



## **The 1+2+1 Dual Degree in Nursing:**

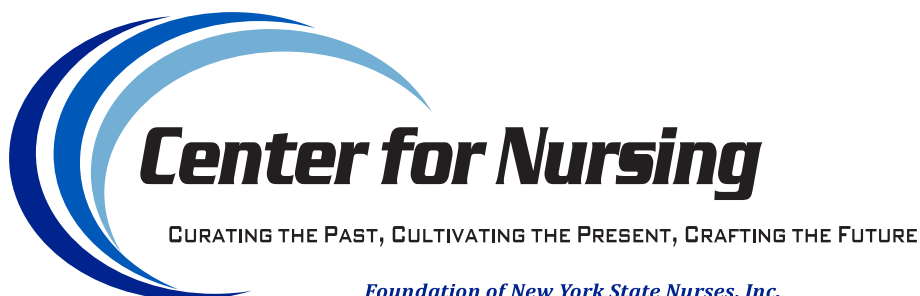
An Educational Model to Increase the Number of  
BS Prepared Nursing Graduates in New York State

*An innovative, seamless nursing education model whereby students  
earn both associate and baccalaureate degrees in four years.*



Supported by a grant from the Robert Wood Johnson Foundation through the Academic Progression in Nursing Program

Grantee: Foundation of New York State Nurses, Inc.  
2113 Western Ave., Guilderland, NY 12084  
[www.fnysn.org](http://www.fnysn.org)



*The Foundation is a 501(c)(3) organization. Contributions are tax deductible to the full extent allowed by law. A copy of the latest financial report is available from the NYS Department of State, Office of Charities Registration, 120 Broadway, New York, NY 10271*

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## Executive Summary

In August 2012 the New York State Action Coalition was one of nine recipients of a two-year Robert Wood Johnson Foundation (RWJF) grant to promote Academic Progression in Nursing (APIN). The focus of this grant project, administered by the Foundation of New York State Nurses, Inc., was to replicate and extend the Dual Degree Partnership in Nursing, also known as the 1+2+1 model, pioneered by the Le Moyne College Department of Nursing and St. Joseph's College of Nursing of the St. Joseph's Hospital Health Center in Syracuse, NY. This four-year educational model provides simultaneous admission of students to Bachelor of Science (BS) and Associate Degree (AD) granting institutions with Years I and IV occurring at the BS campus and Years II and III primarily at the AD campus. Students are eligible to take the National Council Licensing Examination (NCLEX) at the conclusion of Year III following completion of the AD program requirements.

APIN Project goals and outcomes were:

**Goal I –** Replicate the Dual Degree Nursing Partnership (DDPN) throughout New York State utilizing a 1+2+1 shared curriculum. Nineteen academic partners were initially recruited to participate in the project and were designated as the New York State Nursing Education Collaborative (NYSNEC). Due to unexpected circumstances, six partners had to resign from NYSNEC. An additional two programs became partners in Year II. Partners included private colleges, institutions representing the State University of New York (SUNY) and City University of New York (CUNY) systems of public education, single-purpose hospital-based colleges, religious-affiliated and non-sectarian colleges, upstate and downstate colleges, colleges in rural and urban settings, and colleges with enrollments just over 100 and those with enrollments over 16,000.

**Goal II –** Increase the number of baccalaureate-prepared nurses in NYS. Partners were required to collect and provide data via a tool developed by the Project Leadership Team. A statewide data repository was established to measure implementation and success of the model. For the 2012 Cohort, retention rates at the end of Year I were 87% and at the end of Year II, 69%. For the 2013 Cohort, retention at the end of Year I ranged from 70% to 100%. All rates exceeded the performance benchmark indicators of 60%. Enrollments at partner schools increased by 23% in the 2012 and 2013 Cohorts, dramatically exceeding the performance indicator of 6%. A 2013 survey of clinical practice partners who collaborate with the project academic partners revealed that there were 3,312 more RNs with a BS degree in nursing employed in 2013 than in 2011 in the 77% responding agencies. This survey also revealed that 73% of responding agencies preferentially hire RNs with a BS degree and 6% hire only BS-prepared nurses.

**Goal III –** Increase the diversity of historically underrepresented groups in nursing completing the BS degree in nursing. Baseline diversity statistics were determined based on ethnicity, gender and age distribution. The comparisons made between the 2012 and 2013 Cohorts are:

- A 2% increase in enrollment of students from diverse backgrounds.
- A 0.5% increase of male students.

The project team is creating a tool kit for high school guidance counselors that should help to better attract and prepare students from underrepresented groups interested in nursing to meet rigorous admission criteria.

The above data clearly indicate the project's successful impact on increasing the number of NYS nurses with bachelor degrees in nursing. In the course of project activities, a close relationship has been established with representatives from the Office of Professional Education in the NYS Education Department for the purpose of assisting in screening the increasing number of program proposals being submitted to replicate the 1+2+1 model. This cooperative relationship will assist in ensuring the integrity of the combined curricula in partner schools. Fortunately, the Robert Wood Johnson Foundation has approved another APIN (Phase II 2014-2016) grant which will enable us to continue and strengthen this significant effort through a project entitled "The 1+2+1 Dual Degree Academic Model in Nursing: A Model for Meeting IOM's 80-20 Recommendation" (The recommendation is to increase the proportion of nurses with a baccalaureate to 80% by 2020). An additional four partners have submitted or recently received program approvals from their internal administrative systems and/or the State Education Department. Four additional potential partners have expressed interest in adopting the model.





