

2021 NCSBN Scientific Symposium - Pre-Licensure Nursing Program Database
Video Transcript

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Event

2021 NCSBN Scientific Symposium

More info: ncsbn.org/15185.htm

includes both PN and RN programs. There is a question about how much online, hybrid or in-person education the students has, and, of course, this is a pandemic.

As the literature and quantitative study found generally that hybrid programs had better outcomes. Interestingly, the literature and quantitative study found that semesters had better outcomes. So, that's another question. Formal orientation of students was supported by literature and qualitative study and interestingly, we are finding that almost all the programs do that.

The literature and qualitative study found that programs have better outcomes when they have resources for students with English as a second language and learning disabilities, as well as services for those to help students who can't afford books or resources. Some of the lower socioeconomic students in the poor performing programs in the qualitative study actually had no books or resources because they couldn't afford them, which was really incredible to us.

The question about remediation goes to, do the programs actually remediate students who are having trouble? The progression exams ATI, HESI, for example, are meant for remediation and they are simple cut scores for students.

This question was supported by the qualitative study and the literature. Next, what about remediating for errors and near misses in clinical settings and simulation? This was supported by the literature in the Delphi. Do the programs keep track of errors and near misses? Do they use root cause analyses so they can identify the problem? Sometimes, student errors are the result of system errors or maybe even a lack of nursing education.

We have a great study going on on errors and near misses. The safe student reports study and faculty have

Indeed, in a scoping review of clinical experiences across countries, Hungerford et al found that the U.S. lags behind the UK, Australia, New Zealand in numbers of clinical hours that prelicensure student nurses must have. As we collect these annual report data, we may find some answers for the minimum number of hours that prelicensure programs should require.

Similarly, we ask about simulation and skills hours. And, of course, this is in pre-pandemic times. These are both very important teaching strategies, again, supported by the Delphi and the literature. We found from the literature and quantitative study that the director of an RN program should have a doctor degree and a graduate degree for a PN program.

And, there was also support for the program director being a nurse. So, we ask those questions on the core annual report survey. An interesting finding was that if the director is also in charge of the AI program, there needs to be an assistant or an associate director to take care of these day-to-day activities in the nursing programs.

