

Kentucky Board of Nursing
Programs of Nursing
Program Update
April / May 2005

Questions? Contact:

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Assistance Needed

Over the summer, one of my projects is to develop a web site for nurse educators that will include web site of significance. I am asking faculty from across the state to please email me websites that they have found to be beneficial as a part of nursing courses for inclusion on the site. These can be emailed to me at: patricia.spurr@ky.gov

Updated Phone Lists

Enclosed is the latest phone number list for programs of nursing within Kentucky. Please discard the old version.

Certified Lists

This year we have had a variety of funny things happen with the certified lists:

- Beginning with the next certified list sent to the Board, we are asking that programs include their NCSBN program code. A place has been added to the form for this information (sample attached). Having this information speeds up the processing of certified lists. Form will be emailed to all next week.
- As a reminder for those programs that have different sites, send only one (1) certified list per program code. That means include all students for the program should be listed on one report—do not break the students down by location.
- Names on the lists need to be in alpha order. This makes the processing much faster.
- Please do not send double copies of certified lists. If you email the list, do not mail a copy of the same form. This gets very confusing when trying to make the graduates eligible for NCLEX. Especially do not send in a second copy with a only a slight change from the first. The second list may be discarded as a duplicate— and miss someone. You can send a second list of new names—but just indicate this on the form some where.

Feel Free to Forward This Update

Please feel free to copy this update and share with your faculty. Much of the information included would be helpful to all faculty members.

Education Summit Planned

The Board of Nursing has authorized me to conduct an educational program on the years opposite the Board conference specifically designed for nursing faculty and administrators. My goal for the first conference is to be "Celebrate Our Successes" with faculty from across the state conducting the sessions. Shortly you will be receiving a short survey to assist me in determining a location and date for the program.

Announcements

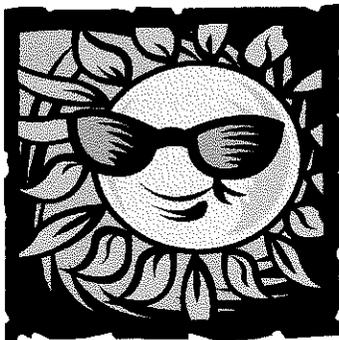
- The University of Louisville announces their PhD in Nursing program to begin in Fall 2005. Tracks include: BSN to PhD and MSN to PhD. For more information refer to their website: www.louisville.edu/nursing or phone 502-852-8387.
- Congratulations to Peggy Tudor, Associate Degree Nursing Coordinator at Eastern Kentucky University, for receiving the Distinguished Service Award being recognized for outstanding service to the nursing profession at the N-OADN Convention in New Mexico in November 2004.

Blogs Anyone?

Attached is an article on Blogs—this is something that I am learning about and wondered if any of your faculty have been utilizing them in courses.

Brochures On Nursing Programs

At a recent meeting I was asked to get copies of the brochure produced through KNA listing nursing programs across Kentucky. Enclosed are 10 copies for your program. If you need additional copies, contact KNA and they will be happy to send to you.



Have a Safe Summer!!

**KENTUCKY BOARD OF NURSING
312 Whittington Parkway, Suite 300
Louisville, Kentucky 40222**

**CERTIFIED LIST OF PROGRAM OF NURSING GRADUATES
(DUE WHEN ALL PROGRAM REQUIREMENTS HAVE BEEN MET)**

This certifies that all requirements for a degree or certificate for the program of nursing were completed by the individuals listed below. These individuals have also completed the high school requirements as stated in the Kentucky Nursing Laws, KRS 314.041 or 314.051.

PROGRAM OF NURSING:

BSN ADN PN

ACTUAL PROGRAM COMPLETION DATE: month/day/year
DATE OF DEGREE AS POSTED ON TRANSCRIPT: month/day/year

NCSBN Program Number:
7 6-

SIGNATURE: _____
NURSE ADMINISTRATOR/OTHER REPRESENTATIVE

DATE OF SIGNATURE: _____ Phone Number: () - _____

TOTAL # GRADUATES COMPLETING THIS DATE: _____

Use the space below to provide an alphabetical list of **ALL PROGRAM GRADUATES** who have actually completed all program requirements at the time of submission. (Give full name, including maiden name.) Indicate if the candidate plans to apply for initial licensure in another state. Use the reverse side and the additional page provided to continue the list.

	FULL NAME (Last, First, Middle Initial, Maiden)	Social Security #	State to which applying for initial licensure if other than KY	For KBN use only
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				

NCLEX Program Codes - Kentucky

		RN	PN
Ashland	Ashland Community & Technical College	76-472	
Ashland	Ashland Community & Technical College - Roberts Drive Campus		76-189
Berea	Berea College - BS	76-593	
Bowling Green	Western Kentucky University - ADN	76-486	
Bowling Green	Western Kentucky University - BS	76-502	
Corbin	Lincoln Memorial University - ADN	76-412	
Crestview Hills	Thomas More College - BS	76-588	
Cumberland	Southeast Kentucky Community & Technical College		76-194
Cumberland	Southeast Kentucky Community & Technical College - ADN	76-494	
Danville	Central Kentucky Technical College - Danville Campus		76-153
Edgewood	Gateway Community & Technical College		76-192
Elizabethtown	Elizabethtown Community & Technical College		76-102
Elizabethtown	Elizabethtown Community & Technical College - ADN	76-484	
Frankfort	Kentucky State University - BS	76-482	
Glasgow	Bowling Green Technical College		76-151
Grayson	Kentucky Christian University - BS	76-530	
Hazard	Hazard Community & Technical College		76-191
Hazard	Hazard Community & Technical College - ADN	76-401	
Henderson	Henderson Community College - ADN	76-489	
Highland Heights	Northern Kentucky University - ADN	76-487	
Highland Heights	Northern Kentucky University - BS	76-505	
Hopkinsville	Hopkinsville Community College		76-160
Hopkinsville	Hopkinsville Community College - ADN	76-404	
Lexington	Central Kentucky Technical College		76-156
Lexington	Lexington Community College - ADN	76-483	
Lexington	University of Kentucky - BS	76-587	
London	Laurel Technical College		76-152
Louisville	Bellarmino University - BS	76-500	
Louisville	Galen Health Institute		76-101
Louisville	Jefferson Community College - ADN	76-475	
Louisville	Jefferson Technical College		76-195
Louisville	Jefferson Technical College - Pilot Program		76-200
Louisville	Spalding University - BS	76-596	
Louisville	Spencerian College		76-161
Louisville	Spencerian College - ADN	76-485	
Louisville	University of Louisville - BS	76-578	
Madisonville	Madisonville Community College		76-185
Madisonville	Madisonville Community College - ADN	76-403	
Maysville	Maysville Community College		76-155
Maysville	Maysville Community College - ADN	76-476	
Midway	Midway College - ADN	76-481	
Morehead	Morehead State University - ADN	76-477	
Morehead	Morehead State University - BS	76-501	
Morehead	Rowan Technical College		76-115
Murray	Murray State University - BS	76-590	
Owensboro	Owensboro Community & Technical College		76-190
Owensboro	Owensboro Community & Technical College - ADN	76-408	
Paducah	West Kentucky Community & Technical College		76-187
Paducah	West Kentucky Community & Technical College - ADN	76-488	
Paintsville	Big Sandy Community & Technical College		76-154
Pikeville	Pikeville College - ADN	76-495	
Prestonsburg	Big Sandy Community & Technical College	76-470	
Richmond	Eastern Kentucky University - ADN	76-480	
Richmond	Eastern Kentucky University - BS	76-579	
Somerset	Somerset Community College - ADN	76-479	
Somerset	Somerset Technical College		76-109
St. Catharine	St. Catharine College - ADN	76-406	

C O N T I N U I N G
E D U C A T I O N



The Potential Use of “Blogs” in Nursing Education

MARGARET MAAG, EdD, RN

INTRODUCTION

Nurses and other healthcare professionals are required to have effective communication skills. The ability to write clearly is necessary in order to communicate patients' needs, medical data, and contribute to the body of health profession research. Furthermore, healthcare professionals are poised to advocate preventive healthcare measures through education. To broaden the health educator's role, oral and written communication skills are essential.¹ Therefore, the healthcare educator is required to ensure that future practitioners have the capability to use the Internet and keyboard the written word in order to meet informatics competency levels.² Since written documentation is an integral part of patient care, it is critical that the healthcare professional understands the legal ramifications associated with poor or lack of written documentation during and following patient interactions.³ Diede et al⁴ found effective verbal and written communication skills to be the highest-ranked competency by healthcare agencies hiring new graduates from schools of nursing. The Institute of Medicine⁵ recommends healthcare professionals be trained in the use of informatics to be able to “communicate, manage knowledge, mitigate error, and support decision making using information technology.”^(p46) The purpose of this article is to explore and present an innovative method of publishing on the Internet as a motivating learning tool for healthcare students in higher-education settings and to look at the tools and the necessary steps used for this burgeoning technology. Suggestions for educators who are interested in using Web log technology in their courses are provided.

