

Executive Summary

Nursing CT² Agreement Survey April 10, 2007

I. Impression

It is encouraging to note that transfer between adult workforce education and higher education for completers of practical nurse education programs is an active initiative in several geographic areas. This observation could be due to the efforts of those associated with the Ohio Nursing Collaborative for Education Mobility and/or simply due to local efforts to provide career ladders. Approximately one-half of the respondents reported active local transfer agreements between career technical education and higher education.

All colleges and universities responding to the survey stated that they **grant advanced standing credit** to persons holding licenses as practical nurses (LPNs). Sixty-seven (67%) of adult education respondents reported that their completers received college credit for their training, however, the credit is **generally not awarded upon admission to the college** or university, but rather, is deferred until such time the LPN successfully passes a transition course designed to valid prior learning and facilitate the role transition to the registered nurse.

Respondents were asked to state their agreement or disagreement with the learning outcomes presented by the survey. There was **strong agreement** from both sectors that the learning outcomes represented the skills and knowledge needed to transition as an LPN to an associate degree nurse education program that prepares candidates to sit for the NCLEX® examination to become a registered nurse (RN). It appears that these outcomes appropriately represent a **minimum of 30%** of the technical nursing credits to be granted to LPNs once admitted to associate degree nursing programs and after passing a transition course. As was expected specific learning outcomes were listed as unacceptable or in need of revision. The Nursing Panel will consider these outcomes for revision or change in the near future.

With respect to the adoption of a standard statewide transition course, with the Ohio Nursing Articulation Model course serving that purpose, respondents from both sectors supported the concept. Moreover, a strong majority agreed or somewhat agreed that once a student attains their LPN, completes the standardized transition course, and has completed the learning outcomes assimilated by the survey that 30% of the nursing technical credits should be awarded as advanced standing in programs preparing persons to sit for the examination to become a registered nurse.

II. Background

Career-Technical Credit Transfer (CT²)

Amended Substitute House Bill (H.B.) 66 directed the Ohio Board of Regents to work collaboratively with the Ohio Department of Education's Office of Career-Technical and Adult Education, public adult and secondary career-technical education, and state-supported institutions of higher education to establish criteria, policies, and procedures to transfer agreed upon technical courses from one system to another. The initiative is referred to as Career-Technical Credit Transfer.

H.B. 66 enables students to take **equivalent technical courses** anywhere within the public educational system and transfer technical credits without unnecessary duplication or institutional barriers. Technical courses identified as equivalent are to adhere to recognized industry standards and reflect agreed-upon knowledge and skills.

Learning Outcomes Development

In support of H.B. 66 and in an effort to formalize a statewide guarantee enabling progression to higher education, a five-step process was adopted that includes: 1) Defining – Faculty panels define learning outcomes based on recognized industry standards and 2) Agreeing – Educational partners agree to the learning outcomes. Steps three through five are: matching, submitting, and reviewing.

Joining faculty panels in mechanical/electrical engineering technology; medical assisting; information technology – networking ; and automotive technology a selected group of nursing educators and administrators were empanelled to articulate the learning outcomes needed to transition from a licensed practical nurse to a pre-licensure associate degree RN program within the public education system of Ohio. Note: the learning outcomes do not supersede or replace credentialing or licensing examinations, if applicable, nor do they usurp the authority of state or national accrediting or approval bodies.

In an effort to formalize a statewide guarantee, enabling progression from the LPN to associate degree RN the panel of nursing educators **articulated the 30% content equivalent to the learning outcomes associated with transitioning from practical nursing to registered nursing**. These learning outcomes are in a document titled "Practical Nursing Technical Learning Outcomes," which was drafted by the CT² Faculty Nursing Panel in October 2006. The basis for these outcomes are the NCLEX-PN Test Plan ® and the Ohio Revised Code Chapters 4723.01, Definitions; 4723-4-04, Standards Relating to Competent Practice as a License Practical Nurse; and 4723-5-14, Curriculum for a Practical Nursing Education Program.

