



NCLEX-RN Roundtable: Student Supports

Hosted by the Canadian Nurses Association

November 25, 2015

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Executive Summary

As of January 1, 2015 the entry to practice registration exam for registered nurses in Canada, as chosen by the nurse regulators in applicable jurisdictions, became a new, computer adaptive test, the NCLEX-RN, provided by the National Council of State Boards of Nursing (NCSBN). In the first 6 months of 2015, the NCLEX-RN exam was written by the first large cohort of approximately 4,700 writers in Canada. The pass rate of the candidates educated in Canada during the first six months was 70.6%¹ and “shows a wide variance in the results across educational institutions within provinces and territories, as well as across the country.”² In New Brunswick, where there is a greater proportion of francophone students, nearly half of the students failed in the first 6 months of the NCLEX-RN (pass rate was 54.3%).³ In some provinces, nursing schools continue to have pass rates of 80 – 90%.

In response to various issues associated with the transition to the NCLEX-RN, the Canadian Nurses

Association (CNA) organized and hosted the NCLEX-RN Roundtable: Student Support on November 25, 2015. The roundtable brought together representatives of students, educators, employers, unions, governments, regulatory bodies, Aboriginal nurses, Francophone schools of nursing, and professional associations. Two groups of representatives declared observer status – the Canadian Council of Registered Nurse Regulators (CCRN) and the Provincial Nurse Advisors Task Force (PNATF). While they contributed to the discussion, comments about general support for actions or recommendations are exclusive of the two observer groups. This was a preliminary discussion with contributions grounded in individual experiences, anecdotal information and facts. There has not yet been a full year of exam experience, including results. The information in this report reflects what the leadership groups brought to the discussion.

The purpose of the roundtable was threefold:

- To understand and confirm the selected operational/logistical issues associated with the NCLEX-RN exam;
- To develop principles to support nursing students writing the exam in the short term; and
- To agree on an action plan, accountability and timelines.

¹ <http://www.ccrnr.ca/assets/ccnr---nclex-press-release-sept-23-2015--final.pdf>

² Ibid

³ Ibid

Discussions focused on sharing information, identifying the impact of and suggesting actions for four key issues:

- French resources
- Exam writings
- Costs
- Student supports

An extensive list of suggested actions was brought forward with most receiving support by the majority of participants. At this time, we wish to focus on three priority recommendations:

1. Nursing regulatory bodies work with appropriate partners to review the numerous concerns in regards to the French version of the NCLEX RN exam and Francophone student writers in this report and make appropriate policy changes in all jurisdictions where there are French writers.
2. The Canadian Nurses Association and appropriate partners develop/disseminate exam preparatory resources to support students writing the exam.
3. CCRNR continue its work with the goal of harmonizing the number of exam writes according to best practice and policies related to temporary/graduate nurse licenses.

It was recognized that the roundtable objectives were not fully met. The issues discussed at the roundtable were so diverse and numerous there was not sufficient time to address them all. A greater understanding of the issues was achieved by all organizations, recognizing the complexity of the issues. The roundtable was a first step to addressing the urgent concerns to support nurse students with the transition to this new exam. Subsequent processes and activities will need to be developed by the nursing community to address costs and writing centres.

Introduction

A roundtable discussion entitled *NCLEX-RN Roundtable: Student Support* was organized by the Canadian Nurses Association (CNA) and held at CNA house in Ottawa on November 25, 2015. The roundtable brought together representatives of students, educators, employers, unions, governments, regulatory bodies, Aboriginal nurses, Francophone schools of nursing, and professional associations. An agenda and participant list can be found in Appendix A. Two groups of representatives, the federal/provincial/territorial Principal Nurse Advisors Task Force (PNATF) and the Canadian Council of Registered Nurse Regulators (CCRNRR) attended as observers (see Appendix B).

The purpose of the roundtable was threefold:

- To understand and confirm the selected operational/logistical issues associated with the NCLEX-RN exam;
- To develop principles to support nursing students writing the exam in the short term; and □ To agree on an action plan, accountability and timelines.

It is also acknowledged that the focus of the roundtable was on the transition phase and that participation in this roundtable in no way precluded organizations to implement their own actions to support students.

The roundtable was not to be a forum to discuss the broader issues of the exam content and suitability to the Canadian landscape.

