



Kentucky Board of Nursing

Programs of Nursing Update

Fall 2012

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Feel Free to Share This Update with Faculty and Staff

Kentucky Educational Regulations—Faculty Essentials Sessions for 2012-2013

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 associated with a Kentucky-based nursing program who 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 21, 2012~~
- October 19, 2012
- February 8, 2013
- April 19, 2013

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.

Use of ACT as Admission Requirement—Still Best Choice?

This week I was reading an article about ACT results from "The National Center for Fair and Open Testing"—www.fairtest.org. If your program uses ACT as an admission criterion, you may want to do a little more research:

The ACT: Biased, Inaccurate, and Misused (Submitted by Fairtest on August 20, 2007)

How accurate is the ACT? ACT scores do not predict college performance effectively. Even the test-maker admits that high school grades predict first-year college grades better than ACT scores do. In fact, adding the ACT to the high school record does not significantly improve predictions.

One study at Chicago State University confirmed this trend. For the vast majority of the university's graduates who scored in the middle range of the test as high school students, the ACT explained only 3.6% of the differences in cumulative college GPA. In fact, the exam over-predicted the performance of the class graduating in 1992, which had the highest average ACT score among the classes in the research study yet the poorest academic performance over four years at the university.

The ACT regularly underestimates the abilities of females, who earn higher grades than males in college, despite lower ACT scores. Recognizing the problem, the Massachusetts Institute of Technology routinely admits females with lower math scores because they find the women still perform as well as men.

The ACT also does a poor job of predicting the college performance for students of color. One study conducted at a medium-sized regional university in the Southeast showed that the ACT explained only 6.8% of the differences in first-semester college grades for African Americans, while for Whites the ACT predicted approximately 28% of the differences. High school grades predicted equally well for both groups, demonstrating that other measures of achievement are not as subject to differences across racial groups as are test scores.

ACT scores are imprecise. The individual tests have large margins of error, according to data from ACT. The margin of error - the inconsistency in ACT scores inherent in the testing process - on each subject's 1-36 point scale is 1.55 points in English, 1.43 in Mathematics, 2.20 in Reading, and 1.75 in Science Reasoning. In other words, if a student were to retake the exam, there would be about a two-thirds chance that his/her score would be 1.55 points higher or lower on the English test than on a previous administration of the test. There is also a one-third chance the score difference would be even larger. The margins of error, while appearing to be small at 1.43 - 2.20, can actually have significant consequences for applicants when admissions offices or financial aid programs require minimum (or "cut-off") scores.

New Video on NCLEX- CAT (Computerized Adaptive Testing)

NCSBN is pleased to unveil the new [NCLEX® Using CAT video](#). Under the guidance of NCSBN's Examinations Department, this video is intended to explain computer adaptive testing (CAT) and how it is used by NCLEX to measure the competencies needed to perform safely and effectively as a newly licensed, entry-level nurse. CAT is a method for administering exams that merges computer technology with modern measurement theory to increase the efficiency of the exam process. Topics covered include item selection and pass/fail rules. View the video on www.ncsbn.org or via [YouTube](#) or [Vimeo](#).

How Does College Differ from High School

Recently I received an email from a student that spoke to how math instruction was not being handled like he and his classmates felt it should be handled. This started me thinking about student perceptions of what college is as compared to high school. I found the following information on a website from the Southern Methodist University in Dallas, Texas. Link: <http://smu.edu/alec/transition.asp>. The summary was right on and I thought you might enjoy this as the New Year starts.

NCLEX Security

To ensure public safety and that all candidate results represent a fair and accurate measurement, NCSBN administers the NCLEX under controlled supervision and security measures. Our standards and procedures for administering the NCLEX have two related goals: giving test takers comparable opportunities to demonstrate their abilities and 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 test taker engages in misconduct, irregular behavior, falsifies his/her identification, violates the NCLEX Candidate Rules or otherwise breaches his/her Confidentiality Agreement; or
- A testing irregularity occurs (e.g., unusual answer patterns or unusual score increases from one exam to another).

