Dear Colleagues,

It’s hard to believe, but as I write this missive, we’re about to experience our first holiday season in our nation’s capital. The NLN has completed the historic journey from the banks of the Hudson to the banks of the Potomac. I want to take this opportunity to extend an open invitation to stop by any time you’re in Washington, DC to visit us in our Watergate headquarters. We are so proud of our new Home for Transformative Excellence and our seven NLN Centers for Nursing Education — Transformational Leadership, Excellence in the Care of Older Adults, Diversity and Global Initiatives, Innovation in Simulation and Technology, the Advancement of the Science of Nursing Education, Academic and Clinical Transitions, and Assessment and Evaluation. And while much is new, some things will never change. The level of service you receive will stay at its usual heights and our core values — caring, integrity, diversity, and excellence — will always infuse the work of the National League for Nursing.

Please enjoy this first DC issue of the NLN Report.

Beverly Malone, PhD, RN, FAAN

The National League for Nursing Executive Report

September 2012 through August 2013

The 2013 report to the members was originally presented by NLN CEO Dr. Beverly Malone at the NLN Summit on September 20 during the annual business meeting. That report is excerpted below.

There can be little doubt that the NLN remains the leader in nursing education as evidenced by just some of the highlights of the 2012-2013 academic year.

The NLN has a major new initiative with corporate partners, Wolters Kluwer Health, Professional & Educational and Laerdal Medical. Accelerating to Practice will build strong academic practice partnerships that support the transition from education to nursing practice. This program of the NLN Center for Academic and Clinical Transitions will result in solutions to novice nurse transition to employment issues that arise from the growing complexity of the practice environment, changes in the health care system, and increasing technology demands in the workplace. See story on page 9.

Three national think tanks were conducted: First, with a focus on LPN/LVN education, we convened thought leaders to develop a model national curriculum. Second, we brought together experts to discuss the preparation of faculty in doctoral education. And finally, in collaboration with the Convenient Care Association, we convened “The Role of Nurse Practitioners in Emerging Models of Care Delivery.”

The annual Leadership Conference, “Transforming Leadership into Action: Disrupting Your Curriculum,” was attended by more than 150 attendees in January.

Our 2013 Immersion Experience, “The Revolution in Teaching: Leading the Way,” took place in June in Chicago, IL, and was hugely successful.

Nineteen nurse educators participated in our LEAD Program and 20 in our Leadership Development Program for Simulation Educators. These are the NLN’s one-year leadership programs; applications have exceeded the number of slots available.

A third program has been added to the Leadership Institute roster — the Senior Dean Leadership Program, a one-year program for current deans and directors to rejuvenate and examine the politics of organizations.

In the fall, the NLN hosts its annual technology conference at Thomas Jefferson University in Philadelphia. Elsevier has joined the NLN as a partner to support the technology conference, and we are most grateful for its support.

In order to ensure regular administration of the Faculty Census survey, and to decrease the burden to our members, the NLN is moving the Annual Survey to a biennial schedule, allowing the Annual Survey and Faculty Census surveys to be conducted in alternate years.

The NLN currently administers more than $2 million in grant funded projects:

- The Hearst Foundations and Independence Blue Cross of Philadelphia support our nationally acclaimed ACES project to advance care excellence for older adults.
- Laerdal Medical supports the High Stakes Project, SIRC (Simulation Innovation Resource Center), and our just released Veterans Unfolding Cases and Simulations.
> **Johnson & Johnson** provides funding to enhance our three one-year leadership programs: **LEAD**, the Leadership Development Program for Simulation Educators, and the new Senior Dean and Directors Program.

> **The Jonas Center for Nursing Excellence** supports the NLN Jonas Scholars Program.

> Funding from **MetLife** helps us develop more unfolding cases to teach the complexity of providing care to Alzheimer’s patients and their caregivers.

There are three new books from NLN Press:

- **Clinical Simulations in Nursing Education: Advanced Concepts, Trends and Opportunities**, edited by Pam Jeffries
- **Innovations in Nursing Education: Building the Future of Nursing**, edited by Linda Caputi (forward by Susan Hassmiller)

Moving on to the global arena, the International Council of Nurses 25th Quadrennial Congress addressed Health Care Equity and Access in Melbourne, Australia in May, and the NLN’s visibility included five prominent presentations, a successful ICN network meeting, and a well-attended sponsored reception.

Moreover, due to focused recruitment from the NLN, the ICN Education Network has grown from 707 members to more than 1,600 members in a two-year period. In addition to membership growth, the number of countries represented has grown from 76 to over 90 countries since the 2011 ICN Malta Conference.

Of course, none of this would be possible without the support and active engagement of our members.

- Membership reached more than 39,000 this year; a 4 percent increase with a 97 percent renewal rate.
- We currently have 25 constituent leagues serving 30 states.
- NLN ambassadors, currently numbering 682, represent schools of nursing in every state, Canada, and Puerto Rico – with 7 percent of ambassadors at non-NLN member schools.
- Ten schools were selected for COE designation; 30 fellows and two honorary fellows were inducted into the Academy of Nursing Education.
- As of July 31, we have 3,834 proud certified nurse educators (CNEs) shaping minds all over the country.
- New test forms were implemented last October, with the new eligibility criteria: Nurses with a master’s or doctorate in nursing education are eligible to write the CNE exam (with or without nurse educator practice experience). Nurses with a master’s or doctorate NOT in nursing education are eligible to write the CNE exam with two years of teaching experience. This teaching experience can be either part time or full time.
- A new Self Assessment Exam that is used by individuals preparing for the CNE exam has been developed and is available on the website.
- The CNE exams were given an “annual update” whereby items that do not have the desired statistical analysis are reviewed, updated, or eliminated. Two item writing workshops for the development of CNE test items were conducted to assure there is a sufficient pool of updated test items ready to use in the CNE exams.