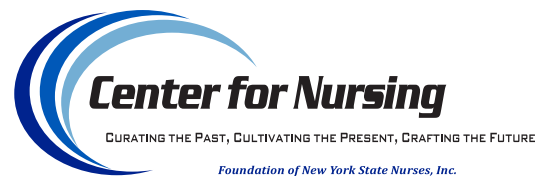
In response to the Institute of Medicine (IOM) 2010 report titled *The Future of Nursing: Leading Change, Advancing Health*, the Robert Wood Johnson Foundation (RWJF) provided funding through an Academic Progression in Nursing (APIN) grant program to assist states in advancing strategies to create a more highly educated, diverse nursing workforce. The APIN grant in New York supports the replication of the 1+2+1 dual degree nursing education model. This project is part of the [Future of Nursing: Campaign for Action](#) — a collaborative effort to advance solutions to challenges facing the nursing profession in order to improve quality and transform the way Americans receive healthcare. The Campaign for Action is coordinated through the *Center to Champion Nursing in America*, an initiative of AARP, the AARP Foundation, and RWJF. Implementation of the *Campaign for Action* is executed by state Future of Nursing Action Coalitions.



### **The Robert Wood Johnson Foundation**

### **Robert Wood Johnson Foundation**

The Robert Wood Johnson Foundation (RWJF) is the nation's largest philanthropic organization devoted to health and health care. RWJF works with a diverse group of organizations and individuals to identify solutions and achieve change. In collaboration with AARP and the AARP Foundation, RWJF launched an initiative in 2007 referred to as the Center to Champion Nursing in America (CCNA) which envisions a health care system where all Americans have access to high-quality care, with nurses contributing to the full extent of their capabilities. [www.rwjf.org](http://www.rwjf.org)



### **The Foundation of New York State Nurses, Inc.**

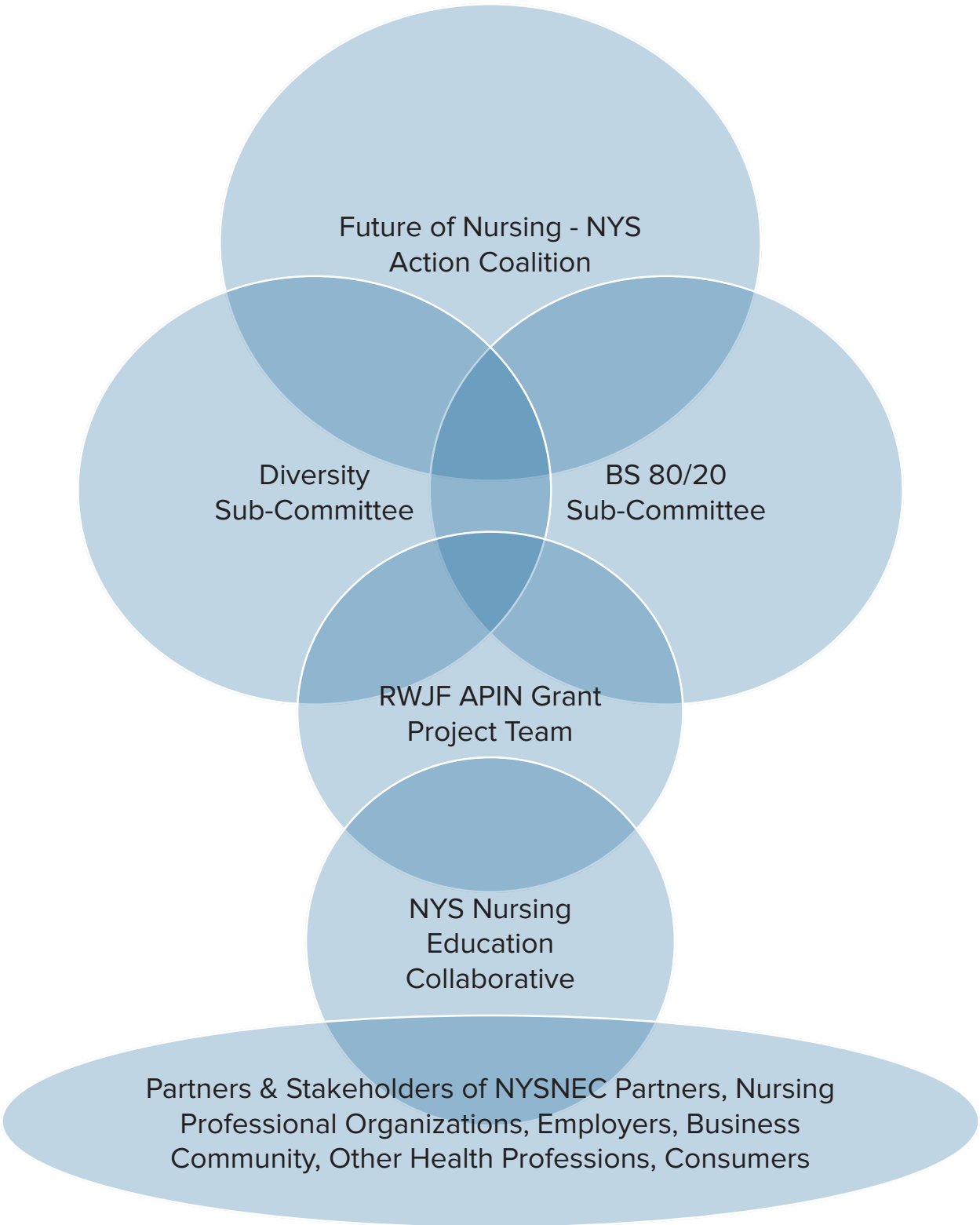
The Foundation of New York State Nurses, Inc. is a 501(c) 3 not-for-profit corporation whose primary purpose is to increase public knowledge and understanding of nursing, the nursing profession, and the arts and sciences on which human health depends. The work of the Foundation is directed by a Board of Trustees and conducted by a dedicated staff of nursing professionals and volunteers. Located in Guilderland, NY, the Foundation consists of three Centers; the Center for Nursing History, the Center for Public Education, and the Center for Nursing Research. In addition, in partnership with the Center for Health Workforce Studies at the School of Public Health, University at Albany, the Foundation is designated as the NYS Nursing Workforce Center and houses the Institute for Nursing in NYS. Through the work of these Centers and in collaboration with many other nursing and health related organizations, the Foundation strives to curate the history of the nursing profession, cultivate the present practice of nursing and craft the future of the profession. [www.foundationnysnurses.org/](http://www.foundationnysnurses.org/)



