THE NLN REPORT
THE MEMBER NEWSLETTER OF THE
Voice for Nursing Education

Fall 2014

A Look Back at Another Great Education Summit

Also Inside:
NLN Executive Report
Recognizing the Role of LPNs/LVNs

Issue 21
Dear Member Colleague,

I hope your fall term is going well, filled with the purpose, power, and passion that’s crucial to our fulfillment and success as teachers, nurses, and members of the community. And please let me know what you think of the new design of the NLN Report, your membership newsletter. As I’m fond of telling you, I tweet now and Twitter is a great place for me to hear from you and vice versa. (It’s easy to do: if you already have a Twitter account, search @BevMalone or visit https://twitter.com/DrBevMalone and click “Follow”; if you’re not on Twitter, open an account at twitter.com.)

As the holiday season approaches (faster and faster each year, it seems to me), this a good time to look back at the past year as we look forward to the next. This issue of the NLN Report does just that with a photo array from our fabulous 2014 Summit in Phoenix and with the 2013-2014 Executive Report originally presented at the annual business meeting of the NLN, on September 19.

My report does not just review past accomplishments. It gives a taste of the innovative initiatives coming from our seven Centers for Nursing Education, from the NLN Commission for Nursing Education Accreditation (CNEA), from Testing Services, etc.

The NLN Report includes “LeaderNotes,” our column celebrating the accomplishments of NLN leaders, and “Coming Up from the NLN,” a calendar of conferences, programs, webinars, and courses designed with you, our members, in mind.

So please read on. And I don’t think it’s too early to say…

Happy holidays and best wishes for a healthy and rewarding new year.

Beverly Malone, PhD, RN, FAAN
its landmark simulation study. Through the NLN Center for Innovation in Simulation and Technology, in collaboration with our partners, Laerdal Medical and Wolters Kluwer Health, we are ready to meet your faculty development needs as you consider strengthening simulation in your programs. Look for more details in the coming months.

We continue to take the lead in development of simulation scenarios and in providing more resources on the NLN's signature SIRC website. This year, also in collaboration with Laerdal Medical and Wolters Kluwer Health, we worked to adapt our manikin scenarios to the virtual environment, with the V-Sim product.

Speaking of leadership, here are some of the initiatives and programs currently being offered through the NLN Center for Transformational Leadership.

Our Leadership Institute currently comprises three year-long programs: the Senior Deans and Directors Leadership Program, the Lead Program, and the Leadership Development Program for Simulation Educators. The institute continues to grow thanks, in part, to our leadership funders: Johnson & Johnson and Galen College.

The NLN also leads in the area of nursing education advocacy. We joined with the APRN Workgroup to support the Veterans Access, Choice and Accountability Act of 2014; joined with the Coalition for Patients’ Rights in supporting efforts to address the negative effects of provider discrimination on patients, particularly the restriction of access to quality care; and endorsed the Put a Registered Nurse in the Nursing Home Act as well as the Combating Military Sexual Assault Bill of 2013. Our commitment to represent you in supporting bills that speak to quality care, safety for vulnerable groups, and diversity of perspective is at the heart of our public policy outreach.

In the area of research, the NLN | Chamberlain College of Nursing Center for the Advancement of the Science of Nursing Education just launched the new NLN Orientation to Clinical Teaching Roles Survey.

I am thrilled to report that in April, our NLN | Chamberlain Center partnered again with Sigma Theta Tau International to co-host the second national biennial Conference on Research in Nursing Education. I wish you all could have been there with the almost 300 colleagues gathered together in Indianapolis. We will continue to partner with STTI in 2016 in Washington, DC, as we advance the science of nursing education at the research conference.

Colleagues, there is more about our research. Next month, the NLN Center for Assessment and Evaluation will conduct the now biennial Survey of Schools of Nursing. So get ready.

And there are exciting things going on in NLN Testing Services in consultation with the assessment and evaluation center.

