

The NLN Report

The *Member* Newsletter of the *Voice* for Nursing Education

NLN

National League
for Nursing

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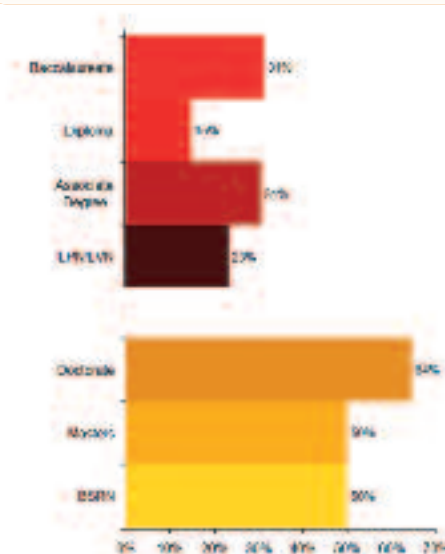
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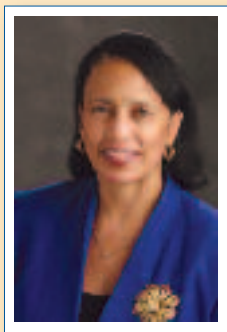


From the
**2009 NLN
Annual Survey of
Schools of Nursing**

(see page 8)

National League
for Nursing

The Voice for Nursing Education



Dear Colleague Members,

It's our usual busy winter at the NLN. Faculty development activities continue apace, membership grows, research data are disseminated, strides are made in assessment and evaluation technology, scholarship funds are created, nursing faculty are certified, and deadlines come and go (so don't miss them!). And though I didn't mention the weather up front, it's cold and it snows – it's really winter.

There have been some staff changes, here in the New York office. While we all miss Mary Anne Rizzolo, who retired after nine years at the NLN, it is exciting that our immediate past president, Dr. Elaine Tagliareni, has been settling in as our new chief program officer. Her experience and leadership are already serving us well. And we continue to benefit from the expertise of Dr. Janice Brewington; she is serving as senior director, professional development. In other personnel news, Dr. Hetherman is no longer with the NLN. The search is on for a motivated and experienced business manager to direct Testing Services – an individual whose dedication and knowledge will help expand the NLN's assessment and evaluation department while maintaining our reputation as the gold standard in testing for the nursing profession.

Please read on for a cornucopia of NLN news and views, ranging from our 2009 Annual Survey data to our reflections on Educating Nurses, A Call for Radical Transformation recently published by the Carnegie Foundation.

Beverly Malone, PhD, RN, FAAN



FOCUS ON THE FOUNDATION

Endowed Scholarship Funds

There is no better way to support nursing education than creating or contributing to an endowed scholarship fund. The NLN Foundation for Nursing Education is proud of two such funds that support nurse scholars each and every year.

Ruth D. Corcoran Fund for Nursing Education Research

We all share grief at the news that Dr. Ruth Corcoran passed away suddenly in early February. Ruth Corcoran, EdD, RN, was a long-time leader in nursing and nursing education who had a meaningful impact well beyond the National League for Nursing. A tireless visionary who led the NLN as CEO from 1998-2007, Ruth will continue to have an impact on nursing education research through her special scholarship endowment fund. This fund recognizes her remarkable accomplishments and vision for a better NLN and nursing education profession.



Announced at the 2009 NLN Education Summit, Elizabeth A. Johnson, PhD, RN, GCNS-BC, from Ball State University in Muncie, Indiana, received a Corcoran Fund research grant for Redesigning Clinical Learning Through Simulation and Practice: Clinical Judgment in Action. The purpose of

this multi-site study is to evaluate, in simulation and clinical practice settings, restructured clinical learning developed to teach students to optimize geriatric patient outcomes through excellent clinical judgments.

Mary Anne Rizzolo Faculty Dissertation Scholarship Fund

Mary Anne Rizzolo, EdD, RN, FAAN, has enhanced the quality and scope of nursing education throughout her career. Through myriad faculty development programs, using her thorough knowledge of interactive technologies, Dr. Rizzolo has improved the format and content of nursing education. Now, on the occasion of her retirement, this special fund, the NLN Foundation's newest, was established to assist aspiring doctoral candidates.



Special thanks to all those who have already supported these important funds and to those special friends who have created other endowment funds that continue to mature. As the NLN Foundation for Nursing Education continues to work to support nursing education research and deserving nurse educators through scholarships and grants, additional contributions are welcome. Please call 212-812-0406 or email foundation@nlm.org.

