



BOARD OF NURSING

Room 121A, 1400 East Washington Avenue, Madison
Contact: Dan Williams (608) 266-2112
May 12, 2016

Notice: The following agenda describes the issues that the Board plans to consider at the meeting. At the time of the meeting, items may be removed from the agenda. Please consult the meeting minutes for a description of actions and deliberation of the Board.

8:00 A.M.

AGENDA

CALL TO ORDER – ROLL CALL – OPEN SESSION

- A. Adoption of the Agenda (1-4)**
- B. Approval of the Minutes of April 14, 2016 (5-11)**
- C. Administrative Matters – Discussion and Consideration**
 - 1) Staff Updates
 - 2) Board Member – Term Expiration Date
 - a. Paul Abegglen – 7/1/2019
 - b. Jodi Johnson – 7/1/2019
 - c. Maria Joseph – 7/1/2013
 - d. Sheryl Krause – 7/1/ 2018
 - e. Jeffrey Miller – 7/1/2016 (*Reappointed, not yet confirmed*)
 - f. Peter Kallio – 7/1/ 2018
 - g. Lillian Nolan – 7/1/2019
 - h. Luann Skarlupka – 7/1/2017
 - i. Cheryl Streeter – 7/1/2017
- D. Education and Examination Matters – Discussion and Consideration**
 - 1) Analysis of NCLEX Pass Rates and Plan of Remediation:
 - a. Cardinal Stritch University (**12-20**)
 - b. Marquette University (**21**)
 - c. Rasmussen College-Green Bay (**22-25**)
- E. Legislative and Administrative Rule Matters – Discussion and Consideration (26-28)**
 - 1) Post Licensure Schools of Nursing Approval
 - 2) Scope Amending N 1 Relating to Schools of Nursing
 - 3) Update on Legislation and Pending or Possible Rulemaking Projects
- F. 2016 Board Review of Website Position Statements – Discussion and Consideration (29-34)**

G. **2015 Division of Legal Services and Compliance (DLSC) Statistics Report – Discussion and Consideration**

H. Speaking Engagement(s), Travel, or Public Relations Request(s) – Discussion and Consideration

I. Information Item(s)

J. Discussion and Consideration of Items Received After Preparation of the Agenda

- 1) Introductions, Announcements, and Recognition
- 2) Election of Board Officers
- 3) Appointment of Board Liaison(s)
- 4) Informational Item(s)
- 5) Division of Legal Services and Compliance Matters
- 6) Education and Examination Matters
- 7) Credentialing Matters
- 8) Practice Matters
- 9) Legislation / Administrative Rule Matters
- 10) Liaison Report(s)
- 11) Presentations of Petition(s) for Summary Suspension
- 12) Presentation of Proposed Stipulation(s), Final Decision(s) and Order(s)
- 13) Presentation of Final Decision and Order(s)
- 14) Speaking Engagement(s), Travel, or Public Relations Request(s)

K. Public Comments

CONVENE TO CLOSED SESSION to deliberate on cases following hearing (s. 19.85(1)(a), Stats.); to consider licensure or certification of individuals (s. 19.85(1)(b), Stats.); to consider closing disciplinary investigations with administrative warnings (ss. 19.85 (1)(b), and 440.205, Stats.); to consider individual histories or disciplinary data (s. 19.85 (1)(f), Stats.); and to confer with legal counsel (s. 19.85(1)(g), Stats.).

L. **APPEARANCE: DLSC Staff and Respondent - Administrative Warning Review (WARN00000500)(DLSC Case # 16 NUR 139 – K.M.) (35-39)**

M. **Deliberation on Division of Legal Services and Compliance (DLSC) Matters**

- 1) **Attorney Amanda Florek**
 - a. *Administrative Warnings*
 1. 16 NUR 055 (K.E.A.) **(40-41)**
 2. 16 NUR 109 (A.M.M.) **(42-43)**
 - b. *Proposed Stipulations, Final Decisions and Orders*
 1. 15 NUR 654 (J.A.R.) **(44-51)**
 2. 16 NUR 104 (L.B.W.) **(52-59)**
 - c. *Proposed Interim Orders*
 1. 15 NUR 463 (R.J.M.) **(60-65)**
- 2) **Attorney Kim Kluck**
 - a. *Administrative Warnings*
 1. 15 NUR 706 (K.J.L.) **(66-67)**

b. Proposed Stipulations, Final Decisions and Orders

1. 14 NUR 626 (B.L.K.) **(68-75)**
2. 14 NUR 660 (C.D.L.) **(76-81)**
3. 15 NUR 493 (C.R.C.) **(82-87)**
4. 15 NUR 509 (T.M.B.) **(88-93)**
5. 15 NUR 624 (M.E.A.) **(94-100)**

3) **Attorney Jim Polewski**

a. Proposed Stipulations, Final Decisions and Orders

1. 16 NUR 118 (T.J.K.) **(101-107)**

4) **Case Closures**

5) **Monitoring (108-292)**

- a. Andrea Connelly, L.P.N. – Review of Fitness-for-Duty Evaluation **(110-139)**
- b. Randy Cornell, R.N. – Requesting Access to Controlled Substances **(140-165)**
- c. Matthew Elliott, R.N. – Requesting Full Licensure or Modifications **(166-184)**
- d. Tammy Finley, R.N. – Requesting Reduction in Drug Screens **(185-194)**
- e. Nancy Ogden, R.N. – Requesting Full Licensure **(195-215)**
- f. Sue Schindler, R.N. – Requesting Termination of Treatment and Work Reports **(216-238)**
- g. Adam Zlotocha, R.N. – Requesting Full Licensure **(239-250)**
- h. Deanna Matis – Requesting Stay of Suspension **(251-269)**
- i. Hoepfner, R.N. and Beaver, R.N. – Board Discussion on Preapproval **(270-292)**

N. **Deliberation on Credentialing Matters**

- 1) Danny Knutson – Discipline Review **(293-317)**
- 2) Kristine Kohlmann – Conviction and Discipline Review **(318-375)**
- 3) Aaron Olson – Conviction Review **(376-452)**

O. **Deliberation on Order(s) Fixing Costs in the Matter of Disciplinary Proceedings Against:**

- 1) Kelly L. Kowalkowski, R.N., Respondent (ORDER00004613)(DHA case # SPS-15-0093)(DLSC case # 14 NUR 385 and 14 NUR 564) **(453-462)**

P. **Deliberation of Items Received After Preparation of the Agenda**

- 1) Professional Assistance Procedure (PAP) Matters
- 2) Division of Legal Services and Compliance Matters
- 3) Monitoring Matters
- 4) Credentialing Matters
- 5) Education and Examination Matters
- 6) Administrative Warnings
- 7) Review of Administrative Warnings
- 8) Proposed Stipulations, Final Decisions and Orders
- 9) Proposed Final Decisions and Orders
- 10) Orders Fixing Costs/Matters Related to Costs
- 11) Petitions for Summary Suspension
- 12) Petitions for Designation of Hearing Examiner
- 13) Petitions for Re-hearings
- 14) Appearances from Requests Received or Renewed
- 15) Motions

Q. **Consult with Legal Counsel**

RECONVENE INTO OPEN SESSION IMMEDIATELY FOLLOWING CLOSED SESSION

Voting on Items Considered or Deliberated on in Closed Session, If Voting is Appropriate

- R. **Board Meeting Process (Time Allocation, Agenda Items) – Discussion and Consideration**
 - 1) **Newsletter**
 - 2) **Board Member Training Presentation**
- S. Board Strategic Planning and its Mission, Vision, and Values – Discussion and Consideration

ADJOURNMENT

The next scheduled meeting is June 9, 2016.

