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#84 LEGISLATIVE MEETING.

THE NEW YORK STATE NURSES ASSOCIATION

Council on Legislation

MINUTES

The Veronica M. Driscoll
Center for Nursing
Guilderland, NY
September 7, 1988
11:30 a.m. - 4:15 p.m.

I. CALL TO ORDER

The meeting was called to order by Jean Heady,
Chairperson, at 11:30 a.m. on September 7, 1988.

II. ATTENDANCE

Present

Josephine Bolus
Susan Fraley
Jean Heady
Carole Kuzmak
Juanita Majewski
Carol Morris
Janice Volland
Kattie Washington

Absent

Louise Gallagher

Staff

Janet Mance, Director, Legislative Program
Bernard T. McCann, Associate Director, Legislative Program

III. MINUTES OF JUNE 7, 1988

The minutes of June 7, 1988, were accepted as written,
except that Janice Volland's name should be listed as
present at the last meeting.

IV. CONFERENCE ON ENTRY

A review was conducted on the conclusions reached by the
Conference on Entry.

Carol Morris reported on her group which was #3. She
stated that the following sentiments were expressed.

1. The problem of explaining how entry will affect the
Nursing Shortage.
2. The public perception of the health care worker.
3. Does the public really care about the education
level of the various health care workers.

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4. The associate degree educator will not want to teach at the associate level.
5. If credits in the associate degree program are not transferable then many latter life students will not want to return to school for the BSN.
6. There is the opposition to grandfathering LPNs.
7. The group would support either title.

Susan Fraley addressed the problem of trying to please everybody which only causes more problems. She urged concern about patient care. In the past NYSNA has abandoned LPNs on other issues. Her group, which was #4, called for two (2) levels of nursing.

It was reported by Gail Rosettie in Group 4 that the minimum requirement in AD programs is 40 hours of nursing credits (some give 50) while BSN programs require a minimum of 60 hours.

It was pointed out that transferability was a problem. This will hurt mobility. The need for standardization was clear from the discussion.

(The discussion broke off into general discussion without reference to a number group from the conference.)

V. Proposed Legislative Program for 1989

Josephine Bolus and Juanita Majewski suggested that Entry Legislation be held back for one year while research is done. Jan Volland suggested that a summit be held with AD college presidents and the Associate Degree Nursing Council. Susan Fraley asked that the bill not be held for a year because it implies a lack of commitment and is exactly the action desired by the opposition. Jean Heady commented that not introducing a bill is frightening.

Discussion then centered on building support for Entry. Suggestions were:

1. Let districts know what bills their legislators are sponsoring so districts can create liasons.
2. Districts must work day by day with Legislators.
3. Seek ways to help inactive districts.

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The Council then voted to include Entry Into Practice in the Legislative Program with the understanding that the support building activities would begin prior to the Legislative Session. The Council voted not to specify titles or professional and technical levels. Rather, the Council elected to call for standardization of nursing education maintaining two careers, one at the baccalaureate entry level and one at the associate degree entry level.

The Council then voted to include repeal of the Exemption Clause and protection of the Nurse Practice Act. The Council voted to separate legislative efforts to increase funding for nursing education from legislative efforts to promote recruitment and retention of nurses.

The Council agreed that the Association's commitment to monitor and influencing broad areas of health/social legislation should appear first in the platform and should include reference to environmental health issues. (see attached)

VI. LEGISLATIVE BULLETIN

Janet Mance announced that the Bulletin would no longer be used. That starting this year the Associations's Report would be used to transmit the legislative material and information.

VII. LEGISLATIVE RECEPTION

Ms. Mance confirmed that the Legislative Reception was scheduled for Monday, February 27, 1989. The Council then discussed combining the reception with a mini-workshop. They agreed that attendees should come Sunday evening, possibly with a dinner speaker and a workshop Monday morning, visits to Legislators in the afternoon and the reception Monday in late afternoon.

VIII. NEXT MEETING

The next meeting of the Legislative Committee will be in November 1988 (date to be determined) at the Association Headquarters from 9 a.m. to 3 p.m. Members asked that two special items be placed on that agenda:

1. Explore how to help inactive districts.
2. Explore how to educate beginning practitioners about the professional association and the need for legislative involvement. Ms. Mance suggested Karen Ballard attend the meeting in her capacity as NYRNA liason with the Student Nurse Association.

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IX. ADJOURNMENT

The meeting was adjourned at 4:15 p.m., September 7,
1988.

Jean B. Heady
Jean Heady, Chairperson

JH:BTN/cjp
9/21/88

Attachment

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OPTION #6

Entry Into Practice

BA for Entry into Professional Practice

no name change

Competencies spelled out in legislation

Other options for achieving the upgrading and standardization of nursing education may exist. Option #6 could be a composite of the first five options or an entirely new option. If your group choose this option, please include recommendations for entry points, educational requirements and titles in addition to any other recommendations.

educational mobility

Scholarship programs

enhance State Boards

Support specialty boards

State accreditation

2 levels practice

Grants

1. grant of \$100,000

2. reform structure

3. Coalition structure

4. Continuing dialogue

5. common existing documents

6. Single National Conference

7. Single Board of Nursing

7. Single Board of Nursing
Recommendations

Support of the Board of Nursing

9. Another State Board

10. Single National Legislation

11. State practice approval

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LEGISLATIVE MEETING.

NEW YORK STATE NURSES ASSOCIATION

Conference on Entry Into Practice

Existing Definitions in Nurse Practice Act

6902. Definition of practice of nursing. 1. The practice of the profession of nursing as a registered professional nurse is defined as diagnosing and treating human responses to actual or potential health problems through such services as casefinding, health teaching, health counseling, and provision of care supportive to or restorative of life and well-being, and executing medical regimens prescribed by a licensed or otherwise legally authorized physician or dentist. A nursing regimen shall be consistent with and shall not vary any existing medical regimen.

2. The practice of nursing as a licensed practical nurse is defined as performing tasks and responsibilities within the framework of casefinding, health teaching, health counseling, and provision of supportive and restorative care under the direction of a registered professional nurse or licensed or otherwise legally authorized physician or dentist.

Proposed Definitions in Current Entry Bill

6901. Definition of practice of registered professional nursing. The practice of registered professional nursing is defined as diagnosing and treating human responses to actual or potential health problems through such services as casefinding, health teaching, health counseling and provision of care supportive to or restorative of life and well-being.

6904. Definition of practice of licensed practical nursing. The practice of licensed practical nursing is defined as executing functions in the treatment of human responses to actual or potential health problems within the framework of casefinding, health teaching, health counseling and provision of supportive and restorative care, in keeping with a nursing regimen established by a licensed or otherwise legally authorized nurse.

"The existing definitions of registered professional nursing and practical nursing were drafted to describe the nature of nursing practice which is a constant - not the scope of nursing practice which is flexible and changes as health science, health practice and society itself changes. The nature of nursing is that identifying element which distinguishes nursing from other health professions. It is the essence of nursing - and does not change. The scope of nursing practice emanates from the nature of nursing practice and encompasses the range of nursing's actions and activities. It is the functional breadth of nursing practice. Changes in modalities, tools and techniques are changes in scope rather than the nature of nursing practice."

#89 LEGISLATIVE MEETING.

OPTION #1

This option provides for two entry points with no change in titles.

Baccalaureate education for entry into professional nursing.
Associate degree education for entry into licensed practical nursing.
All currently licensed RNs and LPNs to be grandfathered.
An effective date four years after bill becomes law.

