Dear NLN Members,

This issue of your member newsletter has a wonderful story about a nurse educator turned lieutenant governor. Of course she’ll always be a nurse and a nurse educator. Turn to page 3 to learn more about this intriguing individual. What a wonderful role model for all of us.

Also in the coming pages are a photographic taste of the 2016 Summit (to whet your appetite for the upcoming Summit, “Our Community of Colleagues,” September 14-16 in beautiful San Diego).

I’d like to take this opportunity to remind you to stay tuned to the many other channels (in addition to the NLN Report) the League uses to keep you, our members, in the know.

- We communicate in person through our 800 ambassadors on campuses around the country, through the NLN constituent leagues, and through workshops and events in your communities.
- We communicate on social media through Facebook, Twitter, LinkedIn, YouTube, and Google+.
- We communicate electronically through enewsletters and blasts from NLN departments and divisions such as the monthly Professional Development Bulletin with programming news from the NLN’s Centers for Nursing Education, CNEA Connection from the NLN’s accreditation division, my Member Update, our TEQ blog, and much more.

As autumn nears and a new academic year is upon us, I hope that you had a summer of the rejuvenation and exploration that’s crucial to our fulfillment and success as teachers, nurses, administrators, staff, and members of the community.

Beverly Malone, PhD, RN, FAAN
For Nurse Educator Dr. Bethany Hall-Long, Public Service is a Birthright and a Passion

Move over “Hamilton!” There’s another story unfolding in Delaware, where a real, live descendent of the Founding Fathers’ generation is in the spotlight. What’s more, this politician is a member of a minority in public leadership roles. In the hit Broadway musical, Angelica Schuyler, Alexander’s smart, sassy sister-in-law, sang about them: “And when I meet Thomas Jefferson, I’m a-gonna compel him to include women in the sequel – Work!”

Meet Lt. Governor Bethany Hall-Long, PhD, RN, FAAN.

It was her childhood dream to become a nurse, but politics is in her blood and the two have proved a winning combination.

“Growing up I was always interested in public service. Having a few family members that served in Delaware and hearing about the impact and change they were able to make in people’s lives inspired me to pursue a similar path,” this native Delawarean told the NLN Report.

Among Dr. Hall-Long’s forefathers was David Hall, farmer and justice of the peace who participated in the Colonial Assembly from 1753 until the American Revolution. His son, David Hall, Jr., served as an officer in the Continental Army during the War of Independence, later winning the race to become 15th governor of Delaware in 1804 on the Jeffersonian Democratic-Republican ticket. Generations later, Dr. Hall-Long’s great-grandfather, David C. Hall, was elected to the Delaware House of Representatives, from 1916-1920.

Dr. Hall-Long was elected to her current post in January, following 15 years of serving, first in the state’s House of Representatives, beginning in

“When I hear nurses say, ‘I couldn’t stand to do it,’ I say, ‘Take a step back. You’re already doing it.’”
Continued from page 3

2002 and then, since 2008, in the state senate. Asked about a potential future run for national office – perhaps the highest national office – she demurred. “I’m content right now,” she insisted.

At the same time, Dr. Hall-Long, a professor in the School of Nursing at the University of Delaware, who also holds academic appointments at the state’s flagship university in urban affairs and women’s studies, carries a full teaching load, including online course instruction. When the NLN Report caught up with her late one afternoon in March, she had spent the morning with 120 of her undergraduate students teaching a class on community health. Working for two state institutions, she gives back a portion of her salary, stating firmly, “We don’t allow double-dipping in Delaware.”

Attributing success to her professional training – “Nurses, we get things done” – she was proud to share some of her accomplishments in office: “I’ve been one of most prolific legislators in the state senate. I sponsored the most legislation that was passed and signed by the governor. I chaired the Health Committee in the Senate. I worked with lots of communities on economic development and health policy; wellness centers, ranging from cradle to grave; women’s issues: for pay equity, against workplace discrimination, allowing women to breastfeed.”

Now, as a role model to her own students, she revisits the same lessons she learned from her first nurse-educator mentors: the importance of becoming educated in the political process; of raising your voice to effect change; of not sitting on the sidelines. Nurses, who have earned the public trust, she contends, are especially well suited to public service, for a whole host of reasons. And fortuitously, many nurses and nurse educators have schedules flexible enough to accommodate other commitments, as Dr. Hall-Long has herself.

“We care. We put others first. We are respectful of cultural differences. We listen well. We meet people where they are,” she stated. “We treat people equally, without discrimination. These are ideal characteristics for public office, because you have to be a representative of someone else’s interests. Sometimes that means voting differently or supporting a position you don’t [personally] agree with, but it’s something that your constituency wants.