We continue to partner with Wolters Kluwer Health to combine excellence in review/remediation products with excellence in testing products. The NLN is developing new exams including an RN end-of-program assessment exam and an RN comprehensive exam.

Watch for a revised Pre-Admission Examination (PAX) that we plan to release in the spring of 2015.

The NLN continues to offer the Nursing Acceleration Challenge Exams used to verify the nursing knowledge of nurses returning for further academic education. Because some programs require this type of testing, the NLN still offers it.

The NLN currently produces more than 125 exams for use in nursing education and practice.
Some of the exams are considered secured (these need proctors); others are unsecured (no proctors required).

- Various exam product lines are available for practical/vocational nursing programs, registered nursing programs, graduate nursing programs, pre-admission assessment, and nursing practice assessment.

- The NLN also has exams written in Spanish and a specialized exam product line specific for the state-wide North Carolina curriculum.

Other news from our Centers for Nursing Education includes:

- The NLN Center for Excellence in the Care of Older Adults is now the Center for Excellence in the Care of Vulnerable Populations. The NLN recognizes that there is an immediate need to transform nursing education to better prepare students to advance the health of our nation’s most vulnerable citizens. The center has expanded the NLN’s Advancing Care Excellence program to include patients and their caregivers in three areas: ACE.S (seniors), ACE.V (veterans), and ACE.Z (Alzheimer patients). These FREE teaching resources are available on the NLN website and we will continue to add to them, e.g., teaching resources for caring for children, and for people with multiple chronic conditions.

- Through the NLN Center for Diversity and Global Initiatives, we continue to lead the International Council of Nursing Education Network, the largest of the ICN networks, with more than 2,000 members. If you do not already belong, go on line to the ICN website, sign up, and join your international colleagues in promoting excellence in nursing education. And we have been flying high this year. Just this spring NLN staff gave keynote presentations in Japan, the Philippines, England, China, and Taiwan.

- And through the Center for Academic and Clinical Transitions, sponsored by Laerdal Medical and Wolters Kluwer Health, the Accelerating to Practice Initiative, (A2P) which was announced at last year’s Summit, is currently in Phase II: Program Build. Our practice partners have continued to work with us all summer as we look for a full launch of A2P in early 2016.

The NLN’s new accrediting division, the Commission for Nursing Education Accreditation (CNEA), was established at the Summit in 2013 by your vote as members. Since that time, many activities are under way to establish the infrastructure of the division and initiate accreditation services.

The NLN CNEA Steering Committee was appointed by the NLN Board of Governors in January 2014 and held its first meeting in February 2014. The executive director of CNEA, Dr. Judith Halstead, was appointed effective July 1, 2014. And, in August, the Standards Committee began its work on developing the accreditation standards. You can expect to see those completed by spring of 2015.

On behalf of the NLN community, I am pleased to report that the contract issue between the NLN and NLNAC/ACEN has been resolved. The NLN has received full payment of the monies due per our contract with NLNAC.

Membership and Recognition Programs report the following impressive numbers:

- Membership has increased by 2 percent this year bringing us to 40,000 individual and more than 1,200 institutional members.

- Our institutional renewal rate is 97 percent

- We also have 26 Constituent Leagues representing 30 states. Illinois is the newest league to join the NLN family.
Twenty new fellows and two more honorary fellows were inducted into the NLN Academy of Nursing Education at a ceremony during the NLN Summit Banquet.

Five schools were recommended for an NLN Center of Excellence designation in the category of “Creating Environments that Enhance Student Learning and Professional Development,” and one school was recommended for designation in the category of “Creating Environments that Advance the Science of Nursing Education.”

The NLN Certification Commission reports:

- As of August 28, 2014, there are 4,569 CNEs; 182 new CNEs in the first six months of the year.
- The CNE exam is updated each year through the volunteer service of many active CNEs who write test items, or serve on the CNE Test Development Committee to review item statistics.
- Next year we’ll celebrate the CNE Program’s 10th anniversary!
- The Certified Nurse Educator Review Book: The Official NLN Guide to the CNE Exam, edited by Dr. Linda Caputi, was released earlier this year and we are already into the second printing that includes a 15 percent-off coupon for the CNE Self-Assessment Exam (SAE). This optional study aid for the CNE exam helps faculty determine their strengths and areas for review.
- And this year red “honor graduation cords” are available for currently certified nurse educators.

