

# The **NLN** Report

The **Member** Newsletter of the **Voice** for Nursing Education

NLN

National League  
for Nursing

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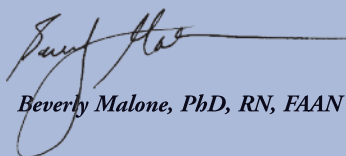


Dear Colleagues,

The summer issue of the NLN Report traditionally looks back at the recently concluded academic year and forward to the one just starting. For this issue we want to mark the one-year anniversary of the League's historic move to DC, with all the wonderful transformations it entailed. So this edition of the newsletter features a look into the future, exploring how the changes we've made will help to fulfill our vision for the coming years. Please turn to page 4 to read "The NLN Today and Tomorrow: Transforming Nursing Education for the 21st Century, 'With Daring Ingenuity'."

You also don't want to skip what we've titled "Sue's Excellent Adventure," which recounts Dr. Sue Forneris's trip to China and Taiwan. Our simulation scholar-in-residence shared her expertise in simulation education, and introduced the League to nurse educators on the other side of the globe.

Hope to soar with you at Summit 2014, the Flight of the Phoenix, in Phoenix, next month.

  
Beverly Malone, PhD, RN, FAAN

## NLN Commission for Nursing Education Accreditation (CNEA)

### FAQs

**1) What was the impetus for the NLN to initiate the process to start a new NLN accrediting division?**

In September 2013, the NLN moved to Washington, DC and implemented a new organizational structure. This is the appropriate time to offer accreditation options for nursing programs.

**2) When will this happen?**

The NLN Commission for Nursing Education Accreditation was formally brought into existence at the 2013 NLN Summit with the appropriate changes in bylaws, as approved by the NLN membership. Developing a new and autonomous accrediting division within the NLN will take a minimum of two years to complete; a variety of steps (with US Department of Education consultation) must be accomplished. These include establishing CNEA bylaws, accreditation standards and criteria, policies and procedures, and training of site visitors, just to cite a few examples. The NLN CNEA is committed to developing an accreditation process that fully incorporates the NLN's core values of caring, integrity, diversity, and excellence.

**3) Who is providing leadership to the establishment of the NLN CNEA and its standards, policies, and procedures?**

Leadership is being provided by Dr. Judith A. Halstead, newly appointed executive director of the NLN CNEA, and a steering committee that was appointed by the NLN Board of Governors. Members of the NLN CNEA Steering Committee include Drs. Anne Belcher, Donna Boland, Pat Castaldi, Joan Darden, Cole Edmonson, Betsy Frank, Betty Horton, Donna Meyers, and Cathie Shultz.

**4) What is the expected timeline for the development of the CNEA Accreditation Standards?**

The anticipated timeline for a final draft of the standards is spring 2015. The standards and associated quality indicators are currently being drafted by the CNEA Standards Committee. Like the Steering Committee members (with whom they will work closely), members of the standards committee represent all aspects of nursing education. See FAQs

online at [www.nln.org](http://www.nln.org) for a complete list. NLN CNEA will be seeking feedback on the draft standards from multiple stakeholders in the accreditation process, so please be alert for invitations to participate in the feedback process.

**5) How does the establishment of the NLN CNEA affect my program's current accreditation?**

CNEA's establishment has no effect on any program's current accreditation. The creation of the new NLN accrediting commission provides additional choice for nursing programs seeking professional accreditation.

**6) What is the relationship between the NLN CNEA and ACEN (formerly NLNAC)?**

The CNEA and ACEN operate separately from one another. The NLN ACEN is a wholly owned subsidiary of the NLN while the NLN CNEA is a division within the NLN.



Commission for Nursing  
Education Accreditation

**7) When will the NLN CNEA be ready to begin providing accrediting services?**

While we don't yet know when the NLN CNEA will be ready to begin to conduct accreditation activities, you can anticipate the earliest time frame to be in late 2015 or early 2016. In accordance with the US Department of Education (DOE) rules, the NLN CNEA must be in existence for a minimum of two years before seeking recognition from the DOE. During this two-year time period the NLN CNEA needs to meet DOE regulations and conduct one or more pre-accreditation or accreditation activities. We are working closely with the DOE and our assigned DOE analyst to ensure that the NLN CNEA will meet their compliance regulations.