Web logs, also known as “blogs,” are an emerging writing tool that are easy to use, are Internet-based, and can enhance health professionals writing, communication, collaboration, reading, and information-gathering skills. Students from different disciplines, such as medicine, public health, business, library science, and journalism, garner knowledge from blogs as innovative educational tools. Healthcare professionals are expected to be competent in the use of information technology to be able to effectively communicate, manage information, diminish medical error, and support decision making. However, the use of blogs, as an interactive and effective educational method, has not been well documented by nurse educators.

KEY WORDS

Authorship • Education • Learning • Nursing •
Technology • Writing

BACKGROUND

Discovering and evaluating new technologies that promote students' computer, collaboration, communication, and writing skills meet the call for faculty to determine informatics competencies for nursing students.² Schroeder^{6,7(p1)} describes “Web + Logs = Blogs” as Internet-based “information-disseminating tools” that originated in the late 1990s. According to Winer,⁸ “a Web log is a hierarchy of text, images, media objects, and data, arranged chronologically, that can be viewed in an HTML browser.”^(p1) Blogs are automated, updated self-archived Web pages that provide Internet-based links

From the School of Nursing, University of San Francisco, San Francisco, CA.

This article was written following the completion of an online discussion presented by Dr R. Schroeder to distance education learners enrolled in the Distance Education Program at the University of Wisconsin—Madison. This paper was accepted for presentation at the Ed Media conference in Lugano, Switzerland (June 2004).

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and allow for public responses. These interactive Web sites are not to be confused with message boards or listservs because they use a “permalink” (a link to the permanent spot of the post in the Web log’s archive) for each individual post, display a calendar or a date record for accessing archives, and provide a Rich Site Summary (RSS) feed that organizes the content and allows the user to read posts in a separate reader or “aggregator”⁹ (Figure 1). Blood¹⁰ writes about the culture, theory, and creation of Web logs, and discusses the change of the nomenclature from the initial “wee-blog” proposed by Peter Merholz. The editors of the *Oxford English Dictionary* are considering the inclusion of the term *blog* in the next edition.⁷

A filter-style blog contains sieved information, such as articles pertinent to a specific field of study available on the Web, and provides a condensed interpretation of the topic material to colleagues, students, and/or friends. A diary-type blog, on the other hand, may be maintained by anyone who wishes to record simple thoughts, feelings, and/or daily reflections.¹⁰ When Web logs first surfaced on the Internet, they were cubbyholes of conversation for tech-savvy individuals who were

adept at creating personal Web pages. However, today there are numerous blogging technologies, which are user-friendly and available free to the public audience. Blood¹⁰ emphasizes that daily blogging will enhance positive writing skills, instill self-confidence in voicing personal opinions, and promote reflective thinking that in turn will allow the writer to appreciate his or her personal opinions or ideas. He further reports¹⁰ that a sense of empowerment may be assumed when a blogger publishes personal opinions, viewpoints, and creative ideas online.

A BLOGGER’S TOOLBOX

Blogs are easy and intuitive to create and use. Siemens¹¹ presents three methods of creating a blog: hosted, remote server, and desktop. There is an assortment of blog tools to choose from while brainstorming ideas for a blog spot. Within minutes a novice blogger can set up a free account by accessing a hosted service, such as Blogger.¹² Individuals may opt to have Blogger host the

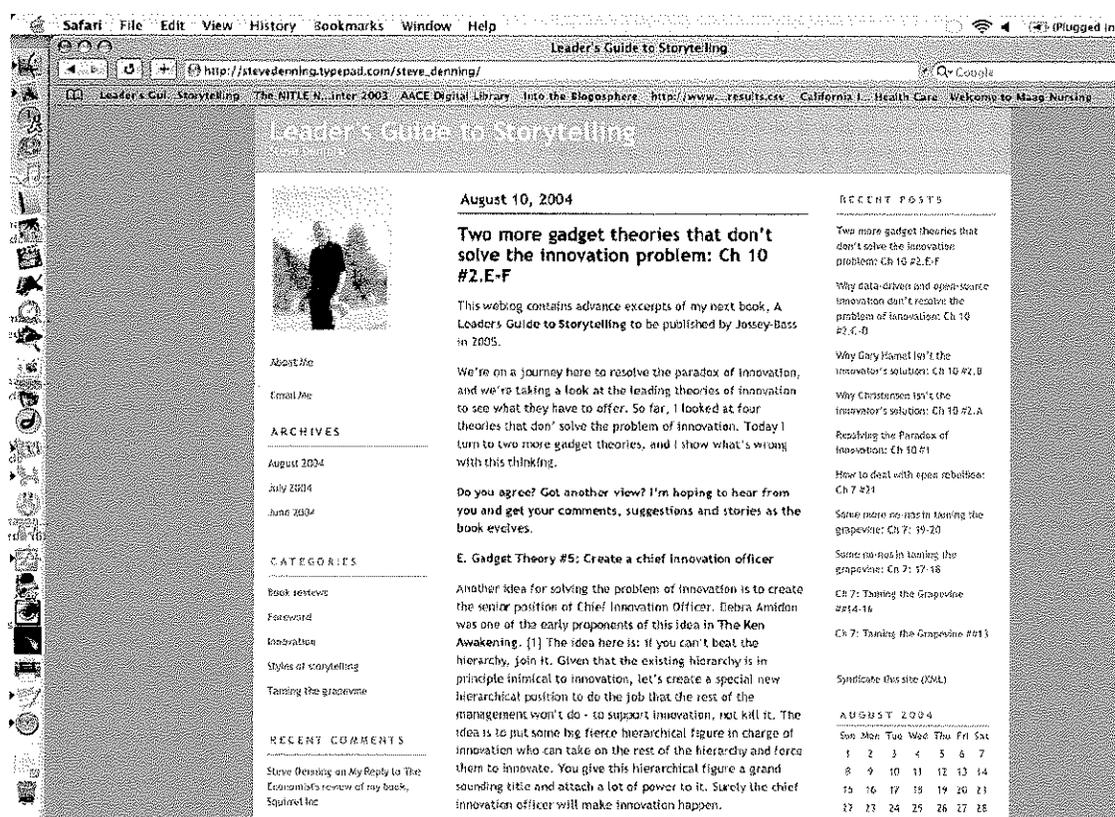


FIGURE 1. An example of Steve Denning’s blog created in “TypePad”. Note. Screenshot of “Leader’s Guide to Storytelling,” retrieved August 10, 2004, from <http://stevedenning.typepad.com/stevedenning/>. Reprinted with permission.

spot, or the blog may be posted to a personal Web site. Another method, involving some configuring skills, is the remote installation of a blog on a server. Moveable Type¹³ is a unique publishing service that provides individuals and/or corporations the opportunity to revise and oversee Web logs, Web sites, and journals. This publishing service allows noncommercial users to install on a server for free, or the company completes the installation for commercial sites for a nominal fee. Furthermore, users may install desktop blog tools on personal computers and then upload the blogs to a host site. Radio Userland¹⁴ is an inexpensive desktop program. The program provides Web hosting and upgrades for a period of 1 year. There is a plethora of available blog programs, and it is recommended to visit Blog-roots¹⁵ for an extensive reference of blog resources. A compendium of blog tools¹⁶ critiqued by the author is provided in Table 1. The Web-logging service Blogger¹² provides the user an intuitive "Create a blog in 3 easy steps." This is an example of how to publish a Web log in less than 1 minute (Figure 2). Educators may use Wink¹⁷ to create tutorials for students learning how to use Web-publishing software.

