

FUTURE OF NURSING™

NEBRASKA ACTION COALITION



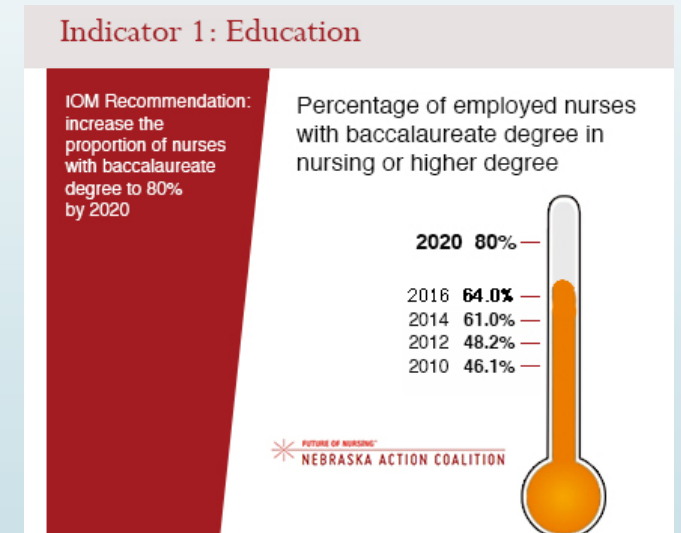
RN-BSN Portfolio Process

Created in collaboration with the Nebraska Action Coalition and the Nebraska Assembly of Nursing Deans and Directors

View this webinar while using audio from this link <https://vimeo.com/239178110>

Future of Nursing – Institute of Medicine (IOM) Report

- ▶ IOM Education Recommendations :
 - ▶ **Increase the proportion of nurses with a baccalaureate degree to 80 percent by 2020.**
 - ▶ Double the number of nurses with a doctorate by 2020.
 - ▶ Ensure that nurses engage in lifelong learning.
 - ▶ Implement nurse residency programs.



- ▶ Click on the following link for more information on the IOM Report:
 - ▶ <http://nationalacademies.org/hmd/~media/Files/Report%20Files/2010/The-Future-of-Nursing/Nursing%20Education%202010%20Brief.pdf>



Purpose of RN-BSN Portfolio Process

- ▶ NAC & NANDD recognize the uniqueness of each program and each institution.
- ▶ Overall goal:
 - ▶ *“To support a seamless transition for the RN returning to obtain a BSN and ensure consistent application of the Nebraska Assembly of Nursing Deans and Directors (NANDD) and Nebraska Action Coalition (NAC) guidelines and rubrics when awarding college credit for prior learning to RNs in a BSN completion program.”*

<http://neactioncoalition.org/policy-awarding-of-college-credit-to-bsn-students/>

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What outcomes distinguish a BSN grad from an ADN grad?

- ▶ 5 competencies identified:
 - ▶ Systems
 - ▶ Practice
 - ▶ Community & Population Health
 - ▶ Leadership and Management
 - ▶ Research & Evidence Based practice

What competencies could an RN-BSN student portfolio?

- ▶ Community and Population Health
- ▶ Leadership and Management
- ▶ Research and Evidence Based Practice



RN-BSN Portfolio Policy and Procedure

- Refer to the NAC website:

<http://neactioncoalition.org/policy-awarding-of-college-credit-to-bsn-students/>





Steps in the Procedure

1. RN to BSN students are informed of the process for a competency based portfolio approach to assess prior learning.



Steps in the Procedure

2. The NAC rubrics are the **guidelines for the portfolio process to assess evidence** for each of the three content areas:

- ▶ [Community and Population Focused Healthcare](#)
- ▶ [Leadership and Management](#)
- ▶ [Research and Evidence-Based Practice/Spirit of Inquiry](#)

