

NLN

National League
for Nursing

Dr. Beverly Malone joined the National League for Nursing on February 1, 2007. Our new CEO recently sat down with Shaping the Future to share her vision for nursing education and reflect on the challenges she anticipates in her new post, her love of nursing, and her high regard for her colleagues in the profession. Her words reflect the intellect, warmth, and humor she brings to the NLN.



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1 What are your top priorities at the NLN?

I want to continue to make visible the significance of the NLN. My predecessor did quite a bit, and I intend to maintain that forward momentum. I want to reach out my arms to my colleagues in nursing education and offer them opportunities to be involved in this organization that's devoted to their development and success.

And then, there's the bigger picture. The NLN is not just critical to the nursing arena, but to the world arena. Patients live in a wider world than a hospital or hospice environment. Real people need more than health care. They need food, shelter, and other necessities, and nursing has to grasp that and, in the next decade, be better prepared to advocate for patients.

Finally, I want to do all I can to support those who develop our most precious resource – our nursing students. Our students are our treasure, and nurse faculty labor for them without fanfare and without adequate compensation. There's simply not enough acknowledgment of or praise for the role they play in the process.

2 How has your previous experience prepared you to tackle these challenges?

As deputy assistant secretary for health in the Clinton administration, my portfolio included mental health and agriculture. I spent a lot of time worrying about sheep. But seriously, it broadened my perspective because it taught me to think about the interdependency of the food chain and how agricultural policies can impact human beings. It also made me value what nursing contributes to public health. I was originally trained as a psychiatric clinical nurse specialist, which made me an excellent facilitator. That's what clinical specialists do, instinctively. So, when the time came, I was able to bring together heads of national agencies – the National Institutes of Health and Mental Health, the Centers for Disease Control – who were working on different aspects of the same projects and get them to sit down and address common problems.

In my last job, as executive director of the Royal College of Nursing in London, I learned how nurses can become a power base to raise their voices for change. To redress the worldwide shortage of nurses and nurse educators requires that we take a much more vocal and visible role in government. Nurse

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educators in this country have not yet stretched their power muscle, and my agenda is to help facilitate that. We want more funding for nursing schools and more diversity among students and faculty. Our goal is transaction across boundaries – and we will talk to anyone whom we can get to listen.

3 What do you see as the NLN's greatest strength and contribution to the field of nursing education?

The NLN is the chief advocate for and the face of nurse educators in the United States and around the world. It is the recognized brand of nursing education, and as such, has touched the lives of nurse faculty and nursing students everywhere. Part of my job is to see that everyone in the profession – administrators, professors, and students – touches the NLN and vice versa.

4 What are the most pressing challenges to our system of health care delivery in the US?

Fragmentation. The different agencies that are responsible for public health are scattered. Another is the fact that in this country, access to basic health care is viewed as a privilege, rather than a right, which is a huge problem.

5 What are your solutions for addressing these?

We have to keep up the pressure. When I worked for Senator Inouye (D-Hawaii), I learned that sometimes you can't see movement, but progress is, nevertheless, being made. You just can't turn down the heat.

6 How can we raise the profile of the nursing profession?

We have to take advantage of every opportunity we have, especially to connect with political leaders. There are 2.6 million nurses in this country. There are not that many politicians, so we clearly have the upper hand, if we know how to grab it. There are doors we have not yet opened that are waiting for us to walk through. Leaders – and I consider myself among them – have a responsibility to see the doors and say, 'Let's go.'

7 How can we help schools of nursing retain and expand qualified faculty and administrators?

There is already a strong desire in our schools of nursing to be centers of excellence. But we

need a lot more support from university administrations. The practical requirements for a nursing degree make nursing programs different from liberal arts programs, and often make them profit centers. But we are not accorded the proper level of respect that would be reflected in adequate funding.

Part of the problem is that nurses are not accustomed to demanding that respect. Nursing, traditionally, is characterized by humility, a wonderful quality in many ways, but not useful when it comes to fighting for our rights. In my view, we've been far too humble for generations, and it's time to change our attitude, which will lead to a change in how others perceive us. He who does not toot his own horn will not be tooted. Honestly, I don't know how we became that way. Florence [Nightingale] was a fireball!

8 What role can schools of nursing play in the public policy debates surrounding universal health insurance coverage and wider access to health care for the underprivileged and disabled?

