

Spring 2014  
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# The **NLN** Report

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

**NLN**

**National League  
for Nursing**

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Dear Colleagues,

*I just took a look at my note to you from the spring 2013 issue of the NLN Report and here is what I said: "Next spring, of course, NLN staff will be enjoying the cherry blossoms that Washington is famous for, as long-time (well, nine months long) citizens of our nation's capital."*

*How quickly the time has flown! Our talented "new" staff members have seamlessly joined the wonderful NLN family helping to fulfill our mission to promote excellence in nursing education to build a strong and diverse nursing workforce to advance the nation's health. We often wonder now how we did without these individuals who share the NLN's core values of caring, integrity, diversity, and excellence. I wrote about many of them in the January 6 issue of my biweekly Member Update and we continue to feature new individuals in each edition. All the Member Updates can be found on our website on the publications page.*

*I want to reiterate our open invitation to visit us at our beautiful offices in the Watergate any time you're in DC. We love sharing our new home with you, the NLN Home for Transformative Excellence.*

*Happy spring. I hope to see you in September at "Flight of the Phoenix," the 2014 NLN Education Summit, this year in the Valley of the Sun – Phoenix, Arizona.*

*Beverly Malone, PhD, RN, FAAN*

## Nursing Education: The Marriage of Mountaintop and Marketplace

By William Rosa

Nurses' depth of duty and skill-set frequently elude accurate articulation, incapable of being hemmed in by the molecular aspects of science and constantly being revamped by professional evolution. I see nurses at the bedside who know, without reservation, the truth of the human condition: we are born, we grow, we die. We bear witness to the entire flow: the inception, culmination, and receding of life's pulsating tide. Nursing is the singular profession whose calling is the human condition itself, and nursing education is characterized by the indissoluble fusion of classroom and bedside. It is one skill to memorize life's stages from the textbook, and quite another to live it vicariously through a person whose cry you assuage upon their coming into the world, and whose hand you hold upon their leaving it. Nurses know the human truth that every moment contains a lifetime and, in that, an opportunity.

But the bedside simply does not happen without the classroom. Nursing education does not thrive without teachers who are also privy to this truth. During my nursing theory class at the Hunter-Bellevue School of Nursing (HBSON), Professor Violet Malinski, PhD, RN, talked about the many colleges eliminating nursing theory in their curricula. It seems nursing theory no longer fits into the job description of nurse practitioners as "little doctors." But we are not little doctors; we are adept caregivers, and we have the privilege of choosing a lens with which to view the sacredness of nursing. Because of Dr. Malinski, I understand that without a nursing-based theoretical framework from which to draw, I am less than I can be when I walk into my patients' rooms. This offering of who I am as a nurse, rooted in the knowing of nursing scholars before me, brings to life the spirit of inquiry, wonderment, and science of nursing education considered so paramount by both the National League for Nursing (NLN) and HBSON.

Goethe said, "Knowing is not enough; we must do. Willing is not enough; we must apply." In research class we are reminded of the disparity between statistical and clinical significance. We can know statistically that when X occurs it has a positive, negative, or neutral effect on Y. But if X and Y have no bearing on our clinical lives then who cares? Kenya Beard, EdD, RN, assistant professor at HBSON, cares. Every time she introduced the pathophysiology of a disease she asked, "Why do you care if your patient has X?" She engaged the class about what we have seen with our own eyes and what we know to be true from our lived experience.

*The Student Excellence Paper Competition provides students enrolled in a Center of Excellence school with the opportunity to share their thinking about excellence in nursing education, what fosters excellence, and what it means to them to be part of an NLN Center of Excellence.*

*William Rosa received an MSN, summa cum laude, from Hunter College in New York City in December 2013. He is currently the nurse educator for Critical Care Services at NYU Langone Medical Center.*

Dr. Beard was validating the relationship between knowing and doing, between willingness and application. She jarred our clinical memory and asked us to explain our Y, infusing our experiences with her palpable passion and expertise. She valued our truths and, in that gesture, we came to value hers. Under the guise of a nursing degree requisite, Dr. Beard furthered the academic journey to a human one, operationalizing concepts of values development, creativity, competency, and partnership.

*Continued*



William Rosa with Dr. Judith Halstead (NLN president 2012-2013) and CEO Dr. Beverly Malone at 2012 Summit

It is not just the intimate classroom experiences that create the overall vibe of innovation at HBSON. Proudly displayed throughout the campus are several Johnson & Johnson posters that state, “Be a Nurse!” You think to yourself, “I am a nurse.” The followup thoughts go something like this: “I can be a better nurse. That’s what I’m doing here...to learn to be better than I was yesterday...to strive to be an excellent nurse.” The encouragement of faculty leadership and scholarly achievement radiates down the hallways. That energy is felt in the open doors of professors, constantly welcoming student inquiries about the research assistant position, the unique elective coming up, or the future of individual career concerns.

HBSON maintains exemplary technological commitments by implementing hybrid online-traditional classes and allowing students to share our clinical experiences and academic writing on an Internet database, accessible to potential employers. The inspiration pours through the pages of the student newspaper which enlightens us to each other’s voices, seeps through the bulletin board announcing faculty research grants, and drops into your inbox highlighting upcoming writing competitions, educational forums, and seminars for professional growth.

