

**Washington State  
Nursing Education Articulation and Competency Project**

**CNEWS • Council for Nursing Education in Washington State**



# **Nursing Education Articulation Plan and Competency Statements**

**Adopted by**  
**Council for Nursing Education in Washington State**  
**2002**

## **Acknowledgments**

This document was put together over a period of several years as a result of extensive work by the members of the Council for Nursing Education in Washington State (CNEWS). The effort involved intense discussions by the membership, consultation with nurse leaders from various parts of the country, and participation by practicing nurses and nurse educators across the state.

Critical to completion of the plan was the work of several individuals who provided organization, guidance, and direction. They spent countless hours reviewing materials, making wording and concept corrections. They assured balanced input from all participating institutions and motivated the members to keep working. They truly had the *tough* job but their work paid off. Most notable in this effort were Kim Nichols-Rzeszewicz of Tacoma Community College and Connie Barnes of Wenatchee Valley Community College. Their persistence, prodding, hard work and professional vision kept the CNEWS members on track and resulted in the Washington State Articulation Plan and Competencies document as presented here. This work is invaluable to the future of nursing education in this state and we gratefully express our appreciation for the efforts of Kim and Connie. Additionally, this work could not be completed without the help of many *behind the scenes* individuals who contributed through their word processing and other support skills. And finally, the efforts of Susan Lyons, graphic artist at the Intercollegiate College of Nursing, resulted in the final format which you see before you.

Appreciation must also be expressed to all the past and present members of CNEWS. This plan was truly a group effort and represents the best of thinking, an understanding of the educational realities of the nursing profession as well as the present and future health care needs of the state of Washington.

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## **A Brief History of CNEWS**

Around 1970, in an endeavor initiated by Dr. Madeline Leininger, dean at the University of Washington School of Nursing, nursing education leaders in the State of Washington identified a need to meet together to share common concerns. Initially titled the Collegiate Council on Nursing Education, the group consisted of the deans and directors of the nursing programs in community and four year colleges. There were still two hospital-based schools of nursing in the state at the time and their directors were invited to participate as *ex officio* members. Also attending as an *ex officio* participant was the Executive Director of the Washington State Board of Nursing. From the beginning, the group met twice a year: one time on the east side of the state and one time on the west side. In the mid 1980s the directors of the practical nursing programs at the state's technical schools (later called technical colleges) were added to the membership and the name was changed to Council for Nursing Education in Washington State (CNEWS). Today the voting membership of CNEWS is comprised of the deans or directors of all nursing programs in the state, including practical, associate degree, baccalaureate degree, and graduate nursing education. Additional representatives have been added for those programs that have clearly discrete entities such as a graduate program in nursing or a distant site that operates in a semi-autonomous manner such as the branch campuses of the University of Washington and Washington State University. Representatives of the Washington State Nursing Quality Assurance Commission (formerly the Board of Nursing), the Washington State Nurses Association, the Northwest Organization of Nurse Executives, and the Washington State Health Professions Scholarship Program (located within the Board of Health) also attend.

From the beginning, the emphasis of CNEWS meetings has been the sharing of information and resources. There has been a cooperative and collaborative approach to the various concerns faced by nursing education in this state. Members have focused their efforts on meeting the needs of the State of Washington for well-prepared nurses at all educational levels. This current document arose from the belief of this group that the interests of the students, the educational programs, and the citizens of the State would be best served by clearly stating the outcomes of each program and facilitating articulation from one level of nursing education to the next.