**BOARD OF NURSING
MEETING MINUTES
APRIL 14, 2016**

PRESENT: Paul Abegglen, Peter Kallio, Jodi Johnson (*via GoToMeeting, joined the meeting at 8:02 a.m. and was excused from the meeting at 8:50 a.m.*), Maria Joseph, Sheryl Krause, Jeffrey Miller, Lillian Nolan, Luann Skarlupka, Cheryl Streeter

STAFF: Dan Williams, Executive Director; Nilajah Hardin, Bureau Assistant; and other DSPS Staff

CALL TO ORDER

Jeffrey Miller called the meeting to order at 8:00 a.m. A quorum of eight (8) members was confirmed.

ADOPTION OF THE AGENDA

MOTION: Paul Abegglen moved, seconded by Peter Kallio, to adopt the agenda as published. Motion carried unanimously.

APPROVAL OF MINUTES OF MARCH 10, 2016

MOTION: Peter Kallio moved, seconded by Maria Joseph, to approve the minutes of March 10, 2016 as published. Motion carried unanimously.

EDUCATION AND EXAMINATION MATTERS

Jodi Johnson joined the meeting at 8:02 A.M.

Globe University, Madison East – Request for Authorization to Plan a School of Nursing

MOTION: Sheryl Krause moved, seconded by Maria Joseph, to approve the request of Globe University – Madison East for authorization to plan a School of Nursing. Motion carried unanimously.

Lakeshore Technical College

Explanation for NCLEX Pass Rate 80% and Self-improvement Plan for 2016

MOTION: Paul Abegglen moved, seconded by Cheryl Streeter, to acknowledge and thank Kathi Calabresa from Lakeshore Technical College for her appearance before the Board. Motion carried unanimously.

MOTION: Peter Kallio moved, seconded by Paul Abegglen, to acknowledge receipt of Lakeshore Technical College's plan to meet the NCLEX first time taker pass rate standards. Motion carried unanimously.

Request for Authorization to Admit Students to a Nursing School

MOTION: Sheryl Krause moved, seconded by Luann Skarlupka, to deny the request of Lakeshore Technical College for authorization to admit students to a Nursing School. **Reason for Denial:** Failure to meet faculty standards for the application process. Motion carried unanimously.

2016 BOARD REVIEW OF WEBSITE POSITION STATEMENTS

- MOTION:** Luann Skarlupka moved, seconded by Jodi Johnson, to remove Board of Nursing Position Statement “I am Travelling With a Patient Through Wisconsin; Do I Need to Obtain a Wisconsin License in Order to do This” from the DSPS website. Motion carried unanimously.
- MOTION:** Luann Skarlupka moved, seconded by Jodi Johnson, to remove Board of Nursing Position Statement “If I am Given a Physician’s Order to Administer a Medication to a Patient and I Have Knowledge That the Medication Could Cause an Adverse Reaction and an Event Occurs, who is Responsible, the Physician or the Nurse?” from the DSPS website. Motion carried unanimously.
- MOTION:** Luann Skarlupka moved, seconded by Jodi Johnson, to remove Board of Nursing Position Statement “Use of Nurse Technicians” from the DSPS website. Motion carried unanimously.

Jodi Johnson was excused from the meeting at 8:50 a.m.

WISCONSIN DIVISION OF QUALITY ASSURANCE (DQA) INQUIRY

- MOTION:** Luann Skarlupka moved, seconded Sheryl Krause, to acknowledge and thank Doug Englebert from the Wisconsin Division of Quality Assurance for his appearance before the Board. Motion carried unanimously.

LEGISLATIVE AND ADMINISTRATIVE RULE MATTERS

Scope Amending N 1 Relating to Schools of Nursing

- MOTION:** Sheryl Krause moved, seconded by Peter Kallio, to table approval of the Scope Statement on N1 relating to Schools of Nursing for a future meeting. Motion carried unanimously.

Scope Amending N 2 Relating to Licensure

- MOTION:** Paul Abegglen moved, seconded by Maria Joseph, to approve the Scope Statement on N2 relating to Licensure for submission to the Governor’s Office and publication, and to authorize the Chair to approve the scope for implementation no less than 10 days after publication. Motion carried unanimously.

Act 269 Relating to Controlled Substances Guidelines

- MOTION:** Luann Skarlupka moved, seconded by Sheryl Krause, to authorize the Chair to make contact with the Medical Examining Board in regards to collaborating on the development of guidelines for prescribing controlled substances pursuant to 2015 Act 269. Motion carried unanimously.

SPEAKING ENGAGEMENT(S), TRAVEL, OR PUBLIC RELATIONS REQUEST(S)

Report from Pearson Vue NCLEX Test Question Review – April 7, 2016

MOTION: Peter Kallio moved, seconded by Maria Joseph, to acknowledge the attendance of Sheryl Krause and Paul Abegglen at the Pearson Vue NCLEX Test Question Review on April 7, 2016. Motion carried unanimously.

Report from National Council of State Boards of Nursing (NCSBN) Midyear Meeting – March 14-16, 2016

MOTION: Cheryl Streeter moved, seconded by Peter Kallio, to acknowledge the attendance of Luann Skarlupka and Jodi Johnson at the National Council of State Boards of Nursing (NCSBN) Midyear Meeting on March 14-16, 2016. Motion carried unanimously.

DISCUSSION AND CONSIDERATION OF ITEMS RECEIVED AFTER PREPARATION OF THE AGENDA

Education and Examination Matters

MOTION: Peter Kallio moved, seconded by Luann Skarlupka, to request DSPS Staff to send notification to Commission on Collegiate Nursing Education, the accrediting body for Herzing Brookfield-Kenosha regarding a warning letter relating to their NCLEX pass rates. Motion carried unanimously.

Speaking Engagement(S), Travel, or Public Relations Request(S)

MOTION: Cheryl Streeter moved, seconded by Luann Skarlupka, to designate Sheryl Krause, Peter Kallio, and Paul Abegglen to attend the National Council of State Boards of Nursing (NCSBN) Discipline Case Management Conference on June 6-8, 2016 in Norfolk, VA and to authorize travel. Motion carried unanimously.

CLOSED SESSION

MOTION: Paul Abegglen moved, seconded by Peter Kallio, to convene to closed session to deliberate on cases following hearing (s. 19.85(1)(a), Stats.); to consider licensure or certification of individuals (s. 19.85 (1)(b), Stats.); to consider closing disciplinary investigation with administrative warning (ss.19.85(1)(b), Stats. and 440.205, Stats.); to consider individual histories or disciplinary data (s. 19.85 (1)(f), Stats.); and, to confer with legal counsel (s.19.85(1)(g), Stats.). Jeffrey Miller, Chair, read the language of the motion. The vote of each member was ascertained by voice vote. Roll Call Vote: Paul Abegglen-yes; Maria Joseph-yes; Peter Kallio-yes; Sheryl Krause-yes; Jeffrey Miller-yes; Lillian Nolan-yes; Luann Skarlupka-yes; and Cheryl Streeter-yes. Motion carried unanimously.

The Board convened into Closed Session at 10:20 a.m.

RECONVENE TO OPEN SESSION

MOTION: Abegglen moved, seconded by Skarlupka, to reconvene into open session. Motion carried unanimously.

The Board reconvened into Open Session at 1:53 p.m. a.m.

VOTING ON ITEMS CONSIDERED OR DELIBERATED ON IN CLOSED SESSION

MOTION: Abegglen moved, seconded by Skarlupka, to affirm all motions made in closed session.
Motion carried unanimously.