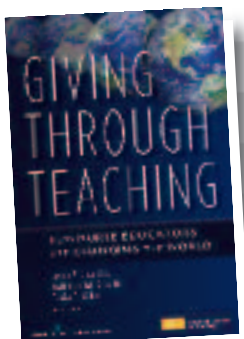
WATCH FOR PUBLICATION MAY 2010

GIVING THROUGH TEACHING: How Nurse Educators Are Changing the World

Editors: Joyce J. Fitzpatrick, PhD, RN, FAAN; Cathleen M. Shultz, PhD, RN, FAAN; Tonia D. Aiken, JD, RN

To be published by the NLN Foundation for Nursing Education and Springer Publishing Company Spring 2010

Inspired by Bill Clinton's remarkable book *Giving: How Each of Us Can Change the World*, this volume will profile the local, national, and international work of US nurse educators who go above and beyond their work environments to give to others.



Choosing Sides



This op ed by NLN CEO Dr. Beverly Malone was published in Inside

Higher Ed, January 14, 2010.

The debate about the most appropriate preparation for nursing practice has raged for the past 40 years. With the publication last week of *Educating Nurses: A Call for Radical Transformation*, the Carnegie Foundation for the Advancement of Teaching has made an invaluable contribution to this discussion. In most ways, we at the National League for Nursing believe the foundation has done a great service with its call to raise the standards of nursing education in America, thus elevating the issue in the public eye and pointing a promising way forward.

But in one significant way – by recommending a requirement that nurses have a bachelor's degree for entry into practice – Carnegie missed the mark. We must bear in mind that more than half of all registered nurses are ADN-credentialed only. And that despite the nursing profession's decades-long debate over the minimum levels of education nurses need to practice, we have not made much progress in moving more of them through the educational pipeline. The NLN remains convinced that the more reasoned and effective strategy is to focus attention on how best to propel those with associate degrees, and also those with baccalaureate degrees, to continue their education.

In fact, our *Reflection & Dialogue*, "Academic/Professional Progression in Nursing" (NLN, 2007), was developed in response to proposed legislation in New York, New Jersey, and elsewhere that would require nurses prepared in diploma or associate degree programs to obtain a baccalaureate degree in nursing within 10 years of initial licensure. The NLN framed the conversation away from entry into practice to a focus on how to approach academic and professional progression for all nurses. We felt it essential to sidestep the argument of required baccalaureate entry to instead support the following principles:

- Options (such as RN to BSN or RN to MSN) that are not based on entry but are rather viewed as opportunities for lifelong learning and progression for those who enter the nursing profession through diploma and associate degree programs will help the nursing profession to practice effectively in a health care environment that includes shorter hospital stays, higher patient acuity, increasing numbers of older adults with multiple chronic conditions, rapid technological advances, and proliferation of drug therapies. It is essential that the nursing profession take fullest advantage of the diversity offered by multiple points of entry and encourage all nurses (regardless of initial preparation) to continue their education.

- The ability of nursing practice settings to provide appropriate clinical learning experiences must be addressed. And ways must be found, for example through online/distance learning programs, to expand the capacity of baccalaureate and master's programs to accommodate all RNs who would be required by legislative fiat or other institutional standards to earn an advanced academic degree.

The League has considered in depth the approach to lifelong learning for all nurses, regardless of their initial level of preparation.

- As many Americans are finding higher education less accessible financially, the cost of financing additional education must be addressed. The nursing profession must work proactively through government channels – national, state-wide, and regional/local – to harness the political power of 2.9 million nurses to lobby for more funding for nursing workforce development and direct scholarship relief.

The National League for Nursing has long championed the nursing profession's multiple entry points. With the NLN's proud tradition as the voice for nursing education, for faculty who teach in programs across the spectrum of higher education, the League has considered in depth the approach to lifelong learning for all nurses, regardless of their initial level of preparation. Our mission, goals, and history have positioned us to be a catalyst for the exchange

of ideas about this important issue which will have profound effects on nursing education, the ethnic/racial diversity of our nursing workforce, access to safe, quality health care, the cost of health care, and public policy.