In 2006, Elizabeth Gilbert appeared on the “Oprah Winfrey Show” to discuss her international best-selling memoir, *Eat Pray Love*. Gilbert had spent the year rummaging through her internal universe, teaching herself the art of pleasure in Italy, diligently practicing ancient spirituality in India, and learning to cultivate

balance of the body-spirit-mind in Bali. The physical journey took a year to travel from Roman ruins to a yogic ashram, and from eucalyptus meadows to Indonesian beaches. The emotional, spiritual, and intellectual journey had begun far before she ever left home and continues today on a global continuum through the medium of her words. The story is one of growth, evolution, meditation, and contemplation – the self-recognition of being more than she was before. This idea of, “I have gotten more and now have more to give,” is really the crux of education. While on the show, Gilbert quoted an ancient Japanese poem: “When I stand on the mountaintop, the world unfolds before me. When I walk through the marketplace, I carry the mountaintop under my robes.”

Herein lays the root of nursing education: I share the human condition from the bedside with my peers, and in doing so, find reflection on how to bring more of myself in the future from a heightened perspective. And so the classroom becomes a mountaintop of its own, unraveling the moments I am incapable of untangling myself, so that when I return to the bedside I carry the mountaintop under my robes; the classroom under my scrubs.

Much like the NLN, HBSON exemplifies excellence in nursing education by providing nurses with the incentive to augment self-knowledge through academic challenge, thereby unveiling our previously untapped resources to patients, colleagues, families, communities, and most essentially, to ourselves.

NLN

Foundation for  
Nursing Education

## Scholarships from the NLN Foundation for Nursing Education

Each year the NLN Foundation offers three to four scholarships in support of the NLN mission to build a strong and diverse nursing workforce to advance the nation’s health. The goal of these scholarships is to encourage more experienced and ethnically diverse nurses to pursue master’s or doctoral degrees to prepare for full-time positions as nurse educators.

As last year’s scholar Tammie L. Calabrese, MSN, RN, CNOR, describes: “My aspiration is to uncover best practices in teaching and learning and prepare the next generation of nurses for practice, education, research, and administration.”

For 2014, the scholarships range from \$4,000 to \$8,000. Scholarships are limited to NLN members either as individuals or through their schools. Candidates must be enrolled in an accredited program. For additional details and to download the application, please visit [www.nlnfoundation.org](http://www.nlnfoundation.org) and click on “Grants, Scholarships, and Programs.”

The deadline for applications is close of business on April 30, 2014.

# Flipping the Classroom and Other Nursing Education Transformations in Haiti

## NLN Academy Fellow Shares Expertise with Faculty and Students

YES, he had heard that back home in Minneapolis it has been one of the worst winters since the late 1800s. But Tim Bristol, PhD, MSN, RN, CNE, ANEF, was feeling no pain. When the *NLN Report* caught up with him, he and his family – wife, Christina, and the couple’s four children – were headed to Port Salut, a resort town with a gorgeous beach in the southwest corner of Haiti, where daytime temperatures this time of year tend to be a delightful mid-80s.

They were on their way to a three-day faculty retreat where Dr. Bristol, a visiting instructor at la Faculté des Sciences Infirmières de Léogane de l’Université Episcopale d’Haiti (FSIL, translated: School of Nursing Léogane of the Episcopal University of Haiti), was to teach his Haitian colleagues about “flipping the classroom.” The only Bristol not thrilled to be missing the frigid Midwest winter, he laughed, was 16-year-old Kristofer, “the snowboarder.”

The idyll, however, belied the reality of public health in this island nation. Reputedly the poorest in the Western Hemisphere, it has drawn Dr. Bristol, a fellow in the NLN’s Academy of Nursing Education, to FSIL to help transform nursing education.

The World Health Organization estimates that 80 percent of the Haitian people live below the poverty line. A high infant mortality rate and high risk from infectious diseases, including HIV/AIDS, cholera, tuberculosis, dengue fever, malaria, hepatitis, diarrhea, and other food or waterborne bacteria, contribute to a lower life expectancy, compared to regional and global averages. At the same time, per capita expenditures on health were only 7.9 percent of the gross domestic product in 2011. Physicians and nurses are in short supply, as is access to basic health care services, like immunizations and pre-natal care.

This winter’s three-month teaching stint at FSIL is Dr. Bristol’s 15th visit and his longest, since 2006 when he first came down at the invitation of the school’s founding dean, Hilda Alcindor, BA, RN, FAAN. The two were connected through a mutual colleague as both were launching new programs. Dr. Bristol had been hired to create a BSN program at Crown College, a small, private, bible college in Minneapolis, while Dean Alcindor had started FSIL’s first four-year baccalaureate degree program in nursing. As of September 2013, FSIL offers the first Haitian master’s of nursing program in family nursing practice, as well.

“First, I came down and then, I brought students and faculty down,” recalled Dr. Bristol of his evolving relationship with Dean Alcindor and FSIL. “I set up a partnership program with Crown. Four of the Haiti faculty have been to Minneapolis to work with American faculty and in local hospitals.”