DIVISION OF LEGAL SERVICES AND COMPLIANCE (DLSC) MATTERS

Attorney Amanda Florek

Proposed Stipulations, Final Decisions and Orders

MOTION: Paul Abegglen moved, seconded by Peter Kallio, to adopt the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against:

1. 15 NUR 564 (C.M.P.)
2. 15 NUR 583 (E.M.K.)
3. 15 NUR 585 (C.A.J.)
4. 16 NUR 003 (D.A.S.)
5. 16 NUR 075 (W.L.H.)

Motion carried unanimously.

DLSC Attorney Kim Kluck

Administrative Warnings

15 NUR 412 – D.J.J.

MOTION: Paul Abegglen moved, seconded by Maria Joseph, to issue an Administrative Warning in the matter of 15 NUR 412 (D.J.J.). Motion carried unanimously.

16 NUR 139 – K.J.M.

MOTION: Paul Abegglen moved, seconded by Maria Joseph, to issue an Administrative Warning in the matter of 16 NUR 139 (K.J.M.). Motion carried unanimously.

Proposed Stipulations, Final Decisions and Orders

MOTION: Peter Kallio moved, seconded by Paul Abegglen, to adopt the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against:

1. 14 NUR 611 (J.F.K.)
2. 15 NUR 391 (J.L.A.)
3. 15 NUR 480 (R.L.G.)
4. 15 NUR 571 (F.A.K.)

Motion carried unanimously.

Proposed Stipulations, Final Decisions and Orders

15 NUR 449 – M.C.D.

MOTION: Paul Abegglen moved, seconded by Peter Kallio, to adopt the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against Monica C. Dixon, L.P.N., DLSC case number 15 NUR 449. Motion carried unanimously.

Case Closures

MOTION: Cheryl Streeter moved, seconded by Sheryl Krause, to close the DLSC cases for the reasons outlined below:

1. 15 NUR 327 (M.T.) – Insufficient Evidence
2. 15 NUR 457 – Prosecutorial Discretion (P5-Flag)
3. 16 NUR 026 - Insufficient Evidence
4. 15 NUR 620 - Prosecutorial Discretion (P5-Flag)
5. 15 NUR 253 (N.B.) – Prosecutorial Discretion (P2)
6. 15 NUR 309 - Prosecutorial Discretion (P2)
7. 15 NUR 491 – No Violation
8. 15 NUR 431 - Prosecutorial Discretion (P7)
9. 16 NUR 042 – No Violation
10. 15 NUR 632 - Prosecutorial Discretion (P1)
11. 15 NUR 693 - Insufficient Evidence
12. 16 NUR 085 - Prosecutorial Discretion (P5-Flag)
13. 15 NUR 347 - Insufficient Evidence
14. 15 NUR 448 - Insufficient Evidence
15. 16 NUR 031 - Prosecutorial Discretion (P5-Flag)
16. 15 NUR 586 - Insufficient Evidence
17. 14 NUR 478 - Prosecutorial Discretion (P2)
18. 16 NUR 034 - Prosecutorial Discretion (P5-Flag)
19. 16 NUR 004 – Prosecutorial Discretion (P1)

Motion carried unanimously.

Monitoring

Andrea Connelly, L.P.N. – Review of Fitness-for-Duty Evaluation

MOTION: Sheryl Krause moved, seconded by Cheryl Streeter, to **table** the 03/09/2016 Fitness-for-Duty Evaluation of Andrea Connelly, L.P.N. pending receipt of additional information. Motion carried unanimously.

Kelly Edlebeck, R.N. – Requesting Modifications

MOTION: Sheryl Krause moved, seconded by Paul Abegglen, to grant the request of Kelly Edlebeck, R.N. for a reduction in drug and alcohol screens to 36. The Board denies the request of Kelly Edlebeck, R.N. for access to controlled substances and a reduction in AA/NA meetings. **Reason for Denial:** Respondent needs to demonstrate more time under the Order (02/12/2015). Motion carried unanimously.

Tammy Finley, R.N. – Requesting Full Licensure

MOTION: Luann Skarlupka moved, seconded by Cheryl Streeter, to deny the request of Tammy Finley, R.N. for full licensure. **Reason for Denial:** Insufficient time of compliance under the terms of the Order (02/12/2015) Motion carried unanimously.

Jamie Meints, R.N. – Requesting Full Licensure

MOTION: Peter Kallio moved, seconded by Maria Joseph, to grant the request of Jamie Meints, R.N. for full licensure. Motion carried unanimously.

Sarah Travis, R.N. – Requesting Full Licensure

MOTION: Peter Kallio moved, seconded by Cheryl Streeter, to grant the request of Sarah Travis, R.N. for full licensure. Motion carried unanimously.

Lisa Winiarski, R.N. – Requesting Reduction in Drug Screens

MOTION: Cheryl Streeter moved, seconded by Sheryl Krause, to grant the request of Lisa Winiarski, R.N. for a reduction in drug screens to 28 and one annual hair test. Motion carried unanimously.

CREDENTIALING MATTERS

Stacy Rutsch – Conviction Review

MOTION: Lillian Nolan moved, seconded by Paul Abegglen, to offer Stacy Rutsch a Limited License, once all requirements are met. Should the applicant decline the offer, then the application is denied. **Reason for Denial:** Denial of full licensure per Wis. Stat. § 441.07(1g)(c) and Wis. Admin. Code § N 2.10(1)(b). Motion carried unanimously.

Bisola Salako – Education Review

MOTION: Paul Abegglen moved, seconded by Peter Kallio, to **table** the request of Bisola Salako to take the NCLEX exam for more information. Motion carried unanimously.

Timothy Weber – Conviction Review

MOTION: Peter Kallio moved, seconded by Luann Skarlupka, to **table** the Advanced Practice Nurse Prescriber application of Timothy Weber and delegate denial authority to the credentialing liaison. Motion carried unanimously.

Stephanie Westlake – Conviction Review

MOTION: Peter Kallio moved, seconded by Paul Abegglen, to offer Stephanie Westlake a Limited License, once all requirements are met. Should the applicant decline the offer, then the application is denied. **Reason for Denial:** Denial of full licensure per Wis. Stat. §§ 441.06(1)(b) and Wis. Admin. Code §§ N 2.10(1)(b) and N 2.11 (5) and N 7.03(6)(f). Motion carried unanimously.

DELIBERATION ON FINAL DECISION(S) AND ORDER(S)

Stephanie Y. Gaines, L.P.N., Respondent (DHA Case # SPS-15-0086)(DLSC Case # 14 NUR 497) and Objections

MOTION: Paul Abegglen moved, seconded by Sheryl Krause, to adopt the Findings of Fact, Conclusions of Law, and Proposed Decision and Order in the matter of disciplinary proceedings against Stephanie Y. Gaines, L.P.N., Respondent (DHA Case # SPS-15-0086)(DLSC Case # 14 NUR 497), with a variance to the authority relied on for determining Costs. Motion carried. Recused: Cheryl Streeter

MOTION: Paul Abegglen moved, seconded by Sheryl Krause, to designate the Chair to review and approve the Order with Variance in the matter of disciplinary proceedings against Stephanie Y. Gaines, L.P.N., Respondent (DHA Case # SPS-15-0086)(DLSC Case # 14 NUR 497). Motion carried. Recused: Cheryl Streeter

(Cheryl Streeter recused herself and left the room for deliberation, and voting in the matter concerning Stephanie Y. Gaines, L.P.N., Respondent (DHA Case # SPS-15-0086)(DLSC Case # 14 NUR 497).)

