The NLN Report
The Member Newsletter of the Voice for Nursing Education

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EMERGENCY!
Dear Colleagues,

It took spring a very long time to get here this year but finally the tulips opened and the trees turned that lovely shade of green that proclaims: “What a beautiful time of year.”

Next spring, of course, NLN staff will be enjoying the cherry blossoms that Washington is famous for, as long-time (well, nine months-long) citizens of our nation’s capital.

Yes, the NLN’s historic move is very close, August in fact, and the anticipation is building. The League’s new address is 2600 Virginia Avenue but it’s more well known as the Watergate, site of the infamous 1972 break-in at the Democratic National Committee.

We hope you’ll come and visit, while you’re in DC for the 2013 Summit and any time you’re in town. We’ve been meeting with architects and designers and we’re looking forward to showing off our new digs.

To orient you to the location of our new headquarters, the Watergate superblock is bounded on the north by Virginia Avenue, on the east by New Hampshire Avenue, on the south by F Street, and on the west by Rock Creek Parkway. In the Foggy Bottom neighborhood, the Watergate complex overlooks the Potomac River, is right next door to the Kennedy Center, and close to the Foggy Bottom-GWU metro stop on the blue line.

In the meantime, our work goes on. And you can read all about it in these pages.

Happy spring and summer. See you in September at our 2013 Summit commemorating this significant time in NLN history.

Beverly Malone, PhD, RN, FAAN

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EMERGENCY!

Educating Nurses and Nursing Students to Handle Disaster

The dire weather forecast dominated news reports that final October weekend: Superstorm Sandy was bearing down on New York City. But Cecilia Alvarez, DNP, RN, clinical coordinator at NYU-Langone Medical Center, was ready.

Teamwork. That is the word Dr. Alvarez, also assistant professor in the DNP program at Fairleigh Dickinson University in Teaneck, New Jersey, and adjunct faculty at Case Western Reserve University in Cleveland, Ohio, used to describe how the nursing staff she supervised brought the nearly 50 inpatients in the rehab unit to safety.

Downtown, NYU was racing the clock to clear its wards, while uptown, the command center at Mount Sinai Medical Center was operating full throttle, admitting evacuees to waiting beds and processing emergency credentials for visiting doctors and nurses from NYU and nearby Bellevue Hospital, so they could provide their patients seamless care.

Similarly, the 16-hospital network throughout New York City’s five boroughs and Nassau and Suffolk Counties that comprises North Shore-Long Island Jewish Health Systems was also taking in patients from NYU, Bellevue, Coney Island Hospital in Brooklyn, and five area nursing homes.

“Training, training, training. Drill, drill, drill,” said Carol Porter, DNP, RN, FAAN, Mt. Sinai’s Edgar M. Cullman Sr. Chair of the Department of Nursing and chief nursing officer/SVP, is how the entire staff is prepared to handle emergencies of all nature.

In her previous position, as vice president for emergency services, Kathleen Gallo, North Shore-LIJ’s senior vice president and chief learning officer, was part of the team that developed the system’s emergency management response. In consultation with the FBI, that planning pre-dated by two years the terrorist attacks on September 11, 2001. “We are focused on prevention and very pro-active. We spend money before we have to,” noted Dr. Gallo. “Nothing is left to chance.”

Once a decision is made to activate the Hospital Emergency Incident Command System (HEICS, a federal term), she explained, staff follow assigned roles in which they have been drilled, and resources, like extra beds or additional medical personnel, are efficiently marshaled through supply vendors and recruitment agencies under contract.

Not to be discounted in the educational process is the importance of post-disaster evaluation. “After every crisis, we debrief by looking at data gathered during the emergency,” Dr. Gallo remarked. “We evaluate gaps in the system and change protocols.”

