



NURSING EDUCATION **Approval Guidelines**

NCSBN's Virtual Conference: February 4, 2020

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Site Visit Study

Question

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

Design

Qualitative descriptive design with blended directed content analysis techniques



Site Visit Study

Document Inclusion:

- 2,853 eligible documents from 40 states;
- Exclusions brought to 1,278;
- Of these, 139 “problem programs” were analyzed.

Table 1: Document Breakdown by State

	Total Documents	Unreadable	N/A	TOTAL SITE VISIT REPORTS (ALL PROGRAMS)
AK	3	0	3	0
AR	207	34	101	72
AZ	35	4	20	11
CA-RN	409	23	44	342
CA-VN	53	2	7	44
CO	16	0	6	10
DC	40	0	40	0
GA	4	0	2	2
IA	7	0	0	7
ID	8	3	8	0
IL	13	2	0	11
KS	66	10	52	4
KY	8	0	8	0
LA-RN	225	13	197	15
MA	92	0	92	0
MN	63	9	18	36
MO	4	3	0	1
MS	4	0	4	0
MT	21	0	21	0
NC	1	0	1	0
ND	18	3	0	15
NE	15	2	0	13
NH	14	0	10	4
NM	22	3	3	16
OH	299	0	0	299
OK	39	0	0	39
OR	32	0	4	28
SC	4	0	4	0
SD	2	0	0	2
TN	52	18	0	34
TX	129	0	2	127
VA	69	0	7	62
VT	15	0	12	3
WA	354	47	236	71
WI	7	0	7	0
WV-RN	485	13	460	12
WY	18	5	12	1
TOTAL	2853	194	1381	1278

N/A = Documents that were not site visit or survey reports

Site Visit Study

Data analysis:

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

Two researchers coded the responses to saturation.

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

Site Visit Study

Overall Observations

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

Triggers for Site Visits

- 80% or lower NCLEX pass rates for 4 or more quarters.
- Clinical site complaints about the programs.
- Public complaints about the programs.

Site Visit Study

Administrative Processes

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

Use of Data

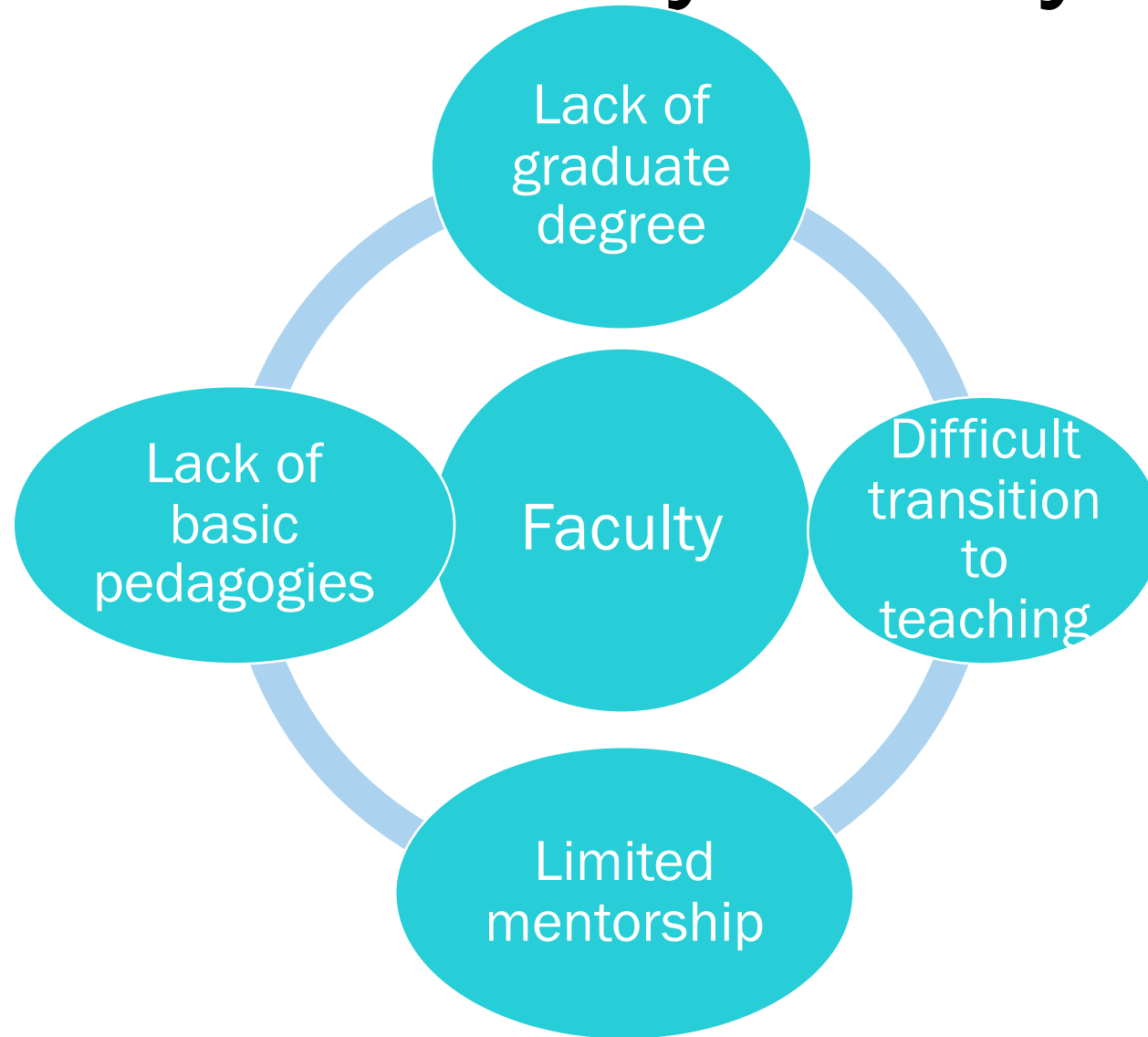
- Administrative competence with interpreting and using data
- Faculty competence with using data to set standards
- No internal statistical support for analyzing data
- No resources to contract out data analysis to inform decisions