“Nurses have best skill set to run for office,” continued Dr. Hall-Long. “We’re problem solvers… accustomed to hearing both sides. That’s politics. It’s about a tug-of-war over resources. Nurses are often caught in the middle, between parent and child, in a domestic violence dispute, or dealing with a substance abuse or mental health issue. It takes reflection [to mediate between competing forces and allocate limited resources]. “When I hear nurses say, ‘I couldn’t stand to do it,’ I say, ‘Take a step back. You’re already doing it.’” If state

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Then Delaware Senator Hall-Long meets with families in Middletown, DE during her 2016 campaign for lieutenant governor.
office seems daunting, Dr. Hall-Long recommends starting at the local, municipal level.

Her trajectory began with a BSN earned in 1986 at Thomas Jefferson University in Philadelphia. A registered in-patient OB nurse, she then married her high school sweetheart, Dana Long, whose naval training took the couple to Charleston, where, in 1988, Dr. Hall-Long completed her MSN at the Medical University of South Carolina. There, she focused on community health nursing. Working in one of the city’s clinics, she said, “I really saw firsthand how the mentally ill homeless vets didn’t have a voice.” When the clinic was threatened with closure, she was moved to advocate on their behalf. “It was very obvious to me that we had to make phone calls and send emails to the local mayor and town council.”

As frontline caregivers, nurses, she was instructed, are able to spot gaps in service or egregious activity, and theirs is, therefore, a much-needed voice in public policy. In Charleston, she said, faculty “encouraged us to become involved, giving us credit for attending meetings with organizations like the League of Women Voters and suggesting we get internships.” Following their advice, Dr. Hall-Long worked with the US secretary of health’s Commission on Nursing, analyzing data related to policy, which brought her into contact with the Tri-Council of Nursing, including the leadership of the NLN.

Dr. Hall-Long’s next stop was Northern Virginia. While Mr. Long did his final US Navy tour at the Pentagon, she did her advanced degree study in nursing administration and health policy at George Mason University, earning a doctorate in 1993. As a PhD candidate, she again had the chance for public service, working as a Senate fellow with Senators Tad Cochran (R-Mississippi, still serving) and the late Ted Kennedy (D-Massachusetts). “We were looking at reauthorization of the testing policy model of the Nurse Education Act, and I was immersed in the political implications of Title VIII. It was a great opportunity to go to meetings with them, write reports, and attend congressional hearings and lobbying sessions,” said Dr. Hall-Long of her crash course on how things are done on the Hill.

She also had a fellowship in the Department of Health and Human Services, analyzing nursing recruitment and retention studies for the Center for Health Policy. There, under the guidance of pioneering nurse educator Hazel Johnson Brown, the first African American US Army general and first black chief of the Army Nurse Corps, Dr. Hall-Long continued to cross paths with NLN leaders: examining trends in staffing, education, and workforce development; contributing to the NLN’s scholarly journal, Nursing Education Perspectives; and brainstorming about the future of nursing education. Her time in Virginia was spent on state and local politics and working at the grassroots level to help homeless veterans and others.

But the strong pull of family drew the Longs, now with a son, Brock, back home in the late ‘90s. Dr. Hall-Long began her distinguished teaching and scholarly career of more than 20 years at the

Continued on page 6
University of Delaware. She was the first nurse educator to win the university-wide Excellence in Teaching Linbach Foundation Award in 1998. Throughout, she continued to pursue research and community service, building a record of success with at-risk groups such as pregnant teens, diabetics, the homeless, and mentally ill, that have made her a nationally recognized health scientist and expert in public health, health policy, and community-based nursing.

Once elected to state office, she put issues involving health, behavioral health, and addiction; education; and the environment center stage. Her proudest legislative accomplishments are laws designed to improve care, expand access to care, and create a database and process within Delaware’s Health Information Network to control and study health care expenditures and enhance electronic medical record-keeping. For example, one law Dr. Hall-Long sponsored established a coordinated response to care of stroke victims, reducing the number of stroke-related deaths. Another facilitated supported decision-making for people with cognitive or physical disabilities, making Delaware only the second state in the nation to pass such a law. A third created the Drug Overdose Fatality Commission to develop an aggressive approach to the state’s heroin epidemic.

