

Advisory Group on Nursing Education Minutes March 3, 2022

Meeting held through audio-visual conferencing in accordance with HB 51

Members Attending: Sandra Ranck (joined meeting at 10:08a.m.), Chair; Kimberly Regis; Beverly Helms; Mary Grady; Camden Seal; Judy Kreye; Jennifer Johnson; Cathy Learn; Connie Bowler; Cecilia Bidigare; Esmeralda Donesa-McCahan; Tonika Johnson; Judith Brachman; Katrina Kelley

Members Absent: Shelby Stout

Staff Attending: Lisa Emrich; Anita DiPasquale; Kristie Oles; Lisa Hashemian; Tom Dilling

Guests: Mandy Smith, Ohio Health Care Association

Call to Order and Welcome

Lisa Emrich called the meeting to order at 10:05 a.m. on behalf of Sandra Ranck, Chair, who asked that the meeting proceed, and she will join shortly. L. Emrich announced that the meeting is being live-streamed through YouTube and recorded for purposes of the minutes.

Approval of the October 7, 2021, Minutes

L. Emrich stated that Lisa Hashemian attended the meeting and should be added to staff in attendance. The Advisory Group approved the minutes with the correction by consensus.

Chapter 4723-5, OAC

Chair Ranck introduced Mandy Smith, Ohio Health Care Association (OHCA). M. Smith thanked the Advisory Group members for the opportunity to discuss the concerns of OHCA, a trade association of long term care facilities in the state of Ohio. OHCA has partnered with the Ohio Community College Association and the Ohio Nurses Association to address the supply and demand of nursing staff for its members.

M. Smith referred to the previously distributed meeting handouts. Ohio's long term care facilities are experiencing a staffing crisis regarding the supply of LPNs. OHCA is seeking solutions to increase the supply of LPNs and identify regulatory barriers contributing to the lack of supply. One identified barrier is the minimum qualifications for faculty teaching in a practical nurse program. M. Smith stated that U.S. nursing schools turned away students due to lack of nursing faculty, and stated that the faculty vacancy rate is at 7.2%. In addition, 25 Ohio career centers stated they would start a high school practical nurse program to increase the number of LPNs if they could afford to employ nurses who meet minimum faculty qualifications. M. Smith asked the Advisory Group to consider revising Rule 4723-5-11(A)(3)(c), OAC, which requires faculty teaching a nursing course to have a minimum of a baccalaureate degree in nursing and in its place require "current enrollment in a BSN program" or similar requirement. M. Smith provided the Advisory Group with a chart of other states that did not require a baccalaureate degree to teach in practical nurse programs.

Judith Brachman asked if data has been collected regarding the quality of PN education provided by

programs in states that have waived the faculty baccalaureate requirement. She also asked how other issues, such as budget constraints, classroom space and clinical sites will be addressed. Judy Kreye stated that faculty salary is an additional issue and faculty should be offered the competitive salaries and benefits that they deserve.

J. Kreye stated that AACN's Essentials supports faculty education at the highest level and with advanced knowledge in the practice of nursing. Nursing education programs are being directed by their accreditors to increase and not decrease the educational preparation of its faculty. M. Smith said that raising the standards for program faculty will make the LPN staffing crisis worse. She suggested allowing the Board to "waive" the baccalaureate degree requirement when a program can prove it has tried and been unsuccessful in hiring baccalaureate prepared faculty.

Connie Bowler stated she is concerned about the impact of lowering faculty academic standards on a PN program's articulation agreement with a RN program. Transfer credit may not be given if PN courses are not taught or supervised by faculty with a baccalaureate degree. Mary Grady agreed, and questioned lowering the minimum qualification standards as a quick fix for long-standing problems. She asked if there is data on the impact of faculty academic preparation on PN nursing education outcomes and suggested review of PN program NCLEX pass rates as a start.

The Board's Education Regulatory Surveyors stated that Ohio Rules do not currently prohibit a non-baccalaureate prepared RN from teaching in a practical nurse program and questioned whether the term "faculty" as used by the other states was defined the same as in Rule 4723-5-01, OAC. Lisa Hashemian stated that current Rules permit non- baccalaureate prepared RNs to teach as a teaching assistant in practical nurse programs. Kristie Oles agreed and stated that some practical nurse programs employ few baccalaureate prepared RNs that meet qualifications as "faculty," who then direct and supervise teaching assistants in their teaching in either the classroom, lab, clinical, or all three.

Anita DiPasquale agreed and stated the issue may be a matter of conveying how non- baccalaureate prepared teaching assistants may be utilized within a PN program. She also agreed that it is not known whether other states' rules define "faculty" the same as Ohio. In some states "faculty" may be inclusive of any nurse who provides instruction to students including roles that are similar to an Ohio teaching assistant.

M. Smith stated she has anecdotal statements of success from other states that have waived the baccalaureate requirement but does not have specific data. She said she will obtain additional data as discussed, seek information about the impact on articulation agreements between PN and RN programs and then follow up with the Advisory Group.