Wear them with pride with your academic regalia at commencement and convocations.

Of course all this information and much more is disseminated throughout the year by the NLN’s marketing and communications department. Here are some of the highlights:

- You’ve probably noticed our new look that we’ve been rolling out all year. A new NLN Visual Identity Style Guide creates a framework and best practices for all internal and external visual communications, elevating the quality of the online and print communications and establishing a new “signature NLN look.”
- Dozens of items of print collateral have been created or redesigned. Examples include a new ACE brochure, membership items, and all the many Summit publications from the registration brochure you received way back in February to the ever-popular pocket guide.
- The NLN’s social media presence continues to grow by leaps and bounds. Communications now uses a web-based social network management system to manage the NLN’s expanded posting schedule.
- And in this brave new world, I now have a Twitter account and I hope, if you aren’t already, you’ll begin to follow my tweets.

You all know that the initiatives I’ve described in this report are just a very few of the successful projects the National League for Nursing brought to fruition this year. At the NLN, with your help, we’ll continue to soar.
Finance

The Treasurer’s Report, delivered by Michael Newsome at the 2014 NLN Education Summit, addressed the financial results of the National League for Nursing for January-December 2013, the NLN’s fiscal year.

The NLN and our affiliates continue to focus on serving nurse educators. While maintaining sound financial management, we develop innovative initiatives and make significant program advancements to ensure the success of our mission.

Our future is bright.

Report of the NLN Foundation for Nursing Education*

Dr. Malone delivered the report on behalf of the chair of the NLN Foundation’s Board of Trustees, Dr. Nancy Langston.

Again this year the NLN Foundation has met its objectives and exceeded its goals. The foundation has been restructured to make it more effective for governance and fund raising.

Some of the accomplishments this year include:

- The increase in endowment interest allocation of 9 percent, which, along with 2013 decal revenue, funds faculty research and scholarships.
- Scholarship funds were increased from $18,000 in 2013 to $28,000 with awards to four outstanding students who are pursuing doctoral degrees and full-time faculty positions. These funds are made possible by the success of the Soul of Giving decal campaign.
- Summit fund raising has shown an impressive increase since we changed the format from events to sponsorships. In 2011, event revenue was $9,715. This year the revenue from the Soul of Giving decals is $52,000 with 61 decals from schools, individuals, and organizations. The foundation thanks the 41 schools, 16 individuals, and four organizations that participated. It is especially significant that 65 percent of last year’s decal sponsors renewed their participation.
- Text to Pledge at the 2013 NLN Banquet, combined with a silent auction sponsored by NLN Testing, raised $31,000.

And finally, we are so pleased to announce that the NLN has filled the very important position of development officer.

Maureen Concannon comes to us with 20 years of experience in relationship development and fund raising.

Editor’s Note:

*Both the NLN Executive Report and the report of the NLN Foundation for Nursing Education were delivered by Dr. Malone at the NLN’s annual business meeting on September 19, 2014 during the NLN Summit in Phoenix.
Calling for the nursing community to explore and implement a timely and inclusive way to support and work with our LPN/LVN colleagues, the NLN has published the latest in its Vision Series. Said CEO Beverly Malone, PhD, RN, FAAN, “The National League for Nursing fully supports the critical role of licensed practical/vocational nurses (LPN/LVN) in providing quality patient-centered, evidence-based care to vulnerable groups.”

As noted in the vision statement, “Significant changes are influencing LPN/LVN employment and care delivery demands. The Bureau of Labor Statistics (2012) reported that employment of LPN/LVNs is expected to grow 22 percent by 2020, faster than the average for all occupations. At the same time, LPN/LVN workforce employment trends have shifted from an acute care focus to long-term care and community-based settings (HRSA, 2013).”

