

# AD RNs' Perceived Facilitators & Barriers to BS Nursing Education



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# Objectives

By the end of this session, participants will be able to:

- articulate AD RN's perceived facilitators and barriers to progressing to BS level nursing education.
- describe interventions that may be enacted to increase academic progression.

# Significance

- Better Outcomes with Greater % BS RNs
  - Patients, families, and society
  - Profession
  - Nurses themselves



# Background

- 50% US RNs presently hold BS
- Strong National Movement to increase % BS prepared
  - IOM (2011) increase to 80% by 2020
  - Carnegie Foundation: “seamless” and swift transition (Benner, Sutphen, Leonard, & Day, 2010).
- Employers prefer/require

# Background


- **Current RNs' First Degree as a Nurse** (HSRA, 2010)
  - 45% AD
  - 35% BS or higher
- **New RNs in the US now** (RWJF, 2013)
  - AD: 53% new RNs
  - BS: 43% New RNs

# Background

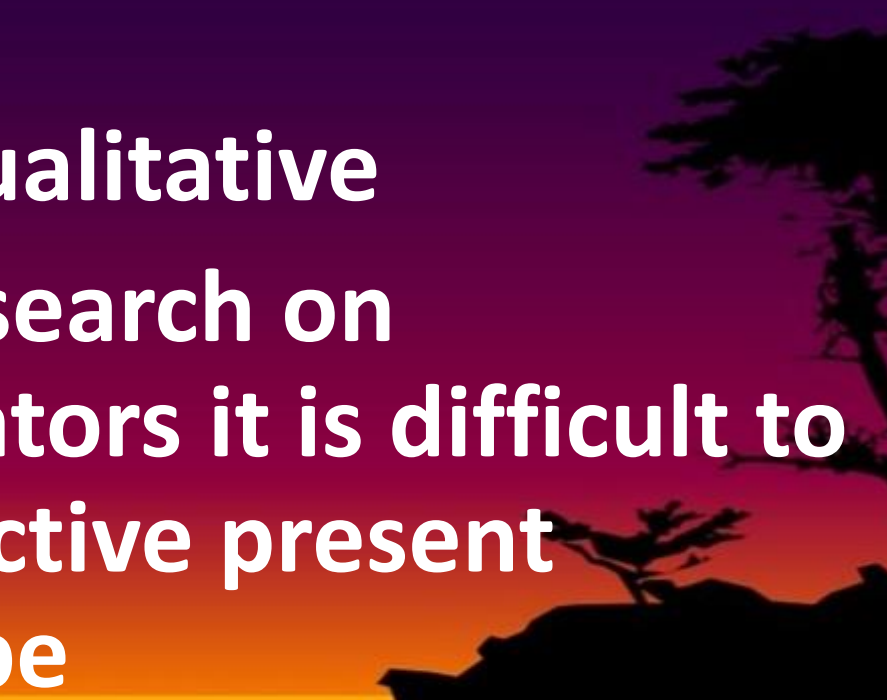
- **Just 21% of AD RNs progress to BS**
  - average of 7.5 years after graduating with AD (HRSA, 2010).
- **Why do some AD RNs go on for BS education, while many more do not?**

# Purpose

**Identify AD RNs' perceived  
barriers and facilitators  
to progression on to  
baccalaureate level nursing  
education**

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# Gap in the Literature

- **Few studies on Barriers and Facilitators-only 3 recent studies of relevance**
  - **Most purely qualitative**
  - **With lack of research on barriers/facilitators it is difficult to know how effective present strategies will be**
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- The background of the slide features a sunset or sunrise scene. The sky transitions from a deep blue at the top to a bright orange and yellow near the horizon. In the foreground, there are dark silhouettes of trees and a rocky landscape, creating a dramatic and naturalistic setting.



