The desire for global mobility for nurses continues to expand. Therefore the challenges and regulatory implications continue to follow. Motivation for migration is multi-faceted and may be based on lack of jobs, poor wages, economic instability, corruption, and/or violence. Despite barriers to migration the internationally educated nurses still desire and plan to work in their non-native countries. Implications for nursing regulation focus on language proficiency, credentials/education evaluation, support structures and competencies for safe practice (Shaffer & To Dutka, 2013).

As a result of this migration desire, Internationally Educated Nurses (IENs) often pursue agencies to assist with their preparation for licensure in other countries such as the United States. Nurses educated in countries other than the United States are required to have their education credentials reviewed by the Commission on Graduates of Foreign Nursing Schools (CGFNS). In some cases, the minimal education requirements for US licensure are not met, therefore nurses are required to attend additional classes to prove competencies.

A non-U.S. university entered into a partnership with a test preparation organization to provide a customized and standardized program of study and evaluation to IENs requiring additional education credits to apply for NCLEX-RN. To date, one cohort has completed the program and another cohort is enrolled. The program consists of content lectures in Psychosocial, Maternity and Pediatrics which includes the nursing process, pharmacology, and delegation. Focus surrounds nursing care concepts, critical thinking and application to U. S. nursing practice and clinical decision making.

A weekly review session is provided on-line for the students along with testing, review, and content resources to be completed on specific schedule. An in-person NCLEX-RN prep course is provided following the 13-week program. To date, 25 students have been enrolled, with 14 completing the sessions. There is a 100% success rate with one student testing and passing the NCLEX on the first attempt. Other students are awaiting board approval to test, but continue to work on NCLEX test prep resources.

CONCLUSIONS

Global mobility by nurses is desired. In order to be prepared for the regulation requirements of other countries (specifically the United States), nurses may need additional education plus licensure. This test preparation organization has successfully partnered with an international university to meet the needs/requests of IENs.
Keywords:
CGFNS, Internationally Educated Nurse and NCLEX

References:


Abstract Summary:
The desire for global mobility for nurses continues to expand. Implications for nursing regulation focus on language proficiency, credentials/education evaluation, support structures and competencies for safe practice.

Content Outline:
Introduction 1: The desire for global mobility for nurses continues to expand.

Main Point 1: The challenges and regulatory implications of migration are numerous.

Supporting Point 1a: Internationally Educated Nurses (IENs) often pursue agencies to assist with their preparation for licensure in other countries such as the United States.

Supporting Point 1b: In some cases, the minimal education requirements for US licensure are not met, therefore nurses are required to attend additional classes to prove competencies.

Main Point 2: A collaborative program was developed between a non-U.S. university and Kaplan Nursing Test Prep to assist IENs with preparation for migration.

Supporting Point 2a: IENs frequently need additional academic program requirements prior to approval for migration (regulatory requirements).
Supporting Point 2b: Upon completion of regulatory requirements an IEN benefits from focused preparation for the national licensing exam (NCLEX).

Main Point 3: A standardized preparatory course will assist IENs to successfully complete their academic and licensure goals for migration.

Supporting Point 3a: To date one student has tested and passed the NCLEX on the first attempt.

Supporting Point 3b: Other students are awaiting board approval to test while continuing to prepare for the licensure exam.

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