Site Visit Study

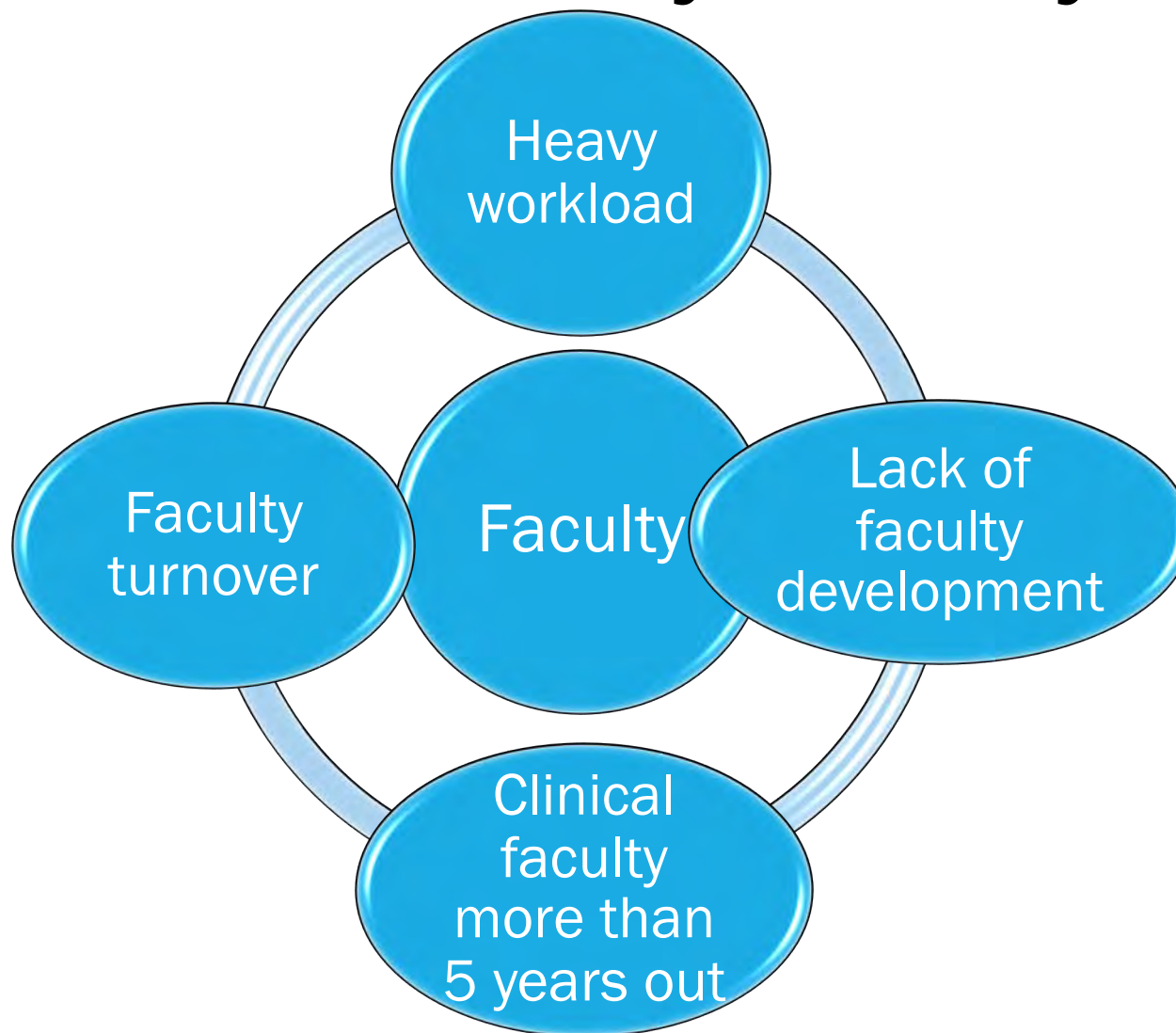
Students

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

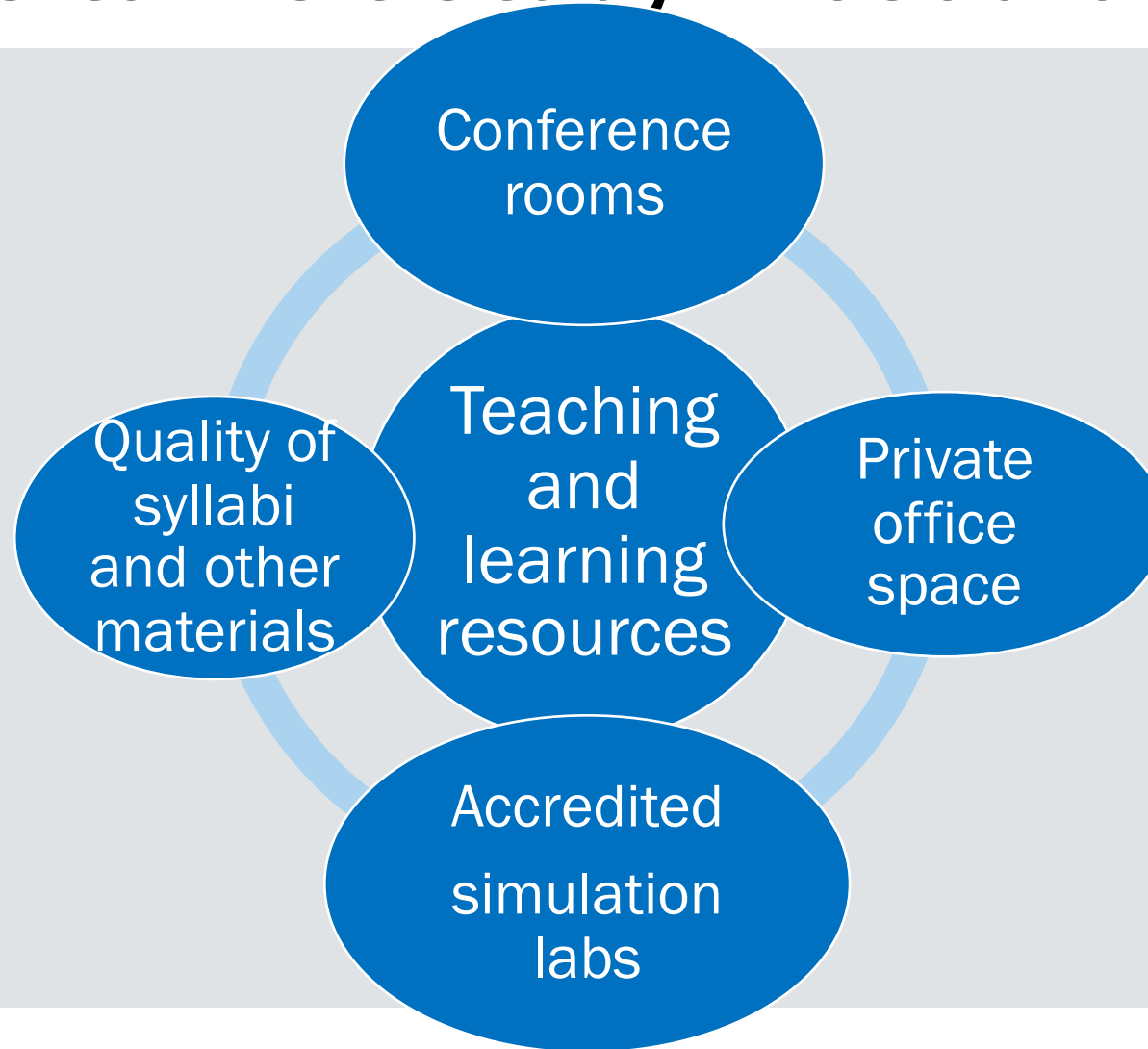
Site Visit Study: Faculty



Site Visit Study: Faculty



Site Visit Study: Resources



Site Visit Study

Leadership

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

Director did not have a doctorate.

Director was not an RN.



Site Visit Study

Organization

Organizational changes

Limited clinical sites

Limited resources, including for clinical experiences



Site Visit Study

State Regulatory
Context:

Approval improves
standards!



Site Visit Template

Demographics

Program

Administration

Program director

Site Visit Template

Date of Site Visit _____
Name of Education Consultant _____
Name of Program _____
Address of Program _____
Director of Program _____
Contact Information of Director _____
NCLEX program code _____

Program

Current approval status _____
Age of program _____
Ownership of program (for-profit; nonprofit; public) _____
Trend of Program's NCLEX Pass rates for three years _____