**Members of CNEWS**

Bates Technical College  
 Bellevue Community College  
 Bellingham Technical College  
 Big Bend Community College  
 Centralia College  
 Clark College  
 Clover Park Technical College  
 Columbia Basin College  
 Everett Community College  
 Gonzaga University  
 Grays Harbor College  
 Green River Community College  
 Highline Community College  
 Lake Washington Technical College  
 Lower Columbia College  
 North Seattle Community College  
 Northwest College  
 Olympic College  
 Pacific Lutheran University  
 Peninsula College  
 Renton Technical College  
 Seattle Central Community College  
 Seattle Pacific University  
 Seattle University  
 Shoreline Community College  
 Skagit Valley College/Mt Vernon  
 Skagit Valley College/Whidbey Island  
 South Puget Sound Community College  
 Spokane Community College  
 Tacoma Community College  
 University of Washington  
 Walla Walla College  
 Walla Walla Community College  
 Washington State University/  
     Intercollegiate College of Nursing  
 Wenatchee Valley College  
 Whatcom Community College  
 Yakima Community College

**Associate Members**

Higher Education Coordinating Board/Department of Health  
 Northwest Organization of Nurse Executives  
 Washington State Nursing Care Quality Assurance Commission  
 Washington State Nurses' Association

## **Articulation and Competency Project —Background**

CNEWS began work on this articulation project for nursing education in 1995. The original purpose was to increase educational mobility for nurses in the State of Washington through the development of a statewide plan. The work of this project, as facilitated through CNEWS, enabled participation by all schools of nursing in the state. The articulation model was adopted by CNEWS in 1999; currently, almost all schools of nursing in the state participate in the plan.

The implementation of the articulation model has led to several positive outcomes. First and foremost, it has provided open recognition of the content taught at various levels of nursing education. The work of the project has also created an environment that fosters meaningful dialogue among educators of various levels of nursing education. This dialogue enhances rapport between faculty of various programs and cultivates a greater sense of trust among the members of CNEWS as a group.

The competency project evolved as a second phase to the articulation model and has been worked on by CNEWS since 1998. Consensus has been achieved of a working document that differentiates nursing practice from the practical nursing level to advanced practice nursing. The document asserts that: “Nurses are knowledge workers who use critical thinking to provide nursing care to individuals, families and communities. The use of a problem-solving process enables the nurse to identify problems, concerns and needs, to plan, implement and evaluate nursing care for clients of different ages, various cultures, linguistic abilities and complexities.” The current competency document identifies and defines competencies for new graduate nurses in the following areas: Caregiver, Decision Maker, User of Information Technology/Communication, Teacher, Manager of Care, Collaborator, Professional Values/Behaviors, Professional Role Development, Research and Leadership.

## **Competencies**

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**Assumptions**

**Definitions**

**Differentiated Roles in Practice**

**Competencies:**

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**Assumptions**

The competency document is based on the following assumptions in regard to the designated competencies:

1. These are *minimal* competencies for new graduate nurses.
2. Due to the individualized gifts of the adult learner, a new graduate nurse in any setting may perform at a level exceeding the competency as stated.
3. Achievement of competencies occurs through progressive learning in the cognitive, affective and psychomotor domains.
4. Competencies at one level assume the knowledge and skills identified for previous levels.

## Competencies:

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### Definitions

<b>Caregiver</b>	One who provides direct nursing interventions in a way that demonstrates a personal sense of commitment to and responsibility for another.
<b>Decision maker</b>	One who uses a purposeful self-regulated process that gives reasoned consideration to evidence, contexts, conceptualizations, methods and criteria.
<b>User of information technology/ communication</b>	One who uses an interactive process through which there is an exchange of information that may occur verbally, nonverbally, and/or in writing or through information technology. Effective communication demonstrates caring, compassion and cultural awareness, and is directed toward the promotion of positive outcomes and establishment of a trusting relationship.
<b>Teacher</b>	One who provides health education to promote and facilitate informed decision making, achieve positive outcomes, and support self-care activities. Integral components of the teaching process include transmitting information, evaluating responses to teaching, and modifying teaching based on identified responses. Learning is the assimilation of information to expand knowledge and change behavior.
<b>Manager of care/ collaborator</b>	One who efficiently and effectively uses human, physical, financial and technological resources to meet client needs and supports organizational outcomes. One who collaborates and shares planning, decision making, problem solving, and goal setting. This individual assumes responsibilities for working with others cooperatively and with open professional communication.
<b>Professional values/ behaviors</b>	Beliefs and truths that form the foundation for conduct as a nurse.
<b>Professional role development</b>	A commitment to the profession of nursing. Behaviors characterizing this commitment include a concern for others that is demonstrated through caring. Also involved are an appreciation for the values of the nursing profession and participation in professional development activities.
<b>Research</b>	Use of a scientific method of inquiry to gain new knowledge, discover solutions to problems, advance the profession of nursing, and improve the delivery of nursing and health care.
<b>Leadership</b>	A process that includes guiding, teaching, motivating, and directing the activities of others toward attaining goals. It involves having the ability to influence others.

