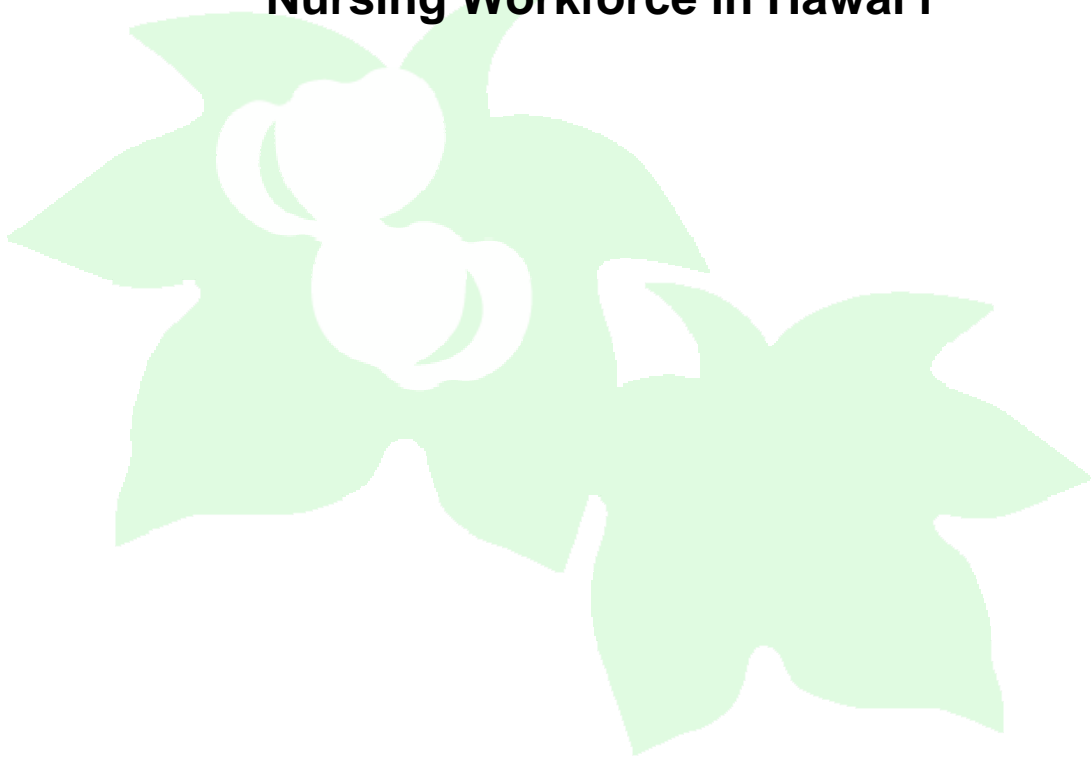




Hawai'i State Center for Nursing

**Nursing Education and Practice:
Building Partnerships to Ensure a Stable
Nursing Workforce in Hawai'i**



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Nursing Education and Practice: Building Partnerships to Ensure a Stable Nursing Workforce in Hawaii

Report from the Hawaii State Center for Nursing

The Nursing Education and Practice Collaborative of the Hawaii State Center for Nursing is committed to a shared vision of education and practice in the State of Hawaii to ensure a stable and competent nursing workforce. The collaborative is dedicated to generating innovative and sustainable solutions for assuring a stable and highly competent nursing workforce across the continuum of healthcare delivery.

The Education and Practice Collaborative is comprised of representatives from key sectors of nursing in the State of Hawaii with a shared mission and vested interest to attract, educate, and maintain a qualified nursing workforce. This mission presents an opportunity for collaboration to increase the supply of highly competent registered nurses and expand educational capacity through integrated education / practice partnerships. The primary objective of the group is: *Build partnerships that integrate education and practice to ensure that today's and tomorrow's nurses meet the healthcare needs of the people of Hawaii.*

This background paper provides an overview of current national and local nursing workforce issues that impact nursing education and practice; and identifies a number of strategies and initiatives found to be useful in other settings. This overview is underpinned by the [Joint Task Force Report of the University HealthSystem Consortium \(UHC\) and American Association of Colleges of Nursing \(AACN\)](#) published in 2003. At the same time, we in Hawaii must confront our own specific issues and develop our own solutions to the current nursing shortage.

