



Regionally Increasing Baccalaureate Nurses Replication Guidelines Updated February 2011

The WNC RIBN team has developed these replication guidelines to facilitate the process for regional implementation of a dual admission, seamless progression educational track to increase the number of BSN-prepared nurses in our state. Hopefully each RIBN collaborative will find this a useful roadmap for the RIBN journey.

Getting Started on your RIBN journey – The Leadership Team:

Each regional collaborative will need to assemble a leadership team comprised of key representatives from the nursing programs of each of the participating college and university partners. This core leadership team may also include representatives from nurse employer organizations in the community. The major operations of this team during the planning phase will be to develop or oversee the development of dual admission and continuation requirements and to design the curriculum.

Critical to the early work of this team is identifying a Project/Curriculum Coordinator to facilitate the development of the dual admission/progression criteria and curriculum. This individual may also facilitate the navigation of all necessary documents through appropriate channels within each of the participating colleges and universities. The navigation process will require assistance from the nursing program director and other key administrators within each participating academic system to assure that all processes and administrative approvals for this new educational track are secured within the identified project timeframe.

These Replication Guidelines identify the key phases of the project and approximate time frames in which activities (strategies) should occur for successful implementation of the RIBN project. As noted on the grid, activities in one phase will often occur concurrently with work in other phases. A timeline format would be helpful in tracking project progression.

Successful implementation of the RIBN project will require the leadership team to be familiar with these replication guidelines, the applicable accreditation standards for each academic system and nursing program, and NC Board of Nursing requirements. The team needs to meet regularly (at least monthly during early phases), maintain records of the team meetings as well as records of key decisions made at upper administrative levels within each participating college/university.

Local Advisory Council:

In addition to the core leadership team, a Local Advisory Council (LAC) should be convened early in your assessment/planning phases. This Council is critical to assuring widespread stakeholder support for this RIBN initiative in your region. Support from the LAC includes input, feedback, logistical support and advice beginning with the planning phases and continuing throughout initial implementation and evaluation of the RIBN educational tract as well as for ongoing classes of RIBN students. LAC members should include leaders from healthcare organizations who will be the primary employers (acute care, public health, long term care, etc.) of RIBN graduates as well as the regional AHEC representative and other key community leaders, funders, and policy makers. We recommend that this group meet at least twice a year to be kept updated on the project's progression and to provide advice and support.

Resources:

For information about the Oregon Consortium for Nursing Education (OCNE) which served as a model for RIBN, go to <http://ocne.org>.

Further information about the **RIBN Project** is available on the Foundation for Nursing Excellence website www.ffne.org. Documents that may be downloaded from this website include:

- 2010 WNC RIBN Brochure
- WNC RIBN Curriculum
- WNC RIBN Curriculum Narrative
- WNC RIBN Dual Admission Criteria
- WNC RIBN Replication Guidelines
- WNC RIBN Timeline Template and Sample
- WNC RIBN Logo (You are welcomed and encouraged to use the basic structure of this logo and adapt it to include your regional participating schools and their colors.)
- Articulation Agreement Process (4-5-10) between Asheville-Buncombe Technical Community College Associate Degree in Nursing and Western Carolina University Bachelor of Science in Nursing (WNC RIBN) and Articulation Agreement
- Job descriptions:
 - RIBN Project/Curriculum Coordinator
 - RIBN Nursing Advisor/Student Success Advocate
- RIBN Verification Eligibility Selection 2010 Form
- For any questions related to above documents, please contact Jenna Nickerson, RIBN Nursing Advisor JNickerson@abtech.edu