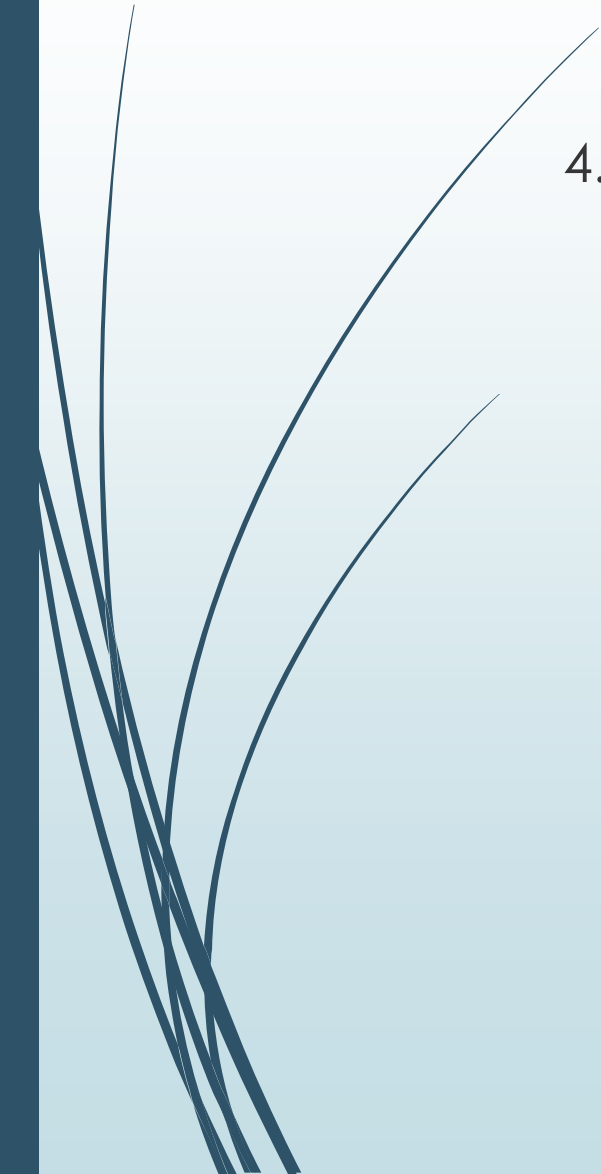


Steps in the Procedure

3. RNs must have a minimum of two years of practice experience as an RN to qualify for prior learning assessment for college credit.
 - ▶ To qualify for the **Community and Population Focused Healthcare** prior learning assessment, a minimum of a single year or combined year in a community setting with a population group, is required as part of the two years of experience requirement.
 - ▶ To qualify for the **Leadership and Management** prior learning assessment, a minimum of a single year of experience in a leadership position such as preceptor, nurse manager/team leader or active member on a strategic planning committee is required to meet this requirement.



Steps in the Procedure

- 
4. RN Students will meet with program faculty to discuss experiences and determine quality of potential evidence that may be submitted for portfolio assessment in one or more of the following course content areas:
 - Community and Population Focused Healthcare
 - Leadership and Management
 - Research and Evidence-Based Practice/Spirit of Inquiry



Steps in the Procedure



5. RN Students submit a request to the appropriate institutional representative for a portfolio assessment.
6. Upon approval from the School of Nursing representative, students submit evidence for one or more of each of the BSN competency behaviors.
7. The NAC guidelines and rubrics will be the criteria for assessing evidence submitted to meet BSN competency behaviors.



Steps in the Procedure



8. Evaluation of evidence will be conducted by a Director, Dean or course faculty member in the RN to BSN program with expertise in the competency content area.

9. The overall grade for the portfolio is **pass/fail** and determined by the completeness of the content in the rubric for each area:
 - Community and Population Focused Healthcare
 - Leadership and Management
 - Research and Evidence-Based Practice/Spirit of Inquiry



Steps in the Procedure



10. The **cost** for portfolios and **course credit** is determined by the individual institution.
11. Final evaluation of the portfolio artifacts will be communicated to the RN Student and appropriate persons at (name of college/university) as appropriate to each school: Dean, Director, Course faculty, College Registrar, etc.
12. Written notification of the evidence submitted and credit awarded is communicated to the Registrar with subsequent college credit applied to the nursing program and appears on the college transcript.



Example of Use of Rubrics



Guidelines for all Rubrics

- ▶ **Written reflection** – In 1-3 pages double spaced 12 point font, the student needs to describe his/her nursing experience integrating application of theory and a description of his/her clinical practice that has met the competency behaviors and supports the evidence provided, citing/referencing the evidence.
- ▶ Meeting Competency Behaviors on Rubrics:
 - ▶ All competency behaviors must be addressed through artifacts that provide evidence of meeting the competency behaviors. Some artifacts may demonstrate multiple competency behaviors; please explain the overlap in your written reflection.
 - ▶ To receive credit for an area of practice, students need to provide the evidence required in the portfolio rubric that addresses the related behaviors for each competency.

