

Spring 2016

# THE NLNREPORT

THE MEMBER NEWSLETTER OF THE

Voice for Nursing Education



## INSIDE

Where Are They Now?

Giving Voice to Visions

NEP How to

NLN Elections 2016

Coming Up from the NLN

NLN

National League  
for Nursing

Issue 27



Dear NLN Members,

Colleagues, welcome to the spring issue of the *NLN Report*, your member newsletter. Though as you know, we mostly keep you up to date on NLN news and views through electronic means – my bi-monthly *Member Update*; the *Professional Development Bulletin*; Tweets, Facebook, Linked In, and other social media posts; and regular email blasts – we believe that there’s still something special about reaching you through the tried and true print piece.

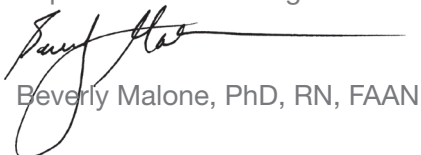
I hope you agree and are willing to help us make sure it gets into your hands in the most efficient and timely way possible. How? By including your home address in our member database we can mail the *NLN Report* right to you. And remember, if your school is a member, you are too. Just follow these easy steps:

1. From the Member Services page click on Current Members in the left hand navigation bar.
2. Log in with your username (your email) and password (your member ID).
3. Click on Update Profile.
4. Click on home address tab and fill in your home address.

Once you do that, you will receive the *NLN Report* without waiting for your school’s busy mailroom to get it to your faculty box.

And now, read on. In our cover story, “Where Are They Now?”, we’ve spoken with some of the past NLN research grant awardees to learn what they’ve been up to and share how the grants affected their lives and careers. Also, see page 10 to read about the new NLN Research Priorities for Nursing Education, published earlier this month.

As you enjoy the spring and summer, check out upcoming events on page 12 and, of course, I look forward to seeing you at Summit 2016 in Orlando, September 21-23. Registration is open now.

  
 Beverly Malone, PhD, RN, FAAN

## A Note from the NLN Nominations Committee

### NLN 2016 Elections Are Open

We are counting on you, as an NLN member, to help assemble a robust leadership team to plan and execute strategies that ensure the nation’s access to quality health care for all.

Please vote for:

- Secretary, Board of Governors
- Nominations Committee (2)
- Strategic Steering Committee (2)
- NLN Certification Commission (2)

Candidate bios and photos are available on the election site managed by Survey & Ballot Systems. SBS sent an email to all members in early April. If you did not receive it, please email [ceo@nlm.org](mailto:ceo@nlm.org).

### Voting is open until June 1.

A valid NLN Member ID is required. It’s easy to verify and/or update your member profile at [www.nlm.org/membership](http://www.nlm.org/membership) by clicking on current members. If you have any questions about your membership status, email [membership@nlm.org](mailto:membership@nlm.org).

Please note: The NLN is not responsible for incomplete faculty lists from member schools.

**Your school must inform the NLN** that you are a full- or part-time faculty member there in order for you to be an active member (**with valid ID number**) and participate in the NLN elections.

Remember, your vote is crucial. It demonstrates your commitment to select leaders, influences the direction of the League, and contributes to good governance.

Thank you.

On the Cover

*Eileen Stuart-Shore in Kenya: Listening to a patient’s lungs*

# Where Are They Now?

## Nursing Education Scholars Credit NLN Research Grants Program for Their Professional Advancement

The National League for Nursing prides itself on being the only national nursing organization to fund nursing education research. The 2012 establishment of the NLN | Chamberlain College of Nursing Center for the Advancement of the Science of Nursing Education lends increased stature to scholarship within the profession.

The NLN Nursing Education Research Grants Program advances the science of nursing education and promotes evidence-based teaching through high-quality studies that contribute data and analyses to nursing education and nurse workforce development. The NLN seeks proposals that demonstrate rigor and innovative approaches and a diversity of research topics related to the NLN Priorities for Research in Nursing Education.

Over the past decade, since the grants program was created, the NLN has distributed more than half a million dollars to novice and veteran scholars. Between three and five grants are awarded annually, for up to \$25,000 each, which include multi-year grants. Recipients must be NLN individual members or on faculty in NLN-member schools. Funding is provided by the NLN, as well as through endowments and donations to the NLN Foundation for Nursing Education.