### **The Future of Nursing NYS Action Coalition (NYSAC)**

The NYS Action Coalition (NYSAC) is a non-partisan, volunteer organization whose mission is to facilitate and provide leadership for the implementation of the IOM's eight Future of Nursing recommendations. A volunteer subcommittee structure enables participation from both nursing and non-nursing entities who share a vision that all New Yorkers will have improved experiences of healthcare, higher levels of health, and lower health care costs. [www.nysactioncoalition.com](http://www.nysactioncoalition.com)

**Organizational Chart for the APIN Grant**



## Academic Progression in Nursing (APIN) Project Leadership Team

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APIN Project Co-Director  
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Project Manager NYS Partnership for Patients  
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Albany, NY

## New York State Nursing Education Collaborative (NYSNEC)

Region	BS Program	AD Program	Employer Partner
Central NY	Le Moyne College <sup>1</sup> Syracuse, NY	St. Joseph's College of Nursing <sup>1</sup> Syracuse, NY	St. Joseph's Hospital Health Center
Western NY	Daemen College <sup>1</sup> Amherst, NY	Erie Comm College – City <sup>1</sup> Buffalo, NY	Kaleida Health Center
		Erie Comm College – North <sup>1</sup> Williamsville, NY	
		Genesee Comm College <sup>1</sup> Batavia, NY	
		Trocaire College <sup>1</sup> Buffalo, NY	
	Jamestown Comm College <sup>2</sup> Jamestown, NY		
	St. John Fisher <sup>4</sup> Rochester, NY		
Mohawk Valley	SUNY Polytech Institute <sup>1</sup> Utica, NY	St. Elizabeth College of Nursing <sup>1</sup> Utica, NY	St. Elizabeth Medical Center
Southern Tier	Alfred State <sup>1</sup> Alfred, NY	Alfred State <sup>1</sup> Alfred, NY	Olean General Hospital St. James Hospital
	SUNY Delhi <sup>1</sup> Delhi, NY	SUNY Delhi <sup>1</sup> Delhi, NY	Arnot Ogden Medical Center
	Elmira College <sup>3</sup> Elmira, NY	Arnot Ogden School of Nursing <sup>3</sup>	Arnot Ogden Medical Center
Capital District	Maria College <sup>3</sup> Albany, NY	Maria College <sup>3</sup> Albany, NY	St. Peter's Health Partners
		Belanger School of Nursing <sup>4</sup> Schenectady, NY	Ellis Hospital
New York City	College of Staten Island <sup>2</sup> Staten Island, NY	College of Staten Island <sup>2</sup> State Island, NY	Richmond University Hospital
	CUNY NYC Tech <sup>2</sup> Brooklyn, NY	CUNY NYC Tech <sup>2</sup> Brooklyn, NY	Maimonides Medical Center
	Medgar Evers College <sup>3</sup> Brooklyn, NY	Medgar Evers College <sup>3</sup> Brooklyn, NY	
		Kingsborough Comm College <sup>5</sup> Brooklyn, NY	
Northern Metro	Mercy College <sup>1</sup> Dobbs Ferry, NY	Montefiore School of Nursing <sup>1</sup> Mount Vernon, NY	Montefiore Mount Vernon Hospital
		Dorothea Hopfer School <sup>5</sup> of Nursing (closed) Mount Vernon, NY	
North Country	SUNY Canton <sup>2</sup> Canton, NY		
	SUNY Plattsburg <sup>4</sup> Plattsburg, NY	Clinton County Comm College <sup>4</sup> Plattsburg, NY	
		Jefferson Comm College <sup>3</sup> Watertown, NY	

**Key:** 1 – currently enrolling students; 2 – plan to enroll students in Phase II; 3 – exploring the 1+2+1; 4 – elected different innovative model; 5 – unable to participate