Prior to beginning their exam, every candidate must read and agree to the NCLEX Candidate Rules and Confidentiality Agreement. For additional information on the test security, rules and invalid results, please reference the NCLEX Candidate Bulletin.

Interested in Case Studies to Use in Class?

For the last several years, Ann Tino, one of the Board's Nurse Investigators, has written case studies and published them in the KBN Connection. Below are links to the current case studies that are located on the KBN website. The case studies are actual cases that have come before the Board. Although disciplinary action taken by KBN is a matter of public record, the identity of the nurses is not revealed.

- [The Anonymous Complaint](#)
- [Falsification of Medical Records & Administration of Medication Without a Physician's Order](#)
- [The Drug Diverter 1](#)
- [The Drug Diverter 2](#)

Beloit Mind Set List for Students Entering College in Fall 2012

Each year I share the latest list that describes incoming freshman—and each year I feel a little bit older!

Beloit, Wis. – This year's entering college class of 2016 was born into cyberspace and they have therefore measured their output in the fundamental particles of life: bits, bytes, and bauds. They have come to political consciousness during a time of increasing doubts about America's future, and are entering college bombarded by questions about jobs and the value of a college degree. They have never needed an actual airline "ticket," a set of bound encyclopedias, or *Romper Room*. Members of this year's freshman class, most of them born in 1994, are probably the most tribal generation in history and they despise being separated from contact with friends. They prefer to watch television everywhere except on a television, have seen a woman lead the U.S. State Department for most of their lives, and can carry school books--those that are not on their e-Readers--in backpacks that roll.

The class of 2016 was born the year of the professional baseball strike and the last year for NFL football in Los Angeles. They have spent much of their lives helping their parents understand that you don't take pictures on "film" and that CDs and DVDs are not "tapes." Those parents have been able to review the crime statistics for the colleges their children have applied to and then pop an Aleve as needed. In these students' lifetimes, with MP3 players and iPods, they seldom listen to the car radio. A quarter of the entering students already have suffered some hearing loss. Since they've been born, the United States has measured progress by a 2 percent jump in unemployment and a 16-cent rise in the price of a first class postage stamp.

For those who cannot comprehend that it has been 18 years since this year's entering college students were born, they should recognize that the next four years will go even faster, confirming the authors' belief that "generation gaps have always needed glue."

The Mindset List for the Class of 2016

- For this generation of entering college students, born in 1994, Kurt Cobain, Jacqueline Kennedy Onassis, Richard Nixon and John Wayne have always been dead.
- They should keep their eyes open for Justin Bieber or Dakota Fanning at freshman orientation.
- They have always lived in cyberspace, addicted to a new generation of "electronic narcotics."
- Bill Clinton is a senior statesman of whose presidency they have little knowledge.
- They have never seen an airplane "ticket."

- For most of their lives, maintaining relations between the U.S. and the rest of the world has been a woman's job in the State Department.
- They can't picture people actually carrying luggage through airports rather than rolling it.
- Having grown up with MP3s and iPods, they never listen to music on the car radio and really have no use for radio at all.
- Their folks have never gazed with pride on a new set of bound encyclopedias on the bookshelf. Exposed bra straps have always been a fashion statement, not a wardrobe malfunction to be corrected quietly by well-meaning friends.
- Women have always piloted war planes and space shuttles.
- Outdated icons with images of floppy discs for "save," a telephone for "phone," and a snail mail envelope for "mail" have oddly decorated their tablets and smart phone screens.
- Star Wars has always been just a film, not a defense strategy.
- They have had to incessantly remind their parents not to refer to their CDs and DVDs as "tapes."



Happy New Year!
Wishing you a successful (academic)
Year Ahead!

