



Nursing Education Newsletter

June 2022

Texas Board of Nursing

Volume 10 No. 1

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Greetings from the Education Consultants



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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. The education consultants join you in working remotely as we continue to learn how to adapt to the “Virtual World”.



How Old Is Your Nursing Program?

The public refers to the program information on our web site for many reasons. Employers in other states may be looking for the year when a Texas Board-approved nursing program began. Board Staff reviewed the NEPIS reports for the initial approval dates and added them to the contact information on the Board web page. Please review the BON web contact information for your program to ensure that the original starting date is correct. Several programs have a very long and probably fascinating history.



The only remaining diploma program, Covenant School of Nursing, dates back to 1918. Baptist Health System began in 1903 and the School of Nursing at the University of Texas Medical Branch at Galveston reported a start date of 1890.



Among the Vocational Programs, Del Mar MEEP program lists a 1948 opening, while the Army Practical Nurse Program opened its doors in 1950 followed by Amarillo College and Houston Community College in 1951.

Every program has a story. . . What is your story?

Upcoming Events

2022 Quarterly Board Meetings

July 21, 2022

The July Board Meeting will be a Virtual Meeting

October 20-21, 2022

BON Board Meeting agendas and minutes are available on the Board of Nursing website under the **News** heading.

Contact Information

Nursing Education
PH: (512) 305-6816

Education Guidelines

Education FAQs

Texas Board of Nursing
333 Guadalupe
Suite 3-460
Austin, Texas 78701

www.bon.texas.gov

Did You Know?



The education consultants want to make you aware of the valuable resources that are available to you on the NCSBN website. In this newsletter, we would like to bring to your attention the “Leader to Leader” magazine [Spring 2022 Edition](#). Any director or faculty member can Join NCSBN’s mailing list to receive Leader to Leader.

How to Subscribe: Go to the website ncsbn.org and scroll to the very bottom of the Home page, just click on “Join NCSBN’s Mailing list” and select “Leader to Leader” and anything else you may be interested in. Then click on “Subscribe”. This next edition will highlight Dr. Janice Hooper and Dr. Virginia Ayars as well as Lisa Gonzalez’s article on integrating clinical reasoning into the curriculum. The education consultants heard a presentation by Lisa and found it very informative. We feel that our programs might benefit from her thoughts on preparing students for the Next Generation NCLEX and want to encourage you to read her article.

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Nursing Program **Virtual Survey Visits to be continued. . .**

The education consultants are continuing to do virtual survey visits to the programs scheduled for a visit in 2022. Should you need any further guidance in setting up a virtual room in preparation for the visit, we have some tools to help you gather the needed information. This information is presented at the Deans and Directors Orientation sessions but we would be happy to send it to any program that requests the information.

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Announcing Our Newest Member of the Nursing Consultant for Education Team



The Nursing Consultants for Education would like to introduce to you our newest member of the Team, Lisa Donnelly, DNP, MA, RN. Lisa is not a native Texan, but she has lived here for over 20 years. She brings to the team her experience in nursing education having taught in vocational, associate, and bachelor’s degree programs as an instructor and as a teaching assistant. She has both a Master’s Degree in Nursing as well as English and a Doctorate in Nursing Practice. Lisa is married and has two children.



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Deans and Directors Virtual Orientation Session to be continued. . .



Sixty-three people attended the February 22, 2022 New Deans & Directors Orientation presented online by Board Staff. The online format allows more people to attend, but we all miss the face-to-face interaction. Some comments in the Chat Box were answered during the webinar by Board Staff, but we did miss a few and wish to address some of the suggestions from the audience for future orientation meetings:

High-fidelity vs Low-fidelity simulation and alternate clinical sites: Information about the types of simulation will be discussed at the next orientation on **June 22, 2022**. The education rules' definition of clinical learning experiences includes the following about high-fidelity simulation:

*“**high-fidelity simulation:** where the activities involve using planned objectives in a realistic patient scenario guided by trained faculty and followed by debriefing and evaluation of student performance.”*

Usually high-fidelity gives the closest likeness to reality and allows students to practice patient interactions and skills.

The general definition of the term, **simulation**, in the rules includes all types of simulation—even low-fidelity:

“Simulation—activities that mimic the reality of a clinical environment and are designed to demonstrate procedures, decision-making, and critical thinking. A simulation may be very detailed and closely imitate reality, or it can be a grouping of components that are combined to provide some semblance of reality. Components of simulated clinical experiences include providing a scenario where the nursing student can engage in a realistic patient situation guided by trained faculty and followed by a debriefing and evaluation of student performance. Simulation provides a teaching strategy to prepare nursing students for safe, competent, hands- on practice.”

