tate Boards of  $oldsymbol{\mathcal{N}}$ 

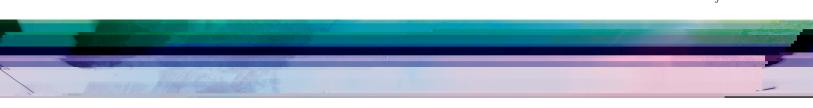


Table 1. Myths and Realities about Perceived F Peceiæd ReglægBaies			
Speci c number of clinical hours are mandated	Reality Required in:		
Speci c number of clinical nours are mandated	Required iii.		
Speci c number of didactic hours are mandated			
Distance learning nursing programs are approved differently from traditional programs			
Faculty-student ratios			
Full and part-time ratios of faculty			
Simulation limitations			

## Recommendations to Boards of Nursing

One of the cautions from experts in nursing education innovations is that not all educators are innovators and it is not expected that all faculty or all nursing programs will implement innovations. However, the Boards of Nursing can create a favorable climate for innovation for those programs that are ready for it. The following are some recommendations for Boards of Nursing that might promote innovations:

Boards of Nursing might consider critically analyzing their education rules, particularly related to those listed in Table 1, with an eye toward fostering innovation in education.

Boards of Nursing may contemplate evaluating their approval processes for the purpose of streamlining them.

Related to communication, Boards of Nursing could think about:

Representing the Board of Nursing at deans and director meetings.

Convening education advisory committees including representation from educators, employers, and consumers.

Developing Power Point presentations for faculty related to the role of the Board's education consultant.

Developing online orientation courses for deans and directors.

Sending out regular e-mails and/or newsletters to programs.

Informally communicating with faculty.

Developing an innovations Web site<sup>6</sup> to serve as a statewide clearinghouse for innovations in nursing education.

Hosting conferences with educators on regulatory issues and providing question and answer sessions.

Posting a frequently asked questions (FAQ) handout on the Web site.

## References Cited

AACN. (2008). The Essentials of Baccalaureate Education for Professional Nursing Practice. Retrieved April 2, 2009, from: http://www.aacn.nche.edu/Education/pdf/BaccEssentials08.pdf

Bellack, J.P. (2008). Letting go of the rock. Journal of Nursing Education, 47(10), 439-440.

Coonan, P.R. (2008). Educational innovation: Nursing's leadership challenge Nursing Economics, 26(2), 117-121.

Greiner, A.C. & Knebel, E. (2003) (Eds.). Health Professions Education: A Bridge to Quality. Washington DC: The National Academies Press.

NCSBN. (2005). Clinical Instruction in Prelicensure Nursing Programs. Retrieved April 2, 2009, from: https://www.ncsbn.org/Final\_Clinical\_Instr\_Pre\_Nsg\_programs.pdf.

NCSBN. (2007). Member Board Pro les. Retrieved April 2, 2009, from: https://www.ncsbn.org/983.htm

NCSBN (revised in 2008). Model Education Practice Act and Rules. Retrieved April 2, 2009, from: https://www.ncsbn.org/Aug\_Update\_Education\_Model\_Rules\_Ch9.pdf.

NLN. (2003). Innovations in Nursing Education: A Call to Reform. Retrieved April 2, 2009, from: http://www.nln.org/aboutnln/PositionStatements/innovation082203.pdf

Unterschuetz, C., Hughes, P., Nienhauser, D., Weberg, D. & Jackson, L. (2008). Caring for innovation and caring for the innovator. *Nursing Administration Quarterly*, 32(2), 133-141.