This report represents a summary of the discussions which were based on a combination of individual experiences, anecdotal information and facts, and is structured to reflect the agenda.

Context for the Roundtable

As of January 1, 2015 the entry to practice registration exam for registered nurses in Canada (within applicable jurisdictions) became a new, computer adaptive test, the NCLEX-RN, provided by the National Council of State Boards of Nursing (NCSBN). The exam portal is administered by computer-based testing provider Pearson VUE. Previously, applicants were tested using the Canadian Registered Nurses Exam (CRNE), a paper-based exam administered three times a year.

In the first 6 months of 2015, the NCLEX-RN exam was written by the first large cohort of approximately 4,700 writers in Canada. The pass rate of the candidates educated in Canada during the first six months was

70.6%.⁴ The *Canadian NCLEX-RN Passing Rates* report “shows a wide variance in the results across educational institutions within provinces and territories, as well as across the country.”⁵ In some provinces, nursing schools continue to have pass rates of 80 – 90%. In New Brunswick, where there is a greater proportion of francophone students, nearly half of the students failed the NCLEX-RN exam in the first 6 months (pass rate was 54.3%).⁶

Methodology

Four briefing notes introduced the participants to the issues currently facing students in the short term based on patterns evidenced in various communications, reports, media, letters, etc. The briefing notes framed the roundtable discussion. They were focused on:

- French resources
- Exam writings
- Costs
- Student supports

The four briefing notes were sent to roundtable participants for review prior to the event. The briefing notes were not intended to be exhaustive; one-to-four pages in length and identify the issue, capture highlights, identify the impact and pose preliminary possible solutions for discussion at the meeting. The briefing notes can be found in Appendices C through F. During the roundtable there was no significant disagreement with the topics nor descriptions of the issues contained in the briefing notes.

Participants also received a copy of the following which are a selection of the various documents/ correspondence, focused on the issues at hand (Appendices G through I):

- Letter from the president of the Ontario Nurses Association to the Chief Executive Officer of the College of Nurses of Ontario
- Letter from the Canadian Federation of Nurses Unions to the Canadian Nurses Association □ Canadian Nursing Students’ Association NCLEX-RN Position Statement

Proceedings

The roundtable began with opening remarks by Anne Sutherland Boal, Chief Executive Officer (CEO) of CNA. She welcomed the participants and framed the day as being focused on what can

⁴ <http://www.ccrnr.ca/assets/ccnr---nclex-press-release-sept-23-2015--final.pdf>

⁵ Ibid

⁶ Ibid

be done to support students in the short term in regards to those who have recently written or will soon write the NCLEX-RN exam. Dawn Tisdale, president of the Canadian Nursing Students' Association (CNSA) then provided introductory remarks describing the tremendous far reaching impact the transition to the NCLEX-RN exam has had on students from a financial, psychological, employability, and spiritual aspect. She noted the students do not have a clear path in regards to who can help them with these issues. The entire process has created mistrust, resentment and fear. For CNSA, the quality of the French translation and lack of French preparatory resources is the priority issue. The notion of constitutional rights was raised.

Both the president of CNSA and the CEO of CNA indicated they were very pleased to see the nursing community come together to show their support for the students and develop concrete actions to support the students currently writing the NCLEX-RN exam. Following a brief overview of the purpose of the roundtable and the agenda, a discussion ensued as to the accountability of those present. It was noted that many round table participants would need to go back to their organizations with the identified recommendations/action items for a formal response. The rest of the day focused on the four topics.

French Resources

Lynn Brouillette, Executive Director of the L'Association des Collèges et Universités de la Francophonie Canadienne (ACUFC) and the Consortium National de Formation en Santé (CNFS), and Sylvie Larocque, Director of the School of Nursing at Laurentian University led the discussion on the issue of the high failure rate among students writing the French NCLEX-RN exam. They distributed an additional briefing note they had prepared to complement that prepared by CNA (Appendix J). The issue was described as twofold: the quality of the translation of the exam and the lack of French preparatory resources. Ms Brouillette noted that French students are switching between writing the French and English versions of the exam due to the lack of availability and poor quality of the translation of the preparatory materials. It was suggested that the French translation does not comply with the International Test Commission Guidelines for Translating and Adapting Tests. Attention was drawn to a letter from NCSBN to CCRNR dated October 21, 2015 in which they stated that not all steps to ensure accurate administration of the translated items were completed because of the small sample size of Francophone candidates. The letter also states that NCSBN would conduct a differential item functioning analysis when the sample of Francophone candidates was sufficiently large enough to meet statistical standards for validity and reliability of results. Finally, it was noted by Ms Brouillette that in April 2015, of the nine Canadian provinces/territories that participated in the NCLEX-RN Member Board/Regulatory Body Review, none of the regulators requested to review the exam in French.

