

FALL 2012 • VOLUME 6, Nº3, EDITION 13

Washington NURSING

COMMISSION NEWS

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The Washington State Nursing Care Quality Assurance Commission regulates the competency and quality of licensed practical nurses, registered nurses and advanced registered nurse practitioners by establishing, monitoring and enforcing qualifications for licensing, consistent standards of practice, continuing competency mechanisms, and discipline. The commission establishes standards for approval and evaluation of nursing education programs.

Executive Director

Paula R. Meyer, MSN, RN

Editor

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Message from the Chair

BY SUELLYN MASEK, MSN, RN

Welcome to this special education edition of the Nursing Care Quality Assurance Commission (NCQAC) newsletter! This edition will focus on current issues concerning nursing education in Washington as well as the future of nursing education in our state.

In 2008, the Robert Wood Johnson Foundation (RWJF) and the Institute for Medicine (IOM) began a two-year study concerning the Future of Nursing. This partnership produced the 2010 landmark report “The Future of Nursing: Leading Change, Advancing Health.” This report listed four key messages as well as eight recommendations intended as a blueprint for the future of nursing. A summary of this report can be found at <http://www.iom.edu/Reports/2010/The-Future-of-Nursing-Leading-Change-Advancing-Health.aspx>

One of the key messages focused on nursing education. The study recommendations include:

1. Increase the proportion of nurses with a baccalaureate degree to 80 percent by 2020.
2. Double the number of nurses with a doctorate by 2020.
3. Ensure that nurses engage in lifelong learning.
4. Implement nurse residency programs.

Our challenge is how to turn these recommendations into action. These actions must enhance our ability to protect the public’s health and safety through regulation of nursing competency and quality. We have collaborated with many different stakeholders throughout the state to form an action plan to meet the IOM’s recommendations. And together, we have made great progress!

I encourage you to sit back, engage in lifelong learning, and enjoy this special education edition of the NCQAC newsletter.

Suellyn Masek, MSN, RN, CNOR Chair
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THERE'S ALWAYS MORE TO LEARN — It Makes Us Smarter and Patients Healthier

Continuing education is important for all of us. I've been Washington's secretary of health for nearly 14 years now, yet there's always more to learn. Of course, we all learn in different ways. Certainly, formal continuing education requirements are very important — especially in a field like nursing where knowing the latest information and techniques can truly mean life or death.

It's also important to learn from our experiences and the world around us. As a health care professional, I hope you'll bookmark our Department of Health website — dob.wa.gov — because we often have new information that can help you and your patients.

If you check our site, you will find information about the state Tobacco Quit line being back in business. It's great news for the health of our state. Tobacco users can call 1-800-QUIT-NOW, or 1-877-2NO-FUME in Spanish, to get free help quitting smoking. Just over a year ago, budget cuts forced us to stop helping people who were uninsured or underinsured. In the year we were shutdown, we were unable to help more than 6,000 people who called. It was heartbreaking.

In the spring, Governor Chris Gregoire included money in her proposed budget to start funding the quit line again, and the legislature approved it. At the beginning of August, we re-opened for business. One of the first things quit line staff is doing is calling back the folks we could not help last year.

Quitting smoking is one of the best things anyone can do for their health. Make sure to ask patients you work with if they smoke, and if they do, have them give us a call. They will get free help from a quit coach, and the ones who qualify will get some free nicotine replacement therapy, like gum or patches.

We have a lot of information to sort through every day and there are days it's hard to realize the lesson through everything that comes at us. Formal and informal continuing education keeps us informed, keeps us up-to-date in our field, and as a result, we're more resourceful for our community, clients, patients, and colleagues.

We've learned a lot about how health care professionals can influence tobacco use, and we're now seeing results in another problem area: methamphetamine.

This dangerous, illegal, and highly addictive drug known as "meth" was staking out territory and taking a toll on people in our state. It destroys the lives of users and their families, and meth labs in apartments, houses, and even vehicles create a serious environmental health hazard.

There was a recent time when it was so bad in Washington we were called the "poster child" of the meth epidemic — meth production and use were rampant here. Now, we're setting an example for the nation. How? The same way we approach any disease, by finding the source of the problem and doing our best to prevent it.

Millions of people buy and safely use cold and allergy medicines daily, without a prescription. Pseudoephedrine is a key ingredient in these drugs, and a key ingredient in meth. We have laws to limit sales of pseudoephedrine, yet monitoring has been a challenge.

In October 2011, that changed. Washington is one of 17 states using the National Precursor Log Exchange. There are 1,056 pharmacies in Washington participating

and the state Board of Pharmacy oversees the program. Through the end of July, the system logged 1,023,929 purchases and blocked the sale of 13,391 meth ingredients — equal to 82 pounds. The number of blocked sales has grown monthly.

The system is used nationwide by pharmacies, pharmacists, and law enforcement to track sales of over-the-counter cold and allergy medications containing pseudoephedrine. The real-time system tracks purchases and immediately alerts the retailer if limits are exceeded. It's another example of public health and health care professionals helping people and communities.