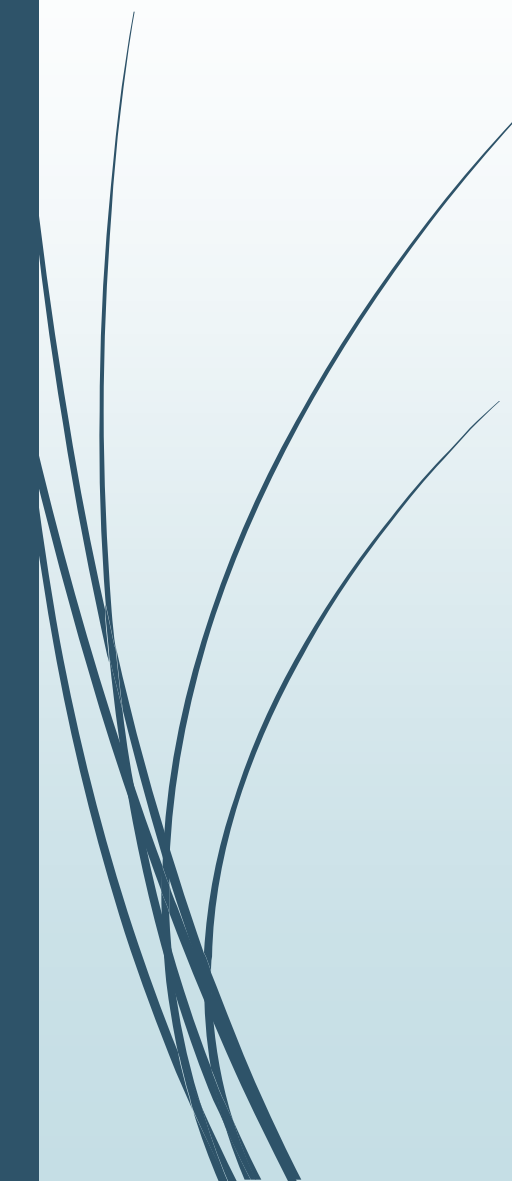


Community & Population Focused Healthcare

Rubric example



Example of Applicant Written Reflection

- 
- ▶ As a nurse for 10 years employed at the local health department as the manager of the visiting nurses, I consider myself a community-based nursing expert. Although I do not have my bachelor's degree in nursing, my RN Diploma education had the basic community-based nursing education needed to begin my job as a visiting nurse as a new graduate. After 10 years of practice, I have had a wealth of education through my professional practice and have taken on leadership roles, now serving as the manager of the visiting nurses. The purpose of this written reflection is to document my practice experience and provide evidence for why I should be allowed to get credit for my prior community nursing experience as I continue my educational journey in advancing my education and practice through a Bachelor's of Science in Nursing.
 - ▶ This reflection will continue for 1-2 pages, documenting reflection of practice experience and a short explain of each of the evidence attached to this portfolio document (letter of support, example of continuing education, example of publication or advocacy action, example of collaborative activities, etc.) and a clear explanation if any evidence serves for more than one category.