201 KAR 20:260. Organization and administration standards for prelicensure programs of nursing.

RELATES TO: KRS 314.041(1)

STATUTORY AUTHORITY: KRS 314.131(1), (2)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 314.111(1) and 314.131(2) require the board to approve schools of nursing and courses preparing persons for licensure and to monitor standards for nurse competency under KRS Chapter 314. This administrative regulation establishes the organization and administration standards for prelicensure registered nurse or practical nurse programs.

Section 1. Definitions. (1) "NCLEX" means the National Council Licensure Examination.

(2) "Program of nursing" means the educational unit that prepares a person for licensure as a registered or licensed practical nurse and includes secondary or distance learning sites, if applicable.

Section 2. Organization or Administration Standards for Prelicensure Registered Nurse and Practical Nurse Programs. To be eligible for approval by the board, a program shall have:

(1) A governing institution.

(a) The governing institution that establishes and conducts the program of nursing shall hold accreditation as a postsecondary institution, college, or university by an accrediting body recognized by the U.S. Department of Education.

(b) The governing institution shall assume full legal responsibility for the overall conduct of the program of nursing. The program of nursing shall have comparable status with the other programs in the governing institution and the relationship shall be clearly delineated.

(c) The governing institution shall:

1. Designate a program administrator for the prelicensure program who is qualified pursuant to 201 KAR 20:310;

2. Assure that at least fifty (50) percent of the program administrator's time shall be dedicated to complete the duties specified in this administrative regulation at each program of nursing, up to 100 percent.

a. A governing institution that is unable to comply with this standard may request an exemption from the board in writing.

(i) The request shall state the reasons for noncompliance and the efforts the institution has taken and will take to comply with the standard.

(ii) If the exemption is granted, it shall be for one (1) academic year. During this time, the governing institution shall not open a new program of nursing and shall not increase enrollment at an existing program of nursing.

b. The program administrator's time to be dedicated to completion of the duties specified in this administrative regulation shall not be less than twenty five (25) percent for each program of nursing;

3. Establish administrative policies;

4. Provide evidence that the fiscal, human, physical, clinical, and technical learning resources shall be adequate to support program mission, processes, security, and outcomes;

5. Provide student support programs, services, and activities consistent with the mission of the governing institution that promote student learning and enhance the development of the student;

6. Make financial resources available to the program of nursing consistent with equivalent programs at the governing institution;

7. Employ nurse faculty pursuant to 201 KAR 20:310 in sufficient number and expertise to accomplish program outcomes and quality improvement;

8. Provide written policies for faculty related to qualifications for the position, rights and responsibilities of the position, criteria for evaluation of performance, workload, promotion, retention, and tenure;

9. Involve the nurse faculty in determining academic policies and practices for the program of nursing; and

10. Provide for the security, confidentiality, and integrity of faculty employment records.

(d) The governing institution shall provide an organizational chart that describes the organization of the program of nursing and its relationship to the governing institution;

(2) Administrative policies.

(a) There shall be written administrative policies for the program of nursing that shall be:

1. In accord with those of the governing institution; and

2. Available to the board for review.

(b) The board shall be notified in writing of a vacancy or pending vacancy in the position of the program administrator within fifteen (15) days of the program of nursing's awareness of the vacancy or pending vacancy. If the program administrator vacates the position, the head of the governing institution shall submit to the board in writing:

1. The effective date of the vacancy;

2. The name of the registered nurse who has been designated to assume the administrative duties for the program and a copy of his or her curriculum vitae;

3.a. If there is to be a lapse between the date of the vacancy and the date the newly-appointed program administrator assumes duties, the head of the governing institution shall submit a plan of transition to insure the continuity of the program.

b. Progress reports shall be submitted if requested by the board;

4.a. The length of the appointment of an interim program administrator shall not exceed six (6) months.

b. Additional six (6) month periods may be granted upon request to the board based on a documented inability to fill the position; and

5.a. If the individual to be appointed as the interim program administrator is not qualified pursuant to 201 KAR 20:310, the head of the governing institution shall petition the board for a waiver prior to the appointment.

b. A waiver shall be granted if the individual to be appointed meets at least the minimum requirements established in 201 KAR 20:310 for nurse faculty.

