



Oregon

John A. Kitzhaber, M.D., Governor

Exhibit E1.1
September 15-16, 1999

State Board of Nursing
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To: Oregon State Board of Nursing

From: Louise Shores, RN, EdD
Education Consultant *Louise Shores*

Subject: Southwestern Oregon Community College progress report on survey
recommendations

Date: September 15, 1999

Progress Report

The Southwestern Oregon Community College (SWOCC) Survey visit was conducted on February 18-20, 1998. In June 1998, the Board took the following action:

that Southwestern Oregon Community College Associate Degree and Practical Nurse Programs be granted continuing approval for eight years to February 2006 with a progress report in June, 1999 on the following recommendations:

- 1) Assure that both the practical nursing and associate degree curricula are consistent with the legal scope of practice.
- 2) Clarify that the "Cooperative Work Experience" requires certification as a CNA or licensure as an LPN, and is consistent with the respective duties or scopes of practice.
- 3) Identify terminal competencies expected for the practical nursing certificate, and for the associate degree program which are consistent with the legal scope of practice.
- 4) Assure that the associate degree curriculum provides theory and practice in critical thinking, decision making, and creativity in nursing practice, and that students at each level are prepared for and can articulate the respective scopes of practice.

The progress report on these recommendations is attached.

Staff Comments and Recommendation:

The report addresses the concerns that were identified in the survey visit, and shows progress in attainment of the Board standards in OAR 851-021. The SWOCC Director and Faculty have worked under difficult circumstances (e.g. the sudden resignation of the program director shortly after the survey visit), and yet have shown evidence of considering both the spirit and the letter of the recommendations identified for the progress report. It is recommended that the Board commend the college for its progress to date, and schedule a report of continuing progress or completion of the Board's standards in September 2000.

M,S,C _____,

that the Board (accept/not accept) the recommendations to commend the college for progress to date, and to require a report of continuing progress or completion in September 2000.

000126

TO: OREGON STATE Board OF NURSING
FROM: PN/AND FACULTY OF SOUTHWESTERN OREGON COMMUNITY COLLEGE
AUGUST 18, 1999

SITE VISIT FOLLOW UP REPORT

Southwestern Oregon Community College Associate Degree and Practical Nursing Program survey was conducted on February 18-20, 1998. In response to that site visit the following report was developed. All information that is submitted in this report has been a joint effort by the Chairperson and the Nursing faculty of Southwestern. Items one, three and four have been combined because they all allude to the scope of practice with some slight differences.

ITEMS 1, 3 AND 4

1) Assure that both the practical nursing and associate degree curricula are consistent with the legal scope of practice. 3) Identify terminal competencies expected for the practical nursing certificate, and for the associate degree program, which are consistent with the legal scope of practice. 4) Assure that the associate degree curriculum provide theory and practice in critical thinking, decision making, and creativity in nursing practice, and that students at each level are prepared for and can articulate the respective scope of practice.

Background

The nursing faculty has been involved in ongoing planning and development of a new curriculum moving away from a packaged program to one that is developed around the philosophy of caring, critical thinking and cognitive mapping in nursing practice. These concepts are taught in the first quarter of the program in a general way and continued through out the program within increasingly complex situations. Faculty have been given release time to accomplish this curriculum development. With the turnover in coordinators, and the fact that there has been only three full time faculty, the curriculum change has not yet been completed. The visit by the Board's Education Consultant was timely indeed. This allowed for a review of the program thus far in relation to the Nurse Practice Act and we appreciate her willingness to share her knowledge regarding curriculum development. As we move along through this process, we would like to be able to draw more on her expertise.

The faculty have decided to continue with the ladder concept as we and the Nursing Advisory Committee recognize the need to continue with all levels of nursing preparation including, CNA, LPN, RN and BSN through OHSU at SOU. The number of graduates appears to meet the communities needs at this time.

Students achieving a CNA and/or LPN work while continuing their nursing education. Approximately 10-15% "stop out" at the LPN level and then of that number 90% return within the next two years. Faculty find many students need this "stop out" time to develop professional maturity or relieve stress encountered in their personal lives during the first year of the program.

Each program module is called a Learning Episode and developed 33 were developed and will undergoing the first round of necessary revisions as the faculty finds some that can be integrated allowing for increased time for other more advanced concepts. The overall philosophical framework was developed but the concepts that needed to be integrated throughout the curriculum such as nursing process, pharmacology, growth

and development, emotional needs, critical thinking skills, nutrition, teaching, standards of practice and discharge planning need further assessment. The work that was done was done very well but as with all curriculum changes it will need to have ongoing review until the faculty is comfortable that all the necessary content is covered sufficiently and outcomes are attained. The Board will be given further information in June 2000 regarding changes that occur this year.