**8) What type of accrediting services will the NLN CNEA provide?**

The NLN CNEA will provide accrediting services for all types of nursing programs, including practical (vocational) nursing, diploma,

Continued on page 8

# Sue's 'Excellent Adventure'

## NLN Simulation Scholar-in-Residence Shares Expertise in Taiwan and China

Yes, she did climb China's Great Wall – for the first time in her life – proclaiming it great, indeed. No, she said, she found no evidence of the legendary hostility between Taiwan and China that followed the split after the 1949 Communist Revolution. “Everyone I met in Taiwan was very proud of his or her Chinese ancestry, but very happy to be independent of China,” she reported.

Thanks to two separate invitations to the NLN simulation scholar-in-residence, in May Susan Gross Forneris, PhD, RN, CNE, CHSE-A, traveled to those two countries on behalf of the NLN. Sue brought her expertise in simulation education, along with an opportunity to spotlight the League to nurse educators on the other side of the globe.

Hsiu-Fang Hsieh, PhD, RN, associate professor and dean of the School of Nursing at Fooyin University in Kaohsiung City, reached out first, inviting Dr. Forneris to be the keynote speaker at the school's 2014 International Conference on Simulation-Based Education in Health Care. At the two-day conference, May

15-16, she presented a talk, “Evaluating Simulation Outcomes,” followed up by a workshop, “Teaching Thinking: The Art of Debriefing.”

The second engagement came through Laerdal Medical, which arranged stops in four different locations in China for Sue to lead workshops at universities and health care institutions, May 19-24. Lucy Song, Laerdal's rep in Beijing, handled the advance programming and then, during their visit, shepherded Sue and her husband, Ron, an IT ERP Manufacturing Systems consultant, from place to place. Following these presentations, Sue assisted Laerdal in running simulations with the workshop participants using the company's latest simulators and related products.

*The NLN Report* caught up with Sue shortly after her return to the United States, while she was attending a meeting of the International Nursing Association Clinical Simulation and Learning (INACSL) in Orlando, Florida.

“I am particularly excited about how interconnected nursing education is, across countries and continents, in the use of simulation,” she began. “I was so taken with the passion and excitement of both the Taiwanese and Chinese faculty. Everyone wants to do the best job they can for their students, which, ultimately, means the best care for patients.”

“They wanted to hear all about how we handle simulation education in the US, and we talked about ways we might collaborate in the future. Because I am involved with INACSL and the Society for Simulation in Healthcare (SSH), two organizations that work internationally, I can easily envision continuing collaboration. Now that I'm back, I also have the chance to inform my colleagues in simulation education here about what is taking place in China and Taiwan today.”

It runs the gamut, she observed, from highly sophisticated to rudimentary. One hospital on



**Dr. Forneris with Chen Xiang Yu, master mentor and chief nursing officer at Nanjing Drum Tower Hospital**

the high end, for example, is in the process of expanding capability with the purchase of a high-fidelity simulator that mimics all human physiology, including breathing and blinking. Sue advised the team there to program the NLN medical-surgical simulations directly into the mannequin to maximize its utility.

While the topic of Communism didn't come up directly, perhaps not surprisingly, given the context of the political culture, she surmised that the learning culture in China, specifically, is top-down, following clearly delineated lines of authority. “Students are told what they do and don't do well, versus our current shift to a student-centered teaching strategy. I explained how, during the stage of debriefing after running a simulation, newer approaches engage students in a give-and-take dialogue, using a Socratic method of questioning to create critical conversations between students and educators. That way, student understanding of right and wrong emerges in an organic fashion. I was happy that this approach was enthusiastically embraced by faculty in both Taiwan and China, who said they wanted to learn more about how to implement it in their classroom and clinical settings.”

While the conference in Taiwan was conducted in English, everywhere in China Sue was accompanied by an interpreter, typically a student with enough fluency in English to translate. The language challenge, it turned out, offered a perfect opportunity to demonstrate the principle of debriefing.



**Schedule for the International Conference on Simulation-Based Education in Health at Fooyin University in Taiwan.**

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# The NLN Today and Tomorrow: Transforming Nursing Education for the 21st Century, ‘With Daring Ingenuity’

NLN CEO Dr. Beverly Malone will deliver the keynote address at the Opening Session of the 2014 Education Summit, *Flight of the Phoenix*, in Phoenix, Arizona, Wednesday, September 17-Saturday, September 20. The NLN Report recently sat down with her for a preview. Here's what Dr. Malone had to say.