> The CNE recertification process has been further streamlined and recertifications are being processed in “lightening speed.”

But our attention doesn’t stop with the CNE exam. The NLN is committed to maintaining excellence across our entire testing catalog.

- The NLN Spanish version of the achievement exams are in the process of revision, based upon content updates, item statistics, and further linguistic review.
- Two new exams have been released. They include Care of the Older Adult and Drug Calculations.
- A new score report was developed that provides students and test administrators with an Item Response Report. Designed for use with the achievement line of exams, the report displays the key concept for each test item and indicates if the item was answered correctly or not. The school version of the report indicates the number of test takers answering the item correctly; students are instructed to use the report to identify their areas of strength and weakness. This report has been very well received by our customers.

Bundle pricing was implemented which provides schools with the opportunity to create a customized package of tests and testing products for a discounted price for a one-year or longer commitment. This has been received well by our customers who did not want to purchase the standard Testing Solutions Package.

Finally, the Testing Sales and Services Department is improving information on the testing website pages to include a secure one-stop resource page for students and test administrators to easily locate NLN testing

**Continued**
information. A new communication tool is also being added that will allow Testing Services to post a message for test administrators that they will view when they log in and verify that they have read through an action button.

This year the communications department used its marketing creativity and tools to publicize the new NLN Home for Transformative Excellence, our seven Centers for Nursing Education, and the League’s momentous move to Washington, DC to the nursing, health care, and wider communities.

- One specific example is the widely disseminated Nurses Week video panel discussion featuring Dr. Malone and Chamberlain president Dr. Susan Groenwald. *To Advance the Nation’s Health — A Conversation about Nursing and Nursing Education* focused on the introduction of the NLN/Chamberlain Center for the Advancement of the Science of Nursing Education” and how nurse educators are coming together to advance nursing education and the profession.

- The communications department, in its role as provider of counsel in external affairs, in consultation with the leadership of the NLN, devised a communications plan in response to the ongoing litigation with NLNAC and the creation of the new NLN Commission on Nursing Education Accreditation, NLN/CNEA.

- In the ever-growing arena of social media, the NLN Facebook presence continues to expand. We now have more than 8,000 followers, a 60 percent increase since January 2013. Content is based on industry trends, news, and updates; and news of the NLN.

- In a more traditional area, the NLN’s commemorative book, distributed at the Summit, celebrates our move from New York City to Washington, DC and traces the history of the association from 1893 when the League was founded, through 12 decades of growth and success. More than 30 companies placed advertisements welcoming the League to DC; ad sales reached almost $30,000.

- The NLN’s research journal, *Nursing Education Perspectives*, has been completely redesigned to help position the publication as a serious research journal, in keeping with the editors’ focus on robust nursing education research. The last major redesign was in 1997, when its name was *Nursing and Health Care Perspectives*.

- The NLN’s new website, previewed at the Summit, will roll out in early 2014. It features current best practices and web technology and is structured around the needs of our users. It exemplifies the NLN Home for Transformative Excellence – our move to Washington, DC, and our seven Centers for Nursing Education. This major overhaul reflects the new structure of the NLN, builds on our unique brand and reputation, provides visitors to the site with an intuitive, understandable path and easy access to the information they seek, and performs well on a wide range of desktop and mobile devices.

These initiatives 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, as we say in the Summit’s theme, we’ll keep on raising the roof and advancing the nation’s health.
The Treasurer’s Report, delivered by Michael Newsome at the 2013 NLN Education Summit, addressed the financial results of the National League for Nursing for January-December 2012, the NLN’s fiscal year.

As evidenced by the trends illustrated by the charts above, the NLN’s future is bright as we continue to achieve our mission and goals while focusing on sound financial management.

Major accomplishments this year include a successful move to Washington, DC and the establishment of the seven NLN Centers for Nursing Education, increased grants, diversified revenue with new ventures in testing products, and expansion of the NLN’s professional development activities.

With a 20 percent increase in funding, this year the NLN Foundation was able to award four scholarships to students.

The Campaign for the NLN Home for Transformative Excellence continues to attract enthusiastic supporters and partners. Campaign gifts and pledges raised through October total more than $1 million.

At the Summit

Foundation fund raising at Summit 2013 set a new record. The Soul of Giving Decal sponsorships supporting scholarships and research grants increased from 26 decals in 2012 and revenue of $23,539 to 50 decals and $39,500.

NLN Testing Services sponsored a Silent Auction to benefit the NLN Foundation and raised $1,447. The Text to Pledge initiative held each year at the NLN Banquet raised $25,000.
Honor Student Today, Nurse Tomorrow, Husky Forever
UConn Basketball Champ
Heather Buck

When Heather Buck came down with mononucleosis during the fall semester of her freshman year at the University of Connecticut, she was bereft. The UConn School of Nursing honor student had been recruited to play on the university's Division I WNCAA championship basketball team and this meant sitting out her maiden season as a Husky. "It was tough, especially when I was so looking forward to playing in college," she recalled of the winter of 2008-09.

But what appeared to be a stroke of bad luck proved to be a lucky break for Heather. The interruption made it possible for her to spend a fifth year on the Storrs, Connecticut campus. Her adviser, Prof. John McNulty, urged her to take advantage of the opportunity to spread her final, Capstone, clinical commitments over two semesters, instead of the usual one. The extra time also offered her greater flexibility to juggle her coursework and clinical commitments at Connecticut Children's Medical Center (CCMC) in Hartford with the intense Husky women's basketball practice, game, and travel schedule. Fortunately, a full athletic scholarship covered the unanticipated year of tuition and other costs for the Stonington, Connecticut native.

Even with the added time, however, Heather had to maintain a strenuous pace. Due at the hospital by 7:00 am, after work she'd drive straight to a three-hour basketball practice, usually not arriving home until after 7:30 at night. The powerhouse Husky's national championship win over Louisville last year made it all worth it.