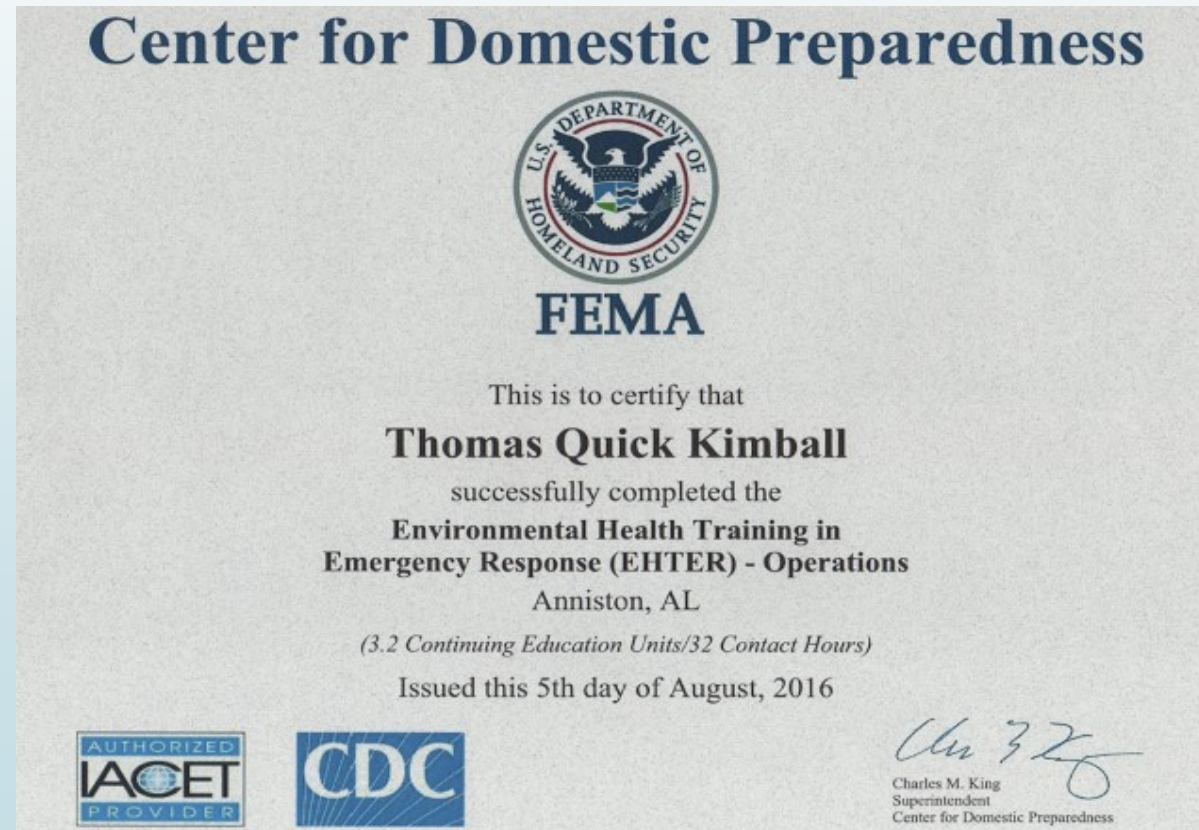
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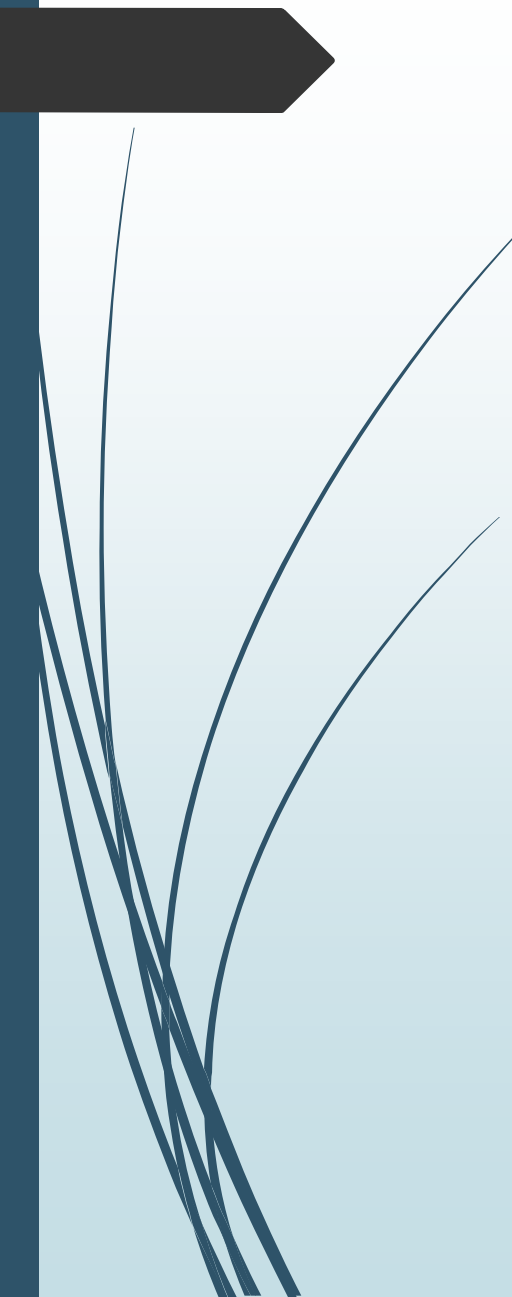
Example of Letter of Support

- ▶ Should be on professional letterhead
- ▶ Needs to be signed with contact information
- ▶ It is the responsibility of the school to verify credibility of support documents

Example of Continuing Education...

