Meeting the Dynamic Global Needs of Nursing Today through Cooperative Education/Work-Integrated Learning

USA, Canada, Sweden, Finland & Australia
June 15, 2011

Multi-Country Perspective:

Agenda

- Panel Introduction
- Global Statistics
- Nursing Statistics
- Questions for the Panel
- Questions for the Audience
- Q & A
Panel Introduction

Panel

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Maureen Farrell
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Global Statistics

Aging Population

- **1950** 205 million persons aged 60 or over worldwide
- **2000** 606 million persons aged 60 or over worldwide
- **2000-50** pop. 60 yrs old or older worldwide *more than triple*
- **2025-30** pop. 60 yrs old or older worldwide will grow *3.5 times as rapidly* as total population *(UN, 2001)*

- Individuals **not retiring** – “rewiring” or “encore careers”
- Forced out of retirement
- “For Philosophers, Dead is the New 90” *(CoHE, Feb. 2009)*
Global Economic Crisis

- Record high unemployment rates
- Displaced and dislocated workers
- Suspect fear of losing job

Unemployment – May 2011

- USA – 9.1%
- Canada – 7.4%
- Sweden – 7.4%
- Finland – 10.5%
- Australia – 4.9%

~ National map USA unemployment
“Thirty percent (30%) of employers worldwide are struggling to find qualified job candidates, especially skilled trades people, sales representatives and technicians.”

~ Employment services company (NYSE: MAN)
Survey - nearly 39,000 employers across 33 countries and territories
ManPower, 2009

“Thirty-one percent (31%) of employers worldwide report having difficulty filling key positions within their organization......amidst a perpetual global pool of available workers.”

~ “Talent is Elusive - Everywhere Yet Nowhere”
ManPower, 2010
Word “crisis” in Mandarin is a combination of two characters

Danger + Opportunity

Crisis / Employment

“Experience shows that the longer people stay out of work the more their employability deteriorates, making it progressively harder to get back into work.”

International Labour Organization, 2009

Opportunity / Education

“The bottom line is that many companies won't even look at a graduate without work experience.”

Dr. Phil Gardner, Michigan State University
“Students Turn to Co-op” 2008
Nursing Statistics

- RNs are the largest healthcare occupation with 2.6 million jobs in the U.S.

- 60% of those jobs are in hospitals the remaining outside hospitals in the U.S.

- Predicted shortages of qualified nurses are reported in Australia, New Zealand, United Kingdom, United States of America and Canada (RCN 2005; Crow and Hartman 2005; ICN 2004; CNA 2002; Crowley and West 2002; DEST 2002)

http://www.bls.gov/oco/ocos083.htm
• RNs are the largest healthcare occupation with 2.6 million jobs in the United States

• In 2004 the average age of RNs in Canada was 44.6 years; in 2008 it is 45.1 years

• Finland RNs entry level into practice is at the BSN level; Canada’s is BSN entry except for three provinces while the United States’ offers four entries into practice

There is an increasing number of aging baby boomers that need medical care. But with a third of the aging nursing workforce preparing to retire, and not enough nurses to replace them, this means that predictions of a nursing shortage are coming true. The U.S. Health Resources and Services Administration (HRSA) projects a shortage of 213,500 registered nurses in 2010. By 2020, that number is expected to grow to a staggering 800,000 unfilled RN jobs.
• **67,563** qualified applications were **not accepted at schools of nursing** last year (in USA) due primarily to a shortage of faculty and resource constraints.

• **Top reasons** for **not accepting** all qualified students into entry-level baccalaureate programs:
  - 65.1% - insufficient clinical teaching sites
  - 62.5% - lack of faculty
  - 48.2% - limited classroom space
  - 30.1% - insufficient preceptors
  - 29.3% - budget cuts

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**Health Worker Density by Region**

Nurses comprise 40%-50% of the global health care workforce

WHO, 2006

<table>
<thead>
<tr>
<th>Region</th>
<th>Workers per 1,000 population</th>
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<tbody>
<tr>
<td>Sub-Saharan Africa</td>
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<tr>
<td>Asia</td>
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<tr>
<td>S&amp;Central America</td>
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<td>Europe</td>
<td>10.3</td>
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Questions for Panel
When Herman Schneider was an Assistant Professor of Engineering at Lehigh University in Bethlehem, PA, he concluded that the traditional classroom was not sufficient for the learning needs of his technical students. Work placement assisted with career clarity, motivation, and enhanced employability. However, because of its vocational association, “co-op” is not necessarily regarded as academically legitimate and certainly is marginalized. (Crowe, 1997). Do you think co-op education is academically legitimate and if so why?

In today’s higher education arenas, we talk of partnerships with business, we seek partner input into curricula and in exchange students graduate with more specific knowledge to work in their community, and a ready work force, spending less time orienting and training. Are we sacrificing the integration of empirical and theoretical learning with work by continuing co-op education programs?
Question 3

Do you have specific problems in your countries in regards to the transition of nurses from education to professional life? What form do they take and how are they described?

Question 4

In terms of a pedagogical approach and content, how do you develop the professional role during clinical training? How do you ensure the student reaches the level you aim for? How do you ensure progress?
Question 5

How is the clinical training organized in order to provide the best possible support for the transition into professional life?

Question 6

How does the education unit (University) interface with the employing agency regarding student responsibilities in the clinical area as well as legal liability?
Questions for Audience

Q & A

Greatest successes with co-op/work-integrated learning?

Great challenges?

Best Practices?

Where do you see co-op/work-integrated learning in the field of nursing in the next 5-10 years?

Comments from the Panel