

**STATUS REPORT ON THE
INNOVATIVE PROFESSIONAL NURSING EDUCATION PILOT PROGRAM**

**VICTORIA COLLEGE
ASSOCIATE DEGREE NURSING EDUCATION PROGRAM**

SUMMARY OF REQUEST:

Consider the first annual 2008 Status Report (See Attachment 1) for Innovative Professional Nursing Education Pilot Program "Preparing Certified Clinical Instructors (CCIs)" from Victoria College Associate Degree Nursing Education Program.

HISTORICAL PERSPECTIVE:

- Section §301.1605 of the Texas Occupations Code, which was enacted by Senate Bill 718, 78th Texas Legislature, Regular Session, authorized the Texas Board of Nursing (BON) to approve and adopt rules regarding pilot programs for innovative applications in the practice and regulation of professional nursing.
- At the January 2008 meeting, the Board approved Victoria College Associate Degree Nursing Education Pilot Program submission of an application for an innovative pilot program designed to utilize BSN-prepared nurses as Certified Clinical Instructors (CCIs) which is outside current Rule 215 provisions.
- The Pilot Program utilizes four (4) BSN/RN participants as CCIs who, having completed seven (7) specified graduate hours in nursing education, teach associate degree nursing in the clinical setting while being mentored by experienced Master's-prepared ADN faculty members.
- The Pilot Program is being conducted at Victoria College, with the University of Houston-Victoria having provided the two specified post-baccalaureate nursing education courses.

PROS AND CONS:

Pros

- The first year of the two-year Pilot Program has been completed and preliminary results are included in the 2008 Status Report--ATI scores continue to be "comparable" between the two groups of students.
- The Pilot Program is reportedly progressing as planned and on the stated timeline.
- Stated goals and objectives are being addressed.
- All four CCIs have continued pursuing their MSN degree beyond the two courses required as part of the Pilot Program.
- Evaluations of clinical instruction by the students were favorable for both the CCIs and MSN clinical instructor.

Cons

- There appear to be differences in student attrition rates due to "failure" between the two treatment groups. In Phase 1, three [3] Bridge students in the CCI group failed; only one [1] student in the MSN group failed. In Phase 2, three [3] Bridge students in the CCI group have failed; none in the MSN group have failed. These apparent differences will warrant careful analysis as final data from the study become available.

STAFF RECOMMENDATION:

Move to accept the 2008 Status Report on the Innovative Professional Nursing Education Pilot Program "Preparing Certified Clinical Instructors (CCIs)" from Victoria College Associate Degree Nursing Program and issue the following requirement to be met based on staff recommendation, as indicated in the attached letter (See Attachment Two).

STATUS REPORT OF NIGP
VICTORIA COLLEGE
CERTIFIED CLINICAL INSTRUCTORS

Beginning Jan. 2008, with the approval of the BON and a grant from the Coordinating Board, Victoria College set forth to address the nursing shortage at its most problematic core: the shortage of clinical faculty. With the help of our partners, four BSN's with at least 3 years of clinical experience were identified and undertook the job of taking 7 credit hours of graduate level courses in Nursing Education. One 3 hr. course, Principles of Teaching and Learning in Nursing, presented an overview of education and theories and principles of teaching and learning related to nursing education. The 4 hr. course, Practicum in Teaching in Nursing, included practice in the use and evaluation of communication techniques and technology in various nursing educational settings. For this course the Certified Clinical Instructor (CCI) was paired with an experienced MSN Victoria College ADN Professor in the clinical setting. This provided content but also a method for direct mentoring from the ADN clinical faculty member. The interchange of ideas on the uniqueness of nursing education was explored in a clinical setting with ADN students.

During the Summer of 2008, thirty LVNs entered the ADN Program in our Bridge program. All thirty received the same theory instruction. Twenty were assigned a clinical course with a CCI, and ten (the control group) were assigned a clinical with a MSN clinical instructor. The CCI's did have a MSN faculty member serve as a mentor to both groups.

At the completion of the summer semester, comparing course grades, clinical performance, and ATI scores, no differences between the groups have emerged. Of the five students who were not successful two failed their third math test (1-CCI, 1-MSN). All tutoring and remediation for these tests is done by our Retention Specialist. One was offered admission into a nursing program closer to her home and withdrew (MSN). Two were not successful in the theory course (CCI).

Summer 2008 Clinical Groups 30 Bridge Students (LVN to ADN) All in On-Line Theory	
Group A: 10 Students with CCI	-1 failed third math test -1 failed theory
Group B: 10 Students with CCI	-1 failed theory
Group C: 10 Students with MSN	-1 failed third math test -1 transferred to another ADN program closer to her home. She was passing clinical and theory at the time she withdrew.