In support of the learning outcomes, the panel developed a companion document called the **Consensus Support Agreement**. During its discussions nursing faculty panel enumerated additional elements associated with the learning outcomes and related to transitioning students from public secondary and adult workforce education. On balance, the consensus agreement serves to summarize and focus the thinking of the panel by outlining relevant information and requirements associated with transfer between career technical education and higher education in Ohio.

On January 16, 2007, the nursing panel reached consensus agreement on four essential basics.

- A standard transition course (based on the Ohio Nursing Articulation Model) would add consistency to the validation of prior learning, ease the role transition from LPN/LVN, and help to prepare LPNs for advanced placement in associate degree nursing programs.
- A set of learning outcomes representing the skills and knowledge needed to transition as an LPN to an associate degree nurse education program that prepares candidates to sit for the NCLEX ® examination to become a registered nurse (RN).
- A set of learning outcomes representing a **minimum** of 30% of the technical nursing credits to be granted to LPNs once admitted to associate degree nursing programs and only after passing the standard transition course.
- Education/training as a State Tested Nursing Assistant (STNA) viewed as a pre-requisite for practical or registered nursing and precede established pathways. When STNA content is a pre-requisite for pre-licensure PN and RN programs, the credential must be recognized by admitting programs.

Agreement Surveys

As a key step in implementing Amended Substitute House Bill (H.B.) 66 and its mandate to establish a system of credit equivalency, three web-based surveys about the learning outcomes and consensus support agreements in nursing, mechanical/electrical engineering technology, and automotive technology - were disseminated in early February 2007 to secondary, adult, and higher education faculty and administrators. This statewide review of the learning outcomes and other recommendations for guaranteed credit concluded in mid-March 2007.

II. Nursing Survey Summary

Respondent Information

Thirty-six (36) respondent surveys were summarized as follows:

- 44.4% (16) joint vocational school districts
- 2.7% (1) city school districts
- 39% (14) two-year technical and community colleges
- 5.5% (2) four-year universities offering associated in applied science in nursing
- 8.0% (3) four-year universities offering bachelors in nursing

Survey Highlights

Current Program Information

Colleges and Universities:

- Of the 19 colleges and universities responding to the survey 57% (11) presently, have local/bilateral transfer agreements that facilitates movement of practical nurse completers into their nursing programs.
- All (100%) post-secondary institutions with pre-licensure associate degree nursing programs grant advanced standing credit (only one university grants advanced standing into its baccalaureate program).
- 12 of 19 colleges and universities participate in the ONAM model.

- 79% (15) require the LPN for advanced placement.
- 89% (17) grant transfer credit to LPNs for practical nurse training offered by career technical institutions.
- Only 16% (3) grant the credit upon admission to the institution.
- 79% (15) grant the credit to LPNs after completing a transition course that serves to validate prior learning and that facilitates the role transition to the registered nurse.
- Few, only 17% (3) use a test to validate prior learning.
- The number and amount of credit awarded by colleges and universities varies greatly but generally falls in the upper teens or twenties.

Adult Education

47% (7 of 15) of the adult respondents indicated that their institution had a written agreement with a local college or university that grants advanced placement for their practical nurse completers.

67% (10 of 15) reported that their practical nurse completers received college credit for training received at their institution.

69% (9 of 13) respondents indicated that their completers did not receive college credit upon admission to the college or university with 58% reporting that their completers received the credit once admitted to the nursing program.

85% (11 of 13) reported that completers received the credit after finishing a transition course that serves to validate prior learning.

A small percentage reported that credits are not granted until after a test has been passed or after both a test and the transition course has been completed (38% in both cases).

Learning Outcome Input

Questions about the learning outcomes were grouped into eight areas and respondents were asked to review the learning outcomes and to state their agreement or disagreement with the listed outcomes. Respondents could indicate their partial agreement with the outcomes as well. The following table summarizes their responses.