Dr. Porter of Mt. Sinai, too, emphasized the importance of continuously educating staff in emergency protocols, beginning with a requirement of all nurse managers and nursing supervisors at Sinai to take the IS-100 and IS-200 courses offered online by FEMA (Federal Emergency Management Agency). Those in positions to operate the hospital’s command center, like nurse administrators, directors, or supervisors, are also required to complete a higher-level FEMA course: IS-700. “A crisis is not the time to do things for the first time,” she stressed. “Clinical nurses get basic emergency preparedness during orientation after they are hired. We also offer in-service and emergency drills, so there is a lot of focus on emergency preparedness. If you provide the education, that kicks in. Everyone is nervous during a crisis, so protocols have to be familiar.”

Interprofessional coordination is another key. Said Dr. Porter, also associate dean of nursing research and education at Mt. Sinai School of Medicine: “Nursing is always at the table with physician management and emergency management leaders. You have to have a team…working together to build trust and dependence on one another and with outside agencies, like we did here, with the New York City Police and Fire Departments and Emergency Management.”

Leadership and critical thinking are two skill sets integral to the success of any emergency management response, those interviewed
agreed, and must, therefore, be incorporated into a hospital’s educational programming.

“Every nurse is a leader—a leader for her particular patients,” said Dr. Alvarez. Theory must be translated into practice, she explained, using the analogy of driving a car to illustrate her point. “Reading the book and passing the written test are not the same as being behind the wheel when it is snowing.” In each situation, she continued, “a nurse has to ask, ‘How do I adapt an organizational plan to a specific unit and to the tasks that need to be accomplished?’ I need to think what will be needed, for example, if I’m on the first floor versus the fifth floor or if I am taking care of children in intensive care versus geriatric patients. Knowing how to respond on a micro level, on a unit level, requires critical thinking.”

As at Mt. Sinai and North Shore-LIJ, nurses newly hired at NYU are taught about the hospital’s disaster and emergency protocols. Still, she wondered whether enough is being done to teach these concepts and skills in undergraduate, pre-licensure nursing and advanced degree programs. “Nurses should put disaster preparedness on their radar. It should be part of the curriculum at all levels, through doctoral, and must be formalized,” she opined. “We need to think of how to prepare future nurses to link that knowledge to being in the situation itself.”

Traditionally, noted Dr. Gallo of North Shore-LIJ, “Education around emergency management has not come out of [formal] nursing education.” Two recently published studies, one, “Implementing a Multidisciplinary Disaster Simulation for Undergraduate Nursing Students” (Hutchinson et al.; Nursing Education Perspectives; July-Aug. 2011); and the other, “Exploring Nursing Students’ Level of Preparedness for Disaster Response” (Schmidt et al.; Nursing Education Perspectives; Nov.-Dec. 2011), speak to the lack of pedagogical focus on disaster preparedness within schools of nursing.

Sometimes, however, real life intrudes, forcing both faculty and students to reflect on disaster preparedness in nursing education.

Jane Sumner, PhD, RN, APRN, BC, professor of nursing at the Louisiana State University Health Sciences Center School of Nursing in New Orleans, detailed the experience of teaching off-site for an entire year before the school was able to reopen in May 2006 in “Post-Katrina: The Story of LSUHSC School of Nursing” (Nursing Education Perspectives; July-Aug. 2007).

“If you provide the education, that kicks in. Everyone is nervous during a crisis, so protocols have to be familiar.”

— Carol Porter, DNP, RN, FAAN
Chief Nursing Officer/SVP
Mt. Sinai Medical Center

With major New Orleans hospitals unable to re-open, finding an adequate number of clinical sites continued to present challenges long after the students and faculty returned there from Baton Rouge where they had set up shop on the flagship campus of LSU that first year. “We’re going now into more community clinics, where health care is moving, in any event. It is appropriate, but we were forced to do it by the storm,” she said.