ADJOURNMENT

MOTION: Maria Joseph moved, seconded by Peter Kallio, to adjourn the meeting. Motion carried unanimously.

The meeting adjourned at 2:01 p.m.

Cardinal Stritch University
Ruth S. Coleman College of Nursing and Health Sciences

Associate Degree Nursing NCLEX Improvement Plan

Introduction:

The Associate Degree Nursing (ADN) Program at Cardinal Stritch University is closing as of August 26, 2016. The Board of Nursing was notified of this closure and the subsequent addition of a Bachelor of Science Nursing program which began in 2014.

In 2015, ADN faculty developed a 2015-2016 Strategic Plan to Increase NCLEX-RN First Time Pass Rates, recognizing that students involved in the program teach-out were more apt to have academic challenges as a result of their past failure of at least one prior nursing course. In late February, Stritch was notified of the 69% 2015 first-time NCLEX-RN pass rate results for ADN graduates. It is fortunate that strategies had already begun to be addressed prior to the notification. In order to share with the Board the 2015-2016 work, this submission includes implementation of strategies during the academic year.

The last ADN cohort of eight students (and one student who is finishing an Arts and Sciences course) will graduate in May 2016; as a result, the remaining duration to implement the Strategic Plan is limited to less than seven weeks. Faculty are committed to completing implementation in order to promote student success.

Cardinal Stritch University

ADN Program: Strategic Plan to Increase NCLEX-RN First Time Pass-Rates

Overall Goal: The May 2016 graduating class will have a first time pass rate on the National Council Licensure Exam – Registered Nurse (NCLEX-RN) at 80% or higher as well as a pass rate that is above the national average.

Area of Focus: Revision of Course Exams to Include NCLEX-RN Item Format and Increased Emphasis on Analysis and Application Testing

Outcome: By the end of the spring 2016 semester, nursing faculty will revise semester five nursing course exams to include NCLEX-style item-writing and 80% or more analysis and application items.

Plan:

1. Faculty will review the NCLEX-RN test blue-print.
2. Faculty will attend professional development programming on NCLEX item-writing.
3. The Program Chair (L. Stutte) and Associate Dean of Nursing and Health Sciences (K. Van Eerden) will provide professional development to faculty on the NCLEX-RN blue-print and NCLEX style item-writing.
4. Faculty will identify a blueprint for semester five course exams that includes a minimum of 80% analysis and application items in fourth semester courses.
5. Faculty will examine current course exams to identify knowledge, comprehension, analysis, and application items.
6. Faculty will be paired to review and revise course exam test item construction and leveling.

Responsible Faculty:

E. Nitka
S. Haas (fall 2015 only)
A. Olsen
L. Stutte

Implementation:

February 13, 2015 ADN Faculty Meeting:

- Test plan development discussed. Use of the NCLEX-RN test plan was discussed as a basis for determining the test plan for course exams.

August 26, 2015 ADN Faculty Meeting:

- Best practices for test item development discussed.
- Item analysis reviewed.
- Policy Clarification: Faculty discussed and agreed that extra credit should not be used to contribute to the final course grade.

September 25, 2015 ADN Faculty Meeting:

- Test writing strategies discussed.
- Faculty invited to take the NCSBN online test writing course.
- Writing test questions at application level discussed.

Cardinal Stritch University

ADN Program: Strategic Plan to Increase NCLEX-RN First Time Pass-Rates

October 8, 2015, E. Nitka, ADN Program Coordinator:

- Follow-up with NRS 211, 213, 223, and 321 instructors regarding the status of the use of NCLEX-RN questions incorporated into the nursing courses. NRS 211, NRS 223, and NRS 321 faculty are regularly using NCLEX-RN questions. The NRS 213 faculty will incorporate questions in future content.

October 9, 2015 ADN Faculty Meeting:

- A. Olsen/L. Stutte and S. Hass/E. Nitka were paired for course test review and improvement.

December 22, 2015:

- S. Haas's last three exams administered in the course were reviewed by E. Nitka and L. Stutte. Feedback was provided regarding question style and readability.
- NRS 321 exams will be reviewed/revise in spring 2016 prior to administration.

January 12, 2016 Faculty Meeting:

- ADN faculty participated in test-writing review.
- L. Stutte was paired with E. Nitka and A. Olsen to have NRS 321 exams reviewed for clarity and appropriate level (application and analysis).

Evaluation: As of March 30, 2016, 50% of the NRS 321 exams have been reviewed and all have been revised to include 80% or more NCLEX-style items. Remaining exams will be revised prior to administration, with all revisions completed prior to May 20.

Area of Focus: Implementation of Standardized Testing to Evaluate Student Knowledge

Outcome: All semester five students will complete the Kaplan Predictor Exam at 60% or higher and Integrated Exams at the 65th percentile. All students not achieving benchmarks will complete identified, targeted remediation.

Plan:

1. Faculty will identify Kaplan testing benchmarks and clarify required remediation.
2. Faculty will participate in professional development on Kaplan resources.
3. Faculty will monitor student performance on Kaplan exams and require identified, targeted remediation.

Responsible Faculty:

E. Nitka
A. Olsen
L. Stutte

Implementation:

August 26, 2015 ADN Faculty Meeting:

- Kaplan scoring discussed and faculty concluded that 65th percentile rank will be used consistently as a benchmark for Kaplan integrated exams.
- Kaplan review course scheduled for all students December 18, 19, 21, and 22, 2015 and

Cardinal Stritch University

ADN Program: Strategic Plan to Increase NCLEX-RN First Time Pass-Rates

May 2016 dates TBD.

- K. Paxton explained the process for using the Kaplan pharmacology integrated exam to guide content areas that need additional emphasis.

October 9, 2015 ADN Faculty Meeting:

- Kaplan representative met with faculty to discuss the use of Kaplan resources:
 - Creation of custom exams
 - Use of written remediation and remediation videos
 - Use of virtual simulation resources

December 22, 2015:

- L. Stutte reported that 41 students attended the December Kaplan review course. Three students completed the review course on-line. All May 2016 graduates have prepaid for attendance at the May Kaplan review course.

February-March 17, 2016:

- Kaplan Predictor exam scores and NCLEX Pass/Fail results for the December 2015 graduating class were collected and reviewed by K. Bachman, L. Stutte, and K. Van Eerden. Analysis showed that most students that scored at or above 50% on the Kaplan Predictor were successful on the NCLEX-RN exam.

Evaluation: As of March 31, 2016, all semester five students are on track to complete the required Kaplan exams. Course faculty will assure completion of remediation for those students required to do so.

Area of Focus: Curriculum Revision: Theory and Clinical Modifications

Outcome: By the spring 2016 semester, courses in the fifth semester of the ADN curriculum will be modified to address areas of student weakness identified through analysis of 2014-2015 Mountain Measurement (NCLEX) and standardized test data from Kaplan.

Plan:

1. L. Stutte, K. Van Eerden, and K. Bachman will identify Mountain Measurement and Kaplan areas of student weakness and results will be shared with full faculty.
2. Faculty will revise course learning activities to address student areas of weakness.

Responsible Faculty:

E. Nitka

S. Haas (fall 2015)

A. Olsen

L. Stutte

Implementation:

August 26, 2015 ADN Faculty meeting:

- Mountain Measurement results reviewed and areas of weakness identified by K. Van Eerden.

October 9, 2015 ADN Faculty Meeting:

- Kaplan representative met with faculty to discuss the use of Kaplan resources:

Cardinal Stritch University

ADN Program: Strategic Plan to Increase NCLEX-RN First Time Pass-Rates

- Creation of custom exams
- Use of written remediation and remediation videos
- Use of virtual simulation resources

December 22, 2015:

- NRS 321 content reviewed by faculty for content needing emphasis based on the Mountain Measurement report.

