
**COMPENDIUM OF
ANA EDUCATION
POSITIONS, POSITION STATEMENTS, AND DOCUMENTS**



600 Maryland Avenue, SW
Suite 100 West
Washington, DC 20024-2571
(202) 651-7000

**COMPENDIUM OF
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Developed by:

**Rita Munley Gallagher, PhD, RN, C
Department of Nursing Practice**

and

**Kaye Sullivan
Sullivan Services**



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I. Introduction

According to ANA's 1917 Certificate of Incorporation, two of the purposes of the organization are "...to promote the professional and educational advancement of nurses in every proper way; to elevate the standard of nursing education..." The association, however, did not take any significant action in this area until the 1960's when the association made a definitive statement on nursing education, *A Position Paper on Educational Preparation for Nurse Practitioners and Assistants to Nurses*.

In 1959, the association established the Study Committee on the Functions of ANA, which was charged with developing "criteria to aid in a determination of the functions which ANA as the professional association must carry if it is to discharge its responsibilities to the public and to the nursing profession." One area of exploration was nursing education and the roles and responsibilities of both the American Nurses Association and the National League for Nursing. After extensive study, the committee proposed the establishment of a permanent ANA structure to deal with matters related to nursing education and in 1960, the House of Delegates agreed to continue to elevate standards on nursing education by formulating principles of the education essential to effective practice. In 1961, the Board of Directors established a Committee on Education. To this day, nursing education remains a priority of the association and a variety of structural units within the association address this issue.

This compendium has been developed to provide information on ANA's background and positions on nursing education from basic nursing education - to graduate nursing education - and on through continuing education in nursing. A major piece of ANA's background and stance on nursing education involves entry into nursing practice. This position is discussed in detail under Section II. Section III of the compendium begins with a history of ANA's actions concerning nursing education from 1970 through the actions of the 1995 House of Delegates.

For additional background on the history of nursing education please refer to Gallagher, R.M. (1991). *Readings in Transition: Focus on Professional Nursing*. St. Louis: Mosby YearBook. Chapter 7, "The Historical Development of American Nursing Education" provides an in depth view of the factors which influenced nursing education.

II. History of ANA's Position Related to Entry Into Practice

In 1963, the Consultant Group on Nursing, appointed by the Surgeon General of the Public Health Service, published a report entitled *Toward Quality in Nursing: Needs and Goals*. The consultant group made the following observations:

"The present educational structure for the training of nurses lacks system, order, and coherence. There is no clear differentiation as to the levels of responsibility for which the graduates of each type of program are prepared. The consultant group is convinced that the baccalaureate program should be the minimal requirement for nurses who will assume leadership positions."

ANA's Committee on Education proposed the establishment of an autonomous commission which would design and spearhead a comprehensive study regarding the results of the consultant group. Both the American Nurses Association and the National League for Nursing appropriated funds to establish a joint committee to investigate ways to conduct and finance the study. The ANA Board of Directors believed that an association position paper on nursing education would serve as useful resource material to the proposed commission.

In 1964, the Nurse Training Act of 1964 was signed into law; the first federal law to give comprehensive assistance for nursing education. The passage of the nurse training act and the establishment of federal programs providing funds for training various categories of health workers made it imperative that ANA provide sound guidelines regarding the preparation needed for nursing practice and for the work of ancillary nursing personnel.

The 1964 ANA House of Delegates adopted a motion that "ANA continue to work toward baccalaureate education as the educational foundation for professional nursing practice." The house requested that the Committee on Education work with "all deliberate speed to enunciate a precise definition of preparation for nursing at all levels." This request resulted in the development and ANA Board of Directors endorsement in 1965 of *A Position Paper on Educational Preparation for Nurse Practitioners and Assistants to Nurses*.

The major assumption underlying the development of the position paper was that "education for those in the health professions must increase in depth and breadth as scientific knowledge expands." According to members of the Committee on Education, the purpose of the position paper was to describe a system of education rather than to label practitioners. These following principles were set forth in the position paper:

- The education for all those who are licensed to practice nursing should take place in institutions of higher education.
- Minimum preparation for beginning professional nursing practice at the present time should be a baccalaureate degree education in nursing.
- Minimum preparation for beginning technical nursing practice at the present time should be an associate degree education in nursing.

- Education for assistants in the health care occupations should be short, intensive preservice programs in vocational education institutions rather than on-the-job training programs.

As approximately 78% of the nurses in practice in 1965 were graduates of hospital-based diploma programs, concern was expressed regarding the impact of the document on the status of these nurses. Therefore, in 1966, the ANA Board of Directors approved the publication of a brochure *A Date With the Future* which interpreted the meaning of the position paper for graduates of hospital schools of nursing. The brochure stated:

"The position paper addresses itself to the future of the nursing profession to insure that nursing will exercise its rightful voice and influence in the health care complex of tomorrow. As ANA plans for the future ANA members are assured that: 1) There is no change in legal status for the diploma nurse. Nurses graduated from and now enrolled in state approved diploma programs are eligible upon graduation to become licensed as registered nurses. 2) The position paper does not in any way affect what nurses have already achieved, but rather it focuses on the impending and long overdue changes in the system of nursing education."

Also in 1966, the ANA Board of Directors adopted a motion that "appropriate groups within ANA be encouraged to develop statements on qualifications, utilization, distribution, and enumeration of nursing personnel needed to provide nursing care in health care facilities." In addition, the board endorsed an ANA-NLN Joint Statement on Community Planning for Nursing Education. A second joint statement on the same topic was endorsed in 1967.

This all led to the board adopting a statement in 1967 on continuing education for nurses. The brochure, *Avenues for Continued Learning*, was described as a companion document to the 1965 position paper to encourage continuing professional education of all practicing nurses without regard to their previous preparation.

In 1968, the ANA House of Delegates adopted three platform planks relative to nursing education including support for community planning for "the sound and orderly transition of nursing education into institutions of higher learning."

During the 1968-1970 biennium, the Commission on Nursing Education spelled out criteria for all new nursing programs in a communication to state boards of nursing and SNAs. The commission outlined the following minimum requirements: control by an educational institution (college or university), adequate numbers of competent faculty with graduate preparation in nursing and education, adequate financial support, and provision of clinical learning laboratories for the projected number of students.

In 1969, the ANA Board of Directors approved a statement on graduate education in nursing. This statement was considered one statement in a continuing series to comprise a comprehensive philosophy of nursing education. On the basis of an examination of the traditional goals and values of graduate education and an analysis of the expanding responsibilities of nurses, the association declared, "The major purpose of graduate education in nursing should be the

preparation of nurse clinicians capable of improving nursing care through the advancement of nursing theory and science." Also in 1969 and 1970, the board endorsed various statements aimed at ending discrimination in education for nursing practice.