Rationale for Support

The two existing careers in nursing bear titles familiar to the public. Professional nurse education would be standardized and allow for curriculum changes consistent with professional nursing practice. A new licensing examination for the RN would be developed reflective of professional education. LPN education would be upgraded, standardized and moved to institutions of higher learning. An entirely new examination would be developed to appropriately test the expanded skills and preparation of the new LPN.

Pro
Advantage
In future when nurse
titles have been a problem

Disadvantage
RN
LPN - no title

OPTION #2

This option provides for two entry points with change in title for the technical nurse.

Baccalaureate education for entry into professional nursing.
Associate degree education for entry into associate nursing.
All currently licensed RNs and LPNs to be grandfathered.
An effective date four years after bill becomes law.

Rationale for Support

The need for standardization of professional nurse education at the baccalaureate level is well documented and accepted within the profession. Since baccalaureate education for professional nurses is already well established, no title change is necessary. Curriculum changes consistent with professional nursing practice would occur and a new licensing examination for the RN would be developed reflective of professional education. The licensed practical nurse category would be discontinued and a higher level technical nurse practitioner would be developed within the community college. A new licensing exam would be developed to test the skill and expanded knowledge base of the new associate nurse. Grandfathered LPNs could be required to obtain specific continuing education.

Pro
Advantage
More uniform titles and standards

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OPTION #5

This option provides for three entry points, all leading to licensure.

Baccalaureate education for entry into professional nursing.
All currently licensed RNs to be grandfathered.
Associate degree education for entry into associate nursing.
An effective date four years after bill becomes law.
LPN education remains vocational education.

Rationale for Support

The need for standardization of professional nurse education at the baccalaureate level is well documented and accepted within the profession. There exists considerable legislative support for maintaining the LPN career option. There is also, within the profession, considerable feeling that a clear distinction must be made between existing vocational LPN training and associate degree technical nursing. Although the associate degree technical nurse was always envisioned as an entirely different nurse from the vocationally trained LPN, this option could dispel those objections.

OPTION #3

This option provides for three entry points with two leading to licensure.

Baccalaureate education for entry into professional nursing.
All currently licensed RNs to be grandfathered.
An effective date four years after bill becomes law.
LPN education remains vocational training.

Rationale for Support

The need for standardization of professional nurse education at the baccalaureate level is well documented and accepted within the profession. The educational requirements and titling of the technical nurse remain controversial within the profession. Outside sources argue for keeping the LPN entry and practice level. Many sources debate the appropriate titling and scope of practice of the associate degree prepared technical nurse. Under this option the associate degree programs could become pre-professional nurse programs offering basic undergraduate required courses for entry into professional nurse baccalaureate programs. Associate degree pre-nursing programs would not lead to licensure but could provide the student with other health career options to pursue, e.g., physical therapy.

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OPTION #4

This option provides for three entry points with one phased out over time.

Baccalaureate education for entry into professional nursing.
All currently licensed RNs to be grandfathered.
Associate degree education for entry into associate nursing.
An effective date four years after bill becomes law.
LPN education remains vocational training and is phased out over an established period of time.

Rationale for Support

The need for standardization of professional nurse education at the baccalaureate level is well documented and accepted within the profession. The fact that associate degree nursing programs should not attempt to produce professional nurses is fairly well accepted within the profession. Well accepted is the concept that LPN vocational preparation is greatly different than the education projected for the future associate degree prepared technical nurse. The LPN phase-out period would provide time to establish the new associate nurse curriculum and scope of practice and acquaint the public with the new technical nurse. The phase-out period would also allow for development of pre-technical nursing remedial programs for the educationally disadvantaged who could then enter associate nurse programs.

Thank you first of all for participating in this major conference on Entry into Practice. I would also like to commend the Council on Legislation for generating the idea for the conference and a special thank you to the staff for doing an excellent job of getting everything arranged within a very short time frame.

Our Council on Legislation has been deeply concerned about the lack of movement on this bill this year especially when this was the single legislative focus for 1988. The 1988 Legislation Program generated much controversy with the introduction of the LPN bill, and we really got found ourselves embroiled in discussion from within and then our support for the bill was weakened.

Along with this controversy many things were

#89 LEGISLATIVE MEETING.

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suspended in an effort to defeat the Nurse Practitioner Bill. Chapter 257 is now incorporated in the laws of 1989. Our efforts to address the Health Industry Labor Task Force Report as well as the American Medical Association Registered Care Technologist both have implications for our legislative program.

I know that some have said that entry is dead. The nursing shortage killed entry and it should be buried. Some of you have said that this meeting will only effect those in favor of entry. Others have said that nobody will come to a meeting in August about entry. Some have stated that they would not come unless they could be assured that this meeting would not be a backlash of old ideas.

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And that is what brings us together. First, a recognition that the last road flows of more and more go astray. The Leg Council has made that declaration and are taking ^{a new step and} a new approach to designing the 1989 Legislative Program. You are asked and have given your consent by your presence here to be actively involved in ^{developing} this new approach.

First, we will together re-assess the past, examine the present and then generate new ideas, suggestions and strategies for the future. ~~Suggest~~ In order to do that we must objectively look at entry we cannot move this legislation. We must

try to sensitive ourselves to the objectives of those who oppose it. HOW CAN WE DEVELOP CONSENSUS AMONG WHOSE? And we must identify the strengths and weaknesses of

NYNRS. We must not be defensive. We must be willing to listen to the opinions and then work out a way to progress. Once this is complete then we can work

IN WHAT AREAS CAN WE COMPROMISE

#84
LEGISLATIVE
MEETING

These persons that they that they were attending
of one of you will remember from the letter

help to work out of the inside
groups of moving bodies to get us off the dime;
the timing and formation as for the representative
and the RTI group what we want to see is
clear as the state industry of the state report
no know how we put about meeting to work

identified and working for political use.
these standing blocks, which now strategies need to be
as the known factors, as they another way to address
might lead us to victory over this standing block, what
new thoughts and dreams and some some forward which
too sure to than long to generate new ideas,
and you will begin

to the meeting of relations to the questions within meeting
and you may also remember the good feeling at the end
of that day and a half. We came to gether, we addressed,
we came to some conclusion and we felt that we had
made progress
It would like you and to go home tomorrow feeling that
we have come to gether, dedicated are and some which
as desperately made a solution, generated new, innovative
and workable strategies and are doing it again
commitment, dedication and support. When the meeting
you will meet the difference
will accomplish just that I think you

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Martha L. Orr, MN, RN
Executive Director



Constituent of The American
Nurses Association

NEW YORK STATE NURSES ASSOCIATION
2113 Western Avenue, Guilderland, N.Y. 12084, (518) 456-5371

COPY

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On July 14 The Board of Directors approved a recommendation from the Council on Legislation to hold a **major conference on Entry Into Practice** prior to the formulation of the 1989 Legislative Program.

The conference begins with a dinner meeting on the evening of **August 22, 1988 at the Albany Hilton**. An all-day conference is scheduled for **August 23**.

The purpose of the conference is to examine the current status of the Legislation with particular emphasis on sources of nursing support and opposition. The goal is to achieve unification and to plan for implementation.

The conference participants will be broadly representative of nurses throughout the state, many having participated in the 1987 Arden House Conference on Recruitment and Retention in Nursing. Consumer input will be sought by requesting participation of the NYSNA Consumer Advisory Council.

The costs for this workshop, including group meals, your hotel accommodations at the Albany Hilton for one night and related travel expenses, will be incurred by NYSNA.