A Nursing Shortage in an Increasingly Complex Healthcare Environment

Significant advances in biomedical science and in the complexity of health care, coupled with a worsening nursing shortage and numerous reports of unsafe and inadequate patient care, are challenging both nursing education and nursing practice to look for innovative approaches to increase and maintain a qualified and competent nursing workforce ([Health Care's Human Crisis: The American Nursing Shortage, Kimball, 2002](#); [Cultural Transformation in Healthcare, Kimball, 2005](#); Long, 2004; [Designing the 21st Century Hospital, Robert Wood Johnson Foundation, 2005](#)).

A number of nursing shortages have occurred in the past. However, as Berliner and Ginzberg (2002) point out previous nursing shortages resulted from a mismatch between the demands of the market and the difficulties healthcare organizations encountered in raising wages and the willingness of new graduates to work for those wages. Today's nursing workforce problems are more complex and driven by fundamental demographic changes. Of these, there are three separate, but related, demographic changes occurring; a decline in the number of new nurses entering the workforce, high turnover (55% to 61%) rates of new nurses changing jobs, and an aging nursing workforce that is retiring or leaving the workforce early (Casey et al., 2004; Roche et al., 2004).

These shifts are happening at a time when the population is aging and the demand in all sectors of healthcare is increasing. The 76 million strong baby-boom generation now ranges in age from 40 to 59, and already shows signs of stressing the resources of our healthcare system. Over the next thirty years, this generation will require significant amounts of healthcare for chronic diseases (such as cardiovascular

diseases and stroke; diabetes; respiratory diseases; cancer), acute illnesses (heart attack), and end-of-life care. In addition, the chronic disease burden, and need for care, is increasing for people of all ages. Changes in the approach to the delivery of healthcare are impacting nursing demand. Many conditions that required hospitalization in the past are treated in the ambulatory care setting. Consequently, people admitted to hospitals today are much sicker than people in hospitals fifteen years ago; their care is technology intensive, complex and demanding. People are discharged from hospitals when they are still very ill, with recovery occurring in nursing homes or at home.

Nationally, registered nurses (RNs) are the largest licensed healthcare professional group with 83.2 percent (an estimated 2,421,461 RNs) employed in 2004 (Health Resources and Services Administration, 2004). The number of RNs with an associate degree increased from 19 percent (308,616 nurses) in 1980 to 42.2 percent (1,227,256) of the workforce in 2004. For RNs who completed their initial education in a baccalaureate degree program, the estimated figures indicate an increase from 17.3 percent (287,993) in 1980 to 30.5 percent (887,223) in 2004. In addition, an estimated 0.5 percent of RNs in 2004 (15,511) had received their initial nursing education through a master's or doctoral degree program (Health Resources and Services Administration, 2004).

The supply of nurses is dependent upon the number of new nursing graduates entering the profession, and the number of existing nurses remaining in the profession. While over 92% of registered nurses are women the increase in occupations open to women has resulted in both fewer young women entering nursing than in the past, and many nurses leaving the profession for career opportunities that are less physically / emotionally demanding and provide better salaries. The result is a declining supply of nurses in the United States. In March 2004, the [National Sample Survey of Registered Nurses \(NSSRN\)](#) identifies that the national average age of the registered nurse population was estimated to be 46.8 years, more than 4 years greater than in 1996 when the average age was 42.3 years (Health Resources and Services Administration, 2004). Those who educate new nurses, nursing faculty, have an average age of 46.8, but more concerning is that the highest educated nurses, those with doctorates in nursing or related fields average 55.7 years (Health Resources and Services Administration, 2004) Even if there is an increase in the number of young people seeking to become nurses, we cannot increase current production without increasing nursing faculty.

The Association of American Colleges of Nursing (AACN) 2003 white paper "[Faculty Shortages in Baccalaureate and Graduate Nursing Programs: Scope of the Problem and Strategies for Expanding the Supply](#)" reports that according to projections from the Bureau of Labor Statistics (BLS), there will be more than one million vacant positions for RNs by 2010 due to growth in demand for nursing care and net replacements due to retirement (Hecker, 2001). Data from the [2000 National Sample Survey of Registered Nurses \(NSSRN\)](#) estimated that 39 percent of RNs employed in nursing held baccalaureate or master's degrees in nursing (Spratley, Johnson, Sochalski, et al., 2001). The [2004 NSSRN Survey](#) indicates these estimates have risen slightly to 41 percent. Therefore, one can postulate that at least 410,000 of the vacancies projected by the BLS will be for RNs with baccalaureate or master's nursing degrees, which translates into the need for large numbers of well-prepared faculty to educate these new nurses. In addition, US high schools will graduate the largest class in history in 2007-2008 a projected 3.2 million graduates (Western Interstate Commission for Higher Education, 1998). Even if enrollment demand in nursing increases only modestly, will sufficient numbers of nursing faculty be available to teach these students?