Last spring, with her May 12, 2013 graduation date approaching, Heather shared her reflections on her college experience and looked ahead to what's next.

Her first big decision post-season was choosing between pursuing a career abroad in professional basketball and nursing practice. After playing basketball year-round for more than half her life, it wasn't easy. But when she realized that in nursing she had found something she loved just as much, she reasoned, why wait?

After earning her BSN, she planned to jump right into studying for the NCLEX, which she would take in June. Soon after, she intended to move into an apartment with her best friend from UConn and hoped to be back at CCMC, where she has applied to work in the Emergency Department. She had rotated there during the 2012 fall semester, and she knew right away, she said, that Peds ER was where she belonged.

"The Emergency Department at a children's hospital is the perfect way for me to combine my interest in pediatrics and emergency medicine," said Heather, who went on to explain how emergency medicine is like team sports.

"Aside from my love of the game, what has been so important to me has been being part of the team, which means having people around you that are there for you and that you are there for, no matter what."

"ER medicine is very fast-paced," Heather continued. "You never know what is going to come through the door. And you've got to be on your toes, ready for anything. It's like what we prepare for, on a daily basis, on the [basketball] court. In the ER, you have to be at your best all the time, ready for whatever comes our way, and we have to count on one another."

The decision to apply to nursing school was a natural one for the talented six-foot, three-inch phenom for whom school and basketball always came before partying and other typical teenage pursuits. Coaches came calling early—in her sophomore year of high school—which motivated her to begin considering different careers long before many of her peers.

"I've always loved science and been very curious when someone was sick or injured during playing to find out what was going on, what was going to happen, how they would be treated," said Heather. "A lot of my friends and teammates have mothers who are nurses, and my aunt is a nurse. So I started thinking about wanting to have a job interacting with and caring for people. I didn't want to be sitting behind a desk."

A day spent shadowing a friend's mom who was an ER nurse at a local hospital confirmed her feeling. Her only concern: would it be possible to earn a nursing degree while still playing basketball? As the first student in UConn's School of Nursing to play on the university's championship women's varsity basketball team, Heather knew it wouldn't be easy.

But, she reasoned, "If someone can make it work, I can. I've always valued my academics, and I knew the coaches would be supportive."

"There were times when I couldn't miss practice or a game and wasn't able to reschedule time in the clinic or make up a class," she elaborated, "and there were times I would have to miss some or all of practice. Everyone in the School of Nursing and within the coaching staff was working together to help me [resolve these conflicts]."

"But here I am focused on graduation, so we made it work," said Heather, adding that the women's basketball team has been national champion three out of her five years in school.
and made it to the Final Four every year since 2007. She’s rumored to be one of only about five players who have played in five straight Final Four tournaments.

Heather is also finishing her undergraduate academic career with a winning record. Accepted into the honors program, she was putting the finishing touches on her senior thesis, a requirement of the honors curriculum in nursing. The research project, which she worked on with a couple of other nursing students under the direction of Prof. Patricia Neassey, investigated the self-medication practices of undergraduates at UConn. The data they collected, based on a survey they wrote and distributed, served as the basis for her poster and paper on alcohol and illicit drug use on campus. They asked, what are people drinking with alcohol, what are they mixing, how are drugs, alcohol, and energy drinks interacting? “We think about that all the time as nurses, and we’re educated about it, but over-the-counter and prescription meds are often mixed, and then combined with alcohol, can have an effect people don’t know or think about. We wanted to find out which ones are most prevalent in the population and what needs to be addressed with an education program.”

Now that she’s set her sights on Peds ER, what else does she envision on the horizon?

Her first love, basketball—and the Huskys—will remain in the picture. “The basketball team at UConn is like a family,” Heather maintained. “I know they will always welcome me back to practice with the girls.”

In nursing, after finding her sea legs as an RN through clinical experience, teaching, research, and graduate study are definitely on the radar screen.

“One hundred percent, I want to be a preceptor or clinical instructor,” said Heather, recalling how she loved helping to guide more junior nursing students during her senior year clinical rotations.

Having found her senior thesis research so enriching, Heather believes that, down the road, she will also jump back into scholarship. “I know that research is a big part of the master’s program at UConn, and I enjoy learning so much that there is a likelihood I will continue my own education at that level.

“One of the things we always talked about in school is the art of nursing, being present with the patient. That’s one of the things that drew me to nursing in the first place. It takes everyone on the team, ultimately, to deliver quality care. And this is the role on the team I’m really interested in playing. In the new Affordable Care Act, nurses bear a lot of responsibility for patient care.

“When some people say, ‘You’re so smart, you should become a doctor,’ I say, ‘There’s no problem with having smart nurses.’

Editor’s note: Since this story was reported, Heather Buck landed her dream job. Here’s her update:

I have been working at Connecticut Children’s Medical Center in the emergency department for a little over a month now. I love it there and I am learning so much. Everyone has been very supportive and helpful in my first few weeks which was a big part of why I wanted to work there after graduation. Other than that I have been adjusting to life as an adult, paying bills and all those types of things. I just started helping out a high school basketball team and been back to UConn to watch my old teammates play a couple times.
NLN Publishes Vision for Doctoral Preparation for Nurse Educators

Doctorally Prepared Educators Needed to Lead Curriculum Change, Develop Models of Cost-Effective Education, and Prepare a Workforce to Meet the Needs of a Reformed Health Care System

 Asserting that the future calls for new ways to value the complex role of the nurse educator, the National League for Nursing has published “A Vision for Doctoral Preparation for Nurse Educators.” Said CEO Dr. Beverly Malone, “With this latest entry in the NLN’s Vision Series, the National League for Nursing continues to actively promote the need for nurse scholars that have discipline-specific pedagogical knowledge and skills.”

