# VA Nursing Academic Partnership (VANAP) Strategic Plan

## VISION
Ensure high quality Veteran nursing care now and in the future.

## MISSION
Promote the safe and effective care of Veterans within and across community healthcare settings by expanding the workforce of BSN-prepared nurses able to provide quality Veteran-centric care that improves patient outcomes and reduces cost.

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<tr>
<th>Strategic Goal</th>
<th>Objective(s)</th>
<th>Strategies</th>
<th>Outcomes/Metrics</th>
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| Transform nursing culture-within VANCHCS | Lifelong learning:  
- Academic education  
- Professional development | - Support articulation models that move VANCHCS nurses into higher degree programs.  
- Validate individual practice and competence.  
- Engage learners in new knowledge and skill acquisition for practice.  
- Reduce or close practitioner-identified performance gaps.  
- Improve patient care outcomes.  
- Generate professional satisfaction and identity, potentially preventing or decreasing burnout. | - Demonstrate an understanding of evidence-based healthcare and critical appraisal  
- Demonstrate familiarity with informatics and literature search and retrieval strategies.  
- Demonstrate practice-based learning and improvement methods.  
- Engage in self-reflection and assessment.  
- Increase the percentage of nurses who earn advanced degrees. |
| Inter-professional Education | A culture of teamwork at multiple levels-across professional and organizational siloes and with patients and their families and communities. | - Collaboration to perform comprehensive assessments.  
- Engagement of the patient and family as active participants in health | Implementation of an evidence-based framework to optimize team performance across the VANCHCS healthcare delivery system (TeamSTEPPS). |
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<tr>
<th>Increase the recruitment and retention of baccalaureate nursing students and graduates into the VA workforce (REP Objectives 2, 4)</th>
<th>IOM recommendation #4: Increase proportion of nurses with a baccalaureate degree to 80% by 2020.</th>
<th>National Nursing Education Initiative (NNEI) funding for baccalaureate programs in nursing.</th>
<th>Annual increase in the # of BSN prepared nurses by 1%.</th>
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<td>VANAP program.</td>
<td>Retention rates for new graduates will be monitored and improved by 50% above baseline.</td>
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<td>Nursing Qualification Standards support baccalaureate degree for promotion.</td>
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<td>Recruitment strategies: Will explore possibilities of Education Debt Reduction Program (EDRP) for nurses pursuing a BSN.</td>
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<td>Locating USF-VANCHCS partnership at USF Sacramento campus to reduce tuition by 33%.</td>
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| Increase the number of undergraduate nursing students educated about the population specific needs of Veterans and their families through an innovative curriculum emphasizing high quality, culturally competent care across care settings (Secretary Level Initiatives 2,3) | Veteran-centric concepts are incorporated into the curriculum to ensure that nurses are prepared to address the health needs of military service members, Veterans and their families. | VANAP electives accessible to all USF nursing and health professions students.  
VANAP clinical sites (DGMC, ambulatory care, homeless outreach).  
Integrate joining forces promises into main campus nursing and health professions curriculum.  
Use ROTC students and Veterans as peer educators.  
Reach out to active duty military for recruitment of Veteran’s (upon exit of the services) for the program. | With unique knowledge and expertise of Veteran care, VANAP graduates will be more marketable in terms of employment when applying to any VA or non-VA healthcare facility. Specifically within VA facilities, VANAP cohort graduates will have priority for hire into open nursing positions.  
Veterans receive priority admission consideration.  
Veterans with “medic-training” receive relevant academic credit. |
| Develop and expand joint faculty expertise with a focus on delivery of health care for Veterans (REP Objective 1) | Guided instruction by clinical content experts, experienced faculty, and VA nursing staff. | Mentorship structure to program teaching using both USF seasoned faculty and VA experts to build and expand knowledge and expertise  
Collaborative performance based team teaching structure  
Provide faculty training for joint faculty development and team building  
Encourage and build-in | Shared responsibility to prepare and enable nurses to lead changer and advance health in effect.  
