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Don’t Miss the Most Important Conference for Nurse Faculty and Leaders in Nursing Education!

Come to Anaheim for NLN Education Summit 2012.

OPENING DOORS TO LEADERSHIP

Purpose Power Passion
Dear Colleagues,

Here are some of the phrases you’ve been hearing from the NLN lately: Power, purpose, passion. Home for Transformative Leadership. Nimble transactions and NLN Vision. As you probably know, we’ve been focusing on not only where we are but where we, the NLN, are going.

Within these pages, you’ll find more references to these important League bywords as you read about the planning for our seven Centers for Nursing Education and the move to our nation’s capital in just about a year; the “Fair Testing Imperative in Nursing Education”; and “Faculty Matters,” a new column just moved over from Nursing Education Perspectives. (This change is reflective of our goal to publish more research articles in each issue of the journal and bring more faculty news to you through this member newsletter.)

And, as always, there’s so much going on here at the League, so many ways to pursue professional growth and lifelong learning, it can be hard to keep up. So be sure to take a look at “Coming Up from the NLN” for information on spring and summer faculty development conferences, workshops, and courses.

Please keep reading to learn about our array of learning opportunities.

Best wishes and happy spring.

Beverly Malone, PhD, RN, FAAN

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The Centers for Nursing Education at the NLN: Home for Transformative Excellence

Washington DC, Spring 2013

Seven NLN Centers for Nursing Education are in the works. Based on the NLN strategic goals (Leader in Nursing Education, Commitment to Members, Champion for Nurse Educators, Advancement of the Science of Nursing Education) and our core values (caring, integrity, diversity, excellence), they are:

- The NLN Center for Transformational Leadership
- The NLN Center for Excellence in the Care of Older Adults
- The NLN Center for Global and Diversity Initiatives
- The NLN Center for Innovation in Simulation and Technology
- The NLN Center for the Advancement of the Science of Nursing Education
- The NLN Center for Academic and Clinical Transitions
- The NLN Center for Assessment and Evaluation

The League’s current initiatives and programs, derived from the League’s strategic plan, serve as the platform for the centers. For example, the Leadership Institute, the annual NLN Leadership Conference, and the week-long Immersion Experience will serve as a core of the Center for Transformational Leadership; the Center for Global and Diversity Initiatives will be built around the work of INESA, the ICN Educational Network, and the Diversity Task Force.

The NLN Center for Transformational Leadership

“Prepare and enable nurses to lead change to advance health.”

--IOM Report on the Future of Nursing

Responding to the call for nursing education programs to integrate leadership theory across the curriculum and to foster the development of leaders in both educational and practice settings, the NLN Center for Transformational Leadership will focus on assisting nurse educators to advance to leadership roles. The League’s enduring commitment to nurturing leadership can be seen in its ongoing activities such as the NLN’s Leadership Institute and the annual Immersion Experience.

The NLN Center for Excellence in the Care of Older Adults

“Most [nursing] schools are not providing enough nurses with the required competencies in such areas as geriatrics and culturally relevant care to meet the changing health needs of the US population.”

--IOM Report on the Future of Nursing

There is an immediate need to transform nursing education to better prepare students to advance the health of the nation’s multi-ethnic/racial elderly population. The NLN Center for Excellence in the Care of Older Adults will help create a future in which the care of older adults is consistently competent, individualized, and humane, building on the substantial steps already taken through the NLN’s ACES (Advancing Care Excellence for Seniors) project.

The NLN Center for Innovation in Simulation and Technology

“Academic administrators should require faculty …to perform with cutting-edge competence in practice, teaching, and research.”

“The importance of interprofessional collaboration and education has been recognized since the 1970s. What is new is the introduction of simulation and web-based learning—solutions that can be used to break down traditional barriers to learning together…”

--IOM Report on the Future of Nursing

The NLN has been in the forefront of promoting the use of simulation and technology in nursing programs for the last eight years through such one-of-a-kind initiatives as the online Simulation Innovation Resource Center (SIRC) and the annual Technology Conference. The Center for Innovation in Simulation and Technology will advance faculty development...
in these areas by enhancing simulation activities, establishing networks of faculty to enhance simulation pedagogy, investigating outcomes, and exploring ways to use technology to expand interprofessional education.

The NLN Center for the Advancement of the Science of Nursing Education

“We recommend that nursing educators be fully supported in reflecting on and improving their teaching practice.”

