

OHIO NURSING ARTICULATION MODEL

September, 2003 - 2005



**The Ohio Nursing Articulation Model was developed through funding from the
Helene Fuld HealthTrust, HSBC Bank USA**

Forward

This statewide nursing articulation model was developed at the recommendation of the Ohio Collaborative Project: Nursing Workforce 2000 (1996-2000), part of the national Robert Wood Johnson funded project Colleagues in Caring, Regional Collaboration for Nursing Workforce Development. The recommendation indicated there was a need for a statewide nursing articulation plan to enable optimal educational mobility for nurses in Ohio.

The Ohio League for Nursing, a member of the Ohio Collaborative, applied for an educational mobility grant from the Helene Fuld Health Trust, HSBC Bank USA and was awarded a two year grant for September 2001 to September 2003, extended to September 2004. The Ohio Nursing Articulation Model (ONAM) was developed by the Ohio Nursing Collaborative for Educational Mobility (ONCEM) which provided for input from all nursing programs in Ohio as well as representatives from nursing practice settings. The goal of these representatives was to provide quality nursing education while protecting and promoting the health of the citizens of Ohio.

The model in existence in northeast Ohio called ACCESS (Achieving Continuing Career Education for Success and Satisfaction) developed by the Nursing Education Mobility Action Group (NEMAG) served as the model for development of the Ohio Nursing Articulation Model (ONAM).

Thank you to all who participated in the development of the ACCESS model and all who participated in the development of the Ohio Nursing Articulation Model (ONAM).

A special acknowledgement to:

Mary F. Rapson, PHD, RN, FAAN
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Regional Collaboration for Nursing Workforce Development
who was the consultant for both the ACCESS model and the Ohio Nursing Articulation Model (ONAM) and inspired all of us.

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TABLE OF CONTENTS

Forward	1
Table of Contents	2
Steering Committee	3
Advisory Committee	5
Purpose	7
Assumptions	8
Model	9
Program Characteristics	10
Participating Nursing Programs	11
Glossary of Terms	13
Description of Transition Course	14
Summary	15

The Ohio Nursing Articulation Model (ONAM)

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The Ohio Nursing Articulation Model (ONAM)

OHIO NURSING ARTICULATION MODEL (ONAM)

Adopted September 26, 2003

Purpose

The Ohio Nursing Articulation Model was developed during a two year project (2001-2003) funded by the Helene Fuld Health Trust, HSBC Bank USA to create a coordinated system of nursing education in Ohio that enables optimal educational mobility for nurses. The Ohio Nursing Collaborative for Educational Mobility (ONCEM), who developed the model, consisted of nurse educators from all types of programs representing all regions of the state.

The statewide articulation model, developed by the Ohio Nursing Collaborative for Educational Mobility (ONCEM), was patterned after the Access in Nursing model developed by the Nursing Education Mobility Action Group (NEMAG) in northeast Ohio. The model provides access to educational opportunities while preserving education standards and the uniqueness of individual Ohio schools.

The Ohio Nursing Articulation Model includes assumptions about nursing articulation, nursing program characteristics, and mechanisms for advanced placement. This model deals exclusively with nursing courses and leaves decisions about the transferability of foundational sciences and general education courses to the discretion of the individual academic educational institution. This model provides for an efficient progression from Licensed Practical Nurse (LPN) to Registered Nurse (RN) and RN to the baccalaureate degree.

**OHIO NURSING ARTICULATION MODEL (ONAM)
Adopted September 26, 2003**

ASSUMPTIONS

1. Articulation provides a collaborative approach to positively impact nursing education and the nursing workforce.
2. Articulation facilitates educational access and student progression with minimal repetition.
3. Prelicensure nursing programs must meet standards established by the Ohio Board of Nursing and are expected to be congruent with standards of accrediting bodies.
4. Each educational institution establishes standards for admission, progression, and graduation based on its unique mission and goals.
5. Nursing programs participating in this model recognize that articulation students have met course objectives and outcomes of their previous program.
6. Graduates of all types of nursing programs have achieved a common core of knowledge, attitudes, cognitive and psychomotor skills; however, based on educational preparation there are distinct differences in the breadth, depth, complexity, and scope of knowledge and skills.