| Phases | Measureable Outcomes | Strategies | Time Lines |
|-------------------|---|--|--|
| Assessment | All stakeholders agree to support RIBN educational track. | <ul style="list-style-type: none"> • Directors of all involved nursing education programs are committed to developing the RIBN initiative. | 12-18 months prior to student enrollment |
| | | <ul style="list-style-type: none"> • Upper level administration in each academic system is supportive of RIBN initiative. | 12-18 months prior to student enrollment |
| | | <ul style="list-style-type: none"> • Nursing faculty at each participating program are receptive to collaborating in RIBN initiative including joint curriculum development, shared teaching, and student guidance as needed. | 12-18 months prior to student enrollment |
| | | <ul style="list-style-type: none"> • Faculty development needs related to RIBN initiative are identified and utilized to facilitate communication and collaboration among partner programs. | 12-18 months prior to student enrollment |
| | | <ul style="list-style-type: none"> • University has or will develop online offerings for pre-requisite and specified nursing courses. | 6-12 months prior to student enrollment |
| | | <ul style="list-style-type: none"> • Other departments in participating colleges/universities are willing to collaborate re. records , data, policies, and procedures <ul style="list-style-type: none"> o Admissions o Registrar o Financial aid o Other student services | 12-18 months prior to student enrollment |
| | | <ul style="list-style-type: none"> • Distance vs. Residence status for RIBN students must be determined and necessary procedures initiated within university system. | 12-18 months prior to student enrollment |
| | | <ul style="list-style-type: none"> • Community employers are informed and supportive of RIBN and willing to alter work schedules of RIBN new hires to facilitate their completion of year 4. | 12-18 months prior to student enrollment and ongoing especially year 3 of student enrollment |

| Phases | Measureable Outcomes | Strategies | Time Lines |
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| Planning | Curriculum meets all approval requirements. | <ul style="list-style-type: none"> Faculty participate in curriculum planning with an individual or committee to oversee the process. All nursing-related faculty (NA through graduate level) in each participating institution are informed of RIBN initiative. | 12-18 months prior to student enrollment |
| | | <ul style="list-style-type: none"> Curriculum is approved by the appropriate administrative bodies within each participating institution. | 12-18 months prior to student enrollment |
| | Dual admission criteria are established | <ul style="list-style-type: none"> All appropriate departments in each institution are involved in identifying admission requirements and procedures for sharing records. Formal agreements are written to confirm all arrangements. | <ul style="list-style-type: none"> 12-18 months prior to student enrollment 6-12 months prior to student enrollment |
| | RIBN students have distance status at university for Years 1-3 | <ul style="list-style-type: none"> Initiate necessary administrative procedures within university system to support distance status for lower tuition & fees rather than residential status. "Home school year 1-3 = community college; "Home school" year 4 = University. This is important for NC BON status and for NC Scholars status. | 12 months prior to student enrollment |
| | Student Advisor is available to recruit, screen, and guide RIBN applicants. | <ul style="list-style-type: none"> Job description outlines all responsibilities and accountabilities. Hire qualified candidate for role | <ul style="list-style-type: none"> Job description 12-18 months prior to student enrollment; 12 months prior to student enrollment |
| | Financial aid programs are available to RIBN students. | <ul style="list-style-type: none"> Financial aid offices in all participating institutions agree to share information and payment processes and procedures. Timelines for loan/scholarship applications identified & posted. | <ul style="list-style-type: none"> 12-18 months prior to student enrollment; 6 months prior to student enrollment |
| | Faculty development is initiated. | <ul style="list-style-type: none"> Faculty members from all participating nursing programs come together for shared learning opportunities that address knowledge, collaboration, & socialization needs. | Throughout planning and implementation with 1-2 sessions per year; |
| | RIBN track is communicated comprehensively. | <ul style="list-style-type: none"> All RIBN admission requirements, fees, timelines, etc. are available through the appropriate academic media including websites and published materials. | 8-12 months prior to student enrollment |
| | Logo identifies RIBN project & participants | <ul style="list-style-type: none"> Logo supports marketing of collaborative RIBN initiative & socialization of students. WNC RIBN logo is available as a resource for you to maintain basic structure and substitute your regional participating schools and their colors. | 12-18 months prior to student enrollment and ongoing |