Upon completing its two and one-half years of investigation in 1970, the National Commission for the Study of Nursing and Nursing Education stated that nursing's educational system should be centered in collegiate institutions to insure enlarged social, economic, and educational opportunities. The report, *An Abstract for Action* contained four recommendations:

1. Federal agencies and private foundations should appropriate grant funds and research contracts to investigate the impact of nursing practice on the effectiveness of the health care sodium.
2. Each state should create a planning committee to recommend specific guidelines to insure inclusion of nursing education within collegiate institutions.
3. A national joint practice commission, composed of representatives of physicians and nurses, should be established to discuss the congruent roles of the two professions.
4. Federal, regional, state, and local governments should adopt measures for the increased support of nursing research as well as nursing education.

In meetings in 1970 and 1971, the Board of Directors reviewed the commission's report and endorsed its principal recommendations, pointing out that these recommendations were closely allied to ANA's long-held objectives for nursing education. The board urged SNAs to study the report and to intensify their efforts to advance implementation. The House of Delegates endorsed the report of the commission in 1970 and for the next biennium, the association worked to implement the commission's recommendations. Special attention was placed on the securing of federal aid for nursing education. Also in 1970, the house agreed that ANA should seek development of remedial programs which will prepare minorities to enter schools of nursing; to seek increased funds to provide schools of nursing with low cost loans and scholarship aid; and to urge schools of nursing to develop programs of cultural studies.

In 1971, the Board of Directors took steps to establish a permanent structural unit (Council on Continuing Education) to deal with continuing education matters. Also in 1971, the National Student Nurses Association (NSNA) passed a resolution requesting that ANA submit in writing to NSNA its definition of the role and the status of the diploma programs and graduates before the 1972 NSNA convention. The board approved a response which contained the following statements:

"The belief of ANA is that the education of all future licensed practitioners of nursing should be in institutions of higher education...where a student earns an associate or baccalaureate degree. The ANA Position Paper (1965) addressed itself to the future to insure that nursing would exercise its rightful voice and influence in the health care complex of tomorrow. The position paper did not in any way affect what nurses had already achieved.... There is no change in the legal status of graduates of diploma

programs. Nurses graduated from and now enrolled in state-approved programs are eligible upon graduation to become licensed as registered nurses, subject to individual state laws."

NSNA expressed dissatisfaction with ANA's response and requested that ANA write a new position paper and include student participation in the rewriting.

In 1973, the Board of Directors approved a *Statement on Graduates of Diploma Schools of Nursing* developed by an ad hoc committee composed of representatives from ANA's membership and specialty nursing organization membership. This statement contained the following observations:

"The ANA Board of Directors wants to reaffirm its recognition that graduates of diploma schools of nursing are giving the bulk of the professional nursing care in the country.... The primary purpose of the 1965 Position Paper was twofold: to declare that general education should assume its full responsibility for the preparation of nursing, as it does for the preparation of other professionals; and to assure the youth of nursing the kind of education that can be equated academically with that of others.... Nurses have reacted primarily against the attempt to distinguish between preparation for 'professional' or 'technical' practice. These references were intended as goals for future educational programs, and were not to be used to describe nurses as individuals."

In conjunction with the adoption of the *Statement on Graduates of Diploma Schools of Nursing*, the board took the following action:

1. That every program unit of ANA take into account the special needs and interests of diploma school graduates when developing their plans for each biennium.
2. That the Commission on Nursing Education identify means by which diploma school graduates can continue their education and that the commission use its knowledge and influence to make educational opportunities available, and to promote the standardization and use of challenge mechanisms which would permit diploma graduates to have their skills and knowledge recognized and credited.
3. That all structural units and particularly the Commission on Economic and General Welfare in its concern with classification systems explore mechanisms that can be adopted to allow for horizontal and vertical mobility, and thus recognize an individual's experience, competency, and demonstrated abilities.
4. That the Commission on Nursing Education be asked to examine and determine the relevancy of the use of the terms 'professional' and 'technical' to distinguish basic preparation for nursing practice and to recognize all registered nurses as professionals.

(The commission presented a report to the board in 1974, prepared by its Task Force on Technical Terms, examining the terms "professional" and "technical." However, the board voted to take no action on the report as presented and referred it again to the commission. In 1975, the

commission present a revised statement to the board and the board tabled a motion that "the Board of Directors accept the commission statement on the terms 'professional' and 'technical' for use within and by ANA structural units.")

In 1975, the Commission on Nursing Education issued *Standards for Nursing Education*.

The House of Delegates, in 1976, requested the board convene a national conference of appropriate representatives for the purpose of developing a statement on entry into nursing practice. The house also urged the board and staff to continue energies to counteract efforts to subjugate nursing education and nurse educators to the supervision, direction, and control by any discipline other than professional nurses. Also in 1976, the house referred to the board a motion to reaffirm the position taken by the 1966 house that the baccalaureate degree in nursing be established as a requirement for entry into the profession of nursing. Later in 1978, the board reported that this motion was incorporated into the discussion during the national conference on entry into practice held in 1978.

During the 1976-1978 biennium, the Commission on Nursing Education completed for publication three statements: "New Directions for Graduate Education in Nursing," "Policy for Public Funding of Nursing Education," and "Flexible Patterns in Nursing Education."

The conference mandated by the House of Delegates in 1976 to develop a statement on entry into nursing practice occurred in 1978. The purpose of the conference was to provide the opportunity for selected representatives of the nursing profession to 1) debate the issues related to entry into nursing practice; 2) explore and discuss methods that can be utilized to implement ANA's 1965 statement on educational preparation; and 3) propose recommendations for further plans and activities regarding entry into the practice of nursing. The National Conference on Entry Into Nursing Practice was a working conference planned for 400 participants which included nurse legislators, representatives from the Division of Nursing, educators from each type of nursing programs, representatives from a variety of other nursing organizations, and three representatives for each SNA. Resolutions presented to the 1978 House of Delegates from this conference brought about agreement of the house to ensure that two categories of nursing practice be clearly identified and titled by 1980 and that by 1985 the minimum preparation for entry into professional nursing practice be the baccalaureate in nursing; and to support increased accessibility to high-quality career mobility programs that utilize flexible approaches for individuals seeking academic degrees in nursing.

The 1980 House of Delegates agreed to consider the effects the proposed changes in educational requirements for nurses might have on minority representation in nursing. The house also agreed to endorse, publish, and disseminate educational mobility guidelines to be utilized as a mechanism to promote increased accessibility to nursing education programs for individuals seeking academic degrees in nursing. ANA agreed to advocate that nurses interested in pursuing a baccalaureate in nursing seek enrollment in colleges and schools that give consideration to the ANA standards for nursing education.

1982 brought about an agreement for ANA to move forward to expedite implementation of the baccalaureate in nursing as the minimal educational qualification for entry into professional

nursing practice. And in 1984, ANA agreed to establish the goal that the baccalaureate for professional nursing practice be implemented in 5% of the states by 1986, 15% of the states by 1988, 50% of the states by 1992, and 100% of the states by 1995. The ultimate goal would be congruence of professional nurse licensure with the educational base of the baccalaureate in nursing.