Progress since site visit:

The faculty has identified several modifications needed to strengthen the curricula in the area of scope of practice.

1. At the end of fall term second year, the PN Capstone project was given more structure in response to a need to increase the students knowledge and ability to articulate the LPN scope of practice. The Capstone also has them differentiate the difference between the RN and LPN scope of practice. Students selected areas for their Capstone in the past but now we are giving them "Scope of Practice" as the overall topic and they then can be creative in how to present this to faculty, fellow students, and invited guests. One of the nursing faculty takes responsibility for this module with material given and discussed with students first at the beginning of fall term first year and again at the end of the LPN level in fall of second year. This past fall, groups of students videotaped an interview with two LPN's, who work in acute care, asking them to define what they saw as their legal scope of practice; performed a skit on scope of practice; composed a poem that covered the scope of practice standards; and created poster boards that outlined the scope of practice. The students were told that the audience would critique the presentations and that they could go over them with a nursing faculty member before the presentation day if they so desired. We plan to continue this format in the future as student evaluations showed that they had really learned a lot about scope of practice and enjoyed doing creative assignments. The audience asked questions and the students did very well responding to them.
2. Our Orientation Manual for 1999-2000 has been completely revised. We have incorporated under the PN and RN level of preparation the outcomes that now include a familiarity with and beginning ability to meet the standards set forth in 851-045-005 of the Oregon State Board of Nursing Nurse Practice Act. (pp.12-17) We do not expect the graduate to be a master of all these outcomes but to continue to build their knowledge and practice throughout the program and after graduation. The Orientation Manual on pp6-8 speaks to our Philosophy and Instructional Approach both contain the critical thinking and caring concepts. Again, on pp16-17 of the Orientation Manual under the topic Member of the Nursing Profession we spell out the importance of critical thinking.

3. Beginning in the fall of 1999, faculty has decided to place the letters PN, RN, or PN/RN in front of each learning objective in the individual Learning Episodes. This will keep students aware of the importance of level of practice. These will also serve to remind agency staff at what level the student is performing. We recognize that the majority of learning objectives through the first three quarters will be either PN or PN/RN. Beginning in the fourth quarter there will be an increase in the use of RN in front of objectives with the last two quarters being all RN.
4. Beginning this next academic year we will be using a PN Assessment test near the end of fall quarter second year and a RN assessment test near the end of spring quarter second year. These tests are for informing students and faculty of concept and practice gaps. We have not decided on the specific test. Once the results are received, we will set up remediation as needed through prescribed readings, computer programs and content coaching.
5. The first three weeks of the first year will be devoted to discussions and assignments around the nursing profession spelling out scope of practice at each level. The student's will be introduced to the Nurse Practice Act and tested on standards of practice throughout the program.
6. The faculty has begun to meet weekly in curriculum development sessions. These sessions began in the winter term and will continue until all of the concepts that must be taught throughout the curriculum are clearly identified and integrated into each appropriate Learning Episode. The Program Coordinator is leading this effort.
7. Beginning this fall students will be purchasing a critical thinking workbook that discusses the theory of critical thinking and cognitive mapping and applies the theory and technique to nursing procedures and case studies. This book will be used throughout the two years of the program to give students added practice.
8. With changes being made the first year course outlines will be revised this academic year and second year course outlines next year. As course outlines are developed, they will be submitted to the Board of Nursing.

ITEM 2:

Clarify that the "Cooperative Work Experience" requires certification as a CNA or licensure as an LPN, and is consistent with the respective duties or scopes of practice.

Background

The summer work experience for nursing students has been in existence for about ten years. At the beginning students were not certified as

nursing assistants. The requirement was that they had to have successfully completed the first year of a nursing program. It was called a "Nurse Internship" program as all the nursing staff given patient assignments at Bay Area Hospital were licensed. Students were registered through the college and supervised by a qualified R.N. and the nursing supervised provided the overall supervision. Currently our students, who successfully complete the first year of our program and hold a current unencumbered nursing assistant certificate may apply for a summer position for up to 360 hours under our Cooperative Work Experience department, (pp. 22-23 Orientation Manual). A nurse with a Bachelor's degree provides overall supervision of the students at Bay Area Hospital and evaluations are done weekly. Students continue to receive a stipend and the college covers the students under Workmen's Compensation. If any problems arise during the summer, the CWE office is notified. This internship is strictly between the CWE office and Bay Area Hospital. This program does not include LPN's because they reenter in fall of second year and are not considered nursing students until that time.

