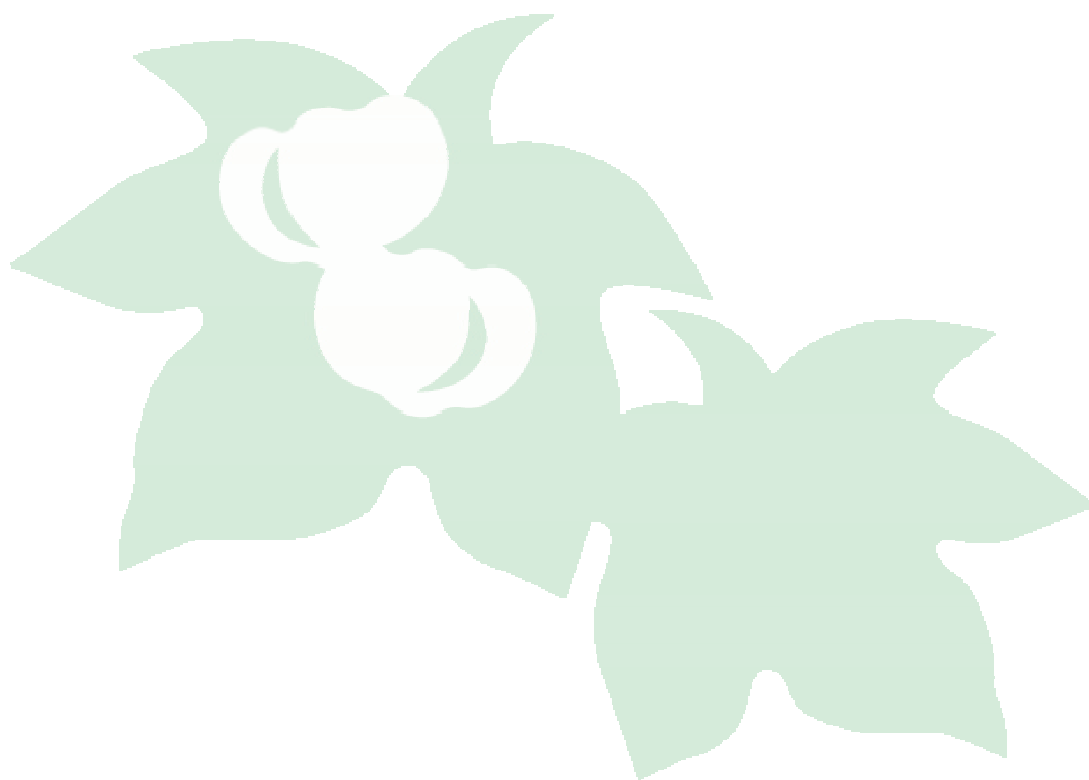




# **Hawai'i State Center for Nursing**

**ANNUAL REPORT 2006**



***A Report to Governor Lingle and the Hawai'i State Legislature***



## Table of Contents

- Report from Advisory Board..... Pages 1 - 2
  
- Appendices
  - A.** Act 198..... Pages A-1 - 11
  - B.** Strategic Plan..... Pages B-1 - 3
  - C.** Fiscal Year 2006 Financial Statement..... Pages C-1 - 2
  - D.** Executive Summary on Education and Practice Summit..... Pages D-1 - 4
  - E.** Abstract – Workforce Survey of New Graduate Registered Nurses..... Pages E-1 - 3
  - F.** Hawai'i Partners in Nursing Project Report..... Pages F-1 - 3



## **HAWAI'I STATE CENTER FOR NURSING**

### **ANNUAL REPORT 2006**

Dear Governor Lingle and State Legislators:

The Hawai'i State Center for Nursing is pleased to submit this report summarizing our activities and accomplishments over the past year.

The Center was established by the Legislature in 2003 by Act 198 (HB 422 HD2, SD2, CD1, SB2072). The Center's functions are to:

- 1) Collect and analyze data and to prepare and disseminate written reports and recommendations regarding the current and future status and trends of the nursing workforce;
- 2) Conduct research on best practices and quality outcomes;
- 3) Develop a plan for implementing strategies to recruit and retain nurses;
- 4) Research, analyze and report data related to the retention of the nursing workforce.

The strategic plan which was developed by the Advisory Board in 2004 incorporates these functions.

The Center has continued operations with a full complement of staff including an Executive Director, a PhD Nurse Researcher and an Administrative Assistant. The work of the Center continues to be accomplished by workforce collaboratives which include nurses from all sectors of healthcare services and all academic sites from throughout the state. The collaboratives develop specific initiatives which implement the functions of the Center. The Advisory Board provides active oversight of all activities and guidance in the accomplishment of Center goals.

In 2006, the Center has focused on the following activities:

1. Projections on the supply and demand of the nursing workforce in Hawai'i have been developed to provide estimates that reflect the State's nursing shortage. Specific data on the demand in all sectors of the healthcare industry continues to be gathered. As the Center generates specific data on nursing supply and demand in Hawai'i, the yearly projections better reflect Hawai'i's healthcare environment
2. A Fact Sheet on Hawai'i's nursing shortage has been updated to provide current and future projections on the nursing shortage. A full report is being provided to all stakeholders.
3. A report on the educational capacity of 100% of the schools of nursing in Hawai'i was completed and distributed to stakeholders. This report is

based on a survey of all schools of nursing and will be completed annually. The survey for the 2007 report is being conducted

4. A Summit on Education and Practice was held in March, 2006, and brought together nurses from all islands to focus on integration, collaboration, innovation and community partnerships. A total of ninety individuals represented all sectors of the healthcare community and all islands. Two recommendations have resulted in new initiatives. A residency/internship model is being developed to assist in the transition of new graduate nurses into practice and to increase retention, satisfaction and success. A formalized plan to integrate nursing education with the practice sector is being finalized
5. A 5-year longitudinal study of new graduate registered nurses has been implemented. This study will identify issues in new graduate turnover and best practices in retention
6. A partnership between the HMSA Foundation and the Center was one of ten in the nation to be awarded a Robert Wood Johnson/Northwest Health Foundation, Partners in Nursing Grant. Matching funds were provided by the HMSA Foundation with support from the Queen Emma Nursing Institute at the Queen's Medical Center, Hale Makua and the Center. The project involves a number of partnerships across the State and is focused on recruitment and retention of nurses in the long term care setting.
7. The Center facilitated a Staffing Task Force to address the recommendations in Senate Concurrent Resolution 76, S.D.1.
8. A Report on Education and Practice in Nursing was completed and distributed to stakeholders
9. A Report on Nurse Staffing was completed and is being distributed to stakeholders

In addition, as part of a coalition of nursing and healthcare organizations, the Center co-sponsored the AONE Conference titled '*Saving Lives through Investments in Nursing*' with Dr. Linda Aiken.

The Advisory Board and the staff of the Hawai'i State Center for Nursing would like to thank Dean Mary Boland at the University of Hawai'i School of Nursing and Dental Hygiene for her collaboration, guidance and support.

