



Illinois Department of Financial and Professional Regulation
Division of Professional Regulation

PAT QUINN
Governor

MICHAEL T. McRAITH
Acting Secretary

DANIEL E. BLUTHARDT
Director
Division of Professional Regulation

Illinois Center for Nursing
Advisory Board Meeting
10:00 A.M.,
Thursday, May 7, 2009
320 West Washington Street
Second Floor Conference Room, Room #258
Springfield, Illinois

ATTENDANCE

Board Members Present:

Michele Bromberg, Chairperson
Kathryn E. Christiansen
Susan Campbell
Linda Fahey
Marcia Maurer
Donna Meyer
Maureen Shekleton

Call-in:

Donna L. Hartweg
Mary Lebold

Excused Absence:

Nancy Cutler
James Renneker
Deborah A. Terrell

Guests:

Dianne Bazell, Deputy Director, Academic Affairs and Student Success, IBHE
Rich Jachino, Associate Director, Grant Administration, Planning and Budgeting, IBHE
Karen Helland, Assistant Director, Fiscal Affairs, Planning and Budgeting, IBHE

FY2009 IBHE Nurse Educator Fellows:

Dawna Egelhoff, MSN, RN, Lewis & Clark Community College
Victoria Folsie, PhD, RN, APRN, BC, LCPC, Illinois Wesleyan University
Mary Ann Freitag, MSN, RN, St. Xavier University
Peggy A. Gallagher, EdD, RN, CNE, S. Xavier University
Sandra Hughes, PhD, RN, Triton College
Mary Kakenmaster, MSN, RN, West Suburban College of Nursing
Nancy Kipnis, MSN, RN, CCC – Harry S Truman
MariJo Letizia, PhD, RN, APN/ANP-BC, Loyola University of Chicago
Nancy Oldenburg, EdD, RN, CPNP, Northern Illinois University
Mary K. Pabst, PhD, RN, Elmhurst College
Teresa A. Saxton, MSN, RN, Illinois State University
Jodene Scheller, PhD, RN, Lewis & Clark Community College
Frances R. Vlasses, PhD, RN, NEA-BC, Loyola University of Chicago
Thelma Warner, MSN, RN, Rockford College

Staff:

Linda B. Roberts, ICN Manager
Gloria Evenson, Assistant

At 10:20 a.m. Chairperson Bromberg officially called the meeting to order. There were seven board members present, representing a quorum.

ANNOUNCEMENTS

1. Review and approval of minutes from March 5, 2009
 - Maureen Shekleton moved and Marcia Maurer seconded the motion to approve the minutes as read. The motion carried.
2. Review and approval of minutes from April 2, 2009
 - Marcia Maurer moved and Donna Meyer seconded the motion to approve the minutes with the following correction:
 - Page 4, bulleted paragraph beginning with “From 2009-07, approximately 20,000 associate and baccalaureate degrees” At the end of the paragraph, add “13% undetermined.” The motion carried.
3. Review of ICN BOD meeting dates and locations for remainder of calendar year
 - A list of meeting dates was distributed for review by ICN Board members and further discussion at the June ICN Advisory Board meeting.

NEW BUSINESS

1. FY 2009 IBHE Nurse Educator Fellows

Handouts: DRAFT “FY 2009 IBHE Nurse Educator Fellowship Award Recipient Survey”

a. Remarks: Daniel E. Bluthardt, IDFPR and Judy Erwin, IBHE

- Director Bluthardt and Director Erwin were unable to attend the meeting, but sent best wishes and congratulations to the IBHE Nurse Educator Fellows.
- Dianne Bazell, IBHE Deputy Director, Academic Affairs and Student Success.
 - Deputy Director Bazell summarized the purpose of the IBHE Fellowship awards. She expressed appreciation for the Fellows’ written reflections and for the opportunity to present the Fellowship awards.
- Chairperson Bromberg thanked the Fellows for being present and for filling out the survey on their Fellowship experiences.

b. Nurse Educator Fellow Introductions and Presentations

IBHE Deputy Director Bazell presented an award to each individual IBHE Nurse Educator Fellow.

The IBHE FY2009 Nurse Educator Fellows submitted prior to the meeting a summary of activities achieved in relation to receipt of this award. Each FY2009 IBHE Nursing Educator Fellow presented verbal remarks of the summary below:

FY 2009 IBHE Nurse Educator Fellows, May 7, 2009

FY 2009 IBHE Nurse Educator Fellowship Award Recipient Survey

FY 2009 IBHE Nurse Educator Fellowship Award Recipient Survey				
Question	Yes	No	Other	Comments
1. Employed still in Nursing Education	15			
2. Same institution	15			
3. Role:				
a. Faculty	13			
b. Administration	0			
c. Other	2			part faculty, part administration
Award Impact				
Certification	3			
Education, conference(s)	6			
Skills, improve	3			
Tuition	1			
Simulation, additional for students	3			
Project	1			
Equipment	1			
Achieve goal		15		In process of achieving goal
Changes in practice	15			
Interview possibility - agreement	15			

Dawna Egelhoff, MSN, RN Instructor Lewis & Clark Community College, Godfrey, IL

This grant has given me the opportunity to purchase material to be utilized by our Simulation Lab at Lewis and Clark Community College School of Nursing. Although different levels of nursing students have been using the Simulation Lab, I would like to see our program expand the subjects taught through simulation. Work toward increasing the different levels that utilize Nursing Simulation in as a virtual clinical continues. The effects of the work will not be fully known this semester, but will be monitored in semesters to come.

