Welcome!

- Burning Questions
- Current Challenges
- Sleepless Nights
- Stories of Success and Frustration

Overview

- Bill Brigman, SOLID, LLC for Marion Cain, Department of Defense
  - Framing the topic
- Michael Behm, Stateside Associates
  - National overview - legislation, priorities, outreach
- Lisa Lutz, SOLID, LLC
  - Consideration to assess and recognize military training and experience
- Liz Carter, Virginia Board of Health Professions
  - State perspective: implementation hazards, lessons learned, resources
- Maryann Alexander, NCSBN
  - Bridging the gap between military and civilian health care careers
- Cory Everett, Colorado Department of Regulatory Agencies
  - Panel Discussion / Q&A
Initiatives to Assist Transitioning Service Members and Veterans - Framing the Topic

Bill Brigman, SOLID, LLC for Marion Cain, Department of Defense

The Strategic Context and Challenge

"You see some 23-year-old who’s leading a platoon in hugely dangerous circumstances, making decisions, operating complex technologies. These are folks who can perform. But, unfortunately, what we’re seeing is that a lot of these young veterans have a higher unemployment rate than people who didn’t serve. And that makes no sense."

- President Barack Obama, July 6, 2011

DoD UCX Payment History

[Bar chart showing payment history]
High Level Interest

- Legislative Mandates:
  - NDAA '12, Section 558
  - NDAA '13, Sec 544
  - NDAA '14, Sec 542

- Executive: White House Joining Forces
- DoD: CLTF and VEI Task Force Credentialing Studies
- Interagency: Dept of Labor; National Governors Association (NGA); Dept of Energy; and Many Other Collaborators
- Service-Specific: All pursuing credentialing initiatives
  - COOL programs (Army, Navy, Air Force, and USMC)

Background - FY12 Congressional Mandate

- NDAA 2012, Sec 558 - Congressional Report
  - Pilot study in 5 MOCs
    - Aircraft Mechanics; Auto Mechanics; Health Care Support; Supply and Logistics Technicians; Truck Drivers
  - Services executed studies in variety of formats to determine barriers, costs, and possibilities
  - Findings and Recommendations showed that credentialing for Service Members is both feasible and advisable

Initial Analysis - Separating Service Member Demographics - 2012

<table>
<thead>
<tr>
<th>Occupational Area</th>
<th>Army</th>
<th>Navy</th>
<th>Air Force</th>
<th>Marines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative</td>
<td>13,242</td>
<td>1,035</td>
<td>1,044</td>
<td></td>
</tr>
<tr>
<td>Aircraft Mechanics</td>
<td>9,063</td>
<td>3,462</td>
<td>1,630</td>
<td></td>
</tr>
<tr>
<td>Aviation Mechanics</td>
<td>6,416</td>
<td>1,030</td>
<td>1,158</td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td>3,055</td>
<td>1,040</td>
<td>1,095</td>
<td></td>
</tr>
<tr>
<td>Combat Readiness Workers</td>
<td>3,068</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction</td>
<td>2,945</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency Medical Technicians</td>
<td>5,725</td>
<td>5,742</td>
<td>1,031</td>
<td></td>
</tr>
<tr>
<td>Explosives Workers</td>
<td>2,876</td>
<td>1,297</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Resources Technician</td>
<td>4,175</td>
<td>1,299</td>
<td>1,432</td>
<td></td>
</tr>
<tr>
<td>Information Technology</td>
<td>1,604</td>
<td>1,271</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>6,110</td>
<td>1,699</td>
<td>1,145</td>
<td></td>
</tr>
<tr>
<td>Machine Maintenance</td>
<td>2,865</td>
<td>684</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Instructor</td>
<td>1,702</td>
<td>728</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supply and Logistics</td>
<td>3,213</td>
<td>1,209</td>
<td>1,383</td>
<td></td>
</tr>
<tr>
<td>Sales Directors</td>
<td>1,034</td>
<td>1,209</td>
<td>1,383</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>63,208</td>
<td>21,861</td>
<td>14,900</td>
<td>33,137</td>
</tr>
</tbody>
</table>
Strategy: Three Lines of Action

- Upon completion of initial skills training
- During career advancement
- During transition from military to civilian career

Veterans with credentials can demonstrate to employers that their skills are on par with their civilian trained counterparts.

