

2023, Vol. 2

IN FOCUS

A PUBLICATION OF  NCSBN

Countdown to Launch...

Next Generation
NCLEX[®]

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Underpin NCSBN's Mission,
Values and Goals](#)

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Founded March 15, 1978, as an independent not-for-profit organization, NCSBN was initially created to lessen the burdens of state governments and bring together nursing regulatory bodies (NRBs) to act and counsel together on matters of common interest. It has evolved into one of the leading voices of regulation across the world.

NCSBN's membership is comprised of the NRBs in the 50 states, the District of Columbia, and four U.S. territories — American Samoa, Guam, Northern Mariana Islands and the Virgin Islands. There are five exam user members and 25 associate members that are either NRBs or empowered regulatory authorities from other countries or territories.

Mission: NCSBN empowers and supports nursing regulators in their mandate to protect the public.

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Dive In and Recognize Someone

New Jersey Board of Nursing President Encourages Colleagues to Participate in NCSBN Awards Nominations

Barbara Blozen, EdD, MA, RN-BC, CNL, is president of the [New Jersey Board of Nursing \(NJBN\)](#) and a tenured professor at New Jersey City University where she is responsible for clinical and theoretical instruction, academic advising and supervision. She recalls that in one of the initial RN-to-BSN classes she taught, she tasked her students with recognizing a colleague, acknowledging a fellow nurse.

“Many of the health care agencies provide their staff with opportunities to recognize a colleague,” explains Blozen. “Nurses often are referred to as unsung heroes, and they don’t always take the time to compliment one another. I wanted to turn that around, and I wanted it to be positive. The work we do is difficult at times to articulate, and I don’t think the lay public knows what nurses do. In the beginning of the pandemic the public began to realize what we do, but oftentimes if it’s out of sight, it’s out of mind. I wanted my students to appreciate and recognize their colleagues.”

In 2022, Blozen was [recognized by her colleagues](#) when she became a recipient of

the Elaine Ellibee Award at NCSBN’s Annual Meeting. This award is granted to a member who has served as a board president and who has made significant contributions to NCSBN.

The Elaine Ellibee Award has only been given to six individuals, and Blozen’s inclusion is a testament to her leadership. Elected by her peers for five consecutive terms as president of the NJBN, Blozen fosters a spirit of inquiry and empowers others while preparing teams for change and innovation. Her passion for regulatory excellence inspires those around her.

During her tenure, the NJBN implemented the Nurse Licensure Compact and Blozen served as an interim NLC Commissioner. She has served as a reviewer for a number of textbooks, Health Resources and Services Administration (HRSA) grants and conference proceedings. She has been recognized twice as a grant recipient for the Robert Wood Johnson New Careers in Nursing, and for the AACN Gold Initiative to expand the Gold Foundation’s White Coat Ceremony, which led to implementing the iconic ritual of

humanism at New Jersey City University. Blozen is widely published and has presented across the country and internationally on a variety of subjects, including transition to practice, nurse licensure, the nurse practice act and mentoring to name a few. In 2020 Blozen earned a Certificate in Health Policy and Media Engagement from The George Washington University School of Nursing via an NCSBN scholarship. She is also a member of the inaugural class of NCSBN's [International Center for Regulatory Scholarship](#).

"It was an honor and a privilege to be selected, and it was also very humbling to be among the exceptional few who have received the Elaine Ellibee Award," says Blozen. "Elaine Ellibee was a pioneer. She chaired the special task force that led to the founding of NCSBN and served as its first president. She strongly believed in the importance of public protection, superior patient care and continuing education for nursing leaders. Her impactful contribution to nursing education and leadership is noteworthy."

Blozen takes pride in the work she does leading the New Jersey Board of Nursing, explaining that she and her colleagues have an obligation of public protection for the citizens of New Jersey. "I take the responsibility of a board of nursing president very seriously. Serving on the board and being involved with NCSBN has been an extraordinary experience. NCSBN has afforded me the opportunity to learn, grow, gain wisdom, and to serve in the leading regulatory organization. I'm extremely proud to be an active participant in NCSBN."


Each year the NCSBN Awards Committee provides NCSBN members with the opportunity to celebrate outstanding achievements in nursing regulation by accepting their nominations for the annual [NCSBN Awards Program](#). More than ever in 2023, as we celebrate NCSBN's 45th sapphire anniversary, we want to recognize ongoing projects and initiatives that make a difference and can inspire others.



Barbara Blozen received the Elaine Ellibee Award at the 2022 NCSBN Annual Meeting.

"Everyone needs accolades at one time or another," says Blozen. "I would tell people to take the plunge, dive in and recognize someone. They will feel appreciated, and the award will validate the work they do. Most board of nursing presidents are volunteers. So, nominating a colleague for the Elaine Ellibee Award would recognize, acknowledge and appreciate the work they do, and the responsibility they have in making regulatory decisions for the citizens of their jurisdiction."

In addition to nominating others, NCSBN strongly encourage individuals to consider the impact of their own work in support of NCSBN and nominate themselves for award consideration.

"Although I imagine many of us are humble and self-praise is not a characteristic that people want in their resume, it is a good idea to self-nominate as we need to get the word out about what we do," explains Blozen. "As a student, I remember not knowing much about the board of nursing. I was a bit in awe of them, but I didn't know the work that the board did. Nominating yourself, articulating what you do, would educate nurses and the public out there about what you do and the role you play in public protection. It will help bring that to the forefront and will validate and put into words and actions what nurses do." 

NCSBN AWARDS

Shine like a sapphire to shape the brilliant future of NCSBN

Someone you know is setting a shining example for others. This is your opportunity to celebrate their outstanding achievements! As we celebrate NCSBN's 45th sapphire anniversary, we want to recognize ongoing projects and initiatives that make a difference and can inspire others.



[Visit the Awards Program webpage](#) (NCSBN member login required) for informative tools and guidance on preparing a compelling awards nomination, and the chance to watch videos of previous awardees.

Nominate Today



Submission Deadline: April 7, 2023

Diversity, Equity and Inclusion Underpin NCSBN's Mission, Values and Goals

Diversity, equity and inclusion are concepts that are bandied about by governments, corporations and organizations across the world. In some cases, the efforts made by these entities are sincere and significant, while others suit a public relations agenda by paying lip service to what should be substantial changes.

NCSBN and its members are firmly committed to diversity, equity and inclusion underpinning its mission, values, and strategic goals and initiatives. In a recent essay published in *Taking Action*, a new book by Susan B. Hassmiller, PhD, RN, FAAN, and Gaea A. Daniel, PhD, RN, NCSBN CEO David Benton, RGN, PhD, FRCN, FAAN wrote, "It has been recognized that there is a mismatch between the ethnic profile of practitioners and the populations they serve. Despite this recognition, little progress has been made in increasing the diversity of the non-white nursing workforce."

In Focus interviewed Benton about what NCSBN and its members, the nursing regulatory bodies (NRBs) in the U.S. and across the globe, have done and continue to do to increase diversity, equity and inclusion in the nursing workforce.

"First of all, you need to think about the component parts," says Benton. "Diversity is about finding the right solutions for the particular problem that you are dealing with at the time. Equity is about justice, making sure that everyone gets the opportunities they need to address challenges they face.

