



Kentucky Board of Nursing

Programs of Nursing Update

Spring/Summer 2011

Questions? Contact: Patty Spurr, Education Consultant @ 502-429-3333; Patricia.Spurr@ky.gov

Kentucky Educational Regulations—Faculty Essentials Sessions for 2011-2012

Program The general purpose of this program is to introduce program administrators and nursing faculty to the educational regulations for the Commonwealth of Kentucky.

Outcomes At the completion of this program, participants will be able to:

1. Articulate the Mission of the Board of Nursing
2. Specify the role of the Board in relation to the Registered and Practical nursing programs
3. Describe the roles and responsibilities of the nursing program administrator and faculty in Kentucky Board-approved nursing education programs
4. Outline the provisions in the Registered and Practical Nurse Law and Administrative Regulations that relate to nursing education programs
5. Explain the process for ongoing program compliance and reporting to the Board
6. Describe the licensure and permit application process to include NCLEX®

The sessions are open to anyone from a program who is involved with the nursing program and would like to become acquainted with the regulations governing operation of a program. All sessions are held at the Board Office.

The dates for the new academic year include:

- September 30, 2011 • December 2, 2011 • March 2, 2012 • April 13, 2012

The program begins at 9 a.m. and ends at approximately 2 p.m. (give or take a little depending on the group). To cover some of the costs, we must charge a nonrefundable \$25 fee for the session. This \$25 will include: light breakfast, snacks, lunch, and materials. The fee should be received prior to attendance to secure your place at the session. Registration is limited to 20 individuals each date. Continuing education hours are awarded (6.0 CH). Reserve your spot early. This can be done by e-mailing Lila Hicks @ LilaA.Hicks@ky.gov.

2011 KBN Conference: Accountability from Personal to Organizational

Accountability calls for professionals to be subject to the obligation to report, explain, or justify something; responsible; answerable. In nursing, to whom are we accountable? Who are the many stakeholders that rely on our knowledge and skills on a daily basis? The Kentucky Board of Nursing sponsors a bi-annual conference to bring together nursing leaders to network and explore topics that are timely and essential to the healthcare of the citizens of the Commonwealth. This program will

explore accountability from a personal perspective moving to an organizational one. We are also very excited to have the opportunity for Dr. Melissa Currie to speak on the new state competency requirement related to Pediatric Abusive Head Trauma or "Shaken Baby Syndrome."

Registration Forms Are Included at the end of this newsletter.

Fingerprint Cards for FBI Background Check

All fingerprint cards are to be sent directly to the Kentucky State Police (KSP) with a check or money order payable to the Kentucky State Police. Effective immediately, fingerprint cards received at KBN will be returned to the individual applicant, delaying our ability to make the applicant eligible to sit for NCLEX. The address for the KSP is: *Kentucky State Police, Records Division, 1266 Louisville Road, Frankfort, KY 40601.*

We will distribute cards in bulk to the programs in the Spring and the Fall. Individual cards can be requested via a link on <http://www.kbn.ky.gov/apply/courtnet.htm>.

Thanks for your assistance in disseminating this information.

Accurate and Timely Completion of Faculty Appointment Forms

A message from Lila--

Having processed innumerable faculty appointment forms resulting from annual report follow-up and the faculty update process for each program, I beg you to endeavor to submit appointment forms as required (within 30 days of appointment) and ensure each is complete and accurate. So many forms are submitted with questions not answered and blanks left unfilled, getting them completed becomes mind numbing and tedious as the program and I communicate back and forth.

I've put some instructions together and you'll find them at http://www.kbn.ky.gov/education/pon_resources/Forms.htm as well as the most recent versions of appropriate appointment forms (for nurse faculty, clinical faculty, and program administrator). They're in Word so you can open and save them to your computer.

http://www.kbn.ky.gov/education/pon_resources/Forms.htm

Understanding the Importance of the Authorization to Test (ATT) Letter

After a candidate is declared eligible by their board of nursing in the Pearson VUE system, they will receive their ATT letter. Candidates must have their ATT letter to schedule an appointment to take the NCLEX® examination. The ATT letter must be presented at the test center on the day of their examination in order to be admitted. Candidates will not be admitted to the examination without their ATT letter and will be required to reregister and repay to take the examination at another time.

