

Report on Communication Activities with Nursing Education Programs

This report describes the participation of Nursing Consultants for Education of the Texas Board of Nursing (Board or BON) in activities to promote communication with the Texas pre-licensure nursing education programs and constituents.

Nursing Education Department Newsletter

In October, the Nursing Consultants for Education released the latest edition of the electronic newsletter to all pre-licensure nursing education programs in Texas. The newsletter shares education topics and suggestions regarding the operations of nursing education programs. Topics include: Using Clinical Teaching Assistants in RN Programs, Emergency Preparedness 101 for Educators, Subscribe to NCSBN's "Leader to Leader", How Much Simulation is Right for Our Program, and up-coming webinars. Additionally, Dr. Richard L. Pullen was recognized for his publication, "A prescription for NCLEX-RN success", for which he provided a summary.

The purpose of the electronic education newsletter is to update program directors and faculty, facilitating open communication between nursing education programs and Nursing Consultants for Education. Responses received from program directors are positive, with appreciation voiced to Board Staff for the information shared in recurrent issues. (See Attachment #1).

NCLEX Regional Workshop

On July 28, 2017, a National Council Licensure Examination (NCLEX®) Regional Workshop for Educators was held at the J.J. Pickle Research Center in Austin, Texas. A one (1) day workshop was offered to faculty, deans, and directors of Texas Professional and Vocational Nursing Education Programs. The workshop agenda included an explanation of the National Council of State Boards of Nursing (NCSBN) process and how the practice analysis results are applied to update the NCLEX® test plans. Additionally, a description of the NCLEX® item development process; and an illustration of the basic principles of Computer Adaptive Testing (CAT) were included. The afternoon portion of the workshop was devoted to item-writing, including discussion of NCLEX® alternate item formats. Participants worked in small groups, formulating test questions, using alternate formats, and applying principles of item-writing. The workshop concluded with an explanation of the various NCLEX® reports available to nursing education programs and a discussion of how these may enhance program and student development.

The Austin workshop was attended by 76 program deans, directors, coordinators, and/or nursing faculty from professional and vocational nursing education programs across the state. The two (2) NCSBN workshop presenters, Kristin Singer, MSN, BSN, Test Development Associate, and Daniel Hydzik, BS, Test Development Associate, were knowledgeable and informative.

The informal and anecdotal workshop evaluations were very positive, indicating the content was relevant to educational objectives, which included:

- how the NCLEX® Practice Analysis and NCLEX® Test Plan are used to develop the examination,
- opportunities to utilize item writing principles,
- return demonstrations on item writing strategies, and
- identifying opportunities to utilize NCLEX® resources.

Attendees of the day-long workshop reported:

- application activities were very helpful,
- learned from writing questions,
- this was a very useful program,
- looking forward to future training programs, and
- feel much better prepared to teach an NCLEX-RN prep course.

Many attendees thanked the Nursing Consultants for Education for offering this workshop to Texas nurse educators.

New Dean, Director, and Coordinator Orientation Workshop

Board Rules 214 Vocational Nursing Education and 215 Professional Nursing Education require that a newly appointed dean, director, interim director, or coordinator of a nursing education program attend a face-to-face orientation provided by Board staff. At the time of approval, a new dean/director/coordinator receives an electronic version of the Nursing Education Program Director Orientation Module from Board staff. This learning module provides basic content regarding Rules 214 and 215. Completion of the module is requested prior to attendance at a face-to-face session.

On September 22, 2017, a face-to-face session of the Deans, Directors, and Coordinators Orientation was held in room 102 of the William P. Hobby Building in Austin, Texas. The day-long session complements and enhances the self-paced orientation module, providing attendees the opportunity to further their knowledge and understanding of Education Rules 214 and 215 through staff presentations, question and answer segments, and group discussions.

The September workshop attendees included 29 deans, directors, coordinators, faculty members, and institutional administrators from Texas pre-licensure professional and vocational nursing education programs. The day's agenda included a myriad of topics, including an overview of the Board, Rules 214 and 215, Education Guidelines, total program evaluation, and clinical learning experiences. Mark Majek, Director of Operations, discussed the mandatory criminal background check process, and Anthony Diggs, Director of Enforcement, reviewed the declaratory order process and presented updated information relating to enforcement issues.

Participant evaluations of the session were positive. A majority of attendees indicated that program objectives were met and that the session was excellent and very informative. Many attendees expressed appreciation for the information and support from Board staff. The next workshop will be held in Spring of 2018.