Respectfully Submitted by,



Joan White, MBA, RN  
Chair, Advisory Board  
Hawai'i State Center for Nursing

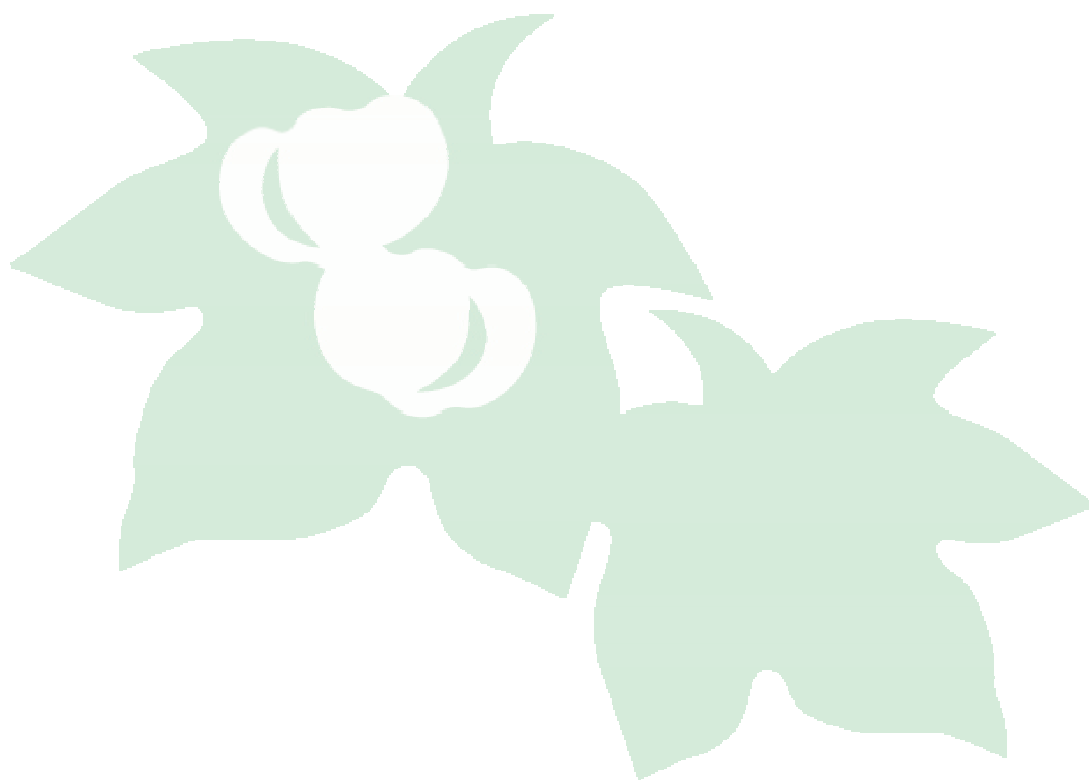


Barbara P. Mathews, MS, APRN, CNAA  
Executive Director  
Hawai'i State Center for Nursing



# **Hawai'i State Center for Nursing**

## **APPENDIX A: ACT 198**



**Report Title:**

UH; Nursing; Center for Nursing, Center for Nursing Special Fund, and Center for Nursing Fee; Established

**Description:**

Establishes a center for nursing at the University of Hawaii, governed by an advisory board. Requires center to conduct research on workforce issues for nurses and other assistive healthcare personnel. Establishes a center for nursing special fund. (HB422 CD1)

HOUSE OF REPRESENTATIVES  
TWENTY-SECOND LEGISLATURE,  
2003  
STATE OF HAWAII

**H.B. NO.** 422  
H.D. 2  
S.D. 2  
C.D. 1

---

# A BILL FOR AN ACT

RELATING TO A CENTER FOR NURSING.

**BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:**

SECTION 1. The legislature finds that there is a need for a state center for nursing to ensure the quality of healthcare for the people of Hawaii. The center can proactively address issues of the State's current and future shortage of registered nurses and others within the healthcare workforce that provide nursing care. In particular, the primary nursing workforce issues are the supply and demand for nursing services, recruitment and retention of nurses and other healthcare personnel, and the development of a strategic plan.

The purpose of this Act is to establish a center for nursing to address nursing workforce issues.

SECTION 2. The Hawaii Revised Statutes is amended by adding a new chapter to be appropriately designated and to read as follows:

**"CHAPTER**

**CENTER FOR NURSING**

**§ -1 Center for nursing; established.** (a) There is established within the University of Hawaii school of nursing and dental hygiene, a center for nursing.

(b) The dean of the school of nursing and dental hygiene, or the dean's designee, shall direct the activities of the center for nursing. There shall be an advisory board comprised of fifteen members appointed by the governor pursuant to section 26-34 to staggered terms as follows:

(1) Five members from the business and labor community:

(A) One of whom shall represent the Healthcare Association of Hawaii;

(B) Two of whom shall represent other business entities; and

(C) Two of whom shall represent labor organizations;

(2) Five members from the nursing profession:

(A) One of whom shall represent the American Organization of Nurse Executives;

(B) One of whom shall represent the Hawaii Government Employees Association; and

(C) Three of whom shall represent the Hawaii Nurses' Association, professional component;

(3) Two members from among the State's nurse educators:

(A) One of whom shall be a doctorally-prepared nurse educator; and

(B) The other, a doctorally-prepared nurse researcher;

and

(4) Three members from community agencies or consumer groups with an interest in healthcare.

(c) The members of the advisory board for the center for nursing shall serve without compensation.

**§ -2 Board; powers and duties.** The advisory board of the center for nursing shall have the powers and duty to:

(1) Employ an executive director and no more than two other staff positions, at least one of whom shall be an independent doctorally-prepared nurse researcher;

(2) Adopt a mission statement and operational policy;

(3) Elect a chairperson;

(4) Establish committees of the board as needed;

(5) Seek input from individuals and community groups interested in the issue of nursing shortages;

(6) Implement the major functions of the center for nursing; and



(7) Seek and accept nonstate funds for carrying out the mission of the center for nursing.

**§ -3 Functions of the center.** The center for nursing shall:

(1) Collect and analyze data and prepare and disseminate written reports and recommendations regarding the current and future status and trends of the nursing workforce;

(2) Conduct research on best practices and quality outcomes;

(3) Develop a plan for implementing strategies to recruit and retain nurses; and

(4) Research, analyze, and report data related to the retention of the nursing workforce.

**§ -4 Collaboration.** The University of Hawaii school of nursing and dental hygiene, the state board of nursing, other schools of nursing within the State, professional nursing organizations, employers in the healthcare industry, and labor unions representing nurses and healthcare workers shall collaborate with the center for nursing and provide workforce data to the center for nursing when requested.

**§ -5 Center for nursing special fund.** There is established in the treasury of the State a center for nursing special fund into which shall be deposited any legislative appropriations, federal or private grants, and any other funds collected for the purposes of this chapter. The fund shall be administered by the board of regents of the University of Hawaii, and moneys in the fund shall be expended to support the center's activities."

SECTION 3. Chapter 457, Hawaii Revised Statutes, is amended by adding a new section to be appropriately designated and to read as follows:

"§457- Center for nursing fee. Upon the issuance of a new license and at each license renewal period, each nurse shall pay an additional fee of \$40, which shall be deposited in a separate account in the compliance resolution fund established pursuant to section 26-9(o)."