Site Visit Template

Faculty

Students

Curriculum/clinical experiences

Teaching/learning resources



Approval Guidelines

Warning signs:

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



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Approval Guidelines

Quality Indicators

Administrative Requirements:

- 1) Program has criteria for admission, progression and student performance.
- 2) Written policies and procedures are in place and vetted by faculty and students.

Approval Guidelines

Quality Indicators

Program Director:

1. RN program: doctorally prepared with a degree in nursing
2. PN/VN program: graduate degree and a degree in nursing

Approval Guidelines

Quality Indicators

Faculty:

- 1) 35% of faculty are full-time.
- 2) RN faculty hold graduate degree; PN hold BSN.
- 3) Faculty demonstrate they have had basic instruction in teaching/learning principles and curriculum development.
- 4) Faculty participate in continuing education related to nursing education.

Approval Guidelines

Quality Indicators

Faculty:

- 5) The school provides substantive faculty development.
- 6) Formal mentoring of full-time and part-time faculty is in place.
- 7) Formal orientation of adjunct faculty is in place.
- 8) Clinical faculty have up-to-date clinical skills.
- 9) Simulation faculty are certified.

Approval Guidelines

Quality Indicators

Students:

- 1) ESL assistance provided.
- 2) Assistance is available for students with learning disabilities.
- 3) All students have books and resources necessary throughout the program.
- 4) Remediation strategies are in place, including processes to remediate errors and near misses made in clinical.

Approval Guidelines

Quality Indicators

Curriculum and Clinical Experiences:

- 1) 50% or more of clinical experiences in each clinical course are direct patient care.
- 2) Variety of clinical settings with diverse patients.
- 3) Opportunities for quality and safety education integrated into the curriculum.
- 4) Systematic evaluation plan of the curriculum is in place.

Approval Guidelines

Quality Indicators

Teaching and Learning Resources:

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