Overview
Service Credentialing Pilot Occupational Areas
- Almost 3,500 Service members from 57 military occupational codes are participating in credentialing and licensing pilots.
- These MOCs represent many of the most populated occupations in the military.

<table>
<thead>
<tr>
<th>MOC</th>
<th>White House</th>
<th>VOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health care</td>
<td>Manufacturing Information Technology</td>
<td>Working Groups CDL</td>
</tr>
<tr>
<td>Transportation</td>
<td>Welding Health Care</td>
<td>EMS Police Officer</td>
</tr>
<tr>
<td>Automotive Mechanics</td>
<td>Machinist Transportation Advanced Medical EMT/Paramedic</td>
<td></td>
</tr>
<tr>
<td>Supply and Logistics</td>
<td>Maintenance Transportation Physical Therapy Assistant</td>
<td></td>
</tr>
<tr>
<td>Aircraft Maintenance (completed FY 13)</td>
<td>Supply and Logistics Academic Credit</td>
<td>Nursing (LPN/RN)</td>
</tr>
</tbody>
</table>

Number of Enlisted Primary MOCs with Directly Related Credentials that are Attainable in the First Term of Service (4 years)
CLEAR Annual Educational Conference
Initiatives to Assist Transitioning Service Members and Veterans

New Orleans, Louisiana
Sept. 11-13, 2014

Number of Enlisted Personnel in MOCs with Directly Related Credentials that are Attainable in the First Term of Service (4 years)

<table>
<thead>
<tr>
<th>Service</th>
<th>Attainable</th>
<th>Not Attainable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Army</td>
<td>132,191</td>
<td>50,000</td>
</tr>
<tr>
<td>Navy</td>
<td>132,191</td>
<td>50,000</td>
</tr>
<tr>
<td>Air Force</td>
<td>132,191</td>
<td>50,000</td>
</tr>
<tr>
<td>Marine Corps</td>
<td>132,191</td>
<td>50,000</td>
</tr>
</tbody>
</table>

Examples of Credentials Attainable in First Term of Service Without Additional Study

- National Registry for Emergency Medical Technicians (NREMT) - EMT
- State Driver Licensing Agencies (SDLAs) - Commercial Drivers License
- National Maritime Center - US Coast Guard - various credentials
- National Institute for Metalworking Skills - various metalworking credentials
- American Welding Society - Entry Level Welder
- CompTIA - A+ Certification
- Environmental Protection Agency - EPA Clean Air Act Section 608 and 609
- Federal Aviation Administration - Air Traffic Controller

Examples of Credentials Attainable in First Term of Service With Additional Study

- Human Resource Certification Institute - Professional in Human Resource Certification - requires 6 to 8 weeks of gap training
- American Culinary Federation - culinary certifications - require 24 months of OJT and completion of DOL apprenticeship program
- National Institute for Automotive Service Excellence - requires 8 hours of online study
- Manufacturing Skills Standard Council - Certified Logistics Technician - requires 3 months of study
**Combat Arms Initiatives**

- In FY 13, over 235,000 Service members held combat arms military occupational specialties and approximately 48,000 combat arms Service members separated.
- Army and Marine Corps are exploring several opportunities to facilitate combat arms job skills training:
  - SkillBridge authority will offer numerous training opportunities open to combat arms as training opportunities are generally not MOC specific. Examples include:
    - Archie’s Acres provides training in sustainable agriculture techniques.
    - Veterans in Piping (VIP) retrains Service members in pipefitting and welding skills.
    - Federal Railroad Administration will provide training as locomotive engineers and conductors.
- Combat Arms Service members can fit several management certifications, such as: Project Management Institute (PMI) Project Management Professional and Certified Associate in Project Management certifications.
- Well defined soft skills inherent in Combat Arms MOCs are in high demand within the labor force (e.g., leadership, dependability, reliability, team work).