This year is the first time that Dr. Bristol is staying for more than just a couple of weeks, and the first time he has come with his whole family together. In addition to Kristofer, the Bristols have a son, Hans, 15, and two daughters, Willow, 9, and Bethie, 6. The girls were adopted three years ago from Ethiopia. Dr. Bristol has been bringing Kristofer and Hans with him since 2009, and the girls came down a year ago for the first time. Because Christina homeschools the children, everyone is pretty adaptable when it comes to learning in novel environments. When they’re not following their own curriculum, Christina and the children are volunteering as “teaching assistants” in the nursing school, helping the nursing students practice English, which they are required to study all four years of the program. The Bristol children are also volunteering at a local orphanage in their spare time; the girls, in par-



ticular, are totally into it. “The room with all the babies is their favorite,” said Dr. Bristol. The boys, both musicians, give performances for the children, and watching them has filled Dr. Bristol with pride.

For Dr. Bristol, the Haitian teaching assignment from January 15 to April 7 required a bit more maneuvering. As an instructor in the online graduate nursing program at Walden University in Minneapolis, he had to maintain his teaching commitment while in Haiti. He also had to delegate more responsibility to his staff at his consulting firm. Fortunately, he said, everything’s gone off without a hitch allowing this experience in Haiti to be the most rewarding one yet.

“Professionally, the highlight has been watching our students at the hospital and coaching the faculty during clinical rotations,” said Dr. Bristol. (Although Dr. Bristol has learned Creole, one of Haiti’s two official languages, FSIL’s instruction is all in French.) “One of the true high points was hearing faculty talking with the students about the QSEN principles: Quality & Safety Education for Nurses – [www.qsen.org](http://www.qsen.org). It was very exciting because [I believe] the FSIL nurse educators are the same caliber as those at many of the schools I work with in the United States, and [hearing that lesson] was proof.

Located in Léogane, a seaside city just 30 miles from Port-au-Prince, Haiti’s capital, FSIL was at ground zero when the earthquake struck the island in January, 2010. Léogane was largely leveled, but the building housing the nursing school was somehow among the few structures spared. While no nurse educators died, FSIL

*Continued*

lost several students and family members of faculty and staff. Dr. Bristol was among the nurses, doctors, and other emergency medical teams who flew down on US military helicopters to assist in the recovery effort. Along with Dean Alcindor and the rest of the hospital staff, 40 FSIL nursing students, he recalled, spent the next six months providing care to more than 15,000 residents of the city and surrounding area, even while coping with their own devastating losses and grief.

By now, the facility and program are “back to baseline,” said Dr. Bristol, but still struggle to cover the costs of daily operations, pay faculty

As some of the better-paid workers in Haiti, FSIL graduates are stimulating the economy. Second, you must educate and empower girls, because girls will [likely] become mothers and mentors who can have a big impact on the economy and on public health. Eighty percent of FSIL students are female, and they are an amazing group of people.

“With the rigorous college entrance exams they have to prepare for on their own – and FSIL only takes the top of the top, or they won’t survive the demands of the program – they are very determined young people who enter FSIL committed to their country, to building it from

“In setting the bar very high, Dean Alcindor has brought a different way of doing education to Haiti,” continued Dr. Bristol. “When she finds people committed to their country and to the profession, she’ll do anything to help them, including buying them shoes or food for their mothers, out of her own pocket. It’s a philosophy she learned from her mother, who said, ‘If there’s food for one person, there’s food for two people.’ That’s what Dean Alcindor expects of every single student.”

At FSIL, therefore, students are expected to share what little they have with one another and pull together to do whatever is necessary

for patients. Sophomores, in clinic in the morning, hand over the single watch they used to juniors for the upper classman shift in the clinic that afternoon. A malaria patient unable to afford his medication will find it paid for by students all contributing their spare change.

Dr. Bristol summed it up simply: “It’s a different philosophy, a different

model, a different example of how education can transform society. It’s how Dean Alcindor runs the school.”

**Editor’s Note:** More complete information about FSIL may be found at the website for the Haiti Nursing Foundation, which works to support it: <http://haitinursing.org/index.html>.

*In working to transform nursing education in Haiti, Dean Alcindor and Dr. Bristol are advancing the goals of the NLN’s Center for Diversity and Global Initiatives. The League is a founding member of the International Council of Nurses’ Nursing Education Network (ICN-EN) which brings together a community of nurse educators from around the world to address a host of issues. These include nursing shortages that make preparing an ethnically and racially diverse workforce of faculty and scholars to mentor future nurses and nurse educators a critical priority.*



salaries, and provide scholarships and other aid to nursing students who are desperately poor. (Grants from USAID and the American State Department support buildings and infrastructure in developing countries, but not daily expenses, he noted.) At his firm’s faculty development conferences, Dr. Bristol highlights specific Haitian students to raise money to help them with tuition, room and board, and textbook purchases. After hearing one such presentation, the Chamberlain Honor Society at Chamberlain College of Nursing (the inaugural Elite Partner of the NLN Centers for Nursing Education) “adopted” one of FSIL’s BSN students, supporting her financially.

Asked if FSIL can realistically improve public health outcomes and positively affect other vital economic indicators in a nation so impoverished, Dr. Bristol answered with an unequivocal “absolutely.”

“There are two principles [to follow when] working to [improve the standard of living] in developing countries,” he elaborated. “First, you must build a middle class, and these nursing students are helping to build a middle class.

the inside. FSIL graduates are in demand elsewhere, sought out by international NGOs and non-profits, like Save the Children and Smile Train. They could fly to Miami to sit for the NCLEX and earn 10 to 15 times what they make here. But over 95 percent of the graduates remain in Haiti.”