Just six years after it had served as a destination for Katrina refugees, Tuscaloosa, Alabama itself was essentially destroyed. The tornado that flattened homes, churches, shopping malls, cars, and just about everything else in its mile-wide, 90-mile-long wake in April 2011 fortunately just brushed by the U of A campus. (Moreover, the university’s Capstone College of Nursing, in a new building erected in 2010, includes three safe rooms and three safe classrooms to provide protection during tornados, a fact of life in Alabama.) The timing, near the end of the academic year, also proved fortunate, as students were offered the option to skip finals. NLN president-elect Marsha Howell Adams, DSN, RN, CNE, ANEF, is a professor and senior associate dean of academic programs at Capstone. She credits Olivia May, DNP, CRNP, an assistant clinical professor, and instructor Linda Strouss Patterson, MSN, APRN, BC, for their leadership during the crisis.

As both women quickly networked with other faculty to locate students to ascertain everyone’s safety, they set in motion the communication that facilitated students’ transition to community service. When her students began texting to ask how they could help, Ms. Strouss Patterson directed them to the Emergency Department at the hospital where Dr. May assigned them tasks and provided appropriate faculty oversight. Among the jobs yet-to-be-licensed nurses could skillfully and legally manage were transporting patients, assigning patients to rooms, and re-connecting injured family members.

In the days and weeks that followed, Capstone students were instrumental in helping set up and run mobile clinics in some of the most devastated areas of the city. They were a visible presence, said May and Strouss Patterson with evident pride, handing out bandages; checking vital signs; and accompanying teams of health care workers and members of the National Guard into neighborhoods to search for survivors, triage, check blood pressures and blood sugars, and give tetanus shots. Such was their dedication that May and Strouss Patterson had to remind many of them to take breaks to eat and sleep.

The impact of the experience was profound and lasting.

For May, who teaches pediatric nursing and simulation, there is now a lot more focus in her classes on developing nursing judgments during emergency scenarios and triage practice. “I figured out they didn’t get that before the tornado.”

In her nursing leadership and management course at Capstone, Strouss Patterson now places additional emphasis on “developing emotional intelligence,” learning how to deal with the psychological trauma that attends disaster. This includes understanding the toll on caregivers. “We can’t take care of [other] people, if we don’t take care of ourselves,” she said, a reality brought home by her role in helping organize a memorial event the university held a year after the tornado. As nursing students and faculty joined other members of the university community in a day of service, scat-
Another insight she had as a result of the earthquake-tsunami regarding the connection between gerontology and disaster preparedness in nursing education is that “the biggest hurdle is not to assume that the elderly are a ‘done deal’ and unimportant. The attitude has to be built into previous instruction, not reserved for instruction in disaster preparedness, that the elderly are deserving of equal consideration when resources are limited and triage needs to occur. But shaping student attitudes is really hard.”

“Second Life [a simulation experience for nursing education] is a potentially excellent tool for creating a virtual community that can simulate any scenario in the world and assist with teaching disaster preparedness that may change the outcome of community health in a crisis,” suggested Tweedie. “Online is where I see the future of engaging students.”

Perhaps Jane Summer, who lived through Hurricane Katrina and its aftermath, best summed up the education of nurses to manage disaster: “We always talk about nurses’ adaptability. We had to be creative and flexible.”

That’s because, as those in New York during Hurricane Sandy can attest, the bottom line for any and all nursing education in disaster preparation must be the quality and safety of patient care. Said NYU’s Dr. Alvarez: “We worked together and put patients at the center of everything we had to do. Grace under pressure.”

NLN Foundation Newsbrief

In 2012, NLN Foundation Summit events were replaced by the Soul of Giving decal sponsorship campaign. Schools of nursing, businesses, and individuals sponsored decals for $1,000 and $500. These yielded $23,539, compared to 2011’s $9,715.

And Text to Pledge, introduced at the Summit banquet in 2011, returned by popular demand. “Pitch women” foundation chair Dr. Nancy Langston and CEO Dr. Bev Malone promoted competitive challenges among banquet attendees, doubling the 2012 net to $23,538.

Both activities return for Summit 2013 and decal sponsorship has been enhanced.

