

Developing the Workforce to Provide Health Care For an Expanding Population of Insured Texans

New Educational Models for a New Workforce

by

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Nursing Educator Response to A. Garson: “Leveraging the health care workforce”

- Guiding Principles: The Future of Nursing Report ...IOM/RWJF
October 5, 2010
- Nurses should practice to the full extent of their education and training.
- Nurses should achieve higher levels of education through an improved education system that promotes seamless academic progression.
- Nurses should be full partners with physicians in re-designing health care in the US.
- Better data collection is needed for nursing workforce planning and policy making.

Implications for Education

- Education matters: Educate differently not less.
- Let us not have nurses and physicians the least educated members of the health care team.
- Do not endeavor to focus on reducing the error rates of less educated nurses; instead increase their education level, ergo their clinical sophistication.
- Capitalize on the renaissance of nursing and strive to get the best and the brightest with degrees in other areas into accelerated entry level programs.
- Inculcate life long learning into all aspects of the formal education process.
- Do not teach that which can be “googled.”

What it might look like in Texas.....

“three years [120 crs] BSN program of study model”

- Begin recruitment for the nursing profession at the Middle School level.
- Do not require pre-requisite courses for upper division programs. Shift responsibility to the applicant for acquiring defined requisite knowledge necessary for program success.
- Allow for completion of the required Texas Core Curriculum (42 crs) via self study and challenge examinations for credit.
- Teach all other courses (78 crs) in program of study as scenario based professional nursing courses with hybrid didactic instruction accompanied by concentrated intense simulated and actual clinical learning experiences.
- Integrate the physical/ natural sciences and social sciences into the content of all courses.
- Use the two Summers in the program for selected clinical practice opportunities aimed at increasing clinical proficiency.
- Do not require internships in areas of need.