Titling for licensure initiated major discussion at the 1985 House of Delegates as the house agreed to urge SNAs to establish the baccalaureate with a major in nursing as the minimum educational requirement for licensure and to retain the legal title, Registered Nurse, for that license and to establish the associate degree with a major in nursing as the educational requirement for licensure to practice technical nursing. ANA also went on record as supporting the legal title of Associate Nurse for the technical level of nursing. The house that year also supported the National Federation of Licensed Practical Nurses to increase the educational preparation of the Licensed Practical Nurse/Licensed Vocational Nurse to the associate degree level and to work with this group and the National Association for Practical Nurse Education and Service to achieve their support for ANA's position on the title associate nurse for the technical level.

Grandfathering of Licensed Practical Nurse/Licensed Vocational Nurse to the Associate Nurse (AN) was an issue in 1986 as the house agreed that whenever a given state implements the title "associate nurse" that currently licensed LPN/LVNs be grandfathered into technical nursing practice with that title. The educational requirement of the associate degree in nursing for those individuals would be waived.

The 1995 House of Delegates entertained *Report NDNA: Educational Requirement for Professional Nursing Practice*, submitted by the North Dakota Nurses Association which asserted that action must be taken to implement the baccalaureate in nursing degree as the minimum requirement for RN licensure. It further contended that the position of nursing in the health care debate will be strengthened by ensuring that future nurses will be prepared at the appropriate level. Following much discussion both in the Reference Hearing and on the floor of the House, the report, declaring the baccalaureate degree in nursing as the educational requirement for the beginning registered nurse, as amended, was adopted. Thereby, the 1995 HOD agreed to: 1) Declare the baccalaureate degree in nursing as the educational requirement for the beginning registered or "basic" nurse in the final edition of *Nursing: A Social Policy Statement* now renamed *Nursing's Social Policy Statement*; and 2) Collaborate with selected major nursing organizations and other affected groups to identify factors impeding baccalaureate education as the entry level for professional nursing practice. In addition, the HOD voted to develop alternatives to achieve ANA's 1965 position on education for professional nursing with intent for state specific grandparenting provisions.

III. Positions, Position Statements and Documents

A. Undergraduate Education

Nursing Education for Ethnic Minorities, 1970

- ANA agrees to seek development of remedial programs which will prepare minorities to enter schools of nursing; seek increased funds to provide schools of nursing with low cost loans and scholarship aid; and urge schools of nursing, including graduate programs, to develop programs of cultural studies.

Adopted by the 1970 ANA House of Delegates.

Preparation for Primary Health Care Practice, 1972

- ANA agrees that all schools of nursing and professional nursing programs should provide learning opportunities in the basic curriculum and through programs of continuing education for competence in primary health care practice.

Adopted by the 1972 ANA House of Delegates.

Nursing Education and Research, 1974

- ANA agrees that the education process in nursing should reflect the importance of research activity as a basis for nursing practice and the research training process should be initiated at the undergraduate level and also be a prominent part of all graduate education.

Adopted by the 1974 ANA House of Delegates.

NLN Statement of Concern About Degree Programs for Nursing Students, 1974

- ANA agrees to endorse the 1971 NLN "Statement of Concern About Degree Programs for Nursing Students That Have no Major in Nursing" and to keep SNAs, ANA's members, and the public informed of these programs that do not conform to standards approved for education for nursing practice.

Adopted by the 1974 ANA House of Delegates.

Identification and Titling of Establishment of Two Categories of Nursing Practice, 1978

- ANA agrees to ensure that two categories of nursing practice be clearly identified and titled by 1980 and that by 1985 the minimum preparation for entry into professional nursing practice be the baccalaureate in nursing.

Adopted by the 1978 ANA House of Delegates.

Increasing Accessibility to Career Mobility Programs in Nursing, 1978

- ANA agrees to support increased accessibility to high-quality career mobility programs that utilize flexible approaches for individuals seeking academic degrees in nursing.

Adopted by the 1978 ANA House of Delegates.

Educational Preparation in Gerontological Nursing, 1978

- ANA agrees to encourage universal inclusion of gerontological nursing content in the curricula of basic nursing education programs; to encourage graduate programs

in gerontological nursing to ensure adequate numbers of faculty to teach gerontological nursing; and to encourage continuing education programming in gerontological nursing to supplement the preparation of practicing registered nurses.

Adopted by the 1978 ANA House of Delegates.

Baccalaureate Scholarship Programs, 1978

- ANA agrees to support the Commission on Human Rights in its efforts to create a scholarship fund to support baccalaureate education for registered nurses and that the criteria for selection of scholarship recipients reflect national priorities for increasing access to nursing care in underserved areas of our population.

Adopted by the 1978 ANA House of Delegates.

Minority Representation in Nursing Education, 1980

- ANA agrees to consider the effects the proposed changes in educational requirements for nurses may have on minority representation in nursing and to support legislation and continued funding that will increase the recruitment and graduation of minority person in baccalaureate and higher degree nursing programs.

Adopted by the 1980 ANA House of Delegates.

Implementation and Evaluation of Educational Mobility Guidelines, 1980

- ANA agrees to endorse, publish, and disseminate educational mobility guidelines

to be utilized as a mechanism to promote increased accessibility to nursing education programs for individuals seeking academic degrees in nursing.

Adopted by the 1980 ANA House of Delegates.

Baccalaureate Programs in Nursing for Registered Nurses, 1980

■ ANA agrees to advocate that nurses interested in pursuing a baccalaureate in nursing seek enrollment in colleges and schools that give consideration to the ANA standards for nursing education; that institutions of higher education seek appropriate consultation in preparation for national professional accreditation; and that schools of nursing that meet the ANA standards and qualifications for national professional accreditation, provide flexible educational opportunities for nurses seeking academic degrees in nursing.

Adopted by the 1980 ANA House of Delegates.

Educational Preparation for Nurses Caring for Older Adults in Acute Care Settings, 1980

■ ANA agrees to encourage basic education and to promote continuing education in the nursing care of acutely ill older adults.

Adopted by the 1980 ANA House of Delegates.

Ethics in the Nursing Curriculum, 1980

■ ANA agrees to encourage the expansion and strengthening of ethics content in the nursing curriculum; urge nursing education programs to provide each nursing student with a copy of the Code for Nurses; and encourage SNAs to sponsor

continuing education offerings to support faculty in their efforts to strengthen the ethics content in the nursing curriculum.

Adopted by the 1980 ANA House of Delegates.

Education for Professional Nursing Practice, 1982

- ANA agrees to move forward to expedite implementation of the baccalaureate in nursing as the minimal educational qualification for entry into professional nursing practice.

Adopted by the 1982 ANA House of Delegates.

Implementation of the Baccalaureate, 1984

- ANA agrees to establish the goal that the baccalaureate for professional nursing practice be implemented in:
 - 5% of the states by 1986
 - 15% of the states by 1988
 - 50% of the states by 1992
 - 100% of the states by 1995with the ultimate goal being congruence of professional nurse licensure with the educational base of the baccalaureate in nursing.