The *NLN Report* caught up with several past research grant recipients to see where they are now and what they've been doing in the world of nursing education scholarship.



**Mary Jane DiMattio, PhD, RN**

Associate Professor of Nursing and Director,  
Educational Assessment,  
University of Scranton, Scranton, PA

Study: *Project TRIumph: A Liaison Nurse Model to  
Transform the Clinical Learning Environment*

**NLN Grant: \$19,300**

The NLN Nursing Education Research Grant was the sole source of funding for this multi-site study comparing traditional learning environments with an academic-practice partnership model. A secondary aim of the work was to test a leadership model developed by Milisa Manojlovich, PhD, RN, CCRN, at the University of Michigan. Mary Jane DiMattio and her two principal co-investigators, Catherine P. Lovecchio, PhD, RN, and Sharon S. Hudacek, EdD, RN, at the University of Scranton, first presented findings at the 2015 NLN Summit and in April, discussed their outcomes at a nursing education research conference at Duke University.

In the absence of other available grant money, the impact of the NLN funding was huge, Dr. DiMattio asserted. In general, she noted, "It's very difficult to get funding for education projects," compared with support for clinical research. But, in Dr. DiMattio's emphasis, that may be putting the cart before the horse. "We need to prepare nurses well, or clinical research will be wasted. I feel all research having to do with nursing is important."

The grant made possible the study's scale, which included 94 students and 62 staff nurses in three community hospitals that partner with the university's nursing program for clinical education. There were also indirect benefits. One was the connection it forged between Dr. DiMattio and her colleagues with research associates at Geisinger Health System, which operates two of the hospitals in northeastern Pennsylvania that served as study sites. As a result, another set of research studies, related to nursing workforce development, has now launched, and Geisinger has adopted the use of the partnership model, which is also hosted by Regional Hospital of Scranton, in one of its hospitals in Scranton. A second trickle-down is a new educational program the University of Scranton developed exclusively for Geisinger RNs to earn their BSN degrees there.

*“In the absence of other available grant money, the impact of the NLN funding was huge.” — Dr. Mary Jane DiMatti*

In addition to its effect on the science of nursing education, Dr. DiMattio reflected on what the grant has meant and will mean to her professional standing.

“I already had a PhD at the time of my study, but having received external funding will definitely help when I apply for promotion to full professor. And having external funding adds to one's credibility among peers within a university. For example, since [I received] the grant, I was asked to teach a research course in our new DNP program. In addition, I was chosen to lead a team of faculty working on assessment of student learning at my university (not just in nursing). Having received funding by a well-known professional body—some of my non-nurse colleagues have heard of the NLN—has boosted my career... and I am extremely grateful.”

#### Get Social with the NLN



**Vincent Salyers, EdD, MSN, RN, ANEF**  
Associate Dean, Mt. Royal University  
Calgary, Canada

Study: *Meaningful E-Learning: An International Multi-Institution Research Study*

**NLN/Sigma Theta Tau International (STTI) Grant: \$5,000**

In his current role as associate dean, Dr. Salyers is not required to undertake research and scholarship. That, he says, in no way minimizes the value of professional accolades that have come his way since receiving the inaugural NLN/STTI award in 2012 to advance the science of nursing education through the use of technology in the dissemination of knowledge. His study, which extended over three years, explored what elements create meaningful online learning experiences for students and faculty and how universities can enhance them.

“I do believe that the NLN/STTI research grant and subsequent research and knowledge dissemination activities as the result of the MEL (Meaningful E-Learning) study that it funded were responsible for my being nominated for or awarded several important professional distinctions.” In 2015, Dr. Salyers was a nominee for the International Award for Nursing Excellence – Research Dissemination Award from Sigma Theta Tau International and for fellowship in the American Academy of Nursing. In 2014, he received the JoAnne Powell Award for Research from the American Nurses Association and was inducted as a fellow into the NLN Academy of Nursing Education.