The Future of Nursing: Leading Change, Advancing Health (IOM, 2011), funded by the Robert Wood Johnson Foundation, calls for increased integration of gerontology and community-based care in pre-licensure curricula. This is especially important in the face of ever-growing needs.

“So it is critical,” said NLN president Marsha Howell Adams, PhD, RN, CNE, ANEF, “to identify the LPN/LVN’s current and future role, along with their educational and developmental needs. The NLN is committed to transforming the views of the nursing community to acknowledge the LPN/LVN as a valued partner in the 21st-century health care system.”

“A Vision for Recognition of the Role of Licensed Practical/Vocational Nurses in Advancing the Nation’s Health” concludes with a series of recommendations for the nursing education community, for PN administrators and faculty, and for the National League for Nursing.

To read the complete text, visit www.nln.org/aboutnln/livingdocuments and click on NLN Vision Series.

Giving Tuesday

A Pause in the Shopping Season

DECEMBER 2

Support scholarships for nursing students by giving to the NLN Foundation for Nursing Education.

Make a gift before the end of the year at www.nlnfoundation.org.

Future nursing students are counting on you.

Happy Holidays
Clockwise from top left: Dr. Kris Dreifuerst delivers the annual Debra Spunt lecture. NLN Ambassador buttons acknowledge member service. Poster presenter dialogues with colleague. Summit attendee visits with one of the stars of the NLN’s ACES Unfolding Cases. NLN Constituent League leadership gathers for their annual Summit meeting.
Clockwise from top left: NLN president Dr. Marsha Adams inducts NLN Academy of Nursing Education fellow. Dr. Beverly Malone, NLN CEO, delivers keynote address. The exhibit hall opens. NLN CNEA executive director Dr. Judith Halstead discussed the NLN’s new accreditation services.
Contributing a Verse to Excellence

by Danielle Rourke

The table was set for a Swedish feast. There was lingonberry jam, pankakor, meatballs, and blood pudding. The woman across the table eyed me suspiciously as she spread her jam on the pankakor. “You know what’s wrong with America?” she asked. Taken aback, I swallowed my bite and raised my eyebrow imploringly. “You all think that your accomplishments mean more than the accomplishments of a group,” she said as she returned to her meal. “You all want to be the best, even if it means stepping on everyone else. You want to show yourself as great, but greatness comes from stepping down and enhancing the greatness of others.”

At the time, I wrote this conversation off as a product of cultural differences; the Swedes had a different definition of greatness. I expected that Duke, as an NLN Center of Excellence, would equip me to be more excellent than any other nurse. My ego convinced me that I would be more excellent than my classmates. I deluded myself that enhancing my own greatness would make me an excellent nurse.

I have not been at Duke for long, but I can say with confidence that I was very wrong in my expectations. Every day at Duke I am reminded of the conversation with the Swedish woman and her wise words about excellence.

My excellence is fostered by the excellence of my entire class and all my professors. No one is excellent in isolation. Especially in health care, we are expected to work as a group in order to provide the best care possible. This means that the greatness of care does not fall on one person’s shoulders. It is the responsibility of each team member to enhance greatness and excellence in others. We are reminded of the diverse backgrounds and experiences that each student contributes to our class and that each person may contribute a different perspective or solution to a complex problem. My greatness pales in comparison to the greatness contained in our school and within our cohort of students. As a Center of Excellence, Duke has recruited the best faculty and staff, as well as students, to enhance greatness.

The other day, I entered our simulation lab to participate in an activity that took some critical thinking and teamwork. Our team of three students was working with a clinical instructor who was simulating a patient that had little to no English comprehension and needed to be moved from the wheelchair to the bed. I approached the patient and tried to communicate in some broken Spanish and hand gestures that I needed to move him from the chair to the bed. One of my classmates tapped me on the shoulder and suggested that we didn’t have all of the tools.