In her successful bid for lieutenant governor, Dr. Hall-Long set forth plans for health care, education, the environment, and infrastructure development. In the arena of health care, specifically, she is concerned with correcting health care inequities; promoting healthy aging and lifestyle choices for adults and children; and battling addiction. Not surprisingly, given the state’s ties to former Vice President Joe Biden, Dr. Hall-Long described Delaware as “pretty progressive. We were one of the first states to embrace an expansion

For students and faculty at her home institution, the University of Delaware, she has helped create opportunities to contribute to scholarship that can help shape national health policy.
of Medicaid [under the Affordable Care Act]. Depending on future Congressional action, we may have to come up with alternative streams of revenue and have a safety plan in place to avoid throwing people off the insurance rolls. I want to have a healthier, stronger state.”

Speaking of her goals in office, outside the state constitutional mandates to preside over the Senate; chair the board of pardons; and “God-forbid, take over for the governor,” Dr. Hall-Long mused, “It really gets down to using my skill set as public health nurse. Whether it’s addressing chronic disease or the opportunity for education or job training, no matter the zip code, we need to have equal opportunity for a solid education and jobs, to have access to health care and economic health.”

For students and faculty at her home institution, she has helped create opportunities to contribute to scholarship that can help shape national health policy. As the principal investigator for the NIH-funded National Children’s Study at the New Castle County (DE) Study Center, Dr. Hall-Long has connected the University of Delaware to this broad-based investigation of environmental influences on health and development from birth until the age of 21. The university has enrolled 1,000 children from New Castle County where researchers are examining causes of injuries, asthma, pregnancy-related problems, obesity, diabetes, behavior, learning, and mental health disorders. Dr. Hall-Long has also made the university an academic site for Delaware’s Medical Reserve Corps, where she is “working with a great staff,” she said, “to oversee and run that program.” The corps, she added, “is a great way for students to learn about and participate in disaster response and management of chronic illness.”

She encourages her students to attend meetings she’s organized on issues like cancer and mental health, offering them education credit. “I try to expose students to all facets of public health, and not limit their thinking to the box of health care. Roads, schools, agriculture – they have to learn to recognize that every domain of public policy affects the practice of nursing and nursing education. Establishing a relationship with the state board of nursing is important because regulations affecting practice in the state are controlled by regulators as much as by legislators.”

Perhaps now more than ever, nurses “have to know how to work with public officials,” Dr. Hall-Long observed. “If you’re not at the table, you’re on the menu. Deans, faculty, administrators of colleges, universities, and hospitals have to know the regulations and be in the dialogue for funding.”

While disheartened by the adversity between parties at the national level, she noted that Delaware, due to its small size, makes working across the aisle a lot friendlier and easier. “We see each other at church or synagogue, at the gym. We break bread together. Tragedy and triumph cross party lines.” Issues affecting “the pocketbook and the heart,” she said, “have a common denominator.” As examples, she cited the shared concerns over the opioid crisis; costs of health care and insuring the uninsured; early intervention and education; stress reduction; exercise; immunizations; jobs; and higher education or preparation for a trade. “It’s a matter of finding the right approach and getting there. When you can sit down and have a cup of coffee with your opponent, you can build relationships and get things done. We are in a unique situation. We see each other and know each other.”
NEW From NLN Press

The NLN works with members to ensure that the content of our books meets the needs of nurse faculty. Three new publications will be unveiled at NLN Summit 2017 in San Diego:

› Critical Conversations: The NLN Guide for Teaching Thinking edited by Susan Gross Forneris, PhD, RN, CNE, CHSE-A and Mary Fey, PhD, RN, CHSE-A

In response to a recommendation from the NLN/INACSL 2015 “Vision for Debriefing Across the Curriculum,” Critical Conversations builds expertise in teaching higher-level reasoning skills using techniques from simulation and debriefing. Integrated knowledge and evidence from diverse fields such as behavioral health, cognitive science, and health care simulation are used to provide steps for nurse educators to engage in thoughtful dialogue with students across the nursing curriculum.

› Designing & Creating a Culture of Care for Students and Faculty: The Chamberlain College of Nursing Model edited by Susan L. Groenwald, PhD, RN, FAAN, ANEF

Though many publications advocate for caring in nursing education, this book and the work it describes are distinguished by thorough coverage of how caring can be operationalized – and made tangible – in all aspects of a school’s mission, vision, people, processes, and practices.

› Roving Leadership: Breaking Through the Boundaries by Sal Tagliareni, PhD and Janice Brewington, PhD, RN, FAAN

Based on the empirical evidence that anyone can be a leader, the theory of roving leadership disputes the notion that leaders are born. This book addresses the myths and boundaries that prevent people from assuming positions of leadership. It provides a unique approach for individuals to reframe their thinking about leadership and how they think of themselves as leaders.