NYSNA will make your hotel reservations. Please complete the enclosed postcard and return it to NYSNA by August 8, 1988.

We hope that you will join us as a conference participant and help move the standardization of nursing education in New York State forward. I urge you to make every possible effort to attend. The more complete the representation, the more fruitful the conference.

Sincerely,

Juanita K. Hunter

Juanita K. Hunter, EdD, RN
President



JKH/cjp
Enc.



Geneva Valley Nurses Association
100 N. Goodman Street
Rochester, NY 14607
716-473-6937

NURSING a profession of
new horizons

August 5, 1988

Dr. Juanita Hunter
New York State Nurses Association
2113 Western Avenue
Guilderland, N.Y. 12084

Dear Dr. Hunter,

I wanted to write to you personally to explain my absence from the Entry Conference planned for later this month. My husband had a business opportunity which included a trip to Los Angeles. Never having been to California before I jumped at the chance to go. We bought our airplane tickets, got hotel reservations etc. I then got the notice about the Conference which occurs right in the middle of my trip. I could not attend the Conference without missing out on the trip and losing the price I paid for the plane tickets.

I realize my attendance at Legislative Council functions has been poor this year. My health was poor in the Fall which forced me to miss a meeting and this last meeting in June was called quickly, after I had just been in Albany for the Advisory Council meeting. I had work obligations that precluded my attendance. I had planned to resign in the Spring after my election to District #2 Presidency but Janet Mance urged me to stay on until September. Perhaps I should have kept with my original plan since I know I would be busy with my District Presidential activities.

Please accept my best wishes for a successful conference. I am excited and hopeful that the ideas generated will lead to a viable, new "Entry" bill. I have put my ideas on paper per the request of Joan Heady. Enclosed find a copy. Again, good luck. I look forward to seeing you at our September Advisory Council Meeting.

Sincerely,

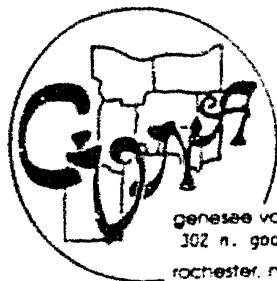
Jan Volland

Jan Volland
Legislative Council Member
President, District #2

JV/JJ

District #2 a constituent of New York State Nurses Association

#89 LEGISLATIVE MEETING.



genesee valley nurses association
302 n. goodman street
rochester, n.y. 14607
716-473-6937

NURSING a profession of
new horizons

July 28, 1988

Ms. Jean Heady, M.S.N., R.N.
R.D. #2, Box 9
Clayton, N.Y. 13624

Dear Jean,

As per our phone conversation today, I would like to express my deepest regrets at not being able to attend the Conference on Entry Into Practice. The proposed Conference sounds like an exciting attempt to develop a viable plan to achieve standardization of nursing education. My best wishes are with you all as you pursue this vital effort.

I wanted to put down on paper my ideas about Entry Into Practice. Perhaps if appropriate, they may be added somehow to the ideas of the conferees. I will not list all of the reasons I feel standardization is important. These reasons are no different from what has been spoken of and written by nurses with more insight than I. My remarks will be limited to the arguments that have defeated N.Y.S.N.A. for so long, as well as strategies I could conceive of to counteract those arguments.

The legislators I have interacted with for so many years now have led me to believe there are 2 basic reasons they have not passed "Entry" in the past, namely the lack of unity within nursing and the philosophy of the Assembly, esp. Assembly Higher Education Committee which frowns on further elevation of educational standards. I will address these and others individually.

- 1) Lack of Unity - After the passage of the hotly contested Nurse Practitioner Bill I find this argument laughable, however I strongly believe that if nurses unite on whatever is proposed we could get the bill passed in one legislative session. The nurses within N.Y.S.N.A. and those outside must both agree on the next bill we support or we should not bring it before the legislature. There should be no more chuckling about how many years we have fought each other on this issue. If we bring forth a bill, we must do it as a united front or our efforts will be thwarted.

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J. Heady
July 28, 1988
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- 2) The Philosophy of the Assembly - This argument scares me more than the first because we are powerless to change it. Reputedly the Assembly feels they should put an end to spiraling educational requirements for professions/occupations. I've heard statements that doctors and lawyers etc. were lucky to have gotten their requirements through before the current Assembly philosophy was shaped. I feel that these feelings may be a stronger deterrent to the "new entry" than any other. I think my strategy for an "apprentice" system would be the only hope for overcoming this roadblock. Read on for that idea. We need to add educational/training requirements for technicians to our master list of the professions and their educational requirement. This information list should have Respiratory Therapists and RT techs, PT and PT techs, Lawyers and para-legals etc. to illustrate the many professions who have respected, educated paraprofessionals.
- 3) The Shortage - Every legislator we talk to now is quite concerned over the shortage. We need to include in our discussion and perhaps in our bill, how nurses aids and techs, LPN's, ADN's and BSN's all contribute to our health care system. To tell a legislator you will now need a BSN to be a nurse when the nightly news has horror stories about closing hospital beds, makes no sense. We need to learn how to market the "new entry" as an answer to the shortage. We can't just say nurses will like nursing more. We need to hire a marketing professional to tell us how to make it look like the solution we know it is.

Having worked as an ADN educator for 5 years now, I have had the opportunity to speak with many other ADN educators about Entry. I will now discuss their arguments, and my strategies to offset them.

- 1) Title - ADN's educators are proud to educate RN's and will not give up that title easily. I say - let them keep it. Change the BSN's title. The Legislative Committee Chair in my District always says if we were called "Health Care Engineers" we would be paid more. Let's change the professional nurse's title, not the ADN's. Perhaps RN could = ADN and RPN could = BSN. Maybe all nurses should give up the title "nurse" and change to something more gender-neutral and prestigious.
- 2) Definition - In my mind this is the toughest of the issues. The ADN educators will not take lightly the loss of independence. Some ideas: have ready at the conference a worksheet which includes the practice definitions of many professionals and related technicians as a basis from which to draw, come with some examples of new definitions where the second level nurse's definition is not equal to the current LPN, let the ADN keep the current RN's definition and develop an even better definition for the BSN (probably not feasible - but an ideal. I realize that the entire scope of practice issue impacts on this definition, but what it comes down to is...
- 3) Employer's position - ADN's are an excellent "buy" for the hospitals. They are a pain in the ass and they do a great job in their independent role. Until employers of nurses are included in the discussion, and until they are willing to go to bat for Entry we will have a tough time. The marketplace hires and uses ADN's without complaint, in fact some prefer this level nurse. These nurse graduates outnumber BSN's and diplomas. We have to devise a workplace

J. Heady
July 28, 1988
Page Three

scenario so people can picture what a unit might be like if ADN's were dependent practitioners. And it has to realistically look at the number of BSN's available in all areas across the state.

- 4) NCLEX - ADN educators have expressed for years the idea that their grads pass the Boards with better scores and rates than BSN's. Let's allow ADN's to take the same Boards and create a new and more challenging exam for BSN's - including management care planning, research and theory aspects of nursing or have all nurses take the basic exam and have BSN's take an additional exam focusing on those concepts taught that which are unique to BSN's.
- 5) Community College Presidents will reject educating a second level nurse is an argument I have heard. Considering they educate second level dental assts., resp. techs, biomedical techs, engineering techs etc, I find this hard to believe. Educating nurses is costly but if the marketplace hires them I believe the Community Colleges will continue to put them out. Just be aware that this argument may come up.

