

## NCSBN ANALYSIS:

A Comparison of Selected Military Health Care Occupation Curricula  
with a Standard Licensed Practical/Vocational Nurse Curriculum





#### Mission Statement

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## Introduction

The recently released White House report titled, *The Fast Track to Civilian Employment: Streamlining Credentialing and Licensing for Service Members, Veterans and Their Spouses*, encourages states to support legislative efforts that will transition veterans into the civilian workplace. The National Council of State Boards of Nursing (NCSBN®) wholeheartedly joins these efforts. We value the contributions veterans have made in the military and acknowledge their training and experience. Our goal is to assist U.S. boards of nursing (BONs) in making licensing decisions that will help veterans safely and competently enter civilian careers in nursing.

Some of the questions that have arisen out of the president's initiative to transition veterans to civilian careers pertain to the role of the licensed practical/vocational nurse (LPN/VN), including:

- Do Army health care specialists (medics), Navy corpsmen and Air Force airmen have the knowledge, skills and abilities to transition into a career as an LPN/VN directly from their military service?
- What are the differences between military training and LPN/VN education?
- Should veterans be given credit for some of their education and training that will allow them to accelerate through the LPN/VN program?

To assist in answering these questions, NCSBN staff, with consultation from leading experts in the areas of nursing and military education, conducted an in-depth analysis of the health care specialist (medic), corpsman and airman curricula, and compared these with a standard LPN/VN curriculum. The standard LPN/VN curriculum developed for this project is comparable to the LPN/VN curricula approved by U.S. BONs. In addition, NCSBN staff reviewed the Army LPN program and compared it with the standard LPN/VN curriculum; this analysis is provided within this report, along with recommendations and legislative talking points.

NCSBN welcomes any questions related to the information in this report. We are dedicated to assisting BONs in licensing decisions that will allow veterans to enter nursing competently and safely.

## Development of the Standard LPN/VN Curriculum

A standard LPN/VN curriculum, comparable to those approved by U.S. BONs, was necessary for this review and analysis. NCSBN staff, with experience in curriculum development and LPN/VN nurse education, consulted a national expert in LPN/VN curriculum development and produced a standard LPN/VN curriculum to be used for these analyses. The consultant, Patty Knecht, MS, RN, is currently leading a national initiative to develop a core LPN/VN curriculum.

The elements of the standard LPN/VN curriculum developed for this project are considered minimal core requirements for an LPN/VN program. Although some variation exists across the country and some LPN/VN programs may integrate, present or outline the content differently (i.e., through laboratory exercises, simulation, lecture, etc.), this is a comprehensive standard curriculum that is representative of the minimum didactic and clinical requirements necessary for practical/vocational nursing education in the U.S.



## The Standard LPN/VN Curriculum

The Standard LPN/VN Curriculum - Essential Content	
<b>Anatomy and Physiology</b>	
Chemistry of the body, electrolytes and body fluids	
Structure and function of cells and tissues	
Structure and function of the body systems	
Common diseases affecting the body systems and drugs used for treatment	
<b>Pharmacology</b>	
Pharmacological calculations	
Classification of medications	
Pharmacokinetics and pharmacodynamics of medications	
Nursing considerations in medication administration (six rights/critical thinking)	
<b>Nursing Fundamentals</b>	
Incidence/prevalence of disease and the health care system	
Issues in health care	
Therapeutic communication techniques	
Cultural considerations in health/illness	
Health promotion activities	
Infectious process and infection control	
Basic nursing care including nutrition (minimum of 35 hours of clinical and 27 hours of lab included in clinical hours total)	
Nursing assessment (full vs. focused assessment)	
Nursing process/critical thinking	
Documentation	
<b>Medical-Surgical</b>	
IV fluids and calculations of rates and role of LPN/VN	
Drug classifications	
Understanding diagnostic studies and LPN/VN role	
Care of the surgical patient	
Care of the oncology patient (death and dying)	
Bloodborne pathogens and standard precautions - integrated	
Psychosocial, cultural, spiritual and ethnic considerations with patients - integrated	
Community services - integrated	
Provide safe and effective care	
Physiological implications of disease process - integrated	
Obtaining laboratory specimens/interpreting results	
Nursing process - integrated	
Role of LPN/VN in patient education - integrated	
Informed consent - integrated	
LPN/VN role in physical assessment - integrated	
Care of the older patient - integrated	
Care of patients with cardiovascular and peripheral vascular disorders	
Care of patients with respiratory disorders	
Care of patients with gastrointestinal disorders	
Care of patients with endocrine disorders	
Care of patients with immune disorders	
Care of patients with skin disorders	