Adopted by the 1984 ANA House of Delegates.

Titling for Licensure, 1985

- ANA agrees to urge SNAs to establish the baccalaureate with a major in nursing as the minimum educational requirement for licensure and to retain the legal title, Registered Nurse, for that license and to establish the associate degree with a

major in nursing as the educational requirement for licensure to practice technical nursing. ANA also went on record as supporting the legal title of Associate Nurse for the technical level of nursing.

Adopted by the 1985 ANA House of Delegates.

Support of NFLPN Position on LPN Education, 1985

■ ANA agrees to go on record to support the National Federation of Licensed Practical Nurses to increase the educational preparation of the Licensed Practical Nurse/ Licensed Vocational Nurse to the associate degree level and to work with this group and the National Association for Practical Nurse Education and Service to achieve their support for our position on the title associate nurse for the technical level.

Adopted by the 1985 ANA House of Delegates.

Grandfathering of Licensed Practical Nurse/ Licensed Vocational Nurse to Associate Nurse, 1986

■ ANA agrees to support the position that whenever a given state implements the title "associate nurse" (AN), currently licensed LPN/LVNs be grandfathered into technical nursing practice with that title, and that the educational requirement of the associate degree in nursing be waived.

Adopted by the 1986 ANA House of Delegates.

Curriculum Content for Nursing Care of AIDS Patients, 1988

■ ANA agrees to encourage greater emphasis on infection control principles in nursing curricula; to sponsor a conference to identify curriculum content for teaching

nursing students the care of AIDS patients; and to develop a model workshop for teaching nursing faculty about incorporating AIDS content into the curriculum.

Adopted by the 1988 ANA House of Delegates.

Educational Requirements for Professional Nursing Practice, 1995

■ ANA agrees to declare the baccalaureate degree in nursing as the educational requirement for the beginning registered or "basic" nurse in the final edition of *Nursing: A Social Policy Statement* now renamed *Nursing's Social Policy Statement*; develop and provide resources (educational and statistical) to assist and support SNAs in their efforts to persuade nurses, educational and health care institutions, legislators, and the public of the importance of adopting this educational standard; and develop and implement strategies to facilitate nurses obtaining baccalaureate preparation in nursing to enhance their marketability in a highly competitive restructuring health care delivery system.

Adopted by the 1995 ANA House of Delegates.

B. Graduate Education

Nursing Education for Ethnic Minorities, 1970

■ ANA agrees to seek development of remedial programs which will prepare minorities to enter schools of nursing; seek increased funds to provide schools of nursing with low cost loans and scholarship aid; and urge schools of nursing, including graduate programs, to develop programs of

cultural studies.

Adopted by the 1970 ANA House of Delegates.

Continued Education, 1972

- ANA agrees to communicate the expectation that all schools of nursing develop innovative approaches to continued education; seek funds to support these programs from both public and private sources; encourage regional planning to minimize unnecessary duplication and provide a broad spectrum of opportunities; and to encourage graduate programs to assist faculty to continue their educational preparation.

Adopted by the 1972 ANA House of Delegates.

Nursing Education and Research, 1974

- ANA agrees that the education process in nursing should reflect the importance of research activity as a basis for nursing practice and the research training process should be initiated at the undergraduate level and also be a prominent part of all graduate education.

Adopted by the 1974 ANA House of Delegates.

Educational Preparation in Gerontological Nursing, 1978

- ANA agrees to encourage universal inclusion of gerontological nursing content in the curricula of basic nursing education programs; to encourage graduate programs in gerontological nursing to ensure adequate numbers of faculty to teach gerontological

nursing; and to encourage continuing education programming in gerontological nursing to supplement the preparation of practicing registered nurses.

Adopted by the 1978 ANA House of Delegates.

Graduate Education for Nursing Service Administration, 1978

- ANA agrees to endorse expansion of funding for graduate programs for preparation of nursing administrators and for initiation of new programs.

Adopted by the 1978 ANA House of Delegates.

Minority Representation in Nursing Education, 1980

- ANA agrees to consider the effects the proposed changes in educational requirements for nurses may have on minority representation in nursing and to support legislation and continued funding that will increase the recruitment and graduation of minority person in baccalaureate and higher degree nursing programs.

Adopted by the 1980 ANA House of Delegates.

Educational Preparation for Nurses Caring for Older Adults in Acute Care Settings, 1980

- ANA agrees to encourage basic education and to promote continuing education in the nursing care of acutely ill older adults.

Adopted by the 1980 ANA House of Delegates.

Ethics in the Nursing Curriculum, 1980

- ANA agrees to encourage the expansion and strengthening of ethics content in the nursing curriculum; urge nursing education programs to provide each nursing student with a copy of the Code for Nurses; and encourage SNAs to sponsor continuing education offerings to support faculty in their efforts to strengthen the ethics content in the nursing curriculum.

Adopted by the 1980 ANA House of Delegates.

Implementation Standards for Advanced Nursing Practice as a Nurse Practitioner, 1984

- ANA agrees to reaffirm its commitment to graduate preparation in nursing for entry into advanced nursing practice as a Nurse Practitioner by 1990 and to charge the SNAs with disseminating information regarding the 1990 graduate degree requirement to all their members and to programs preparing nurse practitioners.

Adopted by the 1984 ANA House of Delegates.

Definition of Advanced Practice Registered Nurse (APRN), 1993

- ANA approves a definition of Advanced Practice Registered Nurse (APRN) for purposes of standardizing the regulation of advanced practice registered nurses:

Advanced practice registered nurses (APRN) are professional nurses who have successfully completed a graduate program in nursing or a related area that provides specialized knowledge and skills that form the foundation for expanded roles in health care.

Adopted by the ANA Board of Directors in 1983. (The position is stated in total.)

C. Continuing Education & Staff Development

Preparation for Primary Health Care Practice, 1972

- ANA agrees that all schools of nursing and professional nursing programs should provide learning opportunities in the basic curriculum and through programs of continuing education for competence in primary health care practice.

Adopted by the 1972 ANA House of Delegates.

Continuing Education as Prerequisite for Continuing License to Practice, 1974

- ANA agrees to express its support for establishing participation in continuing education approved by SNAs as one prerequisite for continuing registration of the license to practice the profession of nursing and to assist SNAs in developing systems for implementing this requirement which will insure interstate mobility of licensed practitioners of nursing.

Adopted by the 1974 ANA House of Delegates.

Continuing Education and Development of CERPS, 1974

- ANA agrees to reaffirm support for continuing education recognition programs and that SNAs move forward to strengthen continuing education recognition programs (CERPS).

Adopted by the 1974 ANA House of Delegates.

Provision of High-Quality Continuing Education to Registered Nurses, 1980

- ANA agrees to reaffirm its commitment to the delivery of high-quality continuing education; to continue to support the ANA standards for continuing education in nursing and the accreditation program and the procedures and mechanisms implemented by the ANA National Accreditation Board; and to maintain accreditation for its continuing education activities through the national model.