NOTE: 25 students progressed to Level III.

September 2008, the remaining 25 Bridge students entered the second year with 44 generic second year ADN students. From these 69 students, eight clinical groups were formed. Four of the clinical groups were taught by CCI's and four by MSN's. All Bridge students taught by CCI's in the Summer continued with CCI's in the Fall. Bridge students taught by a MSN in the Summer continued with a MSN in the Fall. One Bridge student who had been with a CCI in the Summer was put with a MSN to keep the number of LVN's and Generics in the CCI groups equal. The CCI's continue to have a MSN faculty member as a mentor. They also meet with fellow level instructors and use interrater reliability for grading concept maps, etc. Data collection continues. ATI scores continue to be comparable between the experimental and control groups.

Four of the Fall 2008 group did not progress to the next level. One student miscarried and was unable to complete (CCI). Two students failed theory (CCI). One student failed clinical because she left her clinical assignment without telling her clinical instructor (CCI). Her patient was cared for the entire time by the primary nurse. When confronted with her abandoning her assignment, she revealed personal problems that were hindering her from being successful at this time. During this occurrence, a MSN instructor was present at the same facility with her own clinical group. The student withdrew and hopes to come back when she resolves some personal issues which interfered with her ability to meet the clinical objectives.

Fall 2008 Clinical Groups

69 Students: 25 Bridge (all on-line theory); 44 Generic (all face-to-face theory)

Group A: 8 Students with CCI (4 Bridge and 4 Generic)	-1 Bridge failed theory
Group B: 8 Students with CCI (4 Bridge and 4 Generic)	-1 Bridge failed clinical
Group C: 8 Students with CCI (4 Bridge and 4 Generic)	-All passed
Group D: 8 Students with CCI (4 Bridge and 4 Generic)	-1 Bridge failed theory -1 Generic withdrew due to medical reasons
Group E: 9 Students with MSN (8 Bridge and 1 Generic)	All passed
Group F: 9 Students with MSN (8 Bridge and 1 Generic)	All passed
Group G: 9 Students with MSN (9 Generic)	All passed
Group H: 10 Students with MSN (10 Generic)	All passed

Note: 65 students progressed to Level IV.

Side benefits of this grant have been that all four CCI's have continued pursuing their MSN degree. The academic environment and encouragement has assisted with this. Also, the evaluations of clinical instruction by the students were favorable for both the CCI's and MSN clinical instructors. Students evaluate clinical instructors according to our Total Program Evaluation Plan. The grant continues to be exciting and I believe may offer a quality approach to the shortage of clinical instructors.

DRAFT LETTER

January 26, 2009

Marilyn Hamilton, M.Ed., RN
Associate Degree Nursing Program Coordinator
Victoria College
2200 East Red River
Victoria, Texas 77901

Dear Ms. Hamilton:

At the January 22-23, 2009 meeting, members of the Texas Board of Nursing considered the 2008 Status Report on the Innovative Professional Nursing Education Pilot Program entitled "Preparing Certified Clinical Instructors (CCIs)" from the Victoria College Associate Degree Nursing Program . It was the decision of the Board to accept Status Report of the Innovative Professional Nursing Education Pilot Program and to issue the following requirement to be met.

REQUIREMENT:

Rule 227.5 (a) related to Monitoring and Evaluating Innovative Applications for Professional Nursing Education Program states that "All nursing education pilot programs shall be subject to monitoring and evaluation by the Board to ensure compliance with the criteria of this rule and obtain evidence that research goals are being pursued."

Therefore, the Director of the Victoria College Pilot Program, "Preparing Certified Clinical Instructors (CCIs)," shall submit the following to the Texas BON office by the specified dates:

- An annual written Status Report on the Pilot Program by December 15, 2009, to include data on the utilization of BSN-prepared Certified Clinical Instructors (CCIs), identified problems, and successes.
- A final report on the conclusion of the Pilot Program on or before May 31, 2010 to include all program data and analysis, evaluation of the utilization of the CCIs, evaluation of the terminal successes or failures of students participating in the Pilot Program, participating students' grades point averages in nursing courses required for graduation, participating graduates' outcomes on the NCLEX-RN® examination, participating graduates' prospective or actual employment in nursing after graduation, and other pertinent information.

Requirements are mandatory and are based on assessment directly related to the rule. A requirement shall be addressed in the manner prescribed. Please report on the address of the requirement to be met as indicated above. If you should have any questions, or if we may be of assistance to you in the future, please contact Board staff at (512) 305-7658.

Sincerely,

Linda Rounds, PhD, RN, FNP
President

Paul R. Waller, PhD, RN
Nursing Consultant for Education

cc: LeAnn Wagner, Allied Health Division Chair/ADN Director
Texas Higher Education Coordinating Board