The Future of Nursing Education:  
Embracing the Challenges and Opportunities  
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Objectives

• Describe forces of change sweeping nursing, health care, higher education and nursing education  
• Discuss the implications of these forces of change on nurse educators  
• Explore strategies to develop leadership competencies in nurse educators

Forces of Change

• Nursing Profession  
• Health Care Delivery System  
• Higher Education  
• Nursing Education  
  • Halstead, J. (in press)
Changes in the Nursing Profession

- Nursing Shortage or a “Knowledge Shortage” due to loss of expertise and novice nurses?
- Four forces impacting nursing:
  - Continuing retirement of RNs
  - Aging “baby-boomers” with chronic health care issues
  - Health care reform with shift from hospital-based care
  - Physician shortages
    * (Buerhaus, interview, 2016)

Changes in the Nursing Profession

- Changing practice environments: primary care, transitional care, community-based – require different levels of RN preparation
- Seamless transition in health care continuum
- Competencies related to interdisciplinary, evidence-based, technology-driven and patient-centered care
- Academic progression of nurses required
- Lack of nursing education research

Changes in the U. S. Health Care System

- Primary care and transitional care
- Telehealth technology and care
- IHI’s “Triple Aim” – improved quality/satisfaction, improved population care, decreased costs – will continue to drive health care reform
- IOM (2003) five key competencies all health care professionals needed for practice in the 21st century: an emphasis on patient-centered care, informatics, quality improvement, evidence-based practice, and interprofessional team
Changes in Higher Education

• Changing economic conditions, declining state support and endowment funds that were challenged in the recession, caps on tuition
• Heavier reliance on PT faculty
• Attraction and retention of faculty
• Institutional performance indicators – collection of outcome evaluation data
• Emphasis on student achievement – student retention, completion rate, employment rates

Changes in Higher Education

• Learning analytics
• Previous learning assessments (PLAs), Competency-based education
• Globalization of the curriculum
• Flipped classrooms, distance education
• Comfort with change, ambiguity and innovation

Changes in Nursing Education

• Teach conceptually
• Developing clinical reasoning skills instead of “covering content”
• How do faculty decide what are essential learning experiences for nursing students?
• How do faculty decide what content should be included and what should be eliminated?
Changes in Nursing Education

• New clinical models of learning
• Partnerships and collaborations to stay up to date with changes in practice
• Learning triad of faculty – student – preceptor
• Interprofessional education

Changes in Nursing Education

• Nursing faculty shortage
• Inexperienced faculty and administrators
• Faculty leadership and succession planning

Changes in Nursing Education

• Flexible learning spaces, virtual classrooms, active learning strategies
• Technology – adaptive learning models, personalized learning
• Inclusive teaching strategies (universal design)
Transforming Nursing Education

- Building Faculty Capacity
- Ensuring Diversity
- Promoting Academic Progression
- Assuring Smooth Transitions
- Redesigning the Curriculum
- Developing New Models of Clinical Education
- Designing Academic/Practice Models of Collaboration

Building Faculty Capacity

It is not just about the numbers!
Faculty Workforce Issues

- Aging faculty
- Compensation and workload
- Length of time to graduate degree
- Insufficient pipeline
- Lack of diversity

Building faculty capacity will take...

- Attracting nurses to a career in academia
- Facilitating academic progression
- Preparing novice educators for the role
- Retooling current faculty
- Increasing faculty diversity
- Planning leadership succession

Building a Diverse Faculty

- Key to building student diversity
- Under-representation of males, racial and ethnic minorities; rural/urban environments
- Nursing lags behind other academic disciplines
- Impacts development of cultural competence among our students
Ensuring diversity in nursing education will take...

- Nurturing the pipeline
- Fostering academic progression
- Role models and mentors in practice and education
- Leadership development

Disruptive Leaders Needed to Lead the Path to Change!

Leading Nursing into the Future: Are You Ready?

Future of Nursing: Leading Change, Advancing Health (IOM, 2011)
Key Messages

• Nurses should practice to the full extent of their education
• Nurses should achieve higher levels of education through seamless academic progression
• Nurses should be full partners in redesigning health care in the U.S.
• Effective workforce planning requires improved data collection and information infrastructures

IOM, 2011

Achieving a transformed health care system will require strong nursing leadership.... Will we heed the call as a profession?

Will Nursing Hear the Call to Lead?

• Nursing students
• Frontline nurses
• Community nurses
• Chief nursing officers
• Nurse educators
• Nursing organizations
What will this new leadership require?

- Focusing on evidence-based improvements to care
- Translating research into practice
- Ensuring nursing education is reflective of changes in practice
- Serving as patient advocates
- Shaping health policy proactively

IOM, 2011

Nursing Leadership Competencies of the Future: The Foundation

- Knowledge of the changing health care delivery system
- Ability to effectively work in teams
- Skill in inter/intra-professional collaboration
- Understanding of the principles of ethical care
- Theories of innovation
- Concepts of quality and safety improvement

IOM, 2011

“The Call for Nurses to Lead”

**Demonstrating intentionality**

in developing nursing leaders

is an Imperative !!!
Implications for Nurse Educators

• Convey and nurture the expectation with your students that they are leaders!
• Integrate leadership competencies throughout the curricula of all programs
  • Why do we teach leadership LAST?
• Design interprofessional education opportunities
• Seek opportunities to develop skills in patient advocacy and health policy
• Collaborate with practice partners to ensure that curriculum reflects contemporary practice

Strategies to Develop Future Nurse Leaders – Nursing Students

• Integrate leadership competencies throughout the curricula
• Re-examine your curriculum – are you teaching Management or Leadership?
• Develop mentoring opportunities through internships, residencies
• Create learning experiences that focus on health policy, patient advocacy, interprofessional collaboration

Leadership Competencies for Nurse Educators

“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”

John Quincy Adams
Change Agents and Leaders

Nurse educators function as change agents and leaders to create a preferred future for nursing education and nursing practice.

NLN, 2005, 2012

Strategies to Develop Future Nurse Leaders – Novice Educators

• Preparation for the educator role
• Support for transition from practice to academia
• Formal mentoring programs
• Encouragement to pursue leadership opportunities
• Create an inclusive, supportive environment, one that values risk-taking

Strategies to Develop Future Nurse Leaders – Midcareer/Senior

• Formal leadership development opportunities
• Mentors to guide leadership skill development
• Encourage reflection on a “call to lead”
• Conflict resolution training
• Cultivate strategic risk-taking
• Create an environment that challenges the status quo
• Leadership succession planning
Will nurses heed the call to lead? The future is in our hands...and it is up to us to say YES!!!

References

• Halstead, J. (in press). The nursing faculty role: Issues, trends, challenges, and opportunities. In Halstead and Frank (Eds), Pathways to a Nursing Education Career, 2nd ed.