Once the blog has been constructed, the blogger may wish to add some tools to enable interactivity and recognition. The Web-based programs Haloscan¹⁸ and Moveable Type¹³ offer free interactive commenting and track-back services that may be used to supplement an

existing blog. The track-back service constitutes an incoming and outgoing "ping" support. The user determines which site(s) to ping when the user updates his or her blog spot. The concept of ping is similar to raising the red flag on a mailbox to notify the mailman that you have outgoing mail.¹⁹ The commenting feature invites and enables visitors to provide interactive feedback following the reading of a blog. To execute the commenting tool, the author simply cuts and pastes scripts (Java and HTML) into a template provided on the blog tool. A helpful characteristic of Haloscan is the user-friendly support forum, as well as a frequently asked questions (FAQs) area for newcomers to the site. Furthermore, the installation of a "search box" is straightforward and, therefore, the blogs may be easily archived by week, month, or year.

"How to Blog" books have been published with the novice blogger in mind.^{16,20,21} Journal articles, specifically directed at the use of blogs in general education, have been recently published.^{22,23} Ellis and Lewis²⁴ list a variety of Web logs being used as instructional tools, in schools nationwide.^{25,26} Moreover, one method of keeping up-to-date with reading many blogs is the use of an aggregating tool, such as the RSS, that allows for instant updates.^{6,7} According to Siemens,¹¹ "RSS is a way of creating a broadcast version of a blog or news page. Anyone who has frequently updated content and is willing to let others republish it can create the RSS

Table 1

Blog Tools to Explore*



	Blogger www.blogger.com/start	Live Journal www.livejournal.com/	Movable Type www.movabletype.org/	Radio Userland http://radio.userland.com/
General				
Hosted	Yes	Yes	No	No
Installed	No	No	Yes	Yes
Open source	No	Yes	No	No
Cost	"Pro": \$35.00/yr/user	"Paid": \$25.00/yr/user	Personal Edition: \$69.95	\$39.95/yr
User experience	Easy to use three-step quick process	Easy to use browser-based interface	Requires some Perl, Apache, and UNIX skills	Easy to set up the program, but requires time to grasp functionality
Provided security	May publish to personal Web site	A closed LiveJournal community discusses security breaches	Protect server from Common Gateway Interface script exploits	Security preferences set to ban remote access
User support				
E-mail	Yes	Yes	Yes	Yes
FAQs	Yes	Yes	Yes	Yes
How-to documents	Yes	Yes	Yes	Yes

*Adapted from Bausch et al.¹⁶



FIGURE 2. Create a blog homepage instructions from Blogger.com. *Note.* Screenshot of Blogger, retrieved August 10, 2004, from <http://www.blogger.com/start>. Reprinted with permission.

file.”^(p3) For example, students and faculty are able to receive up-to-date news feeds from Medscape Nursing Headlines,²⁷ MedicineNet Kids Health General,²⁸ and CNN: Health.²⁹ The provision of current awareness services may encourage aspiring writers to blog about what they have learned via an RSS. David³⁰ and Stern report blogs are replacing some burdensome e-mail listservs as a spam-free method of communicating online (E. A. Stern [me@estern.com], CARING Listserv 6327, August 9, 2004). Stern has used blogs for approximately 5 years and reports they have “advanced into remarkable tools for communication” (E. A. Stern [me@estern.com], e-mail, August 9, 2004). Educators have limited time to find information, and through RSS one may obtain necessary content material without combing through endless Web sites. Richardson²⁵ began authoring a Web log for fellow educators in 2001 and soon discovered that Web-logging could be utilized in classrooms as a tool for collaboration, Web authoring, and RSS feeds.

■ A “PUSH BUTTON” AWAY

Even someone who has never blogged before can easily construct a blog spot by using an Internet browser and a Web-logging publishing service. The updated version of Blogger¹² is user-friendly, visually pleasing, provides a comment area, and supports RSS. A step-by-step guide is provided here as a quick reference for the reader and future blogger. First, point your browser to <http://www.blogger.com/start> and notice a three-step method provided on the first Web page (see Figure 2). Pushing the “create your blog now” button will lead to a “create an account” page that requests the standard user name, password, and user’s e-mail address to be entered. Then click on the “continue” button, and it will lead to a “name your blog” page. On this page, enter the specific name of the blog (eg, Tucker’s Journal) and request for the blog URL. The URL is where the user will point to in order to read the blog. Web logs created by using Blogger software are by default

located at <http://www.NAME.blogspot.com/>. The critical aspect is to identify a specific "NAME" to be used in the URL. Once the URL has been entered, click on the "continue" button and choose from a wide assortment of Web templates or styles for the Web log. The template can be easily changed from time to time in order to add aesthetic variety to the personal blog spot. Click the "continue" button and a page will appear that confirms the blog has been successfully completed. At the bottom of this page, the user may click on an orange "start posting" arrow button. Once this button is selected, the user is led to a page that contains the specific name of the blog spot in a cobalt blue header, along with "posting," "settings," "template," and "view blog" tabs at the top of the Web page. Directly above the title of the post are three self-explanatory tabs: "create, edit posts," "status," and "view blog" (Figure 3). The user decides the title of the post, enters the text in the provided field on the screen, and then clicks the "publish" button. The post may be saved, spell checked, and/or previewed before being published on the Internet.

When the "settings" tab, located at the top of the Web page, is activated the user will see "basic," "pub-

lishing," "formatting," "comments," "archiving," "site feed," "email," and "members" links under the settings tab. The "basic" link provides an area where the user may type in a description of the blog spot. This description is automatically displayed under the blog's name on the Web log. Furthermore, the user may decide if the blog should or should not be added to Blogger's listings by selecting "yes" or "no" from a drop-down menu. If the user chooses not to be added to Blogger's listings of blogs, the Web log will not appear in the listings, but it will still be available on the Internet. Under the "publishing" setting the user may choose the default setting provided by Blogger, or he or she may choose the FTP for the blog to be hosted on another server. The "formatting" setting provides drop-down menus from which the blogger can choose dates, languages, time zones, and encoding options. In addition, the "comments" setting can be activated in order to allow the public to respond to posts on the blog. Blogger will alert the author with an e-mail when a comment has been posted to the blog. The user can determine the frequency of archiving posts to the blog site by selecting "daily," "weekly," "monthly," or "no

