More than 126,000 nursing positions are vacant in the United States, and the shortage is forecasted to increase to more than 500,000 positions by 2025 (Buerhaus, Potter, Staiger, & Auerbach, 2008; Clarke & Cheung, 2008; Gorgos, 2003). The projections are updated frequently, and with each update, the forecast becomes even more dismal. Severe nursing shortages exist in most of the 50 states, and the national nursing shortage is a reflection of the aggregate shortage at the state level (Lin, Juraschek, Xu, Jones, & Turek, 2008). Although many national nursing organizations are addressing the shortage, nurses and nurse managers have not yet seen a change. The shortages come at a time when strong data suggest an association of higher concentrations of nurses and positive patient outcomes regarding fewer nosocomial complications, decreased lengths of stay, lower mortality, fewer cardiac arrests, and fewer other adverse effects (Dall, Chen, Seifert, Madox, & Hoogan, 2009; Kane, Shamiyian, Mueller, Duval, & Wilt, 2007).

The current critical nursing shortage is a result of multiple factors. One factor is the aging nursing workforce. Currently, more than a third of working nurses are aged 50 years or older, and the average age of the working nurse is 44 (Clarke & Cheung, 2008; Heinrich, 2001). Within the next decade, 55% of nurses are anticipated to retire, worsening the nursing shortage (American Association of Colleges of Nursing [AACN], 2009). In 1980, 48% of the nursing workforce was younger than 40; in 2000, less than 31% was younger than 40. An even more significant drop occurred in nurses younger than age 30. In 1980, 25% of nurses were younger than 30 compared to only 9% in 2000. In addition, the average age of nursing faculty is 49, which raises concerns about the expected retirements of nurse educators in the next several years, directly affecting the ability of nursing schools to admit additional nursing students (Allan & Aldebron, 2008; Berlin & Bednash, 2002). Despite an increase in enrollment in nursing schools, many qualified students are turned away because of the faculty shortage (AACN). Prospective nursing students are already feeling the impact—the competition to enter nursing school increases yearly, with some institutions reporting a five-year wait list. As a result of these factors, a projected shortfall of more than one million new nurses by the year 2010 remains (Rosseter, 2005).

Using technology to provide distance education has been identified as an opportunity to partially address the education gap (Allan & Aldebron, 2008). Distance education is defined as “institutionally based formal education where the learning group is separated and where telecommunications technologies are used to unite the learning group” (Simonson, Smaldino, Albright, & Zvacek, 2006, p. 169). The programs may be offered synchronously, when students are in class at the same time, or asynchronously, when students interact at different times. Some distance programs are hybrids, with on-campus interactions (e.g., a week or weekend on campus) during a term. Distance education provides various degrees of interactivity, including class discussions and virtual media. Virtual classrooms provide a mechanism for readings, assignments, and examinations to be made available online with little to no face-to-face interaction with instructors.

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Digital Object Identifier: 10.1188/09.CJON.269-270
is self-learning and requires focus, determination, and the ability to overcome procrastination. The courses do require the same amount of time, effort, and commitment as regular, on-campus courses.

Although distance education has many advantages, potential students should consider how their educational experience will differ from being on campus. For instance, they may want to do a self-assessment of motivation and self-discipline. Without an instructor asking questions in front of a classroom, skipping a reading, or even putting it off, might be easier. In addition, students may postpone studying and learning because they have the book in front of them when taking tests or participating in class. Having access to appropriate technology (i.e., computer and Internet access) and the skills to use it is important. Also, potential students should find out if the program is accredited by the Commission on Collegiate Nursing Education or by the National League for Nursing Accrediting Commission; this ensures the degree is from a high-quality educational institution (Dorin, 2008). Students also need to know that credits are transferable or recognized by other colleges or universities so they can use them for continued learning in the future.

More and more nurses are obtaining their continuing education online (Gill, 2007). Contacting nurses who have experience in the distance education arena may be helpful. Students can ask questions about the advantages and disadvantages of the program and how it contributed to their nursing practice. For people considering distance learning, a number of online checklists are available to help evaluate readiness. Examples of self-evaluations include www.monroecce.edu/depts/distlearn/minicrs/OnlineForm.htm and http://dl.austincc.edu/students/TechCheck.html. To find nursing programs that offer online programs, go to www.discovernursing.com.

Nursing school is not easy no matter how it is taught. Hopefully, some of the educational innovations will help address the nursing shortage, resulting in more and more people joining this exciting career, which may even improve the faculty shortage, and in return, improve nursing school acceptance rates.

The author takes full responsibility for the content of the article. The author did not receive honoraria for this work. No financial relationships relevant to the content of this article have been disclosed by the author or editorial staff.

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References


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