## Competency: **Caregiver**

### Differentiated roles in practice

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#### **Practical Nurse**

Eligibility for LPN licensure

Assists with individual assessment, encompassing both initial and ongoing accurate data collection from multiple sources and evaluation of data to identify both normal and abnormal findings. This process contributes to the holistic view of the individual client. Performs nursing skills in a safe and effective manner that demonstrates a caring ethic in relatively stable situations with predictable outcomes. Treats all clients with dignity and respect. Protects clients from possible violation of dignity.

#### **Associate Degree**

Eligibility for RN licensure

Provides nursing care through orderly collection of information from multiple sources to establish a nursing database from which a plan of care may be developed.

Assesses

- interaction patterns of clients and significant support persons.
- developmental, emotional, cultural, religious and spiritual influences on clients health status.
- clients health status by completing a health history and performing a physical, cognitive, psycho social and functional assessment.
- client and significant support person(s) for learning strengths, capabilities, barriers and educational needs.
- clients' response to actual or potential health problems.
- clients' response to interventions.
- clients for changes in health status and identified needs.
- client's ability to access available community resources.
- strengths, resources and needs of clients within the context of their community.

Performs nursing skills in a safe and effective manner that demonstrates a caring ethic in all situations including those that have a high potential for instability and serious or unpredictable outcomes. Treats all clients with dignity and respect. Promotes a caring attitude among peers.

#### **Baccalaureate Degree**

Eligibility for RN licensure

support through the life span.

Provides nursing care to culturally diverse individuals, families, groups and communities through promotion, maintenance, and restoration of health; prevention of illness; and physical, emotional, and spiritual

Assesses the care provided by others.  
Demonstrates critical thinking within designated role.  
Provides compassionate, ethical care within designated role.

#### **Master's Degree (RN)**

Eligibility for ARNP licensure and/or other advanced roles

Provides nursing care with clinical expertise to culturally diverse individuals, families, groups and communities through evidence based practice for promotion, maintenance, and restoration of health, prevention of illness and physical, emotional and spiritual support through the life span.

Promotes critical thinking in others.  
Promotes provision of compassionate, ethical care in others.  
Assist others to develop cultural sensitivity.  
Designs interventions for panels of patients.  
Evaluates outcomes of care for panels of patients.

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**Competency:**
**Differentiated roles in practice**

<p><b>Practical Nurse</b> Eligibility for LPN licensure</p>	<p>Uses nursing knowledge, assessment data, and critical thinking to frame problems and develop solutions that ensure safe, effective care in stable and predictable situations. Identifies individual assumptions in thinking.</p>
<p><b>Associate Degree</b> Eligibility for RN licensure</p>	<p>Uses a broad theoretical knowledge base, analysis of assessment data, and critical thinking to make clinical judgements in regard to the comprehensive plan of care and management decisions that ensure safe, effective care. Identifies individual assumptions in thinking and poses alternatives for problem solving.</p>
<p><b>Baccalaureate Degree</b> Eligibility for RN licensure</p>	<p>Formulates nursing practice decisions through use of evolving knowledge and research from nursing science, the biological, and behavioral sciences and the humanities. Uses a purposeful and reasoned thinking process that gives reasons, consideration to evidence, contexts, conceptualizations, methods, and criteria.</p>
<p><b>Master's Degree (RN)</b> Eligibility for ARNP licensure and/or other advanced roles</p>	<p>Uses advanced critical thinking in practice. Provides leadership in clinical decision-making in practice. Promotes effective clinical decision making in others. Designs research studies to resolve problems or advance knowledge.</p>