Throughout the school’s first decade of operation, Dean Alcindor has been the guiding force and inspiration to so many at FSIL, including Dr. Bristol. That is why he returns year after year to share his own expertise with faculty and students, making the clinical experience come alive in the classroom.

“We focus on flipping the classroom and simulation. We have to teach the faculty to do it without the \$70,000 mannequins. I explain they must guide students to use their imaginations to pretend they are in a hospital, not a lecture hall. Instead of saying, ‘here are 10 things you’re going to learn today,’ we say, ‘here is Mr. Jones, and this is what you need to do to take care of him. This is how you identify the best therapeutics given the limitations of providing care in Haiti.’

## NLN PRE-ADMISSION EXAM (PAX) – PN & RN

### Measuring Three Academic Proficiencies: Verbal ability, Mathematics, and Science

In order to improve program effectiveness and increase student matriculation, it is important to admit students who have the knowledge and skill to succeed. Performance on the PAX qualifies prospective RN and PN student for admission to nursing programs; mastering the material prepares them for success.

*This norm-referenced examination can be administered in computer-based or paper-based formats.*

### The PAX can help:\*

- ▶ Identify potential areas for remediation
- ▶ Facilitate faculty and adviser efforts to help students succeed
- ▶ Provide insight on applicants' readiness to start nursing programs
- ▶ Ensure that admitted students are among the best-equipped for the rigors of the nursing curriculum

\*Success in nursing programs is not guaranteed for students who do well on the PAX. Many factors (including personal emergencies, learning disabilities, and academic stress) can influence performance once the student is enrolled; no standardized test can predict such events with accuracy.

Contact Customer Service at  
800-732-8656 or  
[www.nln.org/testingservices](http://www.nln.org/testingservices).

### New from NLN Press:

## Official Guide to the Certified Nurse Educator (CNE) Exam

The National League for Nursing broke new ground in 2005 when it initiated the Certified Nurse Educator (CNE) program to recognize excellence and innovation. To this day, the NLN CNE credential is the only official stamp of “excellence in the advanced specialty role of the academic nurse educator.” More than 4,000 nurse educators in all 50 states now hold the CNE credential, and the program continues to enjoy a high level of re-certification.

To support applicants' preparation for the rigor of the exam, the CNE program has provided the *CNE Candidate Handbook*, self-assessment exams, and an ongoing series of continuing education workshops. Now, to supplement these resources, comes the *Certified Nurse Educator Review Book*, a user-friendly, yet scholarly publication that will hereafter serve as the definitive guide for faculty pursuing the CNE credential and an essential text for all nurse educators across the spectrum of higher education.

Published by Lippincott for NLN Press, the book has been edited by Linda Caputi, EdD, MSN, CNE, ANEF. A renowned provider of continuing education for nurse educators, Dr. Caputi exemplifies excellence and innovation. A CNE herself, as well as a fellow in the NLN's Academy of Nursing Education, Dr. Caputi has a long history of commitment to advancing the mission and goals of the NLN. The author of a number of well-received books on nursing education, Dr. Caputi edited *Innovations in Nursing Education: Building the Future of Nursing* (2013) recently published by NLN Press. She is professor emerita at College of DuPage in Glen Ellyn, Illinois with more than 25 years of teaching experience.

“The NLN's leadership role in creating the CNE credential carries with it the responsibility of producing resources to help nurse educators to achieve it,” noted NLN CEO Dr. Beverly Malone. “With the publication of the official NLN guide, we are providing the best roadmap to nurse educators who aspire to that recognition and who will reinforce the standards of excellence, both in classroom and practice settings that the CNE credential represents.”

Added NLN president Dr. Marsha Adams, “As an advocate of lifelong learning and academic progression, the NLN has long encouraged nurse educators to add the CNE credential. Now, this guide offers them the tools to proudly and publicly proclaim mastery of this advanced specialty role in nursing education.”

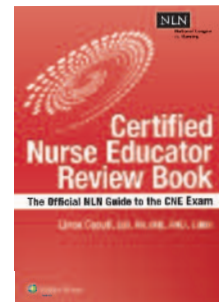
Based on the revised 2012 practice analysis, the official NLN guide includes a chapter in each section that addresses a Core Competency of Academic Nurse Educators and follows the CNE test blueprint. Each chapter includes the related task statements; incorporates an in-depth, scholarly description of the competency and relevant research; and is followed by practice questions. Faculty using this NLN official guide to prepare for the CNE exam will find cutting-edge theory and evidence-based knowledge and strategies designed to help them move forward in achieving the CNE credential.

Special features include:

- Sample test questions developed by the Certification Test Development Committee of the NLN Certification Commission
- Extensive bibliography of the most current literature addressing each competency
- How-to applications of content for the educator's practice

A respected panel of expert researchers, educators, and professionals who design standards and national certification exams for nurses was tapped to contribute content to the review book. They are: Gail Baumlein, PhD, RN, CNS, CNE, ANEF; Wanda Blaser Bonnel, PhD, RN, GNP-BC, ANEF; Marilyn Frenn, PhD, RN, CNE, FTOS, ANEF; Susan Luparell, PhD, CNS-BC, CNE; Jan M. Nick, PhD, RNC-OB, CNE, ANEF; Nancy C. Sharts-Hopko, PhD, RN, FAAN; and Theresa M. Valiga, EdD, RN, CNE, FAAN, ANEF.

