

Actualizing the Institute of Medicine's *Future of Nursing* (2011) Report: Classroom to Practice

What Impact Does a Group Project Assignment Have On Students' Abilities to Actualize Recommendations from the IOM (2011) Report After Course Completion?

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Introduction

The IOM (2011) Recommendations for Nurses³, p. 4

- Practice to full extent of education and training
- Achieve higher education seamlessly
- Be full partners in healthcare redesign
- Improve information collection

Important Information

- 32 million more healthcare recipients due to the Affordable Care Act (2010)³
- 3 million RNs in the United States²
- Nursing is the largest group of healthcare professionals.²
- AACN states that BSN RNs should be prepared as healthcare leaders.¹
- RN to BSN curriculum focuses on "leadership development, community/population health, and evidence-based practice."⁵, p. 298
- Bandura's Self-Efficacy Theory states that people are often able to do what they think they can do.⁴

Methods

Future of Nursing Course Assignment Instructions in RN to BSN Curriculum at Midwestern Faith Based University:

- Design an innovative project to actualize one of the IOM *Future of Nursing* (2011) Key Messages into practice
- Consider potential barriers to the recommended change
- Provide rationale and develop the intervention to include:
 - participants
 - financial impacts
 - education requirements
 - policy changes
 - evaluation methods
- Present project as a group to their peers in class