Hawaii's Healthcare Industry & Nursing Workforce Shortage

Hawaii's healthcare industry is the second largest private industry and the health services sector (i.e., providers, clinics, hospitals, and nursing facilities) provided more than \$3 billion toward the state gross product in 2003 (Healthcare Association of Hawaii, 2005). [Healthcare Association of Hawaii](#) (HAH) identifies that Hawaii's healthcare industry employed more than 40,000 individuals in 2003 and paid out

more than \$1.6 billion in wages. Out of those employed, registered nurses (RNs) make up the largest licensed healthcare professional group. '[Hawaii's Health in the Balance: A Report on the State of the Nursing Workforce](#)' identifies there is currently an estimated shortfall of 1,518 RNs in Hawaii (Raynor et al. 2004). This shortfall is projected to rise to 2,267 RNs by 2010. Employer demand for RNs between 2002 and 2012 is expected to increase by 24 percent. However, the supply of RNs is expected to grow only by about 10 percent and by 2012, 3,500 registered nurses will be required to fill new positions (53% of job openings) and replace those RNs retiring (47% of job openings) (Hawaii Department of Labor and Industrial Relations, 2006). In 2003, nursing programs graduated a total of 330 students and forecasts indicate if graduation rates do not increase dramatically there will not be enough new graduates to replace retiring nurses and meet the growing employer demand.

As the gap widens between supply and demand of RNs, employers will find it increasingly difficult to fill vacant positions and some positions will remain vacant for extended periods. As seen in other healthcare delivery settings across the country where positions remain vacant the employer response may be to continue to provide services with fewer RNs threatening the quality of care and/or reducing access to care by delaying or discontinuing services. Thus, the growing nursing shortage is expected to have a significant negative impact not only on our local population requiring healthcare services but also on people from Asian and Pacific Rim countries coming to Hawaii expecting to receive the most contemporary medical treatments, restorative and rehabilitative care, procedures and services.

Hawaii's Efforts to Address the Nursing Workforce Shortage: A Catalyst Bringing Together Education & Practice

In 2003, the Hawaii State Legislature established the [Hawaii State Center for Nursing \(HCSFN\) \(Act 198, HB 422\)](#) in an effort to address the nursing shortage. The Center is one of a number of State Nursing Workforce Centers ([Michigan Center for Nursing](#), [New Jersey Collaborating Center for Nursing](#), [North Carolina Center for Nursing](#), [Oregon Center for Nursing](#), [Tennessee Center for Nursing, Inc.](#), [Washington Center for Nursing](#), [New Mexico Center for Nursing Excellence](#), and [Mississippi Office of Nursing Workforce](#)) that serves as a catalyst for the implementation of innovative education and practice models by bringing together individuals at the state and local levels, nursing leaders, educators and healthcare organizations to strategically address nursing workforce issues at the grass roots level (see [Robert Wood Johnson Foundation Charting Nursing's Future, Nov. 2005](#)).

The Center's efforts build upon previous work begun in 1996 when Hawaii was one of 20 sites nationwide to receive funding from the Robert Wood Johnson Foundation for the initiative, '[Community Initiative on Nursing in Hawaii](#)' (CINH) and has resulted in ongoing work to forecast the supply of nurses for our state. The efforts of the many individuals involved in the work of CINH have resulted in a solid foundation for the Center which is positioned to become a powerful catalyst for change. The functions of the Center include collect, analyze data, prepare, and disseminate written reports and recommendations regarding the current and future status and trends of the nursing workforce; conduct research on best practices and quality outcomes; develop plans for implementing strategies to recruit and retain nurses; and research, analyze, and report data related to the retention of the nursing workforce.

As the hub of statewide strategic planning and data collection, the Center supports proactive workforce planning; fosters recruitment initiatives; and evaluates and disseminates strategies that will lead to higher levels of job satisfaction and improved retention among nurses. The Center will build coalitions across the broad spectrum of stakeholders in our state and will facilitate the efforts of the many individuals and groups already involved.