I've worked in public health for more than 33 years and I learn something new every day — from individuals, classes, meetings, written and video information, and yes, the Internet. We have a lot of information to sort through every day and there are days it's hard to realize the lesson through everything that comes at us. Formal and informal continuing education keeps us informed, keeps us up-to-date in our field, and as a result, we're more resourceful for our community, clients, patients, and colleagues. I hope you're part of a "learning culture" and that you add to it every day.



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Message from the Executive Director

BY PAULA R. MEYER, MSN, RN, NCQA-C

Nursing Education

Nursing education continues to grow and evolve with the profession of nursing. In 1910, Abraham Flexner wrote “Medical Education in the United States and Canada.” This report, now referred to as the Flexner report, provided a framework for medical education. Many health professions, including nursing, credit this report as transforming educational programs and their delivery. In 2010, the Carnegie Foundation supported the publication: Educating Nurses: A Call for Radical Transformation.¹ Also published in 2010, the Institute of Medicine’s Future of Nursing Report described changes necessary to transform nursing education

to meet the needs of our society. In the 100 years between these reports, nursing education responded to the changing demands of our population. These reports provide information driving not only nursing education, but also patient care.

Nurses enjoy many ports of entry to nursing education. Some nurses begin their education as nursing assistants, progressing and growing through a gradual process. Others begin their education as Licensed Practical Nurses. As registered nurses, some begin at the associate degree level or the baccalaureate level. While the entry points vary, a constant goal remains the same: nursing education never ends. Educational



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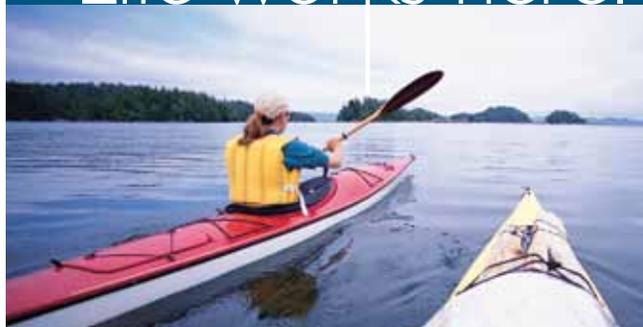
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The Nursing Care Quality Assurance Commission requires every licensed nurse to maintain their competency. Each licensed practical nurse and registered nurse must complete 45 hours of continuing education every three years to maintain licensure. The continuing education requirement and a continuing active practice requirement must be met for licensure renewal.

standards at every level of nursing must be met to achieve safe, effective nursing care for every patient.

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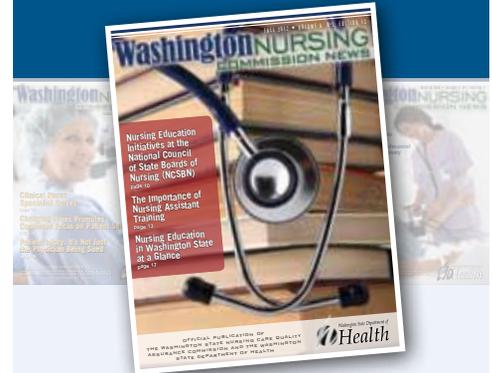
Nursing practice is never stagnant. Nurses practice in a wide variety of settings, and patients trust nurses to be safe, competent and knowledgeable. Nursing practice and nursing education work together to achieve the highest level of safe, effective care at all levels of nursing.

¹Benner, P., Sutphen, M., Leonard, V., Day, L. (2010). Educating Nurses: A Call for Radical Transformation. San Francisco, CA: Jossey-Bass.



At Seattle Children's, the minimum requirements for a new grad Registered Nurse include an Associate's degree from an accredited school of nursing and a BLS and/or PALS card, depending on the unit. However, because we receive so many applications for our new grad positions, Children's is seeking highly qualified candidates. The most competitive candidate will have their BSN and will have completed their senior practicum in a pediatric acute care setting, ideally on a similar unit. CNA, LPN, and/or Nurse Technician experience would make a candidate even more competitive. New grads do not need an active Washington State license in order to apply, but will need to have an active license by their start date.