Meeting with Standardized Testing Vendors

During July and August 2017, the Consultants for Nursing Education met with representatives from ATI Nursing Education, Elsevier Review and Testing (HESI), and Kaplan Test Prep to gather input regarding possible revisions to 3.7.4.a. Education Guideline, *The Use of Standardized Examinations in Nursing Education Programs*. The meetings provided an opportunity for the consultants to dialogue with the company representatives regarding their philosophy, recommendations, and directions for use of standardized testing products. Both meetings were highly informative, enabling the consultants to have an understanding of the companies' goals for product users, including students, and in the revision of 3.7.4.a. Education Guideline, *The Use of Standardized Examinations in Nursing Education Programs*.

Informal Informational Session

On October 10, 2017, Dr. Virginia D. Ayars, EdD, RN, CNE, Consultant for Nursing Education, conducted a two (2) hour informational session for individuals interested in starting a pre-licensure nursing education program in Texas in Room 102 of the William P Hobby Building in Austin, Texas. The purpose of the informal information session is to present and discuss the essential elements of the proposal for new pre-licensure nursing education program process. Participants are provided an opportunity to meet the Education Consultants and network with other individuals who are in the process of proposal development. Nine (9) individuals representing seven (7) potential new vocational, associate and baccalaureate degree nursing programs attended the workshop. The Education Consultants presented an overview of the Board functions, a brief review of Board Education Rules 214 and 215, and discussed the proposal process in detail. Participant feedback was very positive. Several attendees personally thanked Board Staff for the session information. The next informal information session will be held Spring 2018.

Army Practical Nurse Annual Training Event

On August 22, 2017, Dr. Virginia D. Ayars, Consultant for Nursing Education, presented at the Army Practical Nurse Annual Training Event held in Fort Sam Houston, Texas. The BON has served as the central approval authority for the United States Army Practical Nurse Program continuously since 1985. Dr. Ayars' presentation covered various topics, including an overview of the Texas Board of Nursing, education updates, trends in education, and resource information for program directors. The presentation was attended by the 50 participants who represented the program directors and faculty from the five locations at which the Army Practical Nurse Course is offered: Fort Sam Houston, Texas, Brooke Army Medical Center in Fort Sam Houston, Texas; Eisenhower Army Medical Center in Fort Gordon, Georgia; Madigan Army Medical Center in Tacoma, Washington; Walter Reed National Military Medical Center in Bethesda, Maryland; and William Beaumont Army Medical Center in El Paso, Texas.

STAFF RECOMMENDATION:

This is an informational report. No action is required.



● Nursing Education Newsletter

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Texas Board of Nursing

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Greetings from the Education Consultants

A word from the Editor, Gayle P. Varnell, PhD, RN, CPNP-PC (our FROG Expert)



Find, Reflect, Organize, & Generate news = FROG

The Texas Board of Nursing Education Consultants have prepared this newsletter for information purposes for programs. Please share with the nursing faculty in your school.

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Subscribe to NCSBN "Leader to Leader"

The Publication That Brings Nursing Regulation & Education Together

Spring 2017

LEADER TO LEADER

You are encouraged to subscribe to a regular newsletter from NCSBN for nurse educators. This free online publication will provide you with useful information and updates. You can join the mailing list on the NCSBN web page: www.ncsbn.org, click on news and events, and click enter a subscription. You will see various options you may select, enter your email address, and you will get an email where you can verify your subscription.

When you have some time to surf, try *NCSBN*. You will be amazed at how much information is available to help you in your leadership role and teaching role. The available information related to NCLEX is surprising.

Emergency Preparedness 101 for Educators



Following Hurricane Harvey's harsh blow to the Houston area immediately preceding the initiation of the Fall 2017 semester, The University of Texas School of Nursing Houston pulled their rubber boot straps up and developed a plan to address the incoming cohort of approximately 1300 students. UTHealth closed all campuses until 9/4/2017, one week after intended start of the fall semester.

The following chronology depicts the events that unfolded and our response to issues we anticipated. UTHealth Houston, under Dr. Colasurdo's guidance, has developed a need based fund for students and employees at all schools within the medical center who are in need of economic support.

