Sigma Theta Tau International Cape Town, South Africa

UNDERSTANDING NURSE MIGRATION

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FACULTY DISCLOSURE

Faculty Name:	Jessie M. Colin
Conflict of Interest:	None
Employer Name:	Barry University, College of Nursing and Health Sciences
Sponsorship/Commercial Support:	None

GOALS AND OBJECTIVES

- Goal:
- The goals of this presentation is to identify the challenges the Florida Board of Nursing faced in credentialing Internationally Educated Nurses (IEN)

- Objectives:
- Explain the contextual issues associated with the migration of internationally educated nurses into the United States, specifically focusing on three source countries from the Caribbean: Haiti, Jamaica and Trinidad & Tobago

- Review strategies that can assist Boards of Nursing in their attempt to credential internationally educated nurses

INTRODUCTION AND SIGNIFICANCE OF THIS ISSUE

- Nursing shortage in the United states
  - Economy,
  - Workplace,
  - Environmental,
  - Social and demographic forces

- Nursing shortage in the Caribbean
  - Migration within the region
  - Migration outside of the region
    - U.S.
    - UK
    - Canada

IMPACT OF THE SHORTAGE GLOBALLY

- International migration of health care professionals
  - Brain drain from the source country
    - Political
    - Economic
    - Social

  - Cultural diversity of receiving country
    - Changing demographics
      - Workforce is not homogeneous

PROBLEM STATEMENT

- Migration of internationally-educated nurses
- Benefits:
  - Nurses Who Has Migrated
  - Source Country
- Disadvantages:
  - Exploitation Of Nurse Migrants
  - Distortion Of Nursing Curricula
  - Issuance Of Illegitimate Or Falsified Licenses

- As a result, boards of nursing (BON) must find effective strategies to abate the effects of the nursing shortage while assuring all American's that they will receive safe nursing care. To achieve this, BONs must be vigilant is addressing the credentialing process of foreign graduates which is A complex and multifaceted.

STATEMENT OF THE PROBLEM: INDIVIDUAL PERSPECTIVE

- Migration dates as far back as the 1400's

- Reasons:
  - Employment
  - Better educational opportunities
  - Family ties
  - Escape from harsh condition

- Immigrants' vulnerability

- Potential exploitation

STATEMENT OF THE PROBLEM: SOURCE COUNTRY PERSPECTIVE

- Source country educational system
  - No accreditation system
  - Difficulty identifying licensing authority

- Surge of private nursing schools
  - Operate in the shadows

STATEMENT OF THE PROBLEM: UNITED STATES PERSPECTIVE

- Difficulty in evaluation internationally educated nurses

- Credentialing agencies are challenged by the multifaceted nature of this issue
  - Difficulty in accurately depicting and authenticating IENs documents

- Safety and public protection of the citizens of the US are paramount

PROJECT FOCUS

- Purposes of this project are to:
- Identify the challenges the FL BON faces in credentialing Internationally Educated Nurses (IENs);
- Design a model or matrix that may facilitate the credentialing of (IENs) who migrate to Florida;
- Recommend the implementation of this model or matrix to the FL BON.

PROJECT QUESTIONS

- Is there a standardized process that can be developed to assist BON in ensuring legitimate credentialing of internationally educated nurses?

- Will the development of a credentialing assessment model facilitate the Florida BON's ability to accurately credential internationally educated nurses?

STATEMENT OF RELATIONSHIP TO REGULATION

- US regulatory bodies purposes are twofold:
  - Ensure the delivery of safe nursing care
  - Protect the public

- US regulation regarding IENs is multileveled:
  - Visa and immigration compliance, which is under the jurisdiction of the federal government;
  - The licensure process, which is governed by state regulatory bodies;
    - Implementation of standards, policies, procedures and regulatory processes in assessing eligibility for initial licensure
  - The hiring process, which is administered by individual employers.

REGULATORY CHALLENGE FOR BONS

- Boards of Nursing must remain vigilant in continually evaluating the authenticity of individual applicant's documents as well as evaluating source countries' nursing education programs and systems