Plan and Implementation

1. A new contract is being developed for this specific program between the CWE office and Bay Area Hospital. It is also being reviewed by the Nursing Program Coordinator to assure that students operate with the scope of practice of a CNA and not everything they have learned in the first year of the program. As soon as the contract is signed, a copy will be sent to the Board of Nursing. This contract will spell out in more detail the roles and responsibilities of each agency.
2. An orientation program for students wishing to be employed in the summer has been developed between the CWE Office and the hospital. The orientation is done toward the end of the first year of the program. This orientation emphasizes the certified nursing assistant scope of practice and clearly spells out the job.
3. A new course outline with the changes made by faculty and nursing administration at the hospital will be developed this fall and a copy will be sent to the Board of Nursing.



Oregon

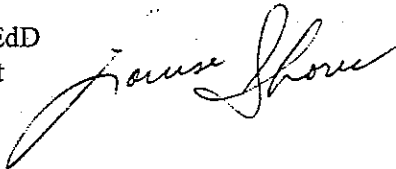
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To: Oregon State Board of Nursing

From: Louise Shores, RN, EdD
Education Consultant 

Date: September 15, 1999

Subject: **Written Plans for Improvement of NCLEX-RN First Time Pass Rates**

Background:

OAR 851-021-0070(3) provides that *"In the event a program fails to maintain an average of an 85% pass rate over a two year period, the program shall present a written plan to improve graduate performance on the licensing examination. The pass rate will be calculated annually on the basis of a program's pass rate for the total number of first time candidates examined over a revolving two year period of time."*

For a period of time prior to 1996, all Oregon programs maintained two year pass rates above 85%. In each subsequent year, one or more schools have dropped below the standard and been required to submit written reports.

In February each year, the Board receives a report of findings for all programs for the prior two years. In April 1999, the Board reviewed the required written reports for programs below 85% in 1996-1998. During this process we became aware that the rules are silent on several factors associated with the requirement

- 1) Should there be criteria for the written plan – both to guide the program in its preparation and to enable the Board to evaluate the adequacy of the plan?
- 2) Should the Education Consultant monitor the program as it carries out the plan? Should the Board require periodic reports of progress? or Should the subsequent NCLEX pass rate summary be the only evaluation of the adequacy of the plan?
- 3) Should there be differences in any of the above or other requirements for programs that fail to improve pass rates in two or more consecutive years?
- 4) Under what circumstances would the Board consider probation or other action against the approval status of a program?

Under the current rules, a program that fails to bring its pass rate back up to 85% simply submits another written plan the next year. The Board directed that a proposal be drafted related to the identified areas of concern.

Proposal:

In development of a proposal for Board direction, consideration was first given to which of the identified gaps could be resolved through Board policy, and which would need to





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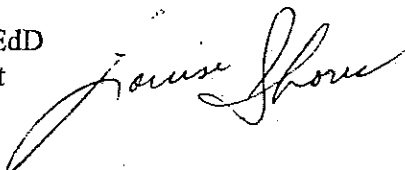
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Under the current rules, a program that fails to bring its pass rate back up to 85% simply submits another written plan the next year. The Board directed that a proposal be drafted related to the identified areas of concern.

Proposal:

In development of a proposal for Board direction, consideration was first given to which of the identified gaps could be resolved through Board policy, and which would need to

be in rule. For those deemed appropriate to Board policy, specific language was developed. For those deemed to require rulemaking, it is suggested that the development of specific language be referred to the next periodic review of Division 21.

Recommendations for Board Policy

- 1) Proposed criteria for evaluation of the adequacy of a written plan. The plan:
 - (A) reflects a comprehensive review of multiple factors that may affect the pass-rate;
 - (B) provides sufficient data and analysis of data related to each factor, and rationale for including or excluding a factor from consideration in the remediation plan; and
 - (C) provides remediation plans that are consistent with the analysis.
- 2) Proposed monitoring of implementation of the remediation plan.
 - (A) A program in its first year of the requirement for a written plan will self-monitor its implementation of the plan, and will have access to the Education Consultant as needed.
 - (B) A program in its second or third year of this requirement will work with the Education Consultant to establish a useful process for monitoring the plan. The process may include site visits, written progress reports, and/or electronic communications on a pre-determined or as-needed basis.

Recommendations for Rulemaking

- 1) Expectation that the program carry out the remediation plan, and monitor the implementation plan as described above.
- 2) Further Board action, e.g. is there a pass rate below which the program's approval status is reconsidered? Is there a length of time a program has to restore the pass rate before the approval status is reconsidered?

M,S,C _____,
that the Board approve proposed criteria for evaluation of a written plan required for a two-year pass rate below 85% as (presented/modified).

M,S,C _____,
that the Board approve the proposed guidelines for monitoring of implementation of the remediation plan as (presented/modified).

M,S,C _____,
that the Board refer issues related to expectations and further board action to the periodic review process for Division 21.