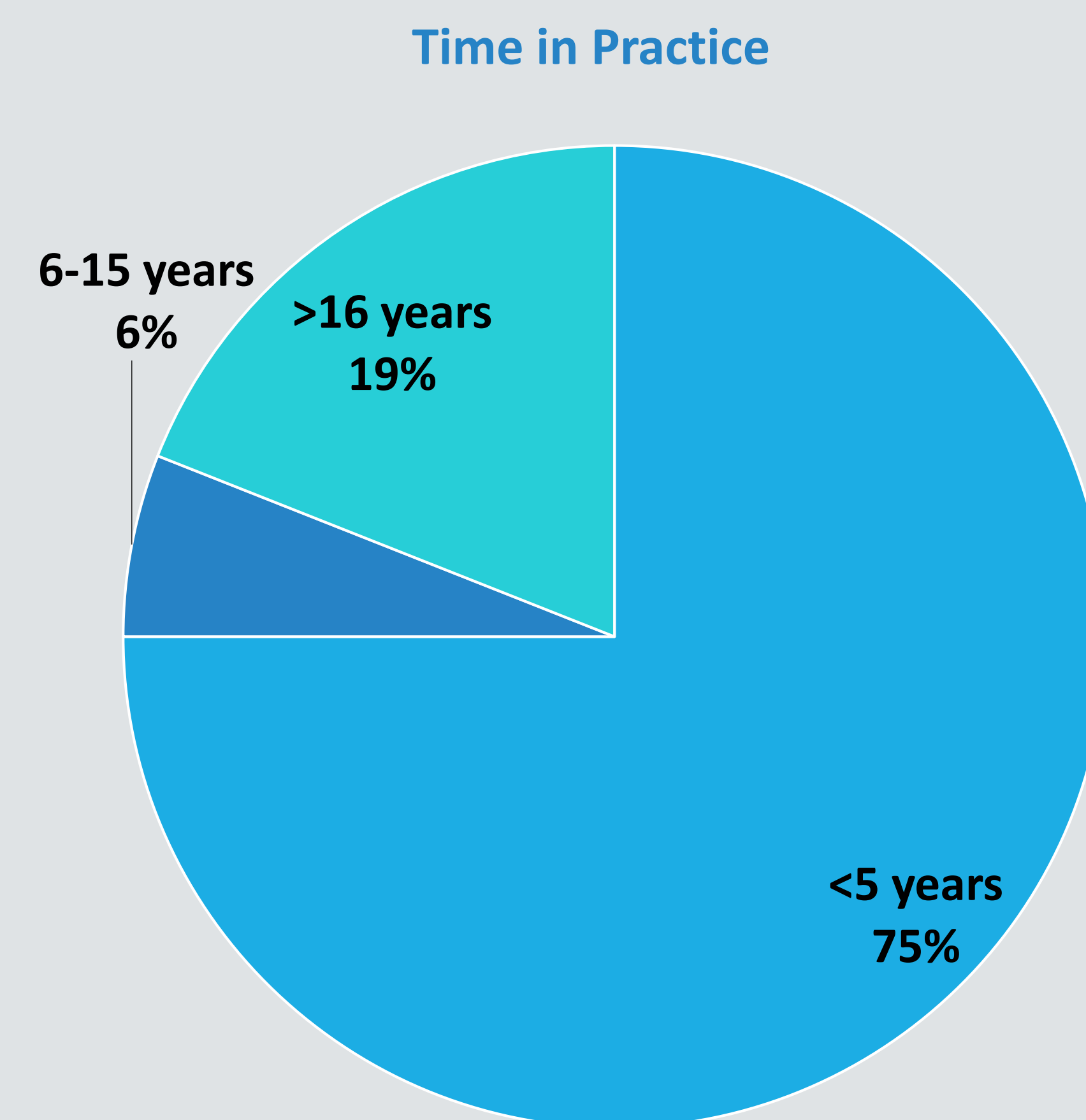
Survey

- Assess student self efficacy change after assignment completion regarding:
 - Past attempts to implement innovative ideas
 - Perceived abilities to implement inventive ideas upon course completion
- Four Courses Surveyed
 - 1 on ground, 3 online
 - n = 61