Beyond these recent kudos, Dr. Salyers allows that the \$5,000 from the NLN and an additional \$3,000-plus funding for this study that he arranged

from his own university and from a local chapter of Sigma Theta Tau International have enabled him to take to the next level the research that has fueled his passion in nursing education since he first stepped onto the tenure track in 1993. “My doctoral dissertation work was about web-enhanced education; alternative instruction was what it was then called,” Dr. Salyers recalled.

Using both quantitative and qualitative methodologies, the study was administered to undergraduates and faculty across all disciplines within three major research universities in Canada: Mt. Royal in Calgary, Alberta; Nipissing University in North Bay, Ontario; and Saskatchewan Institute of Applied Science and Technology (SIAST) in Saskatoon, Saskatchewan. In all, about 1,400 students and 300 faculty members completed an online survey to gauge their range of technical skills and how these affect meaningful online learning. As part of the qualitative phase of the study, focus groups confirmed what the quantitative data revealed. From MEL, came HIDI, a four-pronged model to describe meaningful e-learning: human connection; instructional and IT support; course and curriculum design; and institutional infrastructure.

*“It’s amazing how a \$5,000 grant actually allowed us to take this on the road and share our findings broadly.” — Dr. Vincent Salyers*

Following the exhaustive three-year process of devising, conducting, and analyzing MEL, Dr. Salyers is delighted with the impact it is already having on nursing education and other departments within Mt. Royal. “Universities struggle with [allocation of] institutional resources and it is helpful to understand how we’re supporting e-learning and IT infrastructure. As HIDI becomes better understood, I can see informing policy and standards for integration of technology and e-learning in nursing education programs and more broadly throughout academic institutions.”

The research has already spawned a number of publications and an abstract in the STTI Virginia Henderson Library, a global nursing e-repository of scholarship. He and his team have given, he said, at least four international presentations so

far. “It’s amazing,” Dr. Salyers enthused, “how a \$5,000 grant actually allowed us to take this on the road and share our findings broadly.”



**Donna Nickitas, PhD, CNE**

Professor of Nursing, Hunter-Bellevue School of Nursing; Executive Officer, PhD Program in Nursing, City College of New York (CUNY), New York, NY

*Study: A Multi-Site Study of the Impact of Global Service-Learning in Undergraduate Nursing Students*

**NLN Grant: \$10,000**

Donna Nickitas was already a full professor, doing community and social engagement with nursing students using the principles of service-learning, when, in 2011, her successful application for a research grant from the NLN lit a fire under her research program at Hunter-Bellevue School of Nursing where she teaches. “I had done a little bit of research with service-learning, and had published mostly qualitative, but not quantitative measures. We had the concept of service-learning, but no definitive tools to measure its outcomes,” she recalled.

Her development of a psychometric tool to measure the impact of service-learning in pre-licensure undergraduate nursing education might never have happened had Dr. Nickitas not spotted an article in *Nursing Education Perspectives (NEP)*, the NLN’s peer-reviewed research journal. Another report of anecdotal evidence supporting service-learning, the end of the piece issued a call to action for scholars to create a valid and reliable way to assess these experiences.

Now, Dr. Nickitas and her two co-principal investigators, Gerard Fealy, PhD, RNG, and Lou DeNatale, EdD, RN, CNL, will have their turn to present such findings in *NEP*, with a manuscript already cleared for publication. They have also applied for a patent to copyright “The Service-Learning Inventory in Nursing,” which emerged from their research.

Their multi-site study was conducted in three locations. In addition to Hunter College, teams investigated service-learning experiences at the University of San Francisco and at the University of Dublin in Ireland. Intended to reflect the broader social and cultural dimensions of health within a community, service-learning within the nursing curriculum at these three institutions, therefore, varied significantly.

*“The NLN grant really got the ball rolling to provide seed money that opened up new avenues for scholarship in service-learning and related areas of nursing education.” — Dr. Donna Nickitas*

The NLN grant really “got the ball rolling to provide seed money” that opened up new avenues for scholarship in service-learning and related areas of nursing education, according to Dr. Nickitas. Piggybacking one grant atop another is often the way to arrange adequate funding for any given project, which is why obtaining that first grant is essential, she suggested.