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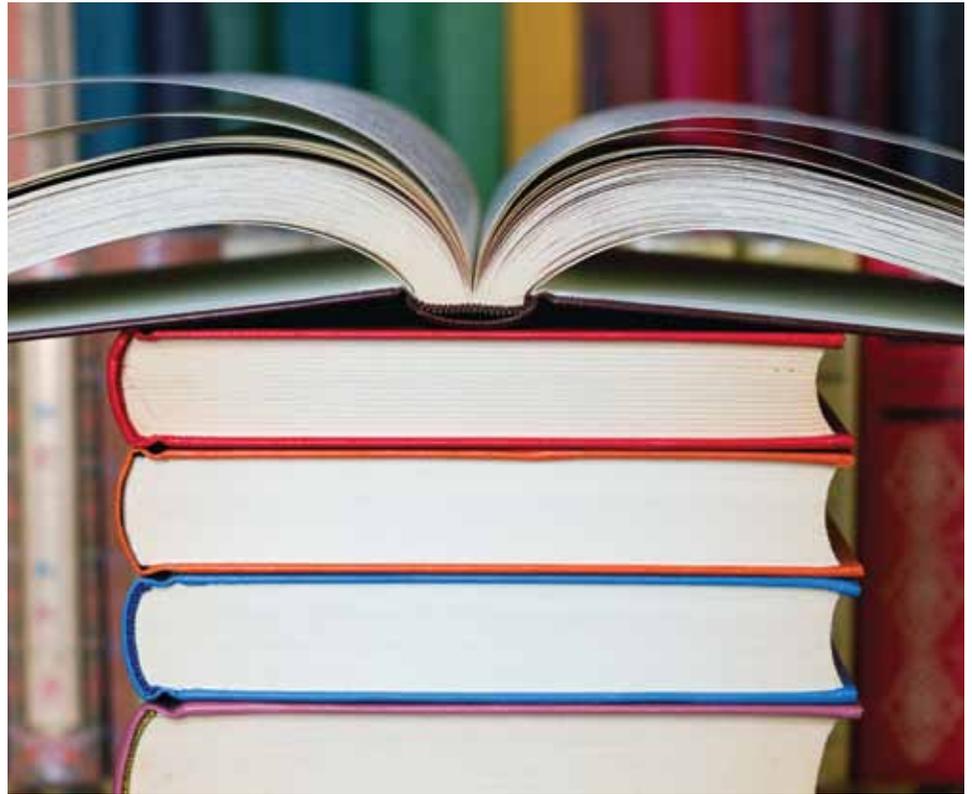


Nursing Education Initiatives at the National Council of State Boards of Nursing (NCSBN)

I am the nurse educator's go-to person at the National Council of State Boards of Nursing (NCSBN). Educators should feel free to contact me for any NCSBN questions or if they just want to talk about the regulatory perspective on education issues (n spectator@ncsbn.org). As the director of Regulatory Innovations, I spearhead all the NCSBN nursing education initiatives, conduct research, and develop regulatory programs and resources for boards of nursing and stakeholders.

Why is NCSBN involved with nursing education? We assist the Boards of Nursing (BONs) in their work with nursing education since nurse licensure is a two-pronged process. First, students must graduate from BON approved nursing education programs and then they must pass the National Council Licensing Examination (NCLEX). That means nurse educators have a big responsibility for licensure since they must ensure that their graduates are competent to practice safely entry-level nursing before they make them eligible to take the NCLEX. Therefore, it is essential for NCSBN, BONs and educators to have excellent collaborative relationships.

One example of NCSBN's work with nursing education is our initiative with innovations in nursing education. NCSBN has developed a toolkit for BONs and educators to use for understanding the importance of transforming nursing education and to provide some tips when considering implementing innovations. Our innovations model describes the regulatory influences on nursing innovations, which include the law/rules, communication, and the process for making changes. Regulatory barriers exist when these influences overlap. A study of the impact of NCSBN's innovations initiative over the



last three years found that more boards have changed their rules to promote innovations. It also found that education innovations have become more sophisticated and creative (Spector & Odom, 2012). More can be found about this initiative on our NCSBN Web site: <https://www.ncsbn.org/1927.htm>.

Another initiative that NCSBN is working on collaboratively with BONs, educators and the national nursing accreditors is the future of program approval. Parts I and II of the report, *A Preferred Future for Pre-licensure Nursing Program Approval* can be found here: <https://www.ncsbn.org/2919.htm>. One major recommendation, which was discussed and approved at NCSBN's annual meeting in August 2012, is for all BONs to require their programs to be accredited by either the National League for Nursing Accrediting

Commission or the Commission for Collegiate Nursing Education. As part of this initiative, educators, accreditors and regulators attended a World Café meeting to understand each other's perspectives and to dialogue about the future of nursing program approval. A monograph was developed from that rich discussion and is available here: https://www.ncsbn.org/12_WorldCafe_Monograph_web.pdf

Social media is growing exponentially and surely is affecting the nursing education world. Boards of Nursing have experienced increased complaints because of the inappropriate use of social media (Cronquist & Spector, 2011), and regularly we hear reports of nursing students being reprimanded by their nursing programs, and sometimes even expelled, for the misuse of social media. NCSBN is studying this issue and has developed regulatory

guidelines for using social media that are very popular with educators. Indeed, we have sent out more than 225,000 of our social media brochures, free of charge, to practice and education organizations. These brochures, our guidelines, and a YouTube video on the appropriate use of social media can be found here: <https://www.ncsbn.org/2930.htm>

NCSBN is conducting two multi-site, randomized studies that are of interest to educators. Our transition to practice (TTP) study is investigating patient outcomes, and other variables, when employers use NCSBN's evidence-based TTP program, versus when sites use their own programs to transition new graduates (Spector & Echternacht, 2010). More about this study can be found here: <https://www.ncsbn.org/363.htm>. NCSBN is also conducting study in simulation where ten sites are randomizing their students to 10%, 25% or 50% simulation to replace

clinical experiences. That study is beginning its second year and will continue as the students graduate and enter practice. More about this study can be found here: <https://www.ncsbn.org/2094.htm>