To order a copy of the *Certified Nurse Educator Review Book*, visit the NLN Bookstore at <http://nln.lww.com/>.



# Sunshine and Illumination Beckon Nurse Educators to NLN 2014 Education Summit: Flight of the Phoenix

Wednesday-Saturday, September 17-20

Phoenix Convention Center and Hyatt Regency Phoenix at Civic Plaza

Register by May 31 and Save



The Valley of the Sun is looking mighty good during this remarkably long, frigid, dreary, and snowy winter and spring in much of the United States. An invitation from the National League for Nursing to balmy, sunny Phoenix, Arizona could not be better timed. The NLN wants all nurse faculty and deans and administrators of schools of nursing across the spectrum of higher education and leaders in nursing education at health care organizations and institutions to join the League Wednesday-Saturday, September 17-20, at the 2014 NLN Education Summit: *Flight of the Phoenix*.

The nation's premier conference on nursing education is planned to shed light on timely issues and persistent and new challenges, and illuminate visions of the future. The not-to-be-missed four-day gathering is expected to draw its usual capacity crowd, so Early Bird Registration, available through May 31 at [www.nln.org/Summit](http://www.nln.org/Summit), is strongly encouraged.

Among the featured presenters will be Plenary Session speakers Lee Cockerell, former senior operations executive for the Walt Disney World Resort, on Thursday morning, from 11:00 am-12:30 pm; and project director Jennifer Hayden, MSN, RN, who will discuss the newly released results of NCSBN's National Simulation Research Study at the Thursday afternoon plenary, 4:30-5:30 pm. The three-year, multi-site study examined the educational outcomes achieved when simulation replaced a portion of clinical time in undergraduate nursing programs. In his talk, "You Can Create Disney Magic Too!" Mr. Cockerell will describe how the power of personal leadership may be harnessed for the benefit of patients, family, and friends and suggest ways to improve that can make the difference between good and great in professional competence.

Other highlights include the Laerdal Medical-funded Debra L. Spunt Lecture by Kristina Thomas Dreifuerst, PhD, RN, ACNS-BC, CWCN, CNE, an assistant professor at Indiana University School of Nursing whose research is at the forefront of disciplinary efforts to: develop, use, and test innovative teaching methods to improve students' clinical reasoning skills; and investigate how teachers can best be prepared to use evidence-based methods. Her talk, entitled "Reasoning and Practice Education: Debriefing In, On, and Beyond Simulation," will be delivered on Saturday, September 20 at 8:30 am.

"Being a nurse educator, especially today, provides each of us with opportunities for collaboration, lifelong learning, innovation, scholarship, mentoring, and service. The NLN's Education Summit provides a venue to dialogue about ways to take full advantage of those opportunities," noted NLN CEO Beverly Malone, PhD, RN, FAAN. Dr. Malone will be the keynote speaker at this year's Summit, sharing the many resourceful ways that the NLN is taking flight, preparing to greet the future with ingenuity, enterprise, and nimbleness.

Added NLN president Marsha Howell Adams, PhD, RN, CNE, ANEF, associate dean for academic affairs and professor at the Capstone College of Nursing at the University of Alabama, Tuscaloosa: "Attending the Summit and experiencing the joy of being part of our diverse nursing education community will motivate you and provide you with information and ideas that will help you excel in your vital role as a nurse educator. Be prepared to soar with the NLN at *Flight of the Phoenix*!"

Based on input from the nursing education community, Concurrent Session themes have been fine-tuned and a fifth one added this year to the previous years' four. They are:

- Innovations in Teaching and Learning
- Creative Use of Simulation and Technology
- Leading in Complex Organizations
- Application of Education Research
- Health Promotion, Including Care of Veterans and Their Families

All Concurrent Session abstracts are available online, so that participants may select which sessions to attend, based on individual needs and interests.

In addition to the Summit's potpourri of outstanding presentations, workshops, symposia, and posters, participants will not want to miss the other exciting activities in store including:

- Friday morning's National Faculty Meeting, our "town hall," which offers a chance to discuss issues of common concern with the NLN Board of Governors
- The President's Reception and NLN Banquet on Friday evening, a celebration of the induction of the new fellows into the NLN Academy of Nursing Education and the newly designated NLN Centers of Excellence
- Pre- and Post-Summit Workshops on a variety of professional development topics, eligible for CEU credit

First-time Summit attendees are also urged to take advantage of "Navigating the Summit," a special welcoming and orientation session on Wednesday, September 17, 3:15-3:45 pm, just prior to the official Opening Session and Keynote Address.

**For complete information about the 2014 Education Summit, including online registration, visit [www.nln.org/Summit](http://www.nln.org/Summit).**

## LeaderNotes

## Celebrating Our NLN Leadership

**Hilda Alcindor**, RN, FAAN, and **Tim Bristol**, PhD, CNE, ANEF, will be presenting at the 2014 QSEN Forum in Baltimore, MD on their work with the first BSN program in Haiti.

**G. Rumay Alexander**, EdD, RN, FAAN, clinical professor and director of multicultural affairs at the University of North Carolina at Chapel Hill, and NLN board member, received the 2013 M. Elizabeth Carnegie Award during a ceremony at the annual meeting of the Southern Regional Education Board on Collegiate Education for Nursing. The annual award is given to a nurse educator who best exemplifies Dr. Carnegie's quest for excellence and equity in nursing education and practice.