| Phases | Measureable Outcomes | Strategies | Time Lines |
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| Implementation | Students are admitted and maintain enrollment. | <ul style="list-style-type: none"> RIBN Student Advisor maintains relationship with each student to provide support, monitor student enrollment and performance | Ongoing during student enrollment |
| | | <ul style="list-style-type: none"> RIBN Student Advisor shares Nurse Scholars information with student applicants | Admission application period and immediately upon acceptance |
| | | <ul style="list-style-type: none"> Community College Nursing Education Department assigns a nursing advisor in addition to Nursing Student Advisor to monitor student enrollment and performance | Annually and ongoing |
| | | <ul style="list-style-type: none"> Student Nurse professional association involvement is encouraged as strategy to assist student identification as a baccalaureate student dually enrolled in both schools. | Annually and ongoing |
| | | <ul style="list-style-type: none"> Upper class BSN students are encouraged to serve as mentors to new RIBN students. | |
| | Continuation criteria | <ul style="list-style-type: none"> Decision made and policy developed re. the use of a "wait list" to handle student attrition. Policies in place at university and community college(s) re. required Grade Point Average to continue in RIBN tract. Academic probation policies in place. | 3-6 Months prior to student enrollment |
| | Faculty development continues. | <ul style="list-style-type: none"> Faculty development activities are held to address continuing learning, collaboration, and socialization needs. | At least annually |
| | Faculty participation is active. | <ul style="list-style-type: none"> Faculty from cc and university are involved in teaching specified nursing courses in RIBN track. Assign specific courses and lectures as part of faculty load. | Annually or each semester |
| | RIBN students achieve RN licensure between Years 3 and 4; maintain enrollment in Year 4; may choose to be employed part or full time in Year 4. | <ul style="list-style-type: none"> RIBN program provides an orientation plan to assist employers and students with successful transition to practicing RN status. Faculty serve as mentors in a formalized plan. Employing organizations alter work hours to support RIBN student's 4th Year course enrollment as well as transition to practice. RIBN program team assist s employers to see their active involvement as a return on investment and develop supportive strategies to maintain student enrollment and employment. | <ul style="list-style-type: none"> End of Year 3 RIBN enrollment Summer after Year 3 RIBN enrollment Year 4 of RIBN enrollment Year 3 and 4 of RIBN enrollment |

| Phases | Measureable Outcomes | Strategies | Time Lines |
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| Evaluation | Student admission numbers are met. | <ul style="list-style-type: none"> Quantitative measures meet goal set for program. | Year 1 of student enrollment and ongoing |
| | Student graduation numbers are met. | <ul style="list-style-type: none"> Quantitative measures meet goal set for program. Reasons for any student loss are known. | Year 4 of student enrollment and ongoing |
| | RIBN Students' NCLEX scores are comparable to those completing cc and univ. generic programs. | <ul style="list-style-type: none"> Quantitative measures indicate this subgroup meets same expected performance standards as generic students. | Summer after Year 3 RIBN enrollment |
| | Faculty resources are adequate. | <ul style="list-style-type: none"> Quantitative measures related to budget for faculty resources are monitored and evaluated. | Ongoing and especially Year 3 - summer of student enrollment |
| | Faculty support and value the RIBN program. | <ul style="list-style-type: none"> Faculty evaluation is addressed and tools are standardized as feasible. Qualitative measures indicate positive experience with RIBN program. Quantitative measures indicate positive experience with RIBN program. | Prior to student enrollment and ongoing |
| | Employing organizations value new RIBN graduate and see this employee as a good return on their investment. | <ul style="list-style-type: none"> Faculty mentors serve as liaisons to employing organizations and RIBN students; Faculty mentors coach students and employers to support appropriate balance of work hours and student expectations. | Year 2-4 of student enrollment and ongoing |