



BUSINESS, CONSUMER SERVICES, AND HOUSING AGENCY • GOVERNOR EDMUND G. BROWN JR.

**BOARD OF VOCATIONAL NURSING AND PSYCHIATRIC TECHNICIANS**  
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<b>DATE</b>	April 20, 2018
<b>TO</b>	Board Members
<b>FROM</b>	Jessica Gomez RN, MSN Nursing Education Consultant
<b>SUBJECT</b>	<b>Education Committee Report</b>

**BOARD MEMBERS**

**PRESENT:** **Bernice Bass de Martinez**, Board Vice President  
**Ken Maxey**, Board Member

**STAFF PRESENT:** **Elaine Yamaguchi**, Executive Officer  
**Vicki Lyman**, Assistant Executive Officer  
**Ken Swenson**, Board Legal Counsel  
**Jessica Gomez**, Nursing Education Consultant  
**Margarita Valdes**, Nursing Education Consultant  
**Geralyn Maracino**, Education Analyst

The Education Committee met April 20, 2018. The next meeting is scheduled for July

1. Consideration and Possible Action on Committee’s Recommendations to the Board Regarding Program Placement on Provisional Approval and/or Consideration of Request to Admit Students.
  - There were no programs scheduled for review.
2. Discussion and Possible Action to Make Recommendations to the Board Regarding the Current Curriculum Content Requirements for the Preparation of Prospective Practice of Entry Level Licensed Vocational Nurses and Psychiatric Technicians as Defined by Board Stakeholders.
  - Jessica Gomez NEC, and Margarita Valdes NEC, presented the report (see Attachment A). The Board members, legal counsel, and NEC’s discussed the proposed recommendations, followed by open comments from audience participants.

**MOTION:** To accept the NEC recommendations as written.

(Dr. Bass de Martinez and Mr. Maxey clarified this motion is to the Board.)

**Moved/Seconded:** Mr. Maxey/Dr. Bass de Martinez

**Support:** 2      **Oppose:** 0      **Abstain:** 0

3. Agenda Items 7 and 8, were tabled.
4. Discussion and Possible Action Regarding the Restructuring of the Continuing Education Audit Process.

Jessica Gomez NEC presented the Board with checklists for Board approval to be attached with the Intravenous Therapy and Blood Withdrawal Certification Applications. Bernice Bass de Martinez requested an analysis of the checklists by completed by Board staff prior to submission to the Board.

5. Topics for Future Discussion

Ken Maxey would like to discuss the differences between community colleges and private schools.

- **Attachment A** – Projected Utilization of Licensed Vocational Nurses and Psychiatric Technicians, and Effectiveness of the Current Regulatory Requirements Related to Curriculum Content in Addressing Projected Learning Needs of Licensed Vocational Nurses and Psychiatric Technicians.



<b>DATE:</b>	April 20, 2018
<b>TO:</b>	Board Members
<b>FROM:</b>	Jessica Gomez, MSN, RN <i>Nursing Education Consultant</i>
<b>SUBJECT:</b>	<ul style="list-style-type: none"> <li>• Projected Utilization of Licensed Vocational Nurses and Psychiatric Technicians, and</li> <li>• Effectiveness of the Current Regulatory Requirements Related to Curriculum Content in Addressing Projected Learning Needs of Licensed Vocational Nurses and Psychiatric Technicians.</li> </ul>

**Summary:**

In 2017, the Board of Vocational Nursing and Psychiatric Technicians (Board) asked the Education Division to:

1. Evaluate the projected utilization of licensed vocational nurses (LVNs) and psychiatric technicians (PTs) in healthcare, and
2. Evaluate the Board’s current curriculum requirements related to developing competent entry level VNs and PTs.

**Methodology:**

- Four data collection sessions were conducted with 90 VN and PT stakeholders in February 2018.
- Board staff prepared a survey and sent it to all State Boards of Nursing. Twenty-eight states responded.
- On March 13, 2018, Board staff attended a teleconference conducted by the National Council of State Boards of Nursing (NCSBN) regarding the LVN/licensed practical nurse (LPN) scope of practice in the future.

The data gathered from the meetings and survey yielded the following conclusions:

- Access to acute care facilities for clinical experience for VN and PN students has greatly decreased.
- Nursing programs across the nation are finding it difficult to obtain meaningful clinical experiences in the areas of maternal and pediatric nursing for VN/PN students.
- With the closure of mental health hospitals within California, PT programs are having to obtain clinical experiences in other agencies within the community that address the care of patients with mental health disorders.
- New graduate VNs and PTs are not prepared to be competent entry level licensed vocational nurses or psychiatric technicians. New graduates are found to be lacking in soft skills, critical thinking skills, and skills needed to calculate

medication dosage. (Note: soft skills are defined as personal attributes that enable someone to interact effectively and harmoniously with other people, such as communication, team work and problem-solving skills.)

**Discussion:**

On January 25, 2018, the Education Committee Members asked Board Staff to collect additional data regarding current and future work opportunities of LVNs and PTs to determine if the Board needs to make changes to curriculum requirements to meet future workforce needs.

Specifically, staff was asked to:

1. Determine LVN/PT curriculum requirements of other comparable states.
2. Recommend potential changes to current curriculum regulations to meet the educational needs of future entry level licensed vocational nurses and psychiatric technicians.

**Process:**

The Nursing Education Consultants (NECs) first reviewed the data collected in the 2017 data collection sessions held in northern and southern California. The 90 attendees at these sessions included program directors, instructors, program owners and administrators, clinical facility administrators, and licensed VNs and PTs. The Board's Education Committee Chairperson was also in attendance.