The ATT letter contains the authorization number, candidate identification number and an expiration date. Each ATT letter is valid for a period of time specified by the board of nursing (varies from 60 days to 365 days; however, the average is 90 days). Once the board of nursing declares eligibility and

the ATT letter is issued, candidates must test within the validity dates of their ATT letter.

The ATT validity dates cannot be extended for any reason. If candidates do not test within these dates, they will have to reregister and repay the examination fee.

Kentucky Certified Nurse Educators (CNE)

In 2005 the National League for Nursing (NLN) unveiled the Certified Nurse Educator (CNE) program with a mission to "recognize excellence in the advanced specialty role of the academic nurse educator." Since then numerous nurse educators nationwide have achieved this certification and we want to recognize those in Kentucky who have the CNE credential behind their names. The list below is not all-inclusive and we need your help to ensure all individuals are included before we publish a list in the KBN Connection. Please write to Lila @ LilaA.Hicks@ky.gov with any additions. THANK YOU!

Cathy	Abell	Shari	Gholson	James	Rentschler
Frances	Anderson	Janet	Gross	Janie	Richie
Linda	Ballard	Kimberly	Harris	Donna	Ricketts
Virgie	Barnes	Connie	Heflin	Beverly	Rowland
Loretta	Bond	Nikole	Hicks	Vanessa	Sammons
Kim	Botner	Martha	Hofmann	Karen	Shindhelm
Peggy	Bozarth	Teresa	Howell	Beverly	Siegrist
Crista	Briggs	Terry	Jepson	Ida	Slusher
Jennifer	Carroll	Stephanie	Johnson	Tammy	Smith
Margie	Charasika	Myra	Jones	Patricia	Spurr
Wendy	Clayton	Janie	Kitchen	Claudia	Stoffel
Cheryl	Clevenger	Dara	Lanman	Liz	Sturgon
Madonna	Combs	Deborah	Long	Susan	Taylor
Donna	Corley	Ann	Lyons	Rachel	Terry
Audrey	Cornell	Patricia	Martin	Linda	Thomas
Karen	Damron	Teresa	Mauk	Aimee	Thompson
Robin	Dennison	Lucille	Mays	Peggy	Tudor
Claudia	Diebold	Barbara	Minix	Michele	Walters
Melanie	Duke	Lora	Moore	Marshia	White
Loretta	Elder	Erla	Mowbray	Brenda	Wilburn
Jody	Epperson	Susan	Mudd	Mary Gail	Wilder
Carol	Evans	Carolyn	Neal	Jackie	Wofford
Teresa	Ferguson	Betty	Olinger	Patricia	Woods
Cynthia	Frazer	Tracy	Ortelli	Yi-Mei	Yen
Mary	Fuller	Emily	Piercy	Nancy	York
Brenda	Gamblin	Lisa	Proctor		
Dawn	Garrett-Wright	Susan	Redick		

NCSBN Publishes New Research Briefs

Chicago - The National Council of State Boards of Nursing (NCSBN) sets an ambitious research agenda designed to advance the science of nursing regulation. NCSBN recently added to its body of research with the publication of two new briefs titled *Report of Findings from the 2010 Knowledge Survey of Nurse Aides Employed in Nursing Homes/Long-term Care, Hospitals/Acute Care and Community/Home Health Care Settings* and *2009 Nurse Licensee Volume and NCLEX Examination Statistics*.

Report of Findings from the 2010 Knowledge Survey of Nurse Aides Employed in Nursing Homes/Long-term Care, Hospitals/Acute Care and Community/Home Health Care Settings (at <https://www.ncsbn.org/359.htm>) reports the importance ratings of statements listing the knowledge needed by certified entry-level nurse aides/nursing assistants employed in various health care settings. The results of this study (i.e., the important knowledge statements) will be used to inform item development.

