Sigma Theta Tau International’s 29th International Nursing Research Congress

Time for Disruptive Innovation in Nursing Education? Survey Results of Selected Western US Nursing Programs

Carolyn Montoya, PhD
Marie L. Lobo, PhD, RN, FAAN
Blake Boursaw, MS, BMS
Jeffery Dubinski-Neessen, MS
College of Nursing, University of New Mexico, Albuquerque, NM, USA

Purpose:

A recent study by Fang and Kesten (2017) projected that one third of the nursing faculty active in 2015 in the United States will retire between 2016 and 2025. Among the general challenges to addressing the global shortage of nursing faculty noted by Nardi and Gyurko (2013) are aging faculty, poor salaries, lack of funding, faculty dissatisfaction with the role, and a decreasing number of full time equivalent faculty positions. These authors recommend designing new education models that fit global health care needs, pooling resources, sharing databases to project faculty needs, and collaboration between nursing schools and businesses. Other authors discuss the need for nursing to utilize disruptive innovations as solutions to the challenges facing nursing education (Grady, 2014; Pilcher, 2014; Huston, et al., 2017; Thompson, 2016a, 2016b; White, Pillay, & Huang, 2016). In order to understand nursing education challenges in the Western United States, a survey was conducted to assess perception of academic nursing leadership in these states related to: (a) current and future challenges facing nursing education; (b) implementation of innovative strategies in response to one of the identified challenges; and (c) identification of at least one potentially disruptive innovation that would possibly impact nursing education in the next 30 years. While this study is limited to selected states in the United States, the results speak to general findings in the literature and highlight a gap related to considering disruptive innovation as a strategy for solving challenges in nursing.

Methods:

All members of the research team participated in the development of the survey tool which was then reviewed by and pilot tested with five senior leaders in academic nursing. Survey feedback was reviewed and incorporated into the survey during an iterative process over a three month period in 2017. The survey contained five core, open-ended questions regarding current challenges in nursing education at their institution as well as future challenges. Participants were also asked to describe at least one innovative strategy that they had implemented in response to a challenge and to describe at least one potentially disruptive innovation that they thought would impact nursing education in the next 30 years. The sampling frame for this survey consisted of 116 nursing programs at American Association of Colleges of Nursing member schools in the 13 states served by the Western Institute of Nursing. Contact information was located for a nursing leader with primary responsibility for the academic mission for 100 of these 116 programs. This survey and the methodology was approved as an exempt study by the institutional Human Research Protections Office. The REDCap platform was used to e-mail a survey to these 100 academic leaders, generating 42 responses in late fall 2017.

Results:

The majority of responses came from public institutions, about half of responses came from minority-serving institutions, and nearly half of responses came from institutions with more than 500 nursing students enrolled. A majority (14 of 20) minority serving institutions were Hispanic-serving, having undergraduate enrollment at least 25% Hispanic and less than 25% any other minority group. A majority (29 of 42) of institutions offered some type of graduate degree program in nursing and a majority of these
institutions (23 of 29) offered nurse practitioner programs as specialty graduate programs. Aside from the ADN, the PhD was the least common degree program offered at responding institutions.

**Conclusion:**

This survey was consistent with the literature in terms of identifying faculty shortage as one of the primary challenges facing nursing education. While no single innovation emerged as a major theme to address the faculty shortage, sharing faculty with other nursing programs and utilizing qualified faculty from other disciplines to teach nursing courses such as pathophysiology and research were identified. Many of the items listed as innovative strategies to address nursing education challenges, such as increased simulation, the development of private-public partnerships, the use of out-patient clinics to provide interprofessional student experiences, and offering programs in a hybrid format, have been in place for several years at many institutions. Disruptive innovation, as described by Christensen, Raynor and McDonald (2015), is a process which typically involves the development of a new, simpler product that is more convenient and more affordable and targets specific customers who are new to the market or are entirely shut out of a particular market. Often such innovators establish a foothold for their product, improve their product, and then gradually increase their share of customers until they edge out other competitors. While health care has experienced some disruptive innovations, such as quick-care clinics, nursing education has not been at the forefront of disruptive innovation. White, Pillay, and Huang (2015) recommend that innovation competencies should be part of all nursing programs. True innovation will mean a major shift in attitudes as most individuals resist change; academia is not particularly nimble at making changes; and there is strong aversion to the possibility of failure (Giddens, 2015). Given the pace at which our health care systems are changing, nursing education needs to embrace disruptive innovation in order to ensure that the health care system will have an adequate supply of nurses and that these nurses will be prepared to care for the changing health care needs of our diverse populations.