Opportunities for Nursing Education and Practice

The complexity of the nursing workforce issues and the urgent need for change provide leadership opportunities for both education and practice. Healthcare and nursing programs are in a unique position to take part in developing short-term and long-term strategies for the nursing workforce issues in Hawaii. Changes are required not only in strategies that attract qualified students into the nursing profession but also strategies that provide satisfying and rewarding workplace environments and career pathways for professional nurses. The Education and Practice Collaborative recognizes that effective solutions must address the core issues that currently impact the nursing profession: the professional image of nursing, workplace environments, the relationship between education and practice, and education capacity issues.

As identified in the AACN 2003 report, several factors exist at the point where education and practice integration occurs that create opportunities for close partnerships. First, healthcare organizations and nursing education programs co-exist in healthcare delivery settings where education is valued and preparation of the next generation of nurses is a priority goal. Second, schools of nursing prepare registered nurses with associate, baccalaureate, and higher degrees, the educational product desired throughout all sectors of healthcare. Third, a variety of different healthcare organizations are the primary teaching and clinical placement sites for student education and have the potential to model professional nursing practice. These commonalities at the point of integration provide the platform to formalize and cement partnerships between nursing education and practice.

The Challenge: Attracting & Retaining a Highly Qualified/ Competent Nursing Workforce

The immediate need to expand enrollment to ensure an increasing supply of associate, baccalaureate, and higher degree prepared registered nurses is the challenge nursing programs and healthcare facilities face. The looming shortage of registered nurses influenced by factors such as the rapidly increasing aged population and the aging of the nursing workforce itself necessitates that nursing programs must expand enrollment in order to keep in step with the growing need for qualified nurse educators and nurse workforce demand ([AACN: Issue Bulletin, 2000](#)). In December 2005 the [National League for Nursing \(NLN\)](#) released its preliminary National Nursing Education Survey (NNES) report showing an increase in applications, admissions, and enrollments in nursing programs at all levels. However, the NLN cautions these figures do not tell the whole story and as the number of nursing faculty continue to decline in the USA nursing programs will be forced to reject more qualified student applicants. In 2005, 147,000 qualified applicants were rejected an 18 percent increase from the 2003-04 NNES (National League for Nursing, 2005). The ability to expand student enrollment and increase capacity in nursing programs is dependent on a) adequate numbers of nursing faculty with the appropriate clinical expertise, b) adequate access to quality clinical placement sites for clinical learning experiences, c) adequate classroom and laboratory space, d) adequate or improved faculty salaries, and e) state budgets able to fund public universities to accommodate increased enrollment demand.

The longer-range challenges beyond expanding nursing enrollments and increasing graduation may be the improvement of practice environments and creation of rewarding professional career opportunities. In 2002, AACN published the [Hallmarks of Professional Practice](#), a guide to help new graduates select employment settings where their education and potential are recognized and used. This document also serves as a guide for healthcare organizations seeking to improve recruitment and retention of nurses in the organizations.

Issues of workplace redesign and improvement related to the nursing shortage have been reviewed in several reports (American Nurses' Association, 2002; American Hospital Association, 2002; Association of Academic Health Centers, 2002; Joint Commission on the Accreditation of Healthcare Organizations,

2002; Kimball 2005; Robert Wood Johnson Foundation, 2004; University of Illinois, 2001). Consistent themes that emerge from these reports include: a) the nature of the work of nursing, b) workplace and culture factors, c) recruitment and retention, d) need to support nursing education, and e) system development and policy issues. Strategies for collaboration between education and practice are also suggested. There is general agreement that long term sustainable solutions are required to correct the underlying issues affecting nursing supply. The specific recommendations in these reports and examples will be helpful to healthcare organizations and nursing education programs working in a partnership model.

Taking up the Challenge: Building Partnerships in Nursing

The overall aim of partnership models in nursing is to use the unique position of healthcare organizations to support and implement best practices in nursing education and practice. The Education and Practice Collaborative identify the following objectives found to be positive in other settings to guide nursing partnerships in Hawaii.

1. Collaborate to recruit, retain, and expand enrollment of students in associate, baccalaureate, and higher degree programs in nursing.
2. Encourage and enhance coordination and collaboration between and among all educational institutions in the state, including P-12 schools and associate and baccalaureate degree programs, to facilitate transition from each educational level to the next.
2. Ensure a professional transition for newly graduated registered nurses through structured support programs (such as preceptor programs; mentorship; residencies; internships).
3. Ensure a professional work environment that supports the development of best practices in clinical practice and education.
4. Identify model(s) that are sustainable in and portable to a variety of settings.

