



Evidence-Based Indicators of Quality Education Programs

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Mission: Provides leadership to
advance regulatory excellence for
public protection.

Safeguard public health and welfare



Boards of nursing

- ◆ Approve nursing programs – evidence-based indicators would be useful
- ◆ License new graduates
- ◆ Continued competency
- ◆ Discipline



Our Path to Evidence-Based Indicators



- ◆ Interdisciplinary – Medicine, Pharmacy, Engineers, Physical Therapy
- ◆ IOM (Institute of Medicine)
- ◆ Surveys of our new nurses
- ◆ Collaboration with our national accreditors

Interdisciplinary

- ◆ ACGME (Accreditation Council for Graduate Medical Education)
 - 6 Competencies
- ◆ ACPE (American Council on Pharmaceutical Education)
 - 10 competencies
- ◆ IOM
 - “Health Professions Education: A Bridge to Quality”



Survey Process



- ◆ Stratified random sample 1,000 RNs
- ◆ 4-stage mailing process
- ◆ 65.5% return rate

Questions

- ◆ Did your clinical component prepare you?
- ◆ Did your classroom component prepare you?
- ◆ Difficulty with current assignment?
- ◆ Involvement in errors?

Findings Related to Clinical

- ◆ Significant relationships with errors **and** assignment
 - Know when and how to call a client's physician
 - Work effectively within a health care team
- ◆ Significant relationships with difficulty of assignment
 - Administer medications
 - Legally defensible documentation

Findings Related to Clinical (cont'd)

- ◆ Significant relationships with errors only
 - Make decisions about client care based on assessment
 - Psychomotor skills
 - Supervise care by others

Findings Related to Classroom

- ◆ Significant relationships with errors **and** assignment
 - Understand pharmacology
 - Supervise the care of others
- ◆ Significant relationships with assignment
 - Understand pathophysiology

Findings Related to Classroom (cont'd)

- ◆ Significant relationships with assignment
 - Use information technology
 - Teach clients
 - Utilize research findings
 - Synthesize data from multiple sources

Future???

- ◆ Collaborate with the National League for Nursing (NLN)
 - Larger study – all nursing programs
 - Compare reports of preparation with teaching methodologies
- ◆ Continue to work with other disciplines to identify cross-competencies
- ◆ Coordinate results of our post-entry study, identifying competencies