As educators get ready for classes this fall, we think they might find some of our resources valuable. Therefore, we will be sending every nurse educator a *Back to School Checklist*, which will provide links to resources in the areas of the NCLEX, *Tools for the Classroom*, *Improve your Skills*, and *Understand Nursing Regulation*. For example, under "Understand Nursing Regulation," educators will learn how to apply for a NCSBN research grant. We fund research (up to \$300,000) that advances the science of nursing in many areas, such as patient safety, nursing education, and transition to practice. This is the first time we have sent educators a *Back to School Checklist* so we will be interested in their feedback.

Each fall and spring NCSBN sends out an electronic newsletter, *Leader to Leader*, to update nurse educators on current education projects and studies and on our future work. For example, NCSBN is about to convene a committee to study the regulatory implications of distance learning programs, and this committee work will be highlighted in the fall *Leader to Leader*. Educators can sign up for *Leader to Leader* here: <https://www.ncsbn.org/index.htm>.

We hope you had a great summer and are looking forward to classes in the fall!

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Transforming Nursing Education in Washington State



CNEWS has strengthened the organization over the past two years by clarifying its mission and vision, and taking the lead on issues related to nursing education in the state of Washington.

CNEWS members enthusiastically embrace their position as the voice of nursing education in Washington State, to respond to issues impacting students and programs, and to collaborate with others in meeting the health care needs of people of our state through excellence in nursing education.

Members of the CNEWS Executive Committee are:

What is CNEWS?

The Council of Nurse Educators of Washington State (CNEWS) is a nonprofit professional organization of nursing education leaders. Membership includes deans, directors, department chairs, and program coordinators. CNEWS strengthened the organization over the past two years by clarifying its mission and vision, and taking the lead on issues related to nursing education in the state of Washington. The membership meets formally twice a year, and the Executive Committee holds a two-day planning meeting in the summer to advance the organization's strategic plan.

The Vision of CNEWS is to lead "the transformation of nursing education in Washington State to benefit the people of our state and beyond." The Mission of CNEWS is to:

- Promote excellence in nursing education.
- Increase nursing education's responsiveness to the health and health care needs of the people.
- Share and promote best practices in nursing education.
- Provide a forum for collaboration and meaningful discussion about nursing education.

The CNEWS membership identified the following Strategic Initiatives and Goals to help meet the mission of the organization;

- (1) Best Practices and Curricular Innova-

tions: Collaborate regarding curricular innovations, work with nursing faculty and clinical educators in transforming nursing education.

- (2) Leadership: Promote leadership development of current and future leaders and mentor and advocate for faculty development.
- (3) Partnerships: Identify and develop partnerships and stakeholder engagement.
- (4) Seamless Articulation: Identify competencies for the nurse of the future with consideration of the BSN essentials.
- (5) Stabilization of the Organization: Strengthen the voice of nursing education in Washington State and ensure adequate financial resources to transform nursing education.

The strength of CNEWS is the membership. CNEWS members are proud of past and current accomplishments and are poised to lead during this transformational time in nursing education. Recent CNEWS accomplishments include in 2008, the development of the Master Plan for Nursing Education in Washington State in collaboration with the Washington Center for Nursing (WCN); in 2011 development of common pre-requisites for associate degree nursing programs; and in 2012 co-authoring with WCN a successful Robert Wood Johnson Foundation grant on academic progression in nursing.

Jenny Capelo

Wenatchee Valley College
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The Importance of Nursing Assistant Training

Certified entry-level nurse aides/nursing assistants (NA) provide direct care. This care requires a greater level of knowledge, skills and abilities than required before. The care provided often goes to our most vulnerable citizens. For this reason, training programs must provide graduates with an education based solidly on competency in both theory and skills. Certification reflects such competency. For many people, the first step in pursuing a nursing career is through NA training programs. This is one reason nursing assistant education is important to the Nursing Commission.

There are three regulatory branches involved with nurse assistants in Washington State. The Department of Health (DOH) and the Nursing Care Quality Assurance Commission (NCQAC) endeavor that NA training programs meet state requirements. Also, that nursing assistant applicants pass a competency examination approved by the NCQAC. This results in certification. The Department of Social and Health Services (DSHS) also reviews nursing assistant training programs to assure they meet federal standards for long-term care facilities. DSHS, DOH, and the NCQAC work together to make certain that all federal and state regulations are met, and that the training program protects public safety.

In 2010, the NA training program approval procedure was revised to a process similar to that of the Nursing Program Approval Panel (NPAP). The NPAP approves and reviews nursing education programs that educate practical nurses, registered nurses, and advanced registered nurse practitioners. The Nurse Assistant Program Approval Panel

(NAPAP) provides oversight of nursing assistant training programs, which must meet Washington State requirements providing quality care. Nursing Assistant applicants must pass a NCQAC-approved competency examination with a score of 80 percent prior to certification. NAPAP reviews new program applications, as well as those applying for renewal. If deficiencies are identified, NAPAP takes action necessary to ensure full compliance with requirements.