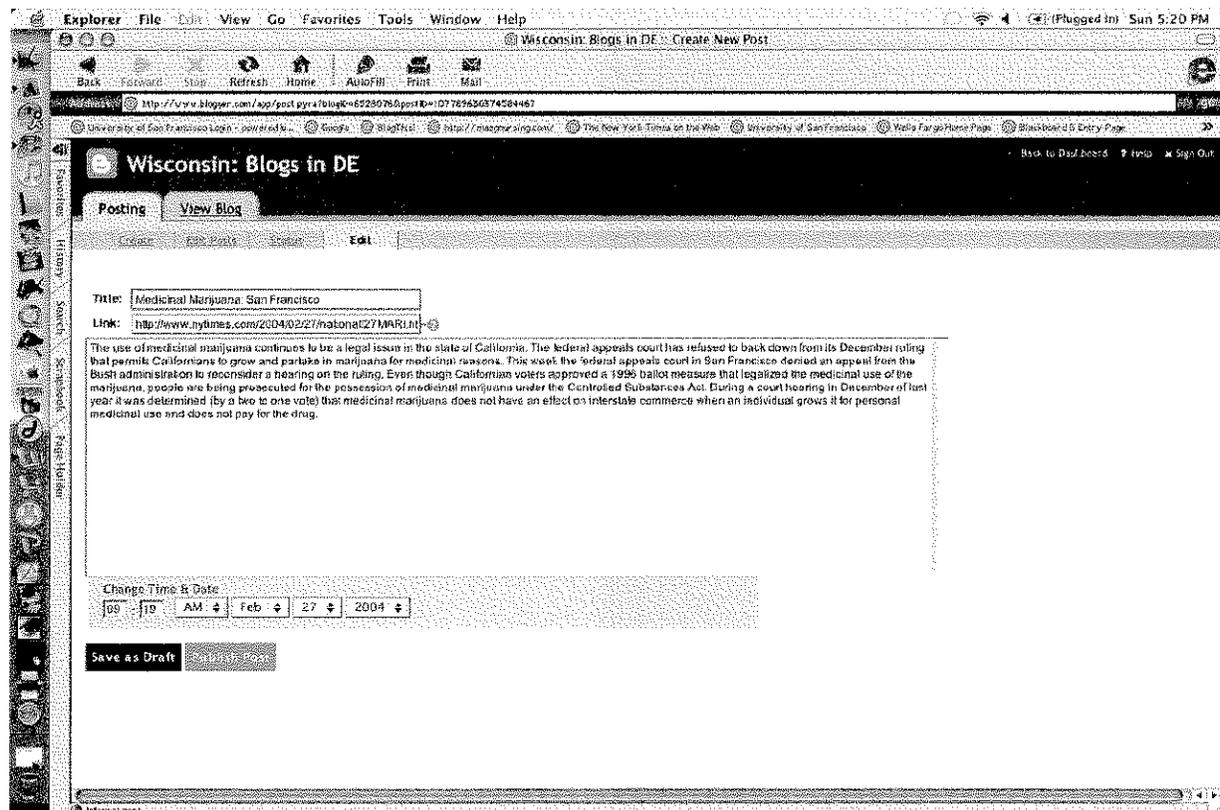


FIGURE 3. Example of a post from Blogger.com. *Note.* Screenshot of Wisconsin: Blogs in Distance Education (DE), retrieved August 10, 2004, from <http://www.blogger.com/app/post.pyra?blogID=6528076&postID=107789630374584467>. Reprinted with permission.

archives." It is possible to archive posts, such as students' written assignments, and save them as PDFs. An instructor may make comments to the assignment and attach the PDF to the student's blog. The "site feed" setting assists the user in setting up feeds from other sites that support syndication, thereby automatically inserting content, such as news headlines, discussion forums, and various data. Two other setting features are "email" and "members." If the user wishes to have a post e-mailed to an account, he or she can execute it by enabling the BlogSend address on the "email" setting. Open invitations to join a blog may be sent to whomever the user wishes to invite, thus allowing others to participate in the Internet community.

BLOGS AS EDUCATIONAL TOOLS

Ferdig and Trammell³¹ state there is a novel interest in using blogs in teaching and learning circles. Blogs are being used throughout the educational spectrum, from grammar to graduate school, as well as by faculty members who wish to share current research projects.³²⁻³⁴ Schroeder^{7,32,33} reports a communication ripple, with K/12 school technology coordinators disseminating resources and religiously following research developments in the use of technology through blogging. "With no fanfare and little promotion, the blog has been discovered by thousands of educators and is now linked to from hundreds of sites."^{7(p3)} The faculty at the University of Southern California's Annenberg School of Communication is pioneering the idea of blogging by assigning blogs in journalism courses.³⁵ The EdTechPost³⁶ offers a multitude of international blogs dedicated to technology and education. University faculty involved in distance education may find a relatively new evolving technology as a possible learning and content management system tool. Mobile blogs, also known as "Moblogging," may be created on any mobile phone. Winksite³⁷ allows an individual to create photo blogs or blog pages that can be accessed via a cell phone. Distance educators and students relying on telephone conferencing might benefit from using such technology tools as an advanced organizer or for sending e-mails via wireless technology. Winstanley³⁸ reports the use of a "stand alone" application for creating blogs on and from the palm OS device. Vagablog 1.9³⁹ supports Blogger, MovableType, Typepad,⁴⁰ and LiveJournal.⁴¹ Healthcare professional students may post to a course blog at their convenience by FTP-ing from a palm OS device.

According to Ferdig and Trammell,³¹ the pedagogical paradigm that supports the use of blogs in educational settings is Vygotsky's educational theory. Vygotsky,⁴² a Russian psychologist, believed children begin to learn

from social interaction. Children's community "is the source of all their concepts, ideas, facts, skills, and attitudes."^{43(p111)} Therefore, the person's social environment, or culture, plays an important role in determining which stimuli are choreographed and paid attention to by the individual. The construction of knowledge is the outcome of the social process of language development that occurs over a period of time.⁴³ However, Nash⁴⁴ argues that adult learners learn differently from the way children do, and require lived experiences as well as images, multimedia, audio, and biography to engage in creative written communication. Learners need real opportunities for writing and publishing the knowledge they have accrued over time. Hence, having the opportunity to publish their knowledge online, students can craft and often revise their writings, thereby providing a rich and satisfying learning environment. Blogs offer online spots where students can reflect and express their inner thoughts and feelings. Students reticent in face-to-face learning environments may be more comfortable with blogging for expressing their creative thoughts. Since blogs can be commented on, they offer a feedback feature that provides the learner with prospective scaffolding of novel thoughts.²³ Constructive peer feedback, a social process that is encouraged in education, assists with cognitive development and can enrich the craft of writing and publishing. According to a nurse educator, "The fact that students can reflect on a blogged message prior to responding makes me think that this has unique potential for helping students make deep personal connections to the subject matter. It is really hard for students to make deep connections in a regular classroom where we go over topics so quickly" (E. Capella, comment to <http://www.magnursing.com/> blog, August 20, 2004).

Betts and Glogoff,⁴⁵ professors at the University of Arizona, conducted a survey of students ($N = 43$) enrolled in a hybrid course, "Learning, Reading and Culture," and a virtual course, "Decision Making for Information Professionals," during the summer of 2003. The students enrolled in the hybrid course consisted of educators, researchers, and administrators interested in improving language skills. The master's students enrolled in the virtual course were, on the other hand, from various disciplines, such as library science and education. The researchers provided the students in both courses an informal survey at the end of the semester to determine the students' responses to the blogs used during the two courses. The main objective of having the students use the course blogs was to share learning experiences, present their comments to the instructor and peers, and to give them the means to demonstrate their knowledge of the specific learning principles covered in class. Without prompting from the instructor, the students enrolled in the online course created their own

virtual community by sharing their personal ideas about common topics of interest.

Students responding to the survey in the hybrid course ($n = 13$) reported no experience in Web publishing before the course. Six participants stated “yes” they would continue using the course blog⁵¹, five respondents indicated “yes” they would use Web log technology, and three students indicated they would “maybe” use a blog in a future educational setting. When asked what they liked best about using the course blog they responded with such comments as, “It was an opportunity to participate,” and “It was easily accessible and user friendly.”^{45(p2)} One participant stated that she enjoyed participating by writing and another student stated the course blog allowed for an extension of discussions without taking in-class time. When the researchers asked the students how they might use blog technology in the future, the responses included, “as a journal, for notes, to post examples, as a way to study ‘new literacies,’ and a way for scholars to discuss articles.”^{45(p2)} Furthermore, the students believed the technology provided an area for students to interact and dialogue.