A mix of types of clinical activities is very effective, but none can replace actual hands-on practice with actual patients. The definition of **clinical learning experiences** that further clarify what determines hands-on practice states that *“The clinical settings for faculty-supervised hands-on patient care include a variety of affiliating agencies or clinical practice settings, including, but not limited to: acute care and rehabilitation facilities; primary care settings; extended care facilities (long-term care and nursing homes); residential care settings; respite or day care facilities; community or public health agencies; and other **settings where actual patients receive nursing care.**”*

Curriculum Development: A director attendee encouraged including basics for curriculum development in the orientation. Some guidance may be added to the presentation of Program of Study. Board Staff also encourage faculty to review instructive information in available nursing education books and discuss it in faculty meetings. Another strategy for improving faculty knowledge about curriculum development is through the exercise preparing to take the Certified Nursing Educator exam.

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Refresher or Reeducation??

State of Texas. **Reeducation** is required for candidates who completed the requirements for graduation from a Texas Board of Nursing (Board) approved nursing education program but were never licensed.

Refresher Courses

Refresher Courses are mandated for nurses who have not practiced nursing and who have failed to maintain a current license from any licensing authority for four or more years. Refresher Courses are designed to update knowledge of current nursing theory and clinical practice to ensure competence of nurses re-entering nursing practice.

According to Board Rule 217.3 Temporary Authorization to Practice/Temporary Permit, Section (b), “A nurse who has not practiced nursing for four or more years may be issued a temporary permit for the limited purpose of completing a refresher course, extensive orientation to the practice of professional or vocational nursing, whichever is applicable, or academic course.”

Board Rule 217.6 Failure to Renew Licensure provides rules for renewal of an expired nursing license in Texas. The process for renewal varies depending upon completion of the jurisprudence examination, evidence of completing the continuing education requirements, and lack of practice experience for four or more years since the date of license expiration. Applicants who have not practiced for four years or more are required to apply for a Six-Month Temporary Permit and complete a Nurse Refresher Course.

Inactive licensed nurses desiring to renew nursing licensure may complete a Nurse Refresher Course by enrolling in and successfully completing:

- A Nurse Refresher Course;
- An extensive orientation program; or
- An academic nursing course.

Each Nurse Refresher Course is comprised of the following three components:

- Didactic Content;
- Skills Lab instruction; and
- Supervised clinical learning experiences (minimum of 80 hours).

Although the Board does not formally approve Refresher Courses, Board rules mandate that a six-month temporary permit be obtained prior to an individual engaging in any clinical learning experiences. Board rules do set forth course content and the percentage of time to be assigned to each content area.

Reeducation

A candidate who exceeds the four-year time limit to successfully complete the NCLEX must complete a nursing education program before that individual is eligible to take or retake the nursing licensure examination in the State of Texas. A nursing education program with full approval may agree to provide individuals the option of completing a nursing program which meets these individuals' needs.

Board Rule 217.2 Licensure by Examination for Graduates of Nursing Education Programs Within the United States, its Territories, or Possessions sets forth that an applicant who has not passed the NCLEX-PN or NCLEX-RN within four years from the date of completion of requirements for graduation must complete a Board approved nursing education program in order to take or retake the examination.

Education Guideline 3.12.7.a. Reeducation of Candidates Who Fail to be Licensed within Four Years of Graduation establishes the process for nursing administrators and faculty of a nursing education program to consider when deciding to offer the option of reeducation. The essential elements presented in the guideline include: criteria for admission; assessment strategies to determine a student's needs for nursing

courses and non-nursing courses; methods for addressing the individual learner's needs; and strategies for evaluation of the learner's achievement.

The criteria for successful completion of a nursing education program should demonstrate that the individual has the knowledge, skills, and clinical behaviors/judgment that are comparable to those required of other students who complete the requirements of the nursing education program.

The nursing education program, not the Board, determines whether to offer the option of reeducation to individuals. The NCLEX outcome (pass/not pass) of the candidate will be used to calculate the examination year pass rate of the nursing education program.

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Suggestions for Hearing-Impaired Students

Information on this topic was recently provided through NCSBN:

Helpful information may be available from the National Organization of Nurses with Disabilities (NOND) website: <https://nond.org/>.

Other resources to consider when evaluating a nursing program applicant who is hearing-impaired include:

Descriptions of two major lawsuits regarding a student denied admission. The institutions lost in both cases.

In Toledo, a program settles a federal lawsuit with a former nursing student. To review:

Carson, D. (2015, December 21). Terra, hard-of-hearing ex-student settle suit. *The News-Messenger*.
<https://www.thenews-messenger.com/story/news/local/2015/12/17/terra-hearing-impaired-ex-student-settle-suit/77361962/>

A graduated student at Johns Hopkins was denied a job at the hospital because the facility stated it was too expensive to hire a sign language interpreter. To review:

Cohn, A. (2016, January 25). Court rules Hopkins wrongly rescinded job offer to deaf nurse. *The Baltimore Sun*.
<https://www.baltimoresun.com/health/bs-hs-deaf-nurse-20160121-story.html>

There is also a book authored by Lisa Meeks on accommodations.

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