Starting in 2010, as mentioned, NAPAP began reviewing initial and renewal NA training programs. NAPAP developed the *Nursing Assistant Program Plan of Correction*, which provides a format to identify problems, causes, and remedies for training programs with poor student pass rates or other deficiencies. All NA programs undergo an approval process based on certification pass rates for first-time test takers in the areas of theory and skills. Test results provide NAPAP with detailed information necessary to monitor each program's plan of correction in a timely manner.

The mission of the NCQAC assures safe/quality nursing care for the people of Washington State. NAPAP determines instructor qualifications, responsibility of the program directors, and training program oversight.

Quality NA instructors and program directors perform a difficult and challenging task, and make a significant difference to the quality of care to people of all walks of life, especially to the most vulnerable citizens.

For questions regarding NAPAP, please contact: Dr. Mindy Schaffer, PhD, RN NCQAC Nursing Education Advisor at mindy.schaffner@doh.wa.gov

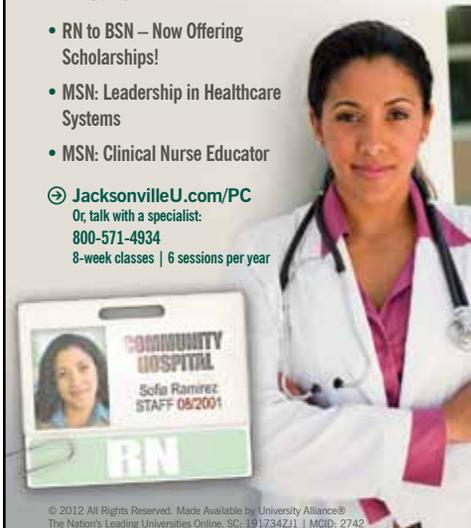
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SEAMLESS ACADEMIC PROGRESSION FOR NURSES

The Institute of Medicine (IOM) Report, *The Future of Nursing: Leading Change, Advancing Health* (2011) targets an ambitious goal to increase the percentage of RNs who hold a Bachelor of Science (BSN) or higher to 80% by 2020. Since only 50% of all RNs across the country meet this standard, achieving this recommendation in less than ten years requires a shared focus and collaborative strategies across multiple national and state-specific stakeholders.

The educational profile of nurses in Washington State reflects a similar challenge with an estimated 53.5 percent of nurses holding a BSN or higher. The urban areas have the highest percentages of BSN prepared nurses with Seattle (63.4 percent), Tacoma (57.9 percent) and Spokane (50.3 percent). The north central (29.6 percent), south central (34.9 percent) and eastern (29.3 percent) regions of the state have the lowest numbers of BSN prepared nurses. While developing a statewide plan to achieve an 80 percent BSN or higher prepared nursing workforce by 2020 is an ambitious goal, Washington is uniquely positioned to successfully take on this challenge. This is the result of our history of collaboration in past and present efforts to increase access, capacity, quality and diversity in nursing education.

We have a strong history of statewide collaboration in nursing education through the Council on Nursing Education in Washington State (CNEWS) for over 30 years. This organization of deans and directors of all Washington State nursing education programs collaborated with the Washington Center for Nursing (WCN) to develop the Master Plan for Nursing Education in Washington State (2008). CNEWS unanimously endorsed

The educational profile of nurses in Washington State reflects a similar challenge with an estimated 53.5 percent of nurses holding a BSN or higher.

(2011) partnering with the WCN and the Washington Nursing Action Coalition (WNAC) to implement the Institute of Medicine (IOM) recommendations. This collaboration is central to one of the strategic CNEWS goals to enhance seamless academic progression and innovative curriculum across the nursing career pathway from RN to BSN and higher.

Initial groundwork began in 2010-2011 when the Associate Degree Nursing (A.D.N.) Program deans and directors worked to streamline pre-requisite courses to facilitate transitions from LPN to RN programs. This is the result of movement of A.D.N. majors to an Associate of Applied Science Transfer Degree (AAS-T) model to reflect the expectation that graduates would continue on to an RN-BSN completion. Building on this initial work, the CNEWS membership recommended moving further to explore the feasibility of an RN to BSN direct transfer agreement (DTA) to better align seamless academic progression between our community/technical college nursing programs and our four-year institutions offering RN to BSN programs. In early 2012, a statewide workgroup was established with support of the Washington Joint Transfer Council, the Higher Education Coordinating

Board (HECB), State Board of Community and Technical Colleges (SBCTC), and the Nursing Care Quality Assurance Commission (NCQAC). This group met three times this year to outline a four-year pathway of recommended pre-requisite, general education and nursing credits across the RN to BSN pathway that bridges our two year and four year institutions. With the elimination of the HECB effective July 1, 2012, the support for this ongoing work was assumed by the new Student Achievement Council that includes responsibility for “expanding access, affordability, quality and efficiency.” The agency is specifically required to collaborate to improve transitions and support innovations that will increase educational achievement.