Inclusion is at the heart of improving services and the quality of service. Ultimately, it's about the public getting the right outcomes."

Benton notes two examples of turning concepts into a practical reality are the NCLEX® Examinations and the discipline process at the jurisdictional level.

"The NCLEX Examination is critically important to public safety. We need to make sure that every nurse who enters practice meets the same standards of safety and competence at the entry level," Benton asserts. "We take great care in the development of our items to make sure that they don't discriminate against anyone. Not just on the basis of color or ethnicity, but also on the basis of gender and other factors. So every single item goes through a process that makes sure that it does not differentiate against individuals on the basis of some of these factors, but really focuses in on making sure that it is a fair, valid test." (For a detailed explanation of this process see "[Out of Many One: Ensuring Integrity, Sensitivity and Rigor in the Development of NCLEX® Items](#)" in the Winter 2021 issue of *In Focus*).

Another vital component in ensuring diversity, equity and inclusion is the work done by NRBs to make sure the disciplinary process does not discriminate in its decisions.

"The NRBs developed rigorous processes that make certain that if the circumstances surrounding the discipline case are the same, then the result of any action that is taken is equivalent as well," explains Benton. "It is essential that it doesn't matter whether you're male or female, whether you're Black or white, whether you come from an Asian perspective or not, all of these things should be

continued on page 10





If we make a difference in the work that we do, then that will make a contribution to the solution

— David Benton



completely ignored. There can be no presumption of guilt or innocence on the basis of the person's name or the color of their skin. What it should be about is what the individual did in relation to that particular incident under disciplinary review."

The workforces of NCSBN and its members are yet another example of impact in action on these concepts. Benton takes pride in the fact that NCSBN demonstrates these principles in its hiring and workplace environment.

"NCSBN has an extremely diverse workforce. We have African-American colleagues, we have Asian colleagues, we have those with Hispanic heritage, we have individuals who have a history from Europe and from other parts of the world as well. They contribute different perspectives and enrich the organization," notes Benton.

Likewise, NRBs have worked to ensure their workforce reflects the diversity of their own community.

When asked what nursing regulation is doing to bring about greater diversity, equity and inclusion into the profession, Benton says, "One small thing is that we are making sure that when we are promoting nursing we reflect local communities in those images and examples, so that there isn't

a stereotype that only speaks to a subset of the population. We want to depict that men can be nurses and that people of different ethnic and racial backgrounds can all be nurses; that nurses are and should be more than one gender or ethnic or racial group. It all makes a difference in terms of how you are perceived by the local population."

Benton cites an example from his past, "I was working in a mental health facility serving the Highlands of Scotland. I recall one day working in an acute psychiatry ward when a family arrived very distressed about what was happening to their daughter. Often when someone comes into an environment where they're concerned about their relative, they revert to the language that they feel most comfortable with and in this case that language was Gaelic. In that facility, we spoke English and a form of English language called Doric. I don't speak any Gaelic and none of the staff attending to the patient spoke any of it. I did remember that one of the nurse managers was able to speak Gaelic. I asked them to come down to the ward and speak with the family. From that point forward a very distressed family became a family at ease because they could relate directly to the individual who spoke their language, listened and understood their concerns."

Benton continues, "Diversity, equity and inclusion are tied to positive patient outcomes. If a patient cannot relate to the nurse that is caring for them, they are less likely to comply with their recommendations or instructions. Seeing someone whom the patient feels comfortable with, who has the same values they have, they are much more comfortable relating to that individual. The patient tends to be more attentive to what the nurse says and can work collaboratively with them as part of their journey to health."

Some NRBs are working closely with nursing programs to provide a pathway into the nursing profession.

They are encouraging people to come into the profession via paths they might not have followed on the traditional route of high school and then college. Benton adds, "We've seen individuals who have initially qualified as a licensed practical nurse (LPN) go on to become a registered nurse (RN). But we actually need to think about what is the most diverse group, support workers like certified nursing assistants, and find ways of facilitating their transition into those higher levels of practice. Support workers may not have a traditional educational experience, so finding ways of bridging between support worker to LPN or RN onto advanced practice is a challenge that we need to face as we move forward."

Benton feels that NCSBN can be a trailblazer in several important areas.

He stresses that having a workforce model that embraces the changing demographics of society in a way that ensures there are sufficient health workers to adequately reflect the population is vital. "To do this, we cannot just plan for certain the number of RNs or LPNs. We need a plan for a number of support workers. As part of our current

strategic initiative cycle of work, we are looking at how we plan a workforce for today and tomorrow; not one for yesterday. This means that we must, first of all, describe that system, describe how the elements join together and will then be deployed in a way that challenges and then builds upon our existing educational models."

Benton says that an obstacle to be overcome is that individuals often attend school in larger cities and towns and then get jobs in those locations, never returning to their own home communities, which often are those of greatest need. "As part

of the Tri-Council, NCSBN is poised to work with its fellow members to collaborate with service providers, with educators and with the political structure to make the changes that we need to have a sustainable workforce that is sufficiently diverse and that will have the skills needed to relate effectively to the population as a whole."

Benton concludes, "NCSBN cannot solve all of the diversity, equity and inclusion issues. But if we make a

difference in the work that we do, then that will make a contribution to the solution. Staying focused on our core business is essential, because if we can get that right, we can have a profound effect on the way that health care is delivered in this country."

Although Benton has articulated many of the challenges in bringing about more diversity, equity and inclusion to nursing, he notes that there is much excellent work underway, "When I visit boards of nursing and I talk to them about what they are doing, or when I have the chance to observe clinical practice areas, I am impressed by what is going on. We need to take the time to stop, examine and celebrate this work. When we shine a spotlight on and celebrate it, we encourage more of the same." 🌟



If I cannot relate to the person that is caring for me, I'm less likely to comply with their recommendations

WATCH VIDEO



The Power of Purpose as Leaders



Baker

By Joe Baker, Jr., Executive Director, Florida Board of Nursing

Years ago, as a college sophomore and newly elected president of my fraternity, I attended our national conference and heard our CEO give a speech in which he told the parable of the three bricklayers. The story has stuck with me since that day in 1983. It goes something like this:

After the great fire in 1666 that leveled much of London, Christopher Wren, the famous architect, was brought in to rebuild St. Paul's Cathedral. One day, several years later, he was walking by and observed three bricklayers on a scaffold: one crouched, one was half-standing, and one was standing tall. Mr. Wren asked them, "What are you doing?" The first replied, "I'm a bricklayer. I'm working hard laying bricks to feed my family." The second bricklayer responded, "I'm a builder. I'm building a wall." But the third bricklayer, the most productive of the three and a future leader of the group, responded to the same question, answering with a gleam in his eye, "I'm a cathedral builder. I'm building a great cathedral to the Almighty."

This story has always inspired me to focus on what I am doing. It encourages me to ask myself and my colleagues: what are we doing together? How do we view our roles? How do others view what we are doing? How can we do it better? How can I change my perspective on what is being done?

Are we thinking of the big picture or just what is right in front of us to accomplish today? What is our attitude like when it comes to our work? Is it positive or negative, or just ambivalent? Do we think about what we are doing as being aligned with our organization's mission, vision and values? If not, we need to reflect on our purpose.