On the glass doors of the conference room in the NLN's gleaming headquarters at the Watergate are etched four words: *caring, integrity, diversity, excellence*. We live them every day. They guide all the work we do on behalf of faculty, scholars, schools of nursing, students, and the patients for whom they will someday care. These are the four core values that undergird the NLN mission. They represent the **purpose** within the *NLN Home for Transformative Excellence*, which we are building with **Purpose, Power, and Passion** for the 21st century and beyond.

What is behind the **power** of this transformative excellence? It is the NLN's outstanding **membership and professional staff**, who share determination and commitment and who, frankly, do the heavy lifting daily. League

membership now numbers more than 40,000 nurse educators, deans, and administrators of nursing schools from diploma and community college associate degree programs through BSN and advanced degree programs in colleges and universities. NLN membership also includes 1,200 nursing schools and health care organizations. The move to create a strong presence in Washington, DC, alongside other health care associations and agencies of the federal government, was a decisive step to flex the muscle behind those numbers.

The **passion** is to be found in our seven **Centers for Excellence in Nursing Education**. While in various stages of development, each is already exhibiting great promise for the future of nursing education and representing distinctive examples of transformation.

Here's one: the **NLN Center for Transformational Leadership**. Responding to the call for nursing education programs to integrate leadership theory across the curriculum and to foster the development of leaders in both educational and practice settings, this center supports rising and senior nurse educators intent on advancing to leadership roles.

And another: the **NLN Center for Academic and Clinical Transitions**. Sponsored by Laerdal Medical and Wolters Kluwer Health, the center's programs address challenges ranging from "on-boarding" the new nurse to issues of a safe and inclusive workplace environment. Taking

into account that progression in nursing and nursing education may occur on multiple levels – from the classroom to the bedside, across disciplines, from LPN to RN, from master's to doctoral, from a break in practice to raise a family and back – the NLN has a vital interest in nurturing the

advancement of knowledge and skills. Center programs also focus on innovative approaches to academic progression, a cornerstone of the IOM/RWJF *Future of Nursing* report and one of the NLN's bedrock issues.

At the NLN, transformation is a process that is only possible when you have a strong foundation to begin with. Hence, a look back – 121 years, to be exact. Without the hard work, dedication, and vision of past leadership, my predecessor, Dr. Ruth Corcoran, for one, and all the

wonderful former presidents, officers, CEOs, and member-volunteers, who set our great League in motion and conceived an agenda, we would not be where we are today.

Our current vision is one of meaningful change and unlimited potential that has developed from deep roots and continues to evolve. The initial task, which dates back to my joining the NLN in February 2007, was the retooling of our mission to include the phrase, 'to advance the nation's health,' a major transformational shift to connect practice with education. To say what we do and what our membership and member schools do was not enough, we determined. It is not enough to simply drop newly prepared nurses at the curb and say to them, 'find your way in.' Nursing education's responsibility goes beyond that, to touch patients through the professionals we prepare. And the NLN mission, therefore, had to clearly state that the reason for preparing an outstanding nursing workforce is to advance the nation's health.

And with that renewed focus on inculcating the highest standards of excellence in nursing workforce preparation, the NLN has established its new Division of Accreditation – the **NLN Commission for Nursing Education Accreditation (CNEA)** – proactively working with faculty and academic institutions to anticipate future needs. These activities go hand-in-hand with that of the **NLN Center for Assessment and Evaluation** which promises to develop valid, reliable, and evidence-based measurements and identify best practices for establishing guidelines and standards of practice that recognize and value each test taker's perspective, background, and context.

Also in 2007, our Board of Governors conceived the four core values to which I referred earlier – caring, integrity, diversity, and excellence – to ensure that the NLN mission is implemented according to the highest standards. Diversity, I believe, captures the other three, because we have come to a point in time

*We are connecting the dots  
between education and clinical  
practice, as we seek tangible  
avenues to carry out  
the NLN mission.*

that, without diversity, without moving on issues of inclusion, there is no excellence, integrity, or caring in what we seek to accomplish. And, any time an organization diversifies, it acts with daring ingenuity, which is bound to increase the complexity of its impact and influence.

With the revamped mission and the core values in place, we felt ready for the next phase of the NLN transformation. That began with plans for the League's historic relocation from New York, which took place last summer. The Board of Governors and I agreed that we belonged in Washington, DC, where we could create a visible presence in the corridors of power, helping to influence decisions of consequence that affect nursing education, health care policy, and the health of the nation and the global community. And we are accomplishing that.

I am proud to share with you that \$11 million has already been raised in the two-year-old campaign launched to fund the passion behind the NLN Home for Transformative Excellence and that all seven of centers now have some level of funding attached.

