



Nursing Education Newsletter

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Texas Board of Nursing

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Greetings from the Education Consultants

Editor: Gayle P. Varnell, PhD, APRN, CPNP-PC (our FROG Expert)

Find, Reflect, Organize, & Generate news = FROG



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

ORBS Launching April 20, 2020

Board Staff have been busy configuring the ORBS system in preparation for a launch date of April 20, 2020. The Affidavit of Graduation (AOG) portal will also be changing on April 20th but the Licensing Team is preparing a helpful how-to video to ensure the process is as seamless as possible.

The new AOG portal will include several new features that should help you have a smoother process when reviewing and submitting AOGs to the Board. The first change includes a search function which should make it easier to find specific students, especially if you only need to submit one or two AOGs.

Other features involve student graduation dates. Student information will now stay on the AOG list indefinitely which means students (and you!) no longer need to contact Rosemary Riojas to update a student's graduation date so you can submit an AOG online. You will also have the ability to **remove** student information from your AOG list. This will be useful if a student is no longer in the program or if they are not your student at all.

You will have the ability to set your own password and also to reset your password without needing to contact Board Staff. This will give you more control over your AOG portal account. The AOG portal will also remain a web based process so you can still review and submit AOGs from any computer and location.

You will be receiving your new account information closer to the ORBS launch date.

Upcoming Events

2020 Quarterly Board Meetings

January 23-24, 2020

April 23-24, 2020

July 23-24, 2020

October 22-23, 2020

All Board Meetings are held 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.

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Education Guidelines
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Collaboration with Other Regulatory Agencies

The BON Education Team meets twice a year with representatives from other state regulatory agencies to collaborate in monitoring nursing education in the state. The last meeting was held on November 18, 2019, at the BON.



From left to right are:

**Dr. Kevin R. Johnson, Sr., TEA; Dr. Sheri H. Ranis, THECB;
Dr. Virginia Ayars, BON; Dr. Paul D. Shuler, THECB;
Ann Amaefule, BON; Virginia Bosman, TWC;
Dr. Jan Hooper, BON; Duane Hiller, THECB; and
Dr. Andrew Lofters, THECB.**

Not featured in the photo is Dr. Kristin Benton, BON, meeting chair.

Deans and Directors Orientation Session

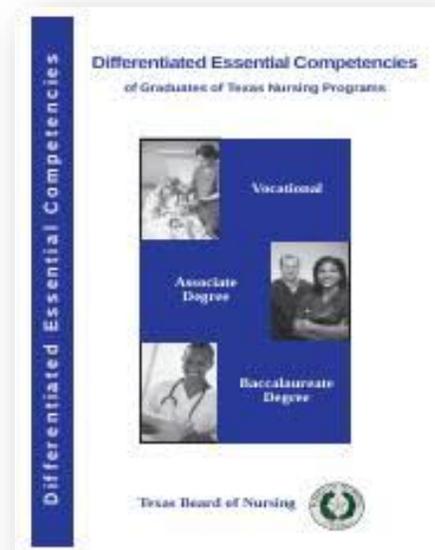
The first Deans and Directors Orientation Session of the new year was held in Austin on Friday, February 7, 2020. The Education Consultants look forward to these sessions and the opportunity to get to know the new directors. The next orientation session will be June 5, 2020. Many directors choose to bring an administrative representative with them to allow administrators to become familiar with Board rules. New information is provided to directors during this all day session. Several directors have attended more than once and comments on the evaluations indicate that they have found this beneficial.

Future Update of the DECs

2020 is the Year of the DECs! Board Staff have been collecting updated documents including research, standards, and information about current nursing practice and nursing education to ensure that competencies are relevant.

The present-day DECs began when the 1988 Texas Legislature mandated establishment of a set of minimum performance expectations for nursing graduates. Three versions have been published:

- 1993 - Essential Competencies of Texas Graduates of Education Programs
- 2002 - Differentiated Entry Level Competencies (DELCs)
- 2010 - Differentiated Essential Competencies of Graduates of Texas Nursing Programs (DECs)



The 2020 edition will be an update to assure inclusion of current practices, research, and advances in nursing. It will not involve a major revision because the DECs were carefully written to be a lasting document. The competencies are client-focused, rather than institution-based, and do not offer a prescriptive list of tasks. The competencies provide the essential role responsibilities, knowledge, clinical behaviors, and judgments in broad terms to allow nursing programs to develop and create curricula appropriate for their communities, level of education, and identified program outcomes.

Board Staff envision the development of a conceptual model and guideline to assist programs in using the DECs in their curriculum. Stay tuned!



Reminder! Dual Credit High School Tracks



If you have a dual credit high school track or are considering establishing one, please refer to Education Guideline 3.7.5.a. to ensure compliance with Board rules. The Texas Education Agency has purview over college-level courses in the high schools.