Adopted by the 1980 ANA House of Delegates.

Cultural Diversity in Nursing, 1986

- ANA agrees to demonstrate its commitment to improving the quality of nursing education and nursing care by inclusion of culturally relevant information in future standards of nursing practice, nursing diagnoses, certification offerings, and continuing education offerings.

Adopted by the 1986 ANA House of Delegates.

ANA Continuing Education Master Plan Mission Statement, 1987

- ANA approves the ANA Continuing Education Master Plan Mission Statement as follows:

Consistent with the American Nurses Association's purpose and functions as stated in its bylaws and strategic plan, its continuing education mission is to demonstrate a commitment to enhancing the knowledge of individual members of the profession about environments in which health care is delivered and in which nursing is practiced, and their ability to influence them by:

- providing continuing education services to the SNAs and
- making available to nurses continuing education opportunities that address issues relevant to nursing and health care from a national perspective.

Adopted by the ANA Board of Directors in 1987. (The policy is stated in total.)

Position Statement on Guidelines for Commercial Support of Continuing Nursing Education, 1994

■ ANA developed guidelines on "Commercial Support of Continuing Nursing Education" to assist/guide nursing continuing educators who wish to utilize the resources of corporations to provide continuing education programs. These guidelines enable the provider to maintain a balance between the need for industry-supported dissemination of scientific information and promotional activities which meet the requirements of law, as well as professional standards of the American Nurses Association.

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*AMERICAN NURSES ASSOCIATION
House of Delegates
Policy/Position*

Resolution: **Continued Education**

Source: ANA House of Delegates

Date: 1972

Policy/Position: The ANA House of Delegates agreed that:

- 1) ANA communicate the expectation that all schools of nursing within educational institutions develop innovative approaches to continued education;
- 2) funds to support education programs including continued education be sought from the widest variety of sources, public and private;
- 3) regional planning be encouraged in order to provide a broad spectrum of opportunities and to minimize unnecessary duplication; and
- 4) graduate programs in nursing be encouraged to develop new and innovative ways to assist faculty to continue their educational preparation.

AMERICAN NURSES ASSOCIATION
House of Delegates
Policy/Position

Resolution: **Preparation for Primary Health Care Practice**

Source: ANA House of Delegates

Date: 1972

Policy/Position: The ANA House of Delegates agreed that:

- 1) all programs in nursing which prepare nurses for professional practice provide learning opportunities in the basic curriculum for competence in primary health care practice; and
- 2) schools of nursing educating for professional practice provide learning opportunities through programs of continuing education to enable registered nurses, active and inactive, to augment their knowledge and skills sufficiently to be competent as practitioners who give primary health care.

AMERICAN NURSES ASSOCIATION
House of Delegates
Policy/Position

Resolution: **National League for Nursing Statement of Concern About Degree Programs for Nursing Students**

Source: ANA House of Delegates

Date: 1974

Policy/Position: The ANA House of Delegates agreed:

- 1) to endorse the 1971 NLN "Statement of Concern About Degree Programs for Nursing Students who have no Major in Nursing;" and
- 2) through state nurses associations, keep ANA's members and the public informed regarding these programs which do not conform to standards approved for education for nursing practice.

AMERICAN NURSES ASSOCIATION
House of Delegates
Policy/Position

Resolution: **Nursing Education and Research**

Source: ANA House of Delegates

Date: 1974

Policy/Position: The ANA House of Delegates agreed that:
 1) the educational process in nursing reflect the importance
 of research activity as a basis for nursing practice; and
 2) the research training process be initiated at the
 undergraduate level and be a prominent part of all graduate
 education.

AMERICAN NURSES ASSOCIATION
House of Delegates
Policy/Position

Resolution: **Continuing Education and Development of Continuing Education Recognition Programs (CERPS)**

Source: ANA House of Delegates

Date: 1974

Policy/Position: The ANA House of Delegates agreed:

- 1) to reaffirm support for continuing education recognition programs; and
- 2) that SNAs move forward to strengthen continuing education recognition programs.

AMERICAN NURSES ASSOCIATION
House of Delegates
Policy/Position

Motion: **Continuing Education as Prerequisite for Continuing License to Practice**

Source: ANA House of Delegates

Date: 1974

Policy/Position: The ANA House of Delegates expressed its strong support for establishing participation in continuing education approved by state nurses associations as one prerequisite for continuing registration of the license to practice the profession of nursing; and agreed that ANA assist state nurses associations in developing systems for implementing this requirement which will insure interstate mobility of licensed practitioners of nursing.

AMERICAN NURSES ASSOCIATION
House of Delegates
Policy/Position

Resolution: **Graduate Education for Nursing Service Administration**

Source: ANA House of Delegates

Date: 1978

Policy/Position: The ANA House of Delegates agreed to endorse expansion of funding for graduate programs for preparation of nursing administrators and for initiation of new programs.

AMERICAN NURSES ASSOCIATION
House of Delegates
Policy/Position

Resolution: **Identification and Titling of Establishment of Two Categories of Nursing Practice**

Source: ANA House of Delegates

Date: 1978

Policy/Position: The ANA House of Delegates agreed:

- 1) to ensure that two categories of nursing practice be clearly identified and titled by 1980;
- 2) that by 1985 the minimum preparation for entry into professional nursing practice be the baccalaureate in nursing;
- 3) that ANA, through appropriate structural units, work closely with SNAs and other nursing organizations to identify and define the two categories of nursing practice; and
- 4) that national guidelines for implementation be identified and reported back to the ANA membership by 1980.

AMERICAN NURSES ASSOCIATION
House of Delegates
Policy/Position

Resolution: **Increasing Accessibility to Career Mobility Programs in Nursing**

Source: ANA House of Delegates

Date: 1978

Policy/Position: The ANA House of Delegates agreed to actively support increased accessibility to high-quality career mobility programs that utilize flexible approaches for individuals seeking academic degrees in nursing.

*AMERICAN NURSES ASSOCIATION
House of Delegates
Policy/Position*

Resolution: **Baccalaureate Scholarship Programs**

Source: ANA House of Delegates

Date: 1978

Policy/Position: The ANA House of Delegates agreed:

- 1) to support the Commission on Human Rights in its efforts to create a scholarship fund to support baccalaureate education for registered nurses; and
- 2) that the criteria for selection of scholarship recipients reflect national priorities for increasing access to nursing care in underserved areas of our population.

AMERICAN NURSES ASSOCIATION
House of Delegates
Policy/Position

Resolution: **Educational Preparation in Gerontological Nursing**

Source: ANA House of Delegates

Date: 1978

Policy/Position: The ANA House of Delegates agreed to encourage:

- 1) universal inclusion of gerontological nursing content in the curricula of basic nursing education programs;
- 2) graduate programs in gerontological nursing to ensure adequate numbers of faculty to teach gerontological nursing and of gerontological nurse researchers to expand the scientific base for gerontological nursing practice; and
- 3) continuing education programming in gerontological nursing to supplement the preparation of practicing registered nurses who have not had gerontological nursing in basic preparation.