In February 2018, the Board surveyed all State Boards of Nursing utilizing the *National Council of State Boards of Nursing (NCSBN) Member Board Web Surveys Tool*.

Of the 28 states that responded, 20 confirmed their boards require specific curriculum content to be covered within their PN/VN nursing programs. Curriculum requirements provided are consistent with the current curriculum content required in California. For responses received from the comparable states: Colorado, Florida, Nevada, Texas and Washington, see attached Board Survey.

On March 13, 2018, Board staff attended a teleconference conducted by the NCSBN titled, *The Case for Bringing the Licensed Practical Nurse Back to the Hospital*<sup>1</sup>.

In this conference it was identified that vocational/practical nursing programs across the nation are seeing a reduction in the employment of the LVN / LPN in acute care areas. The employment opportunities for the LVN / LPN across the nation remain in the outpatient or long-term care areas. Vocational nursing programs across the nation are struggling to obtain clinical placements, particularly in acute care areas, for maternal and pediatric nursing. Five representatives from programs on the east coast reported they are now allowing 100% simulation in maternal nursing and pediatric nursing. This suggestion was discussed, and the group concluded that this would be the most viable method of providing clinical experience for these courses. It was also determined that maternal and pediatric nursing clinical experience continues to be vital to the education of VN / PN students. Healthcare changes continually and there may be need in the future for acute care hospitals to once again hire the LPN/LVN.

In April 2018, the NECs held a discussion of the use of Simulation. Currently this Board has no regulations regarding the use of simulated clinical experience; however, on a case-by-case basis, the NECs present recommendations to the Board to allow programs to replace some clinical hours with simulation. Each program must follow guidelines provided by the Board and submit documentation that the proposed simulation:

- Follows the program's Board-approved instructional plan.
- Meets the program's Board-approved clinical objectives.
- Is taught by an instructor qualified in facilitation of simulated experience and knowledgeable about the content being taught.

The program must also provide copies of the program's policies and procedures related to simulation, including, but not limited to:

- List of adequate resources
- Copies of developed debriefing policies
- Copies of developed scenarios that will allow students the opportunity to meet approved clinical objectives

#### **Analysis of Data:**

According to current data obtained from workplaces of the vocational nurse and psychiatric technician and from program directors current new licensees are not adequately prepared for entry level nursing. The new licensees demonstrate weakness in soft skills, critical thinking, and medication dosage calculation.

Additionally, the data collected plus current licensure examination results for new graduates indicate the following problem areas exist in some programs:

- Lack of support of students for whom English is a second language;
- Unrealistic student expectations related to time commitment needed for program (i.e., students' work and home requirements interfere with program requirements);
- Inadequate student learning ability;
- Lack of professionalism of both student and program staff;
- Delay in graduates taking the licensure examination after graduation;
- Insufficient program director and instructor preparation supported by weak faculty regulations;
- Ineffectual clinical instructor to student ratios.

#### **Rationale for Recommendations:**

The VN and PT programs need to address applicable student learning issues; however, the Board needs to address identified weaknesses in the VN and PT regulations. It is recommended the Board

- make changes in the requirements for faculty qualifications, and
- decrease the ratio of student to instructor in the clinical area
- develop regulations to formally allow the use of simulation

According to California Code of Regulations, Title 16, Division 25, Chapter 1, section 2529(c)(1) for VNs and Chapter 2, section 2584(c)(1) for PTs, the program director is

only required to have a minimum of a baccalaureate degree. Requiring a program director to have a minimum of a Master's degree in the field of healthcare, preferably in nursing education, would ensure the director has the educational background, experience and leadership knowledge to actively administer the program and maintain compliance with all applicable regulations.

According to California Code of Regulations, Title 16, Division 25, Chapter 1, section 2529(c)(3) for VNs and Chapter 2, section 2584(c)(3) for PTs an instructor is required to hold a minimum of a Bachelor's Degree, but no specialty area is required. To ensure quality education for the students, an instructor should be required to have a strong educational background in nursing.

Lack of effective clinical experiences lead to the need for simulated experiences in some content areas.

**RECOMMENDATIONS:**

1. Maintain the recommended curriculum content as presented in California Code of Regulations, Title 16, Division 25, Chapter 1, section 2533(c) for VNs and Chapter 2, section 2588(c) for PTs.
2. Require programs to evaluate curriculum and instructional plans to identify content to include:
  - a. Leadership and delegation skills,
  - b. Communication skills with patients, facility staff, physicians.
  - c. Care of the diverse client population to include
    - i. Ethnicity
    - ii. Religion
    - iii. Communication styles
  - d. Ethical decisions
  - e. Computation of medication dosages (Math for administering medications)
3. Recommend change to California Code of Regulations, Title 16, Division 25, Chapter 1, section 2534(c) for VNs and Chapter 2, section 2588(c) for PTs decreasing the ratio of clinical instructor to students from 1:15 to a ratio of 1:10.
4. Recommend the changes of regulation regarding faculty qualifications in California Code of Regulations, Title 16, Division 25, Chapter 1, section 2529(c) for VNs and Chapter 2, section 2584(c) for PTs to require a minimum of a Master's Degree for the program director and a minimum of a baccalaureate degree in a health-related field for an instructor.
5. Develop new regulations that allow VN and PT programs to provide a portion of their approved clinical hours utilizing simulation.