

**AACON/GANDD Retreat  
Minutes of Meeting**

**Date:** Monday, June 03, 2013

**Venue :** Ritz-Carlton Reynolds Plantation

Recording: Anita G. Hufft

Agenda Topic	Discussion	Decision	Responsibility
Welcome and approval of the agenda	The program committee was acknowledged for work planning the program for this retreat. Peggy Wilmoth reviewed the agenda. Minor adjustments to the agenda were communicated. Many of the issues on the agenda titled for USG address issues relevant to all programs, whether USG, Technical Schools or Private.	Agenda affirmed.	Informational
Campus updates	<p>Thomas University (Sue Otto) reported launching of their satellite programs in China. Scott Thigpen (South Georgia State College) reported consolidation of Waycross and South Georgia and initiation of their RN-BSN program. Brenda Cherry, Georgia Perimeter College announced their dean search and department head search; they graduated their largest class to date. Troy Spicer (ABAC) reported study abroad collaborative with VSU. Winni Kittiko and Cecilia Owens announced multiple campuses of West Georgia Technical College and initiation of a PTA program. Program is fully staffed.</p> <p>Tracey Suber (Darton) reported first RN-BSN graduates this summer and an accreditation review this fall. Lisa Eichelberger (Clayton State) reported an accreditation visit in fall 2013. Sue Odom is stepping down from admin position and Betty Lane will assume position as chair of nursing; college is being restructured. Rebecca Maddox from Georgia Highlands reported need for pediatric faculty. RN-BSN program will begin this fall. Diane White, from Georgia Gwinnet College reported progress of new building and the continued development of their RN-BSN</p>	Trends from these reports will provide topics for future meetings.	Lucy Marion

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	<p>program proposal. University of North Georgia reported changes including consolidation, creation of College of Health Sciences and Professions, recruiting full time dean. Diane Nelson is stepping down as department head. They are working on a proposal for a generic BSN program and then plan to close the ASN program.</p> <p>Tommie Helms (Kennesaw) reported sustaining programs, now focusing on external funding for faculty scholarship. Their recent CCNE visit was successful.</p> <p>Linda Streit (Mercer) reported changes at Mercer; Macon campus extension did not have sufficient enrollments to open (most students wanted to go to hospitals in Atlanta); they currently have about 400 students (largest program FNP). Traditional CNS program is growing.</p> <p>Peggy Wilmoth and Joan Stanford (<b>Georgia State</b>) announced new doctorate in PT; they are starting an RN-BSN program. Psych mental health program is growing; they can use additional PMHN faculty.</p> <p><b>Georgia Regents University</b> described consolidation with August State. They are admitting 190 undergraduate students a year. They are moving NP programs into DNP this fall. Acute Care NP program thriving. They are initiating a collaborative program with China. They are currently searching for a BSN program director.</p> <p>Armstrong University reported appointment of permanent dean; increased enrollment to 96 but are limited due to facilities. In the process of planning an accelerated program for second degree students. Totally online RN-BSN has grown 300%. “Desperately looking for faculty”.</p>		

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	<p>University of West Georgia – will move into new building in three weeks. Simulation center will be a “Laerdal Shop”. Launched EdD in Nursing program with STEPS support for students. Finished first year of concept based curriculum. New students must have the CNA before they can enter.</p> <p>Georgia Southern University reported they are at maximum enrollment across their programs. Average GPA of BSN was 3.86. The restriction on clinical sites is a major factor impacting enrollments. Graduate programs are implementing BSN-DNP.</p> <p>Columbus State University reported expansion of NP practice in drug stores. They report a positive experience “growing their own” in terms of doctorally prepared faculty. They have two new study abroad programs and a partnership with Columbus Technical College. They have a partnership with Ft. Benning to develop professionalism. Graduate programs at CSU started a new consortium with Georgia Southwestern. They received grants funds from USG for accelerated nurse educator program. Nurse Educator and Nursing Informatics certificate will begin in fall.</p> <p>Valdosta State University announced transition to CONHS incorporating exercise physiology, athletic training, nutrition and dental hygiene. Plans are to move into new building, which will house interprofessional clinics and be a site for expansion of faculty practice spring 2014.</p> <p>College of Coastal Georgia reported success of RN-BSN; they are building and growing. Biggest issue is clinical sites.</p>		