AMERICAN NURSES ASSOCIATION
House of Delegates
Policy/Position

Resolution: **Provision of High-Quality Continuing Education to Registered Nurses**

Source: ANA House of Delegates

Date: 1980

Policy/Position: The ANA House of Delegates agreed:

- 1) that nursing reaffirm its commitment to the delivery of high-quality continuing education;
- 2) that ANA and its constituents continue to support the ANA standards for continuing education in nursing and the accreditation program;
- 3) that ANA and its constituents continue to support the procedures and mechanisms implemented by the ANA National Accreditation Board; and
- 4) that ANA maintain accreditation for its continuing education activities through the national model.

AMERICAN NURSES ASSOCIATION
House of Delegates
Policy/Position

Resolution: **Ethics in the Nursing Curriculum**

Source: ANA House of Delegates

Date: 1980

Policy/Position: The ANA House of Delegates agreed to:

- 1) encourage the expansion of ethics content in the nursing curriculum;
- 2) urge nursing education programs to assess the ethics content in their curriculum and strengthen such content as necessary; and
- 3) urge nursing education programs to provide each nursing student with a copy of the Code for Nurses; and
- 4) encourage state nurses associations to sponsor continuing education offerings and other activities that will support faculty in nursing education programs in their efforts to strengthen the ethics content in the nursing curriculum.

AMERICAN NURSES ASSOCIATION
House of Delegates
Policy/Position

| | |
|--------------------|--|
| Resolution: | Educational Preparation for Nurses Caring for Older Adults in Acute Care Settings |
| Source: | ANA House of Delegates |
| Date: | 1980 |
| Policy/Position: | The ANA House of Delegates agreed to: <ol style="list-style-type: none">1) encourage basic education in the nursing care of acutely ill older adults; and2) promote continuing education regarding nursing care of the acutely ill older adult for practicing registered nurses. |

AMERICAN NURSES ASSOCIATION
House of Delegates
Policy/Position

Resolution: **Baccalaureate Programs in Nursing for Registered Nurses**

Source: ANA House of Delegates

Date: 1980

Policy/Position: The ANA House of Delegates agreed to advocate:

- 1) that nurses interested in pursuing a baccalaureate in nursing as preparation for a nursing career seek enrollment in established colleges, schools, and/or departments of nursing that give consideration to the ANA standards for nursing education and permit the pursuit of advanced nursing degrees;
- 2) that institutions of higher education study carefully the ANA standards for nursing education and seek appropriate consultation in preparation for national professional accreditation; and
- 3) that schools of nursing that meet the ANA standards for nursing education and the standards and qualifications for national professional accreditation, develop options that provide flexible educational opportunities for nurses seeking academic degrees in nursing.

AMERICAN NURSES ASSOCIATION
House of Delegates
Policy/Position

Resolution: **Implementation and Evaluation of Educational Mobility Guidelines**

Source: ANA House of Delegates

Date: 1980

Policy/Position: The ANA House of Delegates agreed to endorse the adopted educational mobility guidelines and direct the ANA Commission on Nursing Education to publish and disseminate these guidelines so that they can be utilized as a mechanism to promote increased accessibility to nursing education programs for individuals seeking academic degrees in nursing.

AMERICAN NURSES ASSOCIATION
House of Delegates
Policy/Position

Report: **Education for Professional Nursing Practice**

Source: ANA House of Delegates

Date: 1982

Policy/Position: The ANA House of Delegates agreed to move forward in the coming biennium to expedite implementation of the baccalaureate in nursing as the minimal educational qualification for entry into professional nursing practice.

AMERICAN NURSES ASSOCIATION
House of Delegates
Policy/Position

Resolution: **Implementation Standards for Advanced Nursing Practice As a Nurse Practitioner**

Source: ANA House of Delegates

Date: 1984

Policy/Position: The ANA House of Delegates agreed:

- 1) to reaffirm its commitment to graduate preparation in nursing for entry into advanced nursing practice as a Nurse Practitioner by 1990; and
- 2) that the state nurses associations be charged with the responsibility for disseminating information regarding the 1990 graduate degree requirement to all their constituent members and to programs preparing nurse practitioner

AMERICAN NURSES ASSOCIATION
House of Delegates
Policy/Position

Report: **Implementation of the Baccalaureate**

Source: ANA House of Delegates

Date: 1984

Policy/Position: The ANA House of Delegates agreed to establish the goal that the baccalaureate for professional nursing practice be implemented in
5% of the states by 1986
15% of the states by 1988
50% of the states by 1992 and
100% of the states by 1995
with the ultimate goal being congruence of professional nurse licensure with the educational base of the baccalaureate in nursing.

AMERICAN NURSES ASSOCIATION
House of Delegates
Policy/Position

Motion: **Support of National Federation of Licensed Practical Nurses
Position on Licensed Practical Nurses Education**

Source: ANA House of Delegates

Date: 1985

Policy/Position: The ANA House of Delegates agreed that in light of the position of the National Federation of Licensed Practical Nurses to increase the educational preparation of the Licensed Practice Nurse/Licensed Vocational Nurse to the associate degree level, that ANA go on record in support of this position and begin immediately to work with this group and the National Association for Practical Nurse Education and Service to achieve their support for our position on the title associate nurse for the technical level.

AMERICAN NURSES ASSOCIATION
House of Delegates
Policy/Position

Report: **Grandfathering of Licensed Practical Nurse/Licensed Vocational Nurse to Associate Nurse**

Source: ANA House of Delegates

Date: 1986

Policy/Position: The ANA House of Delegates agreed to support the position that whenever a given state implements the title "associate nurse" (A.N.), currently licensed LPN/LVNs be grandfathered into technical nursing practice with that title, and that the educational requirement of the associate degree in nursing be waived.

*AMERICAN NURSES ASSOCIATION
House of Delegates
Policy/Position*

Report: **Curriculum Content for Nursing Care of AIDS Patients**

Source: ANA House of Delegates

Date: 1988

Policy/Position: The ANA House of Delegates agreed to:

- 1) strongly encourage greater emphasis on infection control principles in nursing curricula;
- 2) sponsor a conference/workshop to identify curriculum content for teaching nursing students the care of AIDS patients; and
- 3) develop a model workshop based on the conference results using adult learning principles and innovative teaching strategies for teaching nursing faculty about incorporating AIDS content into the curriculum.