Each year, students enrolled in COE schools have an opportunity to share their thoughts on the meaning of excellence in nursing education, what fosters excellence, and what it means to them to be part of a COE-designated nursing program. As in years past, the winner of the Student Excellence Paper Competition was acknowledged at the NLN Summit (see cover photo).

Since 2004, the NLN has issued an annual invitation to apply for COE status. Applicants are then judged on their ability to demonstrate in concrete, measurable terms sustained excellence in faculty development, nursing education research, or student learning and professional development. Schools, and since 2012, health care organizations eligible in a separate category, must also have a proven commitment to continuous quality improvement. Of the current 35 NLN Centers of Excellence, 31 are schools of nursing from across the spectrum of higher education, from diploma and associate degree-granting programs to colleges and universities offering bachelor’s and advanced degrees. Four are health care organizations.
for this simulation. She reminded me that we would need an interpreter in order to not scare the patient or confuse him as to why we were moving him.

I had been so quick to rely on my own skills to run the simulation by myself that I hadn’t conversed with my group and brainstormed about other solutions. I needed to step down and enhance the greatness of my team. Together we had the skills and knowledge to figure out a solution; greatness did not come from one of us taking control, but by cooperation and conversation.

We are told daily that the competition ended when we were selected for the program, that cooperation starts now. Everything, from our class norms to our lab performance, is a group effort that enhances the greatness of the group and humbles us. It puts us in a place where we can see that we are all bring different skills to the table but that we will never be truly excellent without teamwork and cooperation.

I think that Duke embodies a Center of Excellence in many ways. The professors are always available for consultation and are very approachable. There are many opportunities to pursue research and continuing education. We have been quick to learn that we should support each other and celebrate each other’s victories and provide help when things are hard. We are excellent together and nothing alone.

There are many opportunities for group work, collaboration, and team efforts. We rely on each other to act as patients, critique our methods, or provide words of encouragement during tricky procedures. Our class has become cohesive in order to become better nurses and better communicators. We learn skills daily that will shape us into excellent future nurses. I am confident that Duke will prepare every one of us to be motivated and driven to do our best.

I think that the Swedish woman was wiser than I could have imagined. As nurses, students, and health care providers, we are all reaching towards our own success and glory. A constant drive for success is meaningful, but not at the loss of the common goal or the excellence of the group. Every day when I go to class I reflect on these words as my classmates ask questions, study together, collaborate in lab, and support each other in words and actions. We are all excellent because we are all enhancing each other’s greatness.

As health care providers, our end goal of keeping the patient safe and healthy is worth more than our individual efforts but is not possible without them. As fellow nurse Walt Whitman wrote: “That you are here – that life exists, and identity. That the powerful play goes on, and you may contribute a verse.” At Duke, I know that I will gain the skills and knowledge to contribute an excellent verse that is health care and nursing.
In October, Mary Lou Bond, PhD, RN, FAAN, CNE, ANEF, was honored as professor emerita at the University of Texas at Arlington. She continues as assistant director of the university’s Center for Hispanic Studies in Nursing and Health.

Cynthia Clark, PhD, RN, FAAN, ANEF, professor and nurse consultant, was recently honored as the Loewenberg School of Nursing Distinguished Lecturer at the University of Memphis, and the Margaret Brock Distinguished Lecturer at Oklahoma State University.

The Society for the Advancement of Modeling and Role-Modeling (SAMRM) presented Eileen Deges Curl, PhD, RN, CNE, ANEF, director of research and professor at the JoAnne Gay Dishman Department of Nursing, Lamar University, with the Award for Dissemination and Utilization of the Modeling and Role-Modeling Nursing Theory at the SAMRM convention held at the University of Northern Kentucky in September.

Linda Daley, PhD, RN, ANEF, assistant dean for prelicensure programs at Ohio State University College of Nursing, was named as an ‘Alumni Transformer in Nursing & Healthcare’ at the nursing school’s centennial celebration.

In October, Marilyn Frenn, PhD, RN, FTOS, CNE, FAAN, ANEF, professor, Marquette University College of Nursing, was inducted as a fellow in the American Academy of Nursing.