**The Standard LPN/VN Curriculum - Essential Content**

Health promotion activities - integrated

Care of patients with blood and lymphatic disorders

Care of the patient with a reproductive disorder

Care of the patient with a musculoskeletal disorder

Care of the patient with a genitourinary disorder

Care of the patient with a sensory disorder (eye and ear)

Care of the patient with a neurological disorder

Care of the patient with a mental health disorder (could be separate or integrated)

Community health nursing

Gerontological nursing

**Maternal and Child Health Nursing**

Impact of family in maternal child health - integrated

Ethical issues in perinatal nursing - integrated

Physiological changes during the perinatal period - integrated

Health promotion in maternal child nursing - integrated

Cultural impact - integrated

Community resources - integrated

Normal growth and development

Providing safe patient care during prenatal/labor and delivery and postnatal

Introduction of maternal/child health with review of reproduction

Prenatal and complications

Providing safe patient care to pediatric patients

Labor and delivery

Postnatal with family; women's health care and care of newborn, including congenital anomalies

Normal infant, toddler, preschooler, school-aged and adolescent child

Care of the pediatric patient, including data collection and procedures

Care of child with fluid and electrolyte imbalances

Care of child with sensory or neurologic conditions

Care of child with musculoskeletal disorders

Care of child with respiratory disorders

Care of child with cardiovascular disorders

Care of child with blood, blood-forming organs or lymphatic disorders

Care of child with gastrointestinal disorders

Care of child with genitourinary disorders

Care of child with skin disorders

Care of child with endocrine conditions

Care of child with communicable disease

Care of child with psychosocial disorder

**Issues in Nursing**

Legal aspects of nursing

Ethical aspects of nursing

## Military Health Care Occupations Examined in this Analysis: Role/Program Descriptions

The following are short descriptions of the military health care occupations that were analyzed and compared with the standard LPN/VN curriculum.

### Basic Medical Technician Corpsman Program (Navy HM0000/Air Force BMTCP 4N0X1)

**Description of Role:** The Basic Medical Technician Corpsman Program prepares service members to function as entry-level medical technicians in fixed and nonfixed medical facilities, performing duties to provide quality emergency nursing and primary care procedures. Graduates demonstrate the ability to comprehend, evaluate and apply information relevant to the role of the basic medical technician; technical proficiency in entry-level skills required to fulfill the role of a basic medical technician; and personal and professional behavior consistent with the expectations of the basic medical technician.

**Program Description:** The Basic Medical Technician Corpsman Program provides the enlisted with basic knowledge of emergency medicine and nursing care. The program consists of lectures, group activities, demonstrations, hands-on instruction and clinical practice, and may include computer-based or blended learning activities.

### Air Force Independent Duty Medical Technician (IDMT 4N0X1C)

**Description of Role:** This role builds on the skills acquired in the Basic Medical Technician Corpsman Program (BMTCP 4N0X1), which serves as a prerequisite. The Air Force independent duty medical technician is an advanced role and is trained to operate a medical aid station at a remote or isolated duty station, provide medical support to a nonmedical field unit or provide medical support to other government agencies and joint service missions. The training is specific to performing emergency medical, dental and surgical procedures to stabilize a patient's condition until evacuation for definitive care can occur.

**Length of Course:** Not specified, but approximately 13 weeks based on standard 8-hour training day and total program hours of 517.