Chamberlain College of Nursing is our first "Elite Partner" to sponsor one of the seven Centers for Excellence: the **NLN | Chamberlain College Center for the Advancement of the Science of Nursing Education**. Together we are transforming nursing education research, which includes multi-year funding for a scholar-in-residence and making important strides in evidence-based nursing education. Dr. Nancy Scroggs ably fulfilled that role this past spring and summer.

This remarkable success is thanks to novel strategic partnerships forged between the NLN and private corporations, health care systems, professional associations, universities, and foundations that have resulted in grants, sponsorships, and other forms of support, such as the development of educational product lines. With each story we have to share, we spur new ideas that beget new investment in our mission and vision, including increased donations from individuals, bequests, and endowments.

The diversification of the NLN's revenue stream represents yet another example of transformation for the future, not least because it means that the NLN no longer must rely solely

on increases in membership dues or the sale of testing products to fund our vision.

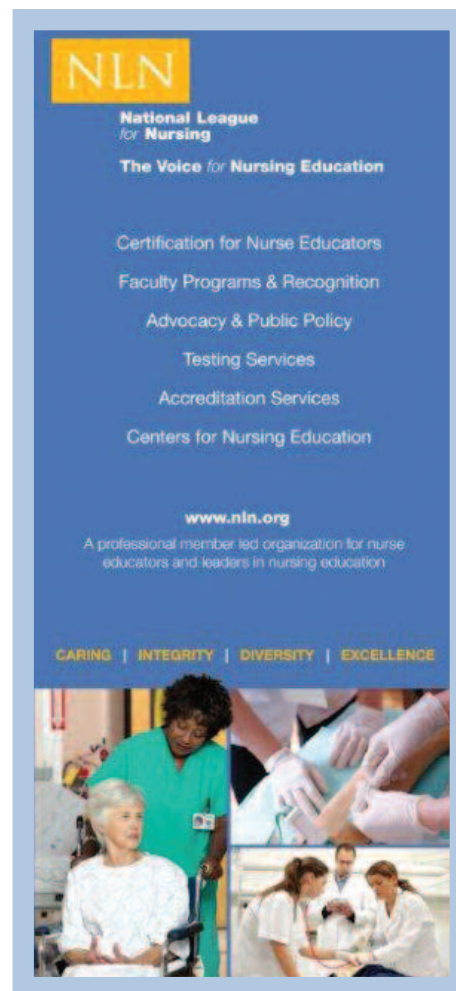
In fact, I foresee a time when we will be able to offer stability in the "price of admission," when we'll be able to say to nurse educators and to schools of nursing, 'Members are the center and focus of all that we do, and we're able to do so without constantly increasing dues. Instead we desire an escalating commitment and passion where members of diverse backgrounds and from diverse academic and clinical settings work together with NLN staff helping to manage and partner with our corporate and non-profit partners, in building the seven centers of transformative excellence.' This would not necessarily eliminate dues but would truly stabilize them.

By the way, we already have an extraordinary team of engaged NLN volunteers – nurse educators who carry our vision and message to their colleagues and campuses, with spirit and enthusiasm. I'm speaking of the 900-plus NLN ambassadors (in both member and non-member schools across the country), a number we hope will continue to expand, as they are key to our success in member recruitment and retention.

Like membership, partnerships have become another stepping stone in the NLN's projection of inclusivity, facilitating outreach to nurse educators globally and the co-creation of a range of health education products, services, programming, resources, and scholarship. For example, our partnership with Wolters, Kluwer Health has seeded new testing and remediation products and NLN publications, like the *Voices Series* of essay collections from African American, Asian American, and Hispanic nurse educators.

With new, generous grants and other assistance from the Hearst Foundations, Hartford Foundation, MetLife Foundation, the Independent Blue Cross Foundation, and Laerdal Medical Corporation, we've been able to expand our signature geriatrics education program, Advancing Care Excellence for Seniors (ACE.S), adding more faculty development workshops and an awards incentive for innovation. We have also developed new unfolding cases and other teaching tools to prepare students to provide specialized care for Alzheimer's patients and to veterans (ACE.V).