Dr. Nickitas has leveraged the NLN grant to obtain further funding from the Clinical Translational Science Center (CTSC) at Weill Cornell Medical Center to measure the impact of service-learning in undergraduate students who participate in its Heart-to-Heart initiative. The program’s free cardiovascular clinics throughout underserved neighborhoods in New York City are staffed by Hunter Bellevue nursing students and medical and physician assistant students from Weill Cornell. This experience in service-learning is being assessed against more traditional student community outreach, like volunteering in literacy and hunger relief programs. Additional grant money has since come from CTSC to measure the effectiveness of teamwork in interprofessional education. “Dol-

lars invested in nursing scholarship are really beneficial to nurse researchers and shared with the discipline, adding new knowledge,” Dr. Nickitas contended.



**Kristina T. Dreifuerst, PhD, RN, CNE, ANEF**  
Assistant Professor, Indiana University School of Nursing, Indianapolis

*Study: Exploring the Use of De-briefing in Clinical Post-Conferences: A Repeated Measures, Multi-Site, Pilot Study*

**NLN Grant: \$12,200**

Like many colleagues who received NLN nursing education research grants, Kristina Dreifuerst, was already a doctorally-prepared professional when, she said, the NLN funding put an area of her scholarship on solid footing and opened new avenues to explore.

Dr. Dreifuerst wondered if integrating a debriefing method developed for use in simulation study (“Debriefing for Meaningful Learning”) into post-clinical conference might change how pre-licensure nursing students develop clinical reasoning. Her comparison of DML with traditional approaches to post-clinical conference by nearly a dozen BSN programs is currently under review for publication in *Nursing Education Perspectives*.

Reflecting on what this study and follow-up research she’s already concluded may contribute to nursing education, Dr. Dreifuerst remarked, “We have very little data about best practices for clinical instruction, and so this will definitely help to begin to fill that void. I think it also will lead to more research questions, which is great news for researchers!”

Although she was far from a novice scholar when she applied for the NLN grant, Dr. Dreifuerst lacked experience in applying for external funding, which she called a totally different process from submitting an application through her university. She couldn't say enough about the NLN's approach:

“On the front end, there are explicit instructions, detailing what you need, how to organize (your study), and how to develop your proposal, e.g., presenting a budget, a timeline. This was a new skill for me that was critical to develop in pursuing additional grants to fund the continuation of the research. I have since applied for a lot of extra-mural funding. Following the initial stage, the NLN continued to support my use and monitoring of the grant, guiding me in how to write both interim and final reports. [Chief program officers] Janice Brewington and Elaine Tagliareni were both very helpful.”

*“Following the initial stage, the NLN continued to support my use and monitoring of the grant, guiding me in how to write both interim and final reports.” — Dr. Kristina Dreifuerst*

The NLN grant covered the cost of about a year of her three-year national study. “That forced me to go elsewhere to seek additional funding, and made possible getting a second grant from a private foundation,” said Dr. Dreifuerst. “I gained the ability to look at a proposal and determine who might be able to fund which piece. I sometimes hear others say that if a grant isn't large enough to fund the entire cost of their work, it's not worth applying. I learned that, on the contrary, a partial grant may be a starting point to get a bigger pot of money from several different sources for nursing education research.”

And in a world where nursing education research does not have major funding sources (the NIH spends on clinical bio-behavioral project, the Department of Education on K-12), multiple modest grants can make all the difference, as Dr. Dreifuerst demonstrated.



**Eileen Stuart-Shore, PhD, APRN, -BC, FAHA, FAAN**

Associate Professor, University of Massachusetts, Boston, College of Nursing and Health Sciences; Chief Nursing Officer, Seed Global Health; Nurse Practitioner, Beth Israel Deaconess Medical Center, Boston

Study: *Mixed Methods Case Study of Partnerships in International Service Learning: Exploring Reciprocity and Bi-directional Benefits*

**NLN Grant: \$25,000**

Dr. Eileen Stuart-Shore was just back from her latest trip to Africa when the NLN Report asked her to detail how the NLN research grant facilitated her work there and what has been its continuing impact on nursing education.