Endeavors designed and implemented by the NLN over the last two decades have focused on a core belief that the role of the nurse educator is complex. As noted in the vision statement, “For both the faculty role in an academic setting or a professional nurse development role in a practice setting, we expect the successful educator to be an expert practitioner, possess the pedagogical knowledge of a skilled educator, and be engaged in either knowledge generation or knowledge translation....In practice disciplines like nursing, it is especially important that educators and practitioners alike be able to evaluate and demonstrate links between educational outcomes and patient care quality. This is a particularly challenging task in a health care system that is experiencing multiple stressors and undergoing rapid change.”

“A Vision for Doctoral Preparation for Nurse Educators” addresses the call to action from the IOM’s 2011 publication, The Future of Nursing: Leading Change, Advancing Health, to address the critical need for more doctorally prepared nurse educators to advance the science of nursing education, design educational systems that implement efficient and cost-effective programs of learning, and lead in the improvement and redesign of the health care system.

Summed up NLN president Dr. Marsha Howell Adams, “Without doctorally prepared nurse educators to lead educational reform, we risk producing a nursing workforce that is not ready to provide accessible and affordable care to diverse populations in multiple settings. Nurse educators who understand and implement discipline-specific pedagogies are the vital link to a future of excellence in nursing.”

“It is interesting to note the concurrent concerns about doctoral education in other fields as well,” said Dr. Malone. “In ‘We Must Prepare PhD Students for the Complicated Art of Teaching’ in the November 12 online edition of the Chronicle of Higher Education, former Harvard president Derek Bok writes, ‘[Quality] instruction will surely be slow to arrive without a faculty trained to bring to its teaching the same ample store of background knowledge, the same respect for relevant data, and the same questioning, innovative spirit that professors have long displayed in carrying out their research.’”

“A Vision for Doctoral Preparation for Nurse Educators” concludes with a series of recommendations: for the nursing profession; for all doctoral programs; for doctoral programs preparing nurse educators for deans, directors, and chairs of nursing programs; and for the National League for Nursing. The complete text is available on the NLN website on the publications page.

Enhancing Care for Alzheimer’s Patients and Their Caregivers

AN ACES INITIATIVE

F undered by the MetLife Foundation, this project merges specialized knowledge of Alzheimer’s disease with the NLN’s signature Advancing Care Excellence for Seniors (ACES) Program. By adding specialized curriculum resources about care of patients with Alzheimer’s disease and their caregivers, the NLN will be the leading resource for faculty to train students in rehabilitation, health promotion, health care, and social service referral for the specialized care of older adults with cognitive impairments, specifically Alzheimer’s disease.

In spring 2013, the NLN convened a focus group of leading experts in Alzheimer’s disease who also had experience teaching undergraduate students in schools of nursing. These experts assisted the League to select teaching strategies most needed today to assist students to fully understand the complexity of Alzheimer’s disease and related care needs for patients and family members.

Three unfolding cases (Ertha Williams, George Palo, and Judy Jones) with first person monologues and three simulation scenarios were developed and pilot tested in schools of nursing this fall. Four teaching strategies were also developed addressing the pathophysiology of Alzheimer’s disease, common behaviors associated with Alzheimer’s disease, care giver considerations, and related nursing actions.

Visit the ACES pages on the NLN website to explore the simulations and teaching strategies. They are available free of charge.
A unique partnership of not-for-profit and private enterprise is developing collaborative programs to better prepare nursing students for the increasingly complex requirements of nursing practice.

At the 2013 Education summit, the League announced the launch of an important initiative of the new NLN Center for Academic and Practice Transitions. The center is supported by grants from Laerdal Medical, the leader in health care education equipment, and Wolters Kluwer Health, publishers of Lippincott nursing content.

“The demands placed on today’s practicing nurses are intensifying, with sicker patients, more complicated treatments, and electronic medical records all adding new layers of complexity to basic nursing care,” said NLN CEO Beverly Malone. “This center will build a bridge between those providing nursing education and those directing nurses in practice. Together, we can develop the solutions and tools today’s students need to flourish in this demanding field.”

The center’s inaugural program, Accelerating to Practice, will focus on building partnerships to improve the transition of new nurses from education to practice. A team composed of leading nurse educators and hospital nursing administrators will draw on active research to define the specific competencies that new nurses need to ensure job success. Then, in conjunction with Laerdal Medical and Wolters Kluwer Health, the NLN will develop Accelerating to Practice program courses and resources, which will be available for adoption and implementation by 2015.

“Leveraging our Lippincott nursing content and learning tools, and Laerdal’s simulated patient case solutions, we will help the NLN develop a program that can be quickly incorporated into college curriculum, be implemented as a new hospital staff orientation, or be offered by third parties,” said Susan Driscoll, president and CEO, Wolters Kluwer Health, Professional & Education.

Added Laerdal Medical CEO Clive Patrickson, “Together we can develop a standardized, affordable, and inspiring way to help nurses be as successful as possible when they enter practice.”

Wolters Kluwer Health and Laerdal Medical have previously partnered on products that integrate electronic health record learning tools with patient cases and manikin simulation, helping students master the skills of patient record interpretation, patient care, and follow up documentation. The integrated products link to Lippincott textbooks, reference and eLearning content, to improve clinical knowledge and judgment, and create engaging student experiences.

