





Objectives

- Report licensee perceptions of the accessibility, utilization, and quality of ABN resources.
- Assess licensees' knowledge of and employers' utilization of supplemental nursing roles.
- Compare licensee communications with the ABN to other governmental communications.



Licensee Survey Participants 2017-2023	
Year	Participants
2017	1 9,575
2019	4 13,872
2021	4 12,695
2023	4 11,091

Comparison of Surveys

- Included 2017, 2019, 2023
- 2021 excluded (primarily focused on COVID-19 & NLC)



2023 Supplemental Nursing Roles 10% 17% 17% 28% Yes, Student Nurse Apprentice (SNA) Yes, Medication Assistant, Certified (MAC) ■ Yes, Nursing Student/Graduate Aide No, I have not worked with any of these roles. ■ I do not know about these roles.

1/3 of participants

- Reported not working with or having knowledge of
 - Nursing Students/Graduate Aides
 - Student Nursing Apprentices
 - Medication Assistants, Certified

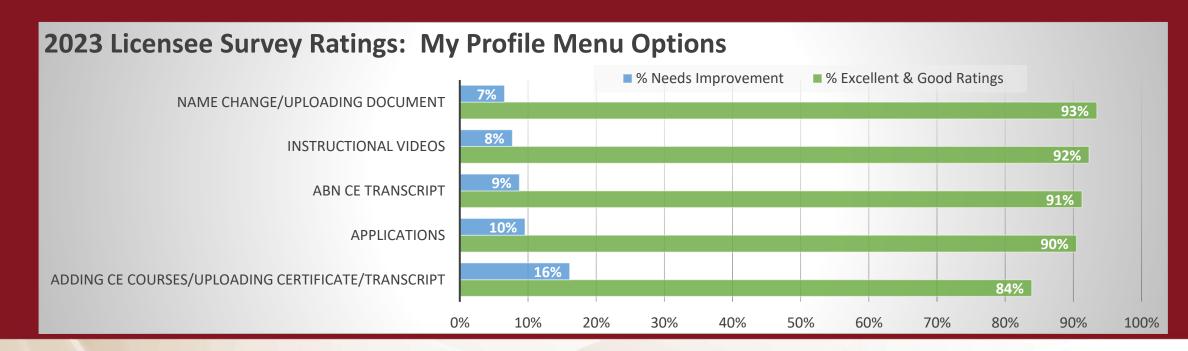
Employment

- 29% in acute or long-term acute care hospital
- 6% employed in long-term care/nursing home
- 65% employed in other facility type/setting

FINDING: Supplemental Nursing Roles



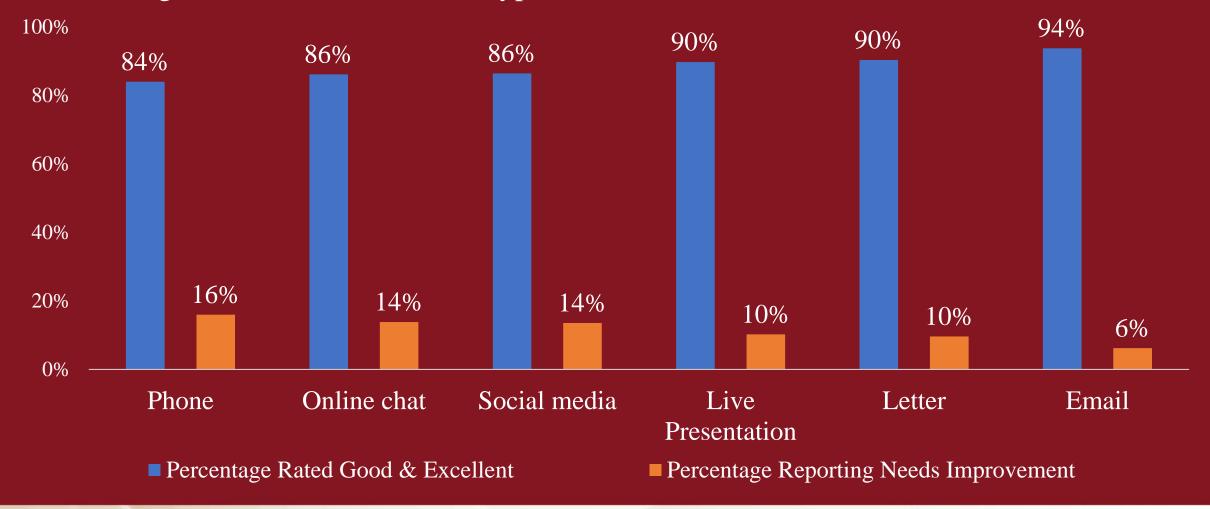
- 53% accessed ABN website 1-2 times per year
- Top reasons for access of site
 - License Renewal
 - Continuing Education
 - My Profile



FINDING: My Profile Menu Options

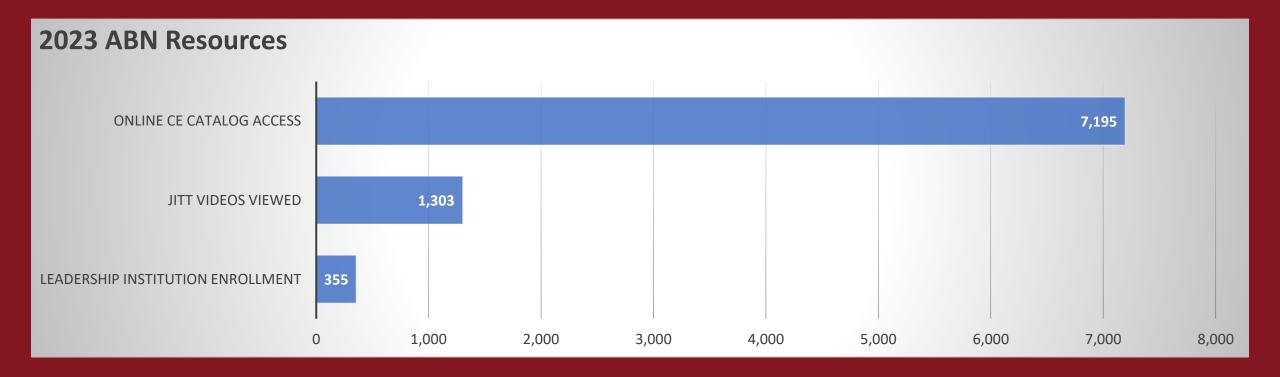


2023 Ratings ABN Communication Types



FINDING: ABN Communications





80% of nurses reported using the CE courses





Limitations

- Surveyor bias
- Participant bias

Nursing Implications

- Survey fatigue
- Knowledge & impact of supplemental roles
- Training next generation nurses





- Short, focused surveys assessing specific topics
- Pilot surveys
- Alternative delivery methods
- Revise/shorten email invitation
- Place License Lookup in prominent place on ABN website
- Revise LI enrollment/participation processes
- Add links to survey findings in newsletters
- Educate nurses and employers about supplemental nursing roles
- Create JITT for new regulations



Thank You!