Suzan Kardong-Edgren, PhD, RN, CHSE, ANEF, contributed to two articles this year: “The NCSBN National Simulation Study: A Longitudinal, Randomized, Controlled Study Replacing Clinical Hours with Simulation in Prelicensure Nursing Education” in the Journal of Nursing Regulation (with J. Hayden, R. Smiley, M.A. Alexander, P. Jeffries); and “Reliability and Validity Testing of the Creighton Competency Evaluation Instrument (CCEI) for Use in the NCSBN National Simulation Study” in Nursing Education Perspectives (with J. Hayden, M. Keegan, R. Smiley). In January, Dr. Kardon-Edgren will become the director of Robert Morris University’s simulation center.

At its annual conference in Denver last May, the American Association of Critical Care Nurses bestowed their 2014 Pioneering Spirit Award on Carrie B. Lenburg, EdD, RN, FAAN, ANEF. The award recognizes contributions that exemplify a pioneering spirit that significantly influenced the direction of nursing education and practice.

Joan Such Lockhart, PhD, RN, CORLN, AOCN, FAAN, CNE, ANEF, clinical professor and MSN nursing education track coordinator, Duquesne University School of Nursing, received a Robert Wood Johnson Foundation New Careers in Nursing Scholarship Grant for 2014-2015 with colleagues Leah Vota Cunningham and Dr. Yvonne Weideman. Dr. Lockhart also received the Spirit of the Center for Teaching Excellence Award from Duquesne University and co-authored “Successes and Challenges of a Distant Faculty Model” in Nursing Forum.


At the 2014 NLN Education Summit, Angela M. Mc Nelis, PhD, RN, CNE, ANEF, professor, Department of Community & Health Systems, Indiana University School of Nursing; Pamela Ironside, PhD, RN, FAAN, ANEF; Patricia Ebright, PhD, RN, FAAN; and Sarah Zvonar, MSN, RN, received the Christine A. Tanner Scholarly Writing Award for their article, “Advancing the Science of Research in Nursing Education: The Contributions of the Critical Decision Method,” published in the Journal of Nursing Education. Dr. McNelis was also honored as a Top 100 Alumni Legacy Leader by the Indiana University School of Nursing in June 2014.

Melanie McEwen, PhD, RN, CNE, ANEF, associate professor, University of Texas Health Science Center at Houston School of Nursing,

**JoAnn Mulready-Shick**, EdD, RN, CNE, ANEF, presented a poster, “Redesigning Clinical Education: A Randomized Controlled Study Comparing the Dedicated Education Unit (DEU) with the Traditional Clinical Learning Experience” at the Massachusetts Action Coalition statewide conference in October and at the NLN Education Summit in September. She also recently served as an international reviewer for *Clinical Learning and Teaching Innovations in Nursing: Dedicated Education Units Building for a Better Future* by K. Edgecombe & M. Bowden (Eds.), Springer Press.

**Jan M. Nick**, PhD, RNC-OB, CNE, ANEF, received the Daniel J. Pesut International Award for Nursing Excellence from STTI at this past biennium. The award acknowledges the nurse leader who participates in efforts of renewal of self and others, exemplifies purposeful reflection in practice, and displays an appreciative, futuristic vision for the practice of nursing. Dr. Nick also wrote a chapter, “Facilitate Learning,” in *The Certified Nurse Educator Review Book: The Official NLN Guide to the CNE Exam*, edited by Dr. Linda Caputi.

**Liana Orsolini**, PhD, RN, FAAN, ANEF, was recently appointed to the advisory board for APPex: Advanced Practice Providers Executives and to Academy Health’s Health Workforce Interest Group Advisory Committee.

**Linda Honan Pellico**, PhD, APRN, Yale University School of Nursing, was selected as one of 90 Nurses for 90 Years of Yale School of Nursing.