The seven inaugural academic practice partners who will join us to embark on an initial exploration to determine how the NLN Accelerating to Practice initiative will develop are:

- Indiana University School of Nursing, Dr. Marion Broome, dean; and Indiana University Health, Dr. Linda Everett, chief nurse officer
- Johns Hopkins University School of Nursing, Dr. Pamela Jeffries; and Johns Hopkins University Medical Center, Felecia West, director of education and the SPRING program
- Miami Dade College, Dr. Amy Pettigrew, dean; and Jackson Health System, Florida; Bridgette Johnson, director of professional nursing practice
- Northern Virginia Community College, Dr. Mandy Milot, dean; and Novant/Health Prince William Hospital, Bebe Holt, chief nurse officer
- Center of Excellence University of Kansas School of Nursing, Dr. Karen Miller, dean; and Center of Excellence University of Kansas Medical Center, Rachel Pepper, director of professional nursing practice
- University of Texas, Arlington, School of Nursing, Dr. Beth Mancini, professor and chairperson, College of Nursing; and Texas Health Resources – Presbyterian Dallas, Dr. Cole Edmonson, chief nurse officer
- Western Governors University, Dr. Jan Jones-Schenk, dean; and Cedars Sinai Medical Center, Los Angeles, Dr. Linda Burns Bolton, chief executive officer
Villanova University: My Experience at an NLN Center of Excellence

By Mary-Claire Rocha

My journey with nursing began at the tender age of 11. My sister, Bridget, who was six at the time, had just been diagnosed with Type 1 Diabetes. It was an overwhelming time of change and uncertainty for my family. Our fears were eased by the dedicated team of medical professionals who managed Bridget’s care during her stay in a pediatric hospital. Bridget’s nurse, in particular, held our hands throughout the entire process. At this time, I saw firsthand the impact that a nurse can have on both a patient’s and a family’s life. From then on, I was inspired to become like Bridget’s nurse — someone who would make a difference in another person’s life. Approaching the college application process, this experience guided me as I contemplated choosing nursing as my career path. Despite my overwhelming desire to make a difference, I was nervous about the reality of pursuing nursing — would I really be able to learn everything? Ultimately, I decided to take the plunge, but choosing nursing as a career was only the first step. The next step was deciding where to pursue my nursing education.

When I applied to Villanova University College of Nursing, I expected to receive an outstanding education. However, at that time I didn’t understand what it meant to attend a college designated as an NLN Center of Excellence (COE). Now, with graduation just two months away, I can say with confidence that VUCON, a COE in “Creating Environments that Advance the Science of Nursing Education,” has prepared me to take on both the challenges and opportunities that await me in my career as a bachelor’s-prepared registered nurse. Here, I have learned to embody three qualities expected of a VUCON student — innovation, empowerment, and compassion — all of which, I believe, foster excellence in nursing education.

The quality of innovation is fostered in VUCON students through the use of state-of-the-art technology, which is incorporated into every aspect of the program, especially lecture materials and hands-on clinical simulations. Lectures are usually recorded in real time, which allows students to review content at their convenience. This allows for a deeper examination of topics, as well as a relaxed environment. In addition to this technology, professors are innovative in the way that they present information. The faculty frequently incorporate alternative media into lectures (i.e., YouTube videos, news articles relevant to topics) in order to make lecture material more relevant to students.

Student Excellence Paper Competition

In 2007, the NLN introduced an initiative called the Student Excellence Paper Competition, which provided students enrolled in NLN Center of Excellence schools with the opportunity to reflect on and share their thinking about excellence in nursing education, what fosters excellence, and what it means to them to be enrolled in a COE school. Schools reported that the competition was well received by students and it was difficult to select the one paper to submit for consideration. All the faculty members were heartened to read what students had to say about excellence and being a student in their schools. The fifth winner of the Student Excellence Paper Competition, Ms. Mary-Claire Rocha of Villanova University, was honored at the NLN 2013 Education Summit.

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Villanova also offers state-of-the-art simulation labs for students to develop competency in nursing skills before applying them in clinical practice. In one particular nursing lab, for example, I delivered a baby from a simulation manikin that went into pre-term labor at a time when both the simulated patient’s physician and midwife were unavailable! This experience will stay with me forever; I feel confident in my ability to handle that situation should it ever present itself in my career.

Examples of excellence in education strategies extend beyond the campus and the doors of the VUCON. In the fall semester of my junior year, I participated in an international program to La Romana in the Dominican Republic. There, I worked alongside seven student peers and two nursing faculty to provide health care to Haitian migrant sugarcane workers and their families. This program was built on the first quality of innovation and fostered the second quality of empowerment. My participation in this experience was concurrent with a research study led by my professor regarding hypertension in the Dominican Republic. We contributed to data collection by recording the blood pressures of community members. With this, we assisted in the identification of contributing factors to high blood pressure. Through this international experience, I learned how to provide care under sparse, non-traditional conditions, which fostered my ability to
be innovative in the delivery of health care. I also gained a sense of empowerment by participating in this research study. I watched as my professor noted a problem, and worked with my group to assist in discovering a solution. From this, I came to understand the degree of influence nurses can have in health care initiatives.

The art of compassion, which is both the third quality of excellence and a perfect complement to the science of nursing, is stressed in every aspect of a VUCON education, including lectures, clinical practice, and simulation labs. I will never forget the psychiatric nursing lab day when students were asked to wear headphones that simulated mental conditions in which individuals hear voices. This experience taught compassion in a hands-on manner as I gained a realistic understanding of what life is like for these individuals. In addition to formal education experiences, I am also offered compassion as I walk through Driscoll Hall on any given day. Professors leave doors open and invite drop-ins, and stop me to ask how my day is going. From my professors who demonstrate compassion on a daily basis, I have learned to be compassionate to those around me, especially my patients, peers, and faculty.

As a COE, the VUCON has prepared me to become the best professional nurse I can be. I have learned innovation through the use of state-of-the-art technology and through exposure to experienced and expert professors. I have learned empowerment by participating in faculty research projects firsthand, and I have learned compassion through clinical simulations and interactions with the caring community around me. Now, four years later, I understand and value the benefit of having attended a college of nursing with the designation, “NLN Center of Excellence.” With this exceptional preparation, I know I will become the next professional nurse to help someone’s little sister, like mine, as well as other patients and families, through tumultuous transitions.