## **History and Description of the Dual Degree (1+2+1) Model**

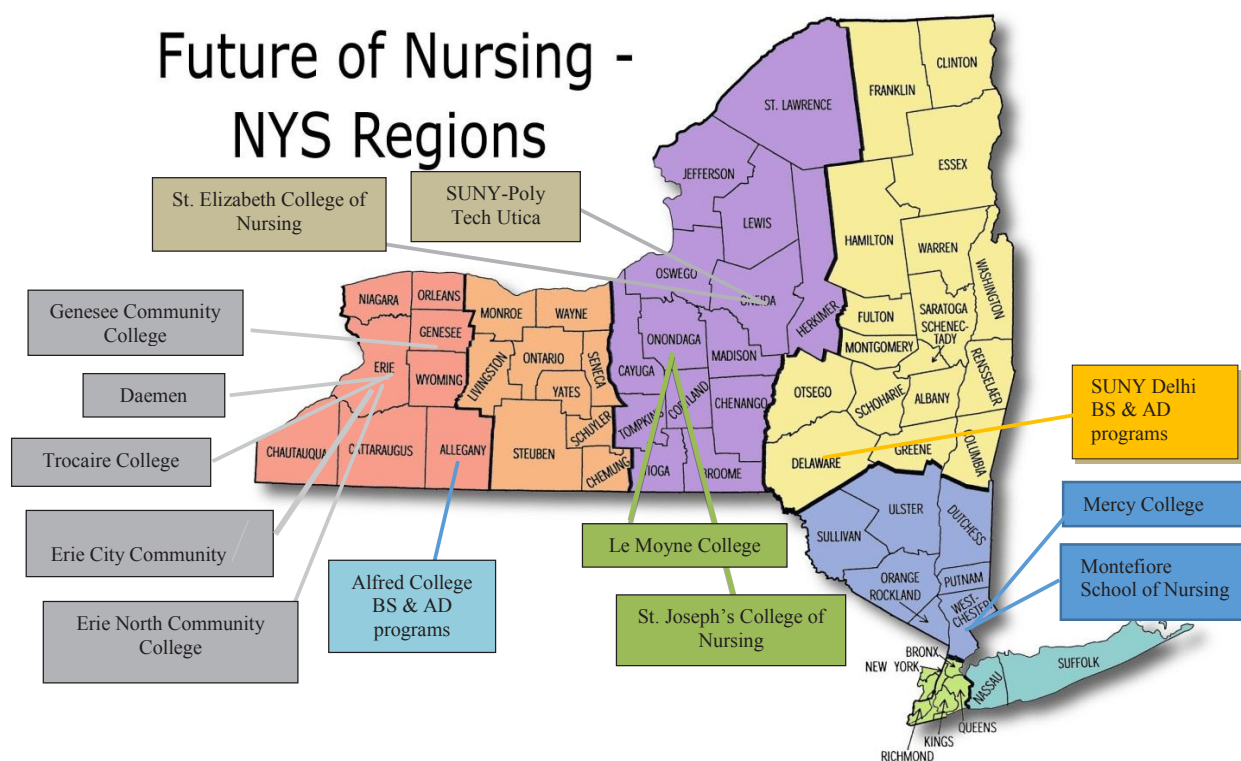
A unique articulation model, known as the Dual Degree Partnership in Nursing (DDPN), is the first model of its kind in the country. The DDPN was established in 2005 between the Department of Nursing at Le Moyne College and St. Joseph's College of Nursing at St. Joseph's Hospital Health Center (SJHHC) in Syracuse, New York.

This collaborative relationship, unlike the typical 2+2 agreements between Associate Degree (AD) and Bachelor Degree (BS) programs, is designed with a 1+2+1 sequence. The student satisfies the curriculum requirements of both the associate degree program and upper-division bachelor's degree program at St. Joseph's College of Nursing and Le Moyne College respectively. This innovative configuration of combining the two programs was accomplished without compromising the integrity of either one of the established programs of study. The initial goals were to attract a younger cohort into nursing, increase the retention rates of nursing students, and create an avenue for RN to BS mobility in nursing. Some key factors contributing to the success of this agreement include a long-standing mutual respect between the institutions, the excellent reputation of both colleges, the close proximity of the two campuses (approximately 3 miles apart), the institutions' willingness to work together, and the congruence of institutional missions with similar values and shared goals. The model was designed to attract high school students eager to pursue a BS in nursing and give them the opportunity to earn two nursing degrees (AD and BS) while experiencing a four-year campus living and learning environment at Le Moyne College.

The number of applications from graduating high school students has risen dramatically since the model was initiated. Applications have increased from 21 applicants in the 2005 pilot year to over 700 applicants in the most recent entering class of 2014. This progressive growth in enrollment indicates the popularity of the DDPN and the growing interest by young people in pursuing nursing as a field of study and as a professional career goal. In addition, the Institute of Medicine's recommendation for nurses to achieve a minimum of a BS degree for practice as a registered nurse has had a significant impact on the success of this unique model. Configured in a 1+2+1 framework, this dual degree model is not only very timely in preparing nurses in a seamless fashion to obtain a BS in nursing, but combines the strengths of both the AD and BS degree levels of education. These partnerships encourage and support collaboration for the benefit of both the students and the educational institutions.

Given the major changes in the U.S. health care system, strengthening the education of nurses both before and after they are licensed is essential. The RWJF APIN grant funding has made possible the replication of the 1+2+1 model across New York State. During Phase I of the grant, six BS programs and eight AD programs partnered together to implement the model and enroll students. In addition, during this period of 2012-2014, fourteen other colleges in the state took the initiative to seek consultation as potential partners. This momentum continues into Phase II.

# Future of Nursing - NYS Regions



## APIN 1+2+1 Dual Degree Conferring Schools of Nursing in NYS – 2014

Baccalaureate Degree Partner	Associate Degree Partner
Alfred State College Alfred, NY	Alfred State College Alfred, NY
Daemen College Buffalo, NY	Erie Community Colleges (City & North) Buffalo & Williamsville, NY
	Genesee Community College Batavia, NY
	Trocaire College Buffalo, NY
Le Moyne College Syracuse, NY	St. Joseph's College of Nursing Syracuse, NY
Mercy College Dobbs Ferry, NY	Montefiore School of Nursing Mt. Vernon, NY
SUNY Delhi Delhi, NY	SUNY Delhi Delhi, NY
SUNY Polytechnic Institute Utica, NY	St. Elizabeth College of Nursing Utica, NY

## Project Goals and Outcomes

The New York Action Coalition APIN Grant project comprised three major goals. Each is identified below with corresponding outcomes.