Each and every gift makes a difference for the foundation and supports its work on behalf of the NLN. Programs and projects include nursing research, faculty development and scholarly publications, global diversity initiatives, as well as funding for grants and scholarships.

For more information, visit nlnfoundation.org.
Assessment & Evaluation Tools

Care of the Older Adult

Developed with input from the Advancing Care Excellence for Seniors (ACES) partnership, this standardized examination assesses competencies in providing care for today’s older adult population.

Drug Dosage Calculations

Implementation of patient safety learning outcomes has prompted nursing education programs to pay strict attention to developing nurses’ abilities to safely calculate and administer medications, both as students and, following that, in practice. This tool assesses the ability to correctly administer the prescribed doses of medications ordered by health care providers.

Computer Adaptive Testing (CAT)

The NLN CAT is a comprehensive computerized adaptive test that is built upon the framework and blueprint of the NCLEX®. It allows students to assess their knowledge and determine readiness to test. The NLN’s CAT mimics the NCLEX format by identifying student success when students reach a certain level of proficiency. Students who take the NLN CAT will approach test day with less anxiety and increased confidence.

Prep, Practice & Remediation Module

PPR consists of more than 5,000 questions complete with comprehensive rationales. Students will encounter proven strategies to accelerate their ability to learn content and increase critical thinking skills. Faculty will be able to control various remediation options and reporting tools during the program and during NCLEX preparation.

COMING UP FROM THE NLN

CONFERENCES

June 2–6, 2013

Immersion Experience

The Revolution in Teaching

Chicago, IL

September 18–21, 2013

NLN Education Summit

Raising the Roof/Advancing the Nation’s Health

Marriott Wardman Park,

Washington, DC

October 25–27

NLN Technology Conference

Unleash the Power: Technology in Education and Practice

Thomas Jefferson University

Jefferson School of Nursing

Philadelphia, PA

WORKSHOPS

Teaching Care of Older Adults

The ACES Workshop

May 17, Dallas, TX

June 12, Las Vegas, NV

Pre-conference to INACSL

June 20, NYC

CNE Prep

May 17, Oklahoma City, OK

Oklahoma City University

Kramer School of Nursing

May 21, Baltimore, MD

Stevenson University

Stevenson Department of Nursing

June 8, Villanova, PA

Villanova University

NLN Scholarly Writing Retreat

November 8-10

Emory Conference Center Hotel

Atlanta, GA

WEBINARS

How to Lead

An NLN Webinar Series

Wednesdays, 3:00-4:00 pm

October 16

How to Manage Competing Priorities

October 23

How to Mentor

October 30

How to Create a Climate of Openness to Diverse Perspectives

How to Use Simulation

An NLN Webinar Series

Thursdays, 3:00-4:00 pm

October 31

How to Evaluate Simulation

November 7

How to Unleash the Power of Evaluation

November 14

How to Use Principles of Debriefing for Simulations

IMPORTANT DATES/DEADLINES

May 15 - September 2

NLN elections in progress

May 31

Summit: first early bird registration rate ends

June 7

2013 NLN Awards: nominations end

August 15

Writing Retreat: applications due

October 15

Centers of Excellence: initial applications for the 2014 cycle due

AT YOUR SERVICE

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

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

Watch for info on 2013-2014 Leadership Institute Programs.
LeaderNotes  Celebrating Our NLN Leadership

On April 3, 2013 during its annual convention in Charlotte, NC, the National Student Nurses’ Association bestowed its highest honor on G. Rumay Alexander, EdD, RN, clinical professor and director of the Office of Multicultural Affairs at the University of North Carolina at Chapel Hill, and NLN board member. Honorary membership is awarded by the NSNA House of Delegates as recommended by the NSNA board to individuals who have rendered distinguished service to NSNA.

Anne E. Belcher, PhD, RN, AOCN, FAAN, ANEF, associate professor, Johns Hopkins University School of Nursing, is in the first year of a two-year term as president of the ONS (Onology Nursing Society) Foundation.