Despite our fundamental disagreement with authors Benner et al. regarding their recommended requirement of BSN for entry into practice, we do believe that *Educating Nurses* will undoubtedly spur necessary improvements in nursing education and in the safety and quality of health care. There is much to praise within its pages. Indeed many of the findings reflect or complement NLN goals and core values. We, too, encourage more faculty and student diversity, new means of student assessment and evaluation, the inclusion of teacher education courses in master's and doctoral programs, the development of new pedagogical practices, and more healthful work environments.

Other points of agreement between the authors and the NLN include advocacy for better compensation for nurse faculty; for increasing public awareness of the nurse faculty shortage, one source of which is the dearth

of nurses who choose to pursue master's level preparation required for teaching; for mentoring and professional development of faculty; and for improving clinical education. For example, the NLN offers new programs that incorporate innovative approaches and content, such as our Simulation Innovation Resource Center, which assists faculty in learning how to develop and integrate the latest advancements in simulation into nursing curricula. The recent NLN Survey on Clinical Education highlighted barriers to effective clinical education in pre-licensure nursing programs, revealing the need for continued research in this area so that students will be better prepared for the rapidly evolving health care environment they will encounter when they graduate into practice.

My hat is off to authors Patricia Benner, Molly

Continued on page 6

S P O T L I G H T O N

Getting to Know Us

Did You Know that?

- ◆ The NLN offers a comprehensive line of assessment and evaluation tools to assist you with assessing your students' clinical competencies throughout your program. NLN Testing Services also offers *five* superb "End of Program" tools that foster success on the NCLEX-RN®.
- ◆ NLN Testing Services offers extensive member discounts on our Testing Solutions package which includes:
 - ◆ *Up to 15 Achievement Exams* that allow you to evaluate course and program objectives and compare each student's performance within specific content areas to a national sample
 - ◆ A *Pre-NCLEX Readiness Program* with the
 - **Diagnostic Readiness Test** to assess your students' knowledge over the 26 subscales of the NCLEX exam and define a customized plan of study for each student
 - **Critical Thinking Exam** to measure your students' ability to think critically in the context of the nursing process
 - **RN and PN Comprehensive Nursing Exams** (*based on the current NCLEX Blueprint*) to measure overall achievement at the completion of the nursing program
 - **4,200+ Item Question Review Bank for RNs; 3300+ Item Question Review Bank for PNs**
 - **On-site LIVE REVIEW** session to prepare your students to sit for the NCLEX
- ◆ Our flagship Pre-Admission Exam (PAX) is now \$35.00! PAX is a reliable and valid predictor to assess student success in your nursing program. It is currently used in 44 states by student applicants.

◆ NLN assessment tools are available online and in paper & pencil formats. All NLN testing products are nationally normed and of the highest quality. They are continuously reviewed and updated to keep current with leading-edge, evidence-based practice applications.

A Testing Services representative would be happy to make a visit to your campus and highlight how NLN tools can enhance and complement your existing evaluation processes. Just contact NLN Customer Service at 800-732-8656 or customer-help@nlm.org. We're looking forward to hearing from you.

T E S T I N G I S S U E S

Test Security

One of the best things about using nationally standardized comprehensive examinations is that it allows you to compare your students with students at the same level across the country. And there are many other valuable applications. In addition to yielding a diagnostic score for content and other attributes, such as critical thinking skills, the test results allow us to compare that score to national averages, aiding the evaluation process for student, curriculum, and program. However, test security is crucial. Exams must be secure from semester to semester. There has been much discussion in education over the past few years about student creativity in helping one another when it comes to academic assignments, including testing.

These exams are meant to be helpful to our students. The diagnostic scores identify their areas of weakness in nursing content so they can get the remediation they need. When exams are no longer secured, the results are not valid and can help neither student nor faculty.

So it is critical that nationally standardized examinations – across the academic spectrum – remain as guarded as possible. And we have several ways to best ensure test security:

- ◆ Secure exams never yield to the instructor or student; the correct response to each item is keyed into the scoring mechanism.

- ◆ Secure exams never present a rationale for the answer.
- ◆ Secure exams are administered in a monitored or proctored setting so that test-takers cannot copy or share information about the test questions with anyone.
- ◆ Because students are able in some settings to text one another, secure testing settings prohibit cell phones.
- ◆ Since it is impossible to stop test-takers from verbally sharing test items with one another after the testing sessions, we ask students to avoid this behavior as part of the code of ethics in nursing education.

When nationally standardized exams are compromised, the results are compromised. NLN Testing Services is committed to keeping nursing examinations as secure as possible.



