

LEADER *to* LEADER

Nursing Regulation & Education Together

New Publication Debuts from NCSBN

We are pleased to present the National Council of State Boards of Nursing's (NCSBN) first publication of **Leader to Leader: Nursing Education and Regulation Together!** We would like to increase communication and dialogue with educators through this new quarterly publication and we want to keep you updated on our initiatives so that you receive accurate and timely information about the programs and services of NCSBN. We also invite you to visit our Web site at www.ncsbn.org or to contact us with questions by phone at 312.525.3600, or by mail at 111 E. Wacker Drive, Suite 2900, Chicago, IL 60601.

The mission of NCSBN is to provide leadership to advance regulatory excellence for public protection. To do this NCSBN serves as a resource for the 61 boards of nursing in the United States and its territories. NCSBN also develops and administers the NCLEX-PN® and NCLEX-RN® licensing exams for the boards of nursing. Recently NCSBN celebrated its 25th anniversary and is looking forward to continued regulatory excellence.



Video on Delegating Effectively Offers Valuable Advice

NCSBN's Professional Challenges video series includes "Delegating Effectively: Working Through and With Assistive Personnel," a highly comprehensive training program designed to help nurses and nursing students review and learn how to master delegation skills. It outlines a step-by-step approach to insuring the best way to achieve positive client outcomes by working effectively through and with others, specifically assistive personnel.

Like the other topics in the series, the "Delegating Effectively" program includes an engaging video to be used in conjunction with the facilitation materials. The complete package is available for only \$299, but a special discount is also available for readers of *Leader to Leader!* Mention the code VID0903NE to receive 10% off the purchase price of the "Delegating Effectively" package. Sample clips of the video can be previewed at www.learningext.com.

Details about the Video

The video follows the story of a client in a hospital, Ms. Campbell, and her care by an RN, an LPN and a nurse aide. As her story unfolds, viewers get a first-hand look at how critical the skill of delegation can be.

Throughout the story, red flags appear on the screen when an important step in the delegation process is breached. These areas are then discussed on screen by an expert, Vickie Sheets, JD, RN, CAE, director of Practice and Regulation for NCSBN.

Viewers witness that in the case of Ms. Campbell, the delegation process was in jeopardy from the start. However, viewers also learn that there were numerous points at which the downward spiral could have been halted. Reestablishing the delegation process at any one of these points could have averted disaster.

Accompanying learner activities include discussion questions regarding the video. This and other activities assist the instructor in exploring the gray areas of delegation learners and help them evaluate their delegation skills.

Watch for new CE courses on preventing medication errors, available in October 2003. Check out www.learningextg.com for this and other educational products from NCSBN.

Education Can Decrease Nursing Errors

NCSBN's Research Services recently found that the quality of nursing education impacts errors made in entry-level practice. A 2002 survey of newly licensed RNs and LPN/VNs demonstrated that 49% of the RNs and 41% of the LPN/VNs had been involved in errors within their first months of practice. The new nurses rated their educational preparation for 19 practice setting issues, and were significantly less likely to be involved with errors when they reported adequate education for 6 crucial areas of practice.

A number of other factors were also significantly related to errors. For example, new nurses who worked more hours of overtime were more likely to be involved with errors as were those who experienced communication problems related to language or physicians' orders.

The same study demonstrated the value of preceptorships, mentorships and/or internships in bridging the gap between nursing education and the realities of the practice setting. Transition experiences such as these were compared to typical orientations, and key elements of good transition programs were discovered.

A research brief reporting the results of this study, Spring 2002 Practice and Professional Issues (PPI) Survey, NCSBN Research Brief Volume 7, can be purchased for \$20 from NCSBN. Visit the NCSBN Web site, Resources section, for information on how to order (http://www.ncsbn.org/public/resources/resources_publication.htm).

