

Education Communiqué

Winter 2016

Volume 9 Issue 1

14th Annual Education Summit

April 3, 2017

The Friday Center, Chapel Hill, NC

8:00am—3:30pm

(Registration and Continental Breakfast – 8am to 8:30am)

Cost—\$100

For more information and to register, [CLICK HERE](#)

Registration ends March 17th. Unfortunately, we won't be able to accommodate walk-ins.

LEARNING OUTCOMES

- Describe evidence-based teaching in nursing.
- Examine evidence on commonly used and new teaching methods in nursing and on assessment and evaluation practices.
- Discuss how nurse educators can use evidence in their own courses, to guide clinical teaching, and to promote students' skill development.
- Discuss the American Disability Act and working with nursing students who declare a disability.

PRESENTERS

Marilyn Oermann, PhD, RN, ANEF, FAAN
Director of Evaluation & Educational Research
Duke University School of Nursing

"Evidence to Guide Your Teaching and Assessment in Nursing Education"



Marilyn Oermann is the Thelma M. Ingles Professor of Nursing and Director of Evaluation and Educational Research at Duke University School of Nursing. She is the Editor-in-Chief of *Nurse Educator* and the *Journal of Nursing Care Quality*. Dr. Oermann is the author/co-author of 19 books, more than 160 articles in peer reviewed journals, and many other types of publications. Her current books are (1) *Evaluation and Testing in Nursing Education*; (2) *Writing for Publication in Nursing*; (3) *Clinical Teaching Strategies in Nursing*; and (4) *Teaching in Nursing and Role of the Educator: The Complete Guide to Best Practice in Teaching, Evaluation, and Curriculum Development*. She is the editor of the book, *A Systematic Approach to Assessment and Evaluation of Nursing Programs*, and she edited 6 volumes of the *Annual Review of Nursing Education*.

Dr. Oermann is a member of the American Academy of Nursing and National League for Nursing (NLN) Academy of Nursing Education. She received the NLN Award for Excellence in Nursing Education Research, the Sigma Theta Tau International Elizabeth Russell Belford Award for Excellence in Education, and the American Association of Colleges of Nursing Scholarship of Teaching and Learning Excellence Award.



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Education and Practice
Department



Education Summit

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NCLEX Pass Rates

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Board Updates



Amy Fitzhugh, JD

Chief Legal Officer-North Carolina Board of Nursing

“Student Nurses and the American Disability Act”

Amy Fitzhugh is the Chief Legal Officer of the Legal Department at the North Carolina Board of Nursing. After graduating from Campbell University School of Law in 1998, Amy spent almost 15 years as an Assistant District Attorney prosecuting drug crimes and homicides.

Amy met the North Carolina Board of Nursing through her work prosecuting nurses criminally for diversion of controlled substances. She now heads the NCBON's legal department including investigations of complaints and all legal proceedings before the Board.



NCLEX Pass Rates

The 4th quarter performance results for NCLEX-RN and NCLEX-LPN are now posted

[CLICK HERE](#)

Board Updates

Announcing New Board Members

Lisa Hallman, BSN, RN (RN – Staff Nurse) Duration of Term: January 2017 through December 31, 2020

Glenda Parker, MSN, FNPC (RN – Advanced Practice Registered Nurse) Duration of Term: January 2017 through December 31, 2020

Results of Election of Officers **Chair:** Pat Campbell, Public Member
Vice-Chair: Deborah Herring, RN

**North Carolina Board of Nursing
Education and Practice Department
education@ncbon.com
(919) 782-3211, ext. 238**

Board Updates

Board approval granted for the following Position Statement for RN and LPN Practice:

USE OF EXTERNAL EXAMINATIONS IN NURSING EDUCATION PROGRAMS

A Position Statement is not a regulation of the NC Board of Nursing and does not carry the force and effect of law and rules. A Position Statement is not an interpretation, clarification, or other delineation of the scope of practice of the Board. A Position Statement is adopted by the Board as a means of providing direction to licensees who seek to engage in safe nursing practice. Board Position Statements address issues of concern to the Board relevant to protection of the public and are reviewed regularly for relevance and accuracy to current practice, the Nursing Practice Act, and Board Administrative Code Rules.

Issue: The NC BON does not permit the use of any academic external standardized examinations as a determinant or “gatekeeper” for student course progression nor for program completion or graduation from a nursing education program.

External standardized examinations are defined as commercially available standardized predictive tests that provide individual student scores that are linked to a probability of passing the NCLEX examination.

External standardized examinations are primarily intended for remediation purposes. Although external standardized examinations can be used to assist students in the development of skills by identifying areas of knowledge deficits, assessing student critical thinking skills, and predicting individual student potential for academic success through testing, the primary purpose is for remediation. Research has shown that while predictive tests often work well in identifying high-performing students who are likely to pass the NCELX examination, they are much less precise in identifying the likelihood of failure.

Nursing education programs may include performance on an external exam as part of a final course grade; but it may count no more than 10% of the grade and the assignment of points must be on a numerical scale based on performance on the examination. The external standardized examination score may never be used as a “pass/fail” for meeting or failing to meet a specific predetermined criterion.

References:

21 NCAC 36.0321(p)

Approved: 1/2011

Revised: 1-2017