Visit the NLN Bookstore to see all the NLN publications currently available including Marilyn Oermann’s A Systematic Approach to Assessment and Evaluation of Nursing Programs, The NLN Jeffries Simulation Theory, and many more.
The Mouth-Body Connection
Oral Health Teaching Strategies Added to ACE.S Resources for Nurse Faculty

In a significant expansion of the NLN’s signature Advancing Care Excellence for Seniors (ACE.S) Program, four new teaching strategies in the critical area of oral health have been added to an array of free resources for nurse faculty. Created in partnership with the Oral Health Nursing Education and Practice (OHNEP) program at the Rory Meyers College of Nursing at New York University, they include:

- Importance of Oral-Systemic Health in Older Adults
- Oral Health for the Older Adult Living in the Community
- Developing Interprofessional Education and Practice in Oral Health
- Performing Oral Health Assessments

Periodontal disease and other symptoms of poor oral health are increasingly associated with diabetes, cancer, heart and lung disease, and progression of Alzheimer’s and other forms of dementia, research has shown. Nurses are often the frontline caregivers in home health and community clinical settings for older, frail adults and must, therefore, develop these essential skills.

“These new instructional resources will help teach aspiring nurses how to identify barriers to appropriate interventions and dental services that many frail elderly encounter,” asserted NLN president Anne R. Bavier, PhD, RN, FAAN. Added NLN CEO Beverly Malone, PhD, RN, FAAN: “We are proud to collaborate with the experts at OHNEP whose belief in promoting oral health care for seniors goes hand in hand with the NLN’s core values of excellence, integrity, diversity, and caring.”

Erin Hartnett, DNP, APRN-BC, CPNP, the OHNEP program director and a driving force behind the development of the new NLN ACE.S teaching strategies, emphasized, “We are committed to developing a nursing workforce with the interprofessional oral health competencies to recognize the importance of oral health promotion and disease prevention as an integral component of nursing practice.”

NLN Center for Excellence in the Care of Vulnerable Populations

The Center for Excellence in the Care of Vulnerable Populations currently addresses the special needs of older adults, veterans, Alzheimer’s patients, and their caregivers through our ongoing initiative, Advancing Care Excellence (ACE). ACE programs provide FREE classroom-ready curriculum tools such as unfolding cases, simulation scenarios, and teaching strategies. The center also supports the efforts of practical nursing (PN) faculty to align PN graduates with current workforce trends related to care of vulnerable populations in both acute and long-term care settings.
Concordia College Alabama in Selma and Wilson College in Chambersburg, PA, became the first institutions to gain accreditation for their nursing programs through the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA). The schools’ programs were acted upon by the NLN CNEA commissioners at their February 2017 board meeting.

After completing the pre-accreditation process in spring 2016, each college submitted a self-study report and then welcomed NLN CNEA onsite program evaluators to campus in fall 2016. Wilson’s bachelor’s and master’s of science in nursing degree programs and Concordia Alabama’s bachelor of science (RN-BSN) degree program were each granted initial accreditation for a term of six years, through February 2023.

In accrediting these three degree programs, the NLN CNEA has taken an important step in the process for national recognition from the US Department of Education. Once that recognition is granted, the NLN CNEA will be federally sanctioned as an accrediting body for nursing programs across the spectrum of higher education.

“By requiring all of NLN CNEA’s onsite program evaluators to be schooled in the NLN’s four core values – caring, diversity, integrity, and excellence – we have created an accreditation process guaranteed to shift the paradigm in nursing education. To effectively guide organizational behavior, candidates for accreditation must explain how they will apply these core values to program evaluation,” noted NLN CNEA executive director, Judith A. Halstead, PhD, RN, FAAN, ANEF.

“These nursing programs represent quality and excellence in nursing education, and we are pleased that these are the first programs we have accredited,” said NLN CNEA Board of Commissioners chair Cathleen Shultz, PhD, RN, CNE, FAAN, ANEF, observing that both institutions have long, interesting histories. Concordia is the only Lutheran college that is part of the nation’s cohort of historically black colleges and universities, while Wilson, a private liberal arts college that now admits women and men, was one of the first US colleges for women.

Remarked NLN president Anne Bavier, PhD, RN, FAAN: “On behalf of the NLN, I congratulate the NLN CNEA for its significant progress. They are succeeding in the important work of accrediting programs certain to elevate outstanding patient-centered, culturally sensitive care to advance the health of the nation and the global community, in line with the League’s mission.”