Lynda Crawford, PhD, RN, NCSBN's director of Research Services, and **June Smith, PhD, RN,** associate director of Research Services, conduct a number of studies that are relevant to nursing education. The NCSBN research Web page is located in the Nursing Regulation section of the NCSBN Web site at: www.ncsbn.org/public/regulation/research.htm, and all of the Research Service's publications are described there.

NCSBN Research Briefs of Interest to Educators

- 2002 RN Practice Analysis (Research Brief Volume 9)
- 2002 Nurse Aide Job Analysis (Research Brief Volume 11)
- 2002 Licensure and Examination Statistics (Research Brief Volume 13)
- Winter 2002 PPI (Research Brief Volume 12)
- Spring 2001 PPI (Research Brief Volume 2)
- 2001 NCSBN Employers Survey (Research Brief Volume 3)

Visit the NCSBN Web site, Resources section, for information on how to order (http://www.ncsbn.org/public/resources/resources_publication.htm).

Coming this fall: NCSBN's 2002 Profiles of Member Boards

This biennial publication details the characteristics of each of the 61 boards of nursing in the United States and its territories. Examples of the type of data included in this publication are which boards of nursing may deem approval to nursing programs that are nationally accredited or which nursing programs have mandated faculty/student clinical ratios. The 2002 publication will soon be available. Visit the NCSBN Web site, Resources section, for information on how to order (http://www.ncsbn.org/public/resources/resources_publication.htm).

NCLEX® Updates from NCSBN Testing Services

New NCLEX-RN® Test Plan

The 2003 Delegate Assembly adopted the new NCLEX-RN® Test Plan. The adopted revisions include allocating new percentage ranges for the test plan subcategories, retaining the format of the test plan and minor edits for currency and clarity. The new NCLEX-RN® Test Plan will be effective as of April 2004, and will be available for free on the NCSBN Web site in Fall 2003. The printed version may also be purchased for \$3 each.

Evaluation of NCLEX-RN® Passing Standard

This year, the NCLEX-RN passing standard will be reevaluated by the NCSBN Board of Directors in conjunction with the changes adopted by the 2003 Delegate Assembly to the NCLEX-RN® Test Plan. This reevaluation ensures that the NCLEX examination reflects the amount of nursing ability currently required to practice competently at the entry level. The NCSBN Board of Directors takes several elements into consideration including the results of an NCLEX-RN® Standard Setting workshop scheduled for September 2003. The NCLEX-RN® passing standard will be reaffirmed or reset by the Board of Directors at its December 2003 meeting. Educational programs will be notified of the final Board approved NCLEX-RN® passing standard by NCSBN Testing Services by mail.

International Testing for the NCLEX® Examinations

The NCSBN Board of Directors approved a set of evaluation criteria for potential NCLEX test center locations to administer the NCLEX examinations outside of NCSBN member board of nursing jurisdictions for the purpose of domestic licensure within NCSBN member board jurisdictions. The NCSBN Examination Committee will investigate several international location options based on the evaluation criteria as part of its business this year. All potential NCLEX international test centers will be Pearson VUE owned and operated test centers. Administration of the NCLEX internationally will not occur before January 2005. To provide feedback on locations for international NCLEX administration please contact NCSBN Testing Services.

Please visit the NCSBN Web site for updates regarding all aspects of the NCLEX program at www.ncsbn.org in the Testing Services section. If you have questions about any aspect of the NCLEX program, please contact NCSBN Testing Services toll-free at 1.866.293.9600 or e-mail nclexinfo@ncsbn.org.

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WHAT'S INSIDE

Information educators want at their fingertips

NCLEX updates: Innovative items, new RN test plan, new passing standard

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And more!

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APRN UPDATE

NCSBN's Position on the Education of Advanced Practice Nurses

In 2002, NCSBN published a position paper on the regulation of Advanced Practice Nursing. Included were the following recommendations:

- APRN licensure should be in relative broad categories of practice, such as Adult Nurse Practitioner, and not in subspecialty areas such as Diabetes Nurse Practitioner, which may lack the essential experience with commonly occurring health problems.
- Additional specialized certification may be used to expand the APRN's scope of practice within the limits of the category of practice in which the license is granted.
- Prescriptive authority should be within the scope of the license to practice, and only granted upon completion of substantial pharmacotherapeutic course work and clinical supervision of prescribing in the master's degree program.