CCRNR representatives clarified that bilingual practicing nurses from Canada were on the panel that did the review after translation. They also noted that the Nurses Association of New

Brunswick (NANB) is taking the lead on this issue on behalf of the regulatory bodies. Though this was recognized as a positive step in NB, it was noted that the bilingual issues are different across the country and require broader consultation.

Ms Brouillette noted that she is organizing a meeting of the five French nursing education programs later this year to discuss and strategize.

It was suggested that CCRNR needs to publicly acknowledge there is an issue with the French exam. Only then could the issue begin to be appropriately addressed.

Impact

- Higher costs for French students as they are writing the exam more times than the English students;
- CNFS has had to devote its own financial resources to support its 5 member universities in Canada that are offering the nursing program in French thus taking resources away from other planned activities;
- Smaller number of French nurses entering the workforce and thus the availability of French health care services across the country to the official linguistic minority. This is of specific concern in communities serving Francophones;
- French students are writing the English exam which is counterproductive to the efforts of CNFS to attract students into French programs which is supported by the federal government; and
- Smaller number of French students choosing to write the French exam as a result of a lack of French preparatory material and poor translation of the exam is making it more difficult to statistically validate the French version of the exam.

Suggested Actions

Individuals then put forth the following ideas for action:

- CCRNR and each of the regulatory bodies assess the contract with NCSBN and confirm that they have met obligations for the French translation and delivery of exam to the same standard in every aspect as the English exam
- This group create a briefing note to identify what action will be taken and any learnings from this table to be shared with NANB, each of the regulatory bodies, educational institutions, and ACUFC
- Follow up with NANB to determine what actions they are taking and to identify potential ways for this group to help
- Consider parallel development of a new French exam as an option rather than translation

- Considering that francophone nursing schools are approved and teaching to P/T competencies – do not make students write an exam that may not have the evidence to predict safety to practice in Canada for the year 2016 and allow their full registration in 2016 based on their successful completion of their university degree program
- Have French students write the French CRNE
- Seek external funding to perform a compliance analysis of the exam with the International Test Commission Guidelines for Translating and Adapting Tests
- Have students write the Quebec exam
- Suspend the exam until a review is completed
- Institute a pause in testing all for six months or a year until 2017 and then negotiate with employers for longer temporary employment (longer employment would require regulatory changes)
- Have a bilingual exam where you have the French and English questions at the same time (with more time for writing)
- Translate the NCSBN Computer Adaptive Technology (CAT) educational video and FAQs currently in English only

All of these actions were supported by the majority of the group (with the exception of the two observer groups) except for having the students write the Quebec exam because it is based on a diploma curriculum. It was noted that the CAT educational video and FAQ is currently being translated. Caution was raised with regards to the workforce implications of instituting a pause on the exam with longer temporary licenses (and employment). In many cases, graduate/temporary nurse licenses require that the student nurse be supervised by an RN. This would put unsustainable strain on the existing workforce and employers (both human and financial) if instituted for a long period of time due to the high failure rate on the exam.

Exam Writings

The discussion on the exam writings focused on two aspects: the overall number of exam writings allowed and the variance of nursing regulatory policies with respect to graduate/temporary nurse licenses, particularly in relation to exam writing.

Most provinces allow three exam attempts before the nursing student must repeat their nursing education. In the US, of the 50 participating states, 39 allow candidates to write the NCLEX-RN an unlimited number of times, consistent with NCSBN policy. Of the remaining 11 states, the number of writing vary from 3-8 times. It was noted, however, that there is no temporary/graduate license in the US. There was general agreement that there should not be an unlimited number of writings, but a review is required to determine what is the appropriate number at this time.

The variance in policies was illustrated by the fact that in Ontario, the first exam failure results in the College of Nurses of Ontario (CNO) revoking temporary class registration, whereas Saskatchewan and Alberta allow candidates to work with a temporary license until a third exam attempt. Two jurisdictions (NANB and Association of Registered Nurses of Newfoundland and Labrador) have recently changed their policies to better support those who have failed the NCLEX-RN exam.

