

# LEADER *to* LEADER

Nursing Regulation & Education Together

## New Publication Debuts from NCSBN

NCLEX-RN® licensing exams for the boards of nursing. Recently, NCSBN celebrated its 25th anniversary and is

Lynda Crawford, PhD, RN, NCSBN's director of Research Services, and June Smith, PhD, RN, associate director of Research Services, conduct a number of studies that are relevant to nursing education. The NCSBN Research Web page is located in the Nursing Regulation section of the NCSBN Web site at: [www.ncsbn.org/public/regulation/research.htm](http://www.ncsbn.org/public/regulation/research.htm), and all of the Research Service's publications are described there.

Video on Delegating Effectively Offers

Please visit the NCSBN Web site for updates regarding all aspects of the NCLEX program at [www.ncsbn.org](http://www.ncsbn.org) in the Testing Services section. If you have questions about any aspect of the NCLEX program, please contact NCSBN Testing Services toll-free at 1.866.293.9600 or e-mail [nclexinfo@ncsbn.org](mailto:nclexinfo@ncsbn.org).

# WHAT'S INSIDE

Information educators want at their fingertips

**NCLEX updates: Innovative items, new RN test plan, new passing standard**

**Research results on new graduates**

**How to order videos on Delegation and Medication Errors**

**And more!**

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## APRN UPDATE

### NCSBN's Position on the Education of Advanced Practice Nurses

In 2002, NCSBN published a position paper on the regulation of Advanced Practice Nursing. Included were the following recommendations:

- APRN licensure should be in relative broad categories of practice, such as Adult Nurse Practitioner, and not in subspecialty areas such as Diabetes Nurse Practitioner, which may lack the essential experience with commonly occurring health problems.
- Additional specialized certification may be used to expand the APRN's scope of practice within the limits of the category of practice in which the license is granted.
- Prescriptive authority should be within the scope of the license to practice, and only granted upon completion of substantial pharmacotherapeutic course work and clinical supervision of prescribing in the master's degree program.

- Licensure should be granted only if the concentration in the APRN education program and the area of the certification exam are congruent.
- Movement should be toward consistent educational requirements, titling and uniform use of terminology to improve public protection, promote informed consumer health care decisions and result in a more effective utilization of services provided by APRNs.
- Combined with advanced practice graduate nursing education, professional certification examinations should be used as one qualification for licensure when the board of nursing has established criteria for accepting the certification and maintains regulatory authority for the licensure process.

advanced practitioner education, the need for broad preparation for APRNs, and the use of national accreditation of educational programs. The position paper identified the need for students to be provided accurate information regarding their eligibility for certification and subsequent licensure by the APRN educational programs.

NCSBN's position paper on the regulation of advanced practice registered nursing can be found on the NCSBN Web site in the Resources section under complimentary publications ([www.ncsbn.org/public/resources/nocost\\_ncsbn.htm](http://www.ncsbn.org/public/resources/nocost_ncsbn.htm)). Questions about the paper can be directed to Nancy Chornick, PhD, RN, CAE, director of Credentialing, by phone at 312.525.3646 or by e-mail at [nchornick@ncsbn.org](mailto:nchornick@ncsbn.org).

Regarding advanced practice education programs, the position paper identified critical elements of

## Education Initiatives at NCSBN

### Evidence-Based Indicators of Quality Education

A very exciting initiative of NCSBN Education Department is to identify evidence-based indicators of quality education for boards of nursing. This long-term project is being carried out jointly with NCSBN's Research Services. The focus is on those educational practices that best foster safe and competent nursing practice. (A preview of some of this work can be seen in \_\_\_\_\_.) The individual state boards of nursing, many of which approve nursing programs, will be able to use these evidence-based indicators in their approval processes. This work is being done in collaboration with boards of nursing, educators, practice representatives, and with input from the national accrediting agencies.

**Nancy Spector, DNSc, RN, is the director of Education at NCSBN. Visit NCSBN's Education Web page in the regulation section of the Web site ([www.ncsbn.org/public/regulation/nursing\\_education.htm](http://www.ncsbn.org/public/regulation/nursing_education.htm)). You will find information there on the department's projects, as well as on distance learning, education links, the nursing shortage and a variety of other issues.**

### Transitioning New Graduates to Practice

Another very relevant project to educators is our investigation of programs that transition new nursing graduates to practice. For this initiative the Departments of Education and Research Services at NCSBN are collaborating with educators, regulators and practitioners. Key aspects of transition programs have already been identified, and the plan is to determine which models or components of models make a difference in nursing outcomes. To date, important components of the transition model include using the same mentor and having a post-graduation transition program. We will also be looking at outcomes from models where preceptors are formally trained and outcomes where there is collaboration between regulation, practice and education, among others.

### Collaborative Projects

NCSBN's Director of Education, Nancy Spector, DNSc, RN, represented NCSBN at Rush University College of Nursing's national symposium, April 10 & 11, 2003, on Students with Disabilities: Nursing Education and Practice. Among the outcomes of this meeting, a significant event was the birth of a new organization: The National Organization of Nurses with Disabilities (NOND), and Dr. Spector is on the Board of Directors of this organization. Also as a result of participating in this symposium, NCSBN will survey boards of nursing to identify effective models of licensing nurses with disabilities. This, as well as the other education initiatives described above, will all be accomplished through NCSBN's Practice, Regulation and Education Committee.

# ASK

N C S B N

**Q** Can NCSBN mandate the boards of nursing to make changes?

**A** No! NCSBN staff provides the boards of nursing with resources so that boards of nursing can more effectively regulate nurses. NCSBN's membership is made up of the 61 boards of nursing, and these boards provide NCSBN with expertise by serving on our committees and our board of directors. However, each state enacts its own nurse practice act and administrative rules. While states may make changes based on NCSBN's recommendations, they are not mandated to do so.

We invite your questions. Please send your questions to Nancy Spector, NCSBN's director of Education, at [nspector@ncsbn.org](mailto:nspector@ncsbn.org), and we will call on our experts to answer them for you.