SECTION 4. Section 36-27, Hawaii Revised Statutes, is amended to read as follows:

**§36-27 Transfers from special funds for central service expenses.** Except as provided in this section, and notwithstanding any other law to the contrary, from time to time, the director of finance, for the purpose of defraying the prorated estimate of central service expenses of government in relation to all special funds, except the:

- (1) Special out-of-school time instructional program fund under section 302A-1310;
- (2) School cafeteria special funds of the department of education;
- (3) Special funds of the University of Hawaii;
- (4) State educational facilities improvement special fund;
- (5) Convention center enterprise special fund under section 201B-8;
- (6) Special funds established by section 206E-6;
- (7) Housing loan program revenue bond special fund;
- (8) Housing project bond special fund;
- (9) Aloha Tower fund created by section 206J-17;
- (10) Domestic violence prevention special fund under section 321-1.3;
- (11) Spouse and child abuse special account under section 346-7.5;

- (12) Spouse and child abuse special account under section 601-3.6;
- (13) Funds of the employees' retirement system created by section 88-109;
- (14) Unemployment compensation fund established under section 383-121;
- (15) Hawaii hurricane relief fund established under chapter 431P;
- (16) Hawaii health systems corporation special funds;
- (17) Boiler and elevator safety revolving fund established under section 397-5.5;
- (18) Tourism special fund established under section 201B-11;
- (19) Department of commerce and consumer affairs' special funds;
- (20) Compliance resolution fund established under section 26-9;
- (21) Universal service fund established under chapter 269;
- (22) Integrated tax information management systems special fund under section 231-3.2;
- (23) Hawaii tobacco settlement special fund under section 328L-2;
- (24) Emergency and budget reserve fund under section 328L-3;
- (25) Probation services special fund under section 706-649;
- (26) High technology special fund under section 206M-15.5;
- (27) Public schools special fees and charges fund under section 302A-1130(f);

(28) Cigarette tax stamp enforcement special fund established by section 28-14;

(29) Cigarette tax stamp administrative special fund established by section 245-41.5;

(30) Tobacco enforcement special fund established by section 28-15;

(31) Sport fish special fund under section 187A-9.5;

(32) Neurotrauma special fund under section 321H-4;

(33) Deposit beverage container deposit special fund under section 342G-104;  
[and]

(34) Glass advance disposal fee special fund established by section 342G-82;  
and

(35) Center for nursing special fund under section -5,

shall deduct five per cent of all receipts of all other special funds, which deduction shall be transferred to the general fund of the State and become general realizations of the State. All officers of the State and other persons having power to allocate or disburse any special funds shall cooperate with the director in effecting these transfers. To determine the proper revenue base upon which the central service assessment is to be calculated, the director shall adopt rules pursuant to chapter 91 for the purpose of suspending or limiting the application of the central service assessment of any fund. No later than twenty days prior to the convening of each regular session of the legislature, the director shall report all central service assessments made during the preceding fiscal year."

SECTION 5. Section 36-30, Hawaii Revised Statutes, is amended by amending subsection (a) to read as follows:

"(a) Each special fund, except the:

- (1) Transportation use special fund established by section 261D-1;
- (2) Special out-of-school time instructional program fund under section 302A-1310;
- (3) School cafeteria special funds of the department of education;
- (4) Special funds of the University of Hawaii;
- (5) State educational facilities improvement special fund;
- (6) Special funds established by section 206E-6;
- (7) Aloha Tower fund created by section 206J-17;
- (8) Domestic violence prevention special fund under section 321-1.3;
- (9) Spouse and child abuse special account under section 346-7.5;
- (10) Spouse and child abuse special account under section 601-3.6;
- (11) Funds of the employees' retirement system created by section 88-109;
- (12) Unemployment compensation fund established under section 383-121;
- (13) Hawaii hurricane relief fund established under chapter 431P;
- (14) Convention center enterprise special fund established under section 201B-8;
- (15) Hawaii health systems corporation special funds;
- (16) Tourism special fund established under section 201B-11;

- (17) Compliance resolution fund established under section 26-9;
- (18) Universal service fund established under chapter 269;
- (19) Integrated tax information management systems special fund under section 231-3.2;
- (20) Hawaii tobacco settlement special fund under section 328L-2;
- (21) Emergency and budget reserve fund under section 328L-3;
- (22) Probation services special fund under section 706-649;
- (23) High technology special fund under section 206M-15.5;
- (24) Public schools special fees and charges fund under section 302A-1130(f);
- (25) Cigarette tax stamp enforcement special fund established by section 28-14;
- (26) Cigarette tax stamp administrative special fund established by section 245-41.5;
- (27) Tobacco enforcement special fund established by section 28-15;
- (28) Sport fish special fund under section 187A-9.5; ~~and~~
- (29) Neurotrauma special fund under section 321H-4; and
- (30) Center for nursing special fund under section -5,

shall be responsible for its pro rata share of the administrative expenses incurred by the department responsible for the operations supported by the special fund concerned."

SECTION 6. The director of commerce and consumer affairs shall disburse on a quarterly basis from the compliance resolution fund, established pursuant to section 26-9(o), to the credit of the center for nursing special fund all moneys deposited in the separate account established pursuant to section 457- .

SECTION 7. There is appropriated out of the center for nursing special fund the sum of \$300,000 or so much thereof as may be necessary for fiscal year 2003-2004 and the same sum or so much thereof as may be necessary for fiscal year 2004-2005 to the center for nursing to perform its duties under this Act.

The sums appropriated shall be expended by the University of Hawaii for the purposes of this Act.

SECTION 8 There is appropriated out of the compliance resolution fund the sum of \$5,000 or so much thereof as may be necessary for fiscal year 2003-2004 to be deposited to the credit of the center for nursing special fund; provided that this sum shall be reimbursed from the center for nursing special fund to the compliance resolution fund by July 1, 2004.

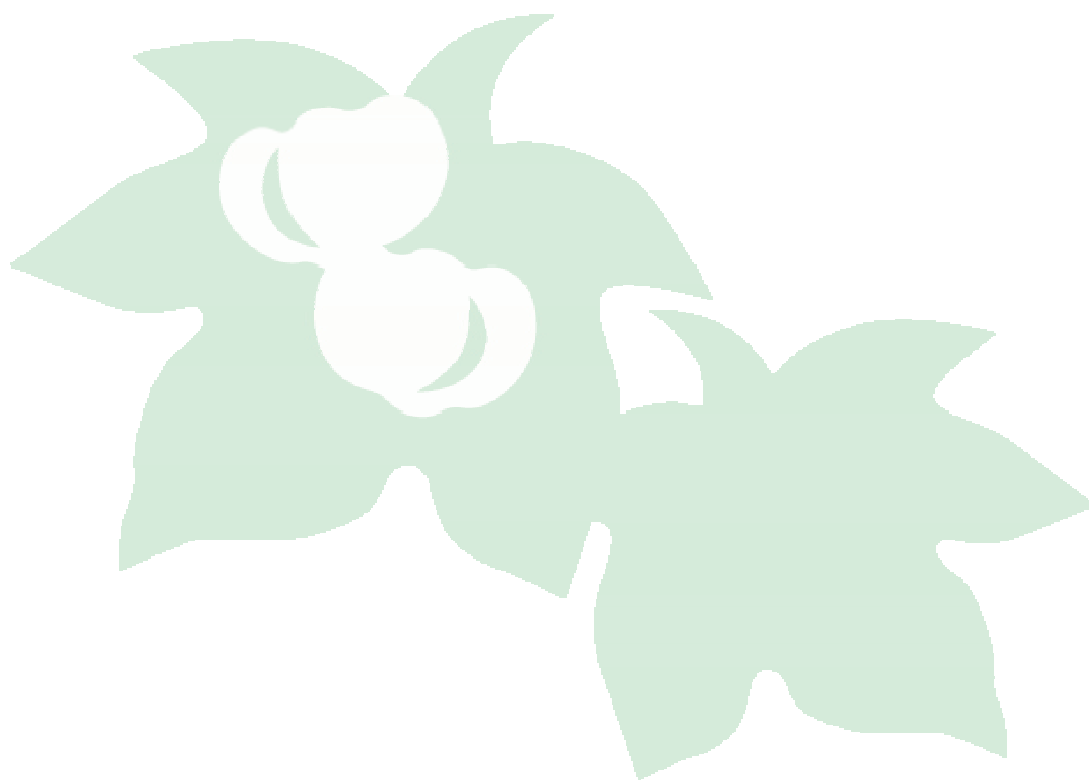
SECTION 8. The center for nursing shall submit a status report on its activities to the legislature no later than twenty days prior to the convening of the regular session of 2004.