**Cost of Paying for Voluntary Credentials for Enlisted Service Members**

- Navy is only Service that funds voluntary credentials for all enlisted Service members and they also fund apprenticeships.
- Applying Navy’s program model and historical participation rates and funding suggests an approximate cost of expanding to enlisted Service members in other Services of $29.5 million (does not include program administration costs).
- Key factors that affect cost:
  - Program Eligibility Criteria (e.g., personnel categories, components)
  - Allowable Costs (e.g., types of exams, number of exams, maintenance fees, application fees)
  - Staffing and implementation (e.g., use of existing vs. new staff and payment systems)
Credentialing Opportunities On Line (COOL)

- COOL is an on-line resource providing credentialing information to a number of audiences:
  - Service Members who want to know what civilian credentials relate to their MOC and how to obtain them
  - Education, Career, and Transition Counselors providing guidance on education, professional growth, and career requirements and opportunities
  - Recruiters who want to show potential recruits the opportunities for professional growth and civilian career preparation available through military service
  - Employers and Credentialing Boards interested in how military training and experience prepares Service members for civilian credentials and jobs

Army and Navy have been successfully using the COOL resource for over a decade
Air Force and Marine Corps launching their sites next FY
Navy is only Service currently paying for credentialing
Air Force and Marine Corps programs also plan to be able to defray some credentialing costs to Service members
Army currently provides promotion points for earning related credentials, and investigating possibility of payment

www.COOL.ARMY.MIL; WWW.COOL.NAVY.MIL

Training Classifieds

SKILLBRIDGE
- The new DoD SkillBridge initiative helps implement and promote the DoD’s civilian job training authority
- Twitter-based App
- Companies post training opportunities
- SMs get immediate notification based on settings

www.dodskillbridge.com
Next Steps

- Continue to meet with civilian credentialing and licensing agencies to address the gaps in military training and civilian credentials
- Where practicable, develop and make bridge training available and accessible
- Utilize the Military Life Cycle to educate Service members on how their training translates to skills and understand how certification is important in the civilian job market
- Identify civilian career fields for Service members in combat arms
- Continue interagency and academic and partnerships and share best practices across career fields
- Continue state legislative outreach

Contacts

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Senior Analyst -
DoD Credentialing and Licensing
Task Force
SOLID LLC
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E-mail: bill.brigman@solidinfodesign.com

Initiatives to Assist Transitioning Service Members and Veterans - State Action

Michael Behm, Stateside Associates
State-Focused Efforts

- Separating service member and veteran licensure initiative
- Spousal licensing and portability
- Waiving skills test for CDL for qualified veterans
- NGA Veterans Licensing and Certification Policy Academy
- NCIC’s EMS Compact

White House Licensing and Credentialing Initiative

Five Primary Focus Occupations:

- Commercial Truck and Bus Drivers (CDL)
- EMT Professionals
- Paramedics
- Licensed Practical Nurses (LPN)
- Physicians Assistant (PA)

Multiple Tracks to WH Initiative

- Accelerate the occupational licensing process in states
- Equip state and local licensing agencies with the ability to better assess equivalency of military training
- Ensure that equivalent, documented military training is explicitly identified as a consideration for licensure eligibility
- Develop common core standards for credentialing service members that the states can recognize
- Develop an ongoing process with the states and industry to perform a training gap analysis of military training and experience and licensing requirements
Barriers to Licensing Veterans

Statutory framework in states has been established (for most part), but:

- Broadly written laws may provide too little guidance
- Lack of awareness about licensing eligibility among separated service members and veterans
- Wide skills/training gap between EMT and Paramedic
- Partnering between states, community colleges and military needs to improve
- Lack of consistent metrics fails to identify licensure challenges

Questions?

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(703) 247-1281

STATESIDE ASSOCIATES
Initiatives to Assist Transitioning Service Members and Veterans

Lisa Lutz, President, SOLID, LLC

New Orleans, Louisiana
Sept. 11-13, 2014

Military Career Options

<table>
<thead>
<tr>
<th></th>
<th>Enlisted</th>
<th>Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Duties</td>
<td>Carry out fundamental operations of the military</td>
<td>Warrant Officers - highly specialized experts and trainers, Commissioned Officers - managers, leaders, problem solvers, planners</td>
</tr>
<tr>
<td>Percentage of Armed Forces</td>
<td>82%</td>
<td>18%</td>
</tr>
<tr>
<td>Education Level Upon Entry</td>
<td>High School Degree or Equivalent</td>
<td>College Degree</td>
</tr>
<tr>
<td>Pay Grades</td>
<td>E-1 to E-9</td>
<td>WD-1 TO WD-5, O-1 to O-10</td>
</tr>
<tr>
<td>Assessing Transferability of Skills</td>
<td>Can be difficult due to unique military job titles</td>
<td>Not too difficult due to job title similarities and degrees held</td>
</tr>
</tbody>
</table>

