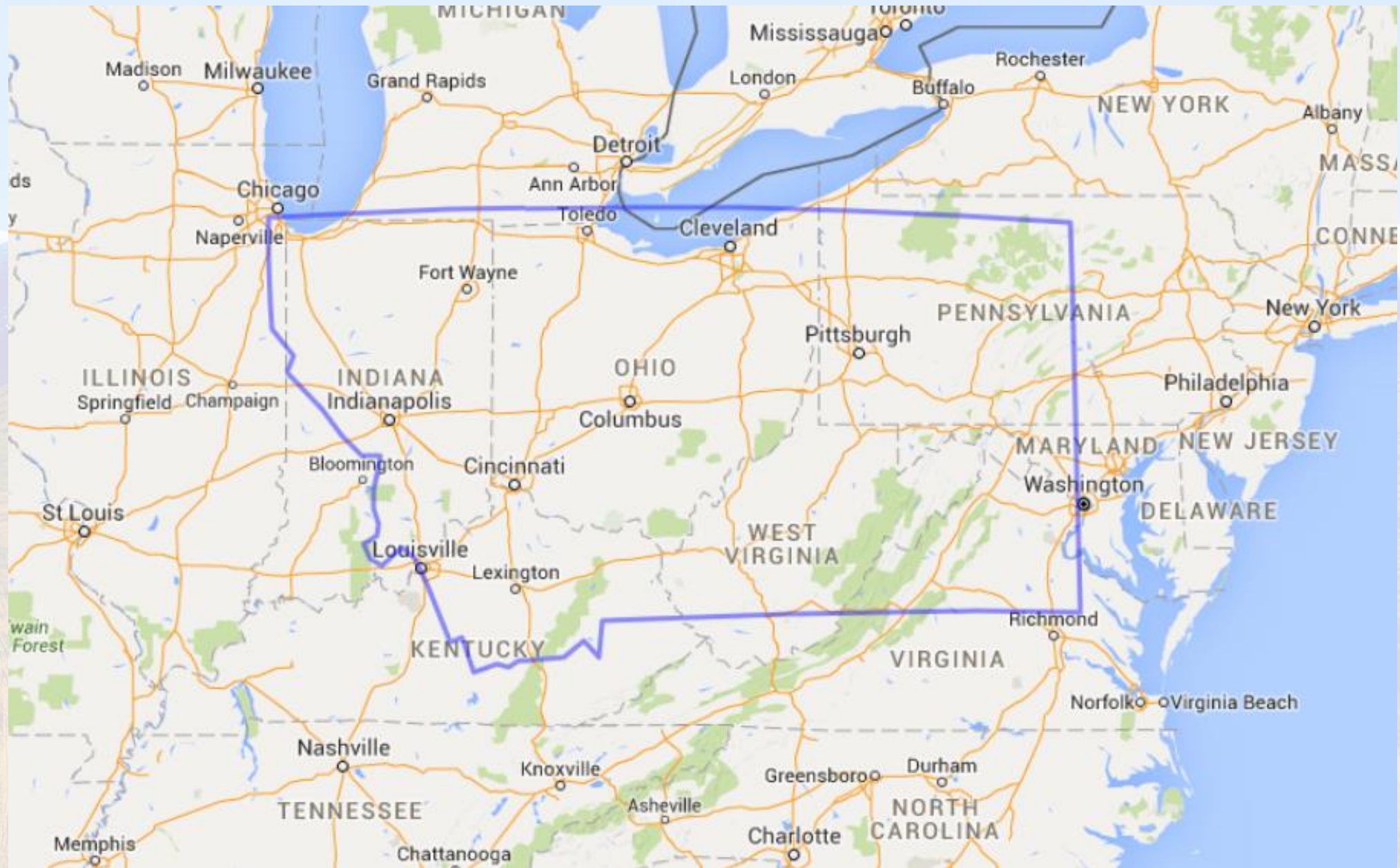


## Just how big is Montana?

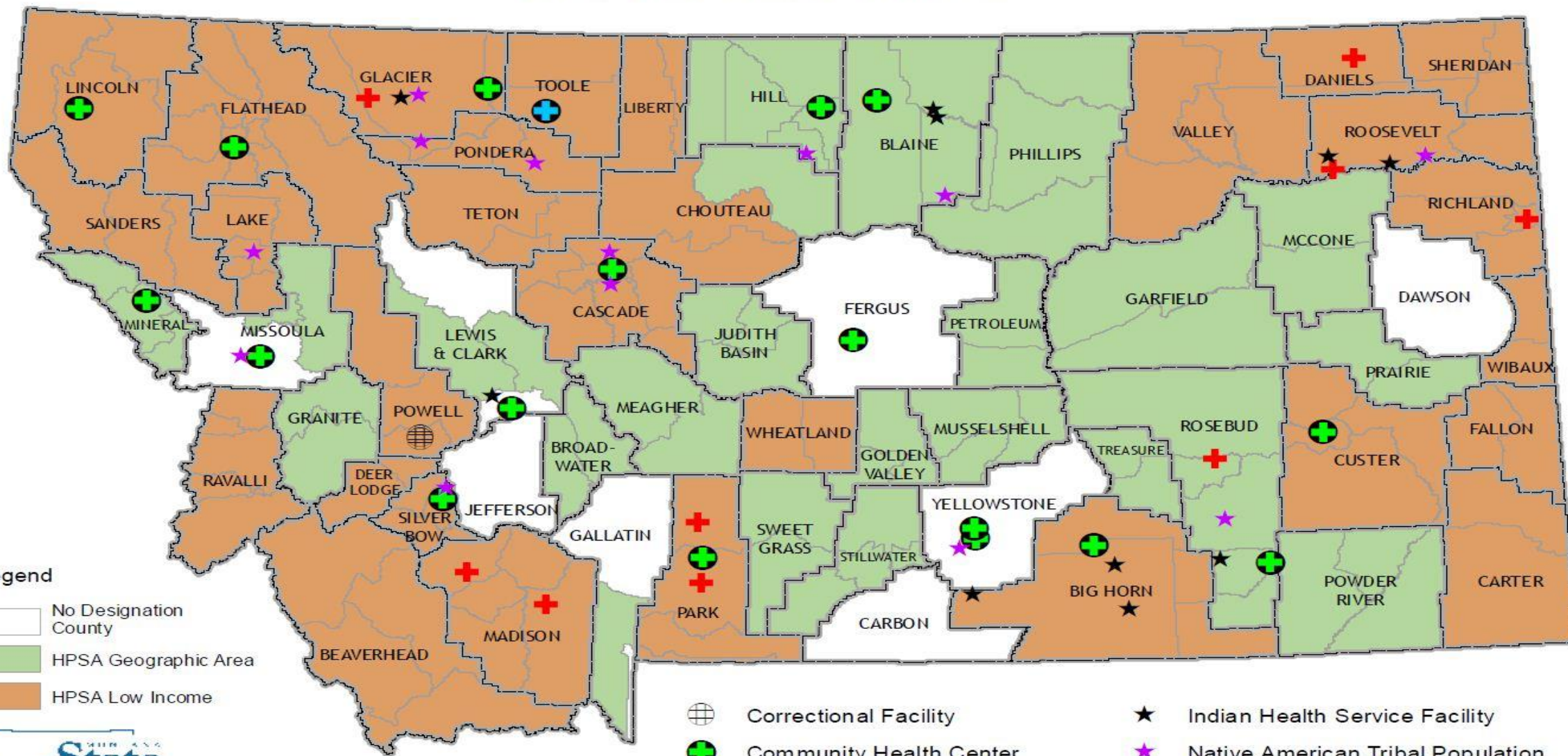


Population of eight eastern states: 50 Million  
Population of Montana: 1 Million





# Montana Primary Care Health Professional Shortage Areas (HPSAs)



### Legend

- No Designation County
- HPSA Geographic Area
- HPSA Low Income

- ⊕ Correctional Facility
- ★ Indian Health Service Facility
- ⊕ Community Health Center
- ★ Native American Tribal Population
- ⊕ Federally Qualified Health Center
- + Rural Health Clinic



# Progress Made – Challenges Exist

- Montana is proud of:
  - Curricular Paradigm Shift - Community/Population Health
  - Two-Year College/University Partnerships
  - Education/Workforce Partnerships Developing Curriculum
  - Diversity of Program Offerings
  - Statewide Partnerships
    - ✓ Tribal Governments
    - ✓ Area Health Education Centers
    - ✓ Local Health Departments

# However, Challenges Exist

The Following Slides Outline the Challenges  
&  
Suggest Some Solutions

# Problem

*In some rural workforce development grants, student travel to rural, remote areas is disallowed.*

## **Proposal:**

- Ask policymakers to include student travel support in HRSA and other federally-sponsored grant mechanisms.
- Increase AHEC funds that sponsor student travel/lodging to rural clinical sites.

# Problem

*Students invited to participate in rural health care delivery opportunities often have no place to stay.*

## **Proposal:**

- Ask policymakers to consider “campus” housing for the CHCs/FQHCs around the state when they are pursuing funding or planning infrastructure projects.
- Again, could be covered by increasing AHEC funds that sponsor student travel/lodging to rural clinical sites.

# Problem

*Student clinical opportunities in rural and remote areas are impractical unless the student can stay for 7 – 10 days.*

## **Proposal:**

- Work with faculty colleagues to develop/adopt teaching models that are flexible around students being away for a seven or 10 day experience so that critical didactic content is not missed.

# Problem

*Federal agencies slow to clear students for clinical placement.*

## **Proposal:**

- Collaborate with Indian Health Service and the Veterans Health Administration to process undergraduate and graduate student clinical placement requests in less than three weeks and to recognize criminal background checks, drug screening results and immunization records for the student as held by the college or university.



# Problem

*Rural clinical sites do not have adequate staffing to simultaneously cover patient care and take on a nursing student.*

## **Proposal:**

- Provide a financial incentive to be awarded to rural facilities for serving as a clinical site for nursing students. This would allow facilities to have extra staff during the scheduled nursing students' hours.

Questions?