It's difficult sometimes to stay focused, with that gleam in our eyes, on what we are doing and its purpose in the bigger picture of our work setting. But take a pause if necessary. Refocus. Regroup. Talk with a colleague. Take a walk to clear your head. Use some of your well-earned vacation time to truly rest and get away from it all.

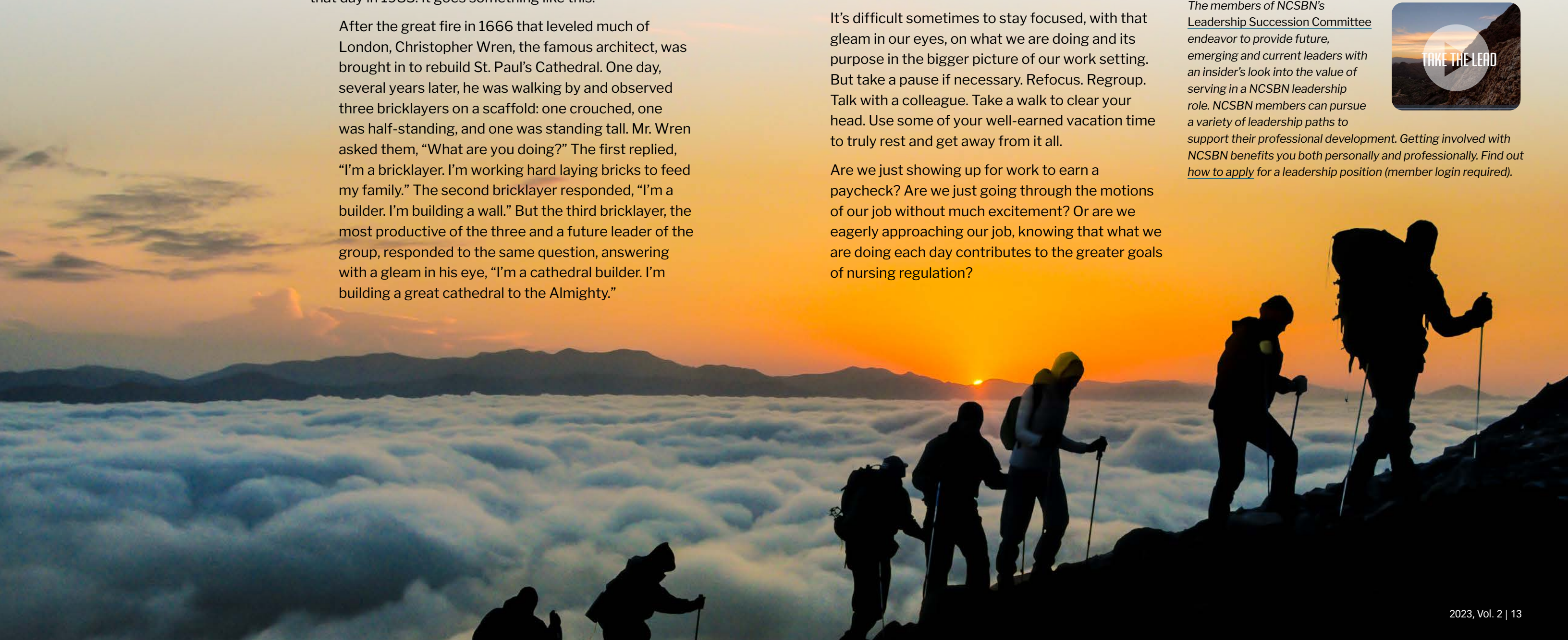
Are we just showing up for work to earn a paycheck? Are we just going through the motions of our job without much excitement? Or are we eagerly approaching our job, knowing that what we are doing each day contributes to the greater goals of nursing regulation?

Leaders have a purpose. We influence. We help others to understand that they matter, what they do matters. Together we can make a difference in our world -- not just in our state or jurisdiction, but globally. But we must work together with a common purpose. We need to help each other find our cathedrals to build.

As a nursing regulator, what are you doing? What are we building together? It's food for thought -- today and always. 🌍

Take the Lead and Participate in NCSBN

The members of NCSBN's Leadership Succession Committee endeavor to provide future, emerging and current leaders with an insider's look into the value of serving in a NCSBN leadership role. NCSBN members can pursue a variety of leadership paths to support their professional development. Getting involved with NCSBN benefits you both personally and professionally. Find out [how to apply for a leadership position \(member login required\)](#).



Countdown to Launch...

- More than a decade in development
- 127 item development panels
- 600 plus (and counting!) nurse contributors in item development
- 680,000 NCLEX candidate participants in the Special Research Section
- 143 NGN presentations conducted reaching approximately 22,300 attendees
- Countless hours of research and analysis

An Enhanced Exam for the Real World of Nursing Bringing the Next Generation NCLEX (NGN) to Launch – **April 1, 2023**

Over the last several years, *In Focus* has extensively covered the development of the NGN, most recently in 2022, when we interviewed Philip Dickison, PhD, RN, chief operating officer, NCSBN, who reflected on the trajectory of this high-stakes, premier exam. But now as the day of launch quickly approaches, NCSBN wants to ensure that candidates, nursing educators and researchers have the appropriate resources at their fingertips to be prepared for this enhanced exam.

[VIEW NGN RESOURCES](#) 

