SUCCESSSES
AND
BARRIERS

IMPLEMENTATION OF A UNIQUE, FULLY ONLINE, ASYNCHRONOUS LPN TO RN BS PROGRAM

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INDIANA STATE UNIVERSITY
SCHOOL OF NURSING
Brick and Mortar Institution
Blackboard LMS

- Asynchronous
- Student-to-Content
- Student-to-Student
- Student-to-Faculty
Timeline

2000  Start of LPN to BS program.
2002  Program fully online, first online enrollment.
2004  First states to recognize the program: IL, MO, OR, FL, VA, NE, OH
2005  First fully online LPN to BS out-of-state student graduates.
2006  First full time employee designated to obtain recognition from states.
2007  Nursing professor becomes first full time distance education coordinator.
2008  Enrollment exceeds 40 students, additional states recognize the program.
2008  Department of Baccalaureate Nursing Completion is formed.
2009  First nursing faculty dedicated fully to online education are hired.
2010  Peak enrollment of 94 student, additional states recognize program.
2013  California Board of Nursing ceases to recognize all out of schools under the their jurisdiction causing a temporary decline in ISU LPN-BS enrollment.
2014  Enrollment rebounds to 82 students. A total of 38 states, District of Columbia, Puerto Rico, and 2 U.S. territories recognize the program. Department employs 7 full time faculty, 7 adjunct/clinical faculty, 4 staff.
LPNs: The Workforce

- 690,000 LPNS  (15.5% INCREASE OVER LAST DECADE)
- PROJECTED GROWTH OF 20% BY 2020
- EMPLOYMENT SETTINGS SHIFTING AWAY FROM HOSPITAL SETTINGS AND PHYSICIAN OFFICES TRENDING TOWARDS
  - LONG TERM CARE FACILITIES
  - OUTPATIENT CARE CENTERS
  - HOME HEALTH
- MARGINALIZED WORKFORCE
- REDUCED ABILITY FOR UPWARD, PROFESSIONAL MOBILITY

(HRSA, 2013, DPE 2012)
LPNs: National Demographics

• 24% RESIDE IN RURAL AREAS
• AVERAGE AGE 43.6 YEARS
• AVERAGE SALARY $39,000
• 25.2% BLACK/AFRICAN AMERICAN
• 10.6% HISPANIC/LATINO
• 5.1% ASIAN
• 8.5% MALES

(HRSA, 2013, DPE 2014)
LPNs: ISU BNC Student Demographics

- AVERAGE AGE 39 YEARS
  - OLDEST: 69 YEARS
  - YOUNGEST: 21 YEARS
- 9.3% MALES (82 STUDENTS)
- 21.9% BLACK/AFRICAN AM. (193 STUDENTS)
- 6.1% HISPANIC/LATINO (54 STUDENTS)
- 6.8% ASIAN (60 STUDENTS)
- 38.5% NON-WHITE (340 STUDENTS)
- 57.1% WHITE (503 STUDENTS)
- 4.3% NOT REPORTED (38 STUDENTS)
## Comparing Demographics

<table>
<thead>
<tr>
<th></th>
<th>RN/National</th>
<th>LPN/National</th>
<th>LPN/BNC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AMOUNT</strong></td>
<td>2,892,000</td>
<td>690,000</td>
<td>881</td>
</tr>
<tr>
<td><strong>AGE</strong></td>
<td>43.8 years</td>
<td>43.6 years</td>
<td>39 years</td>
</tr>
<tr>
<td><strong>BLACK/AFRICAN AM.</strong></td>
<td>10.5</td>
<td>25.2%</td>
<td>21.9%</td>
</tr>
<tr>
<td><strong>HISPANIC/LATINO</strong></td>
<td>6.5%</td>
<td>10.6%</td>
<td>6.1%</td>
</tr>
<tr>
<td><strong>WHITE</strong></td>
<td>70%</td>
<td>59% **</td>
<td>57.1%</td>
</tr>
<tr>
<td><strong>ASIAN</strong></td>
<td>8%</td>
<td>5.1%</td>
<td>6.8%</td>
</tr>
<tr>
<td><strong>NOT REPORTED</strong></td>
<td>----</td>
<td>----</td>
<td>4.3%</td>
</tr>
<tr>
<td><strong>MALE</strong></td>
<td>9.9%</td>
<td>8.5%</td>
<td>9.3%</td>
</tr>
<tr>
<td><strong>SALARY (Week/Year)</strong></td>
<td>$1099/</td>
<td>$741/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$57,148</td>
<td>$38,532</td>
<td></td>
</tr>
</tbody>
</table>