The Ohio Nursing Articulation Model (ONAM)

Ohio Nursing Articulation Model (ONAM) – 2003*

LPN/LVN Applicants Seeking Advanced Placement in Associate Degree or Diploma in Nursing Programs Must:	RN Applicants Seeking Advanced Placement in Baccalaureate Nursing Degree Programs Must
<ul style="list-style-type: none"> • Hold a current license to practice as a Licensed Practical/Vocational Nurse in at least one U.S. state or territory. • Meet the specific admission requirements of the receiving academic institution/program. 	<ul style="list-style-type: none"> • Hold a current license to practice as a registered nurse in at least one U.S. state or territory. • Meet the specific admission requirements of the receiving academic institution/program.
ADN/Diploma Programs Participating in the Articulation Model Will:	BSN Programs Participating in The Articulation Model Will:
<ul style="list-style-type: none"> • Participate on a voluntary basis. • Utilize the Transition Course as the advanced placement mechanism for articulation students. • Grant a minimum of 30% of the nursing credits required by the receiving academic institution/program. • Record credit using the format of the receiving academic institution. • Establish graduation requirements for articulation students that do not exceed those of generic students. 	<ul style="list-style-type: none"> • Participate on a voluntary basis. • Utilize the concept of Escrow/Bypass for the advanced placement of articulation students. • Grant a minimum of 45% of the nursing credits required by the receiving academic institution/program. • Record credit using the format of the receiving academic institution. • Establish graduation requirements for articulation students that do not exceed those of generic students.
Mechanism for Advanced Placement: Transition Course	Mechanism for Advanced Placement: Escrow/Bypass
<p>The LPN/LVN to RN Transition course in the Ohio Nursing Articulation Model serves both a validation purpose and a transition purpose. The course validates prior learning, updates and enhances student’s knowledge, begins the process of role transition, and prepares the student for advanced placement into the RN program.</p> <p>The receiving academic institution grants nursing credit after the student has successfully completed the Transition Course.</p>	<p>Escrow/Bypass is a mechanism that recognizes previous nursing education and awards nursing credits based on the successful completion of the specified nursing course(s) in the curriculum of the receiving academic institution.</p> <p>The receiving academic institution grants nursing credit after the student has successfully completed the specified nursing course(s).</p>

* Model Adapted from NEMAG Model Access (1991-2004)

The Ohio Nursing Articulation Model (ONAM)

**Ohio Nursing Articulation Model (Adopted September 26, 2003)
Program Characteristics
(Adapted from the South Carolina, Mississippi, and District of Columbia Articulation Models)**

Educational/ Licensure Level>	<u>PN(LP/N/LYN)</u>	<u>ADN/Diploma (RN)</u>	<u>BSN (RN)</u>	<u>MSN/MS (RN)</u>	<u>PhD/DNS/ND (RN)</u>
Differentiating Characteristics					
Mission or Purpose of Program	Prepares a nurse who provides direct care for an individual, in the context of the family, who is generally stable with acute and chronic common, well-defined health problems with predictable outcomes; in a structured setting with appropriate direction; participates in health promotion/maintenance activities for the individual as a member of the health care team.	Prepares a nurse who provides direct care for individuals, in the context of a family & community, who have acute & chronic well-defined health problems with predictable & unpredictable outcomes in structured settings; participates in health promotion/maintenance activities for individuals in the context of a family & community as a member of a health care team.	Prepares a nurse who provides & coordinates care for individuals, families, groups, & the community across the health/illness continuum (health promotion/maintenance to complex health problems) with predictable and unpredictable outcomes in structured & unstructured settings; manages continuity of care across settings as an individual interdisciplinary team member.	Prepares a nurse at the advanced level for practice as an expert clinician who provides care to individuals, families, groups, communities, & populations in comprehensive delivery systems; or for practice as a nurse administrator or nurse educator who uses theory & research to create & modify systems & models of care.	Prepares a nurse for leadership in research, education, practice, or administration, and with the analytical skills to contribute to the development of nursing science.
Average Length of Program	1 academic year	2-3 academic years	4 academic years	1-2 years; 36-51 semester credits	4-6 years

The Ohio Nursing Articulation Model (ONAM)