**Competency: *User of information technology/communications***

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**Differentiated roles in practice**

<p><b><i>Practical Nurse</i></b> Eligibility for LPN licensure</p>	<p>Utilizes therapeutic communication skills when interacting with clients and significant support person(s).</p> <p>Communicates relevant, accurate and complete information in a concise and clear manner.</p> <p>Reports and documents assessments, interventions, and progress toward outcomes.</p> <p>Protects confidential information.</p> <p>Utilizes appropriate channels of communication within agency.</p> <p>Utilizes information technology to support and communicate the planning and provision of client care.</p>
<p><b><i>Associate Degree</i></b> Eligibility for RN licensure</p>	<p>Utilizes therapeutic communication skills when interacting with clients and significant support person(s).</p> <p>Communicates relevant, accurate and complete information in a concise and clear manner.</p> <p>Reports and documents assessments, interventions and progress toward client outcomes.</p> <p>Protects confidential information.</p> <p>Utilizes appropriate channels of communication within agency and other agencies on the behalf of the client.</p> <p>Uses information technology to support and communicate the planning and provision of client care.</p> <p>Uses information technology to improve client care.</p>
<p><b><i>Baccalaureate Degree</i></b> Eligibility for RN licensure</p>	<p>Uses communication and collaboration skills to develop teams and partnerships with clients, community members, and other health care providers in a variety of settings.</p> <p>Communicates inferences, as well as facts, to the appropriate audience using a range of communication vehicles.</p> <p>Uses information technology to support and communicate the planning and provision of client care.</p> <p>Demonstrates information literacy by using evolving technology to monitor and improve the health of clients.</p> <p>Uses technology to search for new information to guide care.</p>
<p><b><i>Master's Degree (RN)</i></b> Eligibility for ARNP licensure and/or other advanced roles</p>	<p>Demonstrates excellent communication skills.</p> <p>Uses information technology to support and communicate the planning and provision of client care.</p> <p>Demonstrates information literacy by using evolving technology to monitor and improve the health of clients.</p> <p>Uses technology to search for new information to guide care.</p> <p>Uses technology as a basis for evaluating outcomes of care.</p> <p>Creates, manages and evaluates usefulness of data bases.</p> <p>Evaluates information systems for usefulness in improving client care.</p>

## **Competency: Teacher**

### **Differentiated roles in practice**

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<p><b>Practical Nurse</b> Eligibility for LPN licensure</p>	<p>Assesses current knowledge of client in regard to his/her health status.          Accesses appropriate teaching materials.          Reinforces previous teaching and effective health-related actions of clients.          Provides teaching based on standardized teaching plans.          Initiates common/usual approaches to teaching-learning.</p>
<p><b>Associate Degree</b> Eligibility for RN licensure</p>	<p>Assesses current knowledge level, learning readiness, learning styles and impact of other factors on the client.          Uses a variety of teaching approaches.          Uses teaching-learning to assist with behavior change for health promotion.          Develops individualized approaches to teaching-learning as well as uses standardized approaches.          Participates in developing standardized teaching plans.          Identifies teaching needs unique to the setting.          Develops individualized teaching plans based on assessed needs.          Provides client and significant support person(s) with the information and skills needed to achieve the desired learning outcomes.          Modifies the teaching plan based on evaluation of progress toward meeting the learning outcomes.</p>
<p><b>Baccalaureate Degree</b> Eligibility for RN licensure</p>	<p>Assesses health and incorporates principles and methods of health promotion and health education in nursing care of individuals, groups, and communities.          Uses developmentally appropriate teaching-learning principles to assist clients to achieve their health goals and to assist colleagues to improve the quality of their nursing care.</p>
<p><b>Master's Degree (RN)</b> Eligibility for ARNP licensure and/or other advanced roles</p>	<p>Develops and implements curricula for panels of patients.          Creates orientation materials for novice nurses and other health care providers.          Serves as content expert for educational programming.          Evaluates learning outcomes.          Fosters a mentoring culture in health care settings.</p>