—Benner, Sutphen, Leonard, and Day, Educating Nurses: A Call for Radical Transformation

As the only national organization funding nursing education research, the NLN is the leader in advancing the science of nursing education. The Center for the Advancement of the Science of Nursing Education will promote evidence-based nursing education and the scholarship of teaching, enabling the NLN to expand such programming as the 2011 Research Priorities Think Tank and the 2012 research conference presented in partnership with Sigma Theta Tau International (STTI).

The NLN Center for Global and Diversity Initiatives

“All health professionals in all countries should be educated to mobilise knowledge and to engage in critical reasoning and ethical conduct so that they are competent to participate in patient and population-centered health systems as members of locally responsive and globally connected teams.”

—Frenk, J, Chen, L, Bhutta, ZA, et al., Health professionals for a new century: transforming education to strengthen health systems in an interdependent world. The Lancet

The NLN’s strong presence in the global arena includes leadership in our joint global task force with the NLNAC and in the ICN Education Network. The NLN Diversity Think Tank and Toolkit contribute to an ethnically and racially diverse workforce. Seeking collaborative opportunities with organizations here and abroad, the Center for Global and Diversity Initiatives will secure funding to advance global health and nursing education, generate publications and research, and support efforts to increase nurse educator and student diversity.

The NLN Center for Assessment and Evaluation

“Careful standardization of tests and administration conditions helps to ensure that all test takers are given a comparable opportunity to demonstrate what they know and how they can perform in the area being tested.”


The NLN Center for Assessment and Evaluation are used throughout nursing, both in education and practice. The NLN Presidential Taskforce on High-Stakes Testing called for multiple and fair measures for competency evaluation in nursing programs to ensure a diverse, multi-ethnic, multi-racial workforce. The NLN Center for Assessment and Evaluation will promote valid, reliable, and evidence-based measurement and identity best practice for establishing guidelines and standards of practice that recognize and value the test takers’ perspective, background, and context.

The NLN Center for Academic and Clinical Transitions

“The nursing profession must adopt a framework of continuous lifelong learning that includes basic education, academic progression, and continuous competencies.”

—IOM Report on the Future of Nursing

Nursing and nursing education have a vital interest in moving the student into practice at various levels, e.g., pre-licensure, master’s, and doctorate. The center’s programs will address the inherent challenges ranging from orientation to issues of a safe workplace culture, and explore best practices in helping transition nurses from the bedside to the classroom. It will be associated with academic progression which is a cornerstone of the IOM/RWJF “Future of Nursing” report and one of the bedrock issues for the NLN.

The Fair Testing Imperative in Nursing Education

The National League for Nursing recognizes the pressure faced by nursing schools to maintain high NCLEX™ pass rates: stakeholders are concerned with issues of public safety, reputation, recruitment of qualified students, competition, and accreditation; faculty and students have a mutual obligation to ensure readiness to pass the NCLEX. There is no debate about the need to protect the public through standardized evaluation measures of nursing competence and there is a clear understanding that licensure exams are themselves high-stakes for students, faculty, and schools of nursing. It is the prevalent use of standardized tests to block graduation or in some other way deny eligibility to take the licensing exam that is most concerning to the NLN.

Using a test to predict individual student NCLEX outcomes and as the principle means for faculty and schools to make decisions about individuals can have serious ramifications for student progression and graduation, hence the term “high stakes.” To address this issue, the NLN enacted a process to develop national fair testing guidelines to assist nurse faculty and administrators in creating and implementing ethical and evidence-based academic progression and graduation policies.

The Fair Testing Guidelines for Nursing Education, based on the League’s core values of caring, integrity, diversity, and excellence, and on widely accepted testing principles, value students’ perspectives and backgrounds, and acknowledge the role of faculty in their implementation. Fairness, in this context, means that all test-takers are given comparable opportunities to demonstrate what they know and are able to do in the learning area being tested (Code of Fair Testing Practices in Education, 2004).

To read the complete NLN Vision which includes a link to the Fair Testing Guidelines for Nursing Education, please visit nln.org and click on the link in our news box.
Faculty Matters: Along the Academic Continuum

Back in the day, in 1971, when Carol Polifroni, EdD, RN, CNE, NEA-BC, completed her BS at Saint Anselm College in Manchester, NH, she recalled, there was a dearth of RNs with bachelor’s degrees. That’s why her own mentors encouraged her to go for a master’s degree right away and enter academia. This she did, at New York University, while working as a critical care nurse at a hospital affiliated with the Albert Einstein College of Medicine in the Bronx. Upon graduation, and continuing to work in critical care until 1999, Dr. Polifroni combined consulting for a number of hospitals with teaching at the School of Nursing at the University of Connecticut in Storrs and earning a doctorate in 1981 in curriculum theory and development in higher education from Rutgers University.