Short-term Strategies. Presently in Hawaii the number of qualified students desiring to enter nursing outpaces the available places in the public sector. Many are discouraged and apply to schools on the mainland or choose an alternate career. Therefore, we cannot assume that there will always be a plentiful supply of qualified applicants. Successful sustained recruitment of qualified students to nursing programs will depend on their perception of nursing as a viable career choice where education is recognized, career advancement is possible, and work environments foster the [Hallmarks of Professional Practice](#) (AACN, 2002). Successful retention of students currently enrolled will ensure graduation.

Recruitment and Retention. In response to the immediate need for associate, baccalaureate, and higher degrees prepared registered nurses, numerous short-term strategies are identified as viable options attainable by partnership efforts.

- Targeting new student populations (e.g., underrepresented students, men, second-degree students, and undecided college students).
- Providing tuition support and incentives to enter nursing programs through collaborative efforts between healthcare and nursing programs.
- Removing barriers to admission for all qualified applicants (e.g., encourage regional referrals to schools with open spaces for qualified applicants not admitted due to space limitations).
- Communicating through media the specific message about the value of learning in a variety of clinical settings.
- Creating marketing strategies that demonstrate partnership efforts between healthcare facilities and nursing programs.
- Expanding access by student exchange programs (e.g., WICHE – Western Undergraduate Exchange, Professional Student Exchange Program, Western Regional Graduate Program).
- Eliminating barriers to progression of students in the nursing program (e.g., financial support and

personal and professional support through advising, mentoring, and educational case management).

- Ensuring stimulating and satisfying clinical learning experiences in healthcare delivery settings.

Creating New Programs & Accelerate Progression

- Exploring time-acceleration to graduation of existing programs.
- Exploring time-accelerated program options that are attractive to potential students and will quickly increase the number of graduations from existing programs.
- Creating new program options attractive to new populations of students (e.g., access to higher education programs for underrepresented and low income students, second-degree programs, master's entry programs, and individuals making a career change, military retirees, and specialty practice).

Creating [Mentoring Programs for Nursing Faculty](#). The National League for Nursing (2006) identifies, in order to recruit and retain qualified nurse educators, mentoring may be a viable strategy to facilitate ongoing career development of nursing faculty.

- Exploring different mentoring models
- Establishing mentoring programs relevant across the career continuum.
- Designing clinical mentoring programs

Sharing Faculty & Increasing Access to Clinical Experiences. Some program initiatives have established integrated clinical partnerships that combine best practices in education and clinical practice that result in an improved working and clinical learning environment.

- Expanding faculty capacity by sharing clinical faculty and/or funding additional faculty positions.
- Designing clinical learning experiences that accommodate increased numbers of students and use of clinical space (such as, clinical preceptors).
- Collaboratively evaluate ways to increase access to clinical experiences through creative scheduling.
- Establishing linkages and sharing expertise between nursing programs and healthcare facilities across the continuum of healthcare delivery.

Redesigning Learning Using Technology and Simulations. In Hawaii and nationally, the exploration of various technologies is occurring to expand the ability to deliver instruction, redesign learning, and enhance clinical learning experiences (e.g., simulations, distance education, and podcasting). Increasing the use of technology and clinical simulation may prove useful as a way to increase the capacity to teach more students. Technological information systems that support the clinical practice of nursing are also being explored. The [University of Texas School of Nursing at Houston](#), [University of Maryland School of Nursing](#), and the [Nursing Clinical Education Center](#) are a few partnerships attempting to redesign learning using state-of-the art technology.

Long-Term Strategies. Long term strategies are being established to address the core issues and problems creating barriers to recruitment, education, and retention of registered nurses. Initiatives across the country include:

- Establishing Consortia for Leadership in Practice, Education, and Research. An example of successful consortia is the [UCSF Stanford Center for Innovation and Research in Patient Care](#), which combines efforts from UCSF Medical Center, UCSF School of Nursing, and the Departments of Nursing at Stanford and Packard.

- Creating new funding mechanisms to support nursing education.
- Creating innovative partnerships and other collaborations between higher education, state and local governments; private and public sectors of society to help meet nursing workforce needs.