Educational/ Licensure Level> Differentiating Characteristics	<u>PN(L/PN/LYN)</u>	<u>ADN/Diploma (RN)</u>	<u>BSN (RN)</u>	<u>MSN/MS (RN)</u>	<u>PhD/DNS/ND/(RN)</u>
Focus of Care	Generalist	Generalist	Generalist	Specialist	Specialist: research, education, administration, consultation, and/or entrepreneurship
Client Focus	Individuals in the context of the family and other units within the community	Individuals in the context of the family and community	Individuals, families, groups, communities	Individuals, families, groups, communities, populations	Individuals, families, groups, communities, populations
Principal Settings For Practice	Structured with appropriate direction; unit-based by setting; acute, long-term care, ambulatory	Structured: unit-based by setting: acute, long-term care, ambulatory, community oriented	Structured or unstructured: across units & settings: acute, long-term care, ambulatory, community, entrepreneurial, non-traditional	Structured or unstructured; across units & settings: acute, long-term care, ambulatory, community, entrepreneurial, non-traditional, schools of nursing, independent/collaborative practice	Structured or unstructured; across all units, settings & systems; including schools of nursing and research organizations
Educational Advancement*	Progression to an Associate Degree or Diploma in Nursing	Progression to the Baccalaureate Nursing Degree	Progression to the Masters in Nursing Degree	Progression to the Doctoral Degree	Post-doctoral study in specialty area

* This is the traditional progression, but it is possible to move more than one step at a time through accelerated programs, for example: PN to BSN; AD/Diploma to MSN; BSN to PhD/DNS/ND.

Participating Nursing Programs

Baccalaureate in Nursing Programs

Ashland University, Department of Nursing - Ashland
Capital University School of Nursing - Columbus
Cleveland State University, School of Nursing - Cleveland
College of Mount St. Joseph, BSN Program - Cincinnati
Frances Payne Bolton School of Nursing at Case Western Reserve University - Cleveland
Kent State University College of Nursing - Kent
Kettering College of Medical Arts - Kettering
Lourdes College BSN Program - Sylvania
MedCentral College of Nursing - Mansfield
Medical College of Ohio/University of Toledo and Medical College of Ohio/Bowling
Green State University - Toledo
Mercy College of Northwest Ohio - Toledo
Mount Carmel College of Nursing - Columbus
Otterbein College Nursing Program - Westerville
The Ohio State University College of Nursing - Columbus
The University of Akron College of Nursing - Akron
University of Cincinnati, College of Nursing - Cincinnati
University of Phoenix/College of Health Sciences & Nursing – Cleveland
Urbana University BSN Completion Program - Springfield
Ursuline College-The Breen School of Nursing – Pepper Pike
Walsh University Division of Nursing – North Canton
Wright State University – Miami Valley College of Nursing & Health - Dayton
Youngstown State University, BSN Program - Youngstown

Associate Degree Nursing Programs

Cincinnati State Bethesda School of Nursing - Cincinnati
Clark State Community College - Springfield
Cuyahoga Community College - Cleveland
Edison State Community College - Springfield
Good Samaritan College of Nursing & Health Science - Cincinnati
Hocking College School of Health & Nursing - Nelsonville
Kent State University AD Nursing Programs – Ashtabula, East Liverpool, New Philadelphia
Kettering College of Medical Arts, AD Nursing Program - Kettering
Lakeland Community College - Kirtland
Lorain County Community College, AD Nursing Program - Elyria
Mercy College of Northwest Ohio - Toledo
North Central State College - Mansfield
Northwest State Community College, AD Nursing Program - Archbold
Ohio University AD Nursing Program – Zanesville, Chillicothe
Owens Community College – Toledo, Findlay
Southern State Community College - Hillsboro

Participating Nursing Programs, continued.

Diploma Nursing Programs

Aultman Hospital School of Nursing - Canton
The Christ Hospital School of Nursing - Cincinnati
Community Hospital School of Nursing - Springfield
Firelands Regional Medical Center School of Nursing - Sandusky
Huron School of Nursing – East Cleveland