**Course Description:** This course includes training in obtaining medical histories; examining, assessing, treating and documenting patient care encounters in the absence of a physician; performing emergency medical, dental and surgical procedures to stabilize a patient's condition until evacuation for definitive care can occur; monitoring medical aspects of special interest programs and health promotions; advanced medication administration; low complexity laboratory procedures; and conducting preventive medicine and food safety inspection in lieu of public health and bioenvironmental health personnel.

**Course Prerequisites:** Prior to enrollment in the course, the enlisted must possess Primary Air Force Specialty Code (PAFSC) 4N051/71 and three years experience practicing as a 4N0XX with two years of direct patient care. Additionally, the enlisted must have completed 4N Vol 3 Anatomy and Physiology CDC or IDMT BIO 100 Anatomy and Physiology.

### Army Health Care Specialist (68W Army Medic)

**Description of Role:** The Army health care specialist (medic) is trained to administer emergency care on the battlefield and may also administer limited primary care in battalion aide stations (BAS). Health care specialists (medics) are taught to do rapid assessments and quickly respond to acute injuries and other emergencies. They are experts in evacuation and acquire high level skills to administer care of the severely wounded. The civilian equivalent to this role is an emergency medical technician (EMT).

**Length of Course:** 16 weeks

**Course Description:** The Army Medic Course is taught in three distinct phases:

Phase I: Basic EMT Training

Focus is on immediate, emergency care. All participants must pass the National Registry Emergency Medical Technician-Basic (NREMT) examination.

### Phase II: Limited Primary Care

This prepares the health care specialist (medic) for serving in a BAS. Coursework covers injuries, illnesses and procedures commonly seen in a BAS. Content covered includes basic physical assessment and history taking, abdominal primary care, basic wound care, eye, ear, nose and throat (EENT) primary care, infection asepsis, sterile technique, injections, medication administration, orthopedic primary care, respiratory primary care, pharmacology, medical documentation and venipuncture.

### Phase III: Field Craft

This prepares the health care specialist (medic) for combat. Coursework includes battlefield medicine, combat casualty assessment, battlefield injuries and combat evacuation. Content includes management of shock, traumatic brain injuries, burns, ocular injuries, abdominal trauma, hemorrhage control and vascular access.

### Summary of Skills

The 68W Army Health Care Specialist is a registered EMT. He/she has a wide range of skills that help them react to emergencies.

Strengths: physical assessment of acute injuries, limited primary care, advanced level skills from venipuncture to intraosseous fluid replacement and chest tube insertion. Some pharmacology and the principles of medication administration are integrated into the course. The health care specialist (medic) does learn about the care of the adult and child with cardiovascular, respiratory, gastrointestinal, endocrine (diabetic), skin, hemodynamic, musculoskeletal, neurological, sensory, and mental health disorder, but the emphasis is placed on emergency care. The goal of this course is passage of the EMT exam and learning to use these skills on the battlefield.

