

Workforce Workgroup

**Priority 5- Systems for prioritizing health
professions education and training needs of
Louisiana communities**

Research:

1. Aiken, L. H., Cheung, R. B., & Olds, D. M. (2009). Education policy initiatives to address the nurse shortage in the united states. *Health Affairs*, 28(4), W646-W656.
doi:<https://doi.org/10.1377/hlthaff.28.4.w646>
2. Buerhaus, P. I. (2021). Current nursing shortages could have long-lasting consequences: Time to change our present course. *Nursing Economics*, 39(5), 247-250. Retrieved from <https://nsula.idm.oclc.org/login?url=https://www.proquest.com/scholarly-journals/current-nursing-shortages-could-have-long-lasting/docview/2581886413/se-2>
3. Newton, Sarah E,PhD., R.N., Smith, Lauren H,PhD., R.N., & Moore, Gary,PhD., R.N. (2007). Baccalaureate nursing program admission policies: Promoting success or facilitating failure? *Journal of Nursing Education*, 46(10), 439-44. Retrieved from <https://nsula.idm.oclc.org/login?url=https://www.proquest.com/scholarly-journals/baccalaureate-nursing-program-admission-policies/docview/203963879/se-2>
4. <https://www.aacnnursing.org/Portals/42/News/White-Papers/AACN-White-Paper-Promising-Practices-in-Holistic-Admissions-Review-December-2020.pdf>
5. Glazer, G., Clark, A., Bankston, K., Danek, J., Fair, M., & Michaels, J. (2016). Holistic Admissions in Nursing: We Can Do This. *Journal of professional nursing : official journal of the American Association of Colleges of Nursing*, 32(4), 306–313. <https://doi.org/10.1016/j.profnurs.2016.01.001>
6. <https://www.laregents.edu/about/>

Findings:

- Programs should track performance of admitted students in nursing courses to inform future admission practices.
- Use of a rubric that weights admission data such as the overall GPA, prerequisite course GPA, science GPA, standardized entrance exam composite and subject scores, will calculate an overall metric score for each admitted student.
- Programs that use a standardized entrance exam should offer a no- or low-cost course designed to help students prepare for the exam. Offering the course to any student who indicates their intention to apply to the program during the next cycle helps to level the playing field for students at risk because of standardized testing barriers.

Recommendations:

- Fund prep courses or exam review resources to increase potential applicants' success on nursing pre-admission exams.
- Standardize pre-requisite courses for nursing curriculum aligned with the LA Board of Regents general education requirements in higher education.
- Nursing programs conduct self-assessments on admission practices.
- Consider adopting standardized holistic admission policies.
- Develop a strategic approach that will advance implementation of a more holistic approach to advancing diversity in the nursing student population.
- Admission practices should be mission driven and informed by data.
- Develop a centralized data base where state schools to submit list of qualified applicants to denied admittance due to lack of capacity annually and bi-annually to be shared for recruitment purposes.

Conclusions:

- There is opportunity to increase admissions the number for qualified applicants.
- This is a large-scale change where everyone's buy-in is needed: nursing deans, faculty, health care stakeholders, accrediting bodies, and administration.

Future Work :

- Support is needed from nursing organizations, health care communities, and the Louisiana Center for Nursing to develop a repository of qualified applicants potentially eligible for admission to nursing programs.
- Implement professional development and peer learning to increase knowledge and buy-in for holistic admission review practices.
- Standardize pre-requisite courses for nursing curriculums.

Priority 1- Healthcare workforce training and development priorities for Louisiana

