NURSING EDUCATION

Approval Guidelines

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Site Visit Study

**Question**

What are the warning signs when programs become at risk for failing, or do fail?

**Design**

Qualitative descriptive design with blended directed content analysis techniques
Document Inclusion:

• 2,853 eligible documents from 40 states;

• Exclusions brought to 1,278;

• Of these, 139 “problem programs” were analyzed.
Site Visit Study

Data analysis:

Two researchers used MaxQDA qualitative analysis software (machine learning).

Two researchers coded the responses to saturation.

RN and LPN/VN programs analyzed separately and then coding was harmonized, looking for similarities and distinctions.
Site Visit Study

Overall Observations

• For-profit programs have more sanctions.
• Younger (<10 years) are more at risk.

Triggers for Site Visits

• 80% or lower NCLEX pass rates for 4 or more quarters.
• Clinical site complaints about the programs.
• Public complaints about the programs.
Site Visit Study

Administrative Processes

• Poor record keeping
• Lack of policies and procedures
• Lack of QI processes around curriculum evaluations
• Lack of faculty and student input into policies
• Students fail to receive educational materials

Use of Data

• Administrative competence with interpreting and using data
• Faculty competence with using data to set standards
• No internal statistical support for analyzing data
• No resources to contract out data analysis to inform decisions

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Site Visit Study

Students

- Identified lack of program director support
- Verbalized fear of retaliation from faculty for discussing program concerns
- Identified a lack of student input into program decision making
- Highlighted school-student communication issues
Site Visit Study: Faculty

Lack of graduate degree
Lack of basic pedagogies
Difficult transition to teaching
Limited mentorship
Site Visit Study: Faculty

- Heavy workload
- Lack of faculty development
- Faculty turnover
- Clinical faculty more than 5 years out
Site Visit Study: Resources

Teaching and learning resources

- Conference rooms
- Quality of syllabi and other materials
- Accredited simulation labs
- Private office space

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Leadership

Director placed in charge of allied health, without an assistant director.

Director did not have a doctorate.

Director was not an RN.
Site Visit Study

Organization

Organizational changes

Limited clinical sites

Limited resources, including for clinical experiences
Site Visit Study

State Regulatory Context:

Approval improves standards!
Site Visit Template

Demographics

Program

Administration

Program director

Date of Site Visit ______________
Name of Education Consultant ______
Name of Program _____________
Address of Program ___________
Director of Program ___________
Contact Information of Director ______
NCLEX program code _______

Current approval status ___________
Age of program _______
Ownership of program (for-profit; nonprofit; public) ___________
Trend of Program’s NCLEX Pass rates for three years _______
Site Visit Template

- Faculty
- Students
- Curriculum/clinical experiences
- Teaching/learning resources

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Warning signs:

1. Complaints to BONs from students, faculty, clinical sites or public
2. More than 3 program directors in a 5-year period
3. Frequent faculty turnover
4. Decrease trend in NCLEX pass rates
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Quality Indicators

Administrative Requirements:

1) Program has criteria for admission, progression and student performance.

2) Written policies and procedures are in place and vetted by faculty and students.
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Quality Indicators

Program Director:
1. RN program: doctorally prepared with a degree in nursing
2. PN/VN program: graduate degree and a degree in nursing
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Faculty:
1) 35% of faculty are full-time.
2) RN faculty hold graduate degree; PN hold BSN.
3) Faculty demonstrate they have had basic instruction in teaching/learning principles and curriculum development.
4) Faculty participate in continuing education related to nursing education.
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Quality Indicators

Faculty:

5) The school provides substantive faculty development.  
6) Formal mentoring of full-time and part-time faculty is in place.  
7) Formal orientation of adjunct faculty is in place.  
8) Clinical faculty have up-to-date clinical skills.  
9) Simulation faculty are certified.
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Students:
1) ESL assistance provided.
2) Assistance is available for students with learning disabilities.
3) All students have books and resources necessary throughout the program.
4) Remediation strategies are in place, including processes to remediate errors and near misses made in clinical.
Curriculum and Clinical Experiences:
1) 50% or more of clinical experiences in each clinical course are direct patient care.
2) Variety of clinical settings with diverse patients.
3) Opportunities for quality and safety education integrated into the curriculum.
4) Systematic evaluation plan of the curriculum is in place.
Teaching and Learning Resources:

1) Simulation lab is accredited.
2) Students have access to library, technology and other resources.
3) Programs assess students with learning disabilities and meet their needs.