- Licensure should be granted only if the concentration in the APRN education program and the area of the certification exam are congruent.
- Movement should be toward consistent educational requirements, titling and uniform use of terminology to improve public protection, promote informed consumer health care decisions and result in a more effective utilization of services provided by APRNs.
- Combined with advanced practice graduate nursing education, professional certification examinations should be used as one qualification for licensure when the board of nursing has established criteria for accepting the certification and maintains regulatory authority for the licensure process.

advanced practitioner education, the need for broad preparation for APRNs, and the use of national accreditation of educational programs. The position paper identified the need for students to be provided accurate information regarding their eligibility for certification and subsequent licensure by the APRN educational programs.

NCSBN's position paper on the regulation of advanced practice registered nursing can be found on the NCSBN Web site in the Resources section under complimentary publications (www.ncsbn.org/public/resources/nocost_ncsbn.htm). Questions about the paper can be directed to Nancy Chornick, PhD, RN, CAE, director of Credentialing, by phone at 312.525.3646 or by e-mail at nchornick@ncsbn.org.

Regarding advanced practice education programs, the position paper identified critical elements of

Education Initiatives at NCSBN

Evidence-Based Indicators of Quality Education

A very exciting initiative of NCSBN Education Department is to identify evidence-based indicators of quality education for boards of nursing. This long-term project is being carried out jointly with NCSBN's Research Services. The focus is on those educational practices that best foster safe and competent nursing practice. (A preview of some of this work can be seen in _____.) The individual state boards of nursing, many of which approve nursing programs, will be able to use these evidence-based indicators in their approval processes. This work is being done in collaboration with boards of nursing, educators, practice representatives, and with input from the national accrediting agencies.

Nancy Spector, DNSc, RN, is the director of Education at NCSBN. Visit NCSBN's Education Web page in the regulation section of the Web site (www.ncsbn.org/public/regulation/nursing_education.htm). You will find information there on the department's projects, as well as on distance learning, education links, the nursing shortage and a variety of other issues.

Transitioning New Graduates to Practice

Another very relevant project to educators is our investigation of programs that transition new nursing graduates to practice. For this initiative the Departments of Education and Research Services at NCSBN are collaborating with educators, regulators and practitioners. Key aspects of transition programs have already been identified, and the plan is to determine which models or components of models make a difference in nursing outcomes. To date, important components of the transition model include using the same mentor and having a post-graduation transition program. We will also be looking at outcomes from models where preceptors are formally trained and outcomes where there is collaboration between regulation, practice and education, among others.

Collaborative Projects

NCSBN's Director of Education, Nancy Spector, DNSc, RN, represented NCSBN at Rush University College of Nursing's national symposium, April 10 & 11, 2003, on Students with Disabilities: Nursing Education and Practice. Among the outcomes of this meeting, a significant event was the birth of a new organization: The National Organization of Nurses with Disabilities (NOND), and Dr. Spector is on the Board of Directors of this organization. Also as a result of participating in this symposium, NCSBN will survey boards of nursing to identify effective models of licensing nurses with disabilities. This, as well as the other education initiatives described above, will all be accomplished through NCSBN's Practice, Regulation and Education Committee.

ASK

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Q Can NCSBN mandate the boards of nursing to make changes?

A No! NCSBN staff provides the boards of nursing with resources so that boards of nursing can more effectively regulate nurses. NCSBN's membership is made up of the 61 boards of nursing, and these boards provide NCSBN with expertise by serving on our committees and our board of directors. However, each state enacts its own nurse practice act and administrative rules. While states may make changes based on NCSBN's recommendations, they are not mandated to do so.

We invite your questions. Please send your questions to Nancy Spector, NCSBN's director of Education, at nspector@ncsbn.org, and we will call on our experts to answer them for you.