

***2021 NCSBN Scientific Symposium - Are there Outcome Differences between NMNEC ADN, BSN and ADN/BSN Co-enrolled Students: Testing an Educational Model for Academic Progression in Nursing Video Transcript***  
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**Event**

2021 NCSBN Scientific Symposium

More info: [ncsbn.org/15185.htm](https://ncsbn.org/15185.htm)

**Presenter**

Judy Liesveld, PhD, PPCNP-BC, RN, Associate Professor, Education Chair, University of New Mexico Health Sciences Center College of Nursing

- [Host] Judy Liesveld is a professor, and is the Associate Dean for Education and Innovation at the University of New Mexico. Dr. Liesveld is on the Leadership Council for the New Mexico Nursing Education Consortium, a partnership of all 18 state funded schools, bringing the BSN to community colleges. Dr.

Liesveld has been a nurse for over 30 years, in nursing education, community health, school nursing, primary care, and prison nursing.

- [Judy Liesveld] Thank you for introducing me. I'm Judy Liesveld, and I'm from the University of New Mexico, and I'm pleased to present our project called, "Are there Outcome Differences Between NMNEC ADN, BSN and ADN/BSN Co-enrolled Students: Results of the NCSBN Research Project."

So what sparked this project? The New Mexico Nursing Education Consortium, which we call NMNEC,

We wanted to align our study, of course, with nursing regulation. And as you may recall, several years ago NCSBN had a project called Taxonomy of Error Root Cause Analysis of Practice, or TERCAP. TERCAP's goal was to categorize and track practice breakdown with a comprehensive standardized system.

Clinical reasoning and professional responsibility, or values, were found to be the top two reasons for practice breakdown. So the purpose of our study became: How can NMNEC show that we are graduating safe, competent, professional students with excellent clinical reasoning skills?

Our hypotheses became to determine if there are differences in clinical reasoning, professional values, motivation, and demographics for senior-level nursing students in the NMNEC Curriculum between the three sectors of students: the ADN students, the university based BSN students, and the community college/university ADN/BSN co-enrolled students.

These are the participating NMNEC schools. As you can see, we had four community college pre-licensure ADN and co-enrolled pre-licensure BSN schools, and two university pre-licensure BSN schools. IRB was obviously obtained and letters of support were also obtained.



The ADN students sitting in the same classroom as the ADN/BSN students seemed to benefit from the high level curriculum meeting both ADN and BSN accreditation standards. For the implications, we want to continue curriculum integrity. We want to include good faculty development for new faculty members so that they understand the NMNEC concept, the NMNEC curriculum, and the NMNEC model.

We want to continue good communication via our webpage, networking, our statewide meetings, and with our newsletter so that all NMNEC faculty continue to be up to date with NMNEC changes and updates. We also want to continue our solid infrastructure with our staff, our NMNEC Leadership Council and our NMNEC committees.

So, what's next? We want to continue disseminating our findings. We think that our model has a lot of value for other states or regions. We would like to do more evaluative studies, and we want to do more student outcomes research following entry to practice.

We want to know how do these students do one to two years out, and beyond? And we'd also like to know what patient outcomes are with this particular model. These are some of the references that we used with this presentation. And thank you very much for listening to the presentation.

- Good afternoon, everyone. I'm really pleased to be here with you. I'll just give you a little bit of update on NMNEC.

We continue to grow. The University of New Mexico, we alone have six partnering community colleges where we offer the BSN on the community college campus, and we continue to have really successful results. It's interesting listening to the previous presentation. We actually have a study going on that will look at NCLEX and standardized exit testing scores pre, and during, pandemic teaching strategies and pedagogy.

So, it will be really interesting to see Dr. Osturk's study as well. And I'm really pleased to take any questions that you might have. If you don't have any questions at this time, I'm really happy to speak to you by email any time. My email address is [jliesbeld@salud.unm.edu](mailto:jliesbeld@salud.unm.edu).

Yeah, that's, um... Yeah, your question is very interesting, Beverly. We didn't really find that they had inferior... We found that they were actually very similar, because the effect size was so small and insignificant.

Well, that's a great question, to describe NMNEC's relationship with the New Mexico Board of Nursing. So, yes, we certainly did have to get approval through the Board of Nursing to do our consortium. Each school that has the ADN/BSN students, they have their own code for NCLEX testing.

The Board of Nursing has been incredibly supportive of us. In fact, they gave us a lot of funding from the Board of Nursing to put this consortium together. The question about curriculum with the community colleges, not all community colleges belong to our consortium.

But all of the state funded community colleges do belong to the consortium. Three of them are just joining in now, and starting with the new curriculum. Thank you so much for attending my presentation. It was a pleasure to be with you this afternoon.