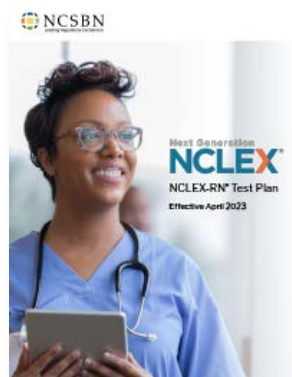
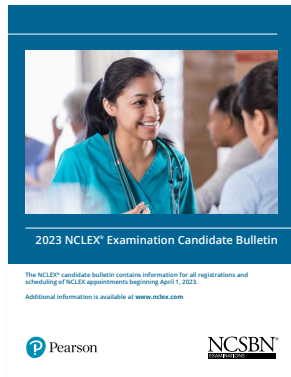
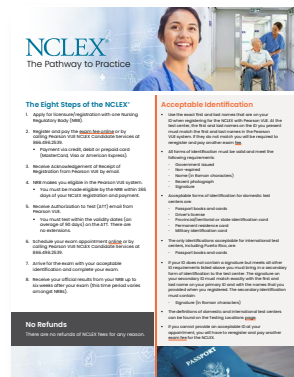
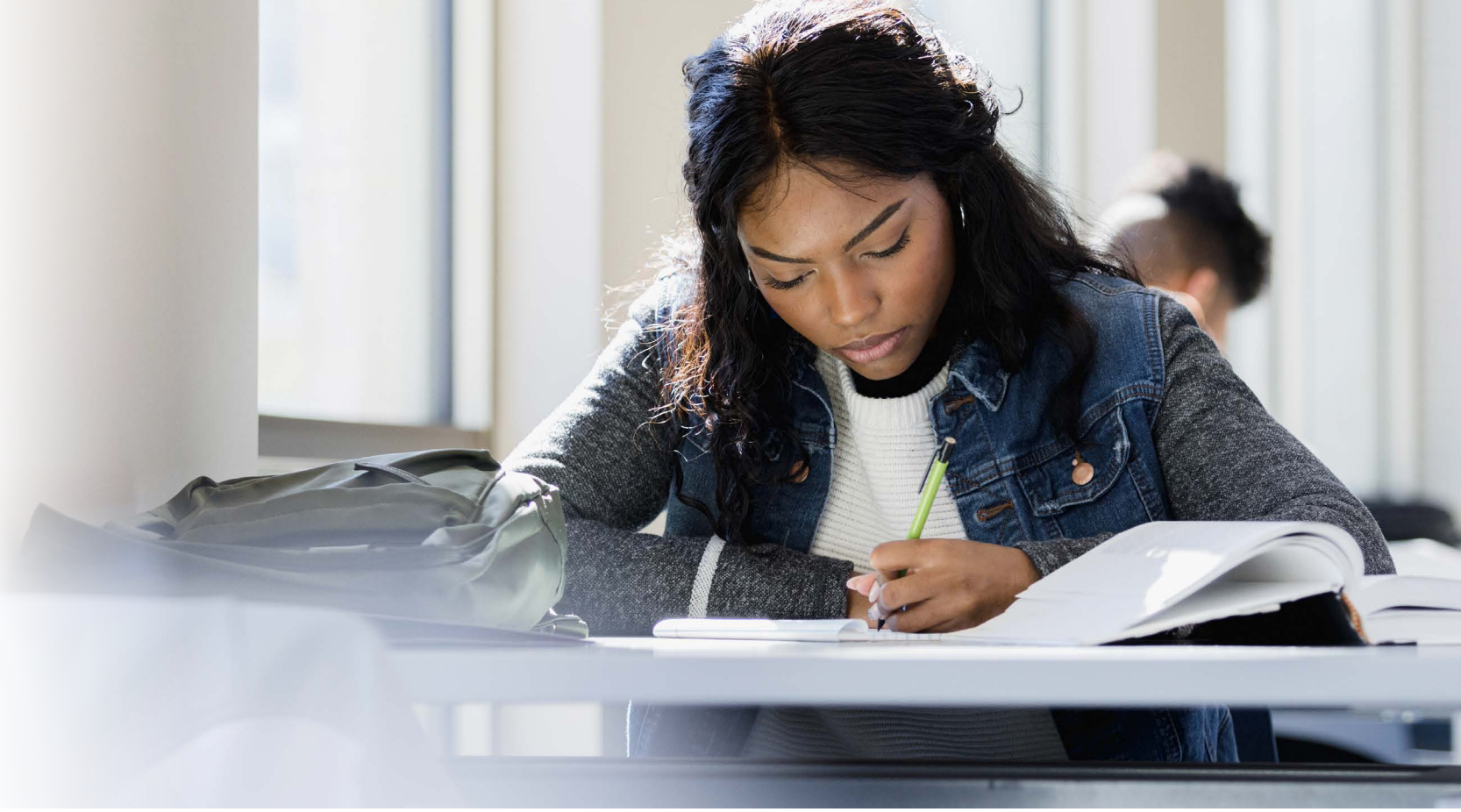
Next Generation
NCLEX[®]

For Candidates

Your one-stop NCLEX® resource nextgennurses.org

You have put in the work, studied hard, attended classes and have had clinical experiences in both simulated and real-world environments – now is the time to demonstrate what you know and exercise your clinical judgment. The NCLEX is your next step. Passing this exam is your pathway to practice as a licensed nurse, and it launches an invaluable nurse into the health care system. Your success may someday mean the difference between life or death for a patient.

NCSBN has prepared resources that will guide you through the process, from applying to a nursing regulatory body, registering for the exam, scheduling, and familiarizing yourself with how the test is administered and the type of questions you will experience. There are many resources available to help you prepare:



NCLEX® Information Flyer

This informational flyer walks you through the process, from applying to a nursing regulatory body, to registering for the exam and scheduling your exam day.

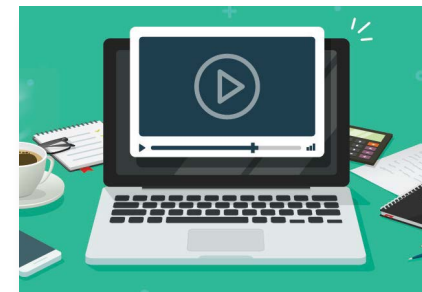
NCLEX® Candidate Bulletin

This resource is a start-to-finish NCLEX guide, including important contact information, details on how to register, the NCLEX Candidate Rules and results processing. Be sure to review this bulletin before registering to take the NCLEX.

2023 RN Test Plan and 2023 PN Test Plan

The test plans contain in-depth information regarding exam content, exam administration, item writing tips and the inclusion of clinical judgment. They include information on the following:

- A definition of each Client Needs category
- A definition of clinical judgment
- Nursing activity statements
- Detailed content examples
- Sample NCLEX items
- Item writing tips



Candidate Tutorial

This tutorial helps you become familiar with the Pearson VUE exam software that is used during the exam, with the opportunity to practice item functionality available during the exam. Access instructions on how to interact with different item (question) types that you may see during your NCLEX examination. The items included in the tutorial are a representative sample of items that you may see during the exam.



Computer Adaptive Testing (CAT) Video

The NCLEX uses computer adaptive testing (CAT), this video will help you understand how CAT helps the NGN get the most precise measurement in the fewest number of questions.



Sample Pack

Experience the NGN's new item types with our sample pack. The sample pack includes:

- Three RN Case Studies
- Two PN Case Studies
- Additional examples

For Candidates

Tips for Exam Day

Dress Comfortably

Remember you'll be required to leave hats, scarves, gloves and coats outside of the testing room (provisions are made for religious/cultural dress).

Arrive Early

Plan to arrive 30 minutes before your exam. If you are more than 30 minutes late, you may have to forfeit, reregister and pay another exam fee.

Provide Your Biometrics

In order to be tested, the following biometrics will be taken: signature, photograph and palm vein scan.

Set Your Pace

You'll have up to five hours to complete the RN and PN exams, including two optional breaks (the first two hours into testing, the second after 3.5 hours of testing). Take time to analyze each question carefully—once you submit an answer you cannot return to that question.



Be Aware

You cannot bring in paper or writing instruments for this computer-administered exam. An on-screen calculator and erasable note board/marker for making notes will be provided.

Finishing Up

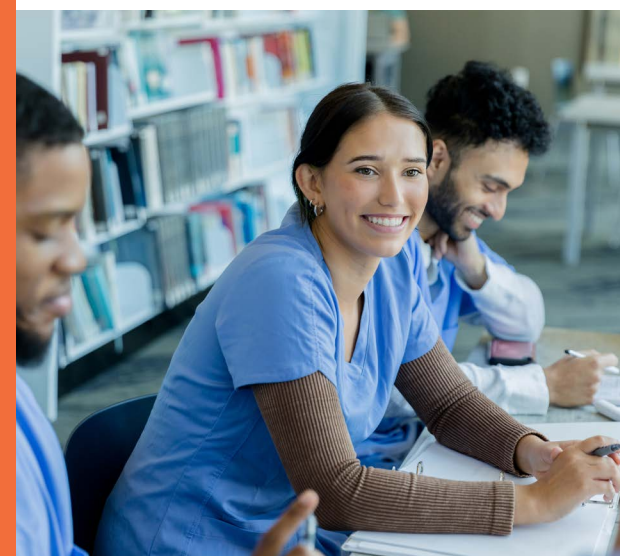
The test will end with a short survey. Afterwards, candidates should raise their hand and wait for the test administrator to dismiss them.