- Needs to be a certificate of continuing education completion with CEU hours and awarding source



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Example of Publication of a related Nursing article, presentation, or direct advocacy actions

- ▶ Letter to legislator
- ▶ Brochure or itinerary
- ▶ Journal article
- ▶ Newsletter article
- ▶ Letter to the editor

Example of Collaborative activities that demonstrate application of the determinants of health...

- ▶ Workplace policy development
- ▶ Collaborative conference planning committee participation
- ▶ Evidence of collaborative project participation

Components	Areas of Inquiry	Assets	Deficits
Housing	What is age, type of architecture, material of construction for the homes? How are houses spaced? What is the condition of housing? Do housing conditions vary in certain areas of the community? If so, how?		
Zoning	What is the political district? What is the parish or county seat? What are the zip codes? What is the police or fire district?		
Use of space	How is the land used (open space, residential, agricultural, commercial or industrial)? What is the quality of the land space (flowers, road condition, condition of lawns)? Is open space public or private? Who is using the open space? Are there any national geographical boundaries (rivers, mountains)? Are any landfills or waste management centers present? Is there any evidence of pollution (air, water, rodents)?		
Boundaries	Do signs indicate the community boundaries? How are the boundaries determined—natural or political, economic, cultural, or ethnic? What is the official and unofficial name of the community? Are there any clear boundaries identified according to race or ethnicity or urban, suburban, or rural boundaries? Is there evidence of different subgroups within the community, cultural or racial?		
Common areas	Where are people gathering? Do the gathering places differ by age, sex, socioeconomic status, or other factors? Are common areas territorial or open to strangers? What is the distribution of the common areas in the community?		

Example of Examining global and public health threats and applying decision making skills in time of disaster

Center for Domestic Preparedness



FEMA

This is to certify that

Thomas Quick Kimball

successfully completed the

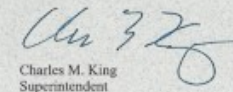
**Environmental Health Training in
Emergency Response (EHTER) - Operations**

Anniston, AL

(3.2 Continuing Education Units/32 Contact Hours)

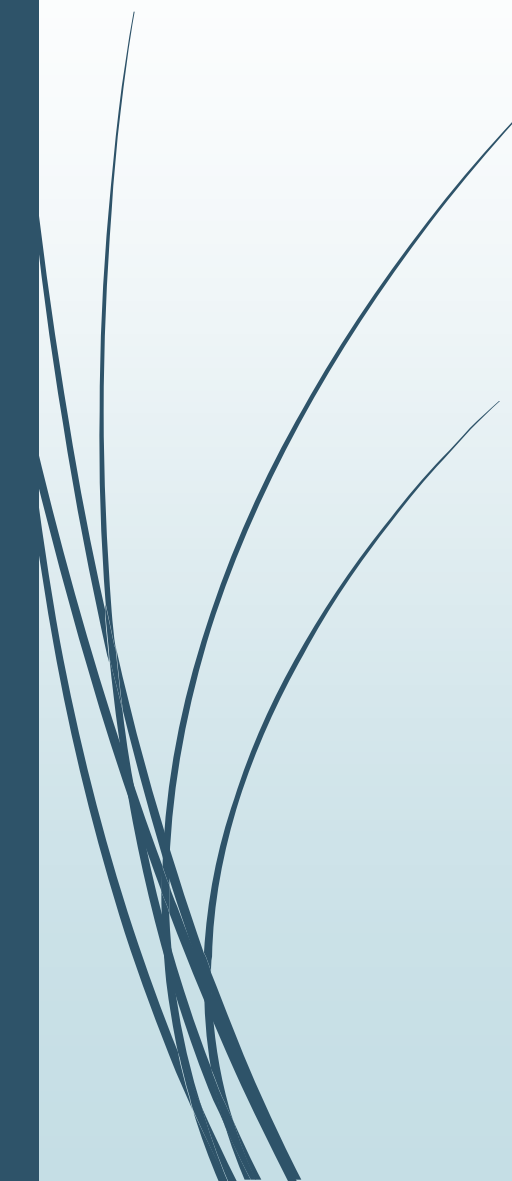
Issued this 5th day of August, 2016




Charles M. King
Superintendent
Center for Domestic Preparedness



Contact Information

- ▶ [NAC website](#)
 - ▶ [Links to schools](#)
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Your Feedback Needed



- ▶ NAC will be sending a link to Survey Monkey all participating schools two times per year at the end of each semester.
 - ▶ Purpose: to collect data on the portfolio process and establish inter-rater reliability