Undertaken with co-investigators Judith Healey Walsh, PhD, RN, director of undergraduate programs at the University of Massachusetts, Boston, and Anna K. Karani, PhD, DAN, RN/RM/CHN, professor at the University of Nairobi, College of Health Sciences, School of Nursing Sciences in Kenya, the NLN-supported study determined the mutual benefits and sustainability of reciprocity in underserved communities in Kenya. Teams of students, faculty, and clinicians at four schools of nursing (one in the US and three in Kenya) and five public health clinics carried out cardiovascular-metabolic screenings and treatment of non-communicable diseases; community outreach; patient education; research; and advocacy with Kenyan and US nurse leaders to influence public health policy and resource allocation.

Extensive qualitative and quantitative data collection and analysis led them to conclude it is feasible to implement locally tailored, culturally appropriate international service-learning programs that provide bi-directional benefits and reciprocity. In addition, they learned that building partnerships based on respect, altruism, and collaboration are critical to the foundation of trust essential to the success of the program.

The team was also able to leverage the NLN grant results to apply for additional grants and scholarships. An STTI chapter grant and a Fulbright Africa Region Research Scholar Award then made possible an expansion of the Kenya Heart and Sole research into dietary patterns and the role of nutritional and physical activity in cardio-metabolic processes.

With her experience in global health, Dr. Stuart-Shor came to the attention of Seed Global Health, which hired her to be chief nursing officer in July 2015, just as she and Drs. Walsh and Karani were wrapping up their analysis. Seed's flagship program, Global Health Service Partnership (GHSP), is a public-private partnership operating under the umbrella of the US Peace Corps and PEPFAR (President's Emergency Plan for AIDS Relief). Its goal is to improve the quality and breadth of nursing and nursing education in resource-constrained settings by having US nurse faculty teach in Uganda, Tanzania, Malawi, Swaziland, and Liberia.

"They were very interested in the results of our NLN-funded work and have been very supportive of my vision for partnerships," Dr. Stuart-Shor said of Seed. "Tasked with both understanding the constraints our African colleagues encounter while helping them envision and achieve a broader goal for nursing and nursing education has been exciting and challenging, and the lessons learned by examining the attributes of successful partnerships has been foundational to my approach. The results of the NLN grant-funded study has shaped my approach to crafting the strategic vision for GHSP, a vision firmly rooted in a commitment to respectful partnership with the many partners involved in GHSP."

That strategy has propelled Dr. Stuart-Shor and her team to nurture mutually productive academic-clinical partnerships in more than 15 schools of nursing in the African communities served by GHSP. Her co-investigator, Dr. Walsh, has since taken on new responsibility at U-Mass/Boston as director of undergraduate program director, engaging in active dialogue to enhance the opportunity for U-Mass students to have a robust global health experience, and their African colleagues have continued to grow the service and research arms of the project.

Now that she's working full-time at Seed, Dr. Stuart-Shor has cut back her teaching responsibilities at U-Mass, Boston, but continues to teach in the DNP program and global health. The NLN grant has also put her in touch with the community of nurse educator-scholars and made her aware of the broad resources the NLN provides to advance the science of nursing education and nurture professional development. "I have called on these resources many times," said Dr. Stuart-Shor.

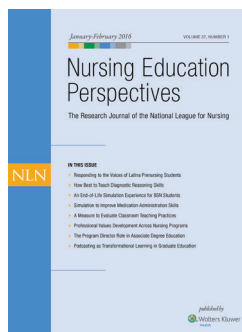
### The NLN | Chamberlain Center for the Advancement of the Science of Nursing Education

The NLN | Chamberlain Center promotes evidence-based nursing education and the scholarship of teaching. Its establishment in September 2012 began an innovative partnership to bring positive change to nursing education research for all sectors of the profession.

Under the direction of Dr. Betty Dennis, the center supports research, develops scholarship, and produces publications that build the science of nursing education. The NLN | Chamberlain Center reaches out to partners and collaborates with research societies and organizations to sponsor programs and conferences that present and disseminate research. In addition to the research grants program, center initiatives include the NLN research journal *Nursing Education Perspectives*, the NLN/STTI Nursing Education Research Conference, the Scholarly Writing Retreat Mentorship Program, and the NLN Jonas Scholars Program.



# A Nursing Education Perspectives How to



There have been some procedural changes with the Wolters Kluwer production of our research journal. Below are some easy instructions to actions you may need to take.