Concern was raised in terms of the health human resource implications for employers who depend on hiring many new graduates each year and who now will be:

- faced with the sudden departure of new hires who fail and lose their temporary license;
- left with vacancies; and
- need to compensate with overtime.

The challenge of more nurses with graduate licenses and for longer periods of time was reiterated with regards to the human and financial implications for employers with regards to the requirement for RN supervision. It was noted that employer policies with regards to graduate nurse employment also vary greatly across the country.

Concern was raised that graduate nurses who have their temporary/graduate nurse license revoked and their employment rescinded would assume a different career path in order to meet their financial needs. And that employers may hire other classifications of health care workers.

The Registered Nurse Professional Development Centre (RNPDC) in Halifax has created an online virtual classroom to help new graduates interpret their results, become familiar with the different types of NCLEX-RN questions, NCLEX-RN resources and strategies to develop individual learning plans. This model could be replicated across the country and RNPDC would be willing to share.

Canadian Association of Schools of Nursing (CASN) representatives explained that once a candidate has failed the registration exam three times, schools of nursing will not allow them to repeat the educational program because they already have successfully graduated. Thus there is no or extremely limited options for writers who find themselves in this position. There is no program designed or structured to accommodate such a student. It was indicated that regulatory policies may not require the student to repeat their full education; that regulatory policies may not be explicit/clear on this issue.

Impact

- Lack of fairness across the country; □
- Workforce implications for employers; and

□ Reduced employability of nursing graduates.

Suggested Actions

Individuals then put forth the following ideas for action:

- Determine an appropriate number of attempts of students to rewrite the exam (different for English & French students)
- Develop consistent employer policy to manage temporary licensure – through a set of guiding principles
- Increase the limit on the number of permissible exam writings and harmonize across the country
- Harmonize temporary / graduate nursing license policies across the country
- Have supporting workshops for students who have not been successful
- After a student has failed a first time consider best practices for doing a rewrite (1st, 2nd so that each time they have a different level of support)
- Need to support the Indigenous students and address the Truth and Reconciliation Commission of Canada with specific recommendations
- Need to ensure that graduates who are not successful in the exam do not abandon the registered nurse profession
- Need to look at and share best practices of schools and students that are having success
- Look at continuing education options that are not a repeat of the full degree
- When considering education need to be mindful of what is a regulatory issue versus a legislative (Act) issue
- Institute a pause for English and French exam until issues are resolved as a transition solution (consider risks of doing this as well)
- Ensure students are aware of exam ‘accommodation’ opportunities which refer to any adjustment made to the testing conditions that helps an applicant overcome the impact of a physical or mental condition/disorder on their ability to write the exam. Examples include additional time and a separate room.

Representatives of CCRNR noted that jurisdictions are already looking at harmonizing temporary/ graduate nursing license policies across the country but this would take time due to the nature of the policies. The policies are grounded in various types of documents such as acts, regulations, bylaws, policy documents, etc. Those that are in legislation or regulation would take much longer to amend. Participants recommended that a sense of urgency be brought to this harmonization.

There was general support among most participants for all of these actions (with the exception of the two observer groups).

Costs

The president of CNSA led this discussion reinforcing the tremendous financial burden for the students. Due to the fear of failing the exam based on the current experience, students are accessing as many preparatory resources as they can. She noted they are spending upwards of \$1,200 per student. She also noted the inequity across schools where some are providing exam resources to students within the curriculum at no cost while others are putting the onus on the student to choose and pay for their own exam resources. CASN representatives confirmed that the ability of a school of nursing to absorb the cost was dependant on the school size and budget. One school had provided support at a cost of \$50,000 while other schools have deleted staff positions to reallocate funding to NCLEX-RN preparatory resources/activities.

Current research underway by Linda McGillis Hall will be able to provide information on a number of these topics. Anecdotally it was noted that the transition to the NCLEX-RN exam is costing schools \$100-150K on average per school. Several participants noted that the production of preparatory resources for the NCLEX-RN exam has become a multi billion-dollar industry with many private businesses getting into the market.