Mary Lou Bond, PhD, RN, CNE, FAAN, ANEF, distinguished teaching professor, assistant director, Center for Nursing Research, and assistant to the dean for faculty development at the University of Texas at Arlington College of Nursing, presented “Finding and Keeping Diversity in Your Program: The Importance of a Supportive Environment,” a keynote address at the Inclusion and Cultural Competence at the Heart of Healthcare Excellence Conference at the University of Texas Health Science Center, San Antonio, on April 20. Dr. Bond has also been appointed to the Fulbright Specialist Roster for a five-year period.

Professor and co-director of the Center of Excellence in Evidence-Based Practice at Texas Tech University and NLN board member Carol Boswell, EdD, RN, CNE, ANEF, received the 2012 Chancellor’s Council Distinguished Research Award for the Texas Tech Health Sciences Center. The Chancellor’s Council has recognized top teaching and research faculty at both the university and the Health Sciences Center for 12 years.

The American Nurses Credentialing Center’s Commission on Accreditation has awarded NurseTim, Inc. (owned by Tim Bristol, PhD, RN, CNE, ANEF) Accreditation with Distinction. The commission’s highest recognition, fewer than 10 percent of ANCC-accredited organizations attain this level. As an ANCC-accredited organization, NurseTim, Inc. agrees to provide continuing education according to global standards established by ANCC.

Sandra Chaisson Brown, DNS, APRN, FNP-BC, CNE, ANEF was the recipient of the 2013 Nursing Educator of the Year award by the Louisiana State Nurses Association. Award criteria include: impact on students entering the profession or seeking a higher degree in nursing; excellence in classroom presentation and educator competencies; excellence in clinical expertise; participation in LSNA/ANA and/or professional nursing or educational organizations; and evidence of mentoring students to the profession of nursing.

A book written by Cynthia Clark, PhD, RN, FAAN, ANEF, professor in the School of Nursing at Boise State University and founder of Civilty Matters, has been published by Sigma Theta Tau International. Creating & Sustaining Civility in Nursing Education shares stories, positive examples, and tools to keep the problem of incivility in nursing education from spiraling into aggression and jeopardizing the learning and practice environments.

Maria Connolly, PhD, CNE, FCCM, ANEF, professor of nursing at University of St. Francis in Joliet, IL., presented “Defining Research in DNP Programs: Lessons Learned” at the International Nursing Conference: Caring to Know, Knowing to Care. Sigma Theta Tau International, the Canadian Registered Nurses’ Association of Ontario, and Israeli nurses at the Hadassah Hebrew University Medical Center sponsored the 2012 conference in Jerusalem. Dr. Connolly developed the university’s first doctoral program. In February 2013, her abstract, “Faculty Nurse-Managed Clinic: A Seven Year Journey toward Sustainability,” was selected for presentation at AACN’s 2013 Faculty Practice Conference in Orlando.

Joyce Griffin-Sobel, PhD, RN, has been named dean and professor at the SUNY Upstate Medical University College of Nursing in Syracuse, NY. She will be speaking about her research on interprofessional education and technology at the NLN Summit, the Sigma Theta Tau International Biennial Conference in Indianapolis, and the Sigma Theta Tau International Research Conference in Prague.

Hampton University provost Pamela V. Hammond, PhD, RN, FAAN, ANEF, and professor of Nursing Bertha L. Davis, PhD, RN, FAAN, ANEF, with colleagues published “Colorectal Cancer Knowledge, Cancer Fatalism, and Religious Coping among Individuals Attending an African American Church” in the Journal of Nursing Education and Practice. Dr. Davis, with colleagues, also published “Educational and Telephone Support Intervention to Improve Hypertension in African-Americans” in the Journal of the National Black Nurses Association.