T E S T I N G

NLN Testing Services A Case Study

The Challenge

Historically an associate degree program, in 2004 the Wesley College Department of Nursing decided to transition to a BSN program. Counter to expectations, the NCLEX-RN scores for the first graduates of the BSN program were lower on average than those of graduates from Wesley's ADN program. The college, therefore, needed a comprehensive testing program to assess why and better prepare students for the NCLEX-RN.

The Customer

Wesley is a small, private liberal arts college offering both BSN and RN-MSN programs. Admission to the baccalaureate program is competitive; the school receives 350-400 applications for 60 seats. Once admitted to Wesley College, students who wish to declare a major in nursing must first take the NLN pre-admissions exam. Those who fail it are offered remediation and may retake the test after 90 days.

The Solution

To ensure it would get the comprehensive data it needed, Wesley purchased the NLN's entire *Solutions* package, from Pre-Admission Testing (PAX) to the two-day Live Review, the final preparatory step before students sit for the licensing exam. The package includes achievement exams and practice tests in 16 basic and specialty areas, aligned with the curriculum; online remediation to improve student scores; assessment and evaluation of critical thinking skills; diagnostic readiness tests; a question review bank; and a predictive pre-NCLEX examination. Online registration, score reporting, and full customer service from the NLN's professional Testing Services team ease all aspects of the process.

The Implementation

NLN Testing Services made an initial campus visit to present *Solutions* and describe how the testing package works, explaining in depth its statistical validity and reliability. They returned twice to provide a thorough orientation to setup and implementation. Faculty workshops and staff tutorials covered all aspects of the testing program, including how to utilize the diagnostic readiness test and the question

review bank and how Live Review would work. The NLN remains involved through 24-7 customer service, quickly responding to any technical issues that arise during testing and any other concerns.

The Results

After more than two years of experience with NLN *Solutions*, the nursing department reports a significant (between 15-20 percent) improvement in both its NCLEX-RN pass rate and in achievement test scores. Wesley has been particularly gratified by the higher performance demonstrated by at-risk students. Moreover, with the new *Solutions* Pre-Admissions Test in place, which includes a science component, Wesley is now better able to evaluate candidates for admission, reducing the number of students with inadequate preparation and improving retention rates even among those identified as at-risk.

Testimonial

I honestly believe that bringing NLN Solutions on board at Wesley has been one of the best decisions we ever made. Having had previous experience with other testing companies, I can attest that the NLN products have superior validity and reliability and that customer service is responsive to our needs.

Our students like the feedback they get. For example, knowing they can find out where they stand relative to students in other parts of the country gives them an incentive to do their best. Live Review has also made such a difference to student test preparation. They really appreciate having a person to interact with, as opposed to listening to audiotapes and watching videotapes, and working with the learning scenarios, from infancy through the elderly, has given them an opportunity to bring together their entire educational experience in a developmental sequence and test their knowledge comprehensively.

My best advice to colleagues is: don't be fooled by others' fancy marketing. NLN Solutions really lives up to its claims and stands far and above others that are out there.

Lucille Gambardella, PhD, APN-BC, ANEF
Chair/Professor & Director of
Graduate Programs



How Ready Are Your Students?

Predictive Solution to: NCLEX Success

As part of the Pre-NCLEX Readiness Program, the NLN offers a non-secure NCLEX preparation tool for graduating students.

The NLN Diagnostic Readiness Tool (DRT) provides students an opportunity to assess their strengths and weaknesses along the 26 subscales of the NCLEX blueprint and create a focused study. The DRT is available in both computer-based and paper & pencil formats.

**For more
information,
contact**

NLN customer service

at:

800-732-8656 or

customerhelp@nlm.org

www.nlm.org/testingservices

Journal News

A New Year, a New Decade, Renewed Commitments and New Beginnings

(From *Nursing Education Perspectives*, January/February, editorial, Vol. 31, No. 1. Please see Author Guidelines at www.nln.org/nlnjournal/index.htm for more information.)

Ah, it's January, the beginning of a new year. It is time to refresh our resolutions to do good (and well) and change our lives for the better. For *Nursing Education Perspectives*, this is also a time for transition.

In September 2007, I wrote about our renewed emphasis on nursing education research. You will have noticed the headings for the research articles that have been published in the past year. Each such article is labeled so that we highlight the authors' contributions to expanding our science of nursing education. Research articles are also given priority for review and publication.