**JOIN THE RANKS OF NURSING EDUCATION’S ELITE**

**APPLY FOR FELLOWSHIP IN THE**

**National League for Nursing**

**Academy of Nursing Education**

**THE ACADEMY**

- Recognizes and capitalizes on the wisdom of outstanding individuals who have made enduring and substantial contributions to nursing education
- Spotlights leaders who are transforming and advancing excellence in nursing education
- Provides opportunities for alliances that shape the future of nursing education

Individuals inducted into the academy will be designated

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and entitled to use the credential **ANEF**

Fellowship applications are due no later than February 18, 2013. More information is available on the NLN website. Visit www.nln.org/recognitionprograms and click on Academy of Nursing Education

Questions? Contact Tish Hess at thess@nln.org.
At the Summit 2013

NLAN leadership with keynoter, HHS Secretary Kathleen Sebelius
Meeting and Greeting: Summit participants head to exhibits and opening reception.

Hanging out with NLN Inaugural Partner Chamberlain College of Nursing
Meeting Millie from ACES Unfolding Cases

Engaged: A question for the panel
At the International Faculty Roundtable
Poster presenter presents
Leading Alabama Nurse Educator Marsha Howell Adams Takes Helm as President of National League for Nursing

Three Join NLN Board of Governors, as League Also Chooses New President-Elect in Annual Elections at 2013 NLN Education Summit

The NLN announced the results of its annual Board of Governors (BOG) elections at its 2013 Education Summit on September 20. Marsha Howell Adams, PhD, RN, CNE, ANEF, the senior associate dean of academic programs at the University of Alabama Capstone College of Nursing in Tuscaloosa, assumed the NLN presidency, the anticipated conclusion to her service these past two years as president-elect. Dr. Adams will serve as the League’s president until 2015.

In her inaugural address to the NLN membership during the recent Summit, Dr. Adams thanked past and present NLN leadership for their support during her tenure as president-elect and expressed excitement about taking the helm of the BOG at an important juncture in the League’s history:

“I am incredibly honored and humbled to be standing here today as the next president of the National League for Nursing. It is particularly special for me to begin this service as the NLN makes its home here in DC,” she said.

“Through the NLN Centers for Nursing Education, we will better engage our membership, strengthen our communication abilities, and provide resources and support in the areas of nursing education research, transformational leadership, care of the older adult, global health, preparing faculty for cultivating a diverse workforce, creating innovative teaching strategies and advanced use of technology, promoting successful academic progression models, and providing assessment and evaluation tools.

“The League represents everything that I believe in,” Dr. Adams continued, “both in relation to nursing education and to nursing education research. I strongly support the fact that this organization represents quality nursing education for all types of nursing programs.”

Concluding in a jaunty tone, perhaps reflective of her Southern roots, the Alabama nurse educator observed, “SWAGGER is behaving in a very confident manner; it is style, moving with confidence, sophistication; conducting oneself in a way that would automatically earn respect. Well, let me assure you that the NLN and its membership have swagger, your president has swagger, and Dr. Beverly Malone has some major swagger. The move to DC is just a start of how the NLN will demonstrate swagger!”

Anne R. Bavier, PhD, RN, FAAN, who in the past has served on the NLN board as a governor-at-large and as BOG secretary, stepped up to become the next president-elect. Dr. Bavier is professor of nursing and medicine at the University of Connecticut School of Nursing in Storrs, where she recently retired as dean. Dr. Bavier also has more than a dozen years of experience in leadership roles at federal health care agencies, including that of deputy director of the National Institutes of Health’s Office of Research on Women’s Health.

Joan L. Frey, EdD, RN, NEA-BC, dean of the Louisville Campus of the Galen College of Nursing in Kentucky, was re-elected secretary and will thus continue to serve another two years in that office.

Three New, Two Re-elected Governors
This year’s election cycle saw the renewal of two veteran governors-at-large: Gail Baulein, PhD, RN, CNIS, CNE, ANEF, program chair of nursing at Franklin University in Columbus, OH; and Teresa Shellbarger, PhD, RN, CNE, ANEF, doctoral program coordinator for Indiana University of Pennsylvania’s Department of Nursing and Allied Health.

New NLN president Dr. Adams delivers inaugural address

The BOG has welcomed new governors-at-large to its ranks: Janet Tompkins McMahon, MSN, RN, clinical associate professor of nursing and nursing education consultant in the Department of Nursing at Towson University in Maryland; G. Elaine Patterson, EdD, RN, CNE, APN-C, a professor of nursing in the School of Theoretical and Applied Sciences at Ramapo College in New Jersey; and new public member David A. Johnson, president, Laerdal Medical.

“On behalf of the NLN, first I’d like to publicly thank outgoing League president, Judith A. Halstead, PhD, RN, FAAN, ANEF, for her extraordinary leadership and dedicated service. I, along with many others at the NLN, have relied on Judy’s wise counsel in supporting the mission of the NLN,” said NLN CEO Beverly Malone, PhD, RN, FAAN.

“Now, I have the pleasure of welcoming a new president, along with renewed leadership on the board, to help forge the next stage in the NLN’s history, as we promote excellence in nursing education to build a strong and diverse nursing workforce to advance the nation’s health. My team and I are excited to work with Marsha, with Anne, and with our three brand new members of the NLN Board of Governors: Janet McMahon, Elaine Patterson, and David Johnson. And congratulations to our re-elected board members: Secretary Joan Frey, Gail Baulein, and Teresa Shellbarger,” Dr. Malone concluded.
LeaderNotes

Martha Raile Alligood, PhD, RN, ANEF, was awarded the rank of professor emeritus July 1, 2013 at East Carolina University and is pleased to share news of two new books published by Mosby/Elsevier: Nursing Theory: Utilization & Application, 5th edition, and Nursing Theorists and Their Work, 8th edition.

Associate professor at the Johns Hopkins School for Nursing, Anne E. Belcher, PhD, RN, AOCN, FAAN, ANEF, spent two weeks in Lausanne, Switzerland at Haute Ecole de la Sante, La Source working with Anne-Claude Allin, dean and deputy director of faculty development and nursing education research. She also met with Dr. Maya Shaha to follow up on ongoing research collaboration. Dr. Shaha is a scientific collaborator at Inselspital, University Hospital, Berne and faculty at the University of Lausanne.