Research

1. American Association of Colleges of Nursing. (2022). Nursing faculty shortage. <https://www.aacnnursing.org/News-Information/Fact-Sheets/Nursing-Faculty-Shortage>
2. Bakewell-Sachs, S., Trautman, D., & Rosseter, R. (2022). Addressing the nurse faculty shortage. *American Nurse*. <https://www.myamericannurse.com/addressing-the-nurse-faculty-shortage-2/>
3. Biehle, R., Wimmer, B., Fulton, F., Withy, K., & Pabst, K. (2021). *Tax incentives for recepting: How do they work and are they making a difference*. <https://www.youtube.com/watch?v=9hKISB9qt8I>
4. Board of Regents. State of Louisiana. (2022). *Louisiana's colleges & universitates seek to address significant nursing shortages through talent development*. <https://regents.la.gov/042722release/#:~:text=According%20to%202019-20%20data%20in%20the%20Nursing%20Supply,decrease%20in%20graduates%20compared%20to%20the%20previous%20year%3B>
5. Carelli, K.C., Gatiba, P.N., & Thompson, L. (2019). Tax incentives for preceptors of nurse practitioner students in Massachusetts: A potential solution. *Journal of the American Association of Nurse Practitioners*, 31(8), 462-467. <https://doi.org/10.1097/JXX.000000000000257>
6. Jarosinski, J.M., Seldomridge, L., Reid, T., & Willey, J. (2022). Nurse faculty shortage: Voices of nursing program administrators. *Nurse Educator*, 47(3), 151-155. <https://doi.org/10.1097/0000000000001139>
7. National Academies Sciences Engineering Medicine. (2021). *he future of nursing 2020-2030: Charting a path to achieve health equity*. <https://nap.nationalacademies.org/25982>
8. United States: Governor Dunleacy awards \$2.1 million to UAA for recruiting and retaining nursing faculty. *TendersInfo News 23 Dec, 2021: NA, Business Insights Global Web 28 Oct 2022*.
9. Woodall, L., Smith, G., Garr, D., Hopla, D., & Kern, D. (2018). Can state-supported interprofessional coalitions cure preceptor shortages? *Journal of the American Academy of Physician Assistants*, 31(6). <https://doi.org/10.1097/01.JAA.0000533667.10945.ed>

Findings

- Supply and demand of the healthcare workforce are at critical levels within the state and across the nation; however, data related to actual and future workforce needs in Louisiana (nurses, allied health professions, etc.) remains inconsistent.
- Faculty shortages across the country and within the state are limiting student capacity at a time when the need for nurses and other healthcare providers continues to grow.
 - Schools of nursing are forming academic-practice partnership and working collaboratively with other stakeholders to bridge the faculty gap.
- Colorado, Georgia, Hawaii, Maryland, South Carolina and Virginia offer tax incentive for preceptors. Legislation is pending in New Mexico, New York, Oregon, and Rhode Island.

Recommendations

- Continue to analyze current and future workforce needs
- Retention stipends for nurses staying and working in the state (all nurses, regardless of degree and role)
- Support nursing education through state legislative funding
 - Preceptor Tax Credit/Incentive (NPs, PAs, etc.)
 - Faculty support – Loan repayment or tax credit (including clinical adjunct faculty). Funds commensurate with time commitments.
- Develop New Nurse Faculty Fellowship Programs
- Increase the use of Academic-practice partnerships

Conclusion

- Unless pragmatic solutions are implemented to recruit and retain faculty, shortages in the healthcare workforce, particularly the nursing workforce, will persist if not worsen.
- Preceptor tax incentives/credits may be one solution to decrease to preceptor shortage in Louisiana.
- Collaboration among key stakeholders (academia, healthcare systems, the LDH, the Louisiana Legislature, etc.) is paramount in the development of short and long-term solutions to strengthen the healthcare workforce.

Future Work

- Partner with the Louisiana legislature and LDH to explore feasible options for tax incentives/credits for preceptors
- Opportunity to form coalitions with nursing associations, research, and campaigns to highlight nursing and nursing education as an attractive career choice in our state.

Priority 9- Means for establishing and enhancing health professions career ladders and pathways

Research:

1. Coke, L. (2022). Academic Practice Partnerships. *Clinical Nurse Specialist*, 36 (4), 223-224. doi: 10.1097/NUR.0000000000000685.
2. Landen, J. & Hernandez, S. (2022). The Nursing Baccalaureate Dual Enrollment Model. *Nursing Administration Quarterly*, 46 (3), 224-233. doi: 10.1097/NAQ.0000000000000535.
3. Padilla, B. & Evans-Krieder, K. (2022). The added value of clinical faculty in building effective academic–practice partnerships. *Journal of the American Association of Nurse Practitioners*, 34 (2), 242-246. doi: 10.1097/JXX.0000000000000644.

Findings:

Dual enrollment increased the number of BSN prepared nurses and diversity.

Recommendations:

1. Leverage Dual Enrollment, and Pre-apprenticeships. Allow students in dual enrollment to begin before 18 years old throughout the state for LPN (Delgado piloting now)
2. Strengthen Academic Practice Partnership with shared staff between practice and academia to support as clinical faculty
3. Accelerated Nursing Degree programs for those with degrees in other areas
4. Include recommendations developed during the Nursing Synergy Summit (11/10-11/11)

Future Work :

- Investigate paid clinical time (ex: Oklahoma)
- Develop a Statewide Apprenticeship Program and Healthcare sector partnerships