## HOW TO ACCESS ARTICLES

A subscription to *NEP* is one of the many important benefits of NLN membership. There are two ways subscribers can access the journal articles:

- ▶ **Through the NLN website.** Sign in at the Member Login area. Once signed in, visit the *NEP* page and click on “Subscribers” to access the new journal website and the archives of past issues.
- ▶ **Through the dedicated NEP website.** In March, subscribers received instructions from Wolters Kluwer on how to activate their account online at [www.NEPonline.net](http://www.NEPonline.net). Activating your account enables you to take advantage of personalization features. If you have any questions about accessing the journal, please contact LWW Member Services at 866-489-0443 (US & Canada) or +1-301-223-2300 (worldwide) or email [memberservices@LWW.com](mailto:memberservices@LWW.com).

## HOW TO PREPARE A QUERY LETTER

It is a good idea to ascertain in advance if the editors are interested in your topic. Please email your query letter to managing editor Leslie Block at [lblock@nl.n.org](mailto:lblock@nl.n.org).

## HOW TO SUBMIT AN ARTICLE FOR PUBLICATION

Specific instructions and guidelines for submitting articles for each section are available in full at

[www.NEPonline.net](http://www.NEPonline.net) and the submission service site ([www.editorialmanager.com/nep/default.aspx](http://www.editorialmanager.com/nep/default.aspx)). *NEP* is interested in publishing large-scale, national, nursing education research in areas important to nurse educators, nursing education researchers, deans and directors of nursing programs, and others in the health care community. Short articles in Research Briefs focus on pilot studies in nursing education, studies based on a single site, and studies with small samples that limit generalization. The Innovation Center focuses on innovative program developments and teaching/learning strategies.

## HOW TO SUBMIT SUPPLEMENTARY MATERIAL

Supplementary content (text documents, graphs, audio, video, etc.) submitted via Editorial Manager at [www.editorialmanager.com/nep/default.aspx](http://www.editorialmanager.com/nep/default.aspx) will be considered for online posting. These are not the tables or diagrams you expect to be included in the print copy of the manuscript. On the Attach Files page of the submission process, please select Supplemental Audio, Video, or Data for your uploaded file as the Submission Item.

## HOW TO JOIN THE PEER REVIEW PANEL

After an initial review by the editor, manuscripts submitted to *NEP* are sent to members of the relevant Peer Review Panel for a double-blind peer review. Peer reviewers are asked to evaluate the content of the manuscript with regard to various criteria. Nurse educators with publication experience are invited to join one, two, or all three of the *NEP* Peer Review Panels. First watch the free webinar ([www.telspanvenue.com/WebConference/RecordingDefault.aspx?c\\_psrId=EB56D780824A](http://www.telspanvenue.com/WebConference/RecordingDefault.aspx?c_psrId=EB56D780824A)). Then write to managing editor Leslie Block ([lblock@nl.n.org](mailto:lblock@nl.n.org)) and include the relevant portion of your CV.

# Giving Voice to Vision

The NLN's voice for nursing education has been loud and clear during the first quarter of the year. Each month, a new NLN Vision for Nursing Education was published and distributed to the health care community.

## **January: Interprofessional Collaboration in Education and Practice**

Recognizing that the nurse is integral in the delivery of team-based, patient-family centered care, the NLN urged the nurse educator community to work with peers in other professions to provide students with learning opportunities that acknowledge a profoundly changed health care environment.

Comprising a wealth of background and information about Interprofessional Education (IPE) and Interprofessional Practice (IPP), the vision statement and a complementary faculty toolkit also include recommendations on how best to integrate them into the curriculum in a way that optimizes faculty resources.