(c) A written plan for the orientation of the nurse faculty to the governing institution and to the program shall be implemented.

(d) There shall be a written contract between the governing institution and each agency or institution that provides a learning experience for a student. A contract shall not be required for an observational experience.

1. The contract shall clearly identify the responsibilities and privileges of both parties.

2. The contract shall bear the signature of the administrative authorities of each organization.

3. The contract shall vest in the nurse faculty control of the student learning experiences subject to policies of the contractual parties.

4. The contract shall be current and may include an annual automatic renewal clause.

5. The contract shall contain a termination clause by either party;

(3) A program or an interim program administrator who shall have authority and responsibility in the following areas:

(a) Development and maintenance of collaborative relationships with the administration of the institution, other divisions or departments within the institution, related facilities, and the community;

(b) Participation in the preparation and management of the program of nursing budget;

(c) Screening and recommendation of candidates for nurse faculty appointment, retention, and promotion;

(d) Within thirty (30) days of appointment to, submit the qualifications of all nurse faculty and clinical instructors;

(e) To provide leadership within the nurse faculty for the development, implementation, and evaluation of the program of nursing and program outcomes;

(f) To facilitate the implementation of written program policies for the following:

1. Student admission;

2. Student readmission and advance standing;

3. Student progression, which shall include:

a. The level of achievement a student shall maintain in order to remain in the program or to progress from one (1) level to another; and

b. Requirements for satisfactory completion of each course in the nursing curriculum.

4. Requirements for completion of the program;

5. Delineation of responsibility for student safety in health related incidents both on and off campus;

6. Availability of student guidance and counseling services;

7. The process for the filing of grievances and appeals by students;

8. Periodic evaluation by the nurse faculty of each nursing student's progress in each course and in the program;

9. Student conduct that incorporate the standards of safe nursing care; and

10. Publication and access to current academic calendars and class schedules;

(g) To facilitate the continuing academic and professional development for the nurse faculty;

(h)1. To coordinate the development and negotiation of contracts with clinical facilities, the number and variety of which shall be adequate to meet curricular outcomes; and

2. To coordinate the development of selection and evaluation criteria for clinical facilities and ensure that the criteria will be utilized by the program of nursing;

(i) The establishment of student-nurse faculty ratio in the clinical practice experience.

1. The maximum ratio of nurse faculty to students in the clinical area of patients-clients shall be defensible in light of safety, learning objectives, student level, and patient acuity.

2. The student-nurse faculty ratio shall not exceed ten (10) to one (1) in the clinical practice experience, including observational or preceptored experiences. Observational experiences shall include an assignment where a student observes nursing and where the student does not participate in direct patient or client contact but has access to a clinical instructor as needed.

3. This ratio shall not apply to on campus skill lab experiences;

(j) The submission of the Certified List of Kentucky Program of Nursing Graduates, as incorporated by reference in 201 KAR 20:070, upon student completion of all requirements for a degree, diploma or certificate;

(k) The development and maintenance of an environment conducive to the teaching and learning process;

(l) To facilitate the development of long-range goals and objectives for the nursing program;

(m) To ensure that equipment, furnishings, and supplies are current and replaced in a timely manner;

(n) To ensure that the nurse faculty has sufficient time to accomplish those activities related to the teaching-learning process;

(o) To coordinate of an orientation to the roles and responsibilities of full-time, adjunct nurse faculty, and clinical instructors to the program of nursing and, as appropriate, to clinical facilities so that the mission, goals, and expected outcomes of the program are achieved;

