

MINUTES
SWIFT Steering Committee

April 24th, 2008

9:30 – 12:30pm

Van Hise Hall, Room 1820, UW-System

Meeting Attendees: Sally Lundeen, Jo Ann Appleyard, Sue Dean-Baar, Jessica Allison, Dick Best, Tim Gengler, Mary Cieslak-Duchek, Maureen McCausland, Kris Andrews, Janice Sheppard, and Tom Moore

- I. Call to order/approval of February 19th minutes
 - a. The meeting was called to order by Sally Lundeen at 10:00am.
 - b. The minutes from the February 19th meeting were approved.

- II. Report from Educational Strategies work group
 - a. Competency Assessment Tool (see attached)
 - i. This identifies the four competency outcomes that students will have once they finish a nurse educator program.
 - ii. At this time, the UW educators are submitting the courses that ensure the *SWIFT* students meet the four competencies. In the future, this tool can be used by other programs preparing nurse educators.
 1. The UW programs will use this document to advise students once they are admitted.
 2. It can also be used by potential students to determine where they want to focus their studies.
 - iii. The defined educator competencies do not precisely match the Wisconsin Technical College System (WCTS) certification requirements.
 1. The educators did submit several courses to the WTCS to for waiver approval, however, many of the courses are too theoretical and do not mesh well with the competencies defined by WTCS.
 2. WTCS does provide course for their faculty to meet their certification requirements.

- III. Report from Employer Strategies Work Group
 - a. The last meeting for this group was focused on how to develop joint appointment agreements for graduating *SWIFT* candidates.
 - b. Update on Wheaton Franciscan information session for their 8 employees graduating in May
 - i. Jo Ann and Jess attended a meeting at Wheaton Health Care on March 15th.
 1. Heather Seager, the Wheaton liaison, contacted Milwaukee-area nursing program to find out where there will be openings for nurse educators. Only about half were

- able to give her their future openings. The larger institutions usually do not know that far in advance what their nurse educator needs will be for the fall semester.
2. The current joint employment agreements between Wheaton and several nursing programs were explained, and two of the nurses currently employed jointly by Wheaton and nursing education programs talked about how they managed their dual roles
 3. One of the concerns of the nurses was that there were not Clinical Nurse Specialist positions available at Wheaton.
- c. Joint meeting between employer and educator groups scheduled for May 5th to develop guidelines for joint employment of nurse educators
- i. This meeting will be held at Waukesha County Technical College.
 - ii. A broader group of participants from both the employer and educator groups were invited.
 - iii. The discussions will be focused on talking through some models that can be used for the joint-employment of nurse educators who are primarily employed in the health care delivery system.
 1. We have identified an extensive list of factors that affect joint employment.
 2. At the end of this meeting we hope to have identified different models to be used in different situations.
 - a. Flexibility with the employer will be important to the employees.
 3. We also want to identify the lessons learned and have them in one place so that people can access them
 4. Tim talked about how there is not one model that will work for this. Aspirus has been participating in joint employment for a long time and have been making it work for both full-time and part-time employees. All parties have to be flexible in order to make it work.
 - a. It is more difficult for some organizations when a nurse is hourly instead of salaried.
 - iv. Mary noted that the smaller the department where the teacher/practitioner is employed, the greater the impact will be on their having dual roles, and flexibility will be reduced.
 1. It is important that top-level administrators be involved to help with working things out with managers and human resource departments.
 - v. This meeting will help all health care employers and nursing schools interested in joint employment to know what questions to ask and how to develop employment agreements.
 - vi. Tom mentioned that he was under the impression that when *SWIFT* candidates were identified, they would know where they were going to end up as a nurse educator when they entered the pipeline. This is not possible because of the length of time it takes to

become master's prepared and the unpredictability of part-time nurse educator openings.