As with all transitions, there has been a certain amount of frustration, with some potential authors perceiving that there is no venue for their creative work that may not have a research base. I want to emphasize now that we do not exclude non-research manuscripts, but with this transition, the bar for publication in *Nursing Education Perspectives* is set at a higher level. For example, we may recommend to potential authors that they send us evaluations of their innovative programs, rather than mere program descriptions.

It is important to note that we are not abandoning our focus on publishing innovative program developments. In an effort to provide a peer-reviewed outlet for innovation, we will publish such articles primarily in our new Innovation Center column that Linda Caputi, EdD, RN, CNE, a highly respected nurse educator, well-published author, and recent member of the NLN Board of Governors, has agreed to edit. We look forward to her leadership and vision for helping shape the future of nursing education through this new initiative.

The concentration of innovative program developments in the Innovation Center will



also serve to centralize this specialized content. Readers and authors will be able to quickly ascertain what is new. This change will require a shortened format, and we encourage potential authors to submit focused papers of approximately six pages. In this way, going forward, we will be able to publish more of your work.

A brand new section, Teaching with Technology, is introduced in this issue. This section, which directs readers to articles on high-fidelity simulation, informatics, and other technologies, is a hybrid. Some articles are research based and others are descriptive. This section also includes the popular Emerging Technologies Center, written for each issue by Diane J. Skiba, PhD, FAAN.

As with most transitions, the changes we are making are gradual. We have a number of papers on hand that were accepted for publication prior to our renewed emphasis on publishing research-based papers. In fact, the time from acceptance to print for most papers is now averaging more than eight issues. For this reason, we are publishing more articles per issue, and we are exploring various alternatives for reducing the time between acceptance and print.

The *Nursing Education Perspectives* Editorial Board will be deliberating this and other options in a meeting scheduled early in 2010. We welcome your input. Tell us about your experiences with publishing in *Nursing Education Perspectives* and other journals and how we can serve you better.

Joyce J. Fitzpatrick, PhD, RN, FAAN
Editor, *Nursing Education Perspectives*

Choosing Sides

Continued from page 3

Sutphen, Victoria Leonard, and Lisa Day, who, addressing their “nursing organization collaborators and partners... in the tradition of the Carnegie Foundation for the Advancement of Teaching, now give the study to your stewardship...to make the findings accessible and useful within the profession.”

The NLN is proud to be among these contributors and in calling for an ongoing dialogue, asks:

- How will we inspire graduates of associate degree, diploma, and bachelor's degree programs to continue their formal nursing education, to expand leadership and communication skills in an increasingly complex health care system?
- What incentives will encourage nurses to attain additional formal credentials, as well as value lifelong learning and continued professional practice?
- How can we think creatively about articulation and build seamless transition models that incorporate flexible scheduling and convenient meeting places, that provide opportunities for diverse nursing graduates to pursue individual interests, and that do not repeat nurses' previous education and experiences?

In answering these questions nurse educators, public policy and workforce experts, health care organizations, and all other interested parties will transform the dialogue from entry into practice into academic progression within the profession.

facebook

Are you an NLN Fan?

**Join us on our
Facebook Fan Page.
Read, view, and
post comments and
photos on our wall.**

Coming Up from the NLN

CONFERENCES

June 13–18, 2010

The Fourth NLN Immersion in Evidence-Based Nursing Education

Vanderbilt University, Nashville

September 29 –
October 2, 2010
NLN
EDUCATION
SUMMIT

SHAPING HISTORY,
REFORMING HEALTH CARE:
The Power of Nursing Education
Caesars Palace, Las Vegas

WORKSHOPS AND SEMINARS

Advanced Simulation Workshops

Presenters: Sharon Decker, PhD, RN, CCRN, ACNS-BC, ANEF; Pamela R. Jeffries, DNS, RN, FAAN, ANEF; Clare Lamontagne MS, RN, CNE

April 9 – 10

The Keystone Simulation and
Education Center
Potter Township Monaca, PA

April 16 – 17

Tulsa Community College,
Tulsa, OK

March 26

Optimizing Clinical Learning
Holiday Inn-Richmond Airport
Sandston, VA
Presenter: Diane Wink, EdD, RNC

April 7

Legal Issues in Nursing Education
Disney's Coronado Springs Resort
Orlando, FL, Presenter: Linda
Christensen, JD, MSN, RN
Co-sponsored with NSNA

May 5

Transforming Clinical Education:
New Ways of Teaching Today's
Nursing Students
Best Western Country Cupboard Inn
Lewisburg, PA
Co-sponsored with the Pennsylvania
Association of Practical Nurse
Administrators