*AMERICAN NURSES ASSOCIATION
House of Delegates
Policy/Position*

| | |
|------------------|---|
| Report: | Educational Requirements for Professional Nursing Practice |
| Source: | ANA House of Delegates |
| Date: | 1995 |
| Policy/Position: | <p>The ANA House of Delegates agreed to:</p> <ol style="list-style-type: none"> 1) declare the baccalaureate degree in nursing as the educational requirement for the beginning registered or "basic" nurse in the final edition of <i>Nursing: A Social Policy Statement</i> now renamed <i>Nursing's Social Policy Statement</i>; <ul style="list-style-type: none"> • collaborate with selected major nursing organizations and other affected groups to identify factors impeding baccalaureate education as the entry level for professional nursing practice; • develop alternatives to achieve ANA's 1965 position on education for professional nursing with intent for state specific grandparenting provisions; • report the results of collaborative activities and alternative strategies to the 1996 House of Delegates; 2) develop and provide resources (educational and statistical) to assist and support SNAs in their efforts to persuade nurses, educational and health care institutions, legislators, and the public of the importance of adopting this educational standard; and, 3) develop and implement strategies, with its constituent SNAs, to facilitate nurses obtaining baccalaureate preparation in nursing to enhance their marketability in a highly competitive restructuring health care delivery system. |

AMERICAN NURSES ASSOCIATION
House of Delegates
Policy/Position

Resolution: **Nursing Education for Ethnic Minorities**

Source: ANA House of Delegates

Date: 1970

Policy/Position: The ANA House of Delegates agreed to:

- 1) actively seek development of remedial programs which will prepare minority group men and women to enter schools of nursing;
- 2) seek increased funds to provide schools of nursing with low cost loans and scholarship aid;
- 3) urge schools of nursing, including graduate programs, to develop programs of cultural studies of various ethnic groups; and
- 4) seek ways to sponsor programs which will help nurses to work with community groups in defining and obtaining services to meet their health care needs.

*AMERICAN NURSES ASSOCIATION
House of Delegates
Policy/Position*

Resolution: **Minority Representation in Nursing Education**

Source: ANA House of Delegates

Date: 1980

Policy/Position: The ANA House of Delegates agreed:

- 1) that ANA and its constituents give major consideration to the effects that the proposed changes in educational requirements for nurses may have on minority representation in nursing;
- 2) to establish liaison relationships with various groups representing minority nurses in order to facilitate collaboration regarding the educational needs of minorities;
- 3) that ANA and its constituents sustain their active role in the reaffirmation of their commitment to increase the numbers of blacks and other minorities in the nursing profession by introducing new legislation and vigorously supporting legislation that will increase recruitment, retention, and graduation of minority persons in baccalaureate and higher degree programs in nursing;
- 4) to establish liaison relationships with various educational groups to facilitate the dissemination of information and provide support for recruitment of minority persons into baccalaureate programs in nursing;
- 5) to support continued funding from multiple sources to assure institutionalization of programs in nursing education designed to increase minority representation in nursing, and exert its political power toward securing financial support for black and other minority institutions; and
- 6) to support the development of mechanisms for financial assistance for minority students in basic and graduate nursing education programs.

*AMERICAN NURSES ASSOCIATION
House of Delegates
Policy/Position*

Resolution: **Cultural Diversity in Nursing**

Source: ANA House of Delegates

Date: 1986

Policy/Position: The ANA House of Delegates agreed to demonstrate its commitment to improving the quality of nursing education and nursing care by inclusion of culturally relevant information in future standards of nursing practice, nursing diagnoses, certification offering, and continuing education offerings.

*AMERICAN NURSES ASSOCIATION
House of Delegates
Policy/Position*

Report: **Titling for Licensure**

Source: ANA House of Delegates

Date: 1985

Policy/Position: The ANA House of Delegates agreed to urge state nurses associations to move to:

- 1) establish the baccalaureate with a major in nursing as the minimum educational requirement for licensure to practice professional nursing and to retain the legal title, Registered Nurse, for that license;
- 2) urge SNAs to move to establish the associate degree with a major in nursing as the educational requirement for licensure to practice technical nursing with such degree being awarded by an institution of higher education chartered by the state or commonwealth to grant academic degrees, e.g., community or junior colleges; and
- 3) urge SNAs to move to assure that the educational preparation is congruent with the scope of practice of those licensed to practice technical nursing; that the American Nurses Association go on record as supporting the legal title of Associate Nurse for the technical level of nursing.

AMERICAN NURSES ASSOCIATION
Board of Directors
Policy/Position

Title: **ANA Continuing Education Master Plan Mission Statement**

Source: ANA Board of Directors

Date: April 3, 1987

Policy/Position: The Board of Directors approved the ANA Continuing Education Master Plan Mission Statement as follows:

Consistent with the American Nurses Association's (ANA's) purpose and functions as stated in its bylaws and strategic plan, its continuing education mission is to demonstrate a commitment to enhancing the knowledge of individual members of the profession about environments in which health care is delivered and in which nursing is practiced, and their ability to influence them by:

- providing continuing education services to the SNAs and
- making available to nurses continuing education opportunities that address issues relevant to nursing and health care from a national perspective.

*AMERICAN NURSES ASSOCIATION
Board of Directors
Policy/Position*

Title: **Definition of Advanced Practice Registered Nurse (APRN)**

Source: ANA Board of Directors

Date: April 13, 1993

Policy/Position: The Board of Directors approved the definition of Advanced Practice Registered Nurse (APRN) for purposes of standardizing the regulation of advanced practice registered nurses:

Advanced practice registered nurses (APRN) are professional nurses who have successfully completed a graduate program in nursing or a related area that provides specialized knowledge and skills that form the foundation for expanded roles in health care.

AMERICAN NURSES ASSOCIATION
Position Statement
on
Guidelines for Commercial Support of Continuing Nursing Education

Summary: The attached guidelines on "Commercial Support of Continuing Nursing Education" have been developed by the American Nurses Association (ANA) to assist/guide nursing continuing educators who wish to utilize the resources of corporations to provide continuing education programs. These guidelines enable the provider to maintain a balance between the need for industry-supported dissemination of scientific information and promotional activities which meet the requirements of law, as well as professional standards of the American Nurses Association.

Background: The American Nurses Association (ANA) strongly supports continuing education for nurses and other health care providers as a means of ensuring high quality care for patients and clients. In recent years, businesses that provide continuing education (CE) have experienced tremendous growth accompanied by increased cost to conduct a program. As a result, with increasing frequency, CE programs and research projects involving the nursing profession are funded or sponsored by pharmaceutical companies, the airline industry and health care product companies. Combining education and promotion of products or procedures can potentially entail the loss of objectivity in the educational mission, and can detract from the important benefits of continuing nursing education (CNE) to nurses. Consequently, it is critical that ANA provide guidelines for the profession to facilitate responsible oversight of commercial support for CNE.

In 1992, the Food and Drug Administration (FDA) issued a policy statement on industry supported scientific and educational activities for health care professionals. An important element of the policy is a written agreement between the supporting company and the provider of an educational program, stating that the activity is to be educational and non-promotional, and that the company is to play no role in the design or conduct of the program that might bias the treatment of the topic. FDA regulations clearly affect drug and product company exhibitors at nursing and other health discipline conferences. ANA agrees that the goal should be the free exchange of information in a non-biased scientific independent manner, and that a policy of full disclosure and independent provider activity must be pursued.

