

Nurse Educators Issues Summary

Aims

- **Get health care to the people**
- **Collaborate to develop a regional quality nursing workforce**
- **Increase the nursing personnel supply and practice competencies**
- **Sustaining nurse educators communication/collaboration**
- **Advancing the profession of nursing within the Pacific and other underserved communities**

Issues	Next Steps
<p>HRH (1)</p> <ul style="list-style-type: none"> • Faculty numbers, qualifications, access to advanced degrees, preceptors • Faculty recruitment and retention • Faculty development • Faculty salaries • Economic sustainability of programmes • Retention of graduates in workforce • Grant writing abilities • Scholarships/stipends/service obligations • Ability to transfer employment (i.e. RN/US/or stay at home) <p>Nurse retention</p> <ul style="list-style-type: none"> • Locally accessible; • Maintenance of technology 	<ul style="list-style-type: none"> • Developing a list serve of all emails in network, as well as, • Repository under new APNLC website <ul style="list-style-type: none"> ○ Contacts re grant opportunities—pertinent to region, on website, including NSF grants ○ Service obligations/reciprocity agreement--Model statement for website: <ul style="list-style-type: none"> ▪ For use by institutions—generic statement re service obligations ▪ Options to consider for service obligation adherence • Completing workshop proceedings • Making workshop proceedings available to all, via website etc. • Pursue Elluminate, other video conferencing options training post-workshop—link with U. of Iowa, UH, WHO, POLHN, PIHOA; • Identifying faculty development priorities • Possible November, 2007 TB Nurse Educators workshop (Cathy W/KF) • HRSA contacts re grant writing • Scholarship/service obligations via service delivery and/or as

	<p>educator, etc.</p> <ul style="list-style-type: none"> • Comparison data on salaries; develop white paper/position statement
<p>Student (2)</p> <ul style="list-style-type: none"> • Support to students • Developmental learning needs • Dealing with at risk students • Educational opportunities for MIC students in US, to return home • Student exchange programmes • Personnel • Electronic access • Seamless career pathways • Insufficient core science, core pre-requisite course spaces • K-12 adequate educational prep • Bridging programmes—High school to college and/or older students • Bridging/articulation, AS-BSN, etc. 	<ul style="list-style-type: none"> • Sharing of potential and best practices re student development needs • Support services/interventions based on evidence-data/surveys of identified student characteristics, using standardized instruments (KM) • ACN (Appalachian College Association) • Integrating co-curriculum with curriculum—link development <ul style="list-style-type: none"> ○ Peer-to peer student support, teacher mentoring student processes with content to move students further, faster • Case management of students/policy issues <ul style="list-style-type: none"> ▪ —pre-testing of English, Math, etc (UOG) ▪ How you use information about students, etc. ○ Pre-nursing support ○ Support courses for at-risk students • NSF Grants—Call in November, Deadline Dec/Jan • Regional dialogue with high schools • Communication with current AHEC K-12 programmes • Dialogue with Tom Barlow-PREL (Pacific Resources for Education Learning)-opportunities for access to standardized practice exams (NCLEX style practice exams, such as Kaplan, CGFNS, etc_) • Inviting CGFNS/Barbara Nichols to meetings

<p>Education (3)</p> <ul style="list-style-type: none"> • Outcomes Assessment • Time to work on accreditation processes; Population needs vs. NCLEX • Skill deficits • Desire to collaborate/share resources • Economic sustainability of programmes • Beginning of collaboration • Sustainability of collaboration • Balance between local needs • Partnering/Mentoring for students/faculty • Respect/Understanding of nursing programmes within the larger institutional systems; slots available for pre-requisite courses • Alignment with PH programmes • Core competencies globally • Dissemination of funding opportunities/resources • Sharing of references/materials; identification of core materials 	<ul style="list-style-type: none"> • Websites— <ul style="list-style-type: none"> ○ placement of educational resources available ○ Funding opportunities ○ Opportunities for collaboration/partnerships for _____ ○ Website listing of ICN competencies; WPR/SEARO competencies, mapping project, etc. ○ Opportunities and needs for student/faculty exchange/electronic programmes • List serve opportunities for collaboration • Working towards curricular standardization, beginning with regional, PIC mapping project • Elluminate software to support faculty development in areas of student outcomes, assessments, testing, learning methods, etc. • PH alignments, particularly with COM-FSM, RMI and partnering with overseas institutions—common curricula; shared resources; cross-accreditation and seamless educational pathways for such programmes
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<p>Political advocacy (4)</p> <ul style="list-style-type: none"> • Balance between local needs and external accreditation requirements • Health diplomacy/global health • Licensure, regulation • Nursing programmes within institutions • Becoming more political savvy • Political advocacy training • Fear of out-migration/parochial attitude • Senior administrators' commitment to address issues limiting collaboration and/or articulation • Salaries; programme sustainability • Respect/Understanding of nursing programmes within the larger institutional systems • 	<ul style="list-style-type: none"> • Website sharing: <ul style="list-style-type: none"> ○ Resolutions (APNLC, PIHOA, WPR, WHA, etc) ○ Testimonials ○ Evidence/evaluation reports, etc. ○ Institutional profiles and Salary data ○ Links to regulatory profiles etc. ○ Guidelines for ethical recruitment, migration—ICN, WHO, WPR, ANA, etc. ○ • Programme at APNLC on political advocacy; and <ul style="list-style-type: none"> ○ FU with Elluminate • Participation in regional/sub-regional meetings of college heads, such as PPEC; comparing salaries etc via NCHEMS (KM); American Pacific Island Legislators; rotation/collaboration with the military nurse in Senator Inouye's office/invitation to meetings—as speakers, etc. • ? bi-annual newsletter—cutting edge developments • Support for writing publications in relevant journals • Advocating for nursing emergency preparedness/pandemics/ • Collaboration between Central Western Pacific and South Pacific, beyond; Linking APNLC nurse education to S. Pacific and regional educators meetings
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Robert Wood Johnson's Work on Investing in the Future