### Goal I. Replicate the Dual Degree Nursing Partnership in Nursing (DDPN) throughout NYS utilizing a shared 1+2+1 curriculum.

This project sought to replicate a successful model of nursing education based on a 1+2+1 sequencing of coursework in which Years I and IV occur on the BS degree-granting campus while Years II and III occur primarily with the Associate Degree program. Students are eligible to sit for the National Council Licensing Examination (NCLEX) at the conclusion of Year III. Only one additional year is required to complete the baccalaureate degree.

During the two-year time frame of this grant, 19 collaborative partners were identified initially and recruited to participate in the implementation of a joint admission, dual degree nursing partnership. [From the initial 19 - two were lost due to hospital mergers, two decided to implement a different model, one program lost accreditation, and one program lacked a BS partner.] In addition to the 13 inaugural partners with enrolled students, two new partners joined in Year II and an additional four partners have submitted proposals for program approval to their respective internal administrative systems while four potential future partners have indicated interest in adopting the model. Site visits to these prospective partners have been conducted or scheduled.

Summits were conducted in each grant year (2012 & 2013) in which all partners participated, and new partners were oriented to the model, its principles and best practices.

Project co-leads, highly expert as creators of the 1+2+1 model, conducted individual college site visits to assist in curricular design, data collection and identification of challenges unique to the particular institution.

The partners included private colleges, institutions representing the SUNY and CUNY New York State systems of public education, single-purpose hospital-based colleges, religious-affiliated and non-sectarian colleges, upstate and downstate colleges, and colleges in rural and urban settings, colleges with enrollments just over 100 and those with enrollments over 16,000. *(See map and list page 6)*

### Goal II: Increase the number of baccalaureate prepared nurses in NYS

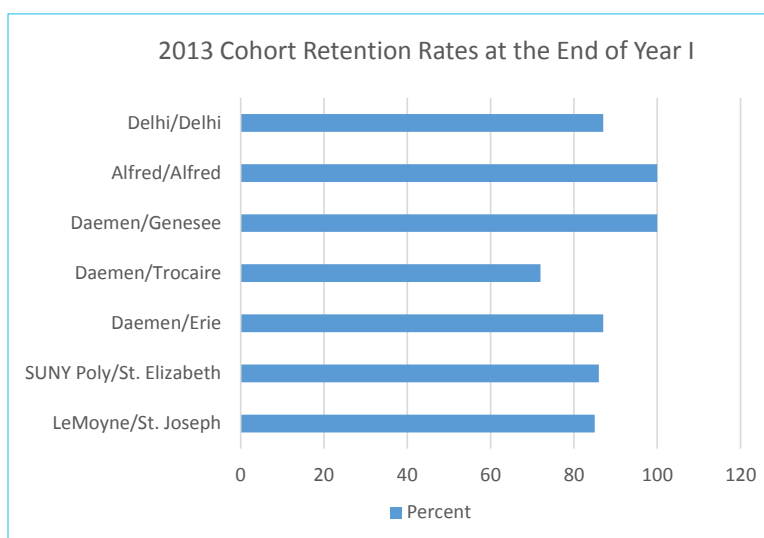
In order to determine an increase in the number of BS prepared nurses that could be directly attributed to the implementation of this model, the Project Leadership Team developed a comprehensive data collection tool that has been disseminated and used by all partners. Data collection was mandated for participation in the project to ensure that quantitative data would be gathered uniformly across the diversity that constitutes the partners, resulting in a statewide repository of data. Partners have been educated on the use of the tool both at the two Summit meetings and also at individual site visits by project co-leads and other project staff. Select data elements are provided below.

- For the 2012 Cohort the retention rate at the conclusion of Year I was 87% (104 students) and ranged from 68% to 100%. The retention rate for this Cohort at the conclusion of Year II was 69% (85 students) and ranged from 46% to 79%. **These rates exceeded the performance indicator of 60%.**

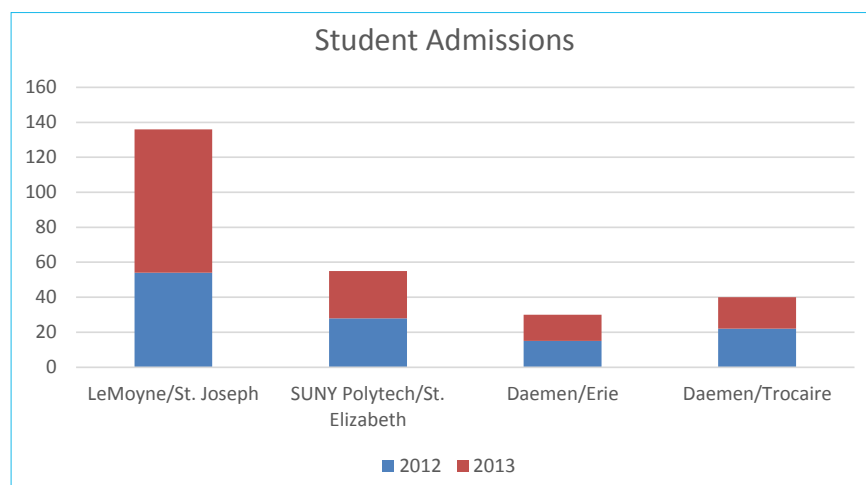
## 2012 Cohort Retention Rates at the End of Year I and End of Year II