Area Number	Area	Question	Responses (total 36)																				
1	Safe and effective care environment within the defined scope of practice for Licensed Practical Nurses	Do you agree these outcomes represent the skills and knowledge needed to transition as an LPN to an associate degree nurse education program that prepares candidates to sit for the NCLEX® examination to become a registered nurse (RN)?	<table border="1"> <tr> <td>Yes</td> <td>31</td> <td>86%</td> </tr> <tr> <td>No</td> <td></td> <td>0%</td> </tr> <tr> <td>Partial</td> <td>5</td> <td>14%</td> </tr> </table> <p>When partial was chosen.</p> <table border="1"> <tr> <td>90-99%</td> <td>3</td> </tr> <tr> <td>80-89%</td> <td>1</td> </tr> <tr> <td>70-79%</td> <td>1</td> </tr> <tr> <td>≤ 69%</td> <td></td> </tr> </table>	Yes	31	86%	No		0%	Partial	5	14%	90-99%	3	80-89%	1	70-79%	1	≤ 69%				
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2	Basic nursing art and science within the defined scope of practice for Licensed Practical Nurses	Same question as 1.	<table border="1"> <tr> <td>Yes</td> <td>30</td> <td>83%</td> </tr> <tr> <td>No</td> <td></td> <td>0%</td> </tr> <tr> <td>Partial</td> <td>3</td> <td>8%</td> </tr> <tr> <td>NR</td> <td>3</td> <td>8%</td> </tr> </table> <p>When partial was chosen.</p> <table border="1"> <tr> <td>90-99%</td> <td>1</td> </tr> <tr> <td>80-89%</td> <td>1</td> </tr> <tr> <td>70-79%</td> <td>1</td> </tr> <tr> <td>≤ 69%</td> <td></td> </tr> </table>	Yes	30	83%	No		0%	Partial	3	8%	NR	3	8%	90-99%	1	80-89%	1	70-79%	1	≤ 69%	
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3	Pharmacological therapies within the defined scope of practice for Licensed Practical Nurses	Same question as 1	<table border="1"> <tr> <td>Yes</td> <td>26</td> <td>72%</td> </tr> <tr> <td>No</td> <td></td> <td>0%</td> </tr> <tr> <td>Partial</td> <td>4</td> <td>11%</td> </tr> <tr> <td>NR</td> <td>6</td> <td>17%</td> </tr> </table> <p>When partial was chosen.</p> <table border="1"> <tr> <td>90-99%</td> <td>2</td> </tr> <tr> <td>80-89%</td> <td>1</td> </tr> <tr> <td>70-79%</td> <td>1</td> </tr> <tr> <td>≤ 69%</td> <td></td> </tr> </table>	Yes	26	72%	No		0%	Partial	4	11%	NR	6	17%	90-99%	2	80-89%	1	70-79%	1	≤ 69%	
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4	Physiological integrity within the defined scope of practice for Licensed Practical Nurses	Same question as 1	<table border="1" data-bbox="1117 226 1377 367"> <tr><td>Yes</td><td>30</td><td>83%</td></tr> <tr><td>No</td><td></td><td>0%</td></tr> <tr><td>Partial</td><td>1</td><td>3%</td></tr> <tr><td>NR</td><td>5</td><td>14%</td></tr> </table> <p data-bbox="1117 405 1325 468">When partial was chosen.</p> <table border="1" data-bbox="1117 499 1377 640"> <tr><td>90-99%</td><td>1</td></tr> <tr><td>80-89%</td><td></td></tr> <tr><td>70-79%</td><td></td></tr> <tr><td>≤ 69%</td><td></td></tr> </table>	Yes	30	83%	No		0%	Partial	1	3%	NR	5	14%	90-99%	1	80-89%		70-79%		≤ 69%	