Betts and Glogoff⁴⁵ report the majority (95%) of the students ($n = 30$) participating in the online course (IRLS613) were beginner bloggers, and 90% stated the course blog was a good method to learn how to acquire more knowledge about technology. Twenty-nine percent of the students joined another blog during the course of the semester, and 70% reported an intention to join another blog within 6 months. Moreover, 76% of the respondents stated they would use the course blog⁶¹³. A student’s note regarding the use of blogs as a “casual sharing of information” in the virtual course stated, “I almost got the feeling I was sitting in a coffee shop somewhere and the person next to me poring over the newspaper casually said, ‘Hey, did you hear about this new thing that just came out...?’”^{45(p2)} The aforementioned researchers report that this type of a student comment regarding blogs supports the idea that it provides a “sense of place” that e-mails, chat rooms, or discussion threads do not.⁴⁵

According to Betts and Glogoff,⁴⁵ the results of the informal survey show that some of the more reserved graduate students wrote lengthy blogs and reported the course blog as a “safe place” to communicate. Another graduate student constructed a blog for her eighth-grade English class following the course. She used NiceNet⁴⁶ software to develop an “author study research assignment” for her students. The teacher found that students using the blog in her English class demonstrated an increased level of assignment completion when compared with students who did not have access to the course blog. Furthermore, Betts and Glogoff⁴⁵ report Web log technology as an appropriate tool for the

“decision-making sciences” because it can be implemented for developing declarative or procedural methods of knowledge building. “Because the students taking the course came from different disciplines and professional backgrounds, there is potential to attract interest from a wider audience of teaching faculty in whose disciplines information acquisition, response strengthening, and knowledge construction are important.”^{45(p2)}

DISCUSSION AND IMPLICATIONS

The creation and publication of blogs by students from the healthcare profession can enhance their written and oral communication skills. The opportunity to instantly publish on the Web encourages students to write and, furthermore, provides them the chance to read thoughts authored by peers, faculty members, and preceptors. Clinical educators may encourage students to reflect and post journals regarding their interactions with patients and clinical staff on a regular basis. Information of a private nature may be password protected within a course management discussion board, or access to those entering the site from a specific domain may be limited.³² Reminding students that their blogs are public unless entries are password protected is important. Educators need to keep in mind the Family Education Rights and Privacy Act in order to respect and protect students’ privacy.³² An anonymous posting or a pseudonym may be used by the blogger in this case.

Other uses of blogs in education may be as electronic portfolios for institution-wide assessment and the establishment of professional credibility and reputation. Student may blogs for other students (eg, group discussions or a class coordinating tool).

Students writing blogs as personal reflective journaling or as a knowledge management tool for their own study purposes is another example of the use of blogs in education.⁴⁷

Another proposal for the use of blogs in the healthcare educational setting is public debate regarding simulations and scenarios that might occur in the clinical setting. A nursing school blog might motivate students to post their artwork, creative musings, and responses to case studies authored by instructors. Since many students are concerned about passing the National State Board Exams (NCLEX-RN), faculty may create a blog specific to concepts and questions that may appear in the examination, and the students may respond and debate the provided multiple-choice answers, thereby providing the means to make a collaborative effort in enhancing knowledge acquisition. Faculty members may comment on the students’ responses, and the students would automatically have a review site. Moreover, a

scholarly exchange of relevant items related to health professions' research efforts may be published via a blogging tool. An educator can model the importance of students' contributions to the professions' body of knowledge through writing and publishing. An example of a group blog is eCornell, written by faculty members at Cornell University, dedicated to the dissemination of research surrounding online education.⁴⁸

Students reading classmates' blogs as group work or part of an electronic social dialogue may motivate students to read more and increase the transfer of knowledge and enhance vocabulary skills. Instructors also may benefit from reading their own personal blogs or student's course work blogs as a means to reflect on their own practice as a healthcare educator. Furthermore, instructors may wish to read blogs written by educators from other disciplines as a pedagogical practice in order to stay current in one's profession. Healthcare educators may enhance their knowledge by reading RSS feeds from learning object repositories in order to keep up-to-date on current instructional methods.⁴⁷

TYPES OF BLOGS

The University of Wisconsin—Madison Medical School⁴⁹ hosts a Student Organization page that contains students' blogs about different topics related to students' experiences in medical school. Instructors are encouraged to create their own blogs before introducing blogging as a classroom activity. A simple Google search for a specific health profession blog will allow the instructor to contact the author and dialogue about the challenges and successes of their specific site. Educators may create blog sites that serve as multidisciplinary forums for healthcare professionals. An example of such a site is the Johns Hopkins Behavior and Health blog.⁵⁰ The public health blog sponsored by the Georgia State University Library⁵¹ provides current news articles, events, and resources from the Institute of Public Health. Healthcare and scientific topics, appearing in an aggregated news feed can be read and then a synopsis of the articles may be written and uploaded to a personal blog site.⁵² The primary goal is to disseminate synthesized current information related to concepts taught in an undergraduate pathophysiology course and to enhance learners' technology skills. The blog provides an opportunity for the nursing student to converse and state opinions about their knowledge acquisition, or discuss topics that were cut short in the classroom setting. Furthermore, the use of blogs in educational settings may set the stage for quantitative and qualitative research opportunities that investigate the effectiveness of Web-based instruction. A quantitative study is planned, to assess undergraduate nursing students' use

of blogs as reflective medical-surgical clinical journals as well as their general acceptance of this publishing technology. Also, the construction of individual Web logs for the purpose of developing electronic portfolios by Clinical Nurse Leader students is being explored.

CONCLUSION

Technological tools that promote critical thinking, synthesis and provision of information, as well as publication on the Internet are not to be ignored. Interactive content creation on the Internet harnesses the powerful nature of the Web and allows one to express his or her journalistic and communication capabilities in a social atmosphere.¹¹ Written communication is necessary in a multitude of healthcare circles to disseminate information on evidence-based practice and ultimately provide safer client care in an improved healthcare system. The art of blogging can unleash the hidden capabilities of aspiring writers and motivate expression of thoughts, ideas, and interests in real time. Most important, personal publishing via Web logs can be an excellent educational practice because the medium promotes self-directed versus teacher-directed learning, encourages self-reflection as a model of social experience and self-identity, and enriches the "process" of learning.⁵³ Perhaps more healthcare educators will seize the opportunity to introduce Web log genres,⁵⁴ such as journals, notebooks, filter Web logs, and RSS to students as a self-motivated and community-supported tool for learners of tomorrow.

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PURPOSE

The purpose of mandatory continuing education(CE)/compliance, as cited in the *Kentucky Nursing Laws* (KRS 314), is to require evidence of the nurse's efforts to maintain and update nursing knowledge and skills needed to make competent judgments and decisions in nursing practice, nursing administration, nursing education, and/or nursing research.

WHO MUST EARN

RENEWAL REQUIREMENTS FOR NEW LICENSEES

All licensees are exempt from the CE/competency requirement for the first renewal period of a Kentucky license issued by examination or endorsement. If an individual does not renew the original license, the exemption for the CE/competency is lost and all CE requirements must be met before the license can be reinstated.

REQUIREMENTS AFTER INITIAL LICENSE RENEWAL

All nurses, after first renewal of an initial Kentucky license, must validate the CE/competency requirement every year to renew the nursing license.

HIV/AIDS CE: House Bill 140 passed by the 2001 Regular Session of the General Assembly allows KBN to require the two hours of mandatory HIV/AIDS CE to be earned once every 10 years instead of once every two years. LPNs are required to earn the two contact hours of HIV/AIDS CE between the dates of 11/1/2001 and 10/31/2011; RNs between the dates of 11/1/2002 and 10/31/2012. Nurses audited for compliance in January 2012 and January 2013, respectively, will be required to show evidence of having earned the HIV/AIDS CE during the preceding 10-year period. The requirement will continue every 10 years thereafter. Nurses must maintain proof of earning the required CE for up to 12 years.

Domestic Violence CE: There is one-time only requirement to earn three contact hours of approved domestic violence CE within three years of initial licensure. As of May 1, 1998, graduates of Kentucky prelicensure nursing programs have had the domestic violence CE included in the nursing program.

Pharmacology CE: ARNPs are required to earn five contact hours of pharmacology education each licensure period.

Sexual Assault CE: Sexual Assault Nurse Examiners (SANE) credentialed nurses are required to earn five contact hours of approved sexual assault CE each licensure period (forensic medicine or domestic violence CE will meet this requirement).

WHEN

Starting with the 2005 renewal, LPNs will be required to renew their license yearly by October 31. RNs will begin the annual renewal process in 2006. The CE/competency earning period is the same as the licensure period, i.e., November 1 through October 31. Licensees who recently reinstated a lapsed license or who recently changed licensure from inactive to active status need to refer to the KBN website at <http://kbn.ky.gov> or contact the KBN office for information on required CE/competency for renewal of licensure.

TABLE 1

RN LICENSURE & EARNING PERIOD	FOR RENEWAL OF LICENSE BY	# CREDIT HOURS
11/01/2004 - 10/31/2006	10/31/2006	14 or equivalent *
LPN LICENSURE & EARNING PERIOD	FOR RENEWAL OF LICENSE BY	# CREDIT HOURS
11/01/2003 - 10/31/2005	10/31/2005	14 or equivalent *
11/01/2005 - 10/31/2006	10/31/2006	14 or equivalent *

* See page 2 for details of methods to validate competency.