We have to prepare nurses to go out and do that piece of work, who can form a lobby of their own. We are the advocacy organization for nurse educators. The NLN wants to become more assertive in organizing nurse educators to advocate for universal health insurance and wider access to health care.

9 Do you have any comments on Medicare, Medicaid, and Social Security and how changes may affect different constituencies?

Nursing is all about helping people who fall through the cracks – older adults, children in poverty – and nurse educators have strong feelings about policies and want to raise their voices to have an impact on how policy decisions get made.

10 Where do you see the NLN going in the future? Do you plan to expand the membership base beyond nurse faculty, for example to include nursing associations?

I do want to expand in terms of both the numbers of schools and numbers of individual nurse educators and nurses we represent. We currently count among our members 55 percent of American nursing schools and programs of all types – practical nurse, associate degree, diplo-

ma, baccalaureate, master's, and doctoral.

Everyone who enters this profession must become adept at five distinctive facets of nursing – all of which require training, experience, and, therefore, representation: clinical, research, patient consultation, administration, and leadership.

11 Let's talk about your personal reasons for returning to the United States and why you're excited to be home.

My two grandchildren – Kenneth (2½) and Kamryn (5 months) – are simply the joy of my life. They live in Virginia, with my daughter and son-in-law, and I intend to spend a lot more time with them. They are a big part of my excitement about coming home.

Another is my love of New York City. I haven't yet decided where I'm going to live, but so many neighborhoods sound fantastic. I look out the window of my office with its brilliant vista of lower Manhattan and the Statue of Liberty in the distance, and have the same incredible feeling of infinite possibility I had when I graduated from college. It almost doesn't matter which step I take, because all of it is new.

I love music and dancing, and there's so much culture available here, as there was in London. I've learned that it's so important to stop and take advantage of all there is in life.

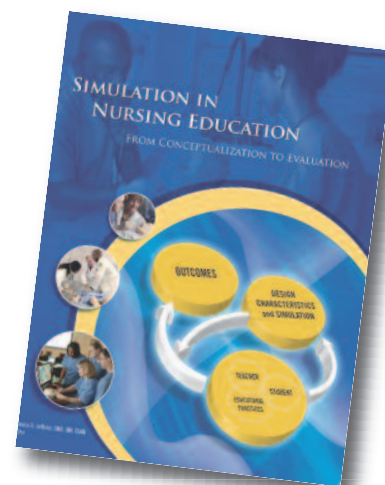
12 Why did you choose to become a nurse?

It's all because of Miss Addie, my great-grandmother, who raised me in Elizabethtown, Kentucky, a tiny town 35 miles south of Louisville. She was a healer. We'd go into the woods together, and she'd instruct me: 'Beverly, go pick this, go get a little of that.' Then, we'd go home, and she would mix these various plants, seeds, and roots all together to create potions. Everybody knew her, and she was able to convince people of what they needed to do to stay healthy. A lot of it had to do with eating the right foods. Miss Addie had a real public health mentality.

She was a woman with a third grade education, but she taught me how to read by reading the 23rd Psalm to me. She actively encouraged me. Miss Addie always said that I was the one who was going to go to college and make a difference in people's lives.

First Comprehensive Guide to Simulation in Nursing Education

Volume follows conclusion of three-year research study of simulation funded by a grant from Laerdal Medical



Today's complex health care environment demands that nurses be prepared to use knowledge and skills to make quick assessments and clinical decisions and be ready to handle unusual emergencies, such as incidents of bio-terrorism, without prior direct experience. Simulations and high-tech mannequins offer an extraordinary tool for 21st-century nursing education.

"It's so important for nursing students to practice what they learn in the classroom before they deal with actual patients," explained NLN CEO Dr. Beverly Malone. "Students and faculty get very tied up in making the simulation real for themselves. It helps eliminate some of their insecurity, because they know they're inexperienced, and they don't want to hurt anybody."

While simulations have been in vogue for many years, little research has been done in the field, for instance, investigating how to best design and implement simulations and under what conditions they are most effective in nursing education.

In 2003, the National League for Nursing received a grant from Laerdal Medical, a manufacturer of life-saving medical equipment, to examine simulation as a sophisticated teaching tool to supplement learning in classroom, laboratory, and clinical settings.

Eight schools of nursing participated in the three-year study of simulation techniques, under the direction of Dr. Pamela Jeffries and implemented by onsite project coordinators at each school. With the goal of contributing to the refinement of the body of knowledge related to simulation use in nursing education, Dr. Jeffries developed a teaching-learning framework and instruments to measure selected aspects of the work within that framework, which involved a case study and comparisons

of a static mannequin with a high-fidelity patient simulator.