SECTION 9. This Act shall take effect on July 1, 2003; provided that the amendments made to section 36-27, Hawaii Revised Statutes, by this Act shall not be repealed when that section is reenacted pursuant to Act 142, Session Laws of Hawaii 1998; and provided further that sections 3 and 6 shall be repealed on July 1, 2009.



# Hawai'i State Center for Nursing

## APPENDIX B: STRATEGIC PLAN





# HAWAI‘I STATE CENTER FOR NURSING STRATEGIC PLAN, 2004-2009

## Our Mandate(s)

The Hawai‘i State Center for Nursing was established by the Hawai‘i State Legislature in 2003 “to address nursing workforce issues” (Act 198, HB 422).

### [§304D-3] Functions of the Center

The center for nursing shall:

- (1) Collect and analyze data and prepare and disseminate written reports and recommendations regarding the current and future status and trends of the nursing workforce;
- (2) Conduct research on best practices and quality outcomes;
- (3) Develop a plan for implementing strategies to recruit and retain nurses; and
- (4) Research, analyze, and report data related to the retention of the nursing workforce.

## Our Vision

The Hawai‘i State Center for Nursing will be a nationally recognized leader in workforce planning, nursing research, and professional practice. Stakeholders will recognize the Center as the source of reliable information on existing and emerging trends in nursing. The Center will be viewed as a dynamic and respected champion for the nursing profession and will have the trust of all stakeholders. Thinking strategically, acting collaboratively, and seeking synergistic solutions will be hallmarks of the Center.



## Our Mission

To assure that the State of Hawai‘i has the nursing resources necessary to meet the health care needs of its people.

## Core Values

Acknowledging that Nursing is an independent profession whose focus is on the recipients of care and their optimal level of wellness, the Hawai‘i State Center for Nursing holds the following values:

- ❖ **Excellence.** We value excellence in the provision of evidence based nursing practice.
- ❖ **Accessibility.** We value accessibility to quality nursing care for the people of Hawai‘i.
- ❖ **Collaboration.** We value collaboration within the nursing profession, our community and state in the spirit of consensus building and teamwork.
- ❖ **Innovation.** We value innovation and creativity that leads to the development of ideas that ensure the best possible delivery of care.
- ❖ **Cultural Diversity.** We value a professional workforce that respects and reflects our culturally diverse population.
- ❖ **Education.** We value the knowledge and experience gained through all levels of nursing education and life-long learning.

# HAWAI'I STATE CENTER FOR NURSING

## Our Goals

### GOAL 1

**S**erve as an information resource that addresses the trends and status of the nursing workforce and professional practices.

#### Objectives

1. Collect data.
2. Analyze data.
3. Prepare and disseminate annual written reports and recommendations to the Hawai'i State Legislature and others.
4. Respond to requests for information.



### GOAL 2

**D**evelop and implement a plan for recruitment, education, and retention of nurses and nursing faculty.

#### Objectives

1. Identify the issues that impact the recruitment, education, and retention of nurses in the workforce and nursing faculty.
2. Explore capacity and logistics for adequate clinical placements.
3. Identify existing supportive working environments and promote those factors that contribute to retention.
4. Develop innovative model(s) for educating nurses for ongoing career development.



### GOAL 3

**C**onduct a comprehensive research program focusing on best practices and quality outcomes in nursing.

#### Objectives

1. Examine and analyze existing research related to patient outcomes resulting from nursing practice.
2. Develop partnerships between academia and clinicians in practice settings to conduct research that will identify best practices and the resulting nursing outcomes.

### Goal 4

**P**romote the image of nursing as a desirable profession, central to the health care system.

#### Objectives:

1. Develop and implement a communication and marketing plan.
2. Attract and increase the numbers of men and other underrepresented minorities to the profession.



### Goal 5

**D**evelop and support legislation and public policies that will have a positive effect on the education, recruitment and retention of registered nurses and improve the quality of patient care.

#### Objectives

1. Collaborate with other stakeholders to improve the state's nursing and allied health educational capacity through legislation and other policy initiatives.
2. Increase opportunities to enter the nursing field to ensure an adequate supply of nurses.
3. Identify and promote those factors that improve working conditions and other issues that affect the ability to retain qualified, experienced nurses and faculty, and attract new people into all areas of the profession.



### Goal 6

**D**evelop and implement a plan to sustain the Hawai'i State Center for Nursing to assure that the health care needs of Hawai'i's people are met.

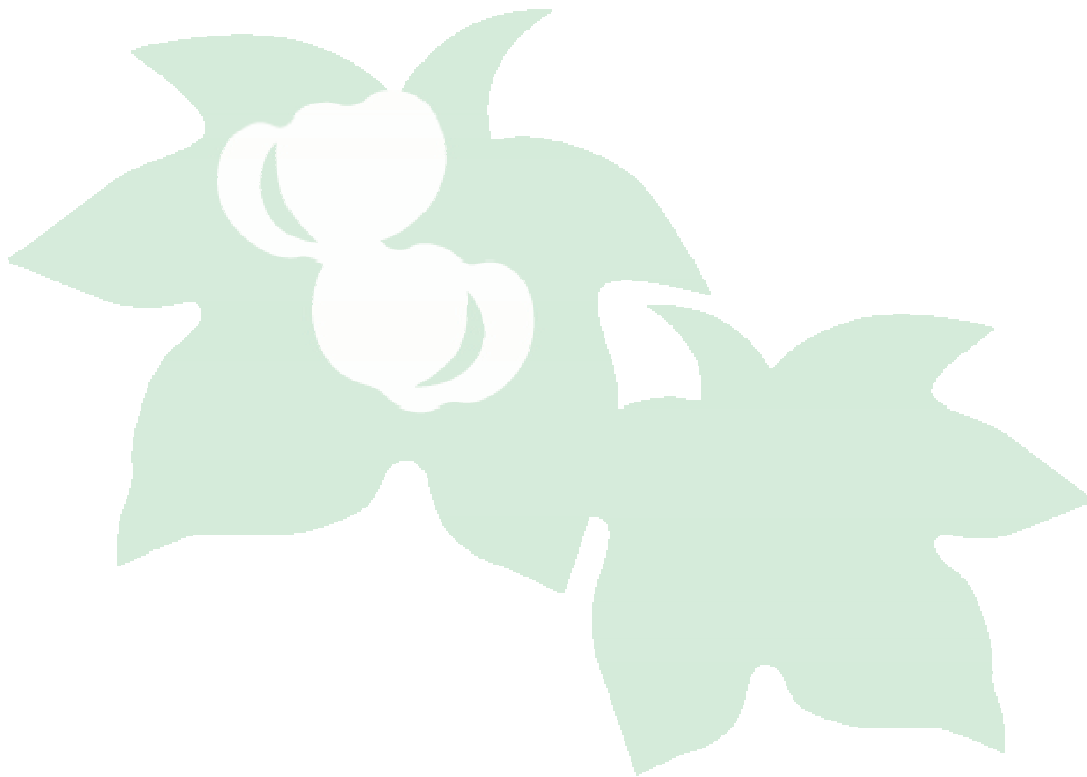
#### Objectives

1. Form an efficient and effective organizational structure.
2. Communicate the purpose and accomplishments of the Center to its constituencies.
3. Secure ongoing funding to sustain the Center.