HOW TO EARN CONTINUING EDUCATION

APPROVED NURSING CE/COMPETENCY

Nurses licensed by KBN must be able to provide validation of CE/competency for the earning period. Nursing CE is earned through successful completion of offerings presented by KBN approved or recognized providers. It is the responsibility of the licensee to determine prior to attending that the CE offering is presented by an organization approved or recognized by the Board to grant CE contact hours (refer to Table 2). The offering announcement and certificate of completion of approved nursing CE should include the KBN provider number and expiration date or indicate approval by a KBN recognized provider. The phrases "KBN approval pending" or "KBN approval applied for" are not acceptable approval statements and do not guarantee that approved CE would be earned. A recognized offering should have an approval source as listed in Table 2. HIV/AIDS education courses approved by the Kentucky Cabinet for Health Services are recognized by KBN.

According to Kentucky Administrative Regulation 201 KAR 20:215, validation of CE/competency must include **one** of the following:

- (1) Proof of earning 14 approved contact hours; **OR**
- (2) A national certification or recertification related to the nurse's practice role (in effect during the whole period or initially earned during the period); **OR**
- (3) Completion of a nursing research project as principal investigator, coinvestigator, or project director. Must be qualitative or quantitative in nature, utilize research methodology, and include a summary of the findings; **OR**
- (4) Publication of a nursing related article; **OR**
- (5) A professional nursing education presentation that is developed by the presenter, presented to nurses or other health professionals, and is evidenced by a program brochure, course syllabi, or a letter from the offering provider identifying the licensee's participation as the presenter of the offering; **OR**
- (6) Participation as a preceptor for at least one nursing student or new employee undergoing orientation (must be for at least 120 hours, have a one-to-one relationship with student or employee, may precept more than one student during the 120 hours, and preceptorship shall be evidenced by written documentation from the educational institution or preceptor's supervisor); **OR**
- (7) Proof of earning 7 approved contact hours, PLUS a nursing employment evaluation that is satisfactory for continued employment (must be signed by supervisor with the name, address, and phone number of the employer included), and cover at least 6 months of the earning period.

ORGANIZATIONS

TABLE 2

NATIONAL NURSING ORGANIZATIONS RECOGNIZED BY THE KENTUCKY BOARD OF NURSING FOR APPROVAL OF CONTINUING EDUCATION OFFERINGS

- ♦ American Academy of Nurse Practitioners (AANP)
- ♦ American Association of Critical Care Nurses (AACN)
- ♦ American Association of Nurse Anesthetists (AANA)
- ♦ American College of Nurse-Midwives (ACNM)
- ♦ American Nurses Credentialing Center (ANCC) of the American Nurses Association (ANA)
- ♦ Accredited Providers Including ANA Constituent State Nurses' Associations
- ♦ Association of Women's Health, Obstetrical and Neonatal Nurses (AWHONN)
- ♦ National Association of Nurse Practitioners in Women's Health
- ♦ National Association of Pediatric Nurse Associates & Practitioners (NAPNAP)
- ♦ National Association for Practical Nurses Education & Service (NAPNES)
- ♦ National Federation of Licensed Practical Nurses (NFLPN)
- ♦ National League for Nursing (NLN)
- ♦ Other State Boards of Nursing

HIV/AIDS CE approved through the Cabinet for Health Services (CHS) is also accepted. For additional information, contact the AIDS Education Program at 502-564-6539 or visit their website at <http://chfs.ky.gov/dph/hivaids.htm>.

HOW TO EARN CONTINUING EDUCATION (cont.)

INDIVIDUAL REVIEW OF OFFERINGS PRESENTED BY ORGANIZATIONS NOT RECOGNIZED BY THE BOARD

Contact the KBN office or <http://kbn.ky.gov> to obtain an individual review application; complete and return to the Board office with requested materials and application fee (currently \$10). Within six weeks of receipt of the submitted materials, KBN will notify the individual of the review outcome, i.e., approval or rejection. A notification of CE/competency approval should be retained for a minimum of five years. Individual review is not required if an offering is approved for continuing education by an organization recognized by the Board (refer to Table 2).

SUCCESSFULLY COMPLETE HOME/SELF-STUDY OFFERING REQUIREMENTS

Licensees, regardless of site of residence, are eligible for earning all required contact hours from home/self-study offerings approved by and/or recognized by the Board (Table 2). Following completion of the home/self-study offering, submit the requested materials to the provider as directed. Retain a certificate of successful completion ("Pass") to document earning of approved contact hours for a minimum of five years.

SUCCESSFULLY COMPLETE ELIGIBLE ACADEMIC (COLLEGE CREDIT) COURSE(S)

Academic courses applicable to nursing practice and appropriate for the nurse employed in fields of clinical practice, administration, education, or research may meet the continuing education (CE) requirements. [One semester credit hour equals 15 contact hours; one quarter credit hour equals 12 contact hours.] Nursing courses, designated by a nursing course number, and social or physical sciences, such as courses in Psychology, Biology, or Sociology, will meet the CE requirements for relicensure.

Prelicensure general education courses, either electives or designated to meet degree requirements, are not acceptable. CPR/BLS, inservice education, or nurse aide training are not acceptable for nursing CE.

VERIFYING CONTINUING EDUCATION

VERIFY PROOF OF CONTINUING EDUCATION/COMPETENCY

Individual licensees should retain for a minimum of five years all copies of certificates of attendance (grade reports, pass-fail certificates, or other documents) verifying successful completion of CE/competency offerings. A certificate of attendance shall specify offering title, date, number of contact hours, and approval source (KBN or other KBN recognized approver).

At the time of license renewal, an applicant is required to certify that he/she has met or is exempt from the required CE/competency earnings.

Following each licensure renewal period, individuals are randomly selected for audit, and will be required to submit copies of certificates of attendance to document approved CE/competency earnings. The Board reserves the right to request proof of compliance with CE/competency requirements from any and all licensees at anytime.

Domestic violence CE certificates should be retained for as long as a nurse holds a current/active license in Kentucky. HIV/AIDS CE certificates must be retained for the duration of its eligibility for licensure.

FOR ADDITIONAL INFORMATION

For additional information, visit the KBN website at <http://kbn.ky.gov>. You can contact Mary Stewart, Continuing Competency Program Coordinator, at 502-429-3300 or 800-305-2042, Ext. 237. You may also reach her by email at MaryD.Stewart@ky.gov.

LICENSED PRACTICAL NURSING PROGRAMS

ASHLAND COMMUNITY & TECHNICAL COLLEGE - ROBERTS DR. CAMPUS
4818 Roberts Drive
Ashland, KY 41102
800-928-4256
www.ashlandtc.org

IBIG SANDY COMMUNITY & TECHNICAL COLLEGE
513 Third Street
Paintsville, KY 41240
606-789-5321
www.bigsandy.kctcs.edu

BOWLING GREEN TECHNICAL COLLEGE - GLASGOW CAMPUS
129 State Avenue
Glasgow, KY 42141
270-901-1201
www.bgtc.net/lpn/home.html

CENTRAL KENTUCKY TECHNICAL COLLEGE - LEXINGTON CAMPUS
308 Vo-Tech Road
Lexington, KY 40511-2626
859-246-2400
www.kctcs.edu

CENTRAL KENTUCKY TECHNICAL COLLEGE - DANVILLE CAMPUS
59 Corporate Drive
P.O. Box 2287
Danville, KY 40423-2287
859-239-7030
www.cktc.net

ELIZABETHTOWN TECHNICAL COLLEGE
620 College Street Road
Elizabethtown, KY 42701
270-766-5133
www.elizabethtowncc.com

GATEWAY COMMUNITY & TECHNICAL COLLEGE
790 Thomas More Pkwy.
Edgewood, KY 41017
859-341-5200
www.gateway.kctcs.edu

HAZARD COMMUNITY & TECHNICAL COLLEGE
101 Vo-Tech Drive
Hazard, KY 41701
606-435-6101
www.hazard.kctcs.edu

THE HEALTH INSTITUTE OF LOUISVILLE
612 S. Fourth Street, Suite 400
Louisville, KY 40202
502-582-2305
www.nursingcareer.com