**Martha Raile Alligood**, PhD, RN, ANEF, was awarded the rank of professor emeritus July 1, 2013 and had two books published by Mosby-Elsevier: *Nursing Theory: Utilization & Application, 5th edition* and *Nursing Theorists and Their Work, 8th edition*.

Texas Tech University Health Sciences Center School of Nursing professor and associate dean for research, **Alyce Ashcraft**, PhD, RN, CNE, ANEF, was recently elected state president for the Texas Clinical Nurse Specialists; her term runs through May 2015. Texas clinical nurse specialists promote the unique contributions of clinical nurse specialist practice to the health of individuals, families, and communities, and to the performance of health care organizations. Dr. Ashcraft was also named co-editor for the National Gerontological Nursing Association's section of *Geriatric Nursing*, a comprehensive source for clinical information and management advice relating to the care of older adults.

**Anne Belcher**, PhD, RN, AOCN, FAAN, ANEF, has been appointed co-director of the Office for Teaching Excellence at the Johns Hopkins University School of Nursing.

Adjunct professor and academic adviser of the PhD in Nursing Program, and assistant director of the Center for Hispanic Studies in Nursing and Health at the University of Texas at Arlington College of Nursing, **Mary Lou Bond**, PhD, RN, CNE, FAAN, ANEF, was recognized as the Distinguished Alumni by the University of Texas (Austin) School of Nursing. She was also elected to the

Leadership Succession Committee of STTI and appointed to the Advisory Committee of the STTI/Chamberlain Center for Nursing Excellence.

Professor and co-director of the Center of Excellence in Evidence-Based Practice at Texas Tech University and NLN board member **Carol Boswell**, EdD, RN, CNE, ANEF, currently has several research projects underway, with colleagues, including: "Evidence-Based Practice Attitudes Identified by Hispanic Registered Nurses Working in Acute Care Settings" and "Improving Patient Safety—Falls."

**Sandra Chaisson Brown**, DNP, APRN, FNP-BC, CNE, ANEF, was featured as one of the eight Louisianans of the Year in the January/February 2014 issue of *Louisiana Life Magazine* and was recently selected as the Louisiana Nurse Educator of the Year by the Louisiana State Nurses Association. Dr. Brown is the coordinator of the NP Program at Southern University School of Nursing in Baton Rouge and is nationally recognized for her outstanding work in developing nurse practitioners to meet the primary health care needs of citizens in the state of Louisiana.

**Linda Caputi**, EdD, RN, CNE, ANEF, edited the *Certified Nurse Educator Review Book: The Official NLN Guide to the CNE Exam*, (NLN Press) and coauthored *Mastering Concept-Based Teaching: A Guide for Nurse Educators* (Mosby-Elsevier).

Professor at Boise State University and author of *Creating and Sustaining Civility in Nursing Education*, **Cynthia Clark**, PhD, RN, FAAN, ANEF, received the 2013 American Journal of Nursing Book of the Year award for Professional Issues in Nursing.

Current president of the Oklahoma League for Nursing, **Nancy Diede**, EdD, MS, RN, CNE, was selected by the Oklahoma March of Dimes Chapter as a finalist for the 2013 March of Dimes Nurse of the Year in the clinical/academic education category.

**Kathleen B. Gaberson**, PhD, RN, CNOR, CNE, ANEF, principal and nursing education consultant, OWK Consulting; **Marilyn H. Oermann**, PhD, FAAN, ANEF, professor and director of evaluation and educational research

at Duke University School of Nursing; and **Teresa Shellenbarger**, PhD, RN, CNE, ANEF, professor and doctoral coordinator at Indiana University of Pennsylvania and member of the NLN Board of Governors, recently published the fourth edition of *Clinical Teaching Strategies in Nursing* (Springer Publishing).

**Judith A. Halstead**, PhD, RN, FAAN, ANEF, professor of nursing, Indiana University School of Nursing, was recognized on the list of 100 Inspiring Nursing Professors to Watch in 2014.

Professor at University of North Carolina's College of Health and Human Services, **RuthAnne Kuiper**, PhD, RN, CNE, ANEF, will serve as a leadership mentor again for the Nurse Faculty Leadership Academy 2014-2015. The academy is sponsored by STTI and the Elsevier Foundation to enhance the personal leadership development of new nurse faculty to promote faculty retention and cultivate high performing, supportive work environments in academe.

**Kathy Mershon**, MSN, RN, CNA, FAAN, was honored as a Woman of Distinction at the Center for Women & Family's Celebration of Service in February 2014.

**Ramona Nelson**, PhD, RN-BC, FAAN, ANEF, professor emerita, Slippery Rock University, president, Ramona Nelson Consulting, co-edited, with Nancy Staggers, *Health Informatics: An Interprofessional Approach* (Elsevier/Mosby). The book received the American Journal of Nursing Book of the Year for 2013 recognition in the area of information technology/informatics.

**Marilyn Oermann**, PhD, RN, FAAN, ANEF, and **Suzan Kardong-Edgren**, PhD, RN, CHSE, ANEF, have received grant funding from the NLN, USA, and Laerdal for a study using a performance predictor optimizer algorithm to devise personal training plans for maintaining CPR skills.

**Liana Orsolini**, PhD, RN, FAAN, ANEF, has been appointed to serve on the Virginia 1st District Health Care Advisory Council. Dr. Orsolini will also be inducted as a fellow into the New York Academy of Medicine in November 2014.