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5	Physiological adaptation within the defined scope of practice for Licensed Practical Nurses	Same as question 1	<table border="1" data-bbox="1117 678 1377 819"> <tr><td>Yes</td><td>29</td><td>81%</td></tr> <tr><td>No</td><td></td><td>0%</td></tr> <tr><td>Partial</td><td>3</td><td>8%</td></tr> <tr><td>NR</td><td>4</td><td>11%</td></tr> </table> <p data-bbox="1117 856 1325 919">When partial was chosen.</p> <table border="1" data-bbox="1117 951 1377 1092"> <tr><td>90-99%</td><td>2</td></tr> <tr><td>80-89%</td><td>1</td></tr> <tr><td>70-79%</td><td></td></tr> <tr><td>≤ 69%</td><td></td></tr> </table>	Yes	29	81%	No		0%	Partial	3	8%	NR	4	11%	90-99%	2	80-89%	1	70-79%		≤ 69%	
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6	Psychosocial integrity within the defined scope of practice for Licensed Practical Nurses	Same as question 1	<table border="1" data-bbox="1117 1125 1377 1266"> <tr><td>Yes</td><td>30</td><td>84%</td></tr> <tr><td>No</td><td></td><td>0%</td></tr> <tr><td>Partial</td><td>3</td><td>8%</td></tr> <tr><td>NR</td><td>3</td><td>8%</td></tr> </table> <p data-bbox="1117 1304 1325 1367">When partial was chosen.</p> <table border="1" data-bbox="1117 1398 1377 1539"> <tr><td>90-99%</td><td></td></tr> <tr><td>80-89%</td><td>2</td></tr> <tr><td>70-79%</td><td>1</td></tr> <tr><td>≤ 69%</td><td></td></tr> </table>	Yes	30	84%	No		0%	Partial	3	8%	NR	3	8%	90-99%		80-89%	2	70-79%	1	≤ 69%	
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7	Reduction of risk potential within the defined scope of practice for Licensed Practical Nurses	Same as question 1	<table border="1" data-bbox="1117 1719 1377 1860"> <tr><td>Yes</td><td>30</td><td>84%</td></tr> <tr><td>No</td><td></td><td>0%</td></tr> <tr><td>Partial</td><td>3</td><td>8%</td></tr> <tr><td>NR</td><td>3</td><td>8%</td></tr> </table>	Yes	30	84%	No		0%	Partial	3	8%	NR	3	8%								
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			When partial was chosen.		
			90-99%	2	
			80-89%		
			70-79%		
			≤ 69%	1	
8	Health promotion and maintenance within the defined scope of practice for Licensed Practical Nurses	Same as question 1	When partial was chosen.		
			Yes	32	89%
			No		0%
			Partial	2	5%
			NR	2	5%
			When partial was chosen.		
			90-99%	2	
			80-89%		
			70-79%		
			≤ 69%		