ACE.S and ACE.V make up what we originally



called the NLN Center for Excellence in the Care of Older Adults. We have changed the name of this center to encompass our increased scope: We are proud to present the **NLN Center for Excellence in the Care of Vulnerable Populations**. ACE.V is expanding to include instruction for treatment of young servicemen and women, many returning from tours of duty in Iraq and Afghanistan, suffering the effects of traumatic brain injury and post-traumatic stress. Other population targets in this center's sights are patients with chronic conditions like diabetes and heart disease, people with physical disabilities and mental health issues, and children from impoverished and underserved communities. Curricula, teaching/learning strategies, best practices, and evaluation and assessment that emerge from this center will focus on nurturing patient-centered, culturally sensitive care that maximizes health outcomes. Yes, we are connecting the dots between education and clinical practice, as we seek tangible avenues to carry out the NLN mission.

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## CNEA FAQs

*Continued from page 2*

associate, bachelor, master, and doctor of nursing practice programs. The NLN CNEA will be classified by the DOE as a "category 2 agency" which means that it has a voluntary membership and has the principal purpose of accrediting higher education programs, **not for Title IV purposes**. Programs that require a Title IV gatekeeper will NOT be able to use the CNEA for their accreditation purposes.

**9) My nursing program is due for an accreditation visit during the 2014-2015 academic year. What should we do? Can we be accredited by the NLN CNEA?**

At this time, nursing programs should go on with their current plans as the NLN CNEA is not yet prepared to conduct accreditation visits. Programs should continue to do what is in their best interests. Our most important concern is that NLN member schools maintain accreditation status and continue to work to bring excellence to their programs.

The NLN CNEA is keeping a list of interested nursing programs that would like to be considered for accreditation as soon as the division is operational. If interested, please email accreditation@nlm.org.

**10) Will the development of the Commission for Nursing Education Accreditation by the NLN affect my program's current or future accreditation?**

The development of a new accrediting division within the NLN will not have any effect on nursing programs that have current accreditation. However the new accrediting division will provide an additional choice of accreditation for the nursing education community.

**For further questions about the NLN Commission for Nursing Education Accreditation, please email accreditation@nlm.org.**

## Sue's Excellent Adventure

*Continued from page 3*

"In my presentation at Nanjing Drum Tower Hospital, attended by about 100 people, emergency room nurses participated in the simulations, one in a cardiac arrest simulation and the other in an asthma simulation. I spoke through an interpreter, saying, 'we're all here to learn; no one is critiquing you.' In the Socratic-style debriefing afterward, I had a chance to role model the teaching practice. I could tell I was getting through for the most part, because I could see people nodding. In fact, the nurse leader approached me after the simulation demonstrations, expressing her appreciation. She said she felt it would be effective with her staff and planned to initiate this type of conversation on a regular basis."

After her stop in Nanjing, her first in China, over the following week Sue taught at Wuhan University Hope Nursing School and Xixiang Medical College Nursing School.

Summing up, Sue said, "It was such a gift to be able to make this trip. Everyone was so very welcoming and gracious."

## How the NLN Supports the Global Health

Under the direction of Dr. Virginia Adams, the NLN has established the Center for Diversity and Global Initiatives. Collaborating with organizations here and abroad, the center works to advance global health and nursing education, generate publications and research, and support efforts to increase nurse educator and student diversity and inclusivity. One such venture is the NLN's leadership role in the ICN Education Network, which brings together nurse educators from around the world to explore best practices to prepare a racially and ethnically diverse workforce of educators, scholars, and researchers.

## More about Dr. Forneris and Simulation at the NLN

As NLN simulation scholar-in-residence, Dr. Forneris is sponsored by Albany, New York-based Excelsior College, an NLN Center of Excellence since 2005. In April, the League announced Excelsior's multi-year sponsorship of the scholar-in-residence program, a part of the NLN Center for Innovation in Simulation and Technology. Laerdal Medical has long partnered with the NLN in providing simulation and technology-related programming for faculty development and nursing education.

Before joining the NLN earlier this year, Dr. Forneris had participated with 19 of her colleagues in simulation education, selected through a competitive process, in the inaugural Leadership Development Program for Simulation Educators. It is one of three year-long programs for experienced nurse educators on the rise that comprise the NLN Leadership Institute. As part of the group, Dr. Forneris worked on developing and implementing simulation initiatives.

Throughout her career, Dr. Forneris has focused her educational research and scholarship on the study and development of critical thinking in nursing education, with special attention to new and innovative debriefing strategies and simulation development. She is an associate professor in nursing for the baccalaureate degree program at St. Catherine University in St. Paul, Minnesota and co-principal investigator on a multi-site simulation research initiative with four regional baccalaureate-level nursing programs in Minnesota. Dr. Forneris has several publications on the development and use of reflective teaching strategies and the use of simulation.