Conclusion of Year I		Conclusion of Year II	
Le Moyne/St. Joseph	91%	Le Moyne/St. Joseph	72%
SUNY Polytech/St. Elizabeth	100%	SUNY Polytech/St. Elizabeth	79%
Daemen/Erie	80%	Daemen/Erie	76%
Daemen/Trocaire	68%	Daemen/ Trocaire	46%
<b>Total</b>	<b>87%</b>	<b>Total</b>	<b>69%</b>

- For the 2013 Cohort the retention rate at the conclusion of Year I was 83% (158 students) and ranged from 72% to 100%. **This rate exceeded the performance indicator of 60%.**



## Student Admissions and Percent Increase



- The programs realized a 23% increase in the number of students enrolled in the 2012 and 2013 Cohorts. **This increase exceeded the performance indicator of 6%.**

An objective related to this goal was to survey clinical practice partners to obtain data regarding current policies that require the BS degree for hire as well as incentives used to encourage further education of the nursing workforce of clinical partners. Highlights of the survey follow:

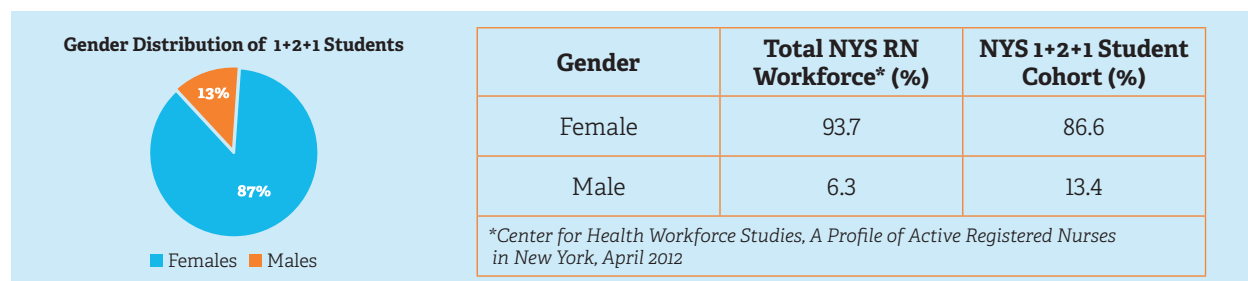
- Sent by e-mail to 48 clinical practice partners identified by APIN academic partners in NYS.
- Only six questions were included in an attempt to increase response rate.
- 77% of the sites responded.
- 73% of the respondents indicated that they preferentially hire RNs with a BS degree and an additional 6% stated that they only hire BS prepared RNs.
- 27% reported that when RNs with a diploma or associate degree are hired, they are required to complete the BS degree in a prescribed number of years in order to maintain employment.
- 18% indicated that their facilities require graduates to have passed the National Council Licensing Exam (NCLEX) and become licensed as a condition of hire.
- 93% of facilities provide funding for RNs to continue their education to the BS degree while 88% provide funding for RNs to pursue graduate education.
- 54% provide a pay differential for RNs with a BS degree.
- 69% require a BS degree in nursing for RNs in management positions.
- A total of 2,613 RNs were reported as actively continuing their education to the BS degree.
- The overall change in percentage of RNs with BS degrees increased from 42% in 2011 to 52% in 2013.
- There are 3,312 more RNs with BS in nursing degrees employed in these facilities in 2013 than in 2011.

### Goal III. Increase the diversity of historically underrepresented groups in nursing completing the BS degree.

Baseline diversity statistics were determined based on ethnicity, gender and age distribution. The comparisons made between the 2012 and 2013 Cohorts are:

- A 2% increase in enrollment of students from diverse backgrounds.
- A 0.5% increase of male students.

A plan was put forth to develop a tool kit for high school guidance counselors that will help to better attract and prepare students from underrepresented groups interested in nursing to meet rigorous admission criteria.



## Advantages of the Dual Degree 1+2+1 Model

- Creates a seamless avenue for RN to BS mobility in nursing to increase the number of BS-prepared nurses in the workforce
- Attracts recent high school graduates into the nursing profession
- Increases the retention rates of BSN students
- Academic institutions share scarce resources rather than compete with one another



## Project Insights

- Determine and address at the outset internal institutional college, university and, if relevant, system-wide, e.g., city and/or state program approval requirements and processes, external regulatory/accreditation program approval requirements and processes;
- Determine and address at the outset any potential impact of student financial aid requirements upon curriculum design;
- Initiate and maintain systematic dialogue and collaboration with employer partners throughout the project;
- Maximize visibility of project activities and achievements on a regular basis within the nursing community, the healthcare delivery system and the larger public.
- Allow a reasonable and practical amount of time for all aspects of project implementation, including accounting functions, communication and follow through, and marketing/promotional activities when designing the budget. The time required for communicating with partners in order to provide them the support that is needed to ensure project goals are met is extensive and should not be underestimated.
- Discuss aspects of the project, primarily data collection and student mentoring, prior to project implementation to ensure what is expected is reasonable and attainable for those responsible during the project timeframe.