“I was one of a rare breed in the ‘70s who went from a bachelor’s to a master’s to a doctorate right away. Ideally, now, nurses will go for a terminal degree within 10 years of graduation from high school, that is the path we recommend today, but I was ahead of the curve,” she noted.

“To be successful in nursing education today,” continued Dr. Polifroni, “you really need a doctoral degree. With a doctorate, combining research with clinical experience, nurses can be employed in any kind of health care or academic setting.”

She takes exceptional pride in the academic environment at the U-Conn School of Nursing, whose faculty she joined in 1975. That feeling, shared by colleagues there, motivated their application to the National League for Nursing for designation as a Center of Excellence. When the group met, under Dr. Polifroni’s direction, to brainstorm the application, a metaphor that came to mind, said Dr. Polifroni, was a quintessentially New England image, that of a braided rug, with its distinct, colorful, interwoven woolen strands.

The metaphor proved apt: When U-Conn’s nursing school was named an NLN Center of Excellence in 2011 for creating an environment that promotes the pedagogical expertise of faculty, it was recognized for the way varied teaching methods intertwined to create excellence. “Students know their faculty are dedicated to pedagogical expertise, which means a willingness to try new initiatives, to use evidence to support the work they are doing, and to disseminate this knowledge as appropriate,” explained Dr. Polifroni.

That, in turn, leads to students graduating with a depth of knowledge and outstanding skills to bring to the workplace for the benefit of patients. It has also resulted in setting many students on a path to lifelong learning and pursuit of higher degrees. “I advise students every day, and the most common questions I get are about career focus, what avenue to take post-graduation, and where to seek employment. I encourage them all to continue in higher education.”

Hearing from former students about their professional plans and progress is among Dr. Polifroni’s greatest rewards as a nurse educator. “My success is evident in the successes and achievements of students whom I’ve had the privilege to teach,” she told the NLN Report. “It’s truly satisfying to find out what they remember learning from me, to hear them describe educational experiences I provided that challenged them and helped them grow.”

Asked to offer specific examples of students who have made her proud, she described a recent conversation with one former student who told her that a paper she wrote for Dr. Polifroni is now shaping her master’s-level research. Another student is a founding dean at a school of nursing, and one more is doing a post-doctorate at a prestigious Ivy League institution and has published several papers.

Dr. Polifroni’s responsibilities at U-Conn have included various programs – baccalaureate, master’s, and doctoral. The nursing education curriculum to prepare graduate students for their roles as nurse faculty was her creation.

She much prefers teaching to administration, she insisted, despite having had opportunities to transition to an administrative role. “I’ve been interim dean three times and associate dean for 18-some years, but I resigned these positions so that I could return to full-time teaching, which is what I enjoy most. In administration, you’re doing someone else’s work. In a faculty role, you’re doing your own work,” she said.

Currently, Dr. Polifroni teaches philosophy of science to PhD candidates in nursing, as well as leadership and organizational design to students pursuing doctor of nursing practice and clinical nurse leader advanced degrees. She also instructs graduate candidates on research methods, in particular the use of focus groups, and on health care finance. To undergraduate, pre-licensure students, Dr. Polifroni teaches ethics and health care delivery systems. Before it was discontinued in December 2011, Dr. Polifroni also taught all the specialty courses on a track in patient health care services and systems administration. As a Magnet Recognition Program® appraiser since 1994, under the auspices of the American Nurses Association’s American Nurses Credentialing Center, Dr. Polifroni has gained exposure to successful clinical nursing practices and strategies and has been able to incorporate these into her courses, where appropriate.

With all this experience as an educator it is no surprise that Dr. Polifroni has definite ideas about what it takes to facilitate learning: “Meeting the students where they are, whether it is to clarify what they already know; enhance existing knowledge; or introduce new concepts,” she asserted. “The learner needs to do the work of assimilating the content into their being and developing a framework for utilization. However, I, as the faculty member, am responsible for helping them to do this.”

How does she accomplish these broad goals? With a large, creative grab-bag of techniques that are sensitive to a range of learning styles.