2009 Nurse Licensee Volume and NCLEX Examination Statistics (<https://www.ncsbn.org/1236.htm> then click on 2009) is an annual publication that provides national and state summary data of boards of nursing licensure activities, as well as data on candidate performance on the NCLEX-RN and NCLEX-PN examinations.

NCSBN offers 50 volumes of research that include practice analyses and national surveys of the profession, covering topics such as nursing education and professional issues. Previously only available for purchase through NCSBN, these research briefs are now downloadable free of charge by visiting <http://www.ncsbn.org>.

The National Council of State Boards of Nursing (NCSBN) is a not-for-profit organization whose members include the boards of nursing in the 50 states, the District of Columbia and four U.S. territories - American Samoa, Guam, Northern Mariana Islands, and the Virgin Islands. There are also seven associate members.

Mission: NCSBN provides education, service and research through collaborative leadership to promote regulatory excellence for patient safety and public protection.

The statements and opinions expressed are those of NCSBN and not the individual member state or territorial boards of nursing.

Test Security and Invalid Results

The overall purpose of the NCLEX[®] is to assess the minimum competency of entry-level nurses. NCSBN's mission is centered around patient safety and public protection, and through these principles the NCLEX[®] examination is administered under strict supervision and security measures. NCSBN's standards and procedures for administering the NCLEX[®] have two related goals: 1) giving test takers comparable opportunities to demonstrate their abilities and 2) preventing any test takers from gaining an unfair advantage over others. To promote these objectives, NCSBN reserves the right to cancel and/or withhold any test results when, in its judgment:

- A testing irregularity occurs (i.e. unusual answer patterns or unusual score increases from one exam to another);
- There is an apparent discrepancy in, and/or falsification of, a test taker's identification; or
- A test taker engages in misconduct or irregular behavior, violates the NCLEX[®] candidate rules, or otherwise breaches his/her Confidentiality Agreement.

Prior to beginning each exam the candidate must read and agree to the NCSBN Confidentiality Agreement provided in the NCLEX® tutorial. The tutorial also contains Test Center Regulations and sample NCLEX® examination questions.

For additional information on test security, site rules and invalid results, please reference the NCLEX® Candidate Bulletin, the online NCLEX® Tutorial at <https://www.ncsbn.org/1213.htm> and/or contact the board of nursing in your state.

National Simulation Study

National Council of State Boards is conducting a study on simulation and its use in programs of nursing. This link will take you to a You-Tube video about the study:

http://www.youtube.com/watch?v=Ht2_OO-bllQ&feature=related

Transition to Practice

There is a national incentive to explore a Transition to Practice Model. Following is a link to a website that will let you explore the current national study underway. Transition to practice (TTP) study:

<http://transitiontopractice.org/>.

For the study sites, the modules and surveys will be built into the website as well. However, there will be a lot of information available for the public. If you click Resources, you will see some of the toolkit pieces that are available now. Faculty in programs of nursing may find these helpful. It is promised that more will be forthcoming.

Student Presentation Format—Pecha Kucha

<http://www.pecha-kucha.org/>

<http://www.techlearning.com/PrintableArticle.aspx?id=29390>

While attending a conference recently, the speakers used Pecha Kucha for the presentation. Not knowing anything about this, I decided to investigate. What I found defines the process of "Pecha Kucha: as having begun in the early 1990s in Japan and being a mechanism for helping young designers speed up the process of getting their work before the public. Since then it has grown into a phenomenon that can enhance the dreaded PowerPoint presentation."

Here is the Pecha Kucha model in a nutshell:

- Presenters may use only 20 slides.
- Those 20 slides automatically advance every 20 seconds.
- This creates a total presentation lasting only six minutes and 40 seconds.

Presenters are forced to think creatively to get their message across with less text and more visuals. The audience is more engaged by this style of presentation. "You-Tube" offers many examples of how to use this method.

Transitioning from Nursing Practice to a Teaching Role

I recently found this article which I thought you might find of some interest. Go to:

<http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/vol132008/No3Sept08/NursingPracticetoNursingEducation.aspx>

New Web Site from Robert Wood Johnson & AACN: New Careers In Nursing

<http://www.newcareersinnursing.org/>