Keep in mind that although the exam is graded as you progress, scores go through a second verification process at Pearson VUE. Your score is not available and will not be released at the test center.

After the Exam: Unofficial and Official Results

If your nursing regulatory body (NRB) participates in the Quick Results Service (which only applies to candidates seeking licensure in the U.S.), you can receive your "unofficial" results two business days after the exam. This service is available for \$7.95 from your candidate profile.

Official results are only available through your NRB and will be sent to you approximately six weeks after the exam. We ask that you do not call NCSBN, Pearson VUE NCLEX Candidate Services or the test center for results.



For Nursing Educators

Your charge as a nursing educator might often seem daunting – instructing the next generation of nurses in order for them to practice safely and competently at the entry level. It is your role to help shape the nurses they will become and the NCLEX is just one step in that process. In addition to all of the resources listed under the "For the Candidate" section of this article, we've collected a variety of resources that will not only help you familiarize yourself with the NGN, how it is administered and how passing standards were determined, but also how to best prepare your students for exam success.



Passing Standard

A vital component of all credentialing programs, standard setting is an evidence-based methodology for establishing the passing standard (sometimes called "cut score" or "passing score") associated with an examination. For the NCLEX, the passing standard acts as the dividing line between examinees who have demonstrated the knowledge, skills and abilities required to provide safe and effective care and those who have not. At its core, the NCLEX standard setting answers the critical question of how well examinees must do in order to demonstrate practice readiness.

The NCSBN Board of Directors (BOD) voted on Dec. 6, 2022, to uphold the current passing standards for the NCLEX-RN and NCLEX-PN Examinations when the NGN is launched April 1, 2023.



The BOD used multiple sources of information to guide its evaluation and discussion of the passing standard. As part of this process, NCSBN convened expert panels of nurses representing the four NCSBN geographic areas and Canada. The panels took part in the workshops to perform a criterion-referenced standard-setting procedure and their findings supported retaining the current passing standard.

For a more detailed explanation of the passing standard, read our recent *In Focus* article, "[Practice Ready: Setting the Standard for the Next Generation NCLEX.](#)"

For Nursing Educators



2023 RN Test Plan and 2023 PN Test Plan

Updated every three years to reflect fair, comprehensive, current, entry-level nursing competency measurement, the plans guide candidates in preparing for the exam.

The test plans contain in-depth information regarding exam content, exam administration, item writing tips and the inclusion of clinical judgment. The test plans have information on the following:

- A definition of each Client Needs category
- A definition of clinical judgment
- Nursing activity statements
- Detailed content examples
- Sample NCLEX items
- Item writing tips



NCLEX Program Reports

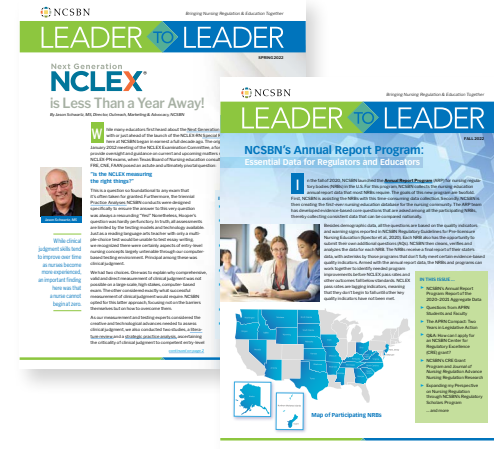
An NCLEX Program Report subscription provides information about first-time graduates testing between April 1 and March 31 of each year, and a comparative review of a program's performance that is designed to help educators and administrators identify their program's areas of strength and weakness. Seven different editions of the NCLEX Program Reports are published each year.



2023 NCLEX Conference

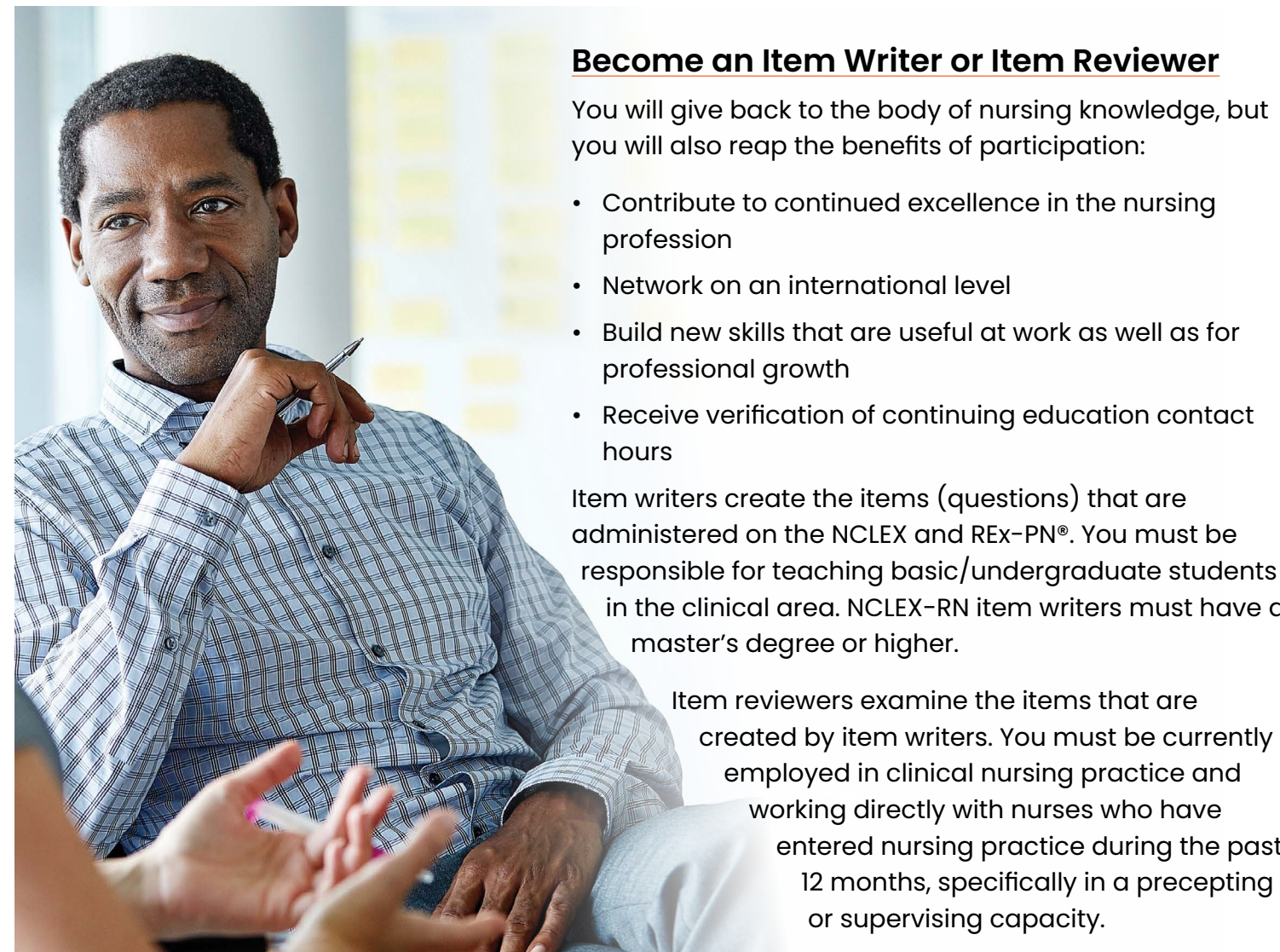
Held annually, this one-day educational conference will take place on Sept. 21 this year. It provides nursing educators with NGN updates along with helpful tips and techniques for applying the NCSBN Clinical Judgment Measurement Model (NCJMM) in the classroom. Live question and answer sessions will be available throughout the event. The conference will also feature a variety of video resources about the NCLEX.