This spring, the Robert Wood Johnson Foundation (RWJF) launched a new funding initiative referred to as Academic Progression in Nursing (APIN) program and invited state nursing workforce centers to apply. WCN submitted a proposal highlighting our progress to date and recommending that the WNAC serve as the umbrella coalition in partnership with CNEWS to engage appropriate stakeholders to develop, implement and evaluate a statewide plan for achieving an 80 percent BSN or higher prepared workforce by 2020. RWJF announced that Washington State is one of nine states funded through the APIN program. The additional resources and national advisement from RWJF supports continued collaborative efforts to assure seamless academic progression. The grant also supports innovative curricula to assure the ability of RNs to begin their careers, continue for their BSN and demonstrate their commitment to life-long learning that is essential to the profession.

Licensing as an LPN and RN in Washington State by Examination

The Nursing Care Quality Assurance Commission (NCQAC) issues licenses to qualified applicants wanting to practice nursing in the state of Washington. Staff members are available to provide information on the licensing application process and competency testing requirements for students wanting to pursue nursing licensure. This article identifies the steps to practical nurse or registered nurse licensure.

Nursing schools send an electronic Certificate of Completion (COC) verifying graduation of nursing students to the NCQAC. The student must request an official transcript from the school with the grades and degrees identified. The school must send the transcripts directly to NCQAC.

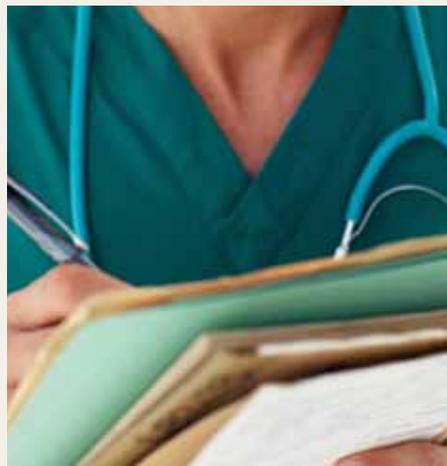
A nursing student mails the license application with the application fee to NCQAC/ Department of Health (DOH). Applicants may download the license application from our website located at <http://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission.aspx>.

The license application goes through a series of steps with the following timelines:

- Three days processing the fee
- One day to enter application information in the NCQAC licensing system
- Three days to complete the background check, and
- Two days to review the application (NCQAC notifies the applicant of any missing information during this step).

The average time for a license application to be processed is four to six weeks.

The student also registers with Pearsonvue once completing the nursing program. Pearsonvue provides the National Council Licensing Exam



(NCLEX) as the contracted provider. The NCLEX is a computerized adapted test. The student registers for the test at www.pearsonvue.com/nclex or by calling 866/496-2539.

After competing these steps, NCQAC contacts Pearsonvue and approves the applicant to test. The NCQAC staff member determines if the student meets academic requirements. Pearsonvue contacts the student via email with the Authorization to Test (ATT). The applicant selects a test date from three offered dates, times, and locations.

NCQAC receives the test results within 24-48 hours after the test is completed. Two days after testing, the applicant will be notified of test results. NCQAC downloads the test results and if the student passed, the license is issued within 1-2 days. If the applicant fails, the commission emails the test results to the applicant with instructions on how to retest. The email also identifies the areas noted in the test needing improvement.

Please contact our office with further questions at 360-236-4700, or by email nursing@doh.wa.gov



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NURSING EDUCATION in Washington State at a Glance

The Institute of Medicine's report the *Future of Nursing: Leading Change, Advancing Health*, focuses on developing a more highly educated nursing workforce. The education workgroup of the Washington Nursing Action Coalition is focusing on recommendations three, four, and five of the report to ensure Washington State receives quality patient care now and in the future.

Recommendations

Three: Implement nurse residency programs

Four: Increase the proportion of nurses with a Bachelor of Science in Nursing (BSN) or higher to 80 percent by 2020

Five: Double the number of nurses with a doctorate degree by 2020

As co-lead of Washington's Action Coalition, the Washington Center for Nursing (WCN) has already begun addressing the Institute of Medicine's recommendations and is assisting the education workgroup in their efforts.

Recommendation Three: Nurse Residency Programs

Nurse residency programs, also known as Transition to Practice Programs, are currently utilized in acute care settings. The data are overwhelming in support of Transition to Practice Programs for new graduates. Programs support new graduates in their first professional roles, reduce turnover rates, provide better care for patients, fill gaps from retiring nurses, and increase workforce stability.

The Washington Master Plan for Nursing Education published in 2008, called for Transition to Practice Programs for all new graduates in acute care by 2012,

and in all other care settings by 2020. To promote nurse residency programs, the Washington Center for Nursing's Transition to Practice Committee developed a Transition to Practice Toolkit for nurse leaders in 2011. The toolkit provides a readiness assessment for organizations, curriculum topics, roles and responsibilities, and an evaluation tool. You can find the Transition to Practice Toolkit on the WCN's Web site.