- Dean Frazier immediately emailed faculty to assess their well being
- Emergency and Community Faculty developed a plan to initiate and organize students and faculty at disaster command centers to obtain clinical hours during school closure. The initiation of this plan occurred following a meeting of key faculty and the Dean.
- Students and Faculty were all asked to **check in** with a short questionnaire- essential information included; evacuation status, house and transportation status, general well-being. A spreadsheet was developed to separately track students and faculty.
- Clinical faculty were asked to 'check in' with hospitals and agencies to determine the fall plan; unfortunately, many tertiary care facilities could not support the number of students due to reduced staff and thus reduced potential preceptors.
- Contact was initiated with Red Cross Coordinators and Federal representatives to develop a plan and schedule students and faculty to serve evacuees at George R. Brown and other outlying disaster shelters. Shift coverage at evening and night hours was determined more of a need and faculty were required to be present with clinical students during disaster team and triage shifts.
- A Town Hall for all students and faculty able to attend was coordinated to discuss the method for reporting and clinical options prior to school and campus opening.
- Faculty was briefed on symptoms of PTSD and depression and encouraged to be cognizant of students who may not be prepared to manage the semester's rigor.
- Faculty were also encouraged to reach out to their advisees to evaluate options if students felt that they would not be able to begin the fall semester and assess the need for dropping courses.
- Clinical faculty were encouraged to develop alternative enrichment assignments for didactic courses, proceed with planned content or to video lectures if possible.
- Student affairs extended the drop date for courses.
- Discussions were initiated with Skills Lab Coordinator regarding expanding hours for the Simulation lab and substituting simulation skills lab in place of clinical hours; also expanding hours to accommodate week-end coverage to facilitate all students.

Allison P Edwards, DrPH, MS, RN, CNE
Texas Board of Nursing Board Member
Representing Baccalaureate Education
UTHealth School of Nursing
Assistant Professor



Upcoming Education Events

Quarterly Board Meeting

The next Quarterly Board Meeting is October 26-27, 2017 at the William P. Hobby Building in Austin, Texas. Board Meeting agendas and minutes are available on the Board of Nursing website under the **News** heading.

Contact Us

Education Questions
(512) 305-6816

Education FAQs

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How much simulation is right for our program?

Our standard answer to all questions is: It depends. Clinical hours are already being reduced to meet the mandated semester credit hours. The rationale for deciding on what and how much simulation should be based on:

- The value of simulation in preparing for hands-on patient care;
- Availability of prepared scenarios;
- Faculty expertise with equipment; and
- Clinical objectives that can be addressed/met through simulation.

Faulty reasoning for determining simulation time:

- Asking how much simulation can we do to lessen supervised hours in clinical settings?
- Starting with a percentage of clinical hours for simulation and looking for a place in the curriculum where simulation might fit.

Factors critical to quality simulation:

- Trained faculty in guiding simulation and providing constructive feedback;
- Adequately planned scenarios;
- Optimal faculty-to-student ratios (perhaps less than 1:10);
- Planned scenarios to meet clinical objectives;
- Focusing on the learning experience, not the substituted hours; and
- Mimicking a real-life situation.

It is not the technology; it is the experience in clinical judgment.

Please email your consultant about your lessons learned from using simulation with students.

A Prescription:

Richard L. Pullen, EdD, MSN, RN, CMSRN, former Program Director for the ADN Program at Amarillo College in Amarillo, Texas, wrote an article entitled "A prescription for NCLEX-RN success" that was published in the June Nursing2017. It describes a brighter side of having to write a Self-Study Report. He also provided this summary for our newsletter:

Maintaining curriculum rigor is more important than ever, especially at a time when patient centered scenarios are more complex. It is important for faculty to make "Intentional Caring Connections" with students while using diverse pedagogies in the classroom, clinical, and online learning environments. We must also celebrate the talents of faculty members and mentor experienced and novice educators. In other words, the unique role of the nursing educator is to have a "Helping" relationship with students and each other.



Congratulations to Dr. Pullen!

NCSBN Message to Members – June 28, 2017

Editorial Discusses How Nurse Educators Can Facilitate Knowledge about Population Health and Challenges Associated with Social Determinants of Health

An editorial in the *Journal of Nursing Education* discusses “how nurse educators can better facilitate students’ knowledge and experiences with population health and the challenges associated with the social determinates of health.” The author advises nurse educators to “make it a priority to provide clinical opportunities that teach students upstream measures to improve the health of populations.” Recommendations include structuring clinical experiences that provide students with an understanding of the **culture of health** that lead to improved population health.

The author challenges nurse educators to:

- Develop community experiences in the promotion of health outside hospital walls;
- Redesign the curriculum to facilitate the students’ acquisition of the knowledge, abilities and values that will enable them to build healthier communities;
- Equip students to engage with underserved communities to gain intimate knowledge of the effects of social determinants of health and how those conditions affect health and health care; and
- Design community-based learning experiences that extend through the entire educational experience so students gain an appreciation of complex health issues and challenges and the strategies for addressing them to improve health.

For Recognition of Greatness . . .

