



**State of Oregon**  
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**Oregon State Board of Nursing**  
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**Meeting Topic:** Nursing Education Advisory Group  
**Meeting Date:** May 7, 2015  
**Meeting Time:** 9:00 am to 12:00 pm

**Location:** Legacy Meridian Park  
**Facilitator:** Joy Ingwerson  
**Recorded:** No

**NAME**

Debra Buck  
Michele Decker  
Beverly Epeneter  
Joy Ingwerson  
Mallie Kozy  
Troy Larkin  
Marilyn McGuire-Sessions  
Joanne Noone  
Ginger Simmons  
Gerry Sullivan  
Linda Wagner  
Diane Waldo

**AFFILIATION**

Oregon State Board of Nursing  
Central Oregon Community College  
Oregon State Board of Nursing  
Oregon State Board of Nursing  
Linfield College  
Providence – Oregon Region  
Portland Community College  
OHSU SON – Ashland  
Oregon State Board of Nursing  
Chemeketa Community College  
Rogue Community College  
Oregon Assoc. of Hospitals & Health Systems

**Excused:** Sheryl Caddy, Debra Henry,  
Cynthia Stegner

**Guests:** Jana Bitton, Kelley Ilic

TOPIC	DISCUSSION	DECISION/FOLLOW-UP
March & April Meeting Review and Approval of Minutes	The minutes of the March 5 <sup>th</sup> and April 2 <sup>nd</sup> , 2015 NEAG meetings were reviewed.	The March and April 2015 meeting minutes were approved as presented.
Facility Placement Spreadsheet Tool	<p>The group revisited the purpose of the survey and how the results would be utilized, including the following:</p> <ul style="list-style-type: none"> <li>○ To reveal solutions to current clinical placement issues;</li> <li>○ To be a guideline for the Board when making nursing education program decisions;</li> <li>○ To support guidelines for placement requests; and</li> <li>○ To set actionable benchmarks.</li> </ul> <p>The group discussed the facility survey, the parameters and specific questions that would result in actionable data. Desired attributes of the survey included:</p>	T Larkin to provide group with a sample clinical placement priority matrix, policy, or guideline.

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	<ul style="list-style-type: none"> <li>- Take approximately ten minutes to complete.</li> <li>- Determine if the facility uses a priority matrix. <ul style="list-style-type: none"> <li>o Provide a sample matrix with the survey to encourage other facilities to share or to create one - begin the dialog.</li> <li>o A facility's matrix, policy or guideline provides process transparency for the educational community and clinical partners.</li> </ul> </li> <li>- Capture maximum capacity and how the facility defines it.</li> </ul> <p>J Ingwerson summarized the discussion of key concepts and the group's resulting questions:</p> <ul style="list-style-type: none"> <li>- Are the facilities at capacity? What is the best way to get that information?</li> <li>- What clinical spots are available and not utilized? (As opposed to asking what placements have been granted.)</li> <li>- Obtain benchmark info on capacity: in a typical year, for a unit of this size, how many students are placed based on day of week and shift?</li> <li>- Consider seeking data on "sentinel" placements known to be limited (e.g. med-surg and mental health). Would queries on just these units be meaningful?</li> </ul> <p>T Larkin shared perspective from clinical agencies: Capacity is an unknown. Need to have benchmarks to compare like-sized units. Many factors go into decisions to grant placements such as level of student (new vs more experienced), multiple programs hosted on the unit, etc. Placements on med-surg, OB, peds &amp; psych units are priority for programs. If benchmarks could be developed for those units, it could provide the facilities with actionable data for improving student placements. Challenging to know what is <b>not</b> being utilized.</p> <p>L Wagner noted changes in learning opportunities based on day of the week. When students were placed on weekends the focus was on discharges. The overall student experience was different from those who had placements during the weekdays. Education partners described the importance of feedback from the facility on students not prepared for experiences. The program can then determine</p>	

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	<p>if on-campus learning activities need to be changed to better prepare the student (e.g. more simulation time).</p> <p>Data needs to help promote discussion of increasing capacity for student learning experiences.</p>	
<p>Facility Survey Development</p>	<p>Need to ensure that facilities hear our appreciation for their participation in the survey. Clear explanation of the goal of the survey would help encourage participation.</p> <p>Survey attributes need to include:  A snapshot of the units, including FTE and/or number of nurses per shift and staffed beds or average daily census.  Explore use of ACEMAPP data that includes unit profiles. Look at what is currently reported for the Portland-area facilities in ACEMAPP and seek same data from facilities not in ACEMAPP.</p> <p>Small group to review the ACEMAPP unit profile information and report back. The subcommittee members are: J Ingwerson, D Henry, T Larkin and M McGuire-Sessions. Goal to meet prior to the June meeting, depending on availability of assistance from ACEMAPP expert.</p> <p>The draft spreadsheet of facility information needs to be revised after the ACEMAPP data has been reviewed.</p>	<p>ACEMAPP Analysis Work Group will meet with Alex Asbury before the June meeting.</p> <p>The OCN survey spreadsheet is on hold until after the ACEMAPP analysis.</p>
<p>Wrap Up</p>	<p>For the next meeting, J Ingwerson asked the group to be thinking about whether:</p> <ul style="list-style-type: none"> <li>- The educational program survey should ask what facilities students are placed in rather than just the unit types - would that provide value; and would that be requested in a list format or requested data by term.</li> <li>- The group wanted to focus on known data first or survey the facilities on the qualitative side, priority matrix, etc.</li> </ul>	<p>N/A</p>
<p>Next Meeting</p>	<p>Thursday, June 4, 2015 at Legacy Meridian Park Community Health Education Center.</p>	<p>Agenda and May minutes will be sent prior to the meeting.</p>

Minutes completed by Ginger Simmons, Policy Analyst Administrative Assistant, and Joy Ingwerson, Nursing Education & Assessment Policy Analyst.