January 15, 2016:

- NRS 321 and NRS 223 team meeting with A. Olsen, L. Stutte and E. Nitka to address revisions.
- NRS 321 clinical modified to include NCLEX-RN question review during post-conference.
- Discussion concluded that the majority of the time, in clinical, students are not able to experience the level of application and analysis that the student is tested on. Additional simulation will be included in the clinical in the future that will be shorter and nimbler to respond to the student's actions and decision making.
- Faculty decided to increase emphasis on concepts of fluid-gas transport, growth and development, elimination, and sensory-perceptual in NRS 321.
- Faculty decided to incorporate case studies and simulation and role playing in class to emphasize the above content areas within the content areas of the course.

Evaluation: As of March 31, 2016, changes to learning activities in fifth semester courses have been implemented.

Area of Focus: Curriculum Revision: Development and Implementation of Final Semester Student Boot-Camp Sessions

Outcome: All fifth semester ADN students will attend Boot Camp sessions presented by expert nursing faculty focused on NCLEX areas of weakness and success strategies.

Plan:

1. K. Van Eerden will clarify Mountain Measurement areas of weakness through analysis of data and will share with faculty.
2. Faculty will identify a format for a Boot Camp activity for fifth semester students including content areas of focus.
3. L. Stutte will coordinate faculty presenters to address content areas at Boot Camp and will schedule the sessions and communicate them to students.

Implementation:

August 24, 2015:

- The University Student Support Center will fund 16 hours of content review for students in NRS 321 (the content review will be known as "boot-camp")
 - The boot-camp content will be based on identified areas of weakness
 - The boot-camp sessions will take place throughout the semester in NRS 223
 - Boot-camp development took place and faculty asked to participate. The boot-camp

Cardinal Stritch University

ADN Program: Strategic Plan to Increase NCLEX-RN First Time Pass-Rates

sessions for fall 2015 are:

- October 7, 2015: L. Stutte – lab review
- October 21, 2015: L. Stutte – diagnostic tests review
- November 4, 2015: M. Maroney – mental health review
- November 11, 2015: S. Haas – endocrine, fluid and electrolyte, musculoskeletal, and nervous system
- December 2, 2015: E. Nitka – maternal newborn review
- December 9, 2015: K. Paxton – pharmacology review

December 22, 2015:

- Student comments regarding the “boot-camp” sessions were positive and felt it was a good refresher.

January 15, 2016:

- Boot-camp activities for spring semester were clarified and scheduled:
 - March 30, 2016: S. Haas – endocrine, fluid and electrolyte, musculoskeletal, and nervous system
 - April 6, 2016: L. Stutte – lab and diagnostic test review
 - April 13, 2016: E. Nitka – maternal newborn review
 - April 20, 2016: K. Paxton – pharmacology review
 - April 27, 2016: M. Maroney – mental health review
 - L. Stutte will communicate the Boot Camp schedule to students.

Evaluation: The first Boot Camp for ADN students was conducted in fall 2015 as planned. Implementation of the spring 2016 has begun as scheduled.

Area of Focus: Student Support Resources

Outcome: All students will have access to a variety of resources in the Academic Success Center to assist students in learning content and testing.

Plan:

1. Identify an RN to tutor students in Academic Success Center.
2. Offer “Supplemental Instruction (SI)” to nursing students.
3. Continue to use peer tutors.
4. Offer workshops during NRS 223 Associate Degree Nursing Seminar - content specific review based on Kaplan and Mountain Measurement areas of weakness.

Responsible Faculty:

E. Nitka
S. Haas
A. Olsen
L. Stutte

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ADN Program: Strategic Plan to Increase NCLEX-RN First Time Pass-Rates

Implementation:

July 14, 2015:

- Discussed with Student Success Center (SSC) staff the services they offer in the areas of test preparation and tutoring. Discussion concluded:
- SSC will continue to use the model of peer tutors for specific courses;
- On-line services such as OWL, SmartThinking, and tutorial for note taking and time management will continue; and
- CONHS and SSC will work collaboratively to identify at-risk students and refer to SSC.

October 7, 2015: NRS 223 lab tests review – L. Stutte

Student comments:

Found review helpful.

Lab tests and knowing values had not been emphasized until the current semester.

Would like more practice with labs and their implications.

October 20, 2015:

- SmartThinking will now be a tab in Canvas for ease of access for students for e-tutoring.

December 4, 2015 Faculty Meeting

- Faculty asked to submit names of potential faculty tutors to Student Success Center who would then hire the faculty for the purpose of tutoring.
- One potential faculty name was submitted, but the person declined due to conflicts with full-time job.

December 22, 2015:

- The decision was made that students who are not successful on the Kaplan exams required in NRS 321 and NRS 223 (pediatric, medical/surgical, and leadership/management) will be required to engage in remediation and repeat the exams.
- Each student that is unsuccessful on an exam in NRS 321 will be required to meet with the instructor to discuss the exam and strategies for testing improvement.
- Students will be required to submit 25 NCLEX-style questions weekly. A reflection is completed for any questions answered incorrectly. See Appendix A for the self-reflection form.
- During clinical post-conference, the instructor requires the students to bring NCLEX questions related to the diagnosis of the clients the students are caring for. The questions are then shared and discussed.

Evaluation: All students were made aware of Student Success Center resources. All students participated in content-specific workshops in fall 2015.

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ADN Program: Strategic Plan to Increase NCLEX-RN First Time Pass-Rates

Area of Focus: Student Support and Mentoring by Faculty

Outcome: Students in NRS 321 Health Restoration II spring 2016 semester will participate in a faculty mentor program to increase individual awareness of their strengths, weaknesses, opportunities and threats to success on NCLEX-RN.

Faculty Mentors:

A. Olsen
E. Nitka
L. Stutte

Plan:

- Faculty will assess students' progress in theory component of course and counsel as needed
- Faculty will send individual reminders to students that fall behind
- Faculty will motivate and support students.
- Faculty will meet with students if requested.
- Faculty will meet with each student who do not achieve 85% on course exams.
- Faculty will assess students' progress in clinical component of course and counsel as needed

Implementation:

January 2016:

- Mentoring assignments made by L. Stutte and communicated to faculty and students.

January-March 2016:

- Mentoring implemented as planned.

Evaluation: As of March 31, students have participated with faculty in mentoring to promote success.

Cardinal Stritch University

ADN Program: Strategic Plan to Increase NCLEX-RN First Time Pass-Rates

References

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March 16, 2016

To Members of the State Board of Nursing,

The first time Marquette University College of Nursing student pass rate for 2015 was 79.87%. The Associate Dean of the Undergraduate Programs and faculty, who primarily teach undergraduate nursing courses, identified that there was a significant percentage of the 2015 graduates who did not prepare as instructed prior to taking the NCLEX for the first time. After the first unsuccessful attempt, these students worked one on one with a faculty member. This faculty member supported the students emotionally, re-reviewed their past NCLEX preparation pattern, and directed them to the NCLEX preparation resources available to them in order for them to adequately prepare to retake the NCLEX. She also worked with them as they prepared for the exam. This significantly improved students' first time pass rates to a second time pass rate of 92.8%. The Associate Dean and members of the undergraduate course coordinator committee analyzed the involved students' data and reviewed the past cohort experiences to guide current practice to improve the first time NCLEX pass rates for the 2016 graduates.