Following the study's conclusion, "participants wanted to share what they had learned that went well beyond the scope of the research," said Dr. Mary Anne Rizzolo, the senior director for professional development at the NLN, who provided staff support throughout the project. She cited the creation of templates to guide simulation design and development; debriefing following simulations; integrating simulations into the curriculum; and setting up simulation laboratories as new skill sets emerged from the research.

The researchers' valuable insights and practical guidance have now been published in *Simulation in Nursing Education: From Conceptualization to Evaluation* (NLN, 2007), the first comprehensive guide of its kind for

nurse educators. The volume was edited by Dr. Jeffries, the project director.

In 10 chapters, participating nurse faculty instruct peers in the design, development, use, and evaluation of simulation methods in nursing education, said Dr. Rizzolo, who co-authored the book's final chapter. There she reflects on the future of simulation in nursing education. "It's loaded with information and practical advice," noted Dr. Rizzolo, such as how simulation may be used for student remediation in selected skills and assessment of student diagnostic skills and decision-making capability.

Copies of *Simulation in Nursing Education* may be purchased at www.nln.org/publications. A summary of the research project, published in the appendix to *Simulation in Nursing Education*, can also be found on the NLN website.

**We are expanding
the power of
our membership.....**

The *Allied Agency* membership category
is being transformed and renamed *Associate Member*.

Watch for upcoming details
as we launch this exciting concept!

Make Our Voices Heard

The NLN Decries Continued Inadequate Funding in Latest White House Budget of Nursing Workforce Development



President George W. Bush's proposed budget for fiscal year 2008, unveiled in early February, has raised grave concern among the NLN leadership. With its dramatic 29 percent decrease of \$44 million in funding for the Nursing Workforce Development programs authorized by Title VIII of the Public Health Service Act, this fiscal plan is shortsighted and hazardous for the overall health of the nation, the NLN announced in a statement to the press that was widely published.

"As the nursing community has pointed out before," said NLN CEO Dr. Beverly Malone, "More than three decades ago during another less serious nursing shortage, Congress appropriated \$153 million for nurse education programs, worth more than \$615 million in today's dollars. And despite the critical need we face today, the Bush administration is proposing to spend only one fourth of what the federal government spent in 1974."

It is self-evident that the nursing shortage cannot be successfully tackled without addressing the concurrent shortage of nurse faculty. In light of this, the preliminary results from the NLN/Carnegie Foundation National Survey of Nurse Educators: Compensation, Workload, and Teaching Practices contain a call to action. In just one example, the study has found that one in five nurse faculty members said they were likely to retire from paid employment in five years or less; and almost one half of all nurse faculty (47.9%) said they were

"likely" to retire in six to 10 years.

In its biennial 10-year employment projections for 2004-2014, the US Department of Labor's Bureau of Labor Statistics reported that during this period approximately 70,000 new RN jobs plus 50,000 net replacement RN jobs will open each year. Multiply the annual sum by 10 years, and BLS's model-based findings estimate that 1.2 million new RN workers will be needed from 2004-2014. This growth represents a 29 percent projected change over the next 10 years. The Health Resources and Services Administration describes a similar scenario, projecting that, absent aggressive intervention, the RN workforce will fall 29 percent below requirements by the year 2020. "It is painfully apparent," said Dr. Malone, "that nurses need to be fearless advocates for increased funding for workforce development if we are to have a chance to meet our health care needs in the coming years."

TO MAKE A DIFFERENCE, you have to make your voice heard. The involvement of our members is vital to the NLN's goal of being the leader in setting standards, advancing quality and innovation, and advocating for all types of academic and lifelong learning programs in nursing. The NLN's objective in the public policy arena is to shape and influence those policies that affect nursing workforce development.

We encourage all NLN members to use the information provided on the NLN website and on the NLN's Public Policy Action Center site.

Visit

www.nln.org/governmentaffairs

to take an active role

in molding the policy issues

facing the nursing profession today.

Introducing the

ACADEMY FOR NURSING EDUCATION

Fellow Program
to Recognize Individuals
Who Have Made
Enduring and Substantial
Contributions to
Nursing Education

In an historic step in higher education for the nursing profession, the NLN has created a new credential for nurse faculty to add to their resumes: Fellow, Academy of Nursing Education.