Describing the benefit of the NLN CNEA accreditation process to the programs at Wilson, the Division of Nursing and Health Sciences chair Carolyn Hart, PhD, RN, CNE, observed, “CNEA accreditation really helps you focus on continually improving and continually making sure that what you’re offering to students is current and addresses the needs of employers. It ensures that nurses are prepared to excel in the workplace.” Wilson’s accreditation covers the college’s four pathways to a nursing degree, offered online and campus-based. Bachelor and master’s tracks admit pre-licensure students, as well as previously licensed RNs, LPNs, or LVNs.

Dr. Constance Smith Hendricks, chair of the Health Sciences Division and director of the Department of Nursing, came to Concordia two years ago to launch the RN-BSN program. She had high praise for her experience with the NLN CNEA. “I found the professional staff, including program evaluators, extremely thorough and helpful in guiding us through what can be a stressful process. The on-site visits to our campus involved a number
of focused activities to facilitate verification and amplification of the self-study report we had submitted. I recommend the NLN CNEA without hesitation to other nursing schools and programs.”

Since its inception in September 2014, in response to the demand by League members for an alternative values-driven accreditation service, the NLN CNEA has also achieved these milestones:

- Established NLN CNEA Standards of Accreditation along with policies and procedures, based on NLN member feedback and the League’s core values
- Appointed and trained more than 100 onsite program evaluators representing nursing education and practice
- Reviewed programs seeking pre-accreditation status from the NLN CNEA, across the spectrum of higher education in 21 states, including practical/vocational nursing, diploma (RN), associate, bachelor, master’s, and clinical doctorate programs

For further information about NLN CNEA accreditation or how to apply to serve the NLN CNEA as a site evaluator, please contact Dr. Halstead at jhalstead@nln.org or visit www.nln.org/accreditation-services.
An NLN Vision for Strengthening Nursing Education for Global Health Engagement

The National League for Nursing believes that nursing education must include engagement with, not just fleeting exposure to, multiple perspectives on global health issues, including emerging public health concerns and diverse cultural beliefs and practices.

Observed NLN president Anne Bavier, PhD, RN, FAAN, “Being a global citizen has become part of the contemporary professional role. Nurses today require a world view and must share a commitment to engage in culturally responsive health care, both nationally and internationally.”

As noted in the vision statement, Expanding US Nursing Education for Global Health Engagement: “Rapidly increasing globalization has implications for nursing education and nursing practice. Linking global and local learning has become increasingly relevant to community engagement... Nurse educators have escalating opportunities to prepare students for engagement with vulnerable populations such as indigenous peoples, immigrants, refugees, and migrants, who tend to have the poorest health outcomes.”

Recommendations for administrative leadership, nurse faculty, and the National League for Nursing that conclude the NLN Vision Statement encompass education, practice, research, and policy. They are designed to guide increased development of nursing education in global engagement.

“This latest entry in the NLN Vision Series was co-created by President Bavier and the NLN Center for Diversity and Global Initiatives, led by its director Dr. Virginia Adams, a team of global scholars, and the NLN Board of Governors. The League aspires to act as a catalyst to strengthen nursing education’s capacity to prepare nurses for the development of viable, comprehensive, and culturally appropriate care in a global context,” said NLN CEO Dr. Beverly Malone.

Read the complete text of Expanding US Nursing Education for Global Health Engagement by visiting the NLN Newsroom pages and clicking on “NLN Position Documents.”

LEADERSHIP INSTITUTE
Fostering the development of leaders in nursing education to build a strong and diverse nursing workforce

Fall 2017
The NLN Report
14
Coming Up from the NLN

FALL 2017

NLN Education Summit
Our Community of Colleagues
September 14-16
San Diego, CA

Learning to Use Debriefing for Meaningful Learning
October 6-7 | Washington, DC

CNE Prep
October 9 | Washington, DC
October 9 | Rochester, NY
(co-sponsored with University of Rochester)

Scholarly Writing Retreat
An NLN Mentoring Program
November 4-5 | Washington, DC

Learning to Use Debriefing with Good Judgment (CMS/NLN)
December 11 | Washington, DC

2018 CONFERENCES

Institute for Simulation Education (ISE)
March 12-15 | Memphis, TN

NLN/STTI Nursing Education Research Conference (NERC)
April 19-21 | Washington, DC

NLN/Boise State University Biennial Simulation Conference
May 17-18 | Boise, ID

ONGOING

Indiana University School of Nursing/NLN Online Courses

Teaching in Nursing Certificate Program (3 courses)
Clinical Faculty: A New Practice Role (1 course)

IMPORTANT DATES/DEADLINES

Leadership Institute Programs Application Cycle Ends: September 29, 2017

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