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	<p>Middle Georgia State College described their successful consolidation and GBON approval of new ASN curriculum.</p> <p>Georgia Southwestern University described new facility; entire second floor is designed as an acute care facility. They have initiated their first graduate program. They are at their limit in terms of enrollments. Have two faculty enrolled in doctoral study with STEPS support. Seeking one faculty position for fall. Their students and faculty participated in a study abroad in Jamaica this year.</p> <p>Georgia College and State University has become more involved with study abroad. Admitted second class of DNP students this year. They have a new president and a new provost this year. Losing faculty to more lucrative practice positions.</p> <p>Trends:</p> <ul style="list-style-type: none"> <li>• Increased study abroad and international experience</li> <li>• Lack of qualified faculty; losing faculty to practice</li> <li>• Lack of appropriate clinical placement sites, along with reduction in number of students allowed to be placed in any particular setting</li> <li>• Interest in moving to higher and higher levels of education</li> </ul>		
Leveraging Nursing CAS (Centralized Application System)	Dr. Hilda Abreu, Associate Dean of Admissions and Student Services at the University of Texas Health Sciences Center, San Antonio presented the development and use of CAS and its impact on her school. Improvements include ability to upload five additional documents, including criminal background check. There is no cost to the nursing program. Advantages to using this system	The “Fire Engine Red” trial software will be distributed to membership when received.	Anita Hufft

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	<p>include: potential to increase qualified applicant pool, ability to have unduplicated head count data to “mine” in order to establish evidence/data for decision making related to program and workforce development, and increases exposure of the nursing program (which aids marketing). The data imported from the CAS system allows for the generation of reports to compare admissions statistics with national data. The <b>strategic enrollment management</b> model was presented as a method to match recruitment and program delivery efforts with demand. “Fire Engine Red” program was described as software to facilitate interaction with students in asking questions during admissions process. CAS can be programmed to identify the requirements for your program and this data is forwarded for analysis (GPA). Applicants can check their status 24/7, decreasing the burden placed on office staff.</p>		
Update from the Board of Regents	<p>Ben Robinson presented updates from the Board of Regents that was previously presented to the BOR on May 14, 2013. The primary goal of current planning is to secure a nursing workforce consistent with demand. Compromising 45% of workforce in hospitals and 10% of workforce (primarily administrative/leadership) in nursing homes current trends could result in inadequate supplies of nurses. This could negatively impact general workforce as companies thinking about moving to Georgia consider access to health care. Population in Georgia is growing quickly and there is a growing demand for health care services (particularly “baby boomer” generation). The previous decline in baccalaureate and higher education for nursing has been positively impacted in current efforts; pre-licensure programs are well-distributed throughout the state. In 2012 there were 3700 pre-licensure graduates. There has been a significant increase in the</p>		Informational

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	<p>number of RN programs in the state, particularly among technical schools. NCLEX pass rates have sustained. Georgia programs are projected to produce about 3300-3500 per year. Based on this, and the fact the demand for nursing workforce are sustained, the BOR believes Georgia is not over-producing RN's.</p> <p>We have a large number of new and emerging nursing programs in the state. Healthcare reform is expected to have an impact on demand for nurses, largely in primary care and therefore implying an increased need for APRN's. USG Office of Academic Affairs will be unlikely to approve new nursing programs in any schools that do not currently have a nursing program. Our current goal is to maintain current levels of RN graduates. They will continue to monitor.</p> <p>USG is aiming to develop 400 new residency slots in primary care and general surgery. While advanced practice nurses are needed, the BOR has not specifically addressed the issue of NP workforce. Participants voiced concern over the competition of primary practice NP placements for nursing faculty. There has been no study of primary health care needs in the state.</p>		
<p>Doctoral Education for Nurses in Georgia</p>	<p>A panel of three groups addressing doctoral education in Georgia discussed their deliberations and progress. GNLC was represented by Dr. Lisa Eichelberger, the AACON subcommittee was represented by Dr. Brenda Dyal (VSU) and Ben Robinson represented the USG.</p> <p>Lisa Eichelberger described the work of the Georgia Nursing Leadership Committee (GNLC ) supported by a RWJ grant. Goals include doubling the number of</p>	<p>This topic will be continued at future meetings.</p>	<p>Lucy Marion</p>