LEADER TO LEADER



Leader to Leader

Keep up-to-date on topics of concern to you as a nurse educator with NCSBN's biannual *Leader to Leader* newsletter. This publication brings education and regulation together by informing nurse educators of critical issues affecting nursing education and regulation. *Leader To Leader* covers a variety of topics, including critical thinking, social media, simulation, professional boundaries and transition to practice, to name a few. Experts from across the country in nursing education and regulation serve as contributing authors, providing their insight on current topics that matter most to nurse educators. You can subscribe to receive this free newsletter delivered directly to your inbox.



Become an Item Writer or Item Reviewer

You will give back to the body of nursing knowledge, but you will also reap the benefits of participation:

- Contribute to continued excellence in the nursing profession
- Network on an international level
- Build new skills that are useful at work as well as for professional growth
- Receive verification of continuing education contact hours

Item writers create the items (questions) that are administered on the NCLEX and REX-PN®. You must be responsible for teaching basic/undergraduate students in the clinical area. NCLEX-RN item writers must have a master's degree or higher.

Item reviewers examine the items that are created by item writers. You must be currently employed in clinical nursing practice and working directly with nurses who have entered nursing practice during the past 12 months, specifically in a precepting or supervising capacity.

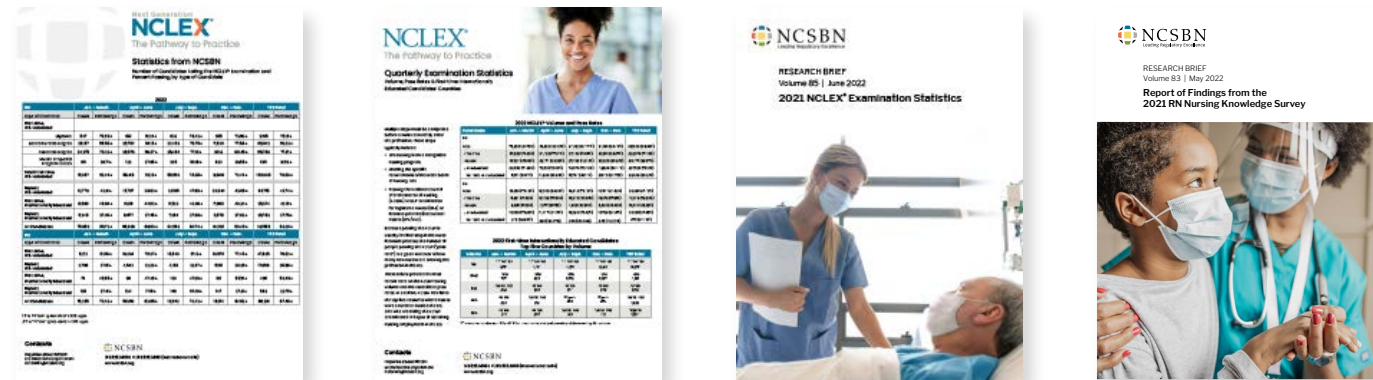
For Researchers

Decades of research developed the NCLEX, building it into the world's premier licensure exam. NGN is the next phase in its evolution. A wealth of information about the exam is publicly accessible to researchers for their review and use in scholarly endeavors.

Funding is available to scholars interested in exploring research that validates the continued use of the NCLEX for initial licensure and supports enhancements to the NCLEX process.

Additionally, a summer internship program for advanced doctoral students in educational measurement or a related field is available.

Exam Statistics & Publications



NCLEX Pass Rates & Fact Sheets

The NCLEX Pass Rate sheets provide current and historic data on performance on the NCLEX-RN and NCLEX-PN examinations for multiple categories of candidates. NCLEX fact sheets provide volume and pass rate data on the NCLEX-PN and NCLEX-RN examinations.

Nurse Licensure & NCLEX Statistics

This annual publication provides nurse licensure activity data for NCSBN's 59 U.S. member boards as well as NCLEX statistics by country and state.

Practice Analyses

NCSBN performs job (practice) analysis studies every three years. These studies are used as the basis for the development of the NCLEX-RN and NCLEX-PN test plans.



NCLEX Research Opportunities

NCSBN's Technical Advisory Committee (TAC) develops a research agenda to directly benefit the NCLEX program. It solicits and reviews research proposals that address research that supports the continued use of the NCLEX for initial licensure and supports enhancements to the NCLEX process. TAC also facilitates the execution of research.

TAC welcomes proposals from:

- Institutions of higher education
- Public and private organizations, institutions and agencies
- Individuals

Affiliation or partnership with a university or nursing school is not required. The TAC does not provide funding for research that is only loosely related to the NCLEX or is primarily about nursing or education issues.

Information about submitting a proposal can be found in the Application Center.

Psychometric Internship

This program offers interns a chance to learn all aspects of operational work on an international CAT licensure examination. The interns will also be required to conduct research under the guidance of the NCSBN psychometric staff on topics related to NGN. Interns will gain practical experience working on issues related to the testing profession, CAT, and licensure and certification exams. The interns will work in the NCSBN offices in downtown Chicago. While the application process is concluded for 2023, new opportunities will be available in summer 2024.

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ICRS

International Center
for Regulatory Scholarship

Class is in Session!



Pulec

An Interview with Cheryl Pulec, EdD, Director of NCSBN's International Center for Regulatory Scholarship

NCSBN launched the *International Center for Regulatory Scholarship (ICRS)* in 2019 with the goal to provide nursing regulators, health policy leaders and other professionals from around the world the opportunity to develop their leadership and job-specific skills. Recently, *In Focus* sat down with ICRS Director Cheryl Pulec, EdD, to learn more about this offering from NCSBN. Readers can also learn more about Pulec in this issue's [Speed Round](#).

We notice that ICRS offers three main tracks of coursework: Continuing Education, Foundations of Regulation and a Certificate Program. How would you compare or contrast these different tracks?

ICRS excels at providing current and future participants unique and exciting educational opportunities in programs that are tailored to individual readiness levels and educational needs.

- Continuing Education (CE) courses are available for anyone to participate, but are specifically designed for nurses. CE courses cover a wide range of subjects to help nurses fulfill their continuing education requirements, sharpen skills and advance their careers.
- The Foundations of Regulation courses offer a diverse curriculum and are open for enrollment to professionals around the world. These courses are designed for new staff members who have recently joined a nursing regulatory body, professionals who are interested in serving on boards and committees, and others looking to enhance their regulatory skills and knowledge.