Linda Howe, PhD, RN, CNS, CNE, associate professor, University of Central Florida College of Nursing, and NLN board member presented “Caring for Christ’s Poor: The Story of the Hawthorne Dominicans” at Sigma Theta Tau (Theta Epsilon) Research Day in Winter Park, FL on April 9.

M. Susan Jones, PhD, RN, CNE, ANEF, professor of nursing, Western Kentucky University and colleague Dr. Deborah Reed of University of Kentucky, are leading Nurses Using Research, Service, and Education in Academia and Practice (NURSE-AP), funded 2011-2016 by the National Institute for Occupational Safety and Health. This new project is addressing the critical barriers of rapid access to agricultural health and safety research, the development and delivery of evidence-based nursing practice tailored to local farm communities, and the limited capacity in agricultural health among nursing students, academics, and nurse scientists.

In March, RuthAnne Kuiper, PhD, RN, CNE, ANEF, professor and department chair, School of Nursing-College of Health and Human Services, University of North Carolina Wilmington, presented a webinar for the American Association of Colleges of Nursing, “Strategies to Support the Teaching and Learning of Clinical Reasoning.” Dr. Kuiper was the keynote speaker at the 2013 spring North Carolina League for Nursing meeting in Durham, where she presented “Promoting Clinical Reasoning in Undergraduate Nursing Students.”

Kathie Lasater, EdD, RN, ANEF, associate professor, Oregon Health and Science
University School of Nursing, received the 2012 Helen K. Grace/Nursing Deans Distinguished Lecturer Award. She delivered “Simulation: An Effective Learning Strategy?” at the South Dakota State University in Brookings and was the keynote speaker, discussing “Clinical Judgment/Simulation Research: Bridging the Theory Practice Gap,” for Phi and Zeta Zeta Chapters Research Day in Sioux Falls.

Recent articles by Barbara Mandeleo, PhD, RN, ANEF, professor emerita, College of Nursing, Brigham Young University, include: “Research with Children as Participants: Photo Elicitation” in the Journal for Specialists in Pediatric Nursing; and with colleagues, “Integrating Advanced Writing Content into a Scholarly Inquiry in Nursing Course” in the International Journal of Nursing Education Scholarship. In addition, Dr. Mandeleo is editor (with a colleague) of the third edition of Pediatric Nursing: Caring for Children and Their Families, published by Delmar.

Angela M. McNelis, PhD, RN, ANEF, associate professor, Indiana University School of Nursing, recently received three awards: from the MNRS Nursing Education Research Section, the Advancement of the Science Award; and from Indiana University, both the 2013 Alvin S. Bynum Mentor Award for Faculty and the Trustees Teaching Award.

Clinical assistant professor at UMASS Boston JoAnn Muleready-Shick, EdD, RN, CNE, ANEF, is presenting two posters with her partnership colleagues on Redesigning Clinical Education: A Randomized Controlled Study Comparing the Dedicated Education Unit (DEU) with the Traditional Clinical Learning Experience at the 25th annual ENRS Scientific Sessions on May 16 in Boston, and at the St. Anselm College’s 21st Annual Conference for Nurse Educators on May 30 in Falmouth, MA. She also spoke to the New Jersey Nursing Initiative’s Clinical Innovations DEU Conference on March 8 in Princeton.

Jan Nick, PhD, RNC-OB, CNE, ANEF, recently accepted a position as dean of the School of Nursing at Saniku Gakuin College, Japan. Among other duties, she will be working to increase its capacity as an international campus. She continues as a faculty member at Loma Linda University in California as the director of the Pipeline Program for a Diverse Nursing Workforce. Using historical research as the basis, Dr. Nick recently co-authored an accepted manuscript titled “From Committee to Commission: The Inception and Journey of the NLN Certified Nurse Educator Program” to be published in Nursing Education Perspectives. Co-authors are Nancy Sharts-Hopko and Deb Leners.