Spring Audio-Web Series

Tuesdays & Thursdays, 4 – 5:30 pm ET

March 2 or 4

Concept-Based Learning Activities to
Develop Clinical Judgment

Presenters: Ann Nielsen, MN, RN;
Kathie Lasater, EdD, RN, ANEF

March 9 or 11

The NLN's Nursing Education
Competencies for Graduates of
Nursing Programs: Practical Nursing
Through Doctoral

Presenters: June Larson, MS, RN,
CNE, ANEF;
Mary Schoessler, EdD, RN

March 16 or 18

Innovations in Curriculum Design
Presenters: Linda Benedict, MA, RN;
Lynne P. Lewallen, PhD, RN, CNE;
Judith P. Ruland, PhD, RN, CNE

March 23 or 25

Questions Make a Difference:
Assessing the Older Adult Using the
ACES Framework
Presenters: Elaine Tagliareni, EdD,
RN, CNE, FAAN; Barbara
McLaughlin PhD, RN, CNE, ANEF

May 14-16

Scholarly Writing Retreat
Indiana University School of Nursing,
Indianapolis

CNE PREP

The NLN Preparation Course for Certification as a Nurse Educator

June 12

Villanova University College of
Nursing, Villanova, PA

Presenter: Patricia Mahoney,
MSN, RN, CNE

Co-sponsored with
Villanova University
College of Nursing



ONGOING

Indiana University School of Nursing

Online Courses

Teaching and Learning in Web-Based
Courses Certificate Program
(4 courses)
Clinical Faculty: A New Practice Role
(1 course)
Teaching in Nursing Certificate
Program (3 courses)

IMPORTANT DEADLINES

May 31

Final COE
applications
due (2010 cycle)

www.nln.org/excellence

May 31

Summit second
early bird fee period ends

AT YOUR SERVICE

“Shop” the NLN Marketplace
to register for all these events and more.



Updated, detailed information on all faculty

development programs can be found at www.nln.org/facultydevelopment.



**National League
for Nursing**

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Notable Findings from Annual Survey of Schools of Nursing

As Recession Hits, Expansion of Educational Capacity Stalls

Insufficient Faculty Is Major Constraint to Expansion of Postlicensure Programs

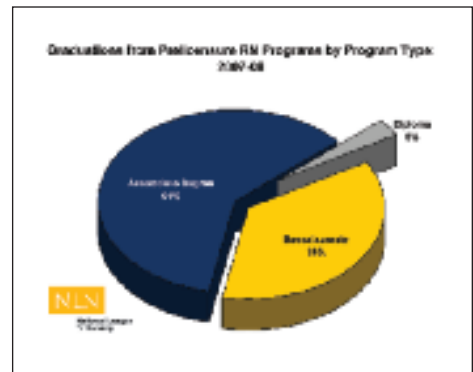
Since the 1950s, the NLN has conducted an annual survey of all nursing programs in the United States, gathering key statistics including admissions, enrollments, graduations, student demographics, and numbers of faculty. The 2009 annual survey was administered from May to September 2009 to obtain 2007-2008 data.

In announcing the results, NLN CEO Dr. Beverly Malone pointed out some of the new topics addressed by the 2009 survey. “These data are critical to tackling challenges related to the nursing education workforce and nursing education capacity. Recent additions include unused educational capacity, constraints on expanding admissions, faculty vacancies and recruitment, and the impact of faculty shortages on educational capacity.”

Findings include: key statistics reflect slowing growth; demand for admissions continues to outstrip supply; the majority of prelicensure programs are “highly selective”; shortages of faculty and clinical placements constrain growth; postlicensure

programs are much more likely to report that adding faculty would expand admissions capacity. Some seats still go unfilled.

The complete *Nursing Data Review Academic Year* is available on the NLN website as are all



NLN research data. *NLN DataView™*, at www.nln.org/research/slides/index_home.htm, features slides and tables from key NLN data reports as PDFs, MS PowerPoint™ slides, MS Excel™ charts, and JPG images.

“*Nursing Data Review* will be invaluable to decision-makers, organizations, and individuals interested in data reflecting the state of nursing education,” observed NLN president Dr. Cathleen Shultz. “Moreover,” she continued, “it will serve a critical role in models designed to project the magnitude of the future registered nurse workforce and help address the nursing shortage.”