Shared governance that fosters innovation and advanced problem solving in effect.  
Consideration and evaluation of shared opportunities.  
Professional Development Plan in place for every |
| Expand partnership opportunities in education, clinical service, and evidence-based practice to improve quality outcomes, specific to prevention and management of chronic conditions, cultural competence, nursing informatics, and simulation technology that support the Return On Investment (REP Objective 3; Secretary Level Initiative 4, 5, 6) | ➢ Learning opportunities within dedicated education units (DEUs) or inter-professional Patient Aligned Care teams (PACTS) in specific VA settings where available.  
➢ Exposure to a variety of newly emerging nursing roles, including those in transitional care and care coordination. | ➢ Expansion of partnership opportunities  
➢ Expansion of clinical service  
  - Formation and maintenance of the DEU  
  - Provision of institutional educational credit with participation in the DEU  
  - Utilization of the DEU as a quality improvement microsystem  
➢ Current evidence-based practice outcomes improvement targets  
  - Chronic conditions: CHF, Diabetes, COPD, CRF (dialysis)  
  - National Core Measures  
  - TJC  
  - Ambulatory Care | ➢ A synergistic environment for educating the next generation of nurses is in effect.  
➢ Active engagement of clinical expert nursing staff embedded in care delivery in mentoring and teaching students is demonstrated and part of the ongoing evaluation  
➢ Demonstration that VANAP faculty are integrated into the clinical practice environment.  
➢ Students demonstrate ability to focus on EBP outcomes  
➢ Outcomes are monitored and reviewed as part of the educational endeavor |
| Disseminate partnership successes in education, clinical service, and evidence-based practice through publications, webinars, and conference presentations (REP Objective 5) | Disseminate partnership research and related activities to academic, health practitioner/policy and lay audiences through a partnership website, annual meetings and joint publications. | - Decide on objectives together.  
- Build up mutual trust.  
- Share information, develop networks.  
- Share responsibility.  
- Create transparency.  
- Monitor and evaluate collaboration. Disseminate the results.  
- Apply the results. | - Joint preparation for national certification, accreditation, and regulatory reviews is in effect  
- Joint research projects are conducted, at least one/year  
- All VANAP faculty have joint committee appointments. |
| Develop and establish a post-baccalaureate nurse residency program (PBNR) which meets accreditation by the Commission on Collegiate Nursing Education (CCNE) within one year. | Provide all new graduates with transitional support in their first year of practice.  
- Foster comprehensive, individualized preceptorships for all new graduates.  
- Encourage development of critical thinking skills through the use of personal reflection.  
- Foster the graduate nurse’s ability to incorporate existing evidence in clinical decision making to strengthen the delivery of safe patient care using systems theory and interdisciplinary resources. | Build the program based on best evidence.  
- Provide a staged and multi-faceted approach comprised of an educational and psychosocial support system that fosters the new graduate’s professional socialization over 12 months.  
  - Actively recruit, train, and reward preceptors and coaches/mentors and put into place strategies to sustain their engagement and commitment to the program. | |
Guide all new graduates along the journey to successful promotion to Nurse II within the VA professional advancement program.

- Foster nurse residents’ (NRs) practice knowledge, attitude, and skill development through ongoing learning sessions focused on recognition of rapidly changing patient condition, access to resources, and development of clinical judgment to enable them to think and act like a professional nurse.
- Deploy pedagogical strategies that resonate with adult learners and promote learning within the context of nursing practice such as reflection and story-telling; avoid ppt. based lectures.
- Empower role.
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<th>Educational Session Presenters</th>
<th>to use a dialectical approach and use interactive methods through specialized training, mentoring, and feedback.</th>
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<td>Provide continuing education during the transition and integration periods.</td>
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<td>Construct and implement a comprehensive evaluation plan and measure outcomes.</td>
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<td>Sustain program through strategic planning, communication of outcomes/cost-benefit, and continued collaboration.</td>
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