**Competency: *Manager of care/collaborator***  
**Differentiated roles in practice**

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<p><b>Practical Nurse</b> Eligibility for LPN licensure</p>	<p>Collaborates with others within a structured setting.</p>
<p><b>Associate Degree</b> Eligibility for RN licensure</p>	<p>Provides assistive personnel with relevant instruction to support achievement of client outcomes.            Coordinates the decision making process with the client, significant support person(s), and other members of the healthcare team.            Works cooperatively with others to achieve client and organizational outcomes.            Collaborates with the client, significant support person(s), and other members of the healthcare team to evaluate progress toward achievement of outcomes.            Interacts creatively and openly with others to solve problems to achieve client goals and outcomes.            Collaborates to bring about fair solutions that balance differing needs, values, and motivations for the purpose of achieving positive client outcomes.</p>
<p><b>Baccalaureate Degree</b> Eligibility for RN licensure</p>	<p>Demonstrates critical thinking attitudes, skills, and abilities in clinical decision making and in evaluating nursing practice.            Applies leadership and management principles to provide and coordinate nursing care for individuals, families, and communities.            Collaborates with colleagues on the interdisciplinary health care team and community to develop systems to promote the health and welfare of people.            Demonstrates knowledge of fiscal and other resources within a variety of current and evolving health care systems.</p>
<p><b>Master's Degree (RN)</b> Eligibility for ARNP licensure and/or other advanced roles</p>	<p>Applies knowledge of human resources and fiscal management to teams of healthcare workers.            Provides content expertise to management systems.            Promotes healthy work life environments.</p>

**Competency: Professional values/behaviors**

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**Differentiated roles in practice**

<p><b>Practical Nurse</b> Eligibility for LPN licensure</p>	<p>Commitment to caring, ethical responsibility, and respect for human dignity in nursing practice.</p>
<p><b>Associate Degree</b> Eligibility for RN licensure</p>	<p>Commitment to caring, ethical responsibility, and respect for human dignity in nursing practice.</p>
<p><b>Baccalaureate Degree</b> Eligibility for RN licensure</p>	<p>Commitment to caring, ethical responsibility, and respect for human dignity in nursing practice. Demonstrates values of altruism, autonomy, human dignity, integrity and social justice.</p>
<p><b>Master's Degree (RN)</b> Eligibility for ARNP licensure and/or other advanced roles</p>	<p>Commitment to caring, ethical responsibility, and respect for human dignity in nursing practice. Fosters promotion of values of altruism, autonomy, human dignity, integrity and social justice in healthcare systems.</p>

## **Competency: *Professional role development***

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### **Differentiated roles in practice**

<p><b><i>Practical Nurse</i></b> Eligibility for LPN licensure</p>	<p>Adheres to standards of professional practice. Demonstrates accountability for personal actions and behaviors. Practices nursing within legal, ethical and regulatory frameworks. Assumes responsibility for professional development and lifelong learning.</p>
<p><b><i>Associate Degree</i></b> Eligibility for RN licensure</p>	<p>Adheres to standards of professional practice. Demonstrates accountability for personal actions and behaviors. Practices nursing within legal, ethical, and regulatory frameworks. Contributes to decision making processes relative to ethical issues for clients. Pursues professional development related to health care.</p>
<p><b><i>Baccalaureate Degree</i></b> Eligibility for RN licensure</p>	<p>Adheres to standards of professional practice. Demonstrates accountability for personal actions and behaviors. Practices nursing within legal, ethical and regulatory frameworks. Participates in decision making processes relative to ethical issues for clients. Pursues new knowledge related to health care and communicates this knowledge to others.</p>
<p><b><i>Master's Degree (RN)</i></b> Eligibility for ARNP licensure and/or other advanced roles</p>	<p>Adheres to standards of professional practice. Demonstrates accountability for personal actions and behaviors. Practices nursing within legal, ethical, and regulatory frameworks. Participates in decision making processes relative to ethical issues for clients. Uses established ethical frameworks to monitor and influence health care practice. Promotes ethical health care by all professionals. Pursues and shares new knowledge for advanced nursing practice and health care.</p>