A dual credit high school track provides an opportunity for high school students to fulfill requirements in an approved nursing education program.

Notification from NCSBN: The Passing Standard for the NCLEX-PN Examination will be raised April 1, 2020



The passing standard for the NCLEX examinations is reconsidered every three years to ensure minimal competency of new nursing graduates. NCSBN uses multiple sources of information in the decision:

- The recommendation from a criterion-referenced standard-setting workshop where a panel of experts seriously deliberate about the appropriate pass rate;
- A review of the history of the NCLEX-PN passing standard and candidate performance;
- The educational readiness of high school graduates who expressed an interest in nursing; and
- The results from the most current practice analysis and national surveys of nursing professionals, including nursing educators, directors of nursing in acute care settings, and administrators of long-term care facilities.



Did you know? . . . 2020 is also the Year of the Certificate!

Certificates of Approval

The BON mails Certificates of Approval to all approved nursing education programs in even years (2018, 2020, 2022) following the April Board meetings. NCLEX examination pass rates for RN programs are reported to the Board at the January Board meeting and NCLEX examination pass rates for VN programs are reported to the Board at the April Board meeting. By statute, the Board's approval process occurs every two years. New certificates will be prepared and printed in late April – please expect them to arrive in May! They are ready for framing and it is recommended that you display them in your school. We thank Jackie Ballesteros for getting about 225 certificates mailed to programs!

The Truth about MEEPs



With a number of different educational models arising in nursing education, it is important to ask the question, "What is a MEEP?" The same definition appears in both Rule 214 and Rule 215, as follows:

An exit option which is part of a professional nursing education program designed for students to complete course work and apply to take the NCLEX-PN® examination after they have successfully met all requirements needed for the examination.



In actuality, a MEEP is part of an Associate Degree Nursing (ADN) Education Program that allows an option for the student to meet all requirements for the NCLEX-PN® examination – and to take the exam. The student may then continue with the ADN education making them eligible to take the NCLEX-RN® examination (or not). A MEEP program usually includes:

- Additional coursework to incorporate knowledge about the LVN role;
- Additional clinical learning experiences where the student practices in the LVN role;
- A separate admission process when the ADN student is evaluated as a potential VN candidate before taking the VN-level preparation; and
- Recognition by the BON as an approved VN program (based upon the MEEP curriculum: approximately one year of ADN courses and additional VN focused courses/clinical).



The MEEP model is not meant to include the dual credit high school track or entry coursework for VN program admission. An approved nursing program that has an approved agreement with a public school district may have one of various tracks that include dual credit courses that apply to the high school diploma and that meet requirements for an approved VN program. These models range from a few courses that count toward both high school and nursing program requirements, to a complete VN option for high school students.

Will My Program Have a Survey Visit this Year???



The Education Consultants make about 20 to 25 survey visits to nursing programs each year. If the nursing program is NOT accredited by a national nursing organization, the BON visits every six years for a regular visit. Other visits are made to new programs, programs on warning, or programs with other compliance issues. Whatever the reason, the Education Consultants appreciate seeing the director and faculty in their working environment.

The Education Consultants, in collaboration with the program, find a date when the administration, program director, nursing faculty, and nursing students are available for meetings. If possible, the consultants will visit a nursing class. They will review program documents, student and faculty files, student papers, the total program evaluation plan, and faculty minutes. The visit concludes with an exit interview when the consultants share their findings and conclusions.

The Education Consultants plan for an efficient and effective visit that will be beneficial to the program and provide valuable information for the consultant. A survey visit report will be written within a few weeks and shared with the program director for any feedback. A Board report is prepared that includes the survey visit report and provided to the Board members as an agenda item for the next Board meeting.

The goal is that the survey visit will offer a time to share information between the program and the consultant to offer insights for all stakeholders.

Texas Board of Nursing New Online Delegation Course:

The Texas Board of Nursing has developed a new online educational offering to address the topic of Nursing Delegation. The purpose of this educational offering is to provide all licensed nurses with information on the current standards of nursing practice, rules, and regulations applicable to nursing delegation in Texas. Participation in this course will contribute to the nurse's ability to know and conform with the Texas Nursing Practice Act and Board's rules and regulations, which will promote and protect the welfare of the public of Texas. This course can be found on the Board's website in the [CNE Course Catalog](#) at:



<https://www.bon.texas.gov/catalog/>

Poster Presentation

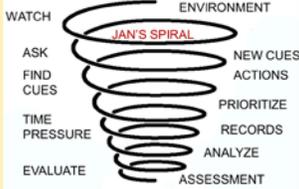
Dr. Janice Hooper, PhD, RN, FRE, CNE, FAAN, ANEF, and Ashley Valentino, MSN, RN, Associate Professor of Nursing, Austin Community College, presented a poster on creative strategies and tools to help students prepare for the Next Generation (NGN) NCLEX at the Nurse Tim Next Gen Workshop.