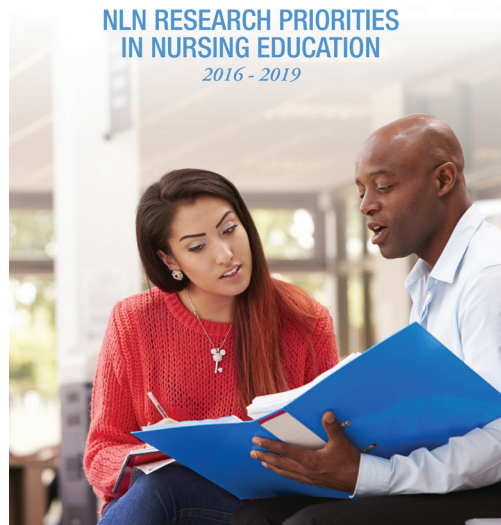
Said Dr. Anne Bavier, NLN president and dean of the nursing school at University of Texas at Arlington: "Health care leaders, educators, and funders have long called for a collaborative, team-based, practice-ready health care workforce. The NLN's most recent contributions will help advance interprofessional education and practice across health care education."

## **February: Achieving Diversity and Meaningful Inclusion in Nursing Education**

The National League for Nursing believes that diversity and quality health care are inseparable. Together they create a path to increased access and improved health and can eliminate health disparities. As noted in this NLN vision, "A culturally responsive workforce and a relationship-centered health care system offer healing and hope to all patients."



NLN | Chamberlain College of Nursing  
Center for the Advancement of the Science of Nursing Education



For years, the NLN has addressed the need for nursing education to expand diversity among faculty and students. While the League has created awareness about the need to have a strong diverse workforce, progress has been slow in changing the demographics of the nursing profession.

Produced by the NLN Center for Diversity and Global Initiatives, "Achieving Diversity and Meaningful Inclusion in Nursing Education" includes much important data on diversity, or the lack thereof, in nursing and nursing education," said NLN CEO Dr. Beverly Malone. "And it concludes with three sets of recommendations for deans, directors, chairs of nursing programs; for nurse faculty; and for the National League for Nursing."

## **March: Nursing Education Research Priorities**

*A new Vision for Advancing the Science of Nursing Education* accompanied the publication of the *2016-2019 Research Priorities in Nursing Education*. In this latest living document, produced by the NLN | Chamberlain College of Nursing Center for the Advancement of the Science of Nursing Education, the NLN reviews the background and significance of nursing education research and ends with recommendations on how nursing education programs and the National League for

*Continued next page*

Nursing can explore and implement the 2016 - 2019 Research Priorities in Nursing Education.

*Research Priorities in Nursing Education* extends the scientific foundation of research in nursing education to more fully align with current and emerging clinical practice outcomes. Embracing input from other national nursing associations, the research priorities include intra/interprofessional education and collaborative practice, ethical codes of conduct, the connectivity and interoperability of technology, building a diverse nursing workforce that is representative of populations of care, and advancing the science of learning.

“Closing the gap between education and practice is imperative,” said NLN president Anne Bavier, PhD, RN, FAAN. “Our new research priorities work toward that goal while furthering the role of nurses as scientists.”

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## Coming Up from the NLN

### CONFERENCES & INSTITUTES

**NLN/Boise State University  
Biennial Simulation  
Conference**  
Current and Future Trends  
in Simulation

**April 22-23**, Boise State

**Institute for Simulation  
Education (ISE)**

**July 26-29**

Debra L. Spunt Simulation  
Laboratories University of Maryland  
School of Nursing, Baltimore

**NLN Education Summit**  
Beyond Boundaries

**September 21-23**, Orlando, FL



**NLN 2016  
EDUCATION  
BEYOND BOUNDARIES  
SUMMIT** | ORLANDO  
FLORIDA  
SEPTEMBER  
21-23, 2016

### WORKSHOPS

**NLN CNEA  
Accreditation Workshop**  
*The ABCs of Program  
Systematic Evaluation  
Plans: Getting Started*

**April 29**, Washington, DC

**CNE Prep**

**April 30**

University of Texas at Arlington

**May 23**,

Texas Tech University, Lubbock

**June 4**,

Villanova, PA

**ACE.S Workshops for  
PN Educators**

**May 20**, Newark, NJ

**September 21**, Orlando, FL

**October 25**, Corpus Christi, TX

**Scholarly Writing Retreat**

**June 11-12**, Washington, DC

### 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

**NLN Elections**

**April 1 - June 1**

**Leadership Institute  
Programs Registration  
Opens**

**May 15**

**Faculty Scholarship Awards  
Application Deadline**

**May 31**

**Summit Early Bird  
Registration Ends**

**May 31**