Dr. Virginia Ayars, EdD, MS, RN, CNE, Education Consultant for Nursing attended the Nurse Tim Nuts and Bolts for Nurse Educators Conference on August 4-5, 2017 in Minneapolis, Minnesota, offering both podium and poster presentations.

The learning objectives were:

(1) to examine corrective measures identified in 88 Self-Study Reports submitted to the Texas BON over a three-year period, and

(2) to discuss the March 2017 follow-up survey results.

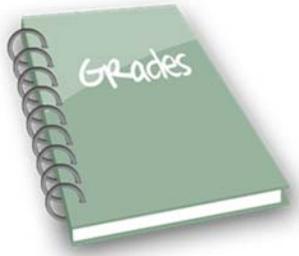
Dr. Ayars’ poster appeared on the Nurse Tim web page.



Using Clinical Teaching Assistants in RN Programs

Question: How much can Clinical Teaching Assistants (CTAs) do. Can they grade and evaluate students?

CTAs are employed by the RN nursing program and may ASSIST the MSN or doctorally- prepared nursing faculty member in managing up to 15 students in a clinical group. Rule 215.10(i)(2) requires the supervising faculty to be available to the CTA and meet with them periodically for the purpose of monitoring and evaluating learning experiences.



Details (qualifications and responsibilities) about the use of CTAs should be included in the faculty policies. Assignments to the CTA are made by the faculty member and are based upon the experience, expertise, and competencies of the CTA. In order for decisions in grading and evaluating students to be legally defensible, the CTA may assist in grading and evaluation but the faculty member should make the final decision.

See **Rule 215.10** and **Education Guideline 3.8.4.a**

APRN Corner by Nicole Buckingham, BSN, RNC-LRN Program Supervisor, Advanced Practice Licensure

Free Webinar: APRN Application Process
November 3, 2017 AM US/Central

The purpose of this webinar is to describe the nursing laws, rules, and regulations required for the registered nurse to obtain advance practice licensure. Helpful tips will be shared to assist the advance practice applicant move through the licensure process with ease.

Objectives:

At the end of this webinar, the participant will be able to:

1. Discuss the four essential documents necessary for advance practice licensure
2. Describe specific information that must be included on each essential document for advanced practice licensure

To register for this event, please visit the Board of Nursing [Continuing Education Course Catalog](#).



Update from TEXAS TEAM

The Texas Team, along with the Foundation of the National Student Nurses Association, developed a video to address faculty shortage in nursing education programs. Special thanks to Carol Boswell, Pat Allen, Jayson Valerio, Susie Sportsman, Marvella Starlin, Sharon Cannon, and Michael Evans. This video is available to all nursing programs that need to recruit new faculty. It can be accessed at:

<http://nursing.ttuhscc.edu/cfa/>



Expressions of Love and Caring Among Nursing Programs:

It has been heart-warming to see the support from program to program during and after Harvey. Board Staff appreciate the caring and concern expressed by the program directors to each other. We are taking the liberty to document some of your comments that are so meaningful and demonstrate the nursing spirit:

"On behalf of TADDPNP I want to let the Deans & Directors of programs in the South Texas area know that you have been in my thoughts all weekend. I know the initial damage –and continued rains from hurricane Harvey has significantly impacted so many of your universities and colleges—and more importantly the welfare of all of you, your faculty, staff, and students in your programs. Those of us not in the path of destruction of this storm are here to support all of you. Please let me know if we can assist in any way."

Cheryl Livengood, Weatherford

"We would like to thank you for your support and prayers during this difficult time. Several students, faculty, and support staff have lost everything. The spirits are high and restoration will begin soon. Today is the first day of classes and through the tears, laughter, and strong sense of community a new sense of normal will emerge soon. Thank you for everything,"

Sandy Brannan, Galveston College

"Thank you all for the support. Our building came through fine with just some minor window leaks. We are currently trying to assess the impact on students and faculty as many have been evacuated. At the same time we are working to organize a response and volunteering in the shelters. For those of you who have gone through something like this, I would appreciate any lessons learned. Thanks for your thoughts and prayers."

Lorraine Frazier, UTHSC Houston

"Our immediate concern is that of the safety and welfare of our families, students, faculty and staff. Many have already evacuated and nurses who are our faculty and students are on lock down in our hospitals. Your thoughts and prayers are very important and much appreciated."

Kathryn Tart, UH

"The start of classes was delayed a week due to the hurricane and restoration of power so it's been rather hectic as we ensure students who sustained damage are taken care of, readjusting semester schedules, etc..."

Jennifer McWha, Del Mar College

We welcome any and all input to our newsletter. If there is anything that you are interested in learning about, please let us know. We are here to assist you and look forward to hearing from you.