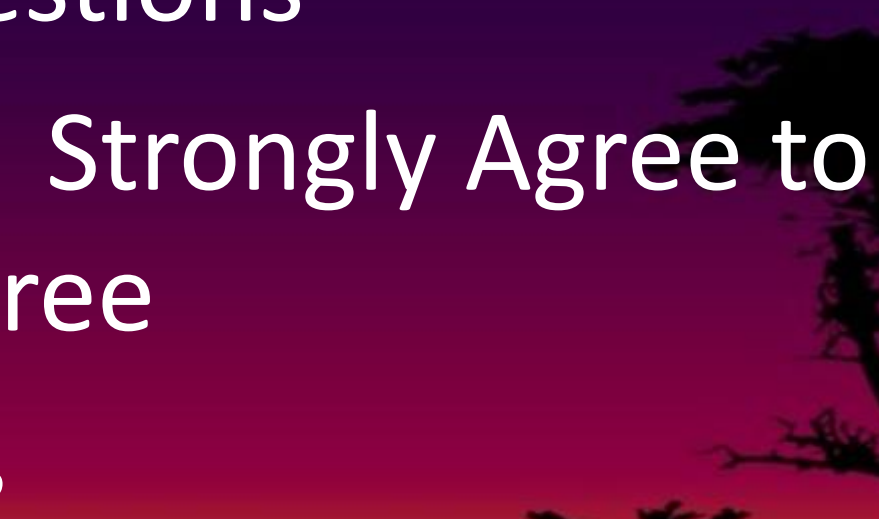
# Methods

- IRB approved, used informed consent
  - Convenience sample (n=82) of AD RNs
    - One public university
    - One private university
  - E-mail invitation to complete survey
  - Qualitative and quantitative data on perceived facilitators and barriers
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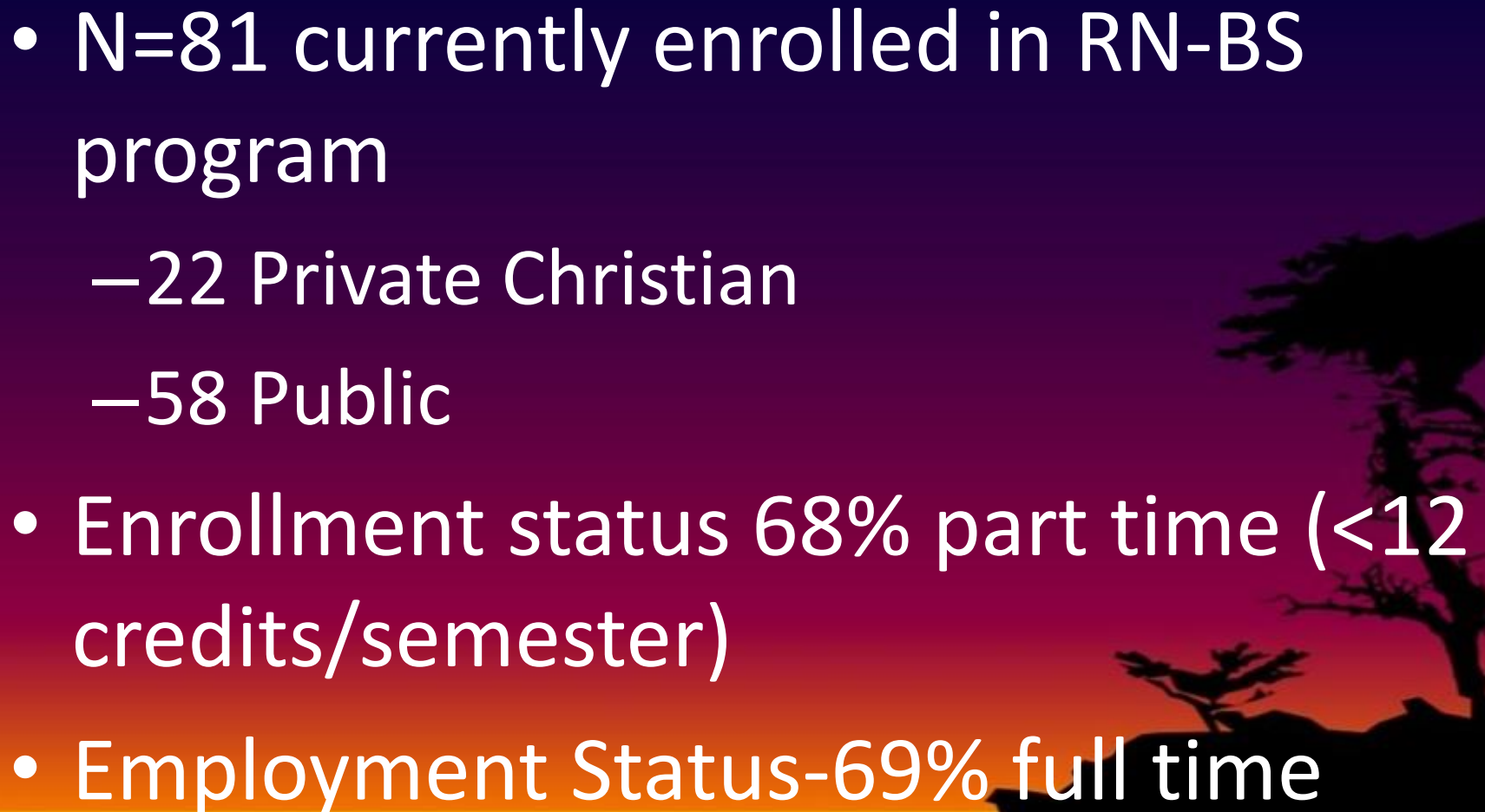
# Perceived Facilitators & Barriers Instrument

- **Developed for use with pharmacists: barriers/facilitators continuing education**
  - (Hanson & DeMuth, 1991)
- **Permission to use & modify**
- **Expert & content validity determined**
  - 3 nursing education experts
  - 2 statisticians

# Constructs

- 23 Facilitator questions
  - 31 Barrier Questions
  - 5-point Likert: Strongly Agree to Strongly Disagree
  - Demographics
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- A silhouette of a tree is visible on the right side of the slide, set against a background of a sunset or sunrise with a gradient from orange to purple.