1. It will be important to identify areas of need as these candidates are entering the program.
 2. It will also be important as we move forward to focus on areas outside of Milwaukee.
 - a. We had recruited many employers all over the state that were interested but were not able to identify candidates that were interested in actually signing up.
 - b. This issue will be on the list for WCN to evaluate as it transitions to over-taking this program.
- vii. Sue talked about the lesson learned of the students that are currently in the program. Although there was some concern as to how well these candidates will do, they are doing very well.
1. The *SWIFT* candidates are expected to complete their degrees within 2-3 years. This is a long time in a healthcare organization. As seen in Wheaton Franciscan, since the *SWIFT* cohort began, there has been significant turnover and reorganization within the nursing administration function. At the time of implementation of the cohort, it was projected there would be multiple Clinical Nurse Specialist (CNS) positions available when these nurses graduated in three years. In actuality, financial constraints and philosophical changes within the organization resulted in there being only one opening available when the eight students graduated, and that opening did not match the clinical expertise of any of the *SWIFT* candidates. The candidates were dissatisfied with this because they all have an obligation to remain at Wheaton for at least 3 years because the employer provided significant tuition support for their graduate studies.
- viii. There may have been an opportunity that was missed by not doing an analysis of the demand for master's prepared nurses on the front-end of this project because it is hard for organizations to do a projection three years into the future. There may have been more of a direct connection with the *SWIFT* program concept if such an analysis had been done.
1. There have been consistent efforts toward nurse educator workforce projections in Wisconsin since the early part of this decade.
 - a. A report that examined demand for nurse educators across the state was published in July 2007.
 - b. These data were collected by surveying of every nursing program across the state; however, the

analysis did not include micro-level information regarding part-time positions.

- c. Projections were estimated based on data on full-time positions that are not filled.
- 2. Tom talked about the data that the Wisconsin Rural Health Cooperative is collecting. To a certain extent we are working in silos because stakeholders tend to collect their own sets of data instead of working as a coalition to direct resources toward collecting comprehensive nursing workforce data on a regular basis. A stream of data refreshed on a regular basis is needed for effective workforce planning, and we have not been able to accomplish this in Wisconsin.
 - a. We need a designated organization that is held accountable for collecting and analyzing nursing workforce data. The Workforce Development Boards might serve this purpose, although unless the data can go to a central resource for analysis and dissemination, the information will remain piecemeal.
 - b. Waukesha and Fox Valley have had their own healthcare alliances for years which do collect health care workforce data, but the other WDBs are in various stages of developing such alliances.
- ix. Mary discussed the meetings with The Wisconsin Center for Nursing (WCN) to look at software to establish a nursing workforce database. Mary talked with Rita Black-Radloff from the Wisconsin Department of Workforce Development to find out who is in charge of this initiative, and she confirmed that they are in charge of this, but it has been a slow process.
- x. Discussion then focused on the political processes involved in establishing an accountable party on a statewide level that will maintain an effective nursing workforce database. Although WCN is willing to do this, there is no funding for it, and some stakeholders prefer that a non-nursing group be responsible for nursing workforce data management.
- xi. The *SWIFT* grant proposal states that the initiative will continue to be encouraged statewide through the work of the WCN.
 - 1. Even though there is not any money to continue funding the *SWIFT* project, the mechanisms to recruit participating employers and potential nurse educator candidate are documented and will be available on the website.

IV. Progress toward goal of preparing 120 nurse educators

- a. Candidate admissions for Fall 2008 (see Employer Sponsor Summary)
 - i. There are 50 candidates that are either finished or in the pipeline.

- ii. Although we have had students drop from *SWIFT*, they are continuing their master's degree studies and may well become part-time nurse educators upon graduation.
 - 1. They have withdrawn from *SWIFT* either because they left their employer or decided to attend school part-time rather than full time.
 - b. Although the project did not achieve the projected number of nurse educator candidates, the partnerships that have been established and recruitment process work that was accomplished have affirmed the model of employer-education program partnerships to address the nursing faculty shortage.
- V. Final strategic activity recommendations
 - a. Redesign the *SWIFT* website to be more readable and include all relevant support materials for other to use as models.
 - b. Through the WCN is encourage employers and education programs to work together to continue to recruit and support nurse educator candidates.
 - i. A regional approach will probably be most effective means of doing this, since there are already existing relationships among employers and nursing education programs in many areas. Using a regional approach will allow focus in areas where the nurse educator shortage is more acute.
 - ii. The *SWIFT* "brand" should remain as the project transitions to WCN .
 - c. The major challenge will be resources to carry out the work.
 - i. We may want to see if there is a possibility of transferring any left-over grant funds to WCN to continue the coordinating work.
 - d. The program evaluation process will continue at UWM until all the candidates have completed their studies.
- VI. Sally thanked the members of the Steering Committee for their wisdom and guidance throughout the implementation of the project, and the meeting was adjourned.