To remedy the first time pass rates at Marquette University, we have implemented NCLEX review resources in every major nursing theory course starting sophomore year; additionally, we have incorporated a review component into a five-credit course the students take during their final semester prior to graduation. In this final instructor led course, students are facilitated to use NCLEX review resources throughout the semester. These resources include content reviews, practice questions, multiple review tests, and individual remediation with the course instructor. Written remediation is mandatory, as are frequent meetings with the faculty mentor in the event of poor scores. Additionally, this course addresses test taking anxiety and ways to overcome it, and this was a theme that emerged from the 2015 data. Motivation from prior graduates has been included to increase morale in the senior students. In this process, review test scores are used to predict NCLEX success and to identify those students who are in need of more assistance prior to testing. It should be noted that as part of this course, all students are also required to participate in a four-day Kaplan review course prior to graduation and sitting for the NLCEX.

Sincerely,



Donna McCarthy PhD, RN, FAAN
Interim Dean



Date: April 11, 2016

To: Wisconsin Board of Nursing

From: Tammie Rogers, MSN, RN, Dean of Nursing
Rasmussen College, Green Bay, WI
Professional Nursing AS Degree Program (NCLEX Code US50408500)

Subject: Analysis of NCLEX Pass Rates and Plan of Remediation

In 2015, graduates of Rasmussen College's Green Bay, Wisconsin Professional Nursing AS Degree program ("ADN program" or "Program") did not meet the required first-time test takers pass rate of 80%. The total number of candidates was 89 with 59 passing on the first attempt which is 66.29% pass rate. The rate including repeat testers was 83.2%. While the all RN takers pass rate improved from 78% in 2014, the first attempt declined from 69%. These results triggered a comprehensive analysis and a plan of action for our Program.

In April, 2015 the Rasmussen College-Green Bay Nursing Program began the process of accreditation through Accreditation Commission for Education in Nursing (ACEN). This process has revealed areas of strength and opportunity. As we continue our journey of continuous improvement, my expectation is that we will positively impact our first time test taker and our all RN takers pass rate. On May 18, 2015 the Green Bay campus received a letter from ACEN indicating our eligibility to become a candidate for accreditation and on February 17, 2016 we submitted the initial accreditation site visit application.

Administration Analysis

- Dean of Nursing has been in place since April 1, 2015.
- Nursing policies and procedures are clearly communicated and enforced
- Nursing faculty (full time and adjunct) have received quarterly evaluations and performance feedback
- Consistency between Wisconsin Rasmussen College campuses has been reviewed and emphasized.
- Organizational restructure in October of 2015 brought Wisconsin programs to the portfolio of Regional Dean Robert Muster. With the support of the Wisconsin deans, this was a seamless transition.

Administrative Plan

- Continue to maintain consistency with all College and School of Nursing policies and procedures.

Faculty Analysis

- All full-time faculty positions are filled by credentialed and experientially qualified faculty.
- Turnover in faculty has been stabilized since April 1, 2015.
- A strong adjunct faculty continues to be structured.
- Full-time and adjunct faculty are required to complete an annual self-evaluation and participate in professional development to strengthen themselves professionally. In addition, the School of Nursing allots three weeks annually to professional development in which topics such as test-writing, test analysis, building custom assessments using Assessment Technologies Institute (ATI), Blooms taxonomy, and teaching students how to critically think are presented.

Faculty Plan

- Continue to structure and support a strong, diverse faculty team.
- Continue to strengthen current faculty; full-time and adjunct.
- Faculty are required to complete quarterly course reports outlining student statistics within their course (pass rates, completion rates, exam scores). Faculty are required to develop a plan each quarter to improve from the previous quarter based on student feedback and with data analysis.

Student Analysis

- In 2015 we implemented a Student Representation initiative which has resulted in great improvements in student motivation and engagement. Students are invited to attend faculty and curriculum meetings.
- In 2015 we implemented a Student Mentor program. Each faculty were assigned incoming students to mentor. Faculty send students an e-mail three or more times per quarter in an effort to cultivate supportive relationships.
- In 2016 we began sending a quarterly student newsletter to address student concerns in gaps in communication.
- We have engaged groups such as the lab committee, pinning committee, student suggestions committee, and the communities of interest committee to improve processes and empower students on the Green Bay campus.
- I and the faculty believe that the above actions will lead to increased engagement by students and support an improvement in their outcomes.

Student Plan

- Continue to look for ways to strengthen student relationships and foster a culture of community on our campus.
- Beginning 4/16 live and archived webinar sessions are available to nurse graduates to assist with NCLEX preparation. Topics such as acid/base balance, ABG analysis, test

taking strategies, and respiratory system alterations will be covered (not an all-inclusive list).

- As of 4/16 extended lab hours are now available for students who would like to practice skills and/or receive assistance understanding nursing concepts. Dean of Nursing and nursing faculty will be appointed to each extended lab session.
- ATI will be utilized to the full extent in each nursing course. Our ATI representative will visit campus within the next 12 weeks to provide faculty with a deeper level of understanding of integrative tools.
- Simulation is being introduced to reinforce nursing concepts taught in the classroom, clinical, and lab.
- Critical thinking skills are a greater emphasis in the classroom, clinical, and lab.

Curriculum Analysis

- National Curriculum Committee comprised of deans and faculty within the School of Nursing meet on a monthly basis to continue to improve course content, exams, and overall rigor. All courses have Dean Lead and Course Lead which drive course improvements as discussed in the course conferences.
- The Faculty Lead for each course schedules and conducts three meetings of the teaching faculty quarterly to ensure consistency across campuses and evaluate current trends. Adjustments are made as needed after faculty teaching that course have shared input.
- ATI data analysis revealed students received the lowest scores in the following areas on their comprehensive exams: physical adaptation, reduction of risk, basic care and comfort, psychosocial integrity, health promotion and these areas are being reinforced.

Curriculum Plan

- Encourage faculty through email and 1:1 conversation to provide feedback to Course Faculty Lead to continue improve rigor of program.
- Encourage faculty through email and 1:1 conversation to attend course meetings to provide input and collaborate with colleagues on best practices.
- The National Curriculum Committee has created and implemented a new process which ensures consistency with ATI assessments.
- Continue to monitor and analyze ATI results quarterly to identify gaps and direct curriculum revision.

Policies Analysis

- Policy for Required Benchmark: After consultation with the standardized publishers and review of the Rasmussen College student outcomes, in Spring 2014 the required standardized comprehensive assessment predictor score was raised from a 90% to a 95% predictor score (or 72.7% raw score) to assure students had achieved the learning required to support the likelihood of success on the NCLEX-RN before graduation. The NCLEX Comprehensive Prediction Assessment is given in the final quarter of the Program during weeks 8 and 10.
- Students who pass the Comprehensive Prediction Assessment and have met all other graduation requirements, graduate and are released to the Board of Nursing for NCLEX registration by the Dean of Nursing.
- Students not passing the Comprehensive Prediction Assessment do not graduate,

- but receive an extended incomplete in the course; are assigned to a mentoring faculty; and have one additional quarter to remediate and successfully meet the required benchmark.
- Effective January 2015, the policy was created allowing a maximum number of five attempts on the Comprehensive Predictor exam during the quarter of extended incomplete status in order to achieve the 72.7% benchmark.
- Students who achieve the benchmark of 72.7% or higher within five attempts and by week 11, receive a grade change based upon the completion of all other assignments and exams within the course.
- Students unsuccessful in reaching the 72.7% benchmark during the extended quarter will fail the course and be registered to retake the course the following quarter. While retaking the course, heavy emphasis is placed on the course content, but also program overview, individual remediation, and continued faculty mentoring and guidance.
- Students are required to attain a level two benchmark on the following ATI assessments: Medical-Surgical, Pharmacology, Nutrition, Fundamentals, Maternal Child, and Mental Health.
- Students are required to achieve an overall total exam score average at or above the threshold of 78% for all exams taken within each nursing course, in order to be awarded a successful course grade.