One final idea I would like to put forth is radical but I know this conference intends to open up the floor for any idea no matter how radical it may seem. My husband is a Professional Engineer (P.E.). A P.E. can be achieved in a variety of ways with certain combinations of work and experience. A B.S.E. can take the P.E. exam after X # of yrs. of acceptable work experience in the field. The engineering tech can also take the P.E. exam, but not until many more years of work. I could see that this type of "apprentice system" could truly make Entry more acceptable to all concerned. Why shouldn't the ADN with say 10 years experience and perhaps a certain amount of continuing education credits, who can pass the exam, be allowed to become a professional nurse. Nursing would benefit too by having a career ladder within itself, as well as by having nurses joining its' professional ranks with a wealth of experience to draw on. Please consider this idea. It works in engineering, it could work in nursing.

In conclusion, I commend you on your efforts to come up with a viable standardization of Nursing Education Effort. I urge you to find unity within the nursing profession before proposing new legislation. Encourage all to be open minded and to COMPROMISE. We can't be a political force until we learn to give a little to get a little. I wish you the best of luck in this endeavor.

Sincerely,

Jan Voliano

Jan Voliano

cc: Dr. Juanita Hunter

JV/jj

#89

LEGISLATIVE MEETING.

Report To: New York State Nurses' Association
President and Board of Directors

Re: Meeting with Council of Deans of Nursing, Senior
Colleges and Universities in New York State

Date: May 6, 1988

Madeline Naegle, President-Elect
Christine Tofflemire, Associate Director Legislative Program

Attendance at the meeting was undertaken with the goals of:

- a) facilitating communication with this group re:
the 1988 NYSNA Legislative Program.
- b) increasing involvement of this group's members in
achieving passage of entry into practice
legislation.

Chris Tofflemire presented the 1988 NYSNA Legislative Program:

1. The handout "The Provisions of Nursing Scholarship/Loans
Bills" was distributed and the status of major
scholarship bills was presented.
2. The members of the Council were asked to address their
concern about the NYSNA Legislative Program. The
Council's letter to NYSNA February 3, 1988 stated,

"The Council supports BSN entry into professional
nursing practice but not other components of the
1988 legislation proposed by NYSNA such as title of
LPN, BS graduates writing prescriptions, etc."

- a. Members objected to the perceived plan to include
prescription privileges in the "Entry into Practice"
bill. Baccalaureate graduates are not prepared to
prescribe medication. The basis for the Council's
understanding that prescription privileges was
included was a statement in the written rationale
for the Legislative Program presented at convention:

"Further, prescriptive legislation is challenged
because all nurses do not have a broad educational
base with predictable science and pharmacological
course work."

- b. Members objected to the title "Licensed Practical
Nurse" in the Entry Bill for the following reasons:

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1. Institutions had stopped hiring LPNs. Keeping the title in The Nurse Practice Act gives the perception that NYSNA endorses hiring LPN's prepared in one-year programs.
2. The title LPN downgrades the graduates of the associate degree program. Those graduates should not be required to take the NCLEX-PN. Graduates of associate degree programs don't want to be called "LPN."
- c. Members objected to the definitions of practice.
- d. Members expressed the views that the issue of Entry Into Nursing was tearing the nursing community apart and that they disliked dissension among colleagues. Nursing needs a united front to address other issues.
- e. Members expressed the view that nurses and legislators have embedded opinion about Entry and have stopped listening or discussing Entry.
3. The Council members made the following recommendations:
 - a. Withdraw the Entry Bill from the legislature and declare a period of waiting or "cooling down."
 - b. Differentiate 2 levels of practice and implement in the practice settings. After differentiation occurs in practice, educational requirements will change and entry legislation will be accepted without argument.
 - c. Upgrade both definitions in The Practice Act. A committee from The Council of Senior Colleges and from The Associate Degree Council have begun to draft language jointly.
 - d. Consider retaining title "RN" for associate degree graduates.
 - e. Work on issues of mutual concern to all nurses, on which there is a consensus as to the problem and solution. Examples given were funding for nursing education and recruitment.
 - f. A suggestion was made that nursing personnel from all levels of preparation were needed.
 - g. NYSNA should further assess the views of the rank and file regarding entry at this point in time.
 - h. Reopen discussion regarding the language of the bill.

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Madeline Naegle presented the rationale for the 1988 NYSNA Legislative Program and recounted the voting body's decision (October 1987) to use the title LPN. She further encouraged members of the group to share in writing their views about how discussion over entry could be decreased. She further suggested that NYSNA members of the group active on activities related to the Arden House Consortium continue their involvement and expressed thanks for their contributions to date.

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Members of the Council of Deans of Nursing Senior College and Universities in New York State attending (to the best of Christine Tofflemire's recall, attendance sheet was not available):

Dr. Helen Pranzatelli	Elmira College
Dr. Diane D. Elliot	SUNY College at Brockport
Dr. Grace Chicadonz	Syracuse University
Dr. Elizabeth Mahoney	Russell Sage College
Dr. Jeanette Coleman	SUNY College at Plattsburg
Dr. Ellen Cohen	SUNY College of Technology
Ms. Joan Murphy	Utica College of Syracuse University
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#89 LEGISLATIVE MEETING.

NEW YORK STATE NURSES ASSOCIATION
Conference on Entry Into Practice
August 22 & 23, 1988

BREAK-OUT SESSIONS

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Recorder: Carol Kuzmack

Staff: Ellen Sanders

Members: Lolita Compas
Susan Giampietro
Shirley Haddad
Catherine Hart, Critical Care Nurses
Juanita Hunter
Barbara Malon
Lenora McClean
Laura Simms
Mary Ann Valinski

Ensign Petro - List II

NEW YORK STATE NURSES ASSOCIATION
Conference on Entry Into Practice
August 22 & 23, 1988

BREAK-OUT SESSIONS

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Kate Brady
Juanita Hamilton
Delores Long
Madeline Naegle
Veronica O'Day
Evan Pritchard
Lois Ricci
Claude Willis

#89 LEGISLATIVE MEETING.

NEW YORK STATE NURSES ASSOCIATION
Conference on Entry Into Practice
August 22 & 23, 1988

BREAK-OUT SESSIONS

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Susan Fraley
Carol Ann Gramse
Anna James, LPN Inc.
Eleanor Lambertson
Pamela Mayhon
Christine Pakatar
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Janeen Sheehe
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NEW YORK STATE NURSES ASSOCIATION
Conference on Entry Into Practice
August 22 & 23, 1988

BREAK-OUT SESSIONS

GROUP IV

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Shiela Gettelson
Ann Gothler
Sandra Mazzie
Erline McGriff
Francis Morgan
Anne Quashen
Gail Rosettie

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NEW YORK STATE NURSES ASSOCIATION

Conference on Entry Into Practice
August 22 & 23, 1988

BREAK-OUT SESSIONS

GROUP V

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Staff: Martha Orr

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Connie Cookman
William Donovan
Paul Hageman
Lori Jennings
Edna Lauterbach
Anita Odgen
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Estelle Yahes

NEW YORK STATE NURSES ASSOCIATION

Conference on Entry Into Practice
August 22 & 23, 1988

BREAK-OUT SESSIONS

GROUP VI

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#89 LEGISLATIVE MEETING.

NEW YORK STATE NURSES ASSOCIATION

Conference on Entry Into Practice
August 22 & 23, 1988

BREAK-OUT SESSIONS

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NEW YORK STATE NURSES ASSOCIATION

Conference on Entry Into Practice

Background for Break-out sessions and option selection

The purpose of this conference is to move the profession's education goals forward. The need to standardize and upgrade nursing education is well established and repeatedly identified as a priority issue for nursing in New York State as well as across the country.