Partnership: Configurations for Today & Tomorrow

Partnerships exist in a variety of configurations depending on the nursing workforce issue. Across the nation, the diversity in partnership arrangements emerging and evolving are described in AACN Issue Bulletin October 2002 [Using Strategic Partnerships to Expand Nursing Education Programs](#). Partnerships in nursing include:

- *Partnerships to strengthen the educational capacity of clinical settings.* [Emory University](#), in partnership with healthcare facilities, conducts a '[Gerontological Clinical Preceptor Program](#)', a [Center for Caring Skills](#), and formalizes opportunities for hospital and education partners to network. Another example is the University of Washington's '[Public Sector Nursing Project](#)' a collaboration between the Department of Psychosocial and Community Health, Eastern State Hospital and Western State Hospital. The purpose of the Project is to provide support and educational opportunities to the nursing staff in the state mental health hospital settings.
- *Partnerships between and among educational departments and institutions.* The '[Escalating Engagement: State Policy to Protect Higher Education](#)', a project of the WICHE, will focus on how Hawaii's colleges and universities can educate and train students in a way that promote the state's workforce and economic development goals.
- *Partnerships at the state and local levels* to provide a powerful means of improving and expanding the nursing workforce. The 2005 final report on nursing workforce for long term care '[Act Now for Your Tomorrow](#)' suggests that working collectively can help overcome a variety of challenges leaders face at the state and local levels. The U.S. Department of Labor (2005) provide insightful how-to-guidelines for '[Developing State Partnerships and Initiatives to Address Long Term Care Nursing Workforce Challenges](#)'.
- *Partnerships with philanthropic foundations* such as the [John A. Hartford Foundation](#) (JAHF), [Robert Wood Johnson Foundation](#), and [Gordon and Betty Moore Foundation](#) are helping to establish new integrated models of nursing that create interface opportunities for education and practice. The [Nurses Improving Care to Health System Elders \(NICHE\)](#) is an innovative approach whereby acute care hospitals undertake system changes to systematically benefit older patients as well as nursing staff and other hospital staff. Out of this approach three additional models have emerged including the [Geriatric Resource Nurse Model](#), the [Geriatric Syndrome Management Model](#), and the [Acute Care for the Elderly Model](#). Each of these models aims to improve focused and specialized care to older people; in addition to providing educational support and role modeling for nursing staff.

Developing solutions to address different aspects of the nursing workforce shortage is going to require collaboration between Hawaii's healthcare associations, the state and local governments, labor and economic development agencies, healthcare providers, community agencies, and nursing education. Robert Wood Johnson Foundation provides guidelines on what governments, schools and healthcare facilities can do to respond to the nursing shortage. In the January [2005 issue of "Charting Nursing's Future"](#) the Foundation profiles 10 partnerships among these sectors that are getting positive results.

Summary and Challenges for the Future

The Nursing Education and Practice Collaborative sponsored by the Hawaii State Center for Nursing share the vision of a stable and competent nursing workforce for the State of Hawaii. National and international concern about the nursing shortage issue stimulated the creation of multiple task forces, recommendations ([Recommendations of the AFT Nurse Faculty Shortage Task Force, 2005](#)) and submission of reports, several state legislative initiatives, federal legislation ([Nurse Reinvestment Act](#)), and major investment from philanthropic foundations. Together, these initiatives are creating an environment supportive of change.

All initiatives acknowledge the long-term nature of the current nursing shortage. There is collective agreement concerning the need to facilitate access to quality nursing education programs, improve work environments, conditions of employment, and career growth for those individuals seeking careers in nursing. The challenge to build education capacity in nursing programs will continue and may worsen with increasing retirements. To support teaching as a viable career path it will be necessary to provide parity or exceeding salary beyond that of the clinical sector. Second, increased education and learning resources for public programs are needed to avoid turning away students. Healthcare organizations have the opportunity to establish partnerships with nursing programs to support increased enrollment while working to promote nursing recruitment and retention. The Collaborative recommend that nursing programs and healthcare organizations assume leadership roles in forging partnerships to ensure a stable and competent nursing workforce for Hawaii's people.

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Spotlight on University of Hawaii System Nursing Shortage Initiatives

While many organizations throughout Hawaii have developed their own programs, this is just a sampling of the initiatives from within the University of Hawaii's system.