# Student and Clinical Practice Partner Testimonials

## STUDENT TESTIMONIALS: \*

### 1) Kathy Gonzalez MS, RN, 2010 graduate of Le Moyne College/St. Joseph's College of Nursing

*I entered the DDPN program in the Fall of 2007 with not a clue of what to expect. I did not know about all the great opportunities and experiences that I would encounter. The advisement and faculty support at both institutions were phenomenal. All members of the team were able and willing to help me in any way they could. Faculty members were always available to answer questions or provide clarification to any concerns held by students. Being so far away from home, I was worried that I would not feel comfortable but thanks to the faculty and staff at both Le Moyne College and St. Joseph's College of Nursing I was more than comfortable.*

*After graduating from St. Joseph's College of Nursing in 2010, I began my career as a Registered Nurse at St. Joseph's Hospital Health Center. I was extremely fortunate to have a manager who was willing to accommodate my work schedule based on my final year school schedule. If there was any conflict between my work and school schedule my manager was always prepared to help change things around. She appreciated and understood that my education was as important to me as my job but she also made it clear that my education was a priority.*

*The support and encouragement that I received during and after my four years in the DDPN program have been influential in my success as a Registered Nurse and will continue to influence my career and future decisions.*

### 2) When asked what employer accommodations to your work schedules made it possible to complete your degree requirements in Year IV of the DDPN, Jenna Huff, Year IV nursing student at Le Moyne College/St. Joseph's College of Nursing responded by saying;

*I cannot begin to express how flexible my manager is when it comes to scheduling during the school year. My manager already has the schedule done through September and is telling the DDPN students to do their minimum hours to start to make sure they can handle their school work load. That to me says so much about my manager's beliefs. ...She knows that many of us come to her during the DDPN program and our main priority is to finish our Bachelor's through Le Moyne. She has already sat me down countless times to ask about any changes that need to be made due to conflicts with class assignments. I know being a full time student and working part time at the hospital is not going to be easy, but having a manager who is flexible and understands your needs makes this process much more enjoyable. I can't wait to see what this year has to offer and to be able to watch myself grow in this career field.*

**3) Paige Synesael, RN, BSN, 2010 graduate of Le Moyne College/St. Joseph's College of Nursing and current graduate student was asked the following questions:**

**How well did the DDPN prepare you to enter the nursing workforce?**

*The DDPN program prepared me to enter the workforce by not only exploring the techniques of management but the facets of what drives health care such as reimbursement. I was prepared to begin working as an associate educated nurse but, I also understood aspects of the professional nursing workplace by completing my bachelors.*

**What about the program helped you to be successful (such as academic advisement, faculty mentorship of students, support systems in the program such as Study Group Leaders for A+P I and II, etc.)?**

*The faculty advisement truly helped me be successful. The fact that the entire faculty knew the students by name and also personally followed each student made me feel welcomed and important. Since the program was small, the classes were geared for one-on-one learning and the students developed close relationships and supported each other. The students lived together on campus which also facilitated the close bond many of the students shared when organizing study groups.*

**What employer accommodations to your work schedules made it possible to complete your degree requirements in Year IV of the DDPN?**

*My employer at Saint Joe's was beyond understanding of my commitment to school. She had me submit my schedule and did not schedule me during my class times. She scheduled me for a minimum of 16 hours per week and I could pick up extra time at my leisure. I was not bullied or pressured to take extra shifts and my school was also understood as coming as first priority.*

**Comments about any other aspect of the AD at St. Joseph's and the BS at LMC that you wish to share.**

*I believe this program is successful because it allows for students to work their senior year and gain an entire year of experience before even graduating. No other program offers this amazing benefit. Also, by allowing students to start clinical in the fall of their sophomore year, students can see if nursing is truly their passion. If students find they do not enjoy the hands-on aspect of nursing they are only a year into the program and have the freedom to switch majors with the possibility of graduating on time with other classmates.*

**\* Full names used by permission**

## CLINICAL PRACTICE PARTNER TESTIMONIAL:

### St. Joseph's Hospital Health Center, Syracuse, NY

Approximately four years ago graduating students approached Marianne Markowitz, VP/Dean at St. Joseph's College of Nursing with concerns related to their ability to commit to part-time graduate nurse positions following graduation. They expressed the desire to work following Year III of the Dual Degree Partnership in Nursing (DDPN). However, they were concerned about working the minimum requirement for part-time status and benefits which was defined as 20 hours a week by St. Joseph's Hospital Health Center. Their main concern centered around being able to maintain the academic rigor to complete the final year of the program and commit to the 20-hour work week. Graduates found themselves having to decide between choosing work with much needed benefits and finishing the final year of their 1+2+1 DDPN program to achieve their baccalaureate degree.

Marianne Markowitz approached AnneMarie Czyz, RN, EdD. Senior Vice President for Operations COO/CNO at St. Joseph's Hospital Health Center and explained the situation. Dr. Czyz conducted focus groups with students to discuss their concerns and explore potential solutions. She asked them to describe a realistic part-time work schedule, thus allowing for completion of their rigorous 4th year of the DDPN. Through these focus groups it was identified that 16 hours per week would allow these new RNs the time necessary to complete the DDPN program. Dr. Czyz revised the organization's policy to allow any employee enrolled in the final year of the DDPN program to receive part-time benefits while working a minimum of 16 hours per week. This proved to be a win-win for the students and the employer: new graduates were able to receive part-time benefits while working 16 hours per week and complete their studies; and, St. Joseph's experienced increased engagement and satisfaction from the employees who would become BS-prepared nurses. This is just one example of what true academic-practice partnerships can do to support seamless academic progression.