Tracy A. Ortelli, PhD, RN, CNE, ANEF, vice president for academic affairs, Galen College of Nursing, earned her PhD in nursing education at Nova Southeastern University in January. Her dissertation, “Evaluating the Knowledge of Those Who Teach: An Analysis of Performance on the Certified Nurse Educator Credential,” examined the outcome data of CNE candidates who took the CNE examination between 2005 and 2011. Dr. Ortelli will present the findings of this study at the upcoming NLN Education Summit.

Dorothy Otto, EdD, RN, ANEF, was recognized as a charter faculty member by the University of Texas Health Science Center, Houston and the School of Nursing during its 40th anniversary. In addition, Dr. Otto was one of five women in the health care professions honored by the Texas Medical Center’s inaugural Women’s History Project.

Brigham Young University professor of nursing Patricia (Patty) Ravert, PhD, RN, CNE, FAAN, ANEF, was appointed dean for the College of Nursing last August.

Teresa Shellenbarger, PhD, RN, CNE, ANEF, doctoral program coordinator, Indiana University of Pennsylvania Department of Nursing and Allied Health, and member of the NLN Board of Governors, in 2012, with a colleague, published “Using Technology to Promote Mobile Learning: Engaging Students with Cellphones in the Classroom” in Nurse Educator.

A faculty member at Mesa Community College and consultant at NurseTim Inc., Karin J. Sherrill, MSN, RN, CNE, CHSE, ANEF, became a certified healthcare simulation educator (CHSE) in December through the Society for Simulation in Healthcare.

Nurse.com selected Elaine L. Smith, EdD, MSN, MBA, RN, NEA-BC, ANEF, vice president of nursing education for North Shore - LIJ Health System Institute for Nursing as the 2012 National Nurse of the Year in the category of education and mentorship.

Elizabeth Speakman, EdD, RN, CDE, ANEF, associate professor, Jefferson School of Nursing, co-director, Jefferson Center for Interprofessional Education, Thomas Jefferson University, and member of the NLN board, was appointed to the editorial board for the university’s Health Policy Newsletter. Recent publications include, with colleagues, “The Clinical Nurse as Leader” in Nurse Education Practice and “Jefferson Interprofessional Clinical Rounding Project: An Innovative Approach to Patient Care,” in Population Health Matters. In November 2012, Dr. Speakman presented “JCIPLE as an Educational Innovational Education Center” at the IOM’s Global Forum on Innovation in Health Professional Education in Washington DC.

Kathleen R. Stevens, EdD, RN, FAAN, ANEF, professor and director, University of Texas Health Science Center at San Antonio, has been appointed the Chancellor’s Health Fellow in Inter-professional Health Delivery Science. The fellowship’s purpose “is to forge a trans-institutional network of investigators across [the] UT System in health delivery and related areas…”

NLN Board of Governors member Connie S. Wilson, EdD, RN, CNE, professor of nursing and RN-BSN coordinator, University of Indianapolis, presented “Systems Portfolio Feedback Dissemination and Strategic Initiatives” at the annual meeting of the Higher Learning Commission/NCA on April 5.

Barbara Yoost, MSN, RN, CNS, CNE, ANEF, honors program coordinator, Kent State University College of Nursing, was presented with the Kent State University Distinguished Honors Faculty Award based on “student letters of nomination and in recognition of her outstanding history of teaching and mentoring students and her service as the Honors Coordinator for the College of Nursing.” In addition, with colleagues, based on the Global Health Immersion course she developed and led for students in Switzerland, Professor Yoost presented the poster, Planning and Implementing an Innovative Global Health Experience, at the annual Driving the Future Conference in Kent, OH and at the Robinson Memorial Research Conference.
Elevating excellence in nursing education.

The National League for Nursing and Chamberlain College of Nursing are proud to announce the *NLN|Chamberlain College of Nursing Center for the Advancement of the Science of Nursing Education*. This partnership will advance and promote evidence-based nursing education and the scholarship of teaching, benefiting our students and the patients they’ll care for throughout their professional lives.

Together, we can make a difference. | Visit chamberlain.edu/nln