Said NLN president Dr. Toni Bargagliotti, "The mission of the Academy is to foster excellence in nursing education by recognizing and capitalizing on the wisdom of outstanding individuals. Fellows are expected to provide visionary leadership in nursing education and in the Academy of Nursing Education and to support the vision of the NLN."

To be inducted into the Academy of Nursing Education, prospective fellows must:

- show evidence of contributions to nursing education in teaching/learning innovations, faculty development, research in nursing education, leadership in nursing education, public policy related to nursing education, and/or collaborative education/practice/community partnerships
- elucidate how they will continue to provide visionary leadership in nursing education and in the Academy
- maintain membership in the NLN, individually or through their schools



A Time to Renew . . .

Every day as an educator you affect the lives of your students. Let our experts inspire you at the

2007 NLN Immersion in Evidence-based Nursing Education

The National League for Nursing is first to bring you a week-long personal immersion experience in nursing education designed to meet your needs and enhance your career.

Join this rejuvenating event at a beautiful historic estate in the wooded hills of Radnor, PA; just 20 minutes from Philadelphia.

June 17–22, 2007

You will be engaged in:

- personal consultation with experts
- networking events
- an individual project
- the opportunity to explore one in-depth area of evidence-based nursing education: teaching strategies, curriculum development, or nursing education research

The NLN has brought together the unsurpassable expertise of the following individuals to serve as your teachers and mentors during this event:

- Diane Billings, EdD, RN, FAAN
- Judith Halstead, DNS, RN
- Karen Pardue, MS, RN, BC, CNE
- Nancy Sharts-Hopko, PhD, RN, FAAN
- M. Elaine Tagliareni, EdD, RN
- Theresa Valiga, EdD, RN, FAAN

Registration is limited to ensure a personalized experience.

To register now, please visit

www.nln.org/facultydevelopment/immersion/index.htm



This year's immersion experience is co-sponsored by the Villanova University College of Nursing



The Academy of Nursing Education will operate under the auspices of the NLN Board of Governors, which will award all fellowships. The induction of new fellows and a meeting of fellows in the Academy of Nursing Education will be held in conjunction with the NLN's annual Education Summit.

Concluded NLN CEO Dr. Beverly Malone, "It is past time to recognize individuals who

contribute to excellence in nursing education and to the preparation of a nursing workforce that meets the needs of an ever-changing health care environment. I know Fellows will proudly bear the credential that represents their leadership." For more information about the Academy of Nursing Education and to download a fellowship application, please visit www.nln.excellenceinitiatives/academy.

Coming Up from the NLN

Important Deadlines/Dates

May 21 Applications for induction into the Academy of Nursing Education due

July 16 Last date to become an active NLN member to be eligible to vote

August 6 Elections open

September 14 Final day to vote. Proxies must be submitted online by midnight.

September 29 Election results announced at Annual Membership Business Meeting (at NLN Summit)

October 15 Initial applications for designation as an NLN Center of Excellence in Nursing Education due (Please note that this date has been changed from December 1st)

Workshop

May 9

Today's Legal Issues in Nursing Education

Best Western Country Cupboard Inn,
Lewisburg, PA

Linda Christiansen, JD, MSN, RN

Co-sponsored with the Pennsylvania Association of Practical Nursing Administrators (PAPNA)

CNE Prep

The NLN Preparation Course for Certification as a Nurse Educator

Patricia A. Mahoney, MSN, RN, CNE

May 23 in Oklahoma City

Co-sponsored with the Kramer School of Nursing, Oklahoma City University

June 2 in Villanova, PA

Co-sponsored with Villanova University College of Nursing

July 18-19 in Breckenridge, CO

Pre-conference workshop at International Nurse Educators Workshop

Co-sponsored with the Centennial Area Health Education Center

September 26 in Phoenix, AZ,

just prior to the NLN Education Summit

NLN Education Summit



Wed., Sept. 26 - Sat., Sept. 29

Evolution or Revolution

Recreating Nursing Education

Phoenix, AZ

www.nln.org/summit



Villanova
Conference
Center

June 17-22

The NLN Immersion in Evidence-based Nursing Education

This brand new faculty development initiative has three tracks to meet the needs of novice, mid-career, and experienced nurse educators. *(see inside)*



Coronado Springs Disney Resort

January 11-13

The NLN Leadership Conference

Coronado Springs Disney Resort
Orlando, FL

Hosted by the Task Group on Leadership in Nursing Education

NLN

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