The recommendation that nursing education be upgraded, standardized and take place in institutions of higher learning was first documented in the 1923 famed Goldmark Report.

NYSNA quickly followed ANA's lead in 1965 and published "A Blueprint for the Education of Nurses in New York State" in 1966.

The noted 1985 proposal was the outgrowth of a NYSNA resolution in 1974 which became the centerfold of the Association's Legislative agenda in 1976. That Legislative quest has continued yearly up to the present. The Association has repeatedly reaffirmed its commitment to the goal through annual voting body action taken on its Legislative agenda.

The goal was identified as the Association's priority in the 1985 Action Plan and the 1987 Arden House Conference on Recruitment and Retention.

The goal has been difficult to attain because of the differing opinions about various aspects from within and without the profession. Those interprofessional concerns relate to number of entry points, titles, relationship between the professional and technical nurse, and legal definition of the technical nurse.

This conference is intended to provide for discussion of these differing opinions in order to begin consensus building for unification and implementation of the goal.

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NEW YORK STATE NURSES ASSOCIATION

Conference on Entry Into Practice

BREAK-OUT SESSIONS

Each work group is asked to consider various options for achieving the goal. Those options are all in legislative form since change through regulation is not a viable route in New York State. Each group is asked to recommend one option. One of the five options presented may be selected or a new option #6 (legislative) may be put forth.

Options 1 through 5 deal primarily with titles and entry points. Dealing with all of the issues in each option would make the selection process unworkable. If clear consensus can be reached on titles and entry points much will have been achieved. Please add to your option selection other areas on which your group has reached consensus, e.g. relationship between the professional nurse and technical nurse.

Directions

1. Read all options presented.
2. Return to option #1 and discuss.
If consensus cannot be reached, identify concerns or objections to that option and proceed to option #2.
3. Follow this format through all 5 options unless consensus on one of the options is reached.
4. If consensus on none of the options can be reached, develop option #6 on points of consensus.
5. Each group is asked to recommend one option.

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THE NEW YORK STATE NURSES ASSOCIATION

Rationale for Maintaining Different Licensing Requirements for Professional and Associate Nursing Licensure

The principal requirements for nursing licensure specified in law are educational preparation and successful performance on a state administered licensing examination.

The Entry Into Practice Proposal of The New York State Nurses Association has, from its beginning, aimed for the licensing of associate and professional nurses to be based upon completion of different educational programs of different length and purpose and success on different licensing examinations. The education is to be based in and comparable to the mainstream of higher education.¹

Recently, a number of proposals have surfaced that are in contradiction to the philosophy of the Association's Entry Into Practice Proposal. The theme of these proposals, unacceptable to the Association, is that while associate degree graduates would be licensed on the basis of an examination suitable to their preparation, baccalaureate degree graduates would not. Baccalaureate degree graduates would be licensed on the basis of an examination based on associate degree education and an additional examination, a position which negates the inherent value of baccalaureate education. Further, such proposals are not acceptable because:

1. Society needs and deserves well defined, skilled, accountable nursing practitioners.
2. Our present ambiguous system of nursing education and licensure is not socially responsible in the sense that whatever different educational outcomes are defined, AD, BS and diploma graduates are required to pass the same licensing examination.
3. Associate degree education is either preparation for baccalaureate education through granting the Associate in Arts degree or preparation for immediate employment through granting the Associate in Applied Science degree. Community college

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assessings indicate that nursing programs in those colleges prepare their students to receive the Associate in Applied Science degree; i.e., preparation for employment upon graduation.²

4. Baccalaureate education, whether liberal arts or professional, includes distribution requirements in humanities and behavioral, social and natural sciences and grants one of the best defined, most successful and accepted degrees in American higher education.³
5. Sound curriculum planning and structure are rooted in the mission of the institution, and are logical and goal directed.⁴
6. Nursing education can only achieve its maximum potential through being within the mainstream of higher education, being consonant with that system's goals, and by sharing in its rich resources.
7. Both technical and professional education and licensure need individual, singular, specialized goals in order for each to flourish, continue to be refined and excel.⁵
8. The accountability of the associate nurse to the professional nurse as defined in the Association's Entry Into Practice Proposal and the responsibility of the professional nurse for diagnosis and treatment are essential for safe nursing practice. In addition to providing clearly distinct responsibility, this proposal removes a qualifying statement currently in the law connecting nursing practice to the practice of physicians. Thus, both the associate nurse and professional nurse will be more clearly accountable in a legal sense for their own nursing practice with its enactment.
9. The limits of practice of associate degree graduates have been the subject of continuing debate, and this concern is

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increasing in conjunction with increasing complexity of health care.⁶ Further, the graduate of the associate degree nursing program as a competitor with the graduate of the baccalaureate nursing program is presently at real risk in the job market.⁷

10. Present day nursing service administrators perceive baccalaureate graduates as essential to make the refined analyses, judgements, decisions and direct care plans that are currently required.⁸
11. Baccalaureate education for nursing must continue to exist as an independent nursing education entity for the nursing profession to be recognized as a profession and, consequently, for its practitioners to make the professional contribution to planning and providing contemporary health care that is needed.
12. It is important to maintain the integrity of the professional curriculum. The idea that the system of education should be able to adapt to needs of individual students who change their goals (and it should) must not interfere with curriculum and licensure to the extent that fundamental purposes of curriculum and licensure become ambiguous and secondary.⁹

The Association's Entry Into Practice Proposal stems from nearly one hundred years of effort on the part of the profession to permit nurses to acquire the intellectual tools provided others who have comparable social responsibility. Altering the proposal to require technical/vocational licensure as a pre-professional requisite would be professionally and educationally unsound. Professional nursing's role is to assume responsibility for providing and evaluating all nursing care in all settings.

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Approved by NYSNA Board of Directors - January 1986

Rev.
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NEW YORK STATE NURSES ASSOCIATION

Conference on Entry Into Practice
For
Unification and Implementation
August 22 - 23, 1988

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#89 LEGISLATIVE MEETING.

DO NOT CIRCULATE

DRAFT

STANDARDIZATION OF NURSING EDUCATION- STATUS OF IMPLEMENTATION

Prepared by

New York State Nurses Association

Updated information about activities to implement changes in educational requirements for nursing licensure in the 50 states is helpful in gaining an accurate picture of progress being made. That progress must be measured with acknowledgement that the history of change in the educational requirements for any profession is a slow and arduous legislative and regulatory process. The attached compilation of the position of the state nurses associations and their implementation activities reflects progress toward upgrading education requirements for practice.

All states have taken a position that change is needed and most have taken some steps toward implementation. Legislation has been drafted in at least eight states, is being drafted in ten other states and regulations are written in two states. North Dakota remains the only state to have standardized nursing education. The titles "Registered Nurse" and "Associate Nurse" have been chosen for two categories of nurses in 22 states. The titles "Registered Nurse" and "Licensed Practical Nurse" were chosen in four states. Five states selected only the title for the professional nurse, two choosing "Registered Nurse" and three choosing "Registered Professional Nurse." Nine states have selected five other titles, leaving ten undecided as to future titles for nurses.

The information was compiled after a review of state newsletters, American Nurses' Association reports and follow-up phone calls to some state nurses associations. Contacts with the other nurses associations would complete this draft report.