HOPKINSVILLE COMMUNITY COLLEGE
Box 2100 North Drive
Hopkinsville, KY 42241-2100
270-886-3921
www.hopcc.kctcs.edu

JEFFERSON TECHNICAL COLLEGE
800 W. Chestnut Street
Louisville, KY 40203
502-213-4232
www.jtc.kctcs.edu

LAUREL TECHNICAL COLLEGE
235 South Laurel Road
London, KY 40744
606-679-8501
www.lautc.net

MADISONVILLE TECHNICAL COLLEGE - HEALTH EXT.
750 North Laffoon Street
Madisonville, KY 42431
270-824-7552
www.madtc.kctcs.edu

MAYSVILLE COMMUNITY COLLEGE
1755 US 68
Maysville, KY 41056
606-759-7141
www.maycc.kctcs.net

OWENSBORO COMMUNITY & TECHNICAL COLLEGE
4800 New Hartford Road
Owensboro, KY 42303
270-686-4546
www.owecc.net

ROWAN TECHNICAL COLLEGE
609 Viking Drive
Morehead, KY 40351
606-783-1538
www.rowtc.kctcs.edu

SOMERSET TECHNICAL COLLEGE
808 Monticello Street
Somerset, KY 42501-2973
606-679-8501
www.somerset.kctcs.edu

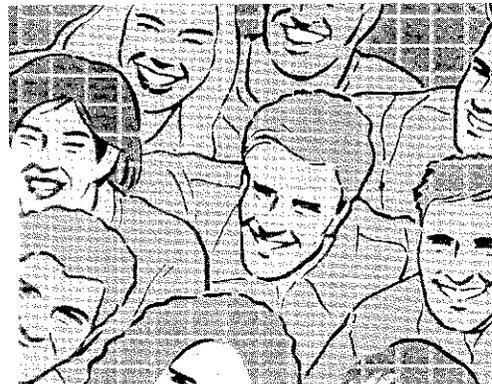
SOUTHEAST COMMUNITY & TECHNICAL COLLEGE
700 College Road
Cumberland, KY 40823
606-589-2145
www.secc.kctcs.edu

SPENCERIAN COLLEGE
4627 Dixie Highway
Louisville, KY 40216
502-449-7850
www.spencerian.edu

WEST KY COMMUNITY TECHNICAL COLLEGE
4810 Alben Barkley Drive
P.O. Box 7380
Paducah, KY 42002-7380
270-534-3484
www.westkentucky.kctcs.edu

NURSING . . .

Multiple Educational Choices Unlimited Career Potential



Consider a Nursing Career

Nursing is essential to the delivery of quality health care and its contributions are significant to the economy of the Commonwealth of Kentucky. Nurses are the largest component of the health care workforce. There are over 60,000 licensed nurses and 50,000 Unlicensed Assistive Personnel in Kentucky. Over 90 percent of this population are actively working in the state. While approximately 2,000 newly licensed nurses are added to the workforce each year; many more are needed to meet present demands.

Nursing as a discipline is both an art and an applied science. Nursing roles have developed in response to societal needs. Nurses are involved with disease prevention, health promotion, health protection, and curative and restorative care. The scope of nursing practice today includes many roles and requires various levels of educational preparation. All nurses share three major nursing roles . . . Provider of Care, Manager of Care and Member of the Discipline. There are five distinct nursing education levels . . . Nurse Aide, Licensed Practical Nursing, Associate Degree Nursing, Bachelor of Science in Nursing and Master of Science in Nursing.

THE WORK OF NURSES

Nurses function as providers and managers of care. As a Provider of Care nurses use a systematic process and appropriate resources to assist clients in meeting health needs in an evolving health system. Nurses, as members of a multi-disciplinary health care team, make independent and dependent decisions that shape the design and coordination of client care in a variety of settings. As a Manager of Care, nurses assure that the right care is given at the right time, in the right setting, at the right cost to achieve desired outcomes. Nurses are also members of a profession. As a Member of the Discipline, nurses are accountable for a practice reflecting the legal and professional standards governing nursing. Nurses are responsible for life-long learning that supports ethical practice and an appropriate set of caring values. Whatever the nursing function, the following activities are inherent in each of the nursing roles, and are developed with increasing complexity at each educational level.

- **The nurse develops and implements a plan of care that promotes and maintains optimum health status.**
- **The nurse assists with implementation of the medical plan of care.**
- **The nurse participates in a complex ongoing interactive communication process that forms the basis for professional relationships.**
- **The nurse coordinates and facilitates resource management and collaboratively interacts with others to achieve desired outcomes.**
- **The nurse as an advocate assures that the client welfare prevails.**
- **The nurse teaches and counsels to promote knowledge acquisition and behavioral changes that support optimum health status.**
- **The nurse as a scholar demonstrates a professional commitment to life-long learning and scientifically based practice.**

NURSING EDUCATION OPPORTUNITIES

NURSE AIDE

The nurse aide functions under the supervision of licensed nurses (RN or LPN) and assists in giving care related to meeting the hygiene, comfort, exercise, safety, and elimination needs of residents or clients. Lifting and moving residents or clients, observing and reporting client conditions, collecting specimens and giving emotional comfort are all part of being a nurse aide. State laws and rules may designate nurse aide roles and responsibilities.

Secondary or post-secondary educational institutions and other state approved providers may offer Nurse Aide programs. The nurse aide program is a minimum of 75 hours in lecture and clinical experience that prepares the individual to take both a written and a performance test to validate competence. Upon successful completion of the nurse aide program and testing to validate competency, the nurse aide is placed on the state nurse aide registry to verify that the nurse aide is in good standing. Good standing on the nurse aide registry is a federal requirement to work in any long-term care facility that receives federal funds.

LICENSED PRACTICAL NURSING (LPN)

Licensed practical nurses are integral members of the health care system. They are prepared to provide nursing care and health promotion activities to individuals across the life span in various health care settings under the direction of the registered nurse, physician or dentist. The practical nurse is expected to think critically and solve problems in client care situations. The practical nurse assists with all phases of nursing care from basic acute care, long-term care, clinics, home health agencies, ambulatory care centers, and physician offices.

A licensed practical nurse completes an approved program in a technical college or private institution that requires at least 1 year of full-time study. Studies include nursing, body structure and function, basic psychology, pharmacology, math, and communication skills. Graduates of an approved program take a licensing examination for practical nursing (NCLEX-PN). Upon passing the NCLEX-PN and meeting other state requirements, the graduate receives a license to practice as a licensed practical nurse (LPN) in Kentucky.

ASSOCIATE DEGREE NURSING (RN)

Associate degree nurses are prepared to function in various health care settings as providers of care, managers of care, and members within the discipline of nursing. They perform acts, which require special knowledge in the psychological, biological, physical and social sciences in the application of nursing knowledge to client care situations.

Associate degree nursing programs are offered at universities, colleges and community colleges and requires at least two years of full-time study (60-72 credit hours). The curriculum and clinical practice reflects current trends in health care. Courses in the sciences, humanities, and nursing provide the foundation of the program. Nursing courses include classroom, laboratory and clinical experiences that enhance learning. Graduates of an approved program, take a licensure examination for registered nursing (NCLEX-RN). Upon passing the NCLEX-RN and meeting other state requirements, the graduate receives a license to practice as a registered nurse (RN) in Kentucky.

BACHELOR OF SCIENCE DEGREE IN NURSING (RN)

BSN nursing education programs are usually based in colleges and universities and are four years in length (120-140 semester credit hours) and prepare individuals to practice professional nursing as a generalist. The program of study emphasizes courses in the natural sciences, social and behavioral sciences, and the humanities.

Approximately one-half of the curriculum consists of general education courses. Major foci in baccalaureate nursing education are to develop critical decision making skills, exercise independent nursing judgment, and acquire management and research skills.

Graduates of baccalaureate nursing programs are prepared to provide health promotion and health restoration care for individuals, families, and groups in a variety of institutional and community settings. The usual degree awarded is the Bachelor of Science in Nursing (BSN). Graduates of an approved program, take a licensure examination for registered nursing (NCLEX-RN). Upon passing the NCLEX-RN and meeting other state requirements, the graduate receives a license to practice as a registered nurse (RN) in Kentucky. Registered nurses with an associate degree who return to school for a bachelor's degree do not re-take the licensing examination.

