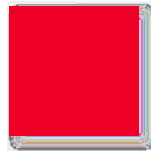


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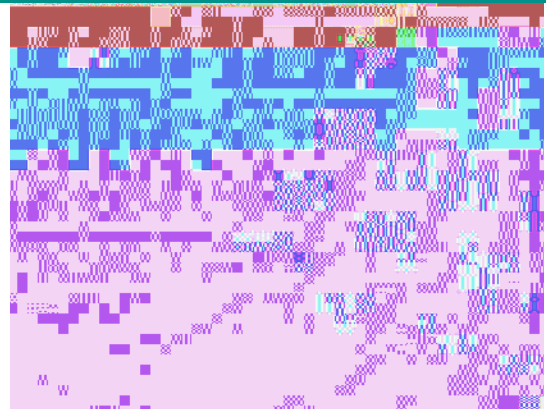
## A Day in the Life of a RN Re: a

**D**ave Corigan, RN, is a busy man. Last year, he investigated 280 complaints made against nurses; that's almost six a week. He's always on the go, interviewing witnesses, coordinating with local law enforcement, requesting official documents and filling out paperwork (there's always paperwork). It's all in a day's work for Corigan.

For the past 11 years, Corigan has worked as a compliance agent for the Ohio Board of Nursing (OHBN). He is responsible for protecting the public by investigating drug, practice and criminal complaints made against nurses. While the job can be overwhelming at times, Corigan enjoys it. "There is no such thing as a typical day," he said. "Each case takes its own path."

For Corigan, the path to investigative work started more than decade ago when he was an emergency room/ICU nurse. He was called on as a witness for an investigation in his hospital. The process piqued his interest and shortly afterward, Corigan switched careers and started working as a compliance agent for the OHBN. Corigan credits his nursing background for giving him the ability to see things as an investigator from a different perspective. "I am there to protect the public," he said, "but I am a nurse first."

Corigan talks about his investigation process, how he stays on top of his workload and how his background as a nurse impacts his role as an investigator. Corigan also rips a page from his day planner as he walks us through a day in his life.





Our process of investigation is certainly not like what you see on those TV drama shows. We aren't kicking down any doors and we don't confront nurses in a harsh manner. For the most part, our process is very amicable.

Almost half of my cases involve a criminal process and I will try and work with law enforcement. On those cases I retrieve or subpoena documents, interview witnesses and research the nurse's past. I look into their narcotic prescription history through a state database, check any criminal history, check into civil court history (financial and personnel), talk to past employers and look for any other information that may help me in my investigation. Having close relationships with law enforcement agencies like drug task forces, sheriff's departments, police departments and

other state agencies help me complete criminal investigations. I will use any source I can if it helps to substantiate or unsubstantiate a complaint involving a nurse.

Unless there is direct evidence of patient harm by the nurse, we take the approach that they made mistakes and they are going to go through a process with us to turn themselves around. It's usually up to the nurse. This might include drug rehab







Since 2000, online learning has enabled unprecedented access to education for learners unable to attend face-to-face classes (Coose, 2010; O'Neil, Fisher, & Newbold, 2009). The increase in the number of online nursing students, online nursing courses, and online nursing programs of study is expected to continue (Coose, 2010; Institute of Medicine [IOM], 2011; O'Neil



The purpose of this study was to compare perceptions of learners' educational experiences in an associate degree nursing (ADN) education program, based on the enrollment track (online vs. face-to-face) in which the learner was registered. The sample included 20 online learners and 59 face-to-face learners enrolled in an ADN program at a large community college in central Texas. The participants either graduated in December 2010 or were candidates for graduation in May 2011. Both online and face-to-face learners in the prelicensure nursing program were expected to participate and successfully complete the required faculty-supervised clinical learning experiences, regardless of the method of delivery of the didactic content.

The two theoretical frameworks underpinning the study were the theory of adult learning principles (Knowles, Holton, & Swanson, 2005) and the theory of human caring (Watson, 2008).

The dependent variables were didactic content, learner-faculty interaction and the learning environment, as measured by three subscales of the Learner Perception Assessment (LPA), a survey designed for this study. Both reliability and validity of the instrument were established prior to data collection. The LPA contained 20 items measured on Likert-type scales with values ranging from 1 (strongly agree) to 5 (strongly disagree). Statements were designed to address adult learning concepts (the environment promoted open communication among learners; current and prior professional experiences were acknowledged and respected; information was provided describing how each course applied to professional nursing practice; and learner objectives were clearly described at the beginning of each course) and human caring concepts (whether faculty members provided positive and constructive feedback; responded to learner needs in a timely manner; encouraged learner feedback through both formative and summative evaluations; and were available to provide extra assistance).