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	<p>doctorates in Georgia and collecting workforce data. There were 20 doctoral graduates in 2010. A minority project goal was included to identify demographics of current doctoral population so that a diversity goal can be set in the future. A doctoral steering committee is being formed, and a coordinator and staff will be hired and a diversity advisory team will be appointed (hopefully comprised of some faculty teaching in doctoral programs. A survey will be developed to identify best practices, describe a comprehensive recruiting plan, and increase visibility of doctoral students/programs in the state. A student survey will be forthcoming to summarize student characteristics and determine what factors contributing to retaining doctoral graduates in the state. Jonas Scholars at GSU and Mercer have completed surveys that have been incorporated into GNCL doctoral program reporting. One thing the GNCL needs is networking with other groups in the state working on doctoral education. Lisa noted the importance for all groups working on doctoral education to collaborate with one another. Lucy Marion noted that the creation of a statewide master plan may be a good goal.</p> <p>Brenda Dyal reported on the progress on doctoral education related to AACON New Program Proposal Review Committee. Goals included 1) adding value and provide for collaborative efforts; strengthen programs and doctoral education in state; 2) develop procedures for approvals of program proposals; 3) Meeting IOM goals and recommendations. The doctoral subcommittee met on April 29 and is currently collecting data and criteria for approval of programs will be forthcoming. These recommendations will come back to the Executive Committee and then to the AACON membership for</p>		

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	<p>feedback and approval.</p> <p>Ben Robinson described USG role in reviewing and approving programs. Issues discussed include quality of degree, credentialing of a role, and need to prepare an adequate workforce. There is concern that we need specific criteria identifying need and readiness for DNP programs. What resources should be in place to support DNP programs? Discussion included nature of job placements for DNP's and use of DNP's in faculty roles. Also questioned: what kinds of interprofessional education are part of DNP?</p>		
Interprofessional Education	<p>Peggy Wilmoth presented an overview and history of Interprofessional Education (IPE). IPE( at <a href="http://www.aacn.nche.edu/ipe">http://www.aacn.nche.edu/ipe</a> ) began in 2009 (pharmacy, nursing, osteopathic medicine, dentistry, allopathic medicine, public health). Josiah Macey Foundation is funding IPE work through grants but they must include a medical school. IPEC (educational collaborative at <a href="https://ipecollaborative.org/">https://ipecollaborative.org/</a> ) also another initiative.</p> <p>Joan Cranford presented her experiences at an IPE workshop. In order to transform nursing curricula planning strategies were identified: administrative support, collaboration among the disciplines, small groups, seminars, case studies and trading experts. Small group seminars (involving 131 students) and simulation were used in shared activities that included a gunshot wound case. Pre-simulation consultation and planning and team building preceded simulation. Follow up evaluation included student and faculty evaluation of the experience and grading faculty and student performance. Future planning includes “keeping momentum going”. The next</p>		Informational



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	<p>scenario is a community health disaster event planned for fall 2013.</p> <p>What they learned:</p> <ul style="list-style-type: none"> <li>• Reduce case studies and pre-work</li> <li>• Faculty need to attend conferences</li> <li>• Any course can participate</li> <li>• Network with other schools and share resources</li> <li>• You must have resources (feed the kids!)</li> <li>• Culture must be willing to change</li> <li>• Collaborate with multiple partners</li> <li>• Must have commitment and support</li> <li>• Must have simulation experts</li> <li>• Need faculty education</li> <li>• You must tie the experience to a grade</li> <li>• You must prepare the students <ul style="list-style-type: none"> <li>○ Introduce to simulators prior to event</li> </ul> </li> <li>• Faculty will need to come in and work extra to make this successful</li> </ul> <p>Mercer has an IPE committee to engage faculty and they hold interprofessional retreats. Seed grants must be interprofessional. They have conferences at the hospital in which they round on patients together with pharmacy and medicine.</p> <p>Georgia Regents has core faculty from dentistry, medicine, nursing and allied health. They concluded that you need at least three disciplines to make the experience meaningful and you need multiple experiences. Students want this experience on their transcripts. Faculty need release time. They have not found leveling of students an issue or problem; they focused on applying the competencies. Videotaping sessions is useful for analyzing interactions;</p>		

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	<p>GRU has tapes available for graduate student projects.</p> <p>Issues of online interprofessional education, along with the use of standardized patients were discussed. Georgia Regents and Clayton State currently use actors to facilitate standardized patients.</p>		
<p><b>Meeting was adjourned at 5:00 PM</b></p>			

Tidbits: AACN determined 70% of sitting faculty will retire by 2020.