(p) To facilitate regular communication with the full and part time nurse faculty and clinical instructors in the planning, implementation, and evaluation of the program of nursing;

(q) To ensure that recruitment materials provide accurate and complete information to prospective students about the program including the:

1. Nature of the program, including course sequence, prerequisites, corequisites, and academic standards;
2. Length of the program;
3. Current cost of the program; and
4. Transferability of credits to other public and private institutions in Kentucky;
 - (r) To conduct or participate in the written evaluation of each nurse faculty member, clinical instructor, and support staff according to published criteria, regardless of contractual or tenured status;
 - (s) To ensure the adherence to the written criteria for the selection and evaluation of clinical facilities utilized by the program of nursing;
 - (t) To maintain current knowledge of requirements pertaining to the program of nursing and licensure as established in 201 KAR Chapter 20;
 - (u) To attend a Board of Nursing Program Administrators Orientation within one (1) year of appointment;
 - (v) To develop a structure to allow nurse faculty to assist in the governance of the program; and
 - (w) To ensure that the curriculum is implemented as submitted to the board;
- (4) A system of official records and reports essential to the operation of the program of nursing maintained according to institutional policy. Provisions shall be made for the security and protection of records against loss and unauthorized distribution or use. The system shall include records of:
 - (a) Currently enrolled students to include admission materials, courses taken, grades received, scores for standardized tests, and clinical performance records;
 - (b) Minutes of faculty and committee meetings. These records shall be maintained a minimum of five (5) years, irrespective of institutional policy;
 - (c) Faculty records including:
 1. Validation of current licensure or privilege to practice as a Registered Nurse in Kentucky;
 2. Evidence of fulfilling the faculty orientation requirements established in 201 KAR 20:310, Section 3(5); and
3. Performance evaluation for faculty employed more than one (1) year;
 - (d) Systematic plan of evaluation;
 - (e) Graduates of the program of nursing; and
 - (f) Administrative records and reports from accrediting agencies; and
- (5) Official publications including:
 - (a) A description of the governing institution and program of nursing;
 - (b) Policies on admission, progression, dismissal, graduation, and student grievance procedures;
 - (c) A description of student services;
- (6) Clerical assistance.
 1. The number of clerical assistants shall be determined by the number of students and faculty.
 2. There shall be secretarial and clerical assistants sufficient to meet the needs of the nursing program for the administrator, faculty, and students at the designated primary location, as well as clerical support for secondary and distance learning sites, if applicable.(7) Nurse faculty, full-time, and part-time, with the authority and responsibility to:
 - (a) Plan, implement, evaluate, and update the program;
 - (b) Assist in the design, implementation, evaluation, and updating of the curriculum using a written plan;
 - (c) Participate in the development, implementation, evaluation, and updating of policies for student admission, progression, and graduation in keeping with the policies of the governing institution;
 - (d) Participate in academic advisement and guidance of students;
 - (e) Provide theoretical instruction and clinical learning experiences;
 - (f) Evaluate student achievement of curricular outcomes related to nursing knowledge and practice;

(g) Develop and implement student evaluation methods and tools to measure the progression of the student's cognitive, affective, and psychomotor achievement in course and clinical outcomes based on published rubrics and sound rationale;

(h) Participate in academic and professional level activities that maintain the faculty member's competency and professional expertise in the area of teaching responsibility;

(i) Establish clinical outcomes within the framework of the course;

(j) Communicate clinical outcomes to the student, clinical instructor, preceptor, and staff at the clinical site;

(k) Assume responsibility for utilizing the criteria in the selection of clinical sites and in the evaluation of clinical experiences on a regular basis; and

(l) Evaluate the student's experience, achievement, and progress in relation to course or outcomes, with input from the clinical instructor and preceptor, if applicable; and

(8) Clinical instructors with governance to:

(a) Design, at the direction of the nurse faculty member, the student's clinical experience to achieve the stated outcomes of the nursing course in which the student is enrolled;

(b) Clarify with the nurse faculty member:

1. The role of the preceptor;

2. The course responsibilities;

3. The course or clinical outcomes;

4. A course evaluation tool; and

5. Situations in which collaboration and consultation are needed; and

(c) Participate in the evaluation of the student's performance by providing information to the nurse faculty member and the student regarding the student's achievement of established outcomes.

