

## Spring PN Articulation Meeting

April 9<sup>th</sup>, 2014 VCC Downtown Campus

Room 526

### Attendees:

|  |  |   |
|--|--|---|
| Jacque Scobie – PN<br>Articulation Chair | Laurie Michaud – NIC<br>Carly Hall – Camosun | Lois McNestry - Private Rep<br>Anita Dickson – LPNABC |
| Marilyn Heaps – VCC                      | Anne MacDonald – TRU<br>PN/HCA Chair         | Michelle Parkinson – NLC                              |
| Norma Stubbert – OC                      | Marti Harder – NVIT                          | Patricia Wejr – BCNU                                  |
| Monica Adamack – IH Rep                  | Nancy Goad – UFV                             | Wendy Winslow – CLPNBC                                |
| Janice Harvey – CLPNBC PC                | Julie Gilbert – VCC Program<br>Lead          | Sara Telfer – CLPNBC                                  |
| Ruth Erskine – BCCAT                     |  | Andrea Starck – NHealth rep                           |
| Carla Tilley – VIU                       |  |   |
| Sandi Hill – COTR (teleconf)             |  |   |
| Paul Clarke – MAVED (teleconf)           |  |   |
| Jocelyn – Dean Liaison (teleconf)        |  |   |

Regrets: Laureen Duerkson (Seabird), Baljit Lail (Fraser Health rep),

Absent: Sabine Lundman (NWCC)

1. Introductions
  - Approval of minutes - Carla/Monica
  - No additions to agenda
2. Outstanding business
  - CPNRE timelines will be addressed today
  - International opportunities (Marilyn) will forward to group
  - Jacque – outstanding item??
  - Dean liaison joining by teleconference
3. Reports
  - a. LPNABC – Anita Dickson
    - New member
    - AGM coming VCC Broadway campus; guest speakers
    - See poster (Rhonda to circulate)
  - b. CAPNE - Carly Hall
    - Edmonton fall 2014
    - Awards may 9<sup>th</sup> deadline; recipients get free admission to the conference too
    - Member from Nova Scotia went to??? Carly to send me info to circulate
    - Issues re PN discussed at CAPNE?
      - International students

- Some placement issues
- c. BCNU - Patricia
- Bargaining with Ministry; health unit resource plan
  - New grad jobs are an issue; alignment with HC needs
  - Research → mental and physical stress of nursing and high workloads
  - What is happening with regulation/HPA??? Causing practice support issues (eg. OR nursing circulating nurse role)
- d. BCCAT – Ruth Erskine
- Anniversary coming up
  - Mandate – facilitate pathways for students to access programs; Assist students with transferring (bc transfer guide) 40 institution members both private and public; also out of province AU and Yukon; Students enc to go online and look at transfer options / equivalencies / requisites, etc.
  - [www.bctransferguide.ca](http://www.bctransferguide.ca) and [www.bccat.ca](http://www.bccat.ca)
  - BCCAT best transfer system nationally!
  - Awards up-coming
    - Leadership, community leadership, rising star; lifetime achievement
    - Presented at Joint Annual Meeting
  - Publications
    - Learning outcomes and credit transfer
    - Block transfer credits
  - Funding by BCCAT
    - Benchmarking
    - Adult education
    - International students
  - Encouraging K-12 representation
  - Participating in ed fairs across BC
  - Questions
    - Do Private institution articulate? Not a lot of info on the website about privates and PN education
4. Dean Report– Jocelyn (Oct 23, 2014 next D&D)
- D&D revising the TOR for Steering Committee (attached)
  - Provincial curricula revision process (documents attached)
  - Feedback to be sent to Jacque then back to Jocelyn prior to send to Paul/Lori
  - Comments / questions
    - Jacque – question involving privates needing to be included and wondering where?
    - Also Provincial Committee appointed by MAVED will manage and updating curricula for HCA and PN
    - Need to clarify / confirm where private institutions fit in so we don't lose their feedback

- Union; question about laddering from HCA – BScN and where that might fit into NECBC review process
  - Timeline to be fairly quick once Articulation provided feedback
5. MAVED report – Paul Clarke (Paul to send electronic report for circulation)
- Budget report
  - HCA registry report
    - Recognition process in place by registry; online tool CFP
    - CFP to write process for IEN or Nationally educated who want to register in BC
    - New competencies will inform revisions of curriculum
    - BC Campus ‘project manager’ for these revisions
    - Steering committee forming → get feedback from Articulation
    - Timeline/milestones TBA
  - Elder abuse research/project currently in progress; looking at resources to be utilized across the Province for institutions/practice settings.
  - CFP for short duration \$ (programs less than a year)
  - Open textbook project identified 15 texts that are now available across BC