**Competency: *Research***  
**Differentiated roles in practice**

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<p><b><i>Practical Nurse</i></b> Eligibility for LPN licensure</p>	<p>Recognizes role of research in delivery of patient care.</p>
<p><b><i>Associate Degree</i></b> Eligibility for RN licensure</p>	<p>Uses interpreted findings from nursing research to improve client care and outcomes.</p>
<p><b><i>Baccalaureate Degree</i></b> Eligibility for RN licensure</p>	<p>Seeks research evidence and incorporates research finding into client care. Consults with nurse researchers regarding nursing problems as a basis for enhancing nursing practice. Seeks and shares research as a means of validating existing practice and improving nursing care.</p>
<p><b><i>Master's Degree (RN)</i></b> Eligibility for ARNP licensure and/or other advanced roles</p>	<p>Participates in identifying problems requiring research based solutions. May help design and conduct studies to answer clinical questions.</p>

## **Competency: Leadership**

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### **Differentiated roles in practice**

<p><b>Practical Nurse</b> Eligibility for LPN licensure</p>	Describes the importance of nursing leadership and its impact in health care policy and legislation.
<p><b>Associate Degree</b> Eligibility for RN licensure</p>	Describes the importance of nursing leadership and its impact in health care policy and legislation.
<p><b>Baccalaureate Degree</b> Eligibility for RN licensure</p>	<p>Works with health care policies and economics to accomplish equitable access to and continuity of health care for a variety of populations in an efficient and effective manner.</p> <p>Demonstrates the ability to assume leadership and effect change through participation in teams and beginning application of management knowledge.</p> <p>Serves as a role model for other members of the health care team.</p> <p>Participates in professional organizations.</p>
<p><b>Master's Degree (RN)</b> Eligibility for ARNP licensure and/or other advanced roles</p>	<p>Leads efforts to change health care policy.</p> <p>Serves as a professional role model.</p> <p>Assumes community visibility as spokesperson for improving healthcare.</p> <p>Promotes scholarship in practice: journal clubs, etc.</p> <p>Assumes a leadership role in professional organizations.</p>