Other requirements for granting guaranteed credit

Respondents were asked to state their agreement with the following four questions.

Question Number	Question	Higher Education Response (19 respondents)			CTAE Response (17 respondents)		
D1	The mechanism for advanced placement in ONAM is the LPN/LVN to RN Transition Course, which serves to validate prior learning, updates and enhances a student's knowledge, begins the role transition, and prepares for placement in an associate degree RN program (p 9, ONAM). The CT ² Nursing Faculty Panel concluded that access to pre-licensure associate degree registered nursing programs for LPNs would be enhanced by adoption of a standard statewide transition course. The ONAM Transition Course could serve such a purpose.	Agree or Somewhat Agree	17		Agree or Somewhat Agree	16	
		Disagree or Somewhat Disagree	2		Disagree or Somewhat Disagree		
		NR			NR	1	

D2	The learning outcomes found in this document represent a minimum of 30% of the technical nursing credits to be granted to LPNs once admitted to associate degree nursing programs and only after passing the standard transition course.	<table border="1"> <tr> <td>Agree or Somewhat Agree</td> <td>19</td> <td></td> </tr> <tr> <td>Disagree or Somewhat Disagree</td> <td></td> <td></td> </tr> <tr> <td>NR</td> <td></td> <td></td> </tr> </table>	Agree or Somewhat Agree	19		Disagree or Somewhat Disagree			NR			<table border="1"> <tr> <td>Agree or Somewhat Agree</td> <td>16</td> <td></td> </tr> <tr> <td>Disagree or Somewhat Disagree</td> <td></td> <td></td> </tr> <tr> <td>NR</td> <td>1</td> <td></td> </tr> </table>	Agree or Somewhat Agree	16		Disagree or Somewhat Disagree			NR	1	
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D3	In combination with successful completion of the ONAM Transition Course, once these outcomes are satisfied, a minimum of 30% of the nursing credits at all public supported associate degree nursing programs will be granted to an LPN.	<table border="1"> <tr> <td>Agree or Somewhat Agree</td> <td>17</td> <td></td> </tr> <tr> <td>Disagree or Somewhat Disagree</td> <td>2</td> <td></td> </tr> <tr> <td>NR</td> <td></td> <td></td> </tr> </table>	Agree or Somewhat Agree	17		Disagree or Somewhat Disagree	2		NR			<table border="1"> <tr> <td>Agree or Somewhat Agree</td> <td>17</td> <td></td> </tr> <tr> <td>Disagree or Somewhat Disagree</td> <td>2</td> <td></td> </tr> <tr> <td>NR</td> <td></td> <td></td> </tr> </table>	Agree or Somewhat Agree	17		Disagree or Somewhat Disagree	2		NR		
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D4	Education/training as a State Tested Nursing Assistant (STNA) may be viewed as a pre-requisite for practical or registered nursing and precede established pathways. When STNA content is a pre-requisite for pre-licensure PN and RN programs, the credential must be recognized by admitting programs.	<table border="1"> <tr> <td>Agree or Somewhat Agree</td> <td>13</td> <td></td> </tr> <tr> <td>Disagree or Somewhat Disagree</td> <td>6</td> <td></td> </tr> <tr> <td>NR</td> <td></td> <td></td> </tr> </table>	Agree or Somewhat Agree	13		Disagree or Somewhat Disagree	6		NR			<table border="1"> <tr> <td>Agree or Somewhat Agree</td> <td>13</td> <td></td> </tr> <tr> <td>Disagree or Somewhat Disagree</td> <td>4</td> <td></td> </tr> <tr> <td>NR</td> <td></td> <td></td> </tr> </table>	Agree or Somewhat Agree	13		Disagree or Somewhat Disagree	4		NR		
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Learning Outcomes Reported As Not Acceptable

Area 1:

- i) (g) Ensures quality assurance through performance improvement.
- i) (i) Refers clients to appropriate services.
- i) (j) Manages health care resources appropriately.
- ii) (g) Handles hazardous and infectious materials.
- iii) Delegates nursing tasks.
- iii) (b) Clarifies priorities.

All learning outcomes are unacceptable.

Area 2:

- i) Utilizes the nursing process to meet the physiological needs of individuals and groups across the life span continuum including end-of-life.
- iii) Applies principles of critical thinking in the delivery of nursing care
- vi) Documents observations, interventions, and evaluations of nursing interventions.

Area 3:

- ii) Monitors clients receiving parental therapies.
- iii) (2) Applies the sciences related to IV therapy, etc.
- iii) (3) For patients receiving IV therapy and document such care.

Area 4:

- i) Integrates content from the physical, biological, technological, social, and behavior sciences across the life span continuum, etc.

Area 5:

- i) (a) Identified altered body states and communicates appropriate actions to correct.
- i) (d) Recognizes fluid and electrolyte imbalances.
- i) (e) Participates in the care of clients with medical emergencies.

Area 6:

- i) (c) Assists with recognizing situations requiring crisis intervention.

Area 7:

- i) (a) Communicates the purpose of various diagnostic tests and therapeutic procedures.
- i) (b) Recognizes and reports abnormal data.
- i) (c) Teaches clients to maintain wellness across the life span continuum.

Area 8:

- i) (b) Recognizes family interaction patterns.