## AN ANALYSIS OF MILITARY CURRICULA WITH THE STANDARD LPN/VN CURRICULUM

### Key:

0 = Military curriculum does not meet requirement

1 = Military curriculum partially meets requirement

2 = Military curriculum meets requirement

Standard LPN/VN Curriculum - Essential Content	Military Occupations			
	Navy HM0000	Air Force BMTCP 4N0X1	Air Force IDMT 4N0X1C	Army Medic 68W Healthcare Specialist
<b>Anatomy and Physiology</b>				
Chemistry of the body, electrolytes and body fluids	1	1	2	1
Structure and function of cells and tissues	1	1	2	1
Structure and function of the body systems	1	1	2	1
Common diseases affecting the body systems and drugs used for treatment	1	1	2	1
<b>Pharmacology</b>				
Pharmacological calculations	2	2	2	2
Classification of medications	2	2	2	1
Pharmacokinetics and pharmacodynamics of medications	0	0	1	1
Nursing considerations in medication administration (six rights/critical thinking)	1	1	2	1
<b>Nursing Fundamentals</b>				
Incidence/prevalence of disease and the health care system	0	0	1	0
Issues in health care	0	0	0	0
Therapeutic communication techniques	1	1	1	2
Cultural considerations in health/illness	1	1	1	2
Health promotion activities	1	0	0	0
Infectious process and infection control	1	1	1	2
Basic nursing care including nutrition (minimum of 35 hours of clinical and 27 hours of lab included in clinical hours total)	1	1	1	Assess skills
Nursing assessment (full vs. focused assessment)	1	1	1	1
Nursing process/critical thinking	1	1	1	0
Documentation	1	1	1	1
<b>Medical-Surgical</b>				
IV fluids and calculations of rates and role of LPN/VN	1	1	1	2
Drug classifications	2	2	2	1
Understanding diagnostic studies and LPN/VN role	1	1	1	1
Care of the surgical patient	1	1	1	1
Care of the oncology patient (death and dying)	1	1	1	0
Bloodborne pathogens and standard precautions - integrated	1	1	1	2
Psychosocial, cultural, spiritual and ethnic considerations with patients - integrated	1	1	1	1
Community services - integrated	0	0	0	0
Provide safe and effective care	2	2	2	2
Physiological implications of disease process - integrated	1	1	2	1
Obtaining laboratory specimens/interpreting results	1	1	1	2
Nursing process - integrated	0	0	0	0
Role of LPN/VN in patient education - integrated	0	0	0	0
Informed consent - integrated	2	2	2	0
LPN/VN role in physical assessment - integrated	1	1	1	2
Care of the older patient - integrated	1	1	1	0

## AN ANALYSIS OF MILITARY CURRICULA WITH THE STANDARD LPN/VN CURRICULUM

Key:

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Standard LPN/VN Curriculum - Essential Content	Military Occupations			
	Navy HM0000	Air Force BMTCP 4N0X1	Air Force IDMT 4N0X1C	Army Medic 68W Healthcare Specialist
Care of patients with cardiovascular and peripheral vascular disorders	1	1	2	1
Care of patients with respiratory disorders	1	1	2	1
Care of patients with gastrointestinal disorders	1	1	2	1
Care of patients with endocrine disorders	1	1	2	1
Care of patients with immune disorders	1	1	1	0
Care of patients with skin disorders	1	1	2	2
Health promotion activities - integrated	1	0	0	0
Care of patients with blood and lymphatic disorders	0	0	2	0
Care of the patient with a reproductive disorder	1	1	2	0
Care of the patient with a musculoskeletal disorder	1	1	2	1
Care of the patient with a genitourinary disorder	1	1	2	0
Care of the patient with a sensory disorder (eye and ear)	2	2	2	1
Care of the patient with a neurological disorder	1	1	2	1
Care of the patient with a mental health disorder (could be separate or integrated)	1	1	2	1
Community health nursing	0	0	0	0
Gerontological nursing	1	1	1	0
<b>Maternal and Child Health Nursing</b>				
Impact of family in maternal child health - integrated	0	0	0	0
Ethical issues in perinatal nursing - integrated	0	0	0	0
Physiological changes during the perinatal period - integrated	0	0	0	0
Health promotion in maternal child nursing - integrated	0	0	0	0
Cultural impact - integrated	0	0	0	0
Community resources - integrated	0	0	0	0
Normal growth and development	1	1	1	2
Providing safe patient care during prenatal/labor and delivery and postnatal	0	0	0	1
Introduction of maternal/child health with review of reproduction	0	0	0	0
Prenatal and complications	0	0	0	0
Providing safe patient care to pediatric patients	0	0	0	2
Labor and delivery	0	0	0	2
Postnatal with family; women's health care and care of newborn, including congenital anomalies	0	0	0	0
Normal infant, toddler, preschooler, school-aged and adolescent child	0	0	0	0
Care of the pediatric patient, including data collection and procedures	0	0	0	2
Care of child with fluid and electrolyte imbalances	0	0	0	1
Care of child with sensory or neurologic conditions	0	0	0	1
Care of child with musculoskeletal disorders	0	0	0	1
Care of child with respiratory disorders	0	0	0	1
Care of child with cardiovascular disorders	0	0	0	1
Care of child with blood, blood-forming organs or lymphatic disorders	0	0	0	0
Care of child with gastrointestinal disorders	0	0	0	1