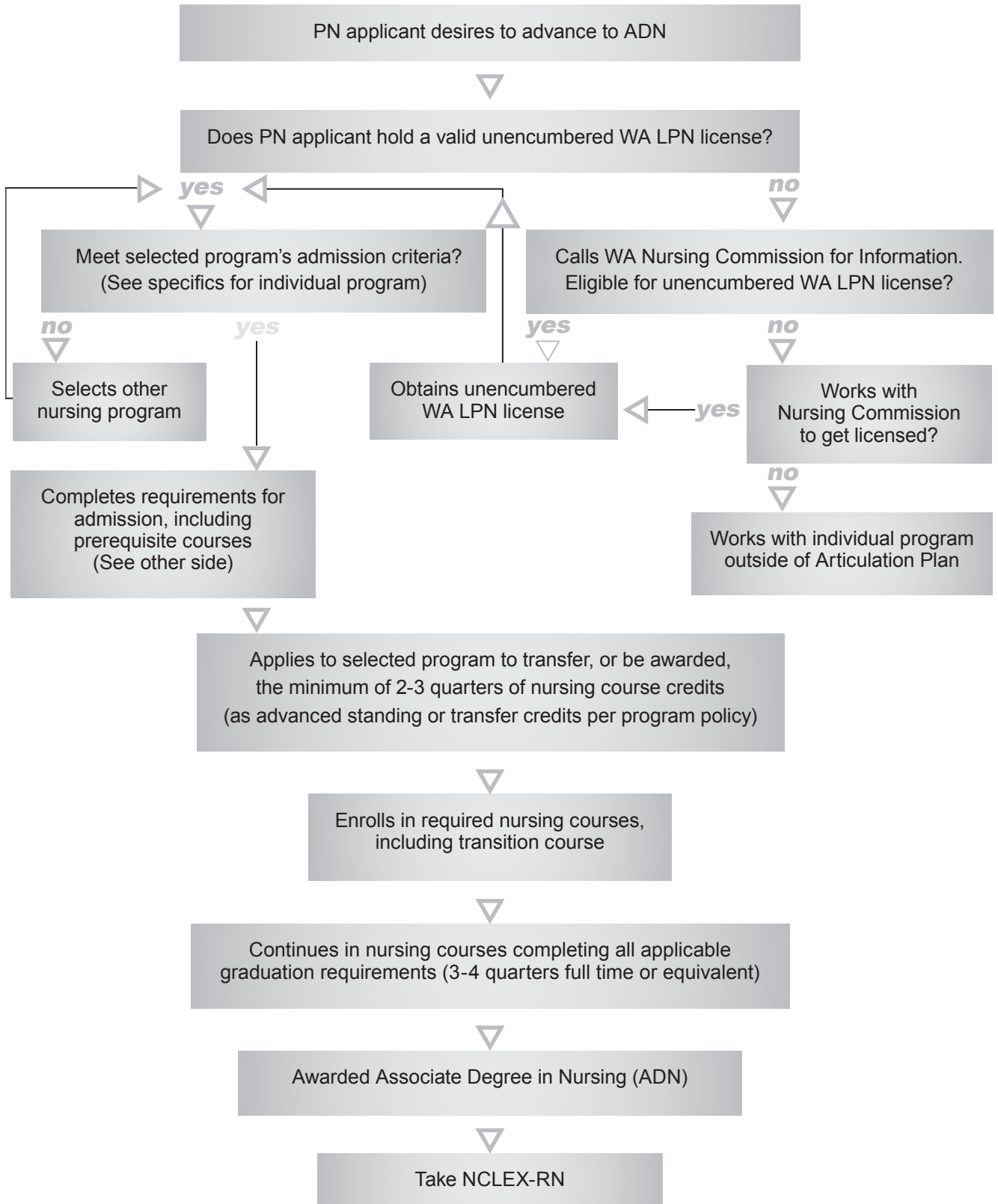
## **Articulation Plan**

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**LPN to Associate Degree (ADN)**

**RN to Baccalaureate Degree (BSN)**

# Washington State Nursing Education Articulation LPN to Associate Degree (ADN)



## **LPN to Associate Degree**

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### **Entry requirements**

#### **Courses**

English 101 (Composition) 5 credits

General Psychology or Human Relations 5 credits \*

Anatomy and Physiology (including lab) 10 credits

Intermediate Algebra (high school equivalent)

High school chemistry and biology (or equivalents)