Learning the Lingo: Military Occupation Codes (MOC)s

<table>
<thead>
<tr>
<th>Service</th>
<th>Enlisted</th>
<th>Officers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Army</td>
<td>Military Occupational Specialty (MOS)</td>
<td>Warrant Officer MOS (WO MOS), Area of Concentration (AOC)</td>
</tr>
<tr>
<td>Navy</td>
<td>Rating</td>
<td>Designator</td>
</tr>
<tr>
<td>Air Force</td>
<td>Air Force Specialty Code (AFSC)</td>
<td>AFSC</td>
</tr>
<tr>
<td>Marine Corps</td>
<td>Military Occupational Specialty (MOS)</td>
<td>MOS</td>
</tr>
</tbody>
</table>

An Example: Looking for a Construction Laborer?

- Army – 51B – Carpenter and Masonry Specialist
- Navy – BU – Builder
- Air Force – 3E351 – Structural Journeyman
- Marines – 1371 – Operating Engineer
Types of Licensing Requirements Drive State Policies to Assess and Recognize Military Training/Experience

- Education/Training
- Work Experience
- Exam
- Other

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www.cleoshq.org

Highest Education Level Attained by Enlisted Personnel by Service

<table>
<thead>
<tr>
<th>Service</th>
<th>High School or Less</th>
<th>Associate's Degree</th>
<th>Bachelor's Degree</th>
<th>Master's Degree or Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Army</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Navy</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Air Force</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Marine Corps</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

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www.cleoshq.org

Policy Considerations Related to Education/Training Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Military Considerations</th>
<th>Licensing Agency Considerations/Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate’s, Bachelor’s, or Graduate Degree</td>
<td>Most enlisted Service members do not have higher degrees, but may be working on one or have accumulated college credits</td>
<td>Define an alternative pathway to meeting degree requirements (e.g., recognize experience in lieu of a degree) Recognize military training and experience towards degree requirements and develop bridge training programs</td>
</tr>
<tr>
<td>Accredited or Approved Course/Training Program</td>
<td>Some military programs are accredited/approved but not all - may vary by Service</td>
<td>Accept third party program accreditation in lieu of state approval Assess military training and grant full or partial recognition If only partial recognition - recognize military training and experience and develop bridge training programs</td>
</tr>
<tr>
<td>X Number of College Credit Hours</td>
<td>Most Service members will have training and experience that warrants college credit</td>
<td>Credentialing agencies can accept ACE credit recommendations or CCAF awarded credit or other third party credit assessment</td>
</tr>
</tbody>
</table>

Council on Licensure, Enforcement & Regulation
www.cleoshq.org
**Typical Education/Training Requirements for NGA Policy Academy Occupations**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>LPN</th>
<th>RN</th>
<th>Physical Therapy Ass’t</th>
<th>Law Enforcement</th>
<th>Truck Driver</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Associate’s</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Accredited/Approved Program</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td># of Semester Hours</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Key Methods to Fill Credentialing Exam Knowledge Gaps**

- **Credentialed Exam Objectives**
- **Military Training**
- **Gap Learning**
- **Study Materials**
- **Military e-learning**
- **Bridge Training**

**Considerations Related to Experience Requirements**

- **Military Considerations**
  - Military experience is often very relevant to civilian credentialing requirements.
  - Service members have several types of official documentation available to them.
  - If supervisor signatures are required, it may be difficult for Veterans to attain them.

- **Licensing Agency Considerations/Options**
  - Explicitly recognize military experience in licensing requirements.
  - Review standard military documentation and specify types of service documentation accepted.

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*Council on Licensure, Enforcement & Regulation*

[www.cleonhq.org](http://www.cleonhq.org)
Considerations Related to Exam Requirements

Licensing Agency Considerations/Options

- Accept national exams in lieu of a state exam (e.g., NREMT, NCLEX)
- Waive exams (e.g., CDL - skills test waiver)
- Provide an abbreviated exam for military trained applicants (e.g., state requirements only)

Considerations Related to Other Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Military Considerations</th>
<th>Licensing Agency Considerations/Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residency</td>
<td>Service members may have difficulty meeting residency requirements</td>
<td>Consider waiving residency requirements or granting provisional licensure</td>
</tr>
<tr>
<td>Continuing Education and/or Renewal Requirements</td>
<td>Deployed Service members may have difficulty meeting continuing education or renewal requirements</td>
<td>Consider allowing a grace period for deployed Service members</td>
</tr>
</tbody>
</table>