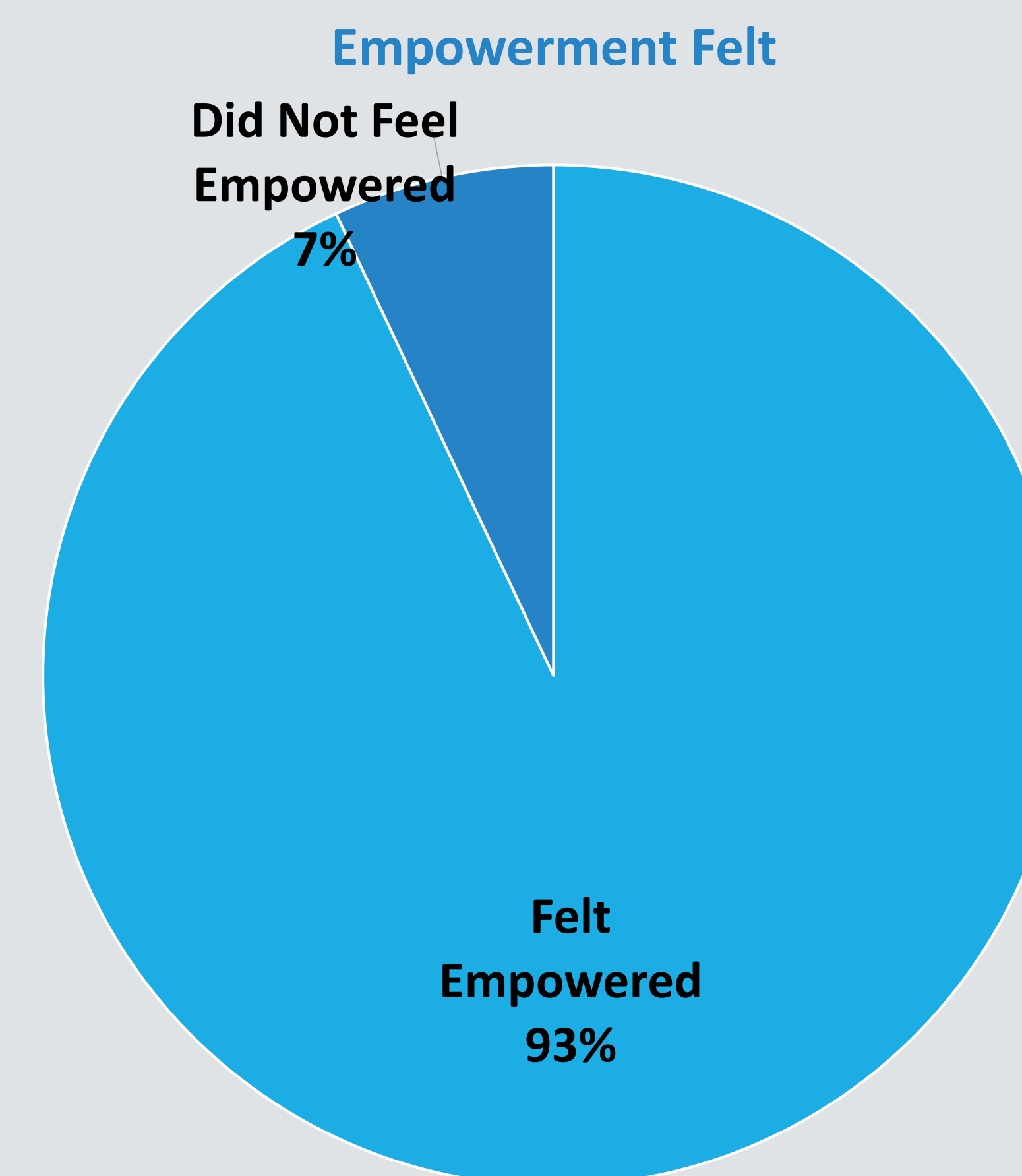
Results

Response Rate 52.5%

- 100% on ground
- 35.6% online



Perceptions after Course and Project Completion to Implement an Original or New Idea to Benefit Nursing:

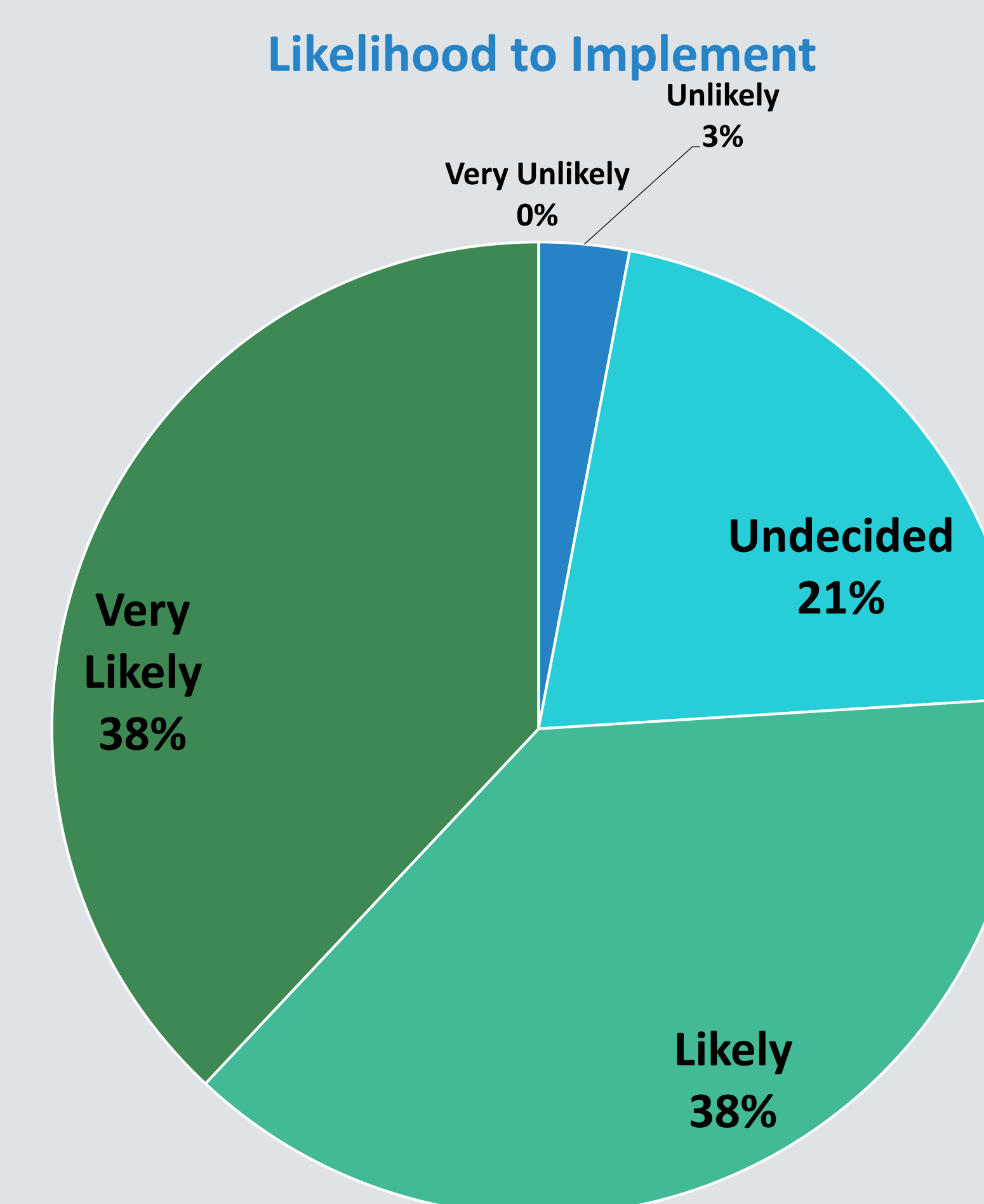


Prior to Taking the Future of Nursing RN to BSN Course

- 94% were not aware of the IOM *Future of Nursing* (2011) report
- 44% considered implementing an original idea to benefit their nursing practice
 - 44% implemented the idea
 - 56% did not implement the idea

Barriers and Challenges that Prohibited Implementation of Original Ideas in the Past:

- | | |
|-----------------------------|------------------------------|
| • Administrative Resistance | • Motivation |
| • Experience | • Resources |
| • Finances | • Scope of Practice Concerns |
| • Ideas | • Support |
| • Knowledge/Education | • Time |



"Not much was known before taking this course. I did not know that nurses may become leaders and bring great changes in the health care sector." –Student Comment

Discussion

Interpretation of Results

- Course improved students' knowledge of the IOM *Future of Nursing* (2011) report including:
 - implications in the evolving health care environment
 - impact for the profession of nursing
- Assignment had positive impact on student self efficacy by providing an opportunity for:
 - collaboration
 - exploration
 - research

Limitations of Research

- Small sample size
- Low response rate
 - Voluntary participation
 - Lack of structured time to complete survey for online classes
- Potential misinterpretation of conditional questions where survey design was not automated

Opportunities for Future Studies

- What is the correlation between years of service as a RN and likelihood to implement a new idea into practice?
- What measures can be taken to overcome the barriers and challenges that prohibit project implementations?
- What do the students want to implement or change?
- What impact or outcome would their ideas have on the nursing profession to meet the messages of the IOM *Future of Nursing* (2011) report?



References

- ¹American Association of Colleges of Nursing. (2008). *The essentials of baccalaureate education for professional nursing practice*. Retrieved from <http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf>
- ²Future of Nursing – Campaign for Action. (2014). *Evidence: Quick facts*. Retrieved from <http://campaignforaction.org/evidence/quick-facts>
- ³Institute of Medicine. (2011). *Future of nursing: Leading change, advancing health*. Washington, D.C.: The National Academies Press.
- ⁴Nursing Theories. (2012). *Self efficacy theory*. Retrieved from http://www.nursingplanet.com/theory/self_efficacy_theory.html
- ⁵Scott, E.S. (2011). Educational preparation to strengthen nursing leadership. *North Carolina Medical Journal*, 72 (4), p. 296-299.