# **Hawai'i State Center for Nursing**

## **APPENDIX C: FISCAL YEAR 2006 FINANCIAL STATEMENT**



Name of File: 293106  
as of 06/30/06

Account Title: Hawaii State Center for Nursing  
Budget Period: 07/01/05 - 06/30/06  
Account Number: S 06 357 F 293 B 106

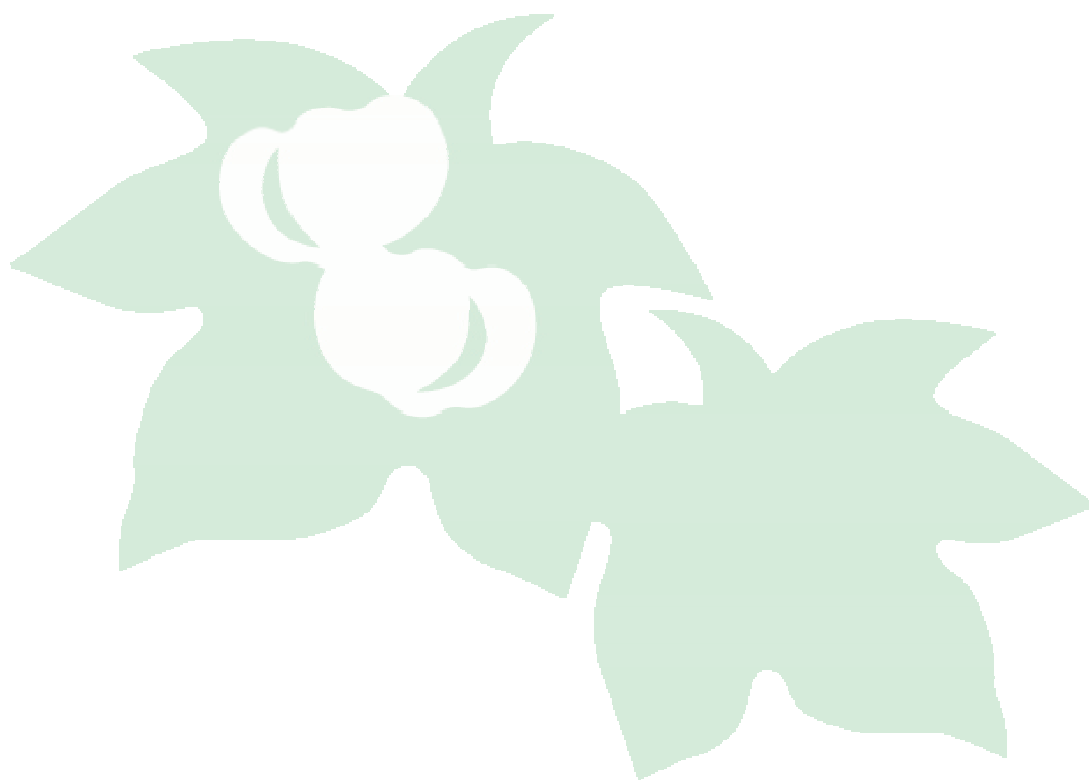
BUDGET CATEGORY	Jul-05	Aug-05	Sep-05	Oct-05	Nov-05	Dec-05	Jan-06	Feb-06	Mar-06	Apr-06	May-06	Jun-06	ENC	PROJ EXP	TOTAL EXP	BALANCE
PERSONAL SERVICES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SALARIES/WAGES REGULAR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BATES, KRISTI	685	2,740	2,740	2,740	0	0	(2,117)	0	0	0	0	0	0	0	6,788	(6,788)
DONNELLY, MEREDITH	0	0	0	0	0	0	3,624	2,601	3,012	3,012	3,012	3,012	1,506	0	19,779	(19,779)
LEVASSEUR, SANDRA ANN	0	0	13,282	3,048	0	7,500	7,500	7,500	7,500	7,112	4,638	5,334	0	0	52,500	(52,500)
MATHEWS, BARBARA	0	0	0	0	7,112	7,112	7,112	7,112	7,112	7,112	4,638	5,334	0	0	68,975	(68,975)
OVERLOAD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL REGULAR SALARIES	685	2,740	16,022	5,788	7,112	14,612	16,119	17,213	17,624	17,624	15,150	15,846	1,506	0	148,042	(148,042)
LECTURERS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CASUAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DONNELLY, MEREDITH	0	0	0	0	1,134	1,674	0	0	0	0	0	0	0	0	2,808	(2,808)
MATHEWS, BARBARA	3,024	5,376	0	0	0	0	0	0	0	0	0	0	0	0	8,400	(8,400)
SUB-TOTAL	3,024	5,376	0	0	1,134	1,674	0	0	0	0	0	0	0	0	11,208	(11,208)
STUDENT ASSISTANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NOJIRI, SATOKO	0	0	0	0	0	0	0	103	223	299	144	199	202	0	968	(968)
PARK, TRISHA	0	0	0	0	0	0	0	0	0	0	111	131	202	0	444	(444)
SUB-TOTAL	0	0	0	0	0	0	103	223	299	299	255	330	202	0	1,412	(1,412)
PERSONAL SVCS SUB-TOTAL	3,709	8,116	16,022	5,788	8,246	16,286	16,119	17,317	17,847	17,923	15,405	16,176	1,708	0	160,662	(160,662)
FRINGE BENEFITS	0	283	956	4,736	1,692	4,319	4,981	5,476	5,500	5,501	4,779	4,985	532	0	45,843	(45,843)
REVENUE	0	0	(18,920)	(550,160)	0	0	(97,160)	(35,080)	0	0	(27,520)	0	0	0	(728,840)	728,840
OTHER CURRENT EXPENDITURES	0	0	0	0	0	0	0	0	138	0	0	0	0	0	138	(138)
MATERIAL & SUPPLIES	0	297	206	1,000	0	1,459	562	121	0	417	9,322	241	0	0	12,625	(12,625)
DUES & SUBSCRIPTIONS	0	0	70	1,741	862	0	0	0	0	0	(500)	0	0	0	570	(570)
UTILITIES & COMMUNICATIONS	0	22	0	0	5,452	0	0	23	1,417	176	1,408	0	0	0	5,649	(5,649)
PRINTING & BINDING	0	0	0	0	0	0	0	0	490	815	0	0	0	0	6,757	(6,757)
ADVERTISING	0	0	58	186	438	902	697	365	1,000	1,614	2,337	3,987	0	0	5,420	(5,420)
TRAVEL	0	567	326	0	0	0	0	1,089	3,839	1,614	2,337	4,880	1,687	0	18,562	(18,562)
RENT	0	0	0	0	0	0	0	0	0	0	1,391	0	0	0	1,391	(1,391)
REPAIR & MAINTENANCE	0	0	0	0	0	0	144	0	0	0	0	0	0	0	144	(144)
STIPENDS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NON-ST-EMP. SERVICES	0	0	0	0	500	0	0	117	0	1,000	0	6,975	60	0	8,652	(8,652)
OTHER	0	99	45	136	72	191	111	117	55	117	1,229	253	39	0	2,347	(2,347)
SUB-TOTAL	0	986	705	3,063	7,323	2,552	1,514	1,715	6,938	4,139	15,187	16,346	1,785	0	62,254	(62,254)
EQUIPMENT	0	0	0	0	0	0	1,844	0	0	0	0	0	0	0	1,844	(1,844)
TOTAL	3,992	(8,862)	(528,696)	(10,543)	17,673	(74,003)	24,457	(10,572)	30,286	27,563	7,851	37,507	4,026	0	(458,238)	458,238
CARRYOVER	73,639															73,639
BALANCE	69,647	78,509	607,205	596,662	578,989	652,992	628,536	639,108	608,823	581,260	573,409	535,902	631,877	531,877		531,877