**Barbara Penprase**, PhD, RN, CNE, ANEF, professor, School of Nursing, endowed professor, OUSON/Crittenton Hospital Medical Center, Oakland University, was accepted for publication in two journals with: B. Penprase, J. Monahan, L. Poly-Droulard, & S. Prechewski, “Student Immersion in Perioperative Nursing,” AORN; and B. Penprase, & C. Johnson, “Optimizing the Perioperative Nursing Role for the Older Adult Surgical Patient,” OR Nursing 2013.

In September, the Northern Connecticut Chapter of the Black Nurses Association bestowed the Collaborative Spirit Award on **E. Carol Polifroni**, EdD, NEA-BC, RN, CNE, ANEF, professor, University of Connecticut, School of Nursing. Dr. Polifroni also presented “Interprofessional Service Learning: Ethos, Pathos and Logos” at the IARSLCE conference on October 1.

**Deanna L. Reising**, PhD, RN, ACNS-BC, ANEF, associate professor at Walden University, was selected as a 2014 Macy Faculty Scholar.

**Karen J. Saewert**, PhD, RN, CPHQ, CNE, ANEF, College of Nursing and Healthcare Innovation, Arizona State University, was promoted to clinical professor. Dr. Saewert was also selected to serve as an on-site evaluator for the Commission on Collegiate Nursing Education (CCNE).

Interim associate vice president of research at Mount Royal University, **Vincent Salyers**, EdD, received the JoAnne Powell Award from the American Nurses Association and was inducted as a fellow of the Academy of Nursing Education at the 2014 NLN Education Summit.

**Patricia A. Sharpnack**, DNP, RN, NEA-BC, CNE, ANEF, dean and Strawbridge Professor, associate professor, the Breen School of Nursing, Ursuline College, contributed to a publication and made several presentations this year including: with H. Moon, & P. Waite, “Closing the Practice Gap: Preparing Staff Nurses for the Preceptor Role” in the *Journal of Professional Nursing Development*; and “Twitter, Theory Bursts and Flipped Classrooms: Engaged Students, Effective Learning!” at the 41st Annual National Conference on Professional Nursing Education and Development, Rochester, MN. Invited plenary speaker.

NLN Board of Governor’s member **Teresa Shellenbarger**, PhD, RN, CNE, ANEF, **Kathleen B. Gaberson**, PhD, RN, CNOR, CNE, ANEF, and **Marilyn H. Oermann**, PhD, RN, FAAN, ANEF authored the 4th edition of *Clinical Teaching Strategies in Nursing* (2015, Springer). **Debra Hagler**, PhD, RN, ACNS-BC, CHSE, CNE, FAAN, ANEF, also contributed to this edition.

continued
In November, Karin Sherrill, MSN, RN, CNE, ANEF, and Tim Bristol, PhD, RN, CNE, ANEF, presented “Note-Taking to Master Content and Critical Thinking in the Flipped Classroom” at the Organization of Associate Degree Nursing annual convention in St. Louis.

On October 2 in Washington, DC, Gwen Sherwood, PhD, RN, FAAN, associate dean for academic affairs and professor, University of North Carolina at Chapel Hill, School of Nursing, was a keynote speaker at the national Interprofessional Education Competency Workshop for Designing Interprofessional Learning Approaches.

Char Smith, DNS, MSEd, WHNP, RN-BC, CNE, ANEF, professor, chair, Undergraduate Junior Level, Wegmans School of Nursing, St. John Fisher College, has been selected as content editor for the Association for Nursing Professional Development Leadership textbook, Leadership in Nursing Professional Development: An Organizational and System Focus, scheduled for publication in 2016.


Two articles by Roberta Waite, EdD, PMHCNS-BC, FAAN, ANEF, associate professor of nursing and assistant dean of Faculty Integration and Evaluation of Community Programs, Drexel University, were published this year: In the Journal of Professional Nursing, “Embodiment of Authentic Leadership” with N. McKinney, M. Glasgow, and F. Meloy; and in Nursing Education Today, “Cultivating Social Justice Learning & Leadership Skills: A Timely Endeavor for Undergraduate Student Nurses” with S. Brooks.