Associate dean at University of New England Westbrook College of Health Professions,



**Karen T. Pardue**, PhD, RN, CNE, ANEF, was appointed by Maine Governor Paul LePage to the New England Board of Higher Education. Dr. Pardue is the only nurse to serve on the board which encompasses six states. Dr. Pardue was also invited with a colleague, Dr. Shelley Konrad, to present the keynote Mary Switzer Lecture at the Association of Schools of Allied Health Professionals conference in Orlando. "Collaborative Healthcare Education: Innovation and Leadership" highlighted the imperative for interprofessional education and practice in promoting safe, high quality rehabilitation care.

**Barbara Penprase**, PhD, RN, CNOR, associate professor, School of Nursing, Crittenton Hospital Medical Center, endowed professor of relationship-based care, published 10 manuscripts and led 17 presentations in 2013. Dr. Penprase also has also received approval for the following manuscripts, (written with Oakley, B., Ternes, R., & Driscoll, D.): "Empathy as a Determining Factor for Nursing Career Selection" in the *Journal of Nursing*

*Education* and "Do Higher Dispositions for Empathy Predispose Males Towards Careers In Nursing? A Descriptive Correlational Design" in *Nursing Forum*.

**Lois L. Salmeron**, EdD, RN, CNE, ANEF, dean and professor, Kramer School of Nursing, Oklahoma City University, was promoted to dean of the Kramer School of Nursing on January 15, 2014.

**Elizabeth Speakman**, EdD, RN, CDE, ANEF, was elected as a distinguished practitioner and fellow in the National Academies of Practice, and selected for the Sigma Theta Tau Education Advisory Council for 2013-2015.

Associate professor at University of Portland's School of Nursing, **Susan B. Stillwell**, DNP, RN, CNE, FAAN, ANEF, has been appointed associate dean of the graduate programs in the School of Nursing effective May 7, 2014.

**Tami H. Wyatt**, PhD, RN, CNE, ANEF, associate professor; co-director, HITS lab chair, education technology and simulation, University of Tennessee, Knoxville College of

Nursing, was accepted as fellow to the National Institutes of Health Training Institute held at UCLA in August 2013. Dr. Wyatt was also published with colleagues in two peer reviewed journals: "The Effect of Reflective Writing on Critical Thinking Skills and Dispositions of Baccalaureate Nursing Students" in *Nursing Education Today* and "Developing an Interactive Story for Children with Asthma" in *Nursing Clinics of North America*.

President of the Wise Group, editor-in-chief of the *Journal of Continuing Education in Nursing*, *Nursing Forum*, and faculty, Texas Tech University Health Sciences Center School of Nursing, **Patricia S. Yoder-Wise**, EdD, RN, NEA-BC, FAAN, ANEF, is one of the 100 graduates from the Ohio State University College of Nursing being recognized as 100 Alumni Transformers in Nursing and Healthcare.



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# No Longer Lost for Words

## The Long-Term Impact of the NLN Scholarly Writing Retreat on Ongoing Writing Behaviors

*Results from a Survey Conducted by  
Drs. Marilyn H. Oermann and Leslie H. Nicoll, and Leslie Block*

The Writing for publication in nursing is essential to disseminate research findings, share initiatives and innovations with others, provide new information to keep nurses up to date, and develop the science base of the profession. However, few nurses are prepared in their educational programs to write for publication.

Since 2008, the National League for Nursing has sponsored 14 Scholarly Writing Retreats, which provide individualized, structured writing support in an intensive format. Participants are limited to no more than 11 nurses who are selected through a competitive application process. In the six to eight weeks prior to the face-to-face retreat, participants are guided through the writing process, from topic and journal selection to preparation of a manuscript that meets the requirements for submission to a targeted journal. At the retreat, held on a weekend from Friday through Sunday, participants finalize their manuscripts, which are copy edited and submitted electronically to their selected journal.

Faculty who had participated in a retreat held between 2008 and 2013 (a total of 111) were invited to complete an online survey. One goal was to understand how the retreat affected participants' writing behaviors following the experience.

Of the 62 respondents, 61 submitted a manuscript as an outcome of the retreat. Of these, 80 percent were published, with an additional 11.5 percent still in review at the time of the survey. The majority of the papers (76.6 percent) were published in attendees' first or second choice of journals.



Since participating in the writing retreat, 38 of the 62 respondents submitted additional manuscripts (one to five) for publication. Nearly all reported that they shared lessons learned in the retreat with colleagues and students, disseminating new knowledge and skills they learned

about writing for publication.

More details from the survey are published in *Nursing Education Perspectives*, Headlines from the NLN (Vol. 35, No. 2), online at <http://www.nlnjournal.org/toc/nhpc/35/2>.

The retreat leaders are journal editors. Dr. Marilyn Oermann, professor and director of evaluation and educational research at Duke

**“Don’t tell anyone  
but I think that I’m  
starting to enjoy writing!”**

University School of Nursing, is the new editor-in-chief of *Nurse Educator* and co-author of *Writing for Publication in Nursing* (3rd ed., Lippincott Williams & Wilkins). Dr. Leslie Nicoll, editor-in-chief of *CIN: Computers, Informatics, Nursing*, is the principal and owner of Maine Desk LLC, a professional editorial service. Leslie Block is managing editor of *Nursing Education Perspectives*, the NLN's research journal.