Fringe Breakdown	Jul-05	Aug-05	Sep-05	Oct-05	Nov-05	Dec-05	Jan-06	Feb-06	Mar-06	Apr-06	May-06	Jun-06	ENC	Proj	Total
Regular Personnel	204.01	816.04	4,736.39	1,691.96	2,075.86	4,275.81	4,980.60	5,474.58	5,497.36	5,497.36	4,776.02	4,978.91	527.63	0.00	45,530.53
Lecturers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Casual	79.15	139.77	0.00	0.00	29.48	43.53	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	291.93
Student Help	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.18	2.55	3.40	2.91	5.67	4.65	0.00	20.36
Total	283.16	955.81	4,736.39	1,691.96	2,103.34	4,319.34	4,980.60	5,475.76	5,499.91	5,500.76	4,778.93	4,984.58	532.28	0.00	45,842.82



# **Hawai'i State Center for Nursing**

## **APPENDIX D: EXECUTIVE SUMMARY ON EDUCATION AND PRACTICE SUMMIT**



## **HAWAI'I STATE CENTER FOR NURSING**

### **EXECUTIVE SUMMARY EDUCATION AND PRACTICE SUMMIT MARCH 16-17, 2006 RADISSON PRINCE KUHIO HOTEL**

The Hawai'i State Center for Nursing, as part of its strategic plan to address the nursing shortage, convened a group of stakeholders from nursing and the community in an Education and Practice Summit. A central question was identified to focus the Summit:

- "In consideration of the changing healthcare environment, how can the integration of nursing education and practice enable today's and tomorrow's nurses to better meet the needs of the people of Hawai'i?"

The objectives for the summit were as follows:

- Understand the current issues and trends in the healthcare environment in nursing education and nursing practice, on both national and local levels
- Foster collaboration between education and practice
- Build innovative partnerships in the areas of nursing education, educational capacity, transition from education to practice and the ongoing development of nurses
- Begin to articulate a collective vision

The Education and Practice Collaborative served as the Steering and Planning Committee for the Summit. This workgroup was composed of individuals from nursing education, nursing practice and the community. A facilitator, Donna Ching, PhD., was engaged to guide the Collaborative in designing a program to ensure that the objectives were met.

A White Paper was written by Dr. Sandra LeVasseur summarizing both national and local issues in the nursing shortage from the perspectives of both education and practice. The White Paper was sent to all participants prior to the Summit.

A total of ninety (90) individuals attended the Summit representing all sectors of the healthcare community and all islands. The largest number of attendees were from nursing with education having a larger number of participants than practice

The evening program began with networking followed by a speaker, Mr. Billy Bevill, MSN, RN, Associate Director of Recruitment and Retention from the North Carolina Center for Nursing, speaking on "FACING THE FUTURE OF NURSING EDUCATION AND PRACTICE". With that as a background, small groups participated in a technique called Café Conversations to focus on a question designed to begin a process of visioning and to allow every individual's voice to be heard at the beginning of the event.

"It's 2020. Nursing has achieved a successful integration between education and practice. What does it look like?"

Following the café conversations, common themes were identified and utilized to tie the evening and day programs together.

The morning program opened with a speaker, Kathy Apple, MSN, RN, Executive Director of the National Council of State Boards of Nursing, speaking on "NURSING REGULATION: A NATIONAL PERSPECTIVE ON WORKFORCE ISSUES".

Following the morning speaker, two panels were convened to focus on education and practice. Panelists addressed four areas: education; educational capacity; transition from education to practice and ongoing development of nurses. Panelists represented academic programs including BSN and ADN programs; new graduates from the military and the private sector; an experienced staff nurse preceptor; managers from home health and long term care; Oahu and the neighbor islands.

The afternoon program consisted of six small groups using the technique of force field analysis. Groups focused on the desired reality and defined best case scenario, worst case scenario and current reality. They defined sustaining forces and restraining forces to ensure that the complexities of

the issues were addressed. The small groups developed a compelling case and made ONE main recommendation per group to move nursing toward the best case scenario (vision). The recommendations provided the key elements, described the opportunity and identified consequences if not addressed. Recommendations were presented to the group.

### **SUMMIT RECOMMENDATIONS**

- DEVELOP A PLAN TO INTEGRATE NURSING EDUCATION AND PRACTICE TO MEET THE CHANGING HEALTHCARE NEEDS AND EXPECTATIONS OF OUR POPULATION
- SHARE RESEARCH REGARDING THE SHORTAGE NEEDS OF NURSING WITH THOSE OUTSIDE OF THE PROFESSION INCLUDING STAKEHOLDERS AND OTHERS
- RESTRUCTURE PRACTICE AND EDUCATION TO MEET HEALTHCARE DEMANDS BY CREATING A COLLABORATIVE AND STANDARIZED TRANSITON PROGRAM I.E INTERNSHIP OR RESIDENCY MODEL

The Summit will be seen as a first step in a long term effort to successfully integrate nursing education and nursing practice so that the nursing workforce can meet the healthcare needs of the people of Hawai'i. Workgroups will be convened to focus on the recommendations and to continue the work of the Summit.