- Through implementation of this project, the FL BON may establish a sound and credible process for credentialing of IENs who seek nursing employment in Florida.
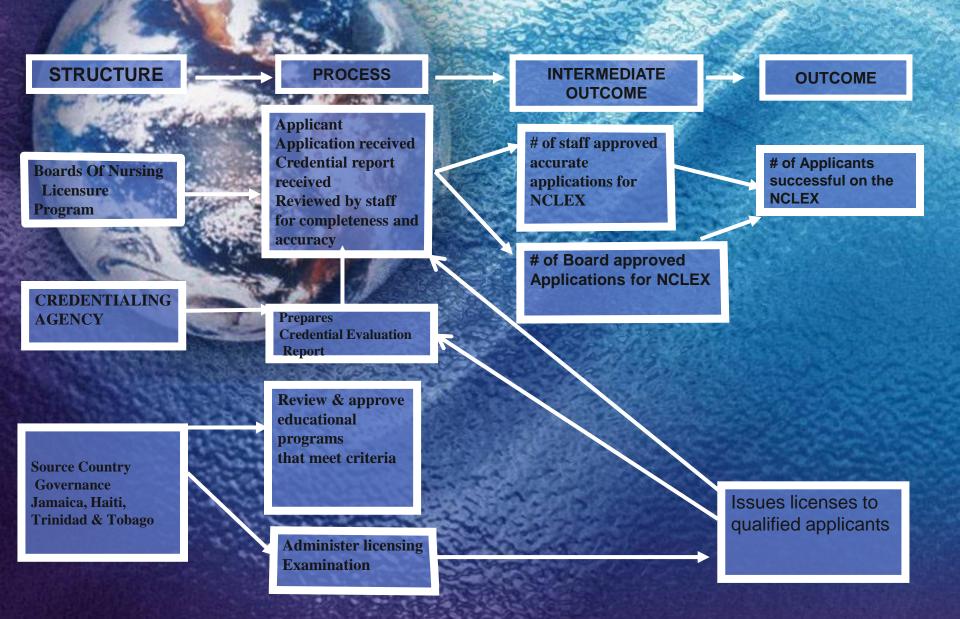
METHOD

- This project is **designed** to evaluate the process of authenticating IENs credentials for issuance of license to work in Florida. The project is guided by the Donabedian framework which is composed of:
  - *Structure*
  - *Process*
  - *Outcome*
- Setting and Sample Florida BON
- Other BONs
- Source country data: Haiti, Jamaica & Trinidad and Tobago
- Credentialing Evaluation Services

IMPLEMENTATION PLAN AND EVALUATION STRATEGIES

PROGRAM EVALUATION OF BOARDS OF NURSING LICENSURE PROCESS

STRUCTURE → **PROCESS** → **INTERMEDIATE OUTCOME** → **OUTCOME**

Boards Of Nursing Licensure Program

CREDENTIALING AGENCY

Source Country Governance Jamaica, Haiti, Trinidad & Tobago

Applicant Application received Credential report received Reviewed by staff for completeness and accuracy

Prepares Credential Evaluation Report

Review & approve educational programs that meet criteria

Administer licensing Examination

# of staff approved accurate applications for NCLEX

# of Board approved Applications for NCLEX

# of Applicants successful on the NCLEX

Issues licenses to qualified applicants

DATA GATHERING

- Data were gathered from the following sources:
  - Florida BON
  - Other BONs
  - Credentialing services
  - Source country data: Haiti, Jamaica & Trinidad and Tobago
- Data collection procedures:
  - Survey
  - Interview
  - Focus group

DATA ANALYSIS

Quantitative (BON Survey)

- Respondents (n=42) Response rate of 61%

- Accepts RN applicants (*yes* = 39, 93%)

- Uses Credentialing Evaluation Agency for record authentication (*yes* = 41, 98%)

- Almost all participants use at least two method to detect fraudulent applications
  (NURSYS = 36, 90%; FITS = 29, 72%, Other = 5, 12%; n=40)

ACCEPTED DOCUMENTATION FROM RN APPLICANTS OUTSIDE US/TERRITORIES AND NON-NCSBN MEMBERS
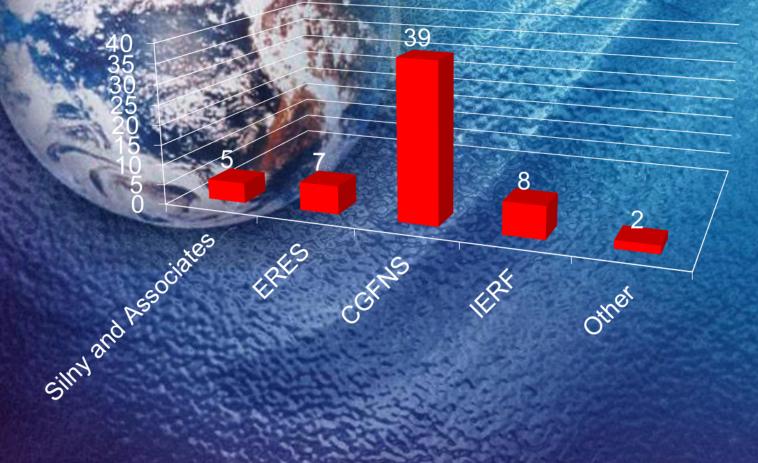
USE OF CREDENTIALING EVALUATION SERVICE