## Sustainability and Future Expectations

Several factors have and will continue to ensure sustainability of the 1+2+1 model. The rapid growth in admissions, enrollment and retention rates, evidence of strong student satisfaction and the efforts to establish new programs during Phase I of our project and upon announcement of receipt Phase II of the RWJF grant to continue our work attest to the desire for and quality of this model. As one of our Associate Degree academic partners stated, “This is a dream model – it enables students to get both the AD and BS degrees in a much shorter period of time, introduces them to clinical practice early in their education and enables them to become licensed while still studying. The length of time for completing AD requirements is much shorter than for students enrolled in our free-standing AD program.” An additional impetus for sustainability is the investment already made by the academic institutions that have initiated or are in the midst of initiating the model. Such investments cannot be prudently set aside given the existing evidence of dramatic increases in admissions, retention and graduations. In addition, the increasing body of research documenting the improved patient outcomes and cost effectiveness of bachelor’s prepared nurses and the resulting employer requirements for these nurses will continue to increase incentives for nurses to earn the bachelor’s degree. The academic partner quoted above also said, “Our graduates enrolled in the 1+2+1 are getting jobs much more easily than our traditional AD graduates because employers know these graduates will be achieving the bachelor’s degree in the near future.” Clearly, employers realize the potential savings to the institution for tuition reimbursement by employing nurses with bachelor’s degrees or those nearing completing bachelor’s degree requirements. These economic benefits are in addition to those provided through better patient outcomes by bachelor’s prepared nurses.

It is our expectation that the number and size of 1+2+1 programs will increase in New York State. In addition, we believe increasing visibility of the model and the related employer economic benefits of employing graduates of the model will stimulate its initiation in other states across the nation.

## The need for academic progression in nursing

The significance of increasing BS prepared nurses is documented in the American Association of Colleges of Nursing’s 2012 white paper titled, *Expectations for Practice Experiences in the RN to Baccalaureate Curriculum*:

The movement to increase the number of baccalaureate-prepared nurses in the workforce is accelerating following the release of landmark reports from the Institute of Medicine (2011) and the Carnegie Foundation for the Advancement of Teaching (2009), which clearly link nursing education level to enhanced patient outcomes. Calls for facilitating academic progression also are growing louder within the profession as evidenced by the Tri-Council for Nursing policy statement on the Educational Advancement of Registered Nurses (2010) and recent adopted Joint Statement on Academic Progression for Nursing Students and Graduates (2012), which was endorsed by national leaders representing both community college- and university-based registered nursing (RN) programs. Finally, employers, too, are showing a preference in their hiring practices with 39% of hospitals and other healthcare settings requiring new RNs to have a baccalaureate degree in nursing and 77% expressing a strong preference for nurses educated at this level (AACN, 2012).

## Resources and Additional Information

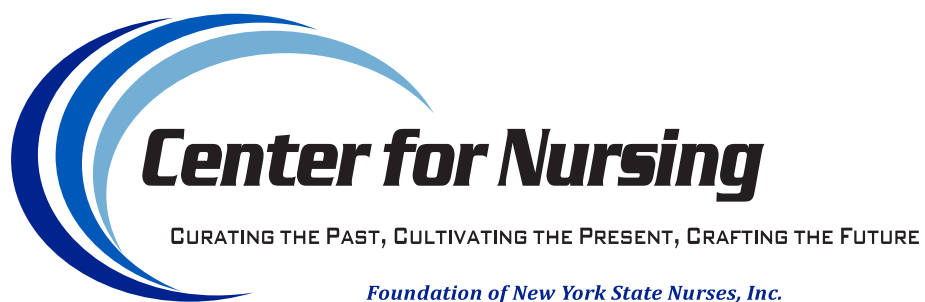
The RWJF APIN grant has provided financial resources to fund major initiatives undertaken to achieve the major outcomes of this APIN grant during Phase I. Examples of these initiatives include the following:

- Money to hire student study group leaders and tutors for academic support in Anatomy and Physiology, Microbiology, and Nursing courses.
- Funding to produce publications for marketing purposes such as brochures, fact sheets, and curriculum plans.
- Compensation to project co-leads for administrative time.
- Travel support for site visits to current and potential collaborative partner schools.
- Expenses for yearly summit meetings, which included reimbursement for the cost of collaborative partner travel.
- Coverage for telephone expenses for frequent conference calls among the project team aimed at grant related activities.

In addition to the financial support from the grant, the project team developed other resources to enhance information gathering and collaborative efforts for the replication of the 1+2+1 model as well as to provide evidence of achieving benchmarks. For example, a close relationship was established with the staff of the Division of Professional Education at the New York State Education Department for the screening of program proposals that are being submitted to replicate the 1+2+1 model. This effort has helped to ensure the integrity of the curriculum in potential partner schools. An Excel data spreadsheet, which has served as a prototype for all NYSNEC members, was developed and refined for the collection of key information on enrolled students by cohort. This tracking of data includes statistics on progression, retention, graduation rates, NCLEX pass rates, GPA's, and diversity. In attempting to share the success and promote visibility of the 1+2+1 model, the co-leads have presented at statewide and regional conferences and published in 2012 a major article in the *Journal of Nursing Education*.<sup>1</sup> In addition, a DDPN graduate student enrolled in the master's program at Le Moyne College completed a capstone scholarly project on the perceptions of DDPN students and alumni about their education and practice experiences, which yielded significant findings that has provided evidence for the grant benchmarks.<sup>2</sup> The Foundation of NYS Nurses will publish the capstone project.

1. Bastable, S. B., & Markowitz, M. (2012). Dual Degree Partnership in Nursing: An innovative undergraduate educational model. *Journal of Nursing Education*, 51(10), 549-555.

2. Gonzalez, K. (2014). Perceptions of Dual Degree Partnerships in Nursing (DDPN) Students and Alumni about Their Education and Practice Experiences. (publication in process).



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