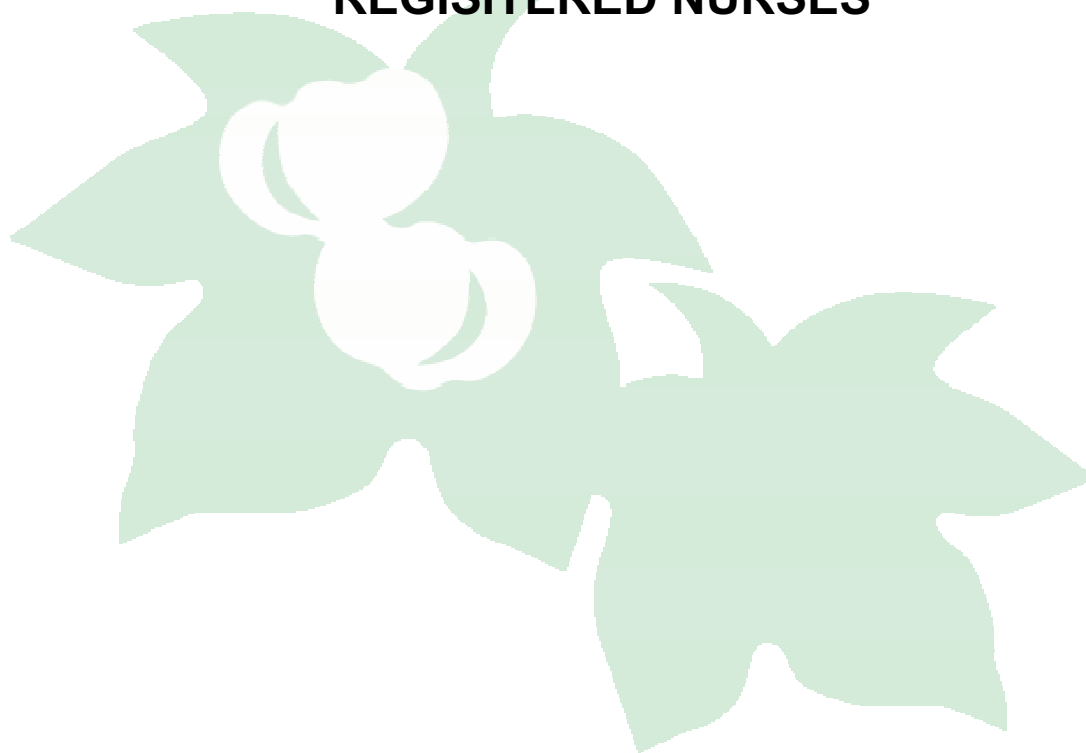
Thanks to the efforts of the Planning Committee and an excellent consultant and facilitator, the first Summit of the Hawai'i State Center for Nursing was a successful beginning in the long term efforts to address the nursing shortage.





# **Hawai'i State Center for Nursing**

## **APPENDIX E: ABSTRACT – WORKFORCE SURVEY OF NEW GRADUATE REGISTERED NURSES**



**Project Title: THE HAWAI'I STATE CENTER FOR NURSING WORKFORCE  
SURVEY OF NEW GRADUATE REGISTERED NURSES**

**Investigators:** LeVasseur S.A., Mathews B., Itano J.

**Introduction:** The State of Hawai'i is experiencing a nursing shortage which is expected to worsen over the next fifteen years. According to the recent report *Hawai'i's Health in the Balance: A Report on the State of the Nursing Workforce*<sup>2</sup>, there will be a shortage of 2,267 nurses by 2010 and 4,593 nurses by 2020. Several key factors have been identified that impact on the growing shortage of nurses. These include the population of the State is aging at a higher rate than most states in the rest of the nation and the average age of nurses in the workforce is 49.3<sup>1</sup> years.

A key strategy to address the nursing workforce is retention of existing nurses and nowhere is the difficulty more pronounced than with new graduate RNs. Turnover in the new graduate workforce is considerably higher than the more experienced nursing workforce. Roche, Lamoreau and Teehan<sup>3</sup> highlight that between 35% - 60% of new nurses change jobs in their first year<sup>4</sup> and that despite a specialized internship program, 25% of new graduate registered nurses leave their first job within the first year.<sup>5</sup> Research also suggests that the first six months may be a crucial marker for measuring retention of newly hired nurses.<sup>6</sup> High turnover rates are not only costly for an organization, but create an unstable workforce which impacts patient outcomes, unit morale and productivity. A variety of programs have been developed and implemented to enhance the experience of the new graduate registered nurse including enhanced preceptor/mentoring,<sup>8</sup> extended orientations<sup>4</sup> or residencies,<sup>7</sup> competency based curriculum in schools of nursing,<sup>9</sup> and support/professional development groups. However, there exists little empirical evidence concerning new graduate registered nurses' patterns of employment or perceptions of their jobs in the first five years of employment, and no data examining newly graduate registered nurses in Hawaii.

**Purpose:** This study will examine new graduate registered nurses employment patterns and perceptions of their jobs in the first five years of their nursing career in Hawai'i.

**Methods:** A longitudinal descriptive design will be used to explore graduating student nurses transition into nursing practice over 3.5 years. The project will utilize qualitative and quantitative research methodologies to identify and describe the transitional experiences of new nurses from their graduation as student nurses until approximately three and half years after graduation. Data will be collected at graduation (baseline), 6 months, 18 months, 30 months, and 42 months.

**Analysis:** Descriptive statistics will be used to examine the perceptions of graduating students' expectations of obtaining their first nursing positions, identify student's perceptions of preparedness for nursing after completion of nursing education. In addition, descriptive statistics will be used to examine frequency of graduated registered nurses finding nursing employment; to identify whether

educational experiences are perceived as valuable in obtaining nursing positions. The six month survey will analyze frequency of employers providing clinical orientation or some other form of support that assists in making the transition from student to professional nurse easier. Analyses will examine 6-month, 18-month, 30-month, and 42-month data to identify and describe rates of retention and turnover, variability in workplace support, frequency of employment in non-nursing positions or unemployment. Finally, the data will be examined to identify and describe new nurses' future plans to remain working in Hawaii or migration plans out of the State and trends in the number of nurses planning to continue their nursing education.

**Funding:** Hawai'i State Center for Nursing will support this project with internal staff. Additional funding will be sought from nursing and/or local foundations.