## AN ANALYSIS OF MILITARY CURRICULA WITH THE STANDARD LPN/VN CURRICULUM

Key:

0 = Military curriculum does not meet requirement

1 = Military curriculum partially meets requirement

2 = Military curriculum meets requirement

Standard LPN/VN Curriculum - Essential Content	Military Occupations			
	Navy HM0000	Air Force BMTCP 4N0X1	Air Force IDMT 4N0X1C	Army Medic 68W Healthcare Specialist
Care of child with genitourinary disorders	0	0	0	0
Care of child with skin disorders	0	0	0	1
Care of child with endocrine conditions	0	0	0	1
Care of child with communicable disease	0	0	0	1
Care of child with psychosocial disorder	0	0	0	1
<b>Issues in Nursing</b>				
Legal aspects of nursing	1	1	1	0
Ethical aspects of nursing	1	1	1	0

### Army Practical Nurse Program (68WM6)

**Description of Role:** The Army practical nurse specialist supervises or performs preventive, therapeutic and emergency nursing care procedures under the supervision of a physician, nurse or noncommissioned officer. Program instruction includes advanced anatomy and physiology, pathophysiology and appropriate nursing care, expanded use of infection control principles, and pharmacokinetics and medication administration. The nursing process is integrated throughout the program. The clinical rotations include medical-surgical, pre- and post-operative, pediatrics, obstetrics, gerontology, emergency room, and critical care settings.

**Length of Course:** Phase 1 is 8 weeks; Phase 2 is 40 weeks.

**Course Description:** This is a two-phase course that provides skills and knowledge necessary to become a proficient entry level LPN/VN. Phase 1 is taught at the Academy of Health Sciences Fort Sam Houston and Phase 2 is taught at designated medical treatment facilities.

**Course Prerequisites:** Prior to enrollment in the course, a student must have a minimum of 24 months of experience as a 68W.

## AN ANALYSIS OF THE ARMY 68WM6 LPN PROGRAM WITH THE STANDARD LPN/VN CURRICULUM

Key:

0 = Military curriculum does not meet requirement

1 = Military curriculum partially meets requirement

2 = Military curriculum meets requirement

Standard LPN/VN Curriculum - Essential Content	Army 68WM6
<b>Anatomy and Physiology</b>	
Chemistry of the body, electrolytes and body fluids	2
Structure and function of cells and tissues	2
Structure and function of the body systems	2
Common diseases affecting the body systems and drugs used for treatment	2
<b>Pharmacology</b>	
Pharmacological calculations	2
Classification of medications	2
Pharmacokinetics and pharmacodynamics of medications	2
Nursing considerations in medication administration (six rights/critical thinking)	2

## AN ANALYSIS OF THE ARMY 68WM6 LPN PROGRAM WITH THE STANDARD LPN/VN CURRICULUM

Key:

0 = Military curriculum does not meet requirement

1 = Military curriculum partially meets requirement

2 = Military curriculum meets requirement

Standard LPN/VN Curriculum - Essential Content	Army 68WM6
<b>Nursing Fundamentals</b>	
Incidence/prevalence of disease and the health care system	2
Issues in health care	2
Therapeutic communication techniques	2
Cultural considerations in health/illness	2
Health promotion activities	2
Infectious process and infection control	2
Basic nursing care including nutrition (minimum of 35 hours of clinical and 27 hours of lab included in clinical hours total)	2
Nursing assessment (full vs. focused assessment)	2
Nursing process/critical thinking	2
Documentation	2
<b>Medical-Surgical</b>	
IV fluids and calculations of rates and role of LPN/VN	2
Drug classifications	2
Understanding diagnostic studies and LPN/VN role	2
Care of the surgical patient	2
Care of the oncology patient (death and dying)	2
Bloodborne pathogens and standard precautions - integrated	2
Psychosocial, cultural, spiritual and ethnic considerations with patients - integrated	2
Community services - integrated	2
Provide safe and effective care	2
Physiological implications of disease process - integrated	2
Obtaining laboratory specimens/interpreting results	2
Nursing process - integrated	2
Role of LPN/VN in patient education - integrated	2
Informed consent - integrated	2
LPN/VN role in physical assessment - integrated	2
Care of the older patient - integrated	2
Care of patients with cardiovascular and peripheral vascular disorders	2
Care of patients with respiratory disorders	2
Care of patients with gastrointestinal disorders	2
Care of patients with endocrine disorders	2
Care of patients with immune disorders	2
Care of patients with skin disorders	2
Health promotion activities - integrated	2
Care of patients with blood and lymphatic disorders	2
Care of the patient with a reproductive disorder	2
Care of the patient with a musculoskeletal disorder	2
Care of the patient with a genitourinary disorder	2
Care of the patient with a sensory disorder (eye and ear)	2
Care of the patient with a neurological disorder	2
Care of the patient with a mental health disorder (could be separate or integrated)	2



## AN ANALYSIS OF THE ARMY 68WM6 LPN PROGRAM WITH THE STANDARD LPN/VN CURRICULUM

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2 = Military curriculum meets requirement

Standard LPN/VN Curriculum - Essential Content	Army 68WM6
Community health nursing	2
Gerontological nursing	2
<b>Maternal and Child Health Nursing</b>	
Impact of family in maternal child health - integrated	2
Ethical issues in perinatal nursing - integrated	2
Physiological changes during the perinatal period - integrated	2
Health promotion in maternal child nursing - integrated	2
Cultural impact - integrated	2
Community resources - integrated	2
Normal growth and development	2
Providing safe patient care during prenatal/labor and delivery and postnatal	2
Introduction of maternal/child health with review of reproduction	2
Prenatal and complications	2
Providing safe patient care to pediatric patients	2
Labor and delivery	2
Postnatal with family; women's health care and care of newborn, including congenital anomalies	2
Normal infant, toddler, preschooler, school-aged and adolescent child	2
Care of the pediatric patient, including data collection and procedures	2
Care of child with fluid and electrolyte imbalances	2
Care of child with sensory or neurologic conditions	2
Care of child with musculoskeletal disorders	2
Care of child with respiratory disorders	2
Care of child with cardiovascular disorders	2
Care of child with blood, blood-forming organs or lymphatic disorders	2
Care of child with gastrointestinal disorders	2
Care of child with genitourinary disorders	2
Care of child with skin disorders	2
Care of child with endocrine conditions	2
Care of child with communicable disease	2
Care of child with psychosocial disorder	2
<b>Issues in Nursing</b>	
Legal aspects of nursing	2
Ethical aspects of nursing	2

## Summary and Recommendations

1. After an extensive review of health care specialist (medic), corpsman and airman curricula and comparing it with a standard LPN/VN curriculum, significant differences in content were identified. These differences preclude granting an LPN/VN license to veterans specialized in these areas without additional practical/vocational nurse coursework and clinical experience.
2. For veterans with training and experience as health care specialists (medics), corpsmen and airmen, civilian BON-approved LPN/VN programs should develop bridge programs that are based on individual assessments of each veteran and geared towards helping these individuals acquire the knowledge, skills and abilities needed to practice as an LPN/VN safely without repeating previously acquired content.
3. Each veteran will be leaving the military with varying levels of experience. Some have inserted chest tubes and performed other small surgical procedures, while others have little, if any, experience doing these procedures and instead had other types of responsibilities (nonhealth care related) during their military service. Therefore, it is recommended that the knowledge, skills and abilities of all veterans entering an LPN/VN program should be formally evaluated/assessed prior to beginning a program. If proficiency is demonstrated, this should be accounted for in the LPN/VN program to assist in accelerating the education process.
4. After successful completion and graduation from the LPN/VN program, the veteran must pass the NCLEX-PN® Examination prior to licensure as an LPN/VN.
5. While the courses offered in military programs are comprehensive and rigorous, a veteran who has been a health care specialist (medic), corpsman or airman must learn the role of the nurse, the nursing process and the science of nursing care. The veteran must learn the role of the LPN/VN, the scope of practice and the principles of delegation in order to practice competently and safely. This is acquired through formal education, both clinical and didactic, and must be integrated throughout the course of study.
6. The Army LPN Program is comparable to a standard LPN/VN program approved by BONs.