Recommendation Four: 80 percent of RNs with BSN or higher by 2020

Increasing the proportion of nurses with a Bachelor of Science in Nursing or higher degree to 80 percent is vital for Washington's health. Currently, 51 percent of Washington State nurses have a Bachelor of Science in Nursing or higher degree. This increase in educational level reflects the complex care and changing patient needs. The Bachelor of Science in Nursing provides nurses with the education and skills in community health, leadership, care coordination, and research.

The WCN and the Council for Nurse Education in Washington State streamlined the process for completing a Bachelor of Science in Nursing in Washington State. Starting fall 2012, all community college nursing programs will offer the Associate of Applied Science -Transfer degree as the nursing degree earned. All community college nursing programs also now have the same six courses as prerequisites. More innovations in curricula are coming.

The Master Plan for Nursing Education recommended that "beginning in

2020, all newly licensed RNs in Washington will graduate with a Bachelor of Science in Nursing or acquire one within ten years of licensure." These changes will ease the transition for students applying to baccalaureate programs and support the message that an Associate of Applied Science-Transfer degree is the first step in nursing education.

Recommendation Five: Double the number of nurses with a Doctorate by 2020

Only .7 percent of nurses in Washington have a doctorate degree. More nurses are needed not only for advanced practice, but to teach and to conduct research on the outcomes and impacts of nursing care. With faculty aging (the average age is 60) and nearing retirement, and demand for nursing education increasing, it's critical that we add more nurses with these degrees to our workforce.

Washington's educational capacity increased by 55 percent since 2005, creating 12,500 more licensed nurses; and enrollment for the 2012 fall school year was 69 percent higher than in 2004. We turn away over 2,000 qualified applicants every year (individuals who had completed all pre-requisites) because of lack of capacity.

The WCN has been working with educators, legislators and organized labor to address the salary and workload issues that affect faculty. We're all interested in solving this problem and keeping Washington healthy. Contact Linda Tieman MN, FACHE, RN, Executive Director of the WCN at (206)787-1200 ext. 107 for more information.

Approved Nursing Programs in the State of Washington

LICENSED PRACTICAL NURSING PROGRAMS

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1101 S Yakima
Tacoma, WA 98405
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Bellingham Technical College*

3028 Lindburgh Avenue
Bellingham, WA 98225-1559
Phone: (360) 752-7000

Big Bend Community College*

Nursing Department
7662 Chanute St.
Moses Lake, WA 98837
Phone: (509) 793-2222

Centralia College*

Nursing Program
600 W Locust
Centralia, WA 98531
Phone: (360) 736-9391

Clover Park Technical College*+

Nursing Department
4500 Steilacoom Blvd. SW
Tacoma, WA 98499
Phone: (253) 589-5800

Columbia Basin College*

Nursing Program
2600 N 20th Ave.
Pasco, WA 99301
Phone: (509) 547-0511

Everett Community College*+

Nursing Department
2000 Tower St.
Everett, WA 98201-1327
Phone: (425) 388-9100

Grays Harbor Community College*

Nursing Department
1620 Edward P Smith Drive
Aberdeen, WA 98520
Phone: (360) 532-9020

Green River Community College

Nursing Department
12401 SE 320th St.
Auburn, WA 98092
Phone: (253) 833-9111

Heritage College*

Nursing Program
3240 Fort Rd.
Toppenish WA 98948
Phone: (509) 865-8500

Lake Washington Institute of Technology*

Nursing Program
11605 132nd Avenue NE
Kirkland, WA 98034
Phone: (425) 739-8100

Lower Columbia College*

School of Nursing
1600 Maple Street
Longview, WA 98632
Phone: (360) 442-2860

North Seattle Community College*

Nursing Program
9600 College Way North
Seattle, WA 98103
Phone: (206) 587-4100

Olympic College*

Nursing Program
1600 Chester Ave.
Bremerton, WA 98377-1699
Phone: (360) 792-6050

Renton Technical College*

Nursing Program
3000 NE 4th Street
Renton, WA 98056
Phone: (425) 235-2352

Skagit Valley College – Whidbey Island*

1900 SE Pioneer Way
Oak Harbor, WA 98277
Phone: (360) 679-5323

South Puget Sound Community College*+

School of Nursing
2011 Mottman Rd. SE
Olympia, WA 98512
Phone: (360) 754-7711

South Seattle Community College*+

Nursing Program
6000 16th Avenue SW
Seattle WA 98106
Phone: (206)768-6414

Spokane Community College*

Nursing Education
1810 N Greene St. MS 2090
Spokane, WA 99217
Phone: (509) 533-7000