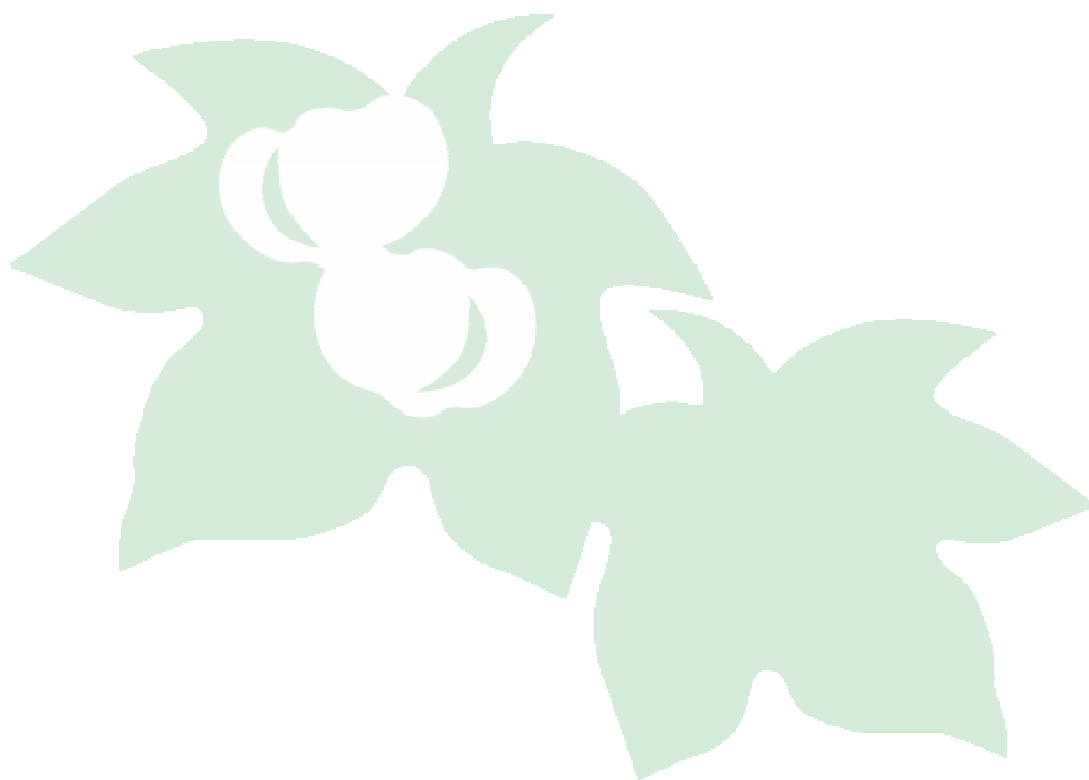
**References:**

1. Kooker B., Winters-Moorhead C., Acosta M. & Hobbs S. "Nursing Workforce Supply Data Trends in Hawai'i." Hawai'i Medical Journal. Sept. 2003: 193-197.
2. Raynor CR. and the Hawai'i Nursing Shortage Taskforce. "Hawai'i's Health in the Balance: A Report on the State of the Nursing Workforce." Oct. 2004.
3. Roche JE., Lamoureux E. & Teehan T. "A Partnership Between Nursing Education and Practice: Using an Empowerment Model to Retain New Nurses." Journal of Nursing Administration. 2004; 34(1):26-32.
4. Godinez G., Schweiger J., Gruver J. & Ryan P. "Role Transition from Graduate to Staff Nurse: A Qualitative Analysis." Journal for Nurses in Staff Development. 1999; 15(3):97-110.
5. Owens D, Turjanica MA., Scanion MW., Herbert C. & Facticeau L. "New Graduate RN Internship Program: A Collaborative Approach for System-wide Integration." Journal for Nurses in Staff Development. 1999; 17(3):97-110.
6. Galt RG. "The value of training and orientation programs in large medical organizations." Journal for Nurses in Staff Development. 2000; 16(4):151-156.
7. Goode, CJ. & Williams CA. "Post-Baccalaureate Nurse Residency Program." Journal of Nursing Administration. 2004; 34(2):71-77
8. Nelson, D. & Godfrey L. "Using a mentorship program to recruit and retain student nurses" Journal of Nursing Administration. 2004; 34(12):551-53
9. Cadmus E., Dickson GL., Tuella C. & Rice B. "New Jersey Colleagues in Caring: An Integrated Competency-Based Nursing Practice Model." New Jersey Colleagues in Caring, 2001.



# **Hawai'i State Center for Nursing**

## **APPENDIX F: HAWAI'I PARTNERS IN NURSING PROJECT REPORT**



## **Partners Investing in Nursing's Future**

### **HAWAI'I PARTNERS IN NURSING: ADDRESSING RECRUITMENT AND RETENTION ISSUES IN LONG TERM CARE**

#### **Background**

Forecast data indicate Hawaii can expect a dramatic demographic shift in the aging population over the next 15 years, which will occur at a pace twice that of the rest of the country. Between 2000 and 2020, the number of people age 60 and over living in Hawaii will increase by almost 75 percent. People aged 85 and older will increase by 121 percent. By 2020, 1 out of every 4 people will be 60 years or older and 1 out of 35 people will be 85 years or older.<sup>1</sup>

The State of Hawaii's Nursing Taskforce Report (2004) predicts a number of phenomena will emerge with the demographic shift: (1) the demand for long term care (LTC) will increase, (2) the scope of practice in LTC nursing will become more complex, (3) the aging nursing workforce will retire and deplete an already insufficient geriatric clinical and academic workforce, (4) there will be stiffer competition to recruit new nurses into LTC related to lower wages and benefits compared to other job opportunities, and (5) informal care giving of our older people will diminish, increasing further the demand for LTC services.<sup>2</sup> These projections indicate that it is critical to retain existing LTC nurses and identify strategies to attract new nurses into geriatrics.

#### **Aims & Objectives**

The purpose of the project is to build partnerships which will lead to statewide educational and practice initiatives that facilitate positive change in the initial and continuing education and training of nurses in LTC. Further, partnerships with LTC facilities will lead to improvements in the recruitment and retention of nurses in the geriatric specialty. Together these efforts will bring about significant policy change within the state.

The aims of the project include bringing together community, state, and nursing educators and leaders to strategically develop and implement a pilot project that integrates education and practice in LTC.

- 1) Primary objectives of the project are:
  - a) Build partnerships which lead to strategic educational and practice initiatives that address LTC nursing workforce needs.
  - b) Strategically plan, develop and pilot an integrated model of education and practice in LTC consisting of a formalized student clinical placement initiative; and a continuing education and a preceptor program for LTC staff.
- 2) The secondary objective will examine the demographic characteristics of Hawaii's LTC nursing workforce. The establishment of a statewide LTC nursing workforce dataset that identifies the demographic characteristics of the population with the supply and demand data of nurses in the LTC sector will assist in strategically addressing the needs of the LTC sector. This data will also be utilized in the evaluation of the project to benchmark outcome measures.

#### **Project Design**

The project will introduce and assess three components:

1. Student clinical placements into LTC will occur with faculty instructor supervision.
2. Clinical skill upgrades for LTC staff will occur at each partnered facility. The clinical skill domains requiring upgrade will be identified by each LTC facility.
  - o Skill competencies will reflect best practice and nursing home quality indicators (QI) derived from Minimum Data Set (MDS) assessment data. The MDS is part of the federally mandated process for clinical assessment of all residents in Medicare or Medicaid certified nursing homes. This process provides a

comprehensive assessment of each resident's functional capabilities and helps nursing home staff identify health problems. Resident Assessment Protocols (RAPs), are part of this process, and provide the foundation upon which a resident's individual care plan is formulated.

3. The Preceptor Training Program consisting of:

Phase 1: Program Development

- The preceptor training program will be developed in collaboration with partners. The program will consist of an expressive component (e.g. leadership; nurturing critical thinking; empowerment) and a cognitive component (e.g. overview of geriatric nursing past, present and future; financial picture of care; how data and research drive LTC; culture of the workplace). Train-the-trainer approach will also be used.

Phase 2: Certified trainers training

- Each LTC Facility will select exemplary RNs [n=2] to participate in the initial master training program inclusive of clinical skill upgrade facilitated by nursing faculty instructor.

Phase 3: Preceptor / preceptee program

Preceptor/ preceptee training will be conducted by the certified trainers with coaching from the master trainer.

### **Evaluation & Analysis**

A variety of qualitative and quantitative methods will be used to measure and assess the three components introduced into the LTC facilities over the course of the pilot project. To examine changes in workplace culture the perceptions of LTC staff will be measured. LTC staff perceptions will be measured prior to the introduction of the pilot project, one year and two years after introduction of the pilot project. The questionnaire will consist of validated tools for LTC that measure 1) job satisfaction, 2) perceived empowerment, 3) organizational commitment, 4) intent to turnover; and 5) perception of workplace change, 6) charge nurse support, and 7) leadership behaviors and organizational climate. Students will complete pre and post questionnaires examining attitudes towards older people and level of confidence in performing clinical skills. Faculty instructors will participate in focus group discussions after student clinical rotations to uncover their perceptions of the experience. Preceptor training participants will complete pre and post surveys to uncover impact of training on practice.

### **References**

1. Executive Office on Aging, State of Hawaii. *Profile of Hawaii's older adults*. May 2003, <http://www2.state.hi.us/eoa/information/stats/profile2003.pdf> (6 April 2006).
2. Raynor, C.R., and the Hawai'i Nursing Shortage Taskforce. (2004). *Hawaii's Health in the Balance: A Report on the State of the Nursing Workforce*. Honolulu, Hawaii: University of Hawaii.