**Action – Rhonda to find out which books/where posted and circulate**

- Where is the new HPA? Deferred to the Ministry of Health
- Questions / Comments
  - Health Employers (HEABC) communications with MAVED projected needs for the province; any work or collaboration being discussed to look at HC needs? (Marilyn)
- Paul happy to have us circulate his contact info

**Action – Rhonda to invite Ministry of Health to future meetings to speak to HPA**

NECBC = Highest Ranked Education Oversight – usually Dean or Director in institution (21 members across Province representing all institutions Colleges/Universities)

6. CLPNBC – Wendy Winslow and Janice Harvey
- a. Role of CLPNBC – pyramid diagram from website
    - Regulatory Model – HPA discussion; where it ‘sits’ in the regulatory model
    - CLPNBC – sets standards of practice and regulates practice through standards, limits and conditions;
  - b. Government changes/policy set next steps around practice regulations. Hoping to see these new regulations in the next few weeks....then feedback from stakeholders....potentially a fall draft?
  - c. Practice and support – SOP framework
    - All changes made to the SOP documents are updated on the website with update tabs and details. Document is a living document and changes....

- Always direct students to employee policies as first influence.
  - Limitations are what LPNs cannot do or what they have limits on.
  - Conditions outline what practice can be done in certain conditions with certain education – for example.
  - Named agency = institution that provides a certain assessment or education for LPNs to upgrade. NA set the standard for the education and outcomes/activities required to build on LPN education and skill set. CLPNBC will review the education proposed in terms of preparing LPNs for practice and meets entry level expectations.
  - Why did CLPNBC go ahead with this without updated HPA? To begin outlining practice and scope to support current LPNs in practice.
- d. Professional Standards - 4
- Responsibility and accountability
  - Competency based practice
  - Client-focused Provision of service
  - Ethical practice (no longer 'code of ethics')
- I. Indicators for each standard
  - II. Definition section as it applies to LPN practice
- e. Practice standards – NOT guidelines as they don't have authority to make guidelines, just standards.
- 10 so far; two more going to Board
  - Boundaries document collaborated by all three regulatory bodies.
  - Looking for feedback from group about what other Practice Standards might be needed.
  - Question: how does the college decide to add/remove Practice standards? For example, pronouncement of death was removed. Answer: Removed because the practice standard was more like a guideline and handled in the limits/conditions regulations. Moved to a 'Did you know' section on the website to outline some practice examples / case studies that may help practitioners consider in their practice.
  - Standards may not always reflect all areas/settings that LPNs are employed and this may confuse administrators who may not have in-depth knowledge of nursing differences and practice differences.
  - Practice standards help LPNs and stakeholders understand the regulatory and legislation around the certain practices – they do not 'guide' the practice as far as how, when or why the practice is carried out. This is the educational and practice sector responsibility and expertise.
- f. Entry to practice competencies ('schedule E')
- Provincial ministry regulation website – this document will be posted for feedback by public.
  - Hopefully 'official' early June for circulation.

- Comment: does not have the 'skill' component in this document; how will this affect the Health Authorities. New EPC document is based on CPNRE blueprint. HA's are struggling to understand what exactly the LPN can do as far as skills. More discussion ensued regarding understanding scope and having some guidance as to what really is the LPNs scope of practice. Thought is that the limits & conditions may have somewhat replaced the old skill list from the EPC document.

g. Program Review process

- Recognized schools over past 2 years; updates to this process
- Many updates and more rigorous process review done. Revised policy sent out with direction for phase 2 / 3 in recognition.
- CLPNBC no longer doing the program/site reviewers as thought to be biased. Hired site reviewers to do this and bring info back.
- Site self-assessment process to be initiated and sent. Info goes to Standards Committee and then instruction given to site visitors on what areas to review/inspect. Site visit occurs and feedback for recognition sent back to Standards Committee. Interim, conditional or full recognition completed.
- Schedule B in bylaws will list all schools accredited/recognized; timeframe of recognition is up to 5 years.
- Questions:
  - i. How/when the HA's are involved in providing feedback; just at site review or other opportunities to provide feedback? Site visit primarily.
  - ii. Will there be new PID equivalencies? – there are some suggestions but nothing has been established. More discussion on this in the afternoon and/or at PN Educator's day.