STANDARDIZATION OF NURSING EDUCATION - STATUS OF IMPLEMENTATION PREPARED BY THE NEW YORK STATE NURSES ASSOCIATION August 1988

STATE	RESOLUTION		LEGISLATION		REGULATION		OTHER ACTIONS	
	Type	Categories	Education	Titles	Grandfathering			
Alabama State Nurses Association	Resolution	Professional	Baccalaureate	Registered Nurse	All registered nurses licensed on date of implementation.	All licensed practical nurses licensed on date of implementation.	No implementation date set.	
Alaska Nurses Association	Resolution 1980; 1984; 1985.	Professional	Baccalaureate in Nursing	Registered Nurse	All registered nurses licensed by date of im- plementation.		Target date for implementation 1988.	
		Technical	Associate Degree	Associate Nurse				
		Professional	Associate Degree in Nursing from institution of higher education.	Associate Nurse				
Alaska Board of Nursing Licensing	Resolution 1987	Professional	Baccalaureate	No agree- ment.	Yes		1987 - Established a subcommittee to draft regulations for nursing licen- sure. (In June 1988 the subcommittee was continuing to draft regulations.	
		Technical	Associate Degree					
Arizona Legislature	Recommendations of a Legislature Subcommittee 1987	Professional	Baccalaureate	Not addressed.	All registered nurses licensed to practice by date of imple- mentation.		Recommended review of nurse practice act and drafting legislation prior to 1990.	
		Professional	Develop a newly constructed exam for licensure.					
		Certified Nursing Assistant	Associate Degree (Continue N-CLEX Examination for licensure)					

Close Licensed
Practical Schools
by 1992.

Arizona State Nurses' Association	Resolution 1987	As above.	As above.	Not addressed.	As above.	1988 - Organized Task Force to review nurse prac- tice act and draft legislation. To re- port October 1988).
Arkansas State Nurses' Association	Resolution 1985	Professional	Baccalaureate in Nursing	Registered Nurse	All registered nurses licensed to practice by date of imple- mentation.	Plan to introduce legislation 1989. Drafted practice differences for two levels of practice. 1985 - 1986 - Developed scope of practice statement - role and function statements for two levels.
		Technical	Associate Degree in Nursing (Develop sepa- rate and dis- tinct exams for licensure)	Associate Nurse		
California Nurses' Association	Resolution 1985	Professional	Bachelors of Science in Nursing	Registered Nurse	All licensed individuals would maintain present license and title.	1985 - Supported resolution of Licensed Vocational Nurses Association to increase LVN education to the associate degree level.
		Technical	Associate Degree in Nursing	Not desig- nated.		
Colorado Nurses' Association	Resolution 1967; 1983; 1985	Professional	Baccalaureate with major in nursing.	Registered Nurse	All registered nurses licensed by date of im- plementation.	1986 - Convened Task Force on entry issue to develop implemen- tation plan.
		Technical	Associate Degree with major in nursing awarded by a state chartered institu- tion of higher education.	Associate Nurse		
Connecticut Nurses' Association	Resolution 1967; 1979;	Professional	Baccalaureate	Registered Professional Nurse	All registered nurses licensed by date of imple	1984 - Formed task force to implement 1984 resolution and

	1984.				mentation.	report in 1985.
		Practical	Associate Degree	Registered Associate Nurse		Plan to introduce legislation in 1989.
Delaware Nurses' Association		Professional	Baccalaureate	Not addressed.	Not addressed.	No definite plans.
		Technical	Associate Degree			
District of Columbia Nurses' Association, Inc.		Professional	Baccalaureate	Registered Nurse	All registered nurses licensed by date of imple- mentation.	No target date established.
		Technical	Associate Degree	Associate Nurse	All licensed practical nurses licensed by date of implementation.	
Florida Nurses Association	Resolution 1984		Variety of routes to pre- pare students for initial licensure. National exam for all graduates eligible for licensure. Additional exam developed to test discrete competencies for graduates with baccalaureate and generic higher degrees.	Registered nurse pro- fessional. Registered nurse tech- nologist. (RNT)	Not addressed.	Education Study Committee plannin- to identify - scope of practice - educational struc- ture to meet future needs.
Georgia Nurses Association, Inc.	Resolution 1987	Professional	Baccalaureate	Not addressed.	All registered nurses licensed by date of im- plementation.	Implementation date 1992.
		Technical	Associate Degree		All licensed practical nurses licensed by date of implementation.	

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Hawaii Nurses Association		Professional	Baccalaureate	Not addressed.	Not addressed.	1987 - Requested with draft of legislation SB135/SB126, "Nursing Education and Qualifications," because Task Force on Nursing Education and Practice is preparing a report on nursing resources and utilization.
		Technical	Associate Degree			
Hawaii Board of Nursing			Supportive of Hawaii Nurses Association's position.			Established a Task Force to study means and process to implement educational changes.
Idaho Nurses Association	Resolution 1985	Professional	Baccalaureate in Nursing by 7/1/92	Registered Nurse	All individuals licensed or preparing for licensure by 1990.	1984 - Specified roles and functions for two levels.
		Technical	Associate Degree in Nursing by 7/1/90.	Licensed Practical Nurse		
Idaho Board for Nursing	Position 1985	Professional	Baccalaureate in nursing.	Not addressed.	Individuals holding current licensure as either professional or practical nurse will continue to hold respective licensure.	Plan to introduce legislation 1990.
		Practical	Associate Degree Two new licensure exams will be needed.			
Illinois State Nurses' Association	Resolutions 1979 1981	Professional	Baccalaureate Degree in Nursing.	Registered Professional Nurse	All registered nurses licensed by implementation date.	Sought introduction of legislation in 1987 for full implementation 8 years after enactment. (1995.)
	Legislation 1986	Technical	Associate Degree in Nursing	Associate Nurse	All licensed practical nurses who successfully complete pharmacology courses.	1987 - Governor's sunset report on Nurse Practice Act found no justification to require another educational degree.

Indiana State Nurses' Association	Resolution 1985	Professional	Provide new licensure examination for professional and technical category.			1987 - Legislature enacted the Nurse Practice Act under sunset review retaining existing entry-level requirements for RNs.
		Practical	All education shall be in institution of higher education. Practical nursing programs before implementation date.)	Licensed Practical Nurse		
Indiana State Nurses' Association	Resolution 1985	Professional	Baccalaureate with a major in nursing awarded by a state chartered institution.	Registered Nurse	Not addressed.	1985 - Established Task Force to evaluate entry-level tasks and draft statement re: scope of practice by 1987. Plan to introduce legislation in 1989.
		Technical	Associate Degree with Major in nursing awarded by state chartered institution of higher learning.	Associate Nurse		
Iowa Nurses' Association	Resolutions 1985; 1987	Professional	Bachelor of Science in Nursing	Registered Nurse	Not addressed.	1987 - Directed board to develop legislation regarding entry for 1989 legislature
		Technical	Associate Degree in Nursing	Associate Nurse		
Kansas State Nurses Association	Position Statement 1986	Professional	Baccalaureate Degree in Nursing	Registered Nurse	All registered nurses licensed by date of implementation.	Plan to introduce legislation in 1989 for implementation in 1993. Developed scope of practice statements.
		Technical	Associate Degree in Nursing Two separate licensure examinations need to	Associate Nurse	All licensed practical nurses licensed by date of implementation.	

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be developed.