“As facilitator, I use case studies, debates,
Two new tests are coming this spring:
The North Carolina community college
has also developed seven 60-item exams, to learn to work and teach differently, to be turned into opportunities to change systems, to improve licensure pass rates there. They may also be used elsewhere to assess student knowledge in what may be a student’s primary language.
The NLN continues to develop evaluation tools for, and with the input of, nursing and nursing education. If you would like to discuss any of the aforementioned products or would like to suggest the development of another, please contact Angel Feliciano, senior director, Testing Services, at 212-812-0306 or afeliciano@nln.org.

The North Carolina community college system has established a standardized curriculum across the state for associate degree in nursing programs. NLN Testing Services has provided customized examinations for each of the seven concept-driven courses within the curriculum. While these tests are specific to the North Carolina curriculum, other associate degree programs considering the same curriculum will also be able to utilize these exams.

The NLN has also developed seven 60-question achievement exams and a comprehensive exam of 120 items, in the Spanish language. These tests have been implemented in Puerto Rico as an assessment tool to improve licensure pass rates there. The NLN encourages you to visit the NLN Facebook page daily. You can post comments, share your thoughts, interact with other members, and learn about the latest nursing education conferences and events.

Posting and sharing fresh content with authentic stories and information from reputable sources is vital to keeping the NLN Facebook page active and engaging. Posts are tailored to share links and invite comments about pertinent articles such as NPR’s piece about Connecticut health aides giving medicine to homebound patients (see screen shot), information about nursing faculty loan programs, deadlines for grants, and links to various health care and nursing education conferences and events.

The League encourages you to visit the NLN Facebook page today. ‘Like’ us and connect with other NLN advocates.
LEADER NOTES
Celebrating Our NLN Leadership

NLN president-elect Marsha Howell Adams, DSN, RN, CNE, ANEF, was awarded CNE re-certification by the NLN Academic Nurse Educator Certification Commission (2012-2017). Dr. Adams presented “Excellence in Nursing Education” and “Leadership in Nursing Education: Orchestrating a Career” at the 2012 Elsevier/Mosby Faculty Development Institute in Las Vegas; and “Telehealth: Making It Real in Nursing Education” at the Southern Region Education Board Council on Collegiate Education for Nursing. Her chapter, Accreditation in Nursing Programs, was published in Teaching in Nursing: A Guide for Faculty, edited by Diane Billings and Judith Halstead.

In October 2011, Patricia Allen, EdD, RN, CNE, FAAN, ANEF, professor and director of the Center for Innovation in Nursing Education, was inducted into the American Academy of Nursing. She is a member of the Texas Team: Advancing Health Through Nursing Regional Action Coalition Executive Committee. Dr. Allen’s recent publications, with colleagues, include “Returning Enlisted Veterans – Upward (To) Professional Nursing: Not All Innovative Ideas Succeed,” “Transitioning Associate Degree in Nursing Students to the Bachelor of Science in Nursing and Beyond: A Mandate for Academic Partnerships,” and “West Texas Nursing Education Portal Project: Developing a Regional Centralized Application System” in the Journal of Professional Nursing.

Collin College director of nursing Nell Ard, PhD, RN, CNE, ANEF, was the keynote speaker at the North Carolina Board of Nursing Ninth Annual Education Summit, delivering “Student Success: How to Predict and Facilitate Retention.” Dr. Ard is representing associate degree education on the North Texas Regional Action Coalition of the Initiative on the Future of Nursing (IOM).

Gail Baumlein, PhD, MSN, RN, CNS, CNE, ANEF, a member of the NLN Board of Governors, was promoted to chair of the Department of Health in the College of Health and Public Administration at Franklin University.

Mary Lou Bond, PhD, RN, CNE, FAAN, ANEF, delivered, with colleagues, four recent presentations: “Development of Global Leaders through Mentoring of PhD Students” at the Sigma Theta Tau International Biennial Convention; “Mentoring Partnerships” at the Interdisciplinary Mentoring Conference in Albuquerque; and “Learning Circles: Faculty as Learners” at the 2011 NLN Education Summit. In February Dr. Bond and Dr. Carolyn L. Cason presented the results of an NLN-funded research study, “Establishment of Content Validity of the ISA and PSA” at the Southern Nursing Research Society.

Alabama League for Nursing president and Health Science Division nursing director at Bevill State Community College Reitha Cabaniss, MSN, RN, CNE, was nominated by her school for a 2012 National Institute for Staff and Organizational Development (NISOD) Excellence Award. The NISOD is a Community College Leadership Program. She plans to attend the national conference in May in Austin, Texas to be recognized as an Excellence Award recipient.

Michelle Cooper, CPA, MBA, public member of the NLN Board of Governors, was promoted to senior vice president, Corporate Responsibility Officer for Catholic Health Initiatives in October 2011.