Hawaii Community College	http://www.hawcc.hawaii.edu/nursing
http://www.hawcc.hawaii.edu/nursing/nsg-reunion.htm Utilizing Technology to Foster a Stronger Alumni Network	
<ul style="list-style-type: none"> This June HCC will be celebrating its nursing program's thirtieth birthday with a reunion party. Interested alums can visit the school's website to learn more, RSVP, and volunteer for the event. 	
Kapi'olani Community College	http://programs.kcc.hawaii.edu/health/nursing/index.htm
http://starbulletin.com/2006/01/10/jews/story04.html Establishing International Faculty Reciprocal Training Programs	
<ul style="list-style-type: none"> In January Hawai'i Governor Linda Lingle signed an agreement with Ilocos Sur Governor Luis Singson creating a partnership between KCC and the University of Northern Philippines which is hoped will help provide a short term solution for the need for qualified nursing instructors in both regions. Faculty members from KCC will travel to the Philippines to help their counterparts develop stronger curriculums and improve teaching techniques. Faculty members from the Philippines who choose to visit KCC to learn more about new technology will then return home to implement their new skills. 	
Kauai Community College	http://www.kauaicc.hawaii.edu/nursing/hed/
http://www.kauaicc.hawaii.edu/nursing/hed/ Providing Caring Faculty and "User-Friendly" Educational Opportunities	
<ul style="list-style-type: none"> The faculty on Kauai "believes that ALL levels of nursing are important and contribute to the health care system in diverse and meaningful ways." As such, they understand that students may need "user-friendly entry and exit points in pursuing a nursing career and that there should be academic and career recognition and opportunity at each level. Accordingly, the faculty is committed to providing an educational system that meets these goals through a career ladder that first prepares the student for LPN licensure, then RN licensure, and finally provides easy transfer into BS education and beyond." 	
Maui Community College	www.hawaii.edu/maui/nursing/
http://www.hawaii.edu/maui/nursing/min/index.html Targeting New Student Populations	
<ul style="list-style-type: none"> MCC has created a website devoted to "Maui Men Who Dare to Care" to encourage more men to enter into the field of nursing. Visitors should explore the "Guy Talk" page which features testimonials from a diverse group of men, complete with QuickTime video clips! 	
http://www.hawaii.edu/maui/nursing/nursing/welcome_nurs.html Providing Diverse Career Pathways that Recognize Education and its Relationship to Practice.	
<ul style="list-style-type: none"> Maui's NLNAC accredited Career Ladder PN/ADN Nursing Program guides students through three possible competencies: Nurse Aide, Practical Nurse, or Registered Nurse, all of which have a "strong acute care and community based clinical focus." 	
Sharing Faculty and Redesigning Learning Using Technology	
<ul style="list-style-type: none"> Students wishing to further their studies can take advantage of the NLN accredited Bachelor of Science (BSN) and Master of Science in Nursing (MSN) Programs available through the University Center-Maui Community College from UH Manoa Nursing School on HITS (Hawaii Interactive Television System). 	

University of Hawaii at Hilo

<http://www.uhh.hawaii.edu/depts/nursing/>

<http://www.uhh.hawaii.edu/depts/nursing/news.php>

Collaborating to Recruit, Retain and Expand Enrollment Welcome Potlucks and Orientation Meetings

- This fall UH Hilo hosted a Welcome Potluck and a Junior Orientation Meeting. Holding information sessions such as these where administrators, faculty members, and have the opportunity to meet in informal circumstances and get to know each other will go a long way in building a positive, trust-filled environment.

University of Hawaii at Manoa

<http://www.nursing.hawaii.edu/>

<http://www.nursing.hawaii.edu/acrobat/Acclerated%20Nursing%20Ad.pdf>

Accelerated Progression Programs

- In order to attract individuals interested in a career change, SONDH is offering a “Fast-Track” program that will enable individuals who already have a prior bachelor’s degree in another field to complete a bachelor’s degree in nursing in just 18 months.

<http://www.nursing.hawaii.edu/programs.html?show=msn>

Masters Degree Programs

- Interested students can pursue either a Masters in Pediatric Health or Nursing Education. It is hoped that providing advanced education and training opportunities will help improve provider care as well as the overall coordination of care in the future.

<http://www.nursing.hawaii.edu/programs.html?show=phd>

Innovative New Online PhD Program

- This new program is designed to both educate practitioners and educators and “will prepare visionary scholars who are capable of conducting culturally appropriate clinical scholarship to improve the health of a diverse society and teaching in nursing educational programs (especially those with minority student populations).”
- The majority of the coursework focuses on knowledge development and clinical scholarship, but does require course in nursing education as well.