MASTERS OF SCIENCE DEGREE IN NURSING (RN) OR (ARNP)

This degree in nursing is a specialist degree. A registered nurse concentrates study in one particular area of nursing and becomes an expert in that area. That area of concentration may be nursing administration, adult health, community health, maternal-child health, women's health, mental health, gerontology, nursing education, rehabilitation care, and/or advanced practice in anesthesiology, pediatric nurse practitioner, family nurse practitioner, and nurse midwife. Most masters degree programs are restricted to nurses who have a BSN degree and require approximately 36-46 credit hours. A few programs offer the ADN to MSN degree option to qualified Registered Nurses.

Upon graduation most programs require the graduate to pass a comprehensive written or oral examination or prepare a research thesis. The graduate of the Masters in Science in Nursing (MSN), or the Master of Science with a major in nursing degree (MS) may be eligible to take a national certifying examination which qualifies the nurse for registration by the state as an advanced registered nurse practitioner (ARNP).

FOR A NURSING CAREER

- **Set your educational goals**
- **Contact the school(s) of your choice for academic program, financial aid information, and scholarship opportunities.**
- **BEGIN YOUR NURSING EDUCATION!**

For Additional Information Contact:

Kentucky Nursing Mobility Task Force

P.O. Box 2616

1400 South First Street

Louisville, KY 40201-2616

Phone: 502-637-2546

Toll Free: 800-348-5411

Fax: 502-637-8236

E-mail: contact@kentucky-nurses.org

BACHELORS OF SCIENCE IN NURSING PROGRAMS

!*BELLARMINE UNIVERSITY
Lansing School of Nursing - Miles Hall
2001 Newburg Road
Louisville, KY 40205-0671
502-452-8214
www.bellarmine.edu

!*BEREA COLLEGE
CPO 2190 College Station
Berea, KY 40404
859-985-3390
www.berea.edu

***EASTERN KENTUCKY UNIVERSITY**
Rowlett Bldg., Rm 223
521 Lancaster Avenue
Richmond, KY 40475-3102
859-622-1956
www.eku.edu

KENTUCKY CHRISTIAN COLLEGE
KCC Box 2047
100 Academic Pkwy.
Grayson, KY 41143-2205
606-474-3271
www.kcc.edu

!*MOREHEAD STATE UNIVERSITY
UPO 715
Morehead, KY 40351
606-783-5173
www.moreheadstate.edu

!*MURRAY STATE UNIVERSITY
120 Mason Hall
P.O. Box 9
Murray, KY 42071-3302
270-762-2193
www.murraystate.edu

!*NORTHERN KENTUCKY UNIVERSITY
Albright Health Center
Nunn Drive
Highland Heights, KY 41099-1202
859-572-5248
www.nku.edu

!*SPALDING UNIVERSITY
851 S. Fourth Street
Louisville, KY 40203-2188
502-585-7125
www.spalding.edu

***THOMAS MORE COLLEGE**
333 Thomas More Pkwy.
Crestview Hills, KY 41017
859-344-3413
www.thomasmore.edu

***UNIVERSITY OF KENTUCKY**
315 CON/HSLC Bldg.
760 Rose Street
Lexington, KY 40536-0232
859-323-5815
www.uky.edu

***UNIVERSITY OF LOUISVILLE**
School of Nursing, HSC
555 S. Floyd Street
Louisville, KY 40292
502-852-5366
www.louisville.edu

!*WESTERN KENTUCKY UNIVERSITY
AC111
1 Big Red Way
Bowling Green, KY 42101-3576
270-745-3391
www.wku.edu

ASSOCIATE DEGREE NURSING PROGRAMS

!*ASHLAND COMMUNITY & TECHNICAL COLLEGE
1400 College Drive
Ashland, KY 41101
606-326-2087
www.ashland.kctcs.edu

!*EASTERN KENTUCKY UNIVERSITY
Rowlett Building, Room 220
521 Lancaster Avenue
Richmond, KY 40475-3102
859-622-1942
www.eku.edu

!*ELIZABETHTOWN COMMUNITY COLLEGE
600 College Street Road
Elizabethtown, KY 42701
270-769-2371
www.elizabethtowncc.com

!HAZARD COMMUNITY & TECHNICAL COLLEGE
Lees College Campus
601 Jefferson Avenue
Jackson, KY 41339
606-666-7521
www.hazcc.kctcs.net

!*HENDERSON COMMUNITY COLLEGE
2660 South Green Street
Henderson, KY 42420-4699
270-830-5330
www.hencc.kctcs.edu

!*HOPKINSVILLE COMMUNITY COLLEGE
Box 2100 North Drive
Hopkinsville, KY 42241-2100
270-886-3921
www.hopcc.kctcs.edu

!*JEFFERSON COMMUNITY COLLEGE
109 E. Broadway
Louisville, KY 40202
502-213-2292
www.jctc.kctcs.net

!*KENTUCKY STATE UNIVERSITY
400 East Main Street
Frankfort, KY 40601
502-597-5957
www.kysu.edu

!*LEXINGTON COMMUNITY COLLEGE
303-D Oswald Building
Cooper Drive
Lexington, KY 40506-0235
859-257-4872
www.uky.edu/LCC

!*LINCOLN MEMORIAL UNIVERSITY-CORBIN
Cumberland Gap Parkway
Harrogate, KY 37752
423-869-6319
www.lmunet.edu

!*MADISONVILLE COMMUNITY COLLEGE
750 North Laffoon Street
Madisonville, KY 42431
270-824-7552
www.madcc.kctcs.edu

!MAYSVILLE COMMUNITY COLLEGE
1755 US 68
Maysville, KY 41056
606-759-7141
www.maycc.kctcs.edu

***MIDWAY COLLEGE**
512 E. Stephens Street
Midway, KY 40347-1120
859-846-5335
www.midway.edu

!*MOREHEAD STATE UNIVERSITY
UPO 715
Morehead, KY 40351-1689
606-783-2297
www.morehead-st.edu

!NORTHERN KENTUCKY UNIVERSITY
Albright Health Ctr.
Nunn Drive
Highland Heights, KY 41099-1202
859-572-5248
www.nku.edu

!OWENSBORO COMMUNITY & TECHNICAL COLLEGE
4800 New Hartford Road
Owensboro, KY 42303
270-686-4546
www.owecc.net

!PIKEVILLE COLLEGE
147 Sycamore Street
Pikeville, KY 41501-1194
606-218-5750
www.pc.edu

!PRESTONSBURG COMMUNITY COLLEGE
One Bert T. Combs Drive
Prestonburg, KY 41652-9502
606-886-3863
www.bigsandy.kctcs.edu

***SOMERSET COMMUNITY COLLEGE**
808 Monticello Street
Somerset, KY 42501-2973
606-679-8501
www.somcc.kctcs.edu

!*SOUTHEAST COMMUNITY & TECHNICAL COLLEGE
700 College Road
Cumberland, KY 40823
606-589-2145
www.secc.kctcs.edu

SPENCERIAN COLLEGE
4627 Dixie Highway
Louisville, KY 40216
502-449-7850
www.spencerian.edu

ST. CATHARINE COLLEGE
2735 Bardstown Road
St. Catharine, KY 40061
859-336-5082
www.sccky.edu

!*WEST KY COMMUNITY & TECHNICAL COLLEGE
P.O. Box 7380
Paducah, KY 42002-7380
270-534-3342
www.westkentucky.kctcs.edu

!*WESTERN KENTUCKY UNIVERSITY
2355 Nashville Road, So. Campus
Bowling Green, KY 42101
270-780-2502
www.wku.edu

All Programs Approved by the Kentucky Board of Nursing.

! Each nursing program listed below with an (!) has committed to implementing the mobility model and pledged to assure that the maximum benefit of prior learning outcomes be credited in the current nursing program. The Kentucky Board of Nursing approves all the LPN, ADN and BSN programs listed.

* Programs Accredited by the Commission on Collegiate Nursing or the National League for Nursing Accrediting Commission.