A copy of their poster presentation is provided below. Thank you, Jan and Ashley!




Developing Tools and Strategies to Teach and Evaluate Clinical Judgment in Nursing Programs

Janice I. Hooper, PhD, RN, FRE, CNE, FAAN, ANEF, Nursing Consultant for Education, Texas Board of Nursing
Ashley E. Valentino, MSN, RN, Associate Professor of Nursing, Austin Community College

| Abstract | Clinical Objectives for Nursing CJ | Steps in Facilitating and Evaluating CJ | Ashley's Sample Clinical Tool |
|---|--|---|--|
| <p>In anticipation of the inclusion of Next Generation NCLEX (NGN) items on the NCLEX examination as early as 2023, nursing faculty are seeking information about the new item types, strategies for teaching students, and tools for classroom and clinical evaluation.</p> <p>What can faculty do NOW? Focus on: critical thinking clinical reasoning clinical judgment</p> <p>Develop strategies and tools to teach and evaluate clinical judgment (CJ) in the classroom and clinical settings. The instructor is the "Socratic Coach."</p>  <p style="text-align: center;">NCSBN Clinical Judgment Measurement Model</p>  | <p>The student demonstrates comprehensive CUE RECOGNITION that provides a basis for analyzing cues for the complexity level of the patient, the context, and the knowledge/skill level of the student in the educational process.</p> <p>The student demonstrates knowledge and skills to correctly ANALYZE PATIENT CUES in prioritizing hypotheses in the process of making a clinical judgment.</p> <p>The student RE-EVALUATES HYPOTHESES generated from patient cues, considering strategies for actions and possible outcomes of planned actions.</p> <div style="text-align: center;">  <p>JAN'S SPIRAL</p> </div> <p>The student identifies and carries out steps in the ACTION PLAN appropriate for their level of education. (Psychomotor skills may be evaluated here.)</p> <p>The student EVALUATES the effectiveness of the actions through reflection and evidence of addressing the patient's physical and psychosocial needs. The physical results may be assessed immediately following the action and over time.</p> <p>The student reflects on CONTEXTUAL AND PERSONAL FACTORS that affected the clinical decision and care.</p> | <ol style="list-style-type: none"> Provide basic clinical information all students should know: <ul style="list-style-type: none"> -common medications -common lab values -common diagnoses in matching didactic course content -necessary information for hand-off -patient teaching for diagnosis Ask clinical judgment questions: <ul style="list-style-type: none"> -What information is most important? -Why is the information important? -What client condition is consistent with information, cues? -What is the underlying pathology? -What are the most important diagnostics? -What are the nursing priorities? -What is the rationale for each order? -What are the expected outcomes? -What interventions are most appropriate? -What complications might arise? -What cues tell you if your nursing interventions were effective? Observe student affect, coping, communication, and nursing skills. Develop a clinical evaluation tool that will evaluate each step in CJ.  | <p style="text-align: center;">Ashley's Sample Clinical Tool</p> <p style="text-align: center;">Clinical Judgment Student Self-Assessment</p> <p>Cue Recognition:</p> <ul style="list-style-type: none"> • Did I assess the environment and equipment in the room? • Did I verbalize patient observations such as communication style, appearance, affect and cultural aspects? • Did I identify the patient's relevant medical history and previous health problems? • Did I identify relevant and irrelevant clinical information? • Did I identify any immediate safety concerns? <p>Cue Analysis:</p> <ul style="list-style-type: none"> • Did I effectively organize my written clinical data and patient information? • Did I identify and link client assessment cues to the client's current clinical condition? • Did I review all orders, identifying priority orders, STAT orders, etc? • Did I identify the necessary communication/collaboration that needs to occur with healthcare team members? <p>• (Complete tool will be available as handout.)</p> <p style="text-align: center;">References</p> <p>Bristol, T. J. (2019). Next Gen learning for the new National Council Licensure Examination for Registered Nurses. <i>Teaching and Learning in Nursing</i>, 14(1), 309-311. Retrieved from www.journals.Elsevier.com/teaching-and-learning-in-nursing</p> <p>Caputi, L. (2018). <i>Think like a nurse</i>. Chicago: Windy City Publishers.</p> <p>Dickson, P., Haerling, K. A., & Lasater, K. (2019). Integrating the National Council of State Boards of Nursing clinical judgment model into nursing educational frameworks. <i>Journal of Nursing Regulation</i>, 58(2), 72-78.</p> <p>Tyo, M. B., & McCurry, M. K. (2019). An integrative review of clinical reasoning teaching strategies and outcome evaluation in nursing education. <i>Nursing Education Perspectives</i>, 40(1), 11-16.</p> <p style="font-size: small;">Acknowledgement: NCSBN Clinical Judgment Measurement Model</p> |

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