Professor and co-director of the Center of Excellence in Evidence-Based Practice at Texas Tech University’s Health Sciences Center, NLN board member Carol Boswell, EdD, RN, CNE, ANEF, was named as the nurse researcher for Midland Memorial Hospital. In her role, she will help with the organization’s Magnet journey working with staff nurses and managers to advance EBP and research. She also gave three presentations in Prague this year: “Health Literacy & Culturally Diverse Older Adults,” “Holistic Nursing Care: Provision of Spirituality with Patients,” and “Where the Rubber Meets the Road: Realistic and Practical Evidence-Based Practice.”

Tim Bristol, PhD, RN, CNE, ANEF, presented “Concept-based Learning and NCLEX Success” at Nuts & Bolts for Nurse Educators in Minneapolis in August 2013. He also presented “Handheld Technology in Haiti and Beyond” at the Sigma Theta Tau International Biennial on November 17, 2013. This past spring, Dr. Bristol served as visiting faculty in Haiti at the Faculty of Science in Nursing.

Cynthia Clark, PhD, RN, FAAN, ANEF, professor at Boise State University’s School of Nursing, authored Creating and Sustaining Civility in Nursing Education. This is the first-known book to directly and comprehensively address the many dimensions of incivility in nursing education.

Professor at Hampton University’s School of Nursing, Bertha L. Davis, PhD, RN, FAAN, ANEF, contributed to two nursing journal articles with colleagues: “Colorectal Cancer Knowledge, Cancer Fatality, and Religious Coping among Individuals Attending an African American Church,” Journal of Nursing Education and Practice; and “Educational and Telephone Support Intervention to Improve Hypertension in African Americans,” The Journal of the National Black Nurses Association.

NLN board member Marilyn Frenn, PhD, RN, CNE, FTOS, ANEF, has been promoted to professor at Marquette University’s College of Nursing. She is also writing a chapter, “Engage in Scholarship of Teaching,” for the NLN CNE preparation book.

In October 2013, Joyce P. Griffin-Sobel, PhD, RN, CNE, ANEF, dean and professor at SUNY Upstate Medical University’s College of Nursing, was inducted as a fellow into the American Academy of Nursing.

Mary M. Hoke, PhD, PHCNS-BC, RN-BC, ANEF, professor and dean, Ila Faye Miller School of Nursing & Health Professions, University of the Incarnate Word, was awarded a $1.1 million San Antonio Multiple Chronic Conditions grant on behalf of the School of Nursing. Awarded under the HRSA Advanced Nursing Education Program, the project is led by Dr. Hoke and Roberta Lavin, PhD, APRN-BC (FNPs).

NLN governor Linda Howe, PhD, CNS, CNE, LNC, presented at the convention of the American Association of History for Nursing in Cleveland, OH: “Caring for Christ’s Poor: The Story of the Dominicans of Hawthorne” in September and in October at the Florida Nursing Student Association annual convention in Daytona Beach: “Order in the Court! The Role of the Legal Nurse Consultant.”

President of DI Associates, Inc., Donna D. Ignatavicius, MSN, RN, ANEF, gave two presentations in November 2013: “Implementing a Concept-Based Curriculum for Associate Degree Nursing Education” at the NOADN Convention, Reno, NV; and “Teaching in a Prelicensure Concept-based Curriculum: Methods and Challenges” at the Hawaii State Nurse Educators Conference in Honolulu.

The University of Texas at Arlington College of Nursing appointed Judy Lynn Leflore, PhD, RN, NNP-BC, CPNP-AC&PC, FAAN, ANEF, associate dean for simulation and technology. Dr. Leflore is the creator of Nursing AP, a computer-based simulation for graduate students. The work was funded by a $750,000 HRSA grant. Like iNursingRN, the game offers nursing students an alternative, hands-on way to learn.

As a keynote speaker at the 2013 Australasian Nurse Educators Conference in Wellington, NZ in October, Kathie Lasater, EdD, RN, ANEF, presented “Partnering to Prepare New Nurses for Thinking Like a Nurse.” The focus was to encourage academe and practice to better partner to facilitate nurses’ clinical judgment. She was also invited as visiting faculty to three programs of nursing: Western Institute of Technology, Taranaki in New Plymouth, NZ; both campuses of Monash University in Melbourne, AU; and the University of Technology in Sydney.

Professor and associate dean for Academic Affairs at Duquesne University School of Nursing, Joan Such Lockhart, PhD, RN, CORLN, AOCN, CNE, FAAN, ANEF, recently published “A National Survey of Oncology Content in Prelicensure Registered Nurse Programs” in the Journal of Nursing Education with a national team of eight Oncology Nursing Society nurse educators. Dr. Lockhart and her colleague Leah Cunningham were awarded their fourth Robert Wood Johnson Foundation New Careers in Nursing Scholarship Grant. Dr. Lockhart also received the Cameos of Caring Award for nurse educators from the University of Pittsburgh School of Nursing.

Lois W. Lowry, DNS, RN, ANEF, professor emerita (retired), educational consultant, published three journal articles in Nursing Science Quarterly in the edition that honored the work of Betty Neuman.

Mary E. (Beth) Mancini, PhD, RN, NE-BC, FAHA, FAAN, ANEF, associate dean and chair of the UT Arlington College of Nursing.
Undergraduate Programs, was appointed principal investigator for the Veterans BSN grant.


Clinical associate professor of nursing at Towson University (Hagerstown, MD) and member of the NLN Board of Governors, **Janet Tompkins McMahon**, MSN, RN, was the plenary keynote speaker for the NurseTim Nuts & Bolts National Nursing Conference in August 2013. The topic was “NCLEX Across the Curriculum: Using the New Test Plan Today!” Ms. McMahon was also an invited speaker at the Trends Occupational State Conference in Traverse City, MI in October 2013.