CE providers have benefitted by corporate support of educational programs for many years. However, in today's environment, with the public highly focused on health care and its cost, one of the areas being closely scrutinized is pharmaceutical expenditures for advertising and promotion, much of which occurs at medical, dental, and other health care educational or scientific conferences. It is clear that with an increasing number of states granting prescriptive privileges for nurses there will be increased interest by pharmaceutical and other commercial companies in

gaining access to these nurses. A major means of gaining access is through supporting CNE. Additionally, many advanced practice nurses are currently employed in institutional settings and have the opportunity to influence purchasing power within those institutions. It is timely for ANA to explore these issues and in particular examine professional policy, and ethical codes which guide the practice of nursing continuing educators.

References:

Association of American Medical Colleges. Guidelines for Faculty Involvement in Commercially Supported Continuing Medical Education. Washington, D.C., 1992, p. 4.

Accreditation Council for Continuing Medical Education. Standards for Commercial Support of Continuing Medical Education, Lake Bluff, Illinois. 1992.

Food and Drug Administration. Industry Supported Scientific/Educational Activities Policy Statement. 57 Federal Register 56, 412 (1992).

Effective Date: April 8, 1994

Status: New Position Statement

Originated by: Council on Continuing Education and Staff Development

Adopted by: ANA Board of Directors

Related Past Action: Code for Nurses with Interpretive Statements, 1985

Attachment I

AMERICAN NURSES ASSOCIATION Guidelines for Commercial Support of Continuing Nursing Education

PREAMBLE

The purpose of continuing nursing education (CNE) is to build upon the educational and experiential bases of the professional nurse for the enhancement of practice, education, administration, research or theory development to the end of improving the health of the public. It is the responsibility of the provider of a CNE activity to assure that the activity is designed primarily for that purpose.

Commercial companies often provide financial support of these continuing education activities. These activities include: (a) education sessions within the conference program, and/or (b) education sessions developed by the exhibitor. The relationship between the provider and the commercial supporter necessitates a separation of the independent education activities and promotion of commercial products or procedures. Combining education and promotion can entail the potential loss of a critical element of objectivity in the educational mission and can detract from the important benefits of CNE to nurses and the health care consumer. Guidance from ANA is offered to prevent conflict of interest. These guidelines are designed to facilitate responsible oversight of commercial support for the provision of continuing nursing education in both audiences.

Guiding Principles¹

There are several guiding principles which will help to avoid conflict of interest and the introduction of bias in CNE activities. These are:

- CNE is conducted for the education of the audience and for the benefit of the health care consumer. It builds upon the knowledge and competence levels of nurses. It should not be primarily for the benefit of the commercial supporters, providers, or presenters involved in the activity.
- CNE programs should be objective and, where legitimate differences or contrasting views exist, balanced. The assurance of objectivity and balance is the responsibility of the provider.
- Factors that can result in the introduction of bias must be avoided. These may include monetary inducements beyond necessary expenses, gifts of more than nominal value, or personal amenities.
- Presenters, topics, course materials and "enduring materials" must be subject to the approval of and be the responsibility of the provider and not be at the discretion of commercial sponsor(s).
- Disclosure of affiliations, sponsorships, financial support and other potentially biasing factors must routinely be made to the audience by the provider and

¹ Adapted from: Association of American Medical Colleges. (1992). *Guidelines for Faculty Involvement in Commercially Supported Continuing Medical Education*. Washington D.C.: Association of American Medical Colleges, 4.

participating presenters.

--The educational activity records document evidence of compliance with the Guidelines for Commercial Support of Continuing Education.

Independence of Approved Continuing Nursing Education Providers

--The design and production of continuing nursing educational activities shall be the responsibility of the providers. This responsibility includes approval of topics, presenters, educational materials, and the administration of the activities.

--The educational activities shall be free of endorsement and bias for or against any product and shall not be used for promotional purposes.

Exhibits

When commercial exhibits are part of a CNE activity, arrangements for the exhibits shall not influence planning or interfere with the presentation of the CNE activity. If at all possible, exhibits and promotional materials should not be displayed or distributed in the same room as the educational activity. If this is not possible, there should be some method of separating the exhibits from the part of the room used for educational presentation.

Providers may allow representatives of commercial supporters to attend educational activities as long as the representatives do not engage in sales or promotional activities while the educational presentation is taking place.

Contact hours shall not be awarded for time spent visiting exhibits. Legitimate learning experiences with commercial products, as part of the educational design, documented with objectives, content outlines and evaluation, may be awarded contact hours. Such activities may include experience on computer systems and with software to learn the use of information systems for clinical decision making.

Disclosure

The provider of continuing nursing education shall have a policy requiring disclosure to the audience of any and all potentially biasing factors in the educational activities. Such factors include financial or professional interests of the presenter with the commercial products used in the educational presentation. Disclosure shall occur in brief statements on program materials such as brochures, syllabi, and publications. Disclosure to participants shall be documented and entered into the provider file.

Financial

Management of funds from commercial supporters

Independence of the provider(s) in the use of contributed funds

--The provider should be responsible for and accountable for the administration of the financial aspects of CNE activities. Generally, commercial support should be given to the provider unit in the form of designated or unrestricted educational grants. The terms and conditions of the support should be documented.

--All support associated with a CNE activity must be given with the full knowledge and approval of the provider. No other funds from a commercial supporter should be paid to the administrator of the provider unit, presenter(s), or others involved in the educational activity.

Payments to Presenter(s)

--Payment of reasonable honoraria and reimbursement of out of pocket expenses for presenters is customary and proper. Providing honoraria, accommodations, or travel arrangements for faculty beyond those normally needed to accomplish the educational function is not appropriate.

Acknowledgement of Commercial Support

--Commercial support must be acknowledged in print to the audience. Reference to specific products should not be made.

Accountability for Commercial Support

--Following the CNE activity, upon request, the provider should be prepared to report to each commercial supporter, information concerning the expenditure of funds each has provided.

--Each commercial supporter shall report information concerning their expenditures in support of the activity to the provider.

Social Events

--Commercially supported social events at CNE activities should not compete with, nor take precedence over the educational events.

Financial Support for Participation in Educational Activities

--In connection with an educational activity, the provider may not use funds originating from a commercial source to pay travel, lodging, registration fees, or personal expenses for non-participants.

--Scholarship or other special funding to permit participants to attend CNE activities may be provided.

--The provider shall have a written protocol for awarding of scholarships, if applicable.

Documentation

To document compliance with disclosure, financial and independence guidelines, the following should be maintained for each educational activity receiving commercial support:

--a letter of agreement with the commercial supporter(s) specifying:

- 1) the terms of acceptance of the educational grant;
- 2) the specific financial or other assistance provided;
- 3) the clear statement of provider responsibility for planning,

content, and execution of the educational activity

4) any assistance with materials/information provided by the commercial supporter at the provider's request.

--a letter of agreement with presenters including policies and forms for declaring conflict of interest.

--written evidence of follow-up on any problem or complaint related to the commercial support of the CNE activity.