NUMBER OF IEN APPLICANTS ANNUALLY
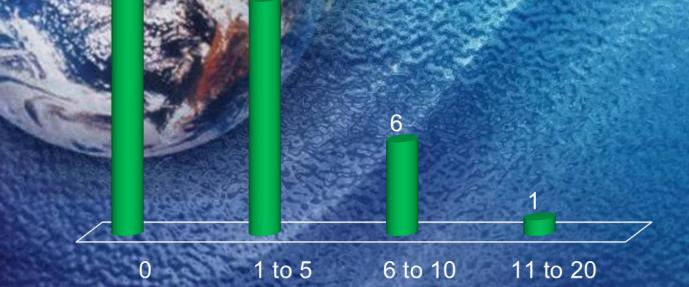
n= 40

- 1 to 11
- 12 to 20
- 21 to 30
- 31 to 100
- more than 100

8

5

6

10

13

ANNUAL FRAUDULENT APPLICATIONS

n = 39

17	15	6	1
0	1 to 5	6 to 10	11 to 20

TOP 4 IDENTIFIED ISSUES WITH FRAUDULENT APPLICATIONS

- Non recognized nursing education program (*n=12, 43%)*

- Non-accredited nursing education program (*n = 11, 39%)*

- Non-equivalent nursing education program (*n= 11, 39%)*

- *Other (n=13, 46%), but respondents did not specify the type of issues*

DATA ANALYSIS

- Qualitative CES Data
- $n = 4;$ Response rate 100%; Usable response $n=3$
  - Academic credentials sent to CES directly from the institution
  - Nursing license verification completed by licensing authority and sent directly to CES
  - Authentication includes inspection of documents and comparison with previous submissions
  - Conduct Institution and Program verification
  - Maintain contact with schools and licensing authority
  - Review document microscopically

DATA ANALYSIS

- Qualitative CES Data Fraudulent applications

  – One reported about 1% of applications are fraudulent;

  – Approximately 45 fraudulent applications in the last few years;

  – Handful of fraudulent applications

DATA ANALYSIS

- Qualitative CES Data **Primary** fraudulent issues:

  - Recruiters manipulation of the system maybe due to profit incentives

  - Testing of CES by new schools – graduates are instructed by the school to use only one CES

  - Course descriptions similar to US but different from actual course work offered

  - Applicant living in the US while attending school on the island!

  - "Official" transcript being issued to students in the US who have not attended the school

  - Diploma mills and schools with questionable credentials

DATA ANALYSIS

- ## Qualitative --Source Country analysis

    - Multiple types of schools of nursing
        - Private
        - Governmental
    - Schools are approved by the Ministry of Health or a Nursing Council—Data base is maintained by the Ministry of Health
    - Haiti does not have a nursing council, but like the other source countries it has a nursing association with no influence on schools of nursing regulatory issues
    - In all 3 source countries the diploma has the Ministry of Health' seal of approval
    - Private schools are approved by the Ministry of Education, however they receive an operational permit from the Ministry of Health---This poses a challenge for accurate tracking and recording of diplomas
    - Licensing examination is taken by all graduates, however since this study, the ministry of Health in Haiti, will only validate the RN diploma after a prospect has been successful in the national examination.

Four years of NCLEX scores for RN IENs--Haiti, Jamaica, Trinidad/Tobago

Country	2012			2013			2014			2015		
	Total	Pass	%	Total	Pass	%	Total	Pass	%	Total	Pass	%
Haiti	15	9	60.0	20	7	35.0	4	1	25.0	4	0	100
Jamaica	10	5	50.0	36	6	16	2	2	100	8	4	50.0
Trinidad/Tobago	0	0	0	1	1	100	0	0	0	8	4	50.0

Four years of NCLEX scores for LPN IENs--Haiti, Jamaica, Trinidad/Tobago

	2012			2013			2014			2015		
Country	Total	Pass	%	Total	Pass	%	Total	Pass	%	Total	Pass	%
Haiti	76	27	35.5	62	13	21	126	19	15.1	138	28	20.5
Jamaica	184	118	64.1	214	109	50.9	96	43	44.8	39	15	38.5
Trinidad/Tobago	21	9	42.9	26	9	34.6	8	2	25	3	0	0

BOARD MATRIX FOR LICENSURE PROCESS OF IENs

| STRUCTURE | PROCESS | INTERMEDIATE OUTCOME | OUTCOME |

BOARDS OF NURSING Licensure Program

Specialized IEN Staff Unit
-develop & maintain database on source countries
- Focused training for fraud detection
- Applications Received
- Credentials Report Received
- Staff Review for completeness & accuracy

# of staff approved applications for NCLEX

# of Board approved applications for NCLEX

# of applicant successful on NCLEX

# of license issued to IENs in Florida

CREDENTIALING EVALUATION SERVICE

Prepare Credential Evaluation Report

SOURCE COUNTRY GOVERNANCE Haiti, Jamaica Trinidad & Tobago

Review and approve educational programs

Administer licensing examination Issue license

Issue license to nurses in source country

Figure 6. Colin (2012) Adapted from Donabedian's (1980) Framework

CONCLUSION

- This framework will be evaluated through acceptability measures such as focus group meetings and interviews with FL BON education consultants.

- Based on this input, the model will be finalized and provided to FL BON for its possible implementation.

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