Hampton University School of Nursing professor Bertha L. Davis, PhD, RN, FAAN, ANEF, contributed “Improving Outcomes with Evidence-Based Practice. Reveille! Time to Wake Up…Get Up: A Personal Journey with EBP” to Implementing Evidence-Based Practice: Real-Life Success Stories, edited by B. Melnick and E. Fineout-Overholt.


Pathways to a Nursing Education Career: Educating the Next Generation of Nurses by Betsy Frank, PhD, RN, ANEF, professor emeritus at Indiana State University College of Nursing, Health and Human Services and Judith Halstead, PhD, RN, FAAN, ANEF, NLN president and executive associate dean for academic affairs at the Indiana University School of Nursing, was selected for the Journal of Nursing Education’s 2012 Top Teaching Tools Award (in the print category).

Mary Beth Hanner, PhD, RN, ANEF, has been promoted to provost and chief academic officer at Excelsior College in Albany.

The seventh edition of Medical-Surgical Nursing: Patient-Centered Collaborative Care by author and consultant Donna D. Ignatavicius, MS, RN, ANEF and M.L. Workman, published in February 2012, is available now. This new edition incorporates an increased focus on QSEN competencies and implications of the findings of the Carnegie Foundation for the Advancement of Teaching Nursing national nursing education study conducted and published by Dr. Patricia Benner and her colleagues in 2010.

NLN certification commissioner Jan Nick, PhD, RNC-OB, CNE, ANEF, gave two invited presentations recently in Japan. The first, “Ethical Issues Related to Social Media and Private Health Information: What Clinical Nurses Need to Know,” was geared toward the nursing audience. The second talk, presented to faculty and community members from area institutions, was titled, “Academic Mentoring: Necessary Elements for Success.” Dr. Nick just completed a three-year contract with a school of nursing in Japan where she worked four months each year and is returning full time to Loma Linda University School of Nursing.

In February, Elizabeth Speakman, EdD, RN, CDE, ANEF, NLN governor and associate dean of student affairs at Thomas Jefferson University Jefferson School of Nursing, was named co-director of the Jefferson Center for Interprofessional Education.
Coming Up from the NLN

CONFERENCES

June 3–7
The Immersion Experience
The Co-creation of Transformational Leadership and Curriculum Innovation in Nursing Programs
Louisiana State University, New Orleans

June 15–16
Nursing Education Research Conference
Innovations in Nursing Education Research
University Place Conference Center & Hotel, Indianapolis, IN
Co-sponsored with Sigma Theta Tau International

WEBINARS

Putting Leadership Back into Strategy
3 Tuesdays in April, 3-4 pm ET
April 10
Strategic Planning
April 17
High Performing Teams
April 24
Managing Conflict in Organizations

ONGOING

Indiana University School of Nursing/NLN Online Courses

- Teaching and Learning in Web-Based Courses Certificate Program (4 courses)
- Clinical Faculty: A New Practice Role (1 course)
- Teaching in Nursing Certificate Program (3 courses)

IMPORTANT DATES

April 30
NLN Elections open

May 15
Centers of Excellence: final applications due

May 31
NLN Education Summit: early-bird registration deadline

June 25
STTI/NLN Nursing Education Research Conference: early-bird registration deadline

AT YOUR SERVICE

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.
Four new advanced simulation training courses, coordinated by simulation expert Dr. Pam Jeffries, are in development and slated for release by September 2012:

- Advanced Debriefing Techniques
- Advanced Evaluation
- Standardized Patients
- Simulation-based Interprofessional Education.

Nearly 1,500 registered SIRC users from 38 countries helped prioritize topics for the new courses by responding to a survey after the 2011 NLN Summit. These advanced-level courses will join the 12 courses currently available on the SIRC.

For more information on how to access courses individually or as a faculty group, please visit the Simulation Innovation Resource Center at http://sirc.nln.org.

The NLN Leadership Institute

One-year programs fostering the development of leaders in nursing education to build a strong and diverse nursing workforce

Leadership Development Program for Simulation Educators

Designed for those interested in assuming a leadership role in the field of simulation in nursing education

Lead Program for Emerging Leaders in Nursing Education (funded in part by Johnson & Johnson)

Designed for nurse educators in rapid transition to positions of faculty and administrative leadership

Applications for both programs will be available in June. Accepted participants will hold their initial meeting in conjunction with the NLN’s Leadership Conference in January 2013.

Watch your email for details.