Walla Walla Community College*

Nursing Education
500 Tausick Way
Walla Walla, WA 99362
Phone: (509) 527-4240

Wenatchee Valley College*

Nursing Program
1300 5th Street
Wenatchee, WA 98801
Phone: (509) 682-6800

Yakima Valley Community College*

Nursing Program
PO Box 22520
Yakima, WA 98907-2520
Phone: (509) 422-7800

ASSOCIATE DEGREE PROGRAMS (RN)

Bellevue Community College

Main Campus, Rm R140-A
3000 Landerholm Circle SE
Bellevue, WA 98007-6484
Phone: (425) 564-1000

Bellingham Technical College*

3028 Lindburgh Avenue
Bellingham, WA 98225-1559
Phone: (360) 752-7000

Big Bend Community College*

Nursing Department
7662 Chanute St.
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Phone: (360) 736-9391

Clark College

1800 E. McLoughlin Blvd.
Vancouver, WA 98663
Phone: (360) 992-2000

Clover Park Technical College*+

Nursing Department
4500 Steilacoom Blvd. SW
Lakewood, WA 98499-4098
Phone: (253) 589-5800

Columbia Basin College*

Nursing Program
2600 N 20th Ave.
Pasco, WA 99301
Phone: (509) 372-7680

Everett Community College*+

Nursing Department
2000 Tower St.
Everett, WA 98201-1327
Phone: (425) 388-9463

Grays Harbor Community College*

Nursing Department
1620 Edward P Smith Drive
Aberdeen, WA 98520
Phone: (360) 538-4148

Highline Community College

PO Box 98000
Des Moines, WA 98198-9800
Phone: (206) 878-3710 Ext 3471

Lake Washington Institute of Technology*

Nursing Program
11605 132nd Avenue NE
Kirkland, WA 98034
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1600 Maple Street
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9600 College Way North
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1600 Chester Ave.
Bremerton, WA 98377-1699
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1502 East Lauridsen Blvd.
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Nursing Program
16101 Greenwood Ave N
Seattle, WA 98133
Phone: (206) 546-4743

Skagit Valley College – Mt. Vernon+

Nursing Department
2405 E. College Way
Mt Vernon, WA 98273
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6000 16th Avenue SW
Seattle WA 98106
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Spokane Community College*

Nursing Education
N. 1810 Greene St. MS 2090
Spokane, WA 99217
Phone: (509) 533-7000

Tacoma Community College

Nursing Program
6501 S 19th St.
Tacoma, WA 98466
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Nursing Education
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Walla Walla, WA 99362
Phone: (509) 527-4240

Wenatchee Valley College*

Nursing Program
1300 5th Street
Wenatchee, WA 98801
Phone: (509) 682-6800

Whatcom Community College*

Nursing Program
237 West Kellogg Rd
Bellingham, WA 98237
Phone: (360) 676-2170

Yakima Valley Community College*

Nursing Program
N. 16th & Nob Hill Blvd
Yakima, WA 98907-2520
Phone: (509) 574-4902

BACCALAUREATE DEGREE PROGRAMS (RN)

Gonzaga University

Dept. Of Nursing
502 E. Boone Ave.
Spokane, WA 99258-0038
Phone: (800) 986-9585

Northwest University

Buntain School of Nursing
5520 108th Ave. NE
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Lydia Green Nursing Program
3307 3rd Avenue West
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Phone: (206) 281-2233

Seattle University

College of Nursing
901-12 Ave
Seattle, WA 98122-1090
Phone: (206) 296-5660

University of Washington

School of Nursing
Box 357260
Seattle, WA 98195
Phone: (206) 543-8736

Walla Walla University

School of Nursing
10345 SE Market St.
Portland, OR 97216
Phone: (800) 541-8900 / (503) 251-6115

Washington State University

Intercollegiate College of Nursing
2917 W Ft George Wright Dr
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Phone: (509) 358-7978

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College of Nursing
2710 University Drive
Richland, WA 99352-1671
Phone: (509) 372-7171

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Gonzaga University

Department of Nursing
502 E. Boone Ave. AD Box 38
Spokane, WA 99258
Phone: (800) 986-9585

LPN to BSN, MSN, Master's Entry

Pacific Lutheran University

School of Nursing
Tacoma, WA 98447
Phone: (253) 531-6900

RN to BSN, MSN

Seattle Pacific University

School of Health Sciences
3307 3rd Avenue West
Seattle, WA 98119
Phone: (206) 296-6000

MSN, Master's Entry, DNP

Seattle University

School of Nursing
900 Broadway
Seattle, WA 98122
Phone: (206) 296-6000

MS, MN, DNP, PhD

University of Washington - Seattle

UWS Nursing Program
Box 357260
Seattle, WA 98195-7260
Phone: (206) 543-8736

MN, RN to BSN

University of Washington - Bothell

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Bothell, WA 98011-8246
Phone: (425) 352-5000

RN to BSN, MN

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Spokane, WA 99224
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SN-5S
3455 S/W/ Veteran's Hospital Road
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For specific questions, call us at **1-877-562-7476**.



Call **877-562-7476** or visit **Swedish.org/jobs**

Swedish Medical Center has a non-discrimination policy and is an Equal Opportunity Employer.