# Results-Demographics

- N=81 currently enrolled in RN-BS program
    - 22 Private Christian
    - 58 Public
  - Enrollment status 68% part time (<12 credits/semester)
  - Employment Status-69% full time
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- The background of the slide features a sunset or sunrise scene with a gradient from orange at the bottom to dark purple at the top. Silhouettes of trees and a horizon line are visible on the right side of the image.

# Results-Demographics

- 91% female
- Most common age range 30-39
  - Private/public 50-59/30-39
- 64% returned to BS  $\leq$  6 years
  - 34% returned to BS  $\leq$  2 years
  - Private university took longer to return, 50%  $>$ 10 years

# Results-Facilitators

<b>Factor</b>	<b>n*</b>	<b>%</b>
<b>Personal desire to learn/advance knowledge</b>	75	93.8
<b>Professional/career advancement</b>	71	88.8
<b>Ability to better serve patients</b>	63	78.8
<b>Ease of access to program/courses</b>	55	71.6
<b>Opportunity to increase recognition from &amp; ability to serve the professional community</b>	48	59.3

\* N varies due to missing data

# Results-Facilitators

<b>Factor</b>	<b>n*</b>	<b>%</b>
<b>Encouragement through family</b>	41	50.6
<b>Tuition Reimbursement</b>	37	45.5
<b>Articulation agreement/ease of transferring previously earned credits</b>	34	43.0
<b>Ability to meet entrance requirements</b>	33	40.7
<b>Encouragement through external sources (e.g. employer, professional organization)</b>	32	39.5
<b>Required for graduate studies</b>	29	35.8

\* N varies due to missing data

# Facilitators-Difference

- **“Opportunity to increase recognition from and ability to serve the professional community”**
  - **Private university participants=68.2%**
  - **Public university participants =55.2%**



# Data Clusters-Facilitators

- 1. Desire for personal growth**
  - 2. Professional and career enhancement**
  - 3. Tuition reimbursement**
  - 4. Programmatic and articulation friendliness**
  - 5. Encouragement by others**
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# Results-Barriers

<b>Factor</b>	<b>N*</b>	<b>%</b>
<b>Family constraints (eg: spouse, children, personal)</b>	66	80.5
<b>Cost</b>	64	79.0
<b>Job constraints</b>	53	65.8
<b>Lack of increase in pay after completing BS level education</b>	45	54.9
<b>Lack of financial assistance</b>	36	45.5
<b>Lack of differential treatment between AD and BS RNs</b>	35	42.0
<b>Prior student loans</b>	33	40.7

\* N varies due to missing data

# Differences Barriers

- “Cost”
  - 86.4% of the private university
  - 74.1% of the public university
- “Lack of increase in pay after completing BS level education”
  - 45.5% private university
  - 58.6% public university

# Data Clusters-Barriers

1. Family and job constraints
2. Financial concerns
3. Lack of differential treatment between AD and BS RNs



# Recommendations Employers

- Generous tuition reimbursement
- Consider requiring all RNs to BS within reasonable time
- Child and eldercare, flexible scheduling, paying for attending classes, paid time off, and loan forgiveness.
- Acknowledge the differences: Distinguish between AD and BS RNs
- More generous pay increase for obtaining BS

# Recommendations-Governing Bodies

- **Publicize benefits of BS education: campaigns and advertisement**
- **Loan forgiveness and generous tuition assistance for all AD RNs returning for BS.**
- **Legislation mandating all AD nurses in all states return for a BS degree within reasonable time.**

# Recommendations-Higher Ed

- Provide ease of access to programs/courses: offer online/convenient time/place
- Offer acceptance to all qualified applicants
- Encourage continue to graduate studies
- Provide dedicated advisement and information on loans and scholarships.
- Provide articulation agreements and readily accept transfer credits rather than require repeat of content.

# Conclusions

- **First step toward informed interventions that will help ensure academic progression for a greater percentage of AD RNs becomes a reality.**
- **We aspire that this knowledge will ultimately serve to increase the percentage of BS and higher prepared RNs in the U.S.**
- **We recommend further study**
  - **Respective amplitude of facilitators/barriers**
  - **Repeat the study with AD RNs not already enrolled in BS Completion**



# Questions?



Image courtesy of [photobucket.com](http://photobucket.com)

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