- The Certificate Program is a great resource that offers a more formal, but still flexible way, to develop leadership and job-related skills, while networking with colleagues from around the world. The ICRS Certificate Program is an interactive, online and blended course of study. Courses are offered in eight-week segments and taught by renowned experts who lead discussions, facilitate professional growth and assign projects with real-life applications. After earning six online credits, completing a capstone project, and attending the ICRS Advanced Leadership Institute, graduates of the program are awarded the ICRS certificate.

Can you share any data in terms of how many different courses have been offered or how many people have participated in our courses?

When ICRS was first launched in October of 2019, there were two courses available for potential participants. Over the last three years, ICRS has grown to more than 40 courses within the

three distinct educational offerings. ICRS has experienced notable growth from a participant perspective as well. The ICRS Certificate Program has grown to 200 participants who have earned approximately 520 certificate course credits, equating to over 10,000 hours of CE credits.

Who is eligible to take an ICRS course? Are these for NCSBN members only, or are they also available to the public?

ICRS courses are open to everyone. There are fees involved to enroll in most courses, but those are waived for NCSBN members.

For our readers who have not yet taken an ICRS course, what should they expect? For example, are all courses virtual? Is there homework?

All ICRS courses are available online. However, pacing and homework depend on the specific track. For example, the Foundations and Continuing Education courses allow learners to move through the content and activities at their own pace, and there is no homework assigned. On the other hand, Certificate Program courses have instructors who facilitate the learning experience over a period of eight weeks. Generally, instructors will establish weekly expectations around coursework and assignments, but the learner has the flexibility to complete these tasks at any time during the week.

Something new and exciting that we hope to see more of in the future are synchronous (i.e., live) virtual discussions. We've received positive feedback from both learners and instructors about their experiences being able to connect virtually in real time.

Our understanding is that the slate of courses for Spring 2023 are already at capacity. Can you provide our readers with any advance information on the Summer 2023 session?

Yes. Our summer term will run from July 10 through Sept. 1, 2023, with registration expected to open the second week of May. Readers who subscribe to ICRS updates will receive an email notification when registration opens. As classes do fill up quickly, I recommend registering promptly.

We've covered ICRS from the perspective of the learner, but our understanding is that ICRS is always on the lookout for potential instructors whose expertise might expand our slate of offerings. What information about this can you share with our readers?

Absolutely, we are always open to hearing proposals for new courses. The best way to start the process is to send me an email expressing interest. From there I can work with prospective instructors on their course proposals.

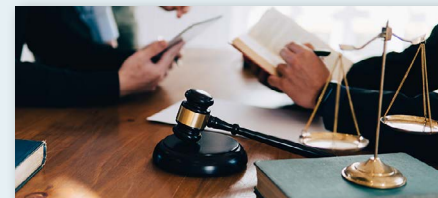
Once course proposals are approved, new instructors meet with members of the ICRS team who will guide them through each phase of the course development lifecycle. Even once the course is launched, the ICRS team continues to provide outreach and support to both instructors and learners. We approach the course lifecycle, from design to delivery, as a team, ensuring a rewarding teaching and learning experience for instructors and students. 🌍

Do you have additional questions about ICRS, or suggestions on courses you would like to see in the future? Contact the ICRS team at ICRS@ncsbn.org.

ICRS SUMMER 2023 CATALOG



Making Data Analysis Easy



Introduction to Public Policy



Program and Policy Evaluation



Impact of Federalist Government on State Boards of Nursing



Experts in Humanity: The History of Nursing Regulation



Presentations and Public Speaking



Speed Round

Get to know NCSBN staff:

Cheryl Pulec, EdD

Director, International Center for Regulatory Scholarship

What do you do at NCSBN?

I am the director of the International Center for Regulatory Scholarship (ICRS), working with a talented team responsible for bringing various eLearning program opportunities to life. I'm new to the director role, but I hope to use my experience in program evaluation, curriculum development, and best practice instruction to elevate and expand an already impressive educational program.

What are the best and most challenging aspects of your job?

I really enjoy evaluating programs to identify challenges or gaps and then working with others to develop solutions. Working in the world of eLearning means constantly reflecting on our programs and practices, to ensure we are not falling behind related to new technologies or instructional approaches. At the same time, great educational programming is not solely defined by the most novel approach or shiniest technology. The fun (at least for me) is the challenge of finding balance between substance over style/form and knowing that the decisions we make translate to meaningful educational experiences for our participants.

If you weren't working at NCSBN, what would your dream job be?

I love everything related to traveling -- learning the history, sightseeing, meeting people, eating all the food -- so some combination of travel planner and guide would be the dream. Basically, I'd want to be Rick Steves or Anthony Bourdain. 🌍



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International Center for Regulatory Scholarship

News & Notes



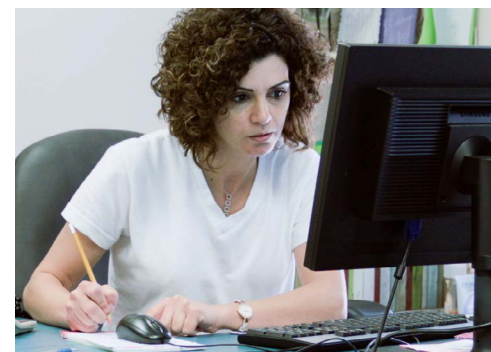
Pictured (L-R): NLC Consultant Fred Knight, Ohio Board of Nursing Executive Director Marlene Anielski, and NLC Commissioner Pamela Zickafoose.



Staff at all levels at the Ohio Board of Nursing participated in the NLC outreach and education campaign.

Foundations of Regulation

Dive into the world of regulation with courses designed for professionals looking to enhance their regulatory skills and knowledge. Perfect for new staff members or those interested in serving on boards and committees. Each self-paced course can be completed in one day and all offer continuing education (CE) credits.



Certificate Program

Take the next step in regulation with this competency-based program, offering courses to enhance leadership and governance skills. This online and blended curriculum is designed to cultivate and elevate leaders of state, national and international regulatory bodies. This two-year program provides specialized education on topics unique to health care regulation along three pathways: **Governance & Leadership, Public Policy & Legislation, Research & Measurement.**



Advanced Leadership Institute

At the culmination of the ICRS certificate program, participants graduate at the Advanced Leadership Institute, an exclusive, invitation-only event that will take them to the next level in their journey as a leader in regulation. They will learn from prominent leaders and network with other regulatory professionals from around the world.



Ohio Board Ensures Smooth Transition to NLC

On Jan. 1, the Ohio Board of Nursing (OBN) implemented the Nurse Licensure Compact (NLC), making Ohio the 39th state to join the compact. In preparation, OBN undertook several tasks to ensure the transition to multistate licensure would be as seamless as possible for Ohio RNs and LPNs. OBN developed and updated eLicense applications to include NLC-specific wording and processes, and updated all compliance questions for RN and LPN applications. OBN partnered with a marketing vendor to develop outreach and education materials for key audiences to ensure all were aware of the benefits and requirements associated with NLC implementation and multistate licensure. OBN staff traveled throughout the state to share a “Caring Beyond State Boundaries with the Nurse Licensure Compact” presentation. Between July and December 2022, OBN presented to more than 100 prelicensure education programs, more than 40 hospitals and health care providers, and more than 30 professional associations and committees. OBN also attended several high school and college career fairs to share information about the NLC and the nursing profession. As of Feb. 16, OBN has received 9,224 multistate license conversion applications and has issued close to 5,500 multistate licenses.