Policy Plan

- Continue to enforce the policy for required benchmarks as written.

Rasmussen College-Green Bay continues to address process improvement in each aspect of our Program including administrative, faculty, student, curriculum, and policies. By strengthening each cornerstone we will see an improvement in the success of the first time NCLEX test takers.

The stable faculty and leadership of the School of Nursing on the Green Bay Campus of Rasmussen College are prepared to enthusiastically support the changes necessary to improve the success of our first time test takers. The full and part time faculty have engaged in professional development directly targeting improvement in concept-based teaching and the early identification of struggling students. We have implemented a simulation learning program to further support the concepts introduced, discussed, and manipulated in other learning modalities such as lecture, lab, and clinical. We are committed to providing the highest quality of curriculum, monitoring and supporting student academic progress, and providing individualized remediation where necessary, as well as continuing to focus on supporting the Program's graduates in the achievement of their professional goals. It is our firm belief that the actions we have taken and continue to take will lead to the necessary improvement in the Rasmussen College Green Bay School of Nursing graduate first time NCLEX-RN success rates, and that we will achieve the Wisconsin Board of Nursing benchmark in 2016.

Kind Regards,



Tammie Rogers, MSN, RN
 Dean of Nursing, Rasmussen College-Green Bay
 Mobile: 920-540-6693
 Office: 920-593-8450
 Email: tammie.rogers@rasmussen.edu

**State of Wisconsin
Department of Safety & Professional Services**

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Sharon Henes Administrative Rules Coordinator		2) Date When Request Submitted: 21 April 2016	
		Items will be considered late if submitted after 12:00 p.m. on the deadline date: ▪ 8 business days before the meeting	
3) Name of Board, Committee, Council, Sections: Board of Nursing			
4) Meeting Date: 12 May 2016	5) Attachments: <input type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? Legislation and Rule Matters – Discussion and Consideration 1. Post Licensure Schools of Nursing Approval 2. Scope amending N 1 Relating to Schools of Nursing 3. Update on Legislation and Pending and Possible Rulemaking Projects	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	8) Is an appearance before the Board being scheduled? <input type="checkbox"/> Yes (Fill out Board Appearance Request) <input type="checkbox"/> No	9) Name of Case Advisor(s), if required:	
10) Describe the issue and action that should be addressed:			
11) Authorization			
<i>Sharon Henes</i>		<i>21 April 2016</i>	
Signature of person making this request		Date	
Supervisor (if required)		Date	
Executive Director signature (indicates approval to add post agenda deadline item to agenda)		Date	
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director. 3. If necessary, Provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			

STATEMENT OF SCOPE

BOARD OF NURSING

Rule No.: N 1

Relating to: Approval for Schools of Nursing

Rule Type: Permanent

1. Finding/nature of emergency (Emergency Rule only): N/A

2. Detailed description of the objective of the proposed rule:

The objective of the proposed rule is to clarify provisions in the chapter relating to approval for schools of nursing.

3. Description of the existing policies relevant to the rule, new policies proposed to be included in the rule, and an analysis of policy alternatives:

The chapter was updated in 2014. This proposed rule is a clean-up to clarify some provisions based upon feedback received during the implementation of the 2014 revision. These provisions include requirements for the approval stages, accreditation, faculty, and clinicals. The proposed rule will also clarify the approval process for schools of nursing with post licensure programs.

4. Detailed explanation of statutory authority for the rule (including the statutory citation and language):

§ 15.08(5)(b) Each examining board: shall promulgate rules for its own guidance and for the guidance of the trade or profession to which it pertains and define and enforce professional conduct and unethical practices not inconsistent with the law relating to the particular trade or profession.

§ 441.01(3) The board may establish minimum standards for schools for professional nurses and schools for licensed practical nurses, including all related clinical units and facilities, and make and provide periodic surveys and consultations to such schools. It may also establish rules to prevent unauthorized persons from practicing professional nursing. It shall approve all rules for the administration of this chapter in accordance with ch. 227.

5. Estimate of amount of time that state employees will spend developing the rule and of other resources necessary to develop the rule:

75 hours

6. List with description of all entities that may be affected by the proposed rule:

Schools of nursing

7. Summary and preliminary comparison with any existing or proposed federal regulation that is intended to address the activities to be regulated by the proposed rule:

None

8. Anticipated economic impact of implementing the rule (note if the rule is likely to have a significant economic impact on small businesses):

None to minimal. It is not likely to have significant economic impact on small businesses.

Contact Person: Sharon Henes, Administrative Rules Coordinator, (608) 261-2377

Authorized Signature

Date Submitted

**State of Wisconsin
Department of Safety & Professional Services**

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Dan Williams		2) Date When Request Submitted: Items will be considered late if submitted after 4:30 p.m. and less than: <ul style="list-style-type: none"> ▪ 10 work days before the meeting for Medical Board ▪ 14 work days before the meeting for all others 	
3) Name of Board, Committee, Council, Sections: Wisconsin Board of Nursing			
4) Meeting Date: 05/12/16	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? 2016 Board review of website Position Statements_Discussion and Consideration	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	8) Is an appearance before the Board being scheduled? If yes, who is appearing? <input type="checkbox"/> Yes by <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required: N/A	
10) Describe the issue and action that should be addressed: <p>In 2016 the Board will review the Position statements that are currently on the Board webpage and determine whether to revise what is there and/or create new statements as necessary.</p> <p>http://dsps.wi.gov/Documents/Board%20Services/Position%20Statements/Nursing/Board_of_Nursing.pdf</p>			

BON POSITION STATEMENTS

1. I AM A NURSE LIVING OUTSIDE OF WISCONSIN (AND ALSO NOT IN A COMPACT STATE). DO I NEED A WISCONSIN NURSING LICENSE TO PROVIDE TELEPHONE TRIAGE OR CARE MANAGEMENT TO A PATIENT THAT RESIDES IN WISCONSIN?

Yes, a Wisconsin license is required. Nursing practiced over the phone is considered the practice of nursing in Wisconsin, and in order to conduct these activities, a Wisconsin license or a multi-state compact license is necessary. The act of interstate tele-nursing is not allowed in Wisconsin, unless a nurse holds an appropriate multi-state license. Ch. N5.03, Wis. Admin. Code.

Revised: 9/12/2013

2. ADMINISTRATION OF METHADONE BY LICENSED PRACTICAL NURSES

The Wisconsin Board of Nursing has been asked to provide an opinion on whether it is within the scope of practice of a licensed practice nurse (L.P.N.) to administer methadone in a narcotic maintenance treatment program. Secondly, if it is within the scope of practice of an L.P.N. to administer methadone, what level of supervision would be legally required of the L.P.N.? The following analysis represents the Board of Nursing's position regarding the interpretation of the administrative code governing the standards of practice of the L.P.N.1

The scope of practice for licensed practical nurses is set forth in Chapter N6.04, Wis. Admin. Code. The code delineates two categories of practice for the L.P.N.; basic patient situations and complex patient situations. The following provisions in N6.04 (1) apply to the standard of practice of an L.P.N. in basic patient situations.

PERFORMANCE OF ACTS IN BASIC PATIENT SITUATIONS

Note: This paper does not represent an analysis of any state or federal laws or regulations which may govern the certification or operation of a narcotic maintenance treatment program or the personnel who are authorized health care providers in such programs.