#### **Other**

Valid unencumbered Washington LPN license

Graduation from WA PN Program, or may be individually evaluated by program \*

Work experience as LPN preferred

### **Graduation requirements**

#### **Courses**

Microbiology (including lab) 5 credits

Psychology—Growth and Development Across Life Span 5 credits \*

Individual programs may require additional courses \*

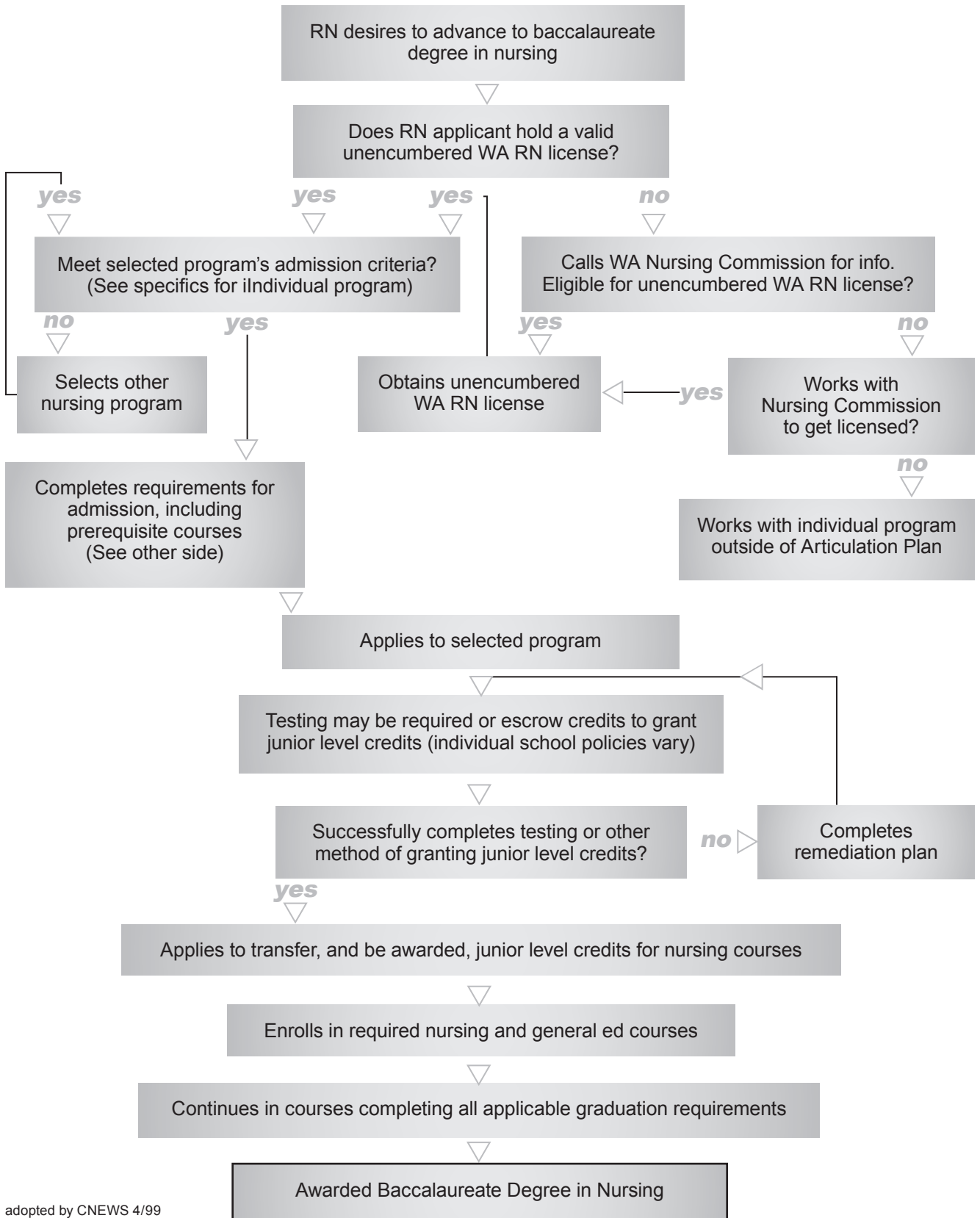
#### **Competencies**

Basic computer skills (information retrieval) \*

Cumulative GPA  $\geq$  2.0 in nursing program required courses \*

\* Refer to specific college and nursing program publications for details

# Washington State Nursing Education Articulation RN to Baccalaureate Degree (BSN)



## **RN to Baccalaureate Degree**

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### **Entry requirements**

Work experience as RN preferred  
 Graduation from Washington State and/or NLNAC Accredited ADN program.  
 (If ADN Program was not in WA or NLNAC Accredited, RN may be evaluated on individual basis) \*

Validation of junior level nursing knowledge/ competencies through testing, escrow or other method \*

Valid unencumbered WA RN license \*

### **Graduation requirements**

Statistics 3 semester or 5 quarter credits \*

Humanities 5-15 quarter credits \* (May need to be upper division credits)

English 102, Writing Intensive (“W”), or Literature course \*

Sociology (200 level or higher) or may substitute other social science course \*

May require organic and/or inorganic chemistry \*

May require foreign language (2 years high school or 2 quarters college or equivalent) \*

\* Refer to specific college and nursing program publications for details

Additional General Education courses may be required