State Licensure System: Inter-Relationships Among Key Organizations

Diagram showing relationships between various organizations including state legislature, state licensing agencies, national certification agencies, military training institutions, academic institutions, and others.
Tools to Assess Transferability of Military Training and Experience

- Army and Navy COOL - Agency Resources (AF and MC COOL Coming Soon!)
- ACE Military Guide
- Service Transcripts
  - CCAF Transcripts
  - Joint Services Transcript
- My Next Move for Veterans
- Occupational Outlook Handbook - Job Opportunities in Armed Forces

Contact Information

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Initiatives to Assist Transitioning Service Members and Veterans

Elizabeth A. Carter, Ph.D.
Background circa 2012

- Veterans unemployment rate was unacceptable 19-24 yr olds - 32.5% in Mar 2012.
- Healthcare demand will rise as the drawdown of military personnel with valuable health-related knowledge, skills, and abilities looms.
- Host of legislative actions in support of service members, veterans, and spouses.
- Lack of “Rosetta Stone” to translate civilian and military credentialing which evolved independently.

Virginia’s Initiatives

- 2012 Virginia Department of Health Professions Military Credentialing Review
- 2013-14 National Governors’ Association Veterans’ Licensure and Certification Demonstration Policy Academy
- NEW 2014-16 Virginia Veterans Services Demonstration Project (DOLETA)

Military Credentialing Review

- Jan 2012 - Equivalency legislation anticipated and CLEAR advised of National Credentialing and Licensure Summit (Feb 2012) hosted by the American Legion & U.S. Chamber of Commerce
- Mar 2012 - Delegate requests DHP study
- Mar 2012 - Task Force on Veterans Employment invites participating states’ input (CO, IL, MD, NY, VA, WA) on “translation” efforts
Military Credentialing Review

- Spr 2012-Sum 2013 - multiple conference calls held with states, Task Force staff, consultants, and other experts
- Feedback solicited from boards, associations, and examination organizations
- Assisted primarily with cross-walk and gap analysis for 7 health-related professions, including LPNs, and with review of Joint Services Transcript format for licensure utility

Military Credentials Review

BIGGEST STEP FORWARD IN “TRANSLATION”

- April 2013 - NCSBN: A Comparison of Selected Military Health Occupation Curricula with a Standard Licensed Practical/Vocational Nurse Curriculum
- National Council of State Boards of Nursing professionally, objectively and transparently identified “gaps”
- Properly forms basis for “bridge” coursework

NGA Policy Academy

Purpose Statement

To streamline credentialing and licensing by creating a model pathway from medic to Emergency Medical Technician, Advanced Emergency Medical Technician, and Paramedic; Licensed Practical Nurse, and Physical Therapy Assistant as a means of decreasing unemployment among veterans and service members.
NGA Policy Academy

- 15 month strategy development project to reduce unemployment and costs
- Guided with support from NGA, but requires coordination at the highest levels of state government and the support of multiple state agencies and private sector partners reaching across “silos”
- Leadership Team and Working Groups (Data, Education and Licensure, and Implementation)

NGA Policy Academy

- Team Leadership
  - Secretaries of Health and Human Resources, Public Safety, Veterans and Defense Affairs
  - Commissioner of Health
  - Adjutant General of Virginia
  - Delegate Stolle & Senator Reeves
  - DHP Director (Team Leader)

NGA Policy Academy

Working Groups (Primary Objectives)

- Data (Track Specific Data Across Agencies)
- Licensure & Education (Remove Barriers to Credentialing)
- Implementation (Inform Veterans and Service Members of Opportunities)
**NGA Policy Academy**

- **Ongoing support and feedback**
  - Two face-to-face multi-day policy academies (November and September)
  - Quarterly written reports
  - Monthly calls with NGA and among all participating states
  - Periodic calls on Data issues
  - NGA hosted webinars

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**NGA Policy Academy**

- **Chief barrier, to date:** Obtaining data
  - Confidentiality concerns require development of new memoranda of understanding between state agencies and that takes TIME and coordination
  - NGA FOIA has been needed in some instances for some federal data
  - !