Kentucky Nurses Association	Resolutions 1979; 1983; 1985.	Professional	Bachelor of Science in Nursing	Registered Nurse	All Registered Nurses prior to 1992.	1985 - Defined scope of practice for two levels.
	Legislation 1988	Technical	Associate Degree in Nursing	Associate Nurse	All licensed Practical Nurses prior to 1992.	1986 - Asked legislature to appoint panel of nurses and health care officials to study dual entry and titling. When bill was defeated, asked Board of Nursing to do study. 1988 - Planned to introduce legislation 1988 effective 1992.
Louisiana State Nurses Association	Resolution 1985	Professional	Baccalaureate with major in nursing.	Registered Nurse	All registered nurses licensed on date of implementation.	Implementation date 1992.
		Technical	Associate Degree with major in nursing awarded by state chartered institution of higher education.	Associate Nurse		
Maine State Nurses' Association	Resolution 1975; 1980; 1984.	Professional	Bachelor's Degree in Nursing	Registered Professional Nurse	All registered nurses licensed by date of implementation.	1986 - Passed legislation (LD2061) - provided for Commission on Nursing Supply and Education Accessibility to be appointed by governor to study accessibility and availability.
			Associate Degree in nursing	Licensed Practical Nurse (Nursing groups accepted title associate nurse).	Licensed Practical nurses licensed by date of implementation.	Stated intent that by 1995 or whenever thereafter that commission reports all criteria have been met, that there be two levels of nurses requiring

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Maryland Nurses Association, Inc.		Professional	Baccalaureate	Registered Nurse	All Registered Nurses licensed by date of implementation.	either an associate degree or a baccalaureate degree, protecting those currently licensed.
		Technical	Associate Degree	Associate Nurse	All Licensed Practical Nurses licensed by date of implementation.	1985 - Refined Competencies.
Maryland Governor's Commission on Nursing Issues and State Board for Nursing (1984)		Level II	Bachelor's of Science in Nursing Write the NCLEX-RN Exam and BSN Exam for licensure.	Registered Nurse II	All registered nurses licensed by date of implementation.	1984 - Established a Task Force on Nursing Education to "develop a state-wide preparatory nursing education model that articulates Associate degree, diploma and baccalaureate programs."
		Level I	Associate Degree or diploma Write the NCLEX-RN Exam.	Registered Nurse		Directed State Board to prepare certification exams for graduates of baccalaureate programs, revise eligibility for licensure, draft needed legislation. 1985 - Articulation plan implemented to facilitate entrance to baccalaureate nursing programs for diploma and associate degree prepared nurses.
Massachusetts Nurses Association	Resolution 1980 Legislation 1985	Professional	Baccalaureate or higher in nursing	Registered Nurse Professional	All Registered Nurses licensed by date of implementation.	Introduced legislation to update Nurse Practice Act 1988. The Health Care Committee of legislature recommended establishment of a

		Associate	Associate Degree or higher in nursing	Registered Nurse Associate	All Licensed Practical Nurses by date of implementation.	special study commission to redraft S445. To report by November 1, 1988. 1981 - Developed competencies for two categories of practice.
Michigan Nurses Association	Resolutions 1979; 1983; 1985; 1986.	Nursing	Bachelor of Science with major in Nursing after July 1, 1991.	Registered Nurse	All Registered Nurses licensed on date of implementation.	1987 - HB4911 was referred to Public Health committee and not addressed.
	Legislation (HB4911) 1987	Technical	Diploma or Associate Degree after July 1, 1991.	Associate Nurse	All Licensed Practical Nurses licensed on date of implementation. May choose to be grandfathered for technical practice and title associate nurse.	Plan to introduce again in 1989 with a package of bills to address issues in nursing education
			Associate Degree with a major in nursing after 1996. Education for nursing practice should take place in educational institutions of higher learning. Two separate licensing examinations should be developed at national level.			
		Practical	Practical Nursing Program (before implementation date)		Licensed Practical Nurse licensed by date of implementation may choose to practice as practical nurse. No new LPN license will be granted after July 1, 1991.	
Michigan Board of Nursing	Legislation (Draft II proposal) 1987	Professional	Bachelor of Science in Nursing	Registered Nurse	All Registered Nurses licensed on date of implementation.	

		Technical	Pass both NCLEX-RN and additional skills exam for licensure. Associate Degree in Nursing Pass NCLEX-RN Diploma Programs Pass NCLEX-RN for licensure.	Registered Nurse Associate		
		Practical	Practical Nurse Programs	Licensed Practical Nurse Pass NCLEX-RN	All LPNs	
Minnesota Nurses Association	Resolution 1976; 1982; 1983; 1984; 1985; 1987.	Professional Nurse	Baccalaureate in Nursing by 1990.	Registered Nurse	Registered Nurses licensed in another state after implementation will be eligible for endorsement whether or not they possess a baccalaureate degree. All Registered Nurses licensed by date of implementation.	1987 - Passed resolution to move aggressively on legislation that will provide foundation for entry legislation i.e., increase funding and places baccalaureate programs; needed to improve educational mobility provides scholarships; improve recruitment; increased salaries for nurses; change roles to differentiate RN and LPN practice.
		Assistant to the Nurse	Associate Degree with a major in nursing.	Licensed Practical Nurse	All Licensed Practical Nurses licensed by date of implementation.	1987 - Commission on Education defined two model curricula for associate degree prepared assistant.
Mississippi Nurses Association	1986	Professional	Bachelor of Science in Nursing from institution of higher learning. Licensure exam	Registered Nurse	All Registered Nurses on date of implementation.	Implementation date 1990. 1986 Addressing

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			NCLEX-RN plus new exam for BSN competencies.			scopes of practice of two levels.
		Technical	Associate Degree in Nursing from institution of higher learning.	Registered Nurse Associate		
		Practical	Licensure exam - NCLEX-RN.	Licensed Practical Nurse	All Licensed Practical Nurses licensed at time of implementation.	
Missouri Nurses Association	Resolution 1988	Professional Nurse	Bachelor of Science in Nursing	Not addressed.	Not addressed.	Plan to introduce legislation 1991. Target date for implementation - 1995.
Montana Nurses' Association	Goals 1982; 1986; Legislation HB-36 1987	Professional	Baccalaureate	Registered Professional Nurse	Requirements waived for RNs licensed before 1992.	Implementation date of HB-36 - 1992.
		Practical	No change.	No change. (Licensed Practical Nurse)		1985 - Defeated legislation HB409 which would have deleted rule-making authority of Montana State Board for Nursing. Attorney General's opinion: legis- lative changes needed to accomplish implementation. 1987 - HB-36 defeat in House of Represen- tatives.
Nebraska Nurses' Association	Position Statement 1985 1988	Professional	Baccalaureate in Nursing	Registered Professional Nurse	All Registered Nurses licensed by date of imple- mentation.	Implementation date of 1988 Resolution - 1996; Plan to intro- duce legislation

			Task Force to promote efforts to develop licen- sure examination for entry into professional nurs- ing.			1989.
		Technical	Associate Degree or diploma in nursing.	Not addressed.		1985 - Developed competencies for two levels of practice.
		Practical	No change.	No change.		Sought fundalism for division of nursing in Western Nebraska. 1988 - Passed legis- lation, LB890, to allow community colleges to offer AND education. Requested members to donate to Nebraska Nurses' Association Task Force.
Nevada Nurses Association	Resolution 1985; 1986.	Professional	Baccalaureate in Nursing	Professional Nurse	All Registered Nurses licensed on date of imple- mentation.	Implementation date July 1, 1992.
		Technical	Associate Degree in Nursing	Associate Nurse	Licensed Practical Nurses licensed on date of implementation.	Plan to introduce legislation in 1991.
New Hampshire Nurses' Association	Resolution 1984	Professional	Baccalaureate in Nursing	Not addressed.	All Registered Nurses licensed prior to imple- mentation.	Planned to intro- duce legislation in 1987.
		Not needed.	Associate Degree in nursing.			
New Jersey State Nurses Association	Resolutions 1965, 1982, 1985.	Professional	Baccalaureate with major in nursing.	Professional Nurse	All Registered Nurses licensed by date of imple- mentation.	1982 - established framework for compe- tencies for two categories.
		Associate	Associate Degree with major in nursing.	Associate Nurse	Oppose grand- fathering LPNs to associate category.	