## Talking Points: Military Training Exception

NCSBN supports veterans entering the nursing profession. We would like these hard working individuals to succeed and experience long and rewarding careers in the field of nursing.

- **The roles and responsibilities of registered nurses (RNs) and licensed practical/vocational nurses (LPN/VNs) are different from that of health care specialists (medics), corpsmen and airmen. Thus, the training for these military occupations is different from that of nursing education programs.**

Even within the military, RNs and LPNs have separate roles and responsibilities from health care specialists (medics), corpsmen or airmen. The military requires RNs working in military facilities to hold a bachelor's degree in nursing and meet all the requirements of a civilian nursing program approved by a board of nursing (BON). A health care specialist (medic) or corpsman can only become an RN in the military by completing an RN program. Educational exemptions are not offered based on experience or another type/level of training.

Currently, the Army is the only service with an LPN occupational specialty. Certain MOS 68W soldiers (Army combat medics) can attend a course to become an entry level LPN. Students are required to sit for the NCLEX-PN® Examination and obtain licensure as an LVN. Thus, LPNs in the Army receive a substantial amount of additional education above and beyond training as a health care specialist (medic), corpsman or airman.

- **LPN/VN education is different than the training received by health care specialists (medics), corpsmen or airmen.**

After an extensive review of the health care specialist (medic), corpsman and airman curricula and comparing it with a standard LPN/VN curriculum, significant differences in content were identified. The military occupations lack content in the nursing process, health promotion and prevention, care of the pediatric patient, care of the obstetric patient, care of the older adult/geriatric patient, and chronic care management. In addition, the role of the LPN/VN is different from the military health care occupations cited in this report. The veteran needs time to learn a new scope of practice, acclimate to the role of an LPN/VN, and learn how to think and act like an LPN/VN. For those who have only worked on the battlefield, coursework will be needed on the health care delivery system, including hospital systems and long-term care. For a full listing of the educational differences, please review "NCSBN Analysis: A Comparison of Selected Military Health Care Occupation Curricula with a Standard Licensed Practical/Vocational Nurse Curriculum."

- **Allowing health care specialists (medics)/corpsmen/airmen to bypass educational requirements and sit unprepared for the NCLEX® is costly and can undermine test taker confidence.**
- **Graduation from a BON approved LPN/VN program is mandatory for all individuals wishing to be licensed as LPN/VNs; however, some LPN/VN content may overlap and be repetitive of the military occupation program content. NCSBN supports and encourages the development of LPN/VN bridge programs that allow health care specialists (medics), corpsmen and airmen credit for the knowledge, skills, and abilities they acquired in the military and focus content on gaps in knowledge, the nursing process and differences between the military and LPN/VN roles and scope of practice.**

The Army is the only branch of the military to offer an LPN program that provides the training necessary to be licensed as a practical/vocational nurse. NCSBN recommends the development of civilian LPN/VN bridge programs geared towards assisting veterans in mastering the knowledge, skills and abilities needed to practice safely without repeating previously acquired content.

NCSBN represents U.S. BONs and supports the initiative to transition veterans to careers in nursing. NCSBN is working with many groups to address different aspects of this project and should be involved in any discussions regarding this endeavor so that it can assist in assuring veterans have a safe and smooth transition into a career in nursing.