Practical Nursing Programs

Akron School of Practical Nursing - Akron
Apollo School of Practical Nursing - Lima
ATS Institute of Technology, Practical Nursing Program – Highland Heights
Butler Tech Program of Practical Nurse Education - Hamilton
Central School of Practical Nursing - Cleveland
Clark State Community College Practical Nurse Program - Springfield
Columbus School of Practical Nursing - Columbus
Cuyahoga Community College Practical Nurse Program - Cleveland
EHOVE School of Practical Nursing - Milan
Great Oaks School of Practical Nursing - Cincinnati
Hocking College School of Health & Nursing - Nelsonville
Knox County Career County School of Practical Nursing – Mt. Vernon
Lorain County Community College Practical Nursing Program - Elyria
Marymount School of Practical Nursing – Garfield Heights
Miami Valley Career Technology Center - Clayton
The Nancy J. Knight School of Nursing - Bellfontaine
North Central State College, Practical Nursing Program - Mansfield
Northwest State Community College Practical Nursing Program - Archbold
Owens Community College - Toledo
Parma School of Practical Nursing - Brecksville
Pickway-Ross JVSD Practical Nursing Education Program - Chillicothe
Portage Lakes Career Center, W. Howard Nicol School of Practical Nursing - Green
Professional Skills Institute School of Practical Nursing - Toledo
RETS Practical Nursing Program - Centerville
Southern State Community College - Hillsboro
Toledo School of Practical Nursing - Toledo
Tri-Rivers School of Practical Nursing - Marion
Willoughby-Eastlake School of Practical Nursing - Willoughby

Note: Nursing programs that were unable to sign participation agreements at the time of the printing of this document, may sign up later and will be added to the listing of participating schools on the Ohio League for Nursing website www.ohioleaguefornursing.org.

GLOSSARY OF TERMS

Articulation

The process through which nursing programs cooperate to facilitate educational progress of students with minimal repetition of coursework.

Bridge Course

A course which is conducted by the receiving academic institution to orient the student to the context/curriculum model/philosophy of the particular receiving academic institution.

Client

A recipient of nursing care and the focus of care as described in the Program Characteristics.

Escrow/Bypass

Recognizes previous nursing education and posts nursing credit to the transcript based on successful completion of specified nursing course(s) in the curriculum of the receiving institution or by program policy

Transition Course

This course validates prior learning, updates and enhances student's knowledge, begins the process of role transition, and prepares the student for advanced placement into the RN program. The transition course is a standard course in the Ohio Nursing Articulation Model and may be taught by any participating program preparing graduates to take the National Council Licensing Examination (NCLEX).

Description of Transition Course

- Course is designed to enable the student to explore integrative concepts in nursing and assist the student in transition from licensed practical nurse to registered nurse.
- Students will refine and update previous learning in addition to identifying goals for successful transition into the registered nursing program.
- Combined with classroom and nursing laboratory experiences, the student learns through application of concepts.
- The student will demonstrate the ability to solve problems through the use of the nursing process with a focus on client assessment and nurse patient relationship.

The course is 3 Semester Hours (2 credit hours classroom, 1 credit hour laboratory) or 4 Quarter Hours (3 credit hours classroom, 1 credit hour laboratory).

SUMMARY

Project Goal

To create a coordinated system of nursing education that enables optimal educational mobility for nurses in Ohio.

Process

Two series of regional meetings held in each of the five regions of Ohio, northwest, northeast, central, southwest, and southeast, provided the opportunity for representatives from nursing programs in each region to participate. During the first series, held during the first year, representatives shared information about their nursing programs as well as the mechanisms currently being used for advanced placement. At the second series, held in the second year, the representatives discussed and came to agreements about the proposed model developed by the Steering Committee based upon the results of the information gleaned in the first series of meetings.

A statewide conference held at the end of the first year provided an opportunity for sharing concepts of advanced placement and tentative proposals. At the end of the second year a second statewide conference was held and the model, as refined in the second series of regional meetings, was adopted.

Steering Committee

The Steering Committee was composed of four representatives from each region from all types of nursing programs, practical nursing, diploma, associate degree, and baccalaureate. The Steering Committee developed the proposals for a statewide articulation model based upon results of the series of regional meetings as well as the feedback received during the first statewide conference.

Advisory Committee

The Advisory Committee was made up of representatives from the State Consortium of the Ohio Collaborative and provided guidance to the Project Director through electronic messaging.

Implementation

During the third year letters seeking participation from nursing programs were mailed to all nursing programs along with participation agreements.

The ONCEM Steering Committee will develop monitoring mechanisms as the articulation plan is implemented to determine outcomes.

The schedule for the statewide Transition Course will be posted on the website of the Ohio League for Nursing, www.ohioleaguefornursing.org.

NOTES

www.ohioleaguefornursing.org

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