In the performance of acts in basic patient situations, the L.P.N. shall, under the general supervision of an R.N. or the direction of a physician, podiatrist, dentist or optometrist;

- a) accept only patient care assignments which the L.P.N. is competent to perform;
- b) Provide basic nursing care;
- c) Record nursing care given and report to the appropriate person changes in the condition of the patient;
- d) Consult with an R.N., physician, podiatrist, dentist or optometrist in cases where an L.P.N. knows or should know a delegated nursing or medical act may harm a patient; and
- e) Perform the following other acts when applicable:
 - Assist with the collection of data;

- Assist with the development and revision of a nursing care plan;
- Reinforce the teaching provided by an R.N., physician, podiatrist, dentist or optometrist and provide basic health care instruction; or
- Participate with other health care team members in meeting basic patient needs.

PERFORMANCE OF ACTS IN COMPLEX PATIENT SITUATIONS

The following provisions in N6.04 (2) apply to the standard of practice of the L.P.N. in complex patient situations.

In the performance of acts in complex situations the L.P.N. shall:

- a) Meet standards under sub. (1), under the general supervision of an R.N., physician, podiatrist, dentist, or optometrist.
- b) Perform delegated nursing or medical acts beyond basic nursing care under the direct supervision of an R.N., physician, podiatrist, dentist, or optometrist. An L.P.N. shall, upon the request of the board, provide documentation of his or her nursing education, training or experience which prepares the L.P.N. to competently perform these assignments.

The scope of practice of the L.P.N encompasses a range of patient care situations and is not static. The L.P.N. may perform duties beyond basic nursing care if such duties are consistent with his or her educational preparation. The L.P.N. may also perform additional duties pursuant to the orders of a licensed physician, optometrist, podiatrist, dentist or registered nurse. The scope of practice of the L.P.N., changes as knowledge, technology and developments occur in the health care field. Fundamentally, the L.P.N. must have the requisite education, training and experience to perform the delegated duties whether the nursing care is described as basic or complex.

The administration of methadone falls within the realm of basic patient care if the patient's medical condition is stable and the dosing level is not frequently changing. In basic patient care situations, the L.P.N. administers the medication dose, witnesses the consumption of the dose, and observes and records the administration. In basic patient care situations, the administration of methadone shall be performed by the L.P.N. under the general supervision of a physician or registered nurse. General supervision means to regularly coordinate, direct and inspect the practice of another; it does not require that the supervising health care provider be available on-site at all times.

In other situations when the patient is not stable, such as during the induction phase of a narcotic maintenance treatment program, or when the patient is non-compliant with treatment or has other co-morbidities, the administration of methadone may constitute a complex patient situation that requires the performance of delegated medical or nursing acts beyond basic care nursing care. The L.P.N. who administers methadone in a complex patient situation shall be under the direct supervision of a physician or registered nurse. Direct supervision requires immediate availability to continually coordinate, direct and inspect at first hand the practice of another. Direct supervision has been generally defined as on-site presence, access or communication within a relatively short time period.

The role of the L.P.N. in administering methadone represents merely one aspect of the continuum of care for the patient in a narcotic maintenance treatment program – the administration of the medication. The L.P.N. cannot act independently or be required to make an assessment, diagnosis or treatment decision. The necessity of precisely adhering to the written protocols for administration and the reporting of any change in a patient's condition are imperative. The L.P.N. must be either under the general or direct supervision of another health care provider, such as physician or registered nurse, who has the knowledge, skill and ability to coordinate, direct and inspect the L.P.N. practice. The level of supervision will vary according to the complexity of the patient care involved.

Revised: 11/1/2012

Examples of complaints that may come under the Board of Nursing purview would include the following: providing false or misleading information to students or the public concerning the nursing program, inadequate number of clinical placement sites, inadequate supervision of clinical laboratory learning experiences, and inadequate number of academically and professionally qualified faculty. Student complaints about grading procedures and student/teacher conflicts may not fall under the authority of the Board.

If you do not have information about your school's complaint resolution or academic appeals procedures, please seek to obtain information from the school. Information should be available from a number of sources, including a school catalog, academic advisor, student services, Dean of students, and Dean of the nursing program

If you have a complaint about the professional conduct of a nurse in your academic program, the Board may have jurisdiction based on the nature of your complaint. If the Nurse appears to have violated professional standards under chapter N6 or rules of conduct under chapter N7 of the Wisconsin Administrative Code, the Board of Nursing requests that you file a complaint with the Department of Safety & Professional Services. On the front page of the Department's Website at <http://dsps.wi.gov/> you will find information about complaints under the heading "Complaints and Inspections". The appropriate forms can be found by clicking here.

Revised 11/1/2012

3. I have a complaint about my nursing program or wish to appeal an academic decision. Can the Board Nursing respond to my complaint?

The Board of Nursing approves programs to provide nursing education under continuation of their program approval status based on guidelines established under ss. N 1.04, 1.05 and 1.06, Wis. Admin code. If a program fails to meet those guidelines, the Board may place the program on probation status.

For institutions approved by the state's Educational Approval Board (EAB), you can contact EAB about your complaint. A list of EAB-approved schools and details pertaining to filing complaints are available from the EAB's website at

<http://eab.state.wi.us>

The Wisconsin Board of Nursing should not be the first place to seek redress on complaints about your nursing program; instead, students with complaints about their program should first seek to resolve their complaint with the school. While the Board of Nursing has authority under chapter 441 of the Wisconsin Statutes to regulate nursing programs, the regulation is limited to the confines of chapter N1 of the Wisconsin administrative code. In addition, it is the Board's experience that most, if not all accredited or EAB-schools have policies and procedures to address student complaints.

Examples of complaints that may come under the Board of Nursing purview would include the following: providing false or misleading information to students or the public concerning the nursing program, inadequate number of clinical placement sites, inadequate supervision of clinical laboratory learning experiences, and inadequate number of academically and professionally qualified faculty.

Student complaints about grading procedures and student/teacher conflicts may not fall under the authority of the Board.

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If you have a complaint about the professional conduct of a nurse in your academic program, the Board may have jurisdiction based on the nature of your complaint. If the Nurse appears to have violated professional standards under chapter N6 or rules of conduct under chapter N7 of the Wisconsin Administrative Code, the Board of Nursing requests that you file a complaint with the Department of Safety & Professional Services. On the front page of the Department's Website at <http://dsps.wi.gov/> you will find information about complaints under the heading "Complaints and Inspections". The appropriate forms can be found by clicking here.

Revised 11/1/2012

4. AS AN APNP, DOES THE NURSE LICENSURE COMPACT

COVER ME?

No. Currently the Nurse Licensure Compact only covers RN and LPN licenses.

Revised: 11/14/2013

5. POSITION OF THE WISCONSIN BOARD OF NURSING ON APNP VERBAL ORDERS

It is the position of the Board of Nursing that verbal or telephone orders issued by an Advance Practice Nurse Prescriber (APNP) may be further communicated as necessary by other nursing personnel appropriate for the setting where the order was issued. The APNP who gives a verbal or telephone order must validate that order in writing within the timeframe appropriate for the setting.

Revised 11/1/2012

6. DOES A COLLABORATING PHYSICIAN NEED TO BE WITHIN A CERTAIN SPECIALTY (ADVANCED PRACTICE NURSE PRESCRIBERS)?

Existing regulations only specify collaborating with licensed physician. However, per Ch N8.10 (7) Wis. Admin. Code it should be someone who is capable delivering health care services within the scope of the practitioner's professional expertise. Refer to Wis. Admin. Code N8.10 (7) for further information.

Revised: 11/14/2013