A discussion ensued as to whether guidance could be provided to students as to the most effective resources, so as to minimize the cost to the student. CNSA representatives indicated they had completed a literature search to determine the most effective resources and that no such evaluation literature exists. There was general reluctance among some members of the group to recommend a select number of tools beyond those provided by NCSBN without proper evaluation. It was noted that in fact many students were probably not aware of the many free resources that were in existence and increased awareness may in itself be an effective strategy. The concept of schools sharing best practices in terms of their approach to preparing students for the exam, in relation to their specific pass rates/analysis, was discussed.

There was also some discussion about the costs of students to travel to the exam writing centres, especially those provinces that do not have permanent writing centres. Students in NB, NL, NWT, NT and PEI incur travel costs if they chose to write the NCLEX-RN at non-peak times of the year. It was suggested that this is not improving the accessibility of the exam, as was one of the original intents of transitioning to an on-line exam format. There were also several concerns raised with respect to the operations of the temporary test centres such as noise levels, malfunctioning computers, etc.

CCRN representatives noted that students can do a walkthrough of the exam testing centres prior to the exam writing to familiarize themselves with the environment.

Impact

- Canadian nursing students are spending upwards of ~\$1200 each to prepare for and write the NCLEX-RN, using a combination of resources, with the result being a 30% national failure rate;
- It is unclear as to the most effective preparatory tools to support students in writing the NCLEX-RN; and
- There is not equitable access to writing the NCLEX-RN across the country.

Suggested Actions

Individuals then put forth the following ideas for action:

- Reduce the cost for rewrites of the NCLEX-RN exam
- Improve exam accessibility in terms of costs of travel and availability throughout the year
- Identify the most effective exam preparatory resources
- Establish communities of practice and mentorship programs for students preparing to write the NCLEX-RN
- Integrate some of the preparatory resources into the university curriculum without the universities incurring more costs
- Teach the students testmanship nationally to pass the exam – cost saving to do this nationally – to reduce anxiety and to have students practice when it is low stakes for them – and to prepare them for the act of writing this type of exam
- CASN provide a list of the best test preparatory guides
- Look at how well universities did in one area of the exam versus the other
- Generate awareness among students on the NCSBN exam test plan
- Have students write a subset of the questions on the exam that are no longer being used as part of a preparatory process (mock computer based exam)
- Seek confirmation of anecdotal reports related to temporary testing sites
- Look at the issues to see what are temporary “new process” issues versus long term issues • Revisit number and availability of test centres across the country
- Look at whether temporary test centres in hotels is having an impact on test success rates
- Look at opportunities to financially support the students who have failed the exam in the interim

- Look at cost effective ways to have students 'housed' to facilitate exam taking
- Look at effectiveness, cost, and frequency of nursing unions providing students with resources to rewrite

There was general support among participants for all of these actions except for preparing a list of the best exam preparatory guides (with the exception of the two observer groups).

Student Support

While the entire day was focused on supporting students, this discussion focused on the psychological stress being experienced by students both in leading up to the exam and for those who fail, as noted by the CNSA president earlier in the day. The students who fail are in essence 'orphans', in that they are no longer students of the school of nursing and if their temporary license is revoked, they no longer have employer support. They require assistance with navigating their next steps. The CNSA president stated that many students are so ashamed when they fail that they are not telling anyone or seeking support; they are internalizing the shame.

Many participants spoke of the collective responsibility of the nursing community to support students/graduates. However, it was acknowledged that students also have a responsibility to seek out resources and prepare in advance for the exam.

The CNSA president indicated that beyond individual email/phone call responses to distressed students, there is no formal support infrastructure for students/graduates.

CFNU representatives indicated that two provincial unions are working with employers on temporary employment language, financial supports and opening up employee assistance programs (EAP).

Impact

- The mental health of nursing students and graduate nurses is being affected with no clear direction
and support for them

Suggested Actions

Individuals then put forth the following ideas for action:

- Raise awareness about the resources (the top 5) that are available to students, including the process of how to take and prep for the exam

- Create preparatory fact sheets for students – i.e. tip sheet - ensure that universities and colleges have them to share with students – centralized and free
- Allow students to view testing sites ahead of time and “try it out”
- Establish a mentorship program
- Provide emotional mental health supports for students – anonymous hotline for students and graduates, mentorship, something similar to an EAP program – requires a change in culture
- Given the distress that this has caused some students, Deans are reaching out to graduates- Deans need to know where to send these graduates
- Use NurseONE – community of practice, study support groups, national information, resources – for students, employers, educators
- Establish remedial programs
- Identify and set up accountabilities – students, employers, educators, jurisdictions, CNA, CCRNR, other
- Voluntary self identification for Indigenous students – advocate on their behalf
- Study the impact of setting up students for failure (research on psychological impact)

There was general agreement on the need to reach out and support the mental health of nursing students and graduates through better information, navigation, and psychological support for those who fail the exam. CNSA asked to be invited and have a representative at all upcoming meetings on this topic that any of the groups are holding.