Find us on Facebook

# COMING UP FROM THE NLN

## CONFERENCES

**September 17-20**

### NLN Education Summit

*Flight of the Phoenix*

Phoenix, AZ



**October 24-26, 2014**

NLN/Elsevier

Technology Conference

*What's Happening Now*

Nashville, TN

**February 5-7, 2015**

2015 NLN Leadership Conference

*Academic Leadership Excellence:*

*Co-Creating a Collaborative Culture*

San Antonio, TX

## NLN SCHOLARLY WRITING RETREATS

**November 7-9, 2014**

Atlanta, GA

**April 23-26, 2015**

Chicago, IL

**June 25-28, 2015**

Denver, CO

**November 12-15, 2015**

Dallas, TX

## CNE PREP

**October 11, 2014**

Carroll Community College

Westminster, MD

**November 1, 2014**

Durham Technical Community

College, Durham, NC

**November 14, 2014**

Sacred Heart University

Fairfield, CT

**January 9, 2015**

Indiana State University

Terre Haute, IN

## WEBINARS

### New Faculty Track

**October 2, 2014**

Core Competency Overview and Civility

**October 30, 2014**

Bloom's Taxonomy and Test Construction Methods

**November 20, 2014**

Strategies for Identifying and Assisting the At-Risk Student

### Leadership Track

**October 8, 2014**

Managing Conflict in Organizations

**October 15, 2014**

A Model for Succession Planning and Targeted Leadership Development, Part 1

**November 5, 2014**

A Model for Succession Planning and Targeted Leadership Development, Part 2

**November 12, 2014**

Unleashing the Power in You

**December 3, 2014**

Emotional Intelligence: A Pathway for Becoming a Good to Great Leader

### Simulation & Technology Track

**September 24, 2014**

Picking an Electronic Health Record for Academia

**October 29, 2014**

Top Technological Teaching Strategies You Can Use Today

**November 19, 2014**

Flipping the Webinar: Successful Use of Technological Teaching Strategies

## 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

**August 29**

NLN Elections Close

**August 31**

Education Summit:

Second Early Bird Rates End

**September 30**

Leadership Institute Programs:

Applications Due:

LEAD, Leadership Development for Simulation Educators, Senior Deans and Directors

**October 15**

Centers of Excellence:

"Intent to Apply" due

## Coming This Fall

## A New Look for

## *The NLN Report*

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

*Updated, detailed information on all faculty development programs can be found at [www.nln.org/facultydevelopment](http://www.nln.org/facultydevelopment).*

*Be sure to browse the calendar at [www.nln.org/stateleagues](http://www.nln.org/stateleagues) for events sponsored by the NLN Affiliated Constituent Leagues.*

## Make Your Voice Count

### Vote in the 2014 NLN Elections for...

- One treasurer
- Four Board of Governors members
- Two NLN Nominating Committee members
- Three CNE Board of Commissioner members
- Bylaws Amendments

It's easy: there's a link directly from the home page at [www.nln.org](http://www.nln.org).

Voting ends on August 29, 2014 at 11:59 CMT.

Problems with voting?

Can't sign-in? Don't know your member ID?

NLN staff is here to help.

Contact Nominations Committee coordinator

Cherish Simpson at 202-909-2500.

### Transforming Nursing Education

*Continued from page 5*

I have mentioned some of the marquee names that have recently partnered with the NLN. Others include the Josiah Macy Foundation; CVS and Walmart, under the umbrella of the Convenient Care Association; and Excelsior College, which just this year, made a multi-year grant to support a scholar-in-residence for the **NLN Center for Innovation in Simulation and Technology**. (For more about how the NLN supports simulation and technology, see story on simulation and technology scholar-in-residence Dr. Susan Gross Forneris, page 3.)

More recently, just this past January, the NLN mission was reworded to clarify that our goals go beyond the US to encompass global health. While global issues were long on the NLN's radar, they needed to be explicitly included in the mission statement. Watch for exciting new initiatives from the **NLN Center for Diversity and Global Initiatives**.

I am confident that with the NLN Home for Transformative Excellence providing the scaffolding and with the seven NLN Centers occupying its floors, with members, board, and staff commitment, the NLN is poised to fulfill our mission in the 21st century, guided, as always, by our four core values.

We can see our North Star in the skies of Washington, DC. And colleagues, it's lighting the way forward.

*For a complete look at what's ahead at the Summit, be sure to visit [www.nln.org/Summit](http://www.nln.org/Summit).*