**Jeanette McNeill**, DrPH, RN, AOCNS, CNE, ANEF, gave two presentations with colleagues this year: “Using a Structured Debriefing Process to Enhance Students’ Confidence and Satisfaction when Learning in a Simulation,” a poster presentation at the International Nursing Association for Simulation in Clinical Learning, June, Las Vegas, NV; and “High Fidelity Simulation and End of Life Care,” a podium presentation at the Southern Nursing Research Society Annual Conference, February, Little Rock, AR.

This year, **Carmella Mikol**, PhD, RN-BC, CPNP-PC, CNE, was elected as a member of the NLN CNE Commission and as Illinois League for Nursing president.

**JoAnn Mulready-Shick**, EdD, RN, CNE, ANEF, published “How English Language Learners Experience Nursing Education” in the March/April 2013 issue of *Nursing Education Perspectives*. Within the past year, she also presented “The Experiences of Students with English as an Additional Language: Faculty’s Role in Facilitating Learning” at Stephenson University.


**Marilyn H. Oermann**, PhD, RN, FAAN, has taken a new position as director of program evaluation and educational research at Duke University’s School of Nursing in Durham, NC. Care delivery and advanced practice system consultant in the Center of Excellence at Bon Secours Health System, **Liana Orsolini-Hain**, PhD, RN, FAAN, ANEF, has undertaken a new project helping Bon Secours to position itself for the full implementation of the Affordable Care Act and expand its use of advanced practice registered nurses. Bon Secours works to decrease the negative social determinants of health and to increase health equity.

Associate dean for the Westbrook College of Health Professions at the University of New England, **Karen T. Pardue**, PhD, RN, CNE, ANEF, co-presented the keynote address at St. Catherine University’s (St. Paul, MN) Interprofessional Education Summit on May 1, 2013. “Not Left to Chance: Building and Sustaining an Interprofessional Culture,” examined the imperative for collaborative, team-based health profession education and clinical care systems. Dr. Pardue is also the recipient of two recent grants from the Arthur Vining Davis Foundation and the Bingham Health Program in support of interprofessional curriculum and faculty development.

**Barbara Penprase**, PhD, RN, CNE, ANEF, associate professor, School of Nursing endowed professor, Crittenton Hospital Medical Center, received recognition in teaching and research at Oakland University’s eigteenth annual Faculty Recognition Founder’s Day and was nominated for the Teaching Excellence Award.

**Deborah Raines**, PhD, RN, ANEF, was named a visionary leader at the 120th anniversary celebration of the School of Nursing at Virginia Commonwealth University. In August 2013, Dr. Raines also joined the faculty at University at Buffalo SUNY’s School of Nursing.

The West Virginia University School of Nursing has appointed **Elisabeth N. Shelton**, PhD, RN, CNE, ANEF, interim dean. She also continues in her role as associate dean for Undergraduate Programs.

In August 2013, **Karín J. Sherrill**, MSN, RN, CNE, ANEF, faculty educator at Maricopa Nursing at Mesa Community College, gave a presentation on simulation at the 2013 Nuts & Bolts for Nurse Educators Conference in Minneapolis, MN. She also co-authored NurseThink Notes, a student note-taking, prioritization workbook, with Dr. Tim Bristol.

**Cathleen M. Shultz**, PhD, RN, CNE, FAAN, ANEF, dean and professor at Carr College of Nursing at Harding University (Arkansas), was reappointed by Governor Mike Beebe as a board member of the Arkansas State Board of Nursing, and was also elected to the Board of Directors of the Nursing Council of the Southern Region Education Board. On November 19, 2013, Dr. Shultz co-presented with Dr. Virginia Adams at the organization’s annual meeting on “Courage and Innovation Pedagogy: Relevance for a Global World.”

**Elizabeth Speakman**, EdD, RN, CDE, ANEF, co-authored “Jefferson Interprofessional Clinical Rounding Project: An Innovative Approach to Patient Care,” an article for *Population Health Matters*. As an invited keynote speaker at the Northeastern/Central Pennsylvania Interprofessional Education Coalition in Scranton, Dr. Speakman presented “Leading Interprofessional Education: Lessons Learned on the JCIPE Journey.” In June, Dr. Speakman delivered “The Jefferson Interprofessional Ambulatory Practice: Leveraging Interprofessional Education to Support Interprofessional Practice,” a podium presentation at CAB IV in Vancouver, Canada.
COMING UP FROM THE NLN

CONFERENCES
February 6-8, 2014
NLN Leadership Conference
Academic Leadership Excellence: Creating Inclusive Environments
Savannah Marriott Riverfront, GA

April 3-5
NLN/STTI Nursing Education Research Conference
Bridging the Gap between Education and Practice
Hyatt Regency Indianapolis, IN

April 25-26
NLN/Boise State University Simulation Conference
Exploring New Ideas in Simulation
Boise State University School of Nursing, ID

June 8-12
NLN Immersion Experience
Baltimore, MD

September 17-20
NLN Education Summit
Flight of the Phoenix
Hyatt Regency/Phoenix Convention Center, AZ

WORKSHOPS
Innovations in Teaching
The ACES Workshop
March 14, Atlanta, GA
March 21, Chicago, IL
April 4, Kansas City, KS
April 9, Nashville, TN
April 11, Cedar Rapids, IA
April, Duluth, MN

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
January 31
Constituent League annual reports due
February 15
Academy applications due
February 20
Research grant proposals due
May 15
Final COE applications due

NLN SCHOLARLY WRITING RETREATS
March 21-24
Facilitator: Marilyn H. Oermann, PhD, RN, FAAN, ANEF
Chapel Hill, NC

April 25-27
Facilitator: Leslie H. Nicoll, PhD, MBA, RN, BC
Phoenix, AZ

Watch for details of upcoming webinars on the web 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.