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New Mexico Nurses Association	Resolution 1985	Professional	Baccalaureate with major in nursing.	Registered Nurse	All Registered Nurses licensed by date of implementation.	Resolution to be updated in 1989.
		Technical	Associate Degree in Nursing	Associate Nurse		
North Carolina Nurses Association		Professional	Baccalaureate	Not addressed.	Not addressed.	1987 - Appointed Steering Committee and Task Force for entry issue.
		Technical	Associate Degree			
North Dakota State Nurses Association and State Board for Nursing	State Regulations Adopted 1986	Professional	Baccalaureate	Registered Nurse	All Registered Nurses and Licensed Practical Nurses already licensed are not required to meet new educational requirements.	To be approved by State Board for Nursing, educational programs for nursing must offer baccalaureate program to prepare the registered nurse or an associate degree program to prepare the Licensed Practical Nurse. Schools must apply 1/87. 1985 - Successfully opposed legislation that would have limited rule-making authority of State Board for Nursing.
		Technical	Associate	Licensed Practical Nurse		
Ohio Nurses Association		Professional		Registered Nurse		Drafting legislation
		Technical		Associate Nurse		
Oklahoma Nurses Association	Goals 1984	Professional	Baccalaureate in Nursing	Professional Nurse "PM"	All Registered Nurses licensed prior to 1990.	Implementation date 1990.
	Legislation H 1487	Technical	Write licensure examination for registered nurse. Associate Degree in Nursing	Associate Nurse "AN"	All Licensed Practical Nurses	1987-1989 - H 1487 stayed in Committee

(1987)

Licensed by 1990.

without action. Will be reintroduced in 1989.

Write examination for Licensed Practical Nurse or nationally agreed upon title.

Oregon Legislature

1985 - HB2928 mandated state wide planning commission on nursing education advisory to the State Board.

Prevented any changes in the rules and regulations regarding licensure for nursing during the study (until 1989).

Oregon Board of Nursing

Resolution 1982

Professional

Baccalaureate in Nursing

Registered Nurse

All Registered Nurses licensed prior to January 1, 1990.

Implementation date January 1, 1992.

1987 - Delineating roles for two levels of nursing practice.

Technical

Associate Degree in Nursing

Licensed Practical Nurse

All Licensed Practical Nurses licensed prior to January 1, 1990.

Oregon Nurses Association

Professional

Baccalaureate

Not addressed.

All Registered Nurses licensed on date of implementation.

1982 - Developed five year implementation plan for Entry into Practice

Technical

Associate Degree

Pennsylvania Nurses Association

Resolution 1978

Support two levels of practice:

Professional

Baccalaureate

Not addressed.

Not addressed.

1987 - Legislation passed to preventive administrative action by State Board of Nursing to establish requirements for entry into nursing.

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Rhode Island Nurses' Association	Resolution 1986	Professional	Baccalaureate in Nursing	Not addressed.	Not addressed.	
		Technical	Associate Degree in Nursing			
South Carolina Nurses' Association	Resolution * 1986	Professional	Bachelor of Science in Nursing	Registered Nurse	All Registered Nurses licensed by effective date.	Implementation date 1995.
		Technical	Associate Degree in Nursing	Associate Nurse		1981 - Developed a competency base model for nursing education.
South Dakota Nurses' Association	1978; 1986.	Professional	Baccalaureate in Nursing	Registered Nurse	All Registered Nurses licensed on effective date.	1984-1988 - define competencies as basis for curriculum development.
		Associate	Associate Degree in higher educational setting.	Associate Nurse	All Licensed Practical Nurses licensed on effective date.	1989 - Prepare legislative mechanism.
Tennessee Nurses' Association	Resolution 1985	Professional	Baccalaureate	Registered Professional Nurse	All Licensed Registered Nurses licensed on date of implementation.	Plan to introduce legislation in 1989.
		Associate	Associate Degree	Registered Associate Nurse		
		Practical - maintain current scope of practice and definition.	School of Practical Nursing No new licenses five years after law is passed.	Licensed Practical Nurse		Governor appointed commission to study issue and report by 1987.
Texas Nurses' Association	1984; 1986	Professional	Baccalaureate with major in nursing.	Registered Nurse	All Registered Nurses licensed by date of implementation.	Plan to introduce legislation by 1989 that will empower State Board to outline and govern two levels of nursing practice.
		Technical	Associate Degree	Associate Nurse	All Licensed vocational nurses	1984 - Defined performance expectations of AD and BS graduates.

Utah Nurses' Association		Professional	Baccalaureate	Registered Nurse	Not addressed.	
		Technical	Associate Degree	Associate Nurse		
Utah State Board of Nursing	Study 1985	Professional	Baccalaureate in Nursing	No position.	Not addressed.	Appointed Task Force to study competencies and education requirements for two categories and report 1987.
		Technical	Less than Baccalaureate			Legislation passed in 1986 prohibited State Board from changing requirements for licensure of RN or LPN.
Vermont State Nurses Association, Inc.		Professional	Baccalaureate	Not addressed.	Support Concept	
		Technical	Associate Degree			
Virginia Nurses' Association		Professional	Baccalaureate	Registered	Not addressed	Associative and Governor's Task Force are studying the Nurse Practice Act.
		Technical	Associate	Professional Nurse		
Washington State Nurses Association		Not Addressed			Yes	
West Virginia Nurses' Association, Inc.	Goal 1989	Professional	Bachelors of Science in nursing.	Registered Professional Nurse	Not addressed.	1985 - Registered Nurse Board attempted to change regulations to require candidates for Registered Nurse exam to have a Bachelor of Science in Nursing. Legislature tabled regulations 1/7/86.
		Technical	Associate Degree in Nursing	Not Addressed		

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Wisconsin Nurses
Nurses Association
Inc.

Resolution
1985

Legislation
SB5591
AB100
(1988)

Professional

Bachelors,
Masters or
Doctorate in
nursing from a
college or uni-
versity

Registered
Professional
Nurse

All registered
nurses licensed
on date of
implementation.

Technical

Associate degree
in nursing.

Registered
Associate
Nurse

Practical

LPN schools
should not be
licensed to
admit students
after defined
date.

Licensed
Practical
Nurse

Licensed practical
nurses will continue
to practice under
current definition.

Wyoming Nurses'
Association

Position
Statement
1985

Professional

Baccalaureate
with a major
in nursing.

Registered
nurse

Not addressed.

Technical

Associate with
a major in
nursing.

No consensus
on title.

Wyoming Board
for Nursing

1986-Appointed Task
Force to develop re-
commendation for a
statewide master
plan for implemen-
ting 2 levels of en-
try into practice.
Requested Attorney
General's opinion on
whether the educa-
tion requirements
for nursing practice
can be altered
through changes in
the rules and regul-

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