---

**NGA Policy Academy**

- **Progress and status**
  - ✔ Data - moving forward - results soon.
  - ✔ Licensure and Education
  - Implementation Committee -
    - Review Data findings & finalize outcomes tracking approach
    - Finalize Bridge programs’ logistics
    - Communication strategy
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Questions

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Executive Director, Board of Health Professions
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Bridging the Gap Between Military and Civilian Health Care Careers
Maryann Alexander, PhD, RN, FAAN
Chief Officer, Nursing Regulation
NCBN

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NCSBN

- Represents the 60 nurse licensing boards across the U.S. and territories
- (50 states, the District of Columbia, 4 U.S. territories, 4 LPN/VN boards and 1 APRN)
- Provide education, resources and data to assist the boards in policy decisions and in carrying out their mission.
- Provide psychometrically sound licensing exams.

The Role of the Licensed Practical Nurse (LPN/VN)

- Basic Nursing care
- Under supervision of RN or MD
- Scope of practice varies from state to state and institution to institution
- Growing emphasis on critical thinking
- Mainstay of long-term care
- Administrative responsibilities

2012 LPN Practice Analysis
Linking Practice to the NCLEX

- 3,665 respondents
- First 6 months of practice
- Representing all US jurisdictions
- Representative sample of LPNs in the US
Practice Settings

- 54.2% worked in Long-term care
- 25.2% worked in ambulatory or community based settings
- 12.1% worked in hospitals
  - 6.4% worked in medical/surgical units

Type of Conditions/Patient Populations

- Stabilized chronic conditions (49.7%)
- Behavioral or emotional conditions (36.7%)
- End of Life (30.6%)
- Acute Conditions (26.6%)
- Well clients (25.9%)
- Unstable chronic (18.3%)

Patient Populations

- Ages 65-85 (57.9%)
- Ages 85 and older (39.8%)
- Ages 18-64 (36.9%)
- Newborn through adolescence (30.6%)
### The LPN/VN License

- Generalist
- Allows them to work in any setting that will accommodate their scope of practice
- Requires graduation from a board approved PN program
- Passage of the NCLEX, which tests for content that crosses the lifespan based on the practice analysis

### Additional Skills/training/certification

- Basic Life Support (30.3%)
- Intravenous therapy (17.9%)
- Advanced Cardiac Life Support (8.5%)
- Phlebotomy (6%)

### Other

- Evidenced-based practice
- Quality Assurance
- Delegation
- Patient/Family Education
- Collect data for a health history
- Collect baseline physical data
- Prevention Measures
- Therapeutic Communication
Individual Needs to Think and Practice Like An LPN.

- Role
- Scope of Practice
- How to integrate their role into the health care team

NCSBN Analysis: Comparison of Selected Military Curricula with a Standardized LPN Curriculum

Purpose

- Assist in the development of bridge programs to avoid academic duplication and facilitate passage of the NCLEX and competent entry into practice.
- Guide for Boards of Nursing, Policymakers, Educators
Goal

• To facilitate the safe transition of veterans into a civilian career as an LPN
• Passage of the NCLEX

Process

• Development of a standard LPN curriculum (Core requirements)
• Obtained Curricula for:
  - Basic Medical Technician Corpsman
    • Navy HM0000 and Air Force BMTCP 4NOXIC
  - Air Force Independent Duty Medical Technician
    • IDMT 4NOXIC
  - Army Specialist (68W)
  - Army LPN
• Performed gap analysis and identified content that is met, partially met and absent from each of the curricula

Legal Defensibility

• Developed by an expert panel
• Based on additional data from LPN practice analysis
• Confirmed by the program directors in the armed services.
Findings and Recommendations

- Significant differences exist between the military health career education and LPN education
- Programs should formally evaluate the veteran to assess their knowledge, skills and abilities.
- Army LPN program is equivalent

Dissemination

- Boards of Nursing
- NCSBN website
- Key leaders
- Nursing educators developing bridge programs

Assistance

- Program Development
- Answer questions about the gap analysis
- Program Evaluation
Thank you

Speaker Contact Information

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Synthesis

- Integrated solution to a multi-dimensional dilemma
- Legislative opportunities and areas of focus
- Bridging the gap - profession specific
- Assessing military training and experience
- Implementation - challenges, lessons learned, best practice
Panel Discussion Q&A

Questions
Comments
Contemplation

[Image of Panel Discussion Q&A with blank text areas]