NLN Scholarly Writing Retreats are supported by a grant from Pocket Nurse, Inc. Applications for the fall 2014 retreat, November 7-9 at the Emory Conference Center, Atlanta, Georgia (due August 8) are online at [www.nln.org/facultyprograms/workshopsandconf.htm](http://www.nln.org/facultyprograms/workshopsandconf.htm).

### From the Survey

“I write all the time now. Prior to the retreat I had four peer reviewed publications. I am up to 13 accepted articles with two more in review and two working papers.”

“This retreat and bonding process is excellent and I left the retreat with a concrete tool to work on my next journal article. Without a doubt, this was the best retreat I ever attended.”

“To have the assistance and mentorship of top tier authors for a relatively small amount of money is, as the commercial says, priceless. Dr. Oermann pushed me to a level I could not have achieved without her. I am forever in her debt!”

“The guidance was invaluable. Explaining the process took out the mystery and fear of writing and submitting a manuscript. The editing and feedback made the biggest difference.”

“Don’t tell anyone but I think that I’m starting to enjoy writing! My scholarship (publications) has taken off... The retreat has boosted my professional development post-dissertation more than any other developmental activity in which I have participated.”

“Can only send a heartfelt thank you....Your confidence in me and your encouragement have had a significant impact on my teaching and scholarship.”

## Accreditation News from the NLN

### A Bit of History

The NLN has been aware for some time of the need to create an alternative to current nursing accreditation options. The Board of Governors envisioned our historic move to Washington, DC as an opportunity to form a new organizational structure and take on the challenge of creating a new accrediting division. By an overwhelming margin, NLN members voted to amend the bylaws of the League and allow us to move forward. The bylaws were approved at the Annual Business Meeting at Summit 2013, and since then, the League has begun taking the necessary steps in accordance with US Department of Education guidelines and the helpful counsel of our DOE analyst.

### Update

A strategic steering committee to develop the new accrediting agency, headed by the NLN's immediate past president, Dr. Judith Halstead, is now directing the development of standards, criteria, policies, and procedures. Our goal is to complete one or more accreditation visits during early fall 2015.

This is a big step and a huge project. The NLN is committed to making this new accreditation division viable, collegial, and with the highest standards. It will be developed and implemented based upon our core values of caring, integrity, diversity, and excellence.

### Some FAQs

*What types of schools and programs will the new accreditation entity serve?*

The new division will provide services for all nursing degree levels, including practical, associate, baccalaureate, master's, and doctoral. It will be classified by the US Department of Education as a "Type 2 Agency," which means that it has a voluntary membership, and it has as its principal purpose the accrediting of higher education programs. As the new division is not planned as a Title IV gatekeeper, it will not provide Title IV accreditation services.

*What about a school that is due for an accreditation visit during the current academic year?*

If your program is due for an accreditation visit during the current academic year, please know that our new accreditation option is not yet operational. You must continue with your cur-


rent plans for accreditation. Although DOE recognition is not required for accrediting agencies, the NLN intends to pursue such recognition. In order to be eligible to seek DOE recognition, the NLN's new accrediting division must meet DOE regulations and be in existence for two years. We must also conduct one or more pre-accreditation or accreditation activities, which we plan to do during the 2014-2015 academic year.

*When will the NLN be ready to conduct accreditation activities?*

Although we do not know when the division will be ready to conduct accreditation and how many accreditation activities it will be possible to complete, we are keeping a list of nursing programs that would like to be considered for accreditation as soon as the division is operational. If you are interested, please contact [accreditation@nlm.org](mailto:accreditation@nlm.org).

For additional information, please visit NLN Accreditation Updates, accessible from the NLN home page.

(Adapted from the March 31 edition of the *CEO Member Update*)




Attend the NLN's  
CERTIFIED NURSE EDUCATOR (CNE)  
PREP COURSE

Hosted in Washington, DC

Presented by Francis Eason, EdD, MSN, RN

For more information about the CNE Prep Course  
visit [www.nln.org](http://www.nln.org) and click on the calendar.

9:00 am – 4:30 pm  
Friday, July 18, 2014  
2600 Virginia Avenue, NW  
Washington, DC 20037



## COMING UP FROM THE NLN

### CONFERENCES

**September 17-20**

**NLN Education Summit**  
*Flight of the Phoenix*

Hyatt Regency/  
Phoenix Convention Center, AZ



**October 24-26**

NLN/Elsevier  
**Technology Conference**  
*What's Happening Now?*  
Nashville, TN

*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.*

### WORKSHOPS

**Teaching Care of Older Adults**  
**An ACES Workshop**



May 20, Flatwoods, WV

### CNE PREP

**May 31**

NLN/Villanova CNE Prep Course  
Villanova University, Villanova, PA

**July 18**

NLN CNE Prep Course  
NLN Headquarters, Washington, DC

**November 14**

NLN/Sacred Heart CNE Prep Course  
Sacred Heart University, Fairfield, CT

### NLN SCHOLARLY WRITING RETREAT

**November 7-9**

Emory Conference Center  
Atlanta, GA  
Applications due August 8

### 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

**April 30**

NLN Foundation Scholarship Applications Due

**May 31**

First Summit Early Bird Rates End

**August 8**

Fall NLN Scholarly Writing Retreat: Applications Due

**August 31**

Second Summit Early Bird Rates End

**October 15**

Initial COE Applications Due