Key Recommendations

Three key recommendations emanated from this roundtable:

- 1. Nursing regulatory bodies work with appropriate partners to review the numerous concerns in regards to the French version of the NCLEX-RN exam and Francophone student writers in this report and make appropriate policy changes in all jurisdictions where there are French writers.**
- 2. The Canadian Nurses Association and appropriate partners develop/disseminate exam preparatory resources to support students writing the exam.**
- 3. CCRNR continue its work with the goal of harmonizing the number of exam writes according to best practice and policies related to temporary/graduate nurse licenses.**

The issues discussed at the roundtable were so diverse and numerous there was not sufficient time to address them all. Subsequent processes and activities will need to be developed by the nursing community to address costs and writing centres.

Conclusion and Next Steps

In the final session of the day, several participants noted they had to bring back the many recommendations to their respective organizations. It was stressed again that the French exam and exam resources were a priority issue. However, several organizations accepted accountability for several of the recommendations put forth in the session. The following is a list of those organizations and their commitments:

Canadian Council of Registered Nurse Regulators

- CCRNR observers will bring the report back to their colleagues
- CCRNR observers will highlight the two recommendations focused on working with stakeholders to address francophone exam writing issues, and harmonizing graduate/temporary license policies and exam writes.

Canadian Nurses Association

- CNA will work with CASN and CNFS to seek government funding to improve French resources
- CNA will work with CNSA to support students in distress
- CNA will work with CNSA to develop consolidated information regarding available resources and tips for writing the exam, as well as host webinars for students preparing for the exam

Canadian Nursing Student Association

- CNSA will accumulate and disseminate accommodations available to students
- CNSA will establish communities of practice and mentorship programs for students preparing to write the NCLEX-RN
- CNSA will generate awareness of available free exam preparatory tools with students (i.e. test plan) by generating lists and distributing them to universities and colleges for them to share with students

Canadian Federation of Nurses Unions

- CFNU will undertake to examine collective agreement language to extend temporary employment for new graduates
- CFNU will examine the possibility of opening up EFAP (employee and family assistance programs)
- CFNU will appeal to governments to financially help both students and schools of nursing during this transition period

Canadian Association of Schools of Nursing

- CASN will continue to provide information to educators and faculty to get all professors conversant on the issues
- CASN member schools will continue to support their students' success on the exam

Consortium National de Formation en Santé

- Consortium and CASN will meet December 5th with francophone universities to focus on what can be done immediately, medium and long-term, inclusive of this roundtable discussions and recommendations

Academy of Canadian Executive Nurses

- ACEN will look at any of the support pieces and develop common temporary/graduate nurse guidelines for employers in collaboration with the PNATF

Anne Sutherland Boal, CEO of CNA provided closing remarks, thanking everyone for their time, energy and commitment to this issue. She acknowledged that the group may not have achieved a fully detailed action plan as was hoped but that a greater understanding of the issues and their implications was achieved by all. It was acknowledged this was a preliminary discussion and that further dialogue and analysis would be required to address the urgent concerns to support nurse students with the transition to this new exam issue. She committed to sharing all participating organizations with a copy of the Roundtable report, including the recommendations/suggested actions. She expressed her expectation that organizations would continue to dialogue on the issues raised today and keep each other apprised of responses and action taken on the various recommendations/suggested actions. Dawn Tisdale, president of CNSA once again thanked everyone for their show of support for the students and their struggles during this transition.⁷

⁷ Subsequent to this roundtable, on December 11, 2015, NANB issued a press release announcing changes to the number of times that writing attempts are permitted and that they are engaged in a review with the provincial government to validate the process used for translation of the exam. Visit http://www.nanb.nb.ca/media/resource/NANB-PressRelease-NCLEX-RN_2015-12-11-E.pdf to view the press release.