**calculation based on 100%

(DPE, 2014)
## Diversity of Newly Admitted Cohorts

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Students</strong></td>
<td>39</td>
<td>38</td>
<td>42</td>
<td>23</td>
</tr>
<tr>
<td><strong>African American</strong></td>
<td>6/15.8%</td>
<td>15/41.7%</td>
<td>24/61.9%</td>
<td>15/65.2%</td>
</tr>
<tr>
<td><strong>Asian/Pacific Islander</strong></td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Mixed Race</strong></td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Caucasian</strong></td>
<td>28/73.7%</td>
<td>15/41.7%</td>
<td>16/38%</td>
<td>6/26%</td>
</tr>
<tr>
<td><strong>NA</strong></td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>% diversity</strong></td>
<td>10/26.3%</td>
<td>23/60.5%</td>
<td>26/62%</td>
<td>17/74%</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>4/10.3%</td>
<td>4/10.5%</td>
<td>4/9.5%</td>
<td>3/13%</td>
</tr>
</tbody>
</table>
Anna  
- Age: 37 years old
- Marital Status: Divorced
- Children: 2
- Ethnicity: Hispanic
- Occupation: Licensed Vocational Nurse
- Hours Worked Per Week: 20 hours per week
- Credit Hours/Semester: 6 to 9 units per semester

Danielle  
- Age: 30
- Marital Status: Married
- Children: 2
- Ethnicity: Black
- Occupation: Office LPN
- Hours Worked Per Week: 32 hours per week
- Credit Hours/Semester: 8 units per semester
Ranbir

Age: 30  
Marital Status: Married  
Children: 0  
Ethnicity: Asian/Indian  
Occupation: LPN  
Hours Worked Per Week: 40 hours per week  
Credit Hours/Semester: 12 units per semester

Scott

Age: 38 years old  
Marital Status: Married  
Children: 4  
Ethnicity: Caucasian  
Occupation: LPN, home health  
Hours Worked Per Week: 40 hours per week  
Credit Hours/Semester: 6-8 units per semester
<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Marital Status</th>
<th>Children</th>
<th>Ethnicity</th>
<th>Occupation</th>
<th>Hours Worked Per Week</th>
<th>Credit Hours/Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kimberly</td>
<td>24</td>
<td>Single</td>
<td>0</td>
<td>Cuban</td>
<td>LPN</td>
<td>48 hours per week</td>
<td>8 units per semester</td>
</tr>
<tr>
<td>Erin</td>
<td>32</td>
<td>Married</td>
<td>3</td>
<td>Caucasian</td>
<td>LPN, dialysis</td>
<td>32 hours per week</td>
<td>8 units per semester</td>
</tr>
</tbody>
</table>
Jose

Age: 40 years old
Marital Status: Single
Children: 0
Ethnicity: Hispanic (raised in Mexico)
Occupation: Licensed Vocational Nurse
Hours Worked Per Week: 24-36 hours per week
Credit Hours/Semester: 6-8 units per semester

Esther

Age: 50 years old
Marital Status: Married 31 years
Children: 4 children/ 3 grandchildren
Ethnicity: Caucasian
Occupation: LPN, long term care
Hours Worked Per Week: 36 hours per week
Credit Hours/Semester: 7-9 units per semester
Program Interest

Program Inquiries per Month

Web Analytics by State
(May 31-June 8, 2015)
Admission Criteria

STEP 1: Verify program availability

Recognized States for the LPN to BS Track
- Recognized
- Not Recognized

STEP 2: Verify eligibility
- Transcript evaluation
- Prerequisite courses (9)

STEP 3: Nursing application
- Grade Point Average
- Compliance items
- Liability Insurance
Admissions: LPN to BS

[Bar graph showing admissions from 2002 to 2014]
Curriculum

UNIVERSITY REQUIREMENTS
- 120 credit hours
- Foundational Studies

NURSING REQUIREMENTS
- 12 total courses
- 6 courses include clinical components
Clinical Courses: Requirements

**NURS 304: Comprehensive Health Assessment for Nursing Practice**
- 45 clinical hours
- Clinical education in the comprehensive assessment of the child and adult

**NURS 338: Nursing in Mental Illness**
- 45 clinical hours
- Clinical education in the inpatient psychiatric nursing care of clients with common acute and chronic mental health disorders

**NURS 324: Nursing Care of Adults II**
- 90 clinical hours
- Clinical education in medical-surgical inpatient care and discharge of clients with common acute and chronic health problems

**NURS 424: Nursing Care of Adults III**
- 90 clinical hours
- Clinical education in medical-surgical inpatient care with clients in acute and intensive care with complex health problems
Clinical Courses: Requirements

NURS 450: Population Focused Community Health Nursing
- 90 clinical hours
- Clinical education in a community agency such as a public health nurse experience in
  - Local health department
  - Local school/school nurse experience
  - Local homeless shelter

NURS 484: Reflective Nursing Practice
- 135 clinical hours
- Clinical hours to provide an opportunity for synthesis and evaluation of professional nursing role behaviors essential to the care of clients experiencing complex health care needs across the lifespan in a variety of settings.
Clinical Courses: How it Works

Preceptor Qualifications

- **Current licensure** as a registered nurse
  (required by Indiana Administrative Code: 848 IAC 1-2-12 Faculty, for programs leading to RN licensure).
- A minimum of **three years** practice experience in the clinical setting
  (required by Indiana Administrative Code: 848 IAC 1-2-12 Faculty, for programs leading to RN licensure).
- A commitment to professionalism.
- A willingness to assist students in meeting course objectives.
- A **bachelor’s** degree in nursing is strongly preferred for the primary preceptor.
Assessing and Developing Clinical Competence

- Preceptored clinical experiences (1:1)
- Double Robotics Simulation Lab experiences
- Shadow Health: Patient interviewing, examination, and documentation

Health Assessment
Interview | Examine | Document | Learn

Do you have any medical conditions?
Yes, I have diabetes.