---

**Title:**
Time for Disruptive Innovation in Nursing Education? Survey Results of Selected Western US Nursing Programs

**Keywords:**
Challenges, Disruptive innovation and Nursing education

**References:**


Abstract Summary:
Results of a survey of 42 nursing programs in selected Western states in the United States identified challenges for nursing education. Survey results indicated a gap related to considering disruptive innovation as a strategy for solving challenges. This presentation will include a discussion of disruptive innovations related to nursing education.

Content Outline:

1. Introduction
   1. Description of the challenges facing nursing education as presented in the literature.
   2. Current innovations in nursing education as presented in the literature.
   3. Need for disruptive innovation in nursing education in order to meet global health care needs.
   4. Overview of survey conducted in selected Western states in the United States

2. Body
   1. Survey results regarding challenges in nursing education from 42 programs of nursing in selected Western states in the United States
   2. Survey results regarding innovation from 42 programs of nursing in selected Western states in the United States.
   3. Definition of disruptive innovations and examples of disruptive innovations.

3. Conclusion
   1. Several nursing educational challenges are identified in the survey of selected Western states in the United States. Strategies to deal with these challenges, while innovative, are not in the category of disruptive innovations.
   2. Disruptive innovation in post-secondary education is difficult to implement given lack of administrative support, changing pedagogical strategies, and increase in workload to implement changes.
   3. Nursing education needs to embrace disruptive innovation strategies in order to provide the global nursing workforce of the future.

First Primary Presenting Author
Primary Presenting Author
Carolyn Montoya, PhD
University of New Mexico
College of Nursing
Associate Professor and Interim Dean
Albuquerque NM
USA

Professional Experience: August 2017-Present – Associate Professor and Interim Dean College of Nursing, University of New Mexico (UNM), Albuquerque (ABQ), New Mexico (NM) July 2015-August 2017
Dr. Carolyn Montoya is the Interim Dean of the College of Nursing at the University of New Mexico in Albuquerque, New Mexico, United States. She is a Past-President of the American College of Nurse Practitioners and the National Association of Pediatric Nurse Practitioners. Her areas of expertise include the care of children and families, health care policy, nursing leadership and role of the nurse practitioner. She is a Fellow of the American Academy of Nursing.

Second Author
Marie L. Lobo, PhD, RN, FAAN
University of New Mexico
College of Nursing
Professor
Albuquerque NM
USA

Professional Experience: I have been a nurse for 44 years. I have over 30 years of teaching and supervising research since my PhD. I have expertise in survey methodology and large data sets. Much of my research has been community based. The majority of my research is community based and focused on health promotion with children, families and communities. My current research focuses on community interventions for families when the child has a chronic pulmonary condition, most specifically asthma. I also serve on the Program Committee and Board of Governors for the Western Institute of Nursing and serve as an abstract and manuscript reviewer for several nursing organizations.

Author Summary: Dr. Lobo has also been involved in promoting early intervention for infants and families, including consulting on the evaluation of early intervention programs. She has studied feeding behaviors in children with cardiac defects, failure to thrive and colic. She has multiple peer reviewed publications, book chapters and publications. She has been active in promoting the study of family health.

Third Author
Blake Boursaw, MS, BMS
University of New Mexico
College of Nursing
Statistician
Albuquerque NM
USA

Professional Experience: Since 2012, I have been research faculty at the University of New Mexico College of Nursing specializing in quantitative analysis and research methodologies. Prior to my faculty position in Nursing, I was an applied statistician for four years with the RWJF Center for Health Policy at UNM.

Author Summary: Mr. Boursaw was trained in "pure" mathematical approaches at the University of Minnesota. He has published collaborative work in a variety of nursing and public health journals. He is currently a co-investigator on a large NIH-funded research grant focused on community based participatory research.

Fourth Author
Jeffery Dubinski-Neessen, MS
University of New Mexico
College of Nursing
Strategic Support Manager
Albuquerque NM
USA

**Professional Experience:** Masters from Boston University in policy, planning and administration. 2013-2016 - Assistant Dean for Admissions and Financial Aid, Law School, University of New Mexico 2016-Present Strategic Support Manager, College of Nursing, University of New Mexico (UNM) Developed financial literacy program at the UNM Law School

**Author Summary:** Mr. Dubinski-Neessen is currently the Strategic Support Manager at the University of New Mexico, College of Nursing. He has presented nationally on higher education access for students in health profession programs.