Zickafoose Honored with Award for Excellence

Pamela Zickafoose, EdD, MSN, RN, NE-BC, CNE, FRE, executive director, Delaware Board of Nursing, has been awarded the American Association of Nurse Practitioners (AANP) State Award for Excellence (Advocate) for her leading role in achieving full practice authority for advanced practice registered nurses (APRNs). This is the second time Zickafoose has received this award. Per the Delaware Nurses Association, “Dr. Zickafoose is a partner and champion of the Delaware Nurses Association. Her role as Executive Director of the Delaware Board of Nursing positions her to lead regulatory, educational, quality and safety efforts on behalf of all Delawareans and the nurses who serve them.” 🌈





Interstate Compacts for Licensure: Full Speed Ahead!



Puente

By James Puente, MS, MJ, CAE, Director, Nurse Licensure Compact

Times have changed. In 1999, when the first bills for the Nurse Licensure Compact (NLC) were introduced, such legislation was novel. So novel that legislators were wary of it and had countless questions. Before this point, state legislatures had not seen an interstate compact for the licensure of a health care profession.

Fast forward to 2023. The NLC is not alone as the sole interstate compact for a licensed health care profession. Today, there are nine active compacts in this area. “Compacts” is more of a household name in state legislatures today. Legislators tend to understand the nature of an interstate compact as a contract between states of a statutory nature, the language of which cannot be substantively changed in the legislative process. Since it operates like a contract, for a compact to be valid and enforceable, the bill language needs to be essentially the same in each state which enacts the legislation. That notion seems to be catching on among state legislatures.

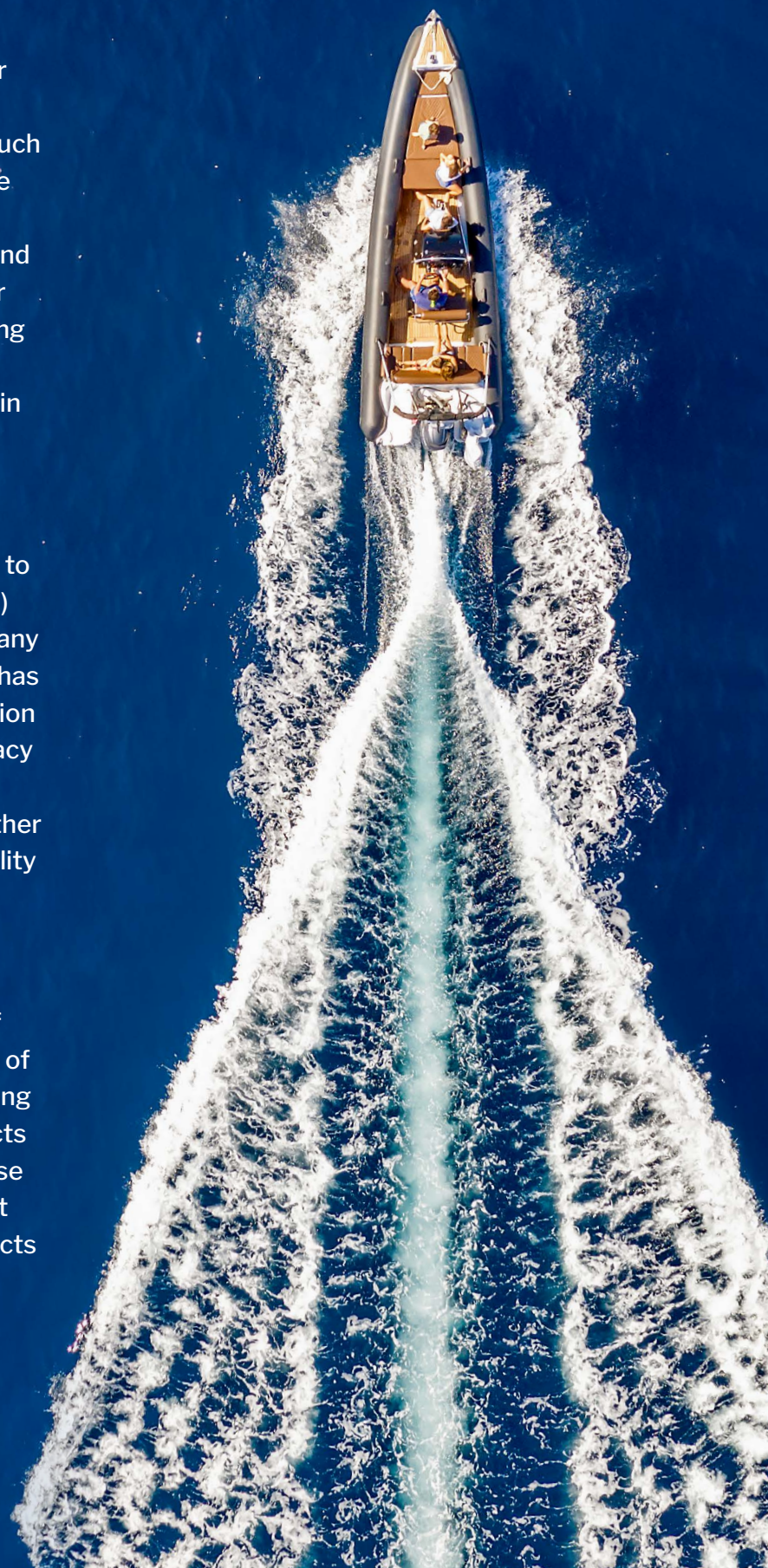
The past decade has seen several key phenomena which have enabled licensure compacts to flourish:

- Occupational Licensure Reform: a concerted movement to streamline licensure processes, an effort to eliminate barriers to licensure (especially pertaining to individuals with criminal histories) and revisions to long held paradigms which dictate which professions actually need to be licensed;
- The COVID-19 pandemic; and
- National shortages of health care providers among a variety of professions (many of these shortages existed prior to the pandemic).

Licensure compacts, especially those which embrace the mutual recognition model, enable a health care provider to engage in cross-border practice seamlessly, without delay and without having to jump through any regulatory hoops. Such a notion represents a modernization of licensure which has contributed to a realization that, with uniform licensure requirements among states and national exams, there is no reason a practitioner should not be able to practice in any state, as long as public protection measures are in place. The statutory provisions of a licensure compact are in fact, just that straightforward.

Realizing that interstate compacts are the way to enable practice across state lines without impediments and, therefore, to increase access to care for patients, the U.S. Dept of Defense (DoD) has been instrumental in the development of many of the new compacts that exist today. The DoD has done this through the funding of compact creation along with the implementation of strong advocacy plans. While license portability helps military service persons and spouses, there are many other beneficiaries. Such portability enables the mobility of licensees, which is a vital piece of serving our existing population with a finite number of practitioners.

It is unprecedented that in the first six weeks of the 2023 legislative session, we see 109 pieces of legislation (as of March 2, 2023) aimed at entering additional states into the nine licensure compacts which exist today. Compacts will flourish because they are a powerful public policy tool. In the next two years, we can anticipate many more compacts to be developed and enacted. 🚤





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