The Advisory Group members thanked M. Smith for her attendance and conveying OHCA's concerns.

Nursing Education and Content in Care of Ohio's Aging Population

J. Brachman stated she has long been an advocate for Ohio's aging population. With challenges presented by COVID and the number of older Ohioans increasing faster than the general population, she questioned whether nursing students are being prepared to care for our aging population, especially LPNs who are a majority of the nursing workforce in long term care.

C. Bowler stated that programs are required to educate students in the care of patients "across the lifespan" which includes content in the care of older patients. It has been her experience that Board staff routinely review for this content during Board survey visits and stress its importance. In addition, PN programs utilize long term care facilities for a significant portion of student clinical experiences, and most RN courses in

medical surgical and nursing fundamental courses focus on older adults. However, there is always room for programs to take a closer look at their curriculum to verify it continues to be relevant and thorough in its content.

Chair Ranck said PN programs do a good job of providing education in the care of older adults but may be missing focused content, for example emphasizing nutritional needs of the older adult. She agreed that PN students tend to spend much of their clinical time in long term care facilities.

Tom Dilling stated the Ohio Department of Aging held a Taskforce on Alzheimer's Disease and noted report content specific to education that may be a good resource.

Chapter 4723-5, OAC, Revisions

L. Emrich stated that the revised Rules became effective February 1, 2022.

2021 NCLEX Report

The Advisory Group reviewed the 2021 NCLEX Report and noted the national and state averages for first time test candidates in 2021. C. Seal stated that her program's test candidates had less clinical time in 2021 due to COVID. J. Brachman asked what can be done to help increase Ohio's pass rates. C. Bidigare believes the decrease in pass rate percentage is temporary due to the effects of COVID, which created restrictions and decreased the availability of essential clinical sites, and increased laboratory and remote learning. She anticipates it will take two years for the pass rates to recover.

Annual Report Survey: NCSBN Platform

L. Emrich stated that after several years of planning and development, NCSBN now has an Annual Report questionnaire that may be used by states to collect nursing education program data. NCSBN staff collects, analyzes, summarizes, and reports data to each state board. The Advisory Group reviewed a sample report and a cross walk that compared the NCSBN questionnaire to the existing Ohio Annual Report questionnaire. Core data will be collected from all states using the NCSBN Annual Report for comparison, and user states can amend the core questionnaire with additional questions. L. Emrich stated that the Board has been awaiting NCSBN's development of this national reporting survey and would like transition from the Board's questionnaire to NCSBN's. The Board will be able to add any additional questions to NCSBN's standard survey, though those should be kept to a minimum, and the Board will continue to annually collect information currently required by Rule, such as program curriculum information.

C. Bowler and J. Kreye stated they were in favor of using it to see the results. C. Seal stated she liked that it contributes to a national level of data. L. Emrich stated the resulting report would look very much like the sample report that was distributed. C. Bidigare was also in favor of using the NCSBN Annual Report survey but had questions about the simulation-related questions, specifically about simulation certification. L. Emrich stated that those are core questions, which states cannot delete or change. The Advisory Group by consensus agreed that the NCSBN Annual Report should be used. Chair Ranck stated that the national data will be helpful as Ohio moves forward as a compact state, as there is little standardized data currently available.

Update on PCL and Licensure

L. Emrich stated that the automation of adding program completion letters to applications is going well, especially after additional technology updates. The Board is proceeding with testing of an external program's individual sftp. The goal is for programs with the highest numbers of annual graduates to receive their own sftp/portal through which they will drop and manage their program completion letters. Future updates will be provided as the project progresses.

L. Emrich referred to the timeline recommended for nursing students to submit their exam applications and request their criminal records checks. Students should not submit their applications earlier than 60 days prior to their planned graduation date and should request their criminal records checks no later than 60 days prior to their planned graduation date. Although the timeline is a recommendation and not a requirement, adhering to it will facilitate Licensure Unit staff efficiency in processing exam applications. The goal is for an application to be opened only once, after the PCL or transcript is received. If the timeline is followed, the required criminal records check should be available, and the applicant can be made exam eligible when the application is initially reviewed. The timeline document was distributed to nursing programs and is published on the Board website for programs and students to access.

Legislative Report

The Legislative Report for the March Board meeting has not yet been released and will be disseminated after it is available.

Spring Education Program Workshop

The next workshop will be held virtually on June 16, 2022. The Board may have information regarding the compact to share at that time.

Remaining 2022 Advisory Group Meeting Dates

The meetings for 2022 are scheduled for May 12 and October 13. L. Emrich stated that all Advisory Group meetings held through June 30, 2022, will be held virtually through Microsoft TEAMS. Advisory Group members stated that their ability to attend the meeting from their remote locations is appreciated.

Adjournment: The meeting adjourned at 12:32 p.m.