The Foundation of the Delta Gamma Sorority bestowed the 2014 National Faculty Award on Carol Toussie Weingarten, PhD, RN, ANEF. Dr. Weingarten also was elected to a three-year term as a trustee of the Foundation of the National Student Nurses’ Association and serves as the adviser for Villanova University’s chapter of the Student Nurses’ Association.

Diane Whitehead, EdD, DNP, RN, ANEF, professor, Nova Southeastern University College of Nursing, was published and presented a poster: “Tobacco Cessation for Advanced Practice Nurses” in Nurse Educator; and “Generating Evidence for Education and Clinical Practice” at the Nursing Consortium of South Florida in Fort Lauderdale.

Tami H. Wyatt, PhD, RN, CNE, ANEF, associate professor, co-director, HITS Lab, director, Graduate Studies, chair, MSN program, chair, Educational Technology & Simulation, University of Tennessee, Knoxville, was selected as a Robert Wood Johnson Executive Nurse Fellow. She was also inducted as a fellow in the American Academy of Nursing.

Barbara L. Yoost, MSN, RN, CNS, CNE, ANEF, and Lynne Crawford, MSN, MBA, RN, CNE, presented “Connect! Evaluating Student Ability to Analyze and Synthesize Patient Data” at the 2014 NLN Education Summit.
Coming Up from the NLN

CONFERENCES

February 5 - 7, 2015
NLN Leadership Conference 2015
Academic Leadership Excellence: Co-Creating a Collaborative Culture
Sheraton Gunter
San Antonio

September 30 - October 3, 2015
NLN Summit 2015
Bridging Practice & Education: A New World of Innovation & Technology
Caesars Palace, Las Vegas

October 23 - 25, 2015
NLN | Elsevier Technology Conference
Embassy Suites / Downtown Convention Center, Tampa, FL

CNE PREP

January 9, 2015
Indiana State University
Terre Haute, IN

WEBINARS

Faculty Series
February 19, 2015
Strategies for Evaluation of Students in the Clinical Setting 1
March 19, 2015
Strategies for Evaluation of Students in the Clinical Setting 2
April 16, 2015
Strategies to Apply QSEN Standards in the Clinical Setting

Simulation & Technology Series
February 18, 2015
Patient Engagement Through Technology
March 18, 2015
mHealth: Bridging the Mobile Health Practice Gap
April 15, 2015
Telehealth: Teaching the Strategies to Meet the Health Care Needs of the 21st Century

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

December 12, 2014
Summit 2015 Abstracts due
February 15, 2015
Academy of Nursing Education Applications Due
February 19, 2015
Research Grants Proposals Due
October 15, 2015
Centers of Excellence: Initial Applications Due

Watch for details of upcoming webinars on the NLN website, social media, and via email.

Updated, detailed information on all faculty development programs can be found at www.nln.org/facultydevelopment.

Be sure to browse the calendar at www.nln.org/stateleagues for events sponsored by the NLN Affiliated Constituent Leagues.
Call for Manuscripts

The NLN research journal Nursing Education Perspectives is planning a special issue on the use of simulation in nursing education for September-October 2015. Dr. Pamela R. Jeffries, editor of the NLN’s Simulation in Nursing: From Conceptualization to Evaluation (2nd ed.) and vice provost for digital initiatives, Johns Hopkins University, will serve as guest editor.

We are seeking multisite research studies on the use of simulation experiences in nursing education. In particular, we are seeking studies on the integration of simulation as a substitute for up to 50 percent of traditional clinical hours in pre-licensure education. And, we are interested in manuscripts on instrument development, particularly instruments designed to evaluate outcomes of simulation.

We are also seeking pilot studies on the use of simulation for our Research Briefs section, along with innovative strategies in the use of simulation for our Innovation Center.

Please review our Author Guidelines at http://www.nln.org/nlnjournal/authorguidelines.htm and submit your manuscript by April 1, 2015. Please note in the MANUSCRIPT COMMENT box that your submission is intended for this special issue.