Double Robotics
The clinical setting provides many opportunities to learn in a mentorship environment.

This is arguably even truer for Indiana State University’s (ISU’s) distance program, in which students must find their own preceptors.

This results in a situation in which preceptors are generally more willing to input the time and effort it takes to mentor someone than they might be if they were merely assigned a nursing student for one shift, as occurs with many of the local programs.

ISU’s program requires that you remain with one preceptor for weeks, which allows time to build rapport, establish learning needs, build upon strengths, and offer feedback and constructive criticism.

Personally, I have found the opportunity to be mentored by my preceptors throughout my nursing program to be invaluable to my learning.

Unquestionably, I am learning as much, if not more, from my clinical experience as I am from coursework and theory. (Ashley Nelson, Spring 2015, NURS 484).
Barriers: Managing the T’s

Time:
- need time for job/employment
- need time for family obligations
- need time for school

Management:
- asynchronous online format allows time flexibility

Travel:
- burden to travel to class, clinical sites
- cost, time, and resources required for travel

Management:
- asynchronous online format, no travel to a campus
- clinical site in student’s locality
Barriers: Managing the T’s

Tuition:
- typically less financially stable
- economic burden (some reduce work hours)

Management:
- tuition remains competitive
- some scholarships and financial aide
- can attend on part-time status

Technology:
- burden to adapt to different courses
- cost of programs (ex. Microsoft Office)

Management:
- use of course template for courses
- obtaining Quality Matters (QM) course certifications
- multiple online resources available for student success
- Microsoft Office download through University
Barriers: Managing the T’s

Transition:
- need to differentiate the LPN and RN role
- need acute care clinical experiences

Management:
- Initial transition course
- acute care clinical experiences for NURS 324, 424, 484

Testing:
- burden to travel to testing sites and obtain proctors
- cost of testing
- time limitations to testing

Management:
- online proctoring service, no travel to testing centers
- cost is less than testing center and covers multiple exams
- essentially around the clock testing availability
Barriers: Managing the T’s

Tradition:
° value system incongruent with majority professional value system in areas of time management, interpersonal relationships, and cultural beliefs (Porter-Wenzlaff & Froman, 2008).

Management:
▪ incorporation of cultural diversity in all courses
▪ setting limits with contact (being mindful of time of day, urgency etc.)
▪ nettiquette
▪ student handbook, student clinical packet (expectations)
## Program Completion: LPN to BS

<table>
<thead>
<tr>
<th>Admission Term</th>
<th>Number Admitted into the Major</th>
<th>Currently Enrolled</th>
<th>Graduated</th>
<th>Dropped</th>
<th>Dismissed</th>
<th>Graduated or Projected to Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6-9 sem. (&lt;1.5 times program of study)</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>34</td>
<td>0</td>
<td>20</td>
<td>10</td>
<td>4</td>
<td>20 (59%)</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>28</td>
<td>1</td>
<td>16</td>
<td>9</td>
<td>2</td>
<td>16 (57%)</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>34</td>
<td>3</td>
<td>27</td>
<td>3</td>
<td>1</td>
<td>30 (88%)</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>37</td>
<td>8</td>
<td>20</td>
<td>6</td>
<td>3</td>
<td>28 (76%)</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>57</td>
<td>24</td>
<td>23</td>
<td>9</td>
<td>1</td>
<td>47 (82%)</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>34</td>
<td>29</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>30 (88%)</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>47</td>
<td>43</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>43 (91%)</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>46</td>
<td>42</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>42 (91%)</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>43</td>
<td>42</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>42 (98%)</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>25</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>25 (100%)</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>25</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>25 (100%)</td>
</tr>
</tbody>
</table>
NCLEX-RN Pass Rates: LPN to BS

LPN/National Average

National Average
LPN to BS

A Meaningful and Enlivening Outcome

We, as faculty and staff, consider experiences with our student body to be one of privilege as we share and participate in their remarkable journey to BS RN.
“I think ISU graduates are motivated and top tier candidates. I’m proud to have completed this program.” (Jose Díaz-Leo, 2015)

“I’m now ready for the next chapter in my life as a Registered Nurse.” (Teresa Thompson, 2015)
QUESTIONS ???
REFERENCES