Section 3. Notification of Increased Enrollment. (1) A program of nursing shall notify the board of an increase in enrollment by twenty (20) percent or more of the last cohort enrolled or ten (10) students, whichever is greater.

(a) The notification shall be sent in writing not later than six (6) months prior to the increase.

(b) The notification shall demonstrate that the program has sufficient resources to fulfill the standards established by this administrative regulation for the anticipated increase in enrollment.

(2) The board shall conduct a site visit to determine if the program has sufficient resources.

(3) The board shall not grant approval for the increase in enrollment unless the program has:

(a) Full approval status; and

(b) Program NCLEX pass rate for first time test takers for the preceding year of a minimum of eighty-five (85) percent. (11 Ky.R. 1696; eff. 6-4-85; Am. 19 Ky.R. 2673; 20 Ky.R. 306; eff. 8-6-93; 25 Ky.R. 597; 1033; eff. 11-18-98; 27 Ky.R. 831; 11-17-2000; 35 Ky.R. 2793; 36 Ky.R. 322; eff. 8-12-2009; 38 Ky.R. 1186; 1437; eff. 2-15-12.)

201 KAR 20:340. Students in prelicensure registered nurse and practical nurse programs.

RELATES TO: KRS 314.111

STATUTORY AUTHORITY: KRS 314.041(1), 314.051(1), 314.111, 314.131(1)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 314.111 authorizes the board to regulate nursing education programs. This administrative regulation establishes the standards to be met by students in those programs.

Section 1. Students in Programs of Nursing. (1) The number of students admitted to the program of nursing shall be determined by the number of qualified faculty, adequate educational facilities, resources, and appropriate number of clinical learning experiences for students.

(2) Admission requirements and practices shall be stated and published in the governing institution's publications and shall include an assessment of achievement potential through the use of previous academic records and, if applicable, the use of preadmission examination scores consistent with curriculum demands and scholastic expectations.

(3) Program information communicated by the program of nursing shall be accurate, complete, consistent, and publicly available.

(4) Participation shall be made available for students in the development, implementation, and evaluation of the program.

(5) Programs of nursing shall post the Board of Nursing approval status:

(a) In a physical location that is able to be seen and accessible to students, faculty, staff, and the general public; and

(b) On the program's web site.

Section 2. Student Policies. (1) Student policies of the program of nursing shall be congruent with those of the governing institution. Any difference shall be justified by the program of nursing.

(2) Program of nursing student policies, recruitment, and advertising shall be accurate, clear, and consistently applied.

(3) Upon admission to the program of nursing, each student shall be advised in electronic or written format of policies pertaining to:

(a) Approval status of the program as granted by the board;

(b) Policies on admission, transfer or readmission, advanced or transfer placement, withdrawal, progression, suspension, or dismissal;

(c) Evaluation methods to include the grading system;

(d) Fees and expenses associated with the program of nursing and refund policies;

(e) Availability of counseling resources;

(f) Health requirements and other standards as required for the protection of student health;

(g) Grievance procedures;

(h) Program of study or curriculum plan;

(i) Financial aid information;

(j) Student responsibilities;

(k) Student opportunities to participate in program governance and evaluation; and

(l) Information on meeting eligibility for licensure.

(4) A plan for emergency care during class or clinical time shall be in writing and available to faculty and students. (11 Ky.R. 1707; eff. 6-4-85; Am. 34 Ky.R. 349; 714; eff. 10-17-2007; 38 Ky.R. 1189; 1439; eff. 2-15-12.)