7. CLPNBC/CPNRE processes

- a. Background/review of history
- b. New electronic CPNRE exam coming estimated within next two years (2016). CLPNBC partnering with other provinces and ASI to establish this. Process should be that the grad applies for a graduation/exam application once completed the program. The grad would then write the exam at any time they want (no set exam times set up yet; but more offerings that 3/year for sure!)
  - Comment was made regarding educational institutions needing to have some preparation and 'heads-up' with regards to the style/type of questioning so to assist students in trying to prepare for this process.
  - Fee structure for new online exam will change significantly as many costs will be reduced (eg. Less invigilation, testing centre needs, travel, etc).
  - CLPNBC will continue to be flexible with institutions until the online exam structure is implemented to get students booked into CPNRE writing sessions within a reasonable time after program graduation.
- c. Interim licensing process

- Current /past process = One exam writing – fail – license withdrawn immediately and grad to apply to re-write.
  - Proposed process is to allow grads to write twice and apply for continued interim licensing in between writings.
  - Process needs to be reviewed as far as review of what the failure contains and whether the grad is putting public safety in jeopardy if they are permitted to continue with practice even though they fail....
  - Called 'interim LPN'
- d. CLPNBC is looking at competency assessment sites that could offer this service as a prerequisite to being able to write the CPNRE; especially relevant for IENs and practice reviews that may be happening in collaboration with reporting practice issues, etc. HA's may find this useful to determining educational needs for their staff and incoming graduate nurses.
- Further discussion ensued regarding the responsibilities for upgrading and retraining of nurses who are felt to require further education either to write the CPNRE or to maintain their license.
- e. Quality assurance / continuing competence program – practice hours included; there are four components:
- Practice hour
  - Juris-prudence – learning opportunities
  - Practice feedback – knowledge of regulation and legislation
- f. CLPNBC education to students
- Is this appropriate? Group feels yes.
  - Which terms would this be utilized? Discussion regarding when this service could be offered and how best to organize a plan that will allow Practice Consultants and resources to allocate their time for all institutions.
    - Some ideas include education modules, online resources, videos, links on the website, in-person classes.
    - Public educators to discuss further on day 2
- g. CLPNBC educator forums – ideas requested
- Potentially having this part of PN educator day 2 – including private institutions.
  - More exam information as it becomes available
- h. BCNU also has resources on website for students; try to get student reps, etc.

## 8. PN Provincial Curriculum Review

- Process for educators outlined by Jacquie
  - Each PN educator to receive evaluation document and 2011 Curriculum Guide by the Articulation/Educator Rep or Chair/Dean, etc.

- Ask that each educator keep this document handy to jot down evaluative feedback and perspectives on the curriculum as it applies to whatever expertise/course that they are teaching
- Plan first phase of collection/review at Fall Articulation – feedback to be given to BC PN Curriculum Steering Committee
- Competency map changes – Wendy may have update

**ACTION: Rhonda will ask Wendy to share any info/update on this with group**

- English requirement standards – discussion about a better process or screening tool; for more discussion with regards to curriculum review

Items for PN educator day:

- Lab requirements
  - PN educators can devise a list for lab
- PID requirements for faculty

9. Practice Reports

a. IHA – Monica Adamack

- Ongoing monitoring and assessments of staff and their competencies
- Understanding new LPN roles are on-going
- 48/6 under way; major process changes incurred
- EMR coming in
- Skill mix and nursing scope under review as no new HPA to support new practice direction being rolled out in new curriculum
- Professional practice review across IHA – framework for all professionals that could be used across Health Authorities. One pilot project will be CPR process; where does this training fit? Is it a professional responsibility or an employment expectation? Both? What processes can support this? ETC
- Building online resources that mimic the courses in VIHA/FH/Providence that students have access to.
- New CNO – Glenn McCrae (from Alberta)
- OR scrub versus circulating nurse role review – for PN practice

b. Continuing education needs

- Discussion ensued regarding appetite and need for upgrading and continuing education. Idea presented for institutions to partner with Health Authorities to offer continuing ed programs/courses. Regulatory stats around practice issues and upgrading needs in the LPN practice will also support this need.

c. Placement and preceptorship needs

- Round table discussion regarding placement needs and issues; skill mix and understanding of interprofessional roles.
- Preceptor support, orientation and employer-driven – COTR participated in this; worked very well.

- Transition to preceptorship – time to deal with these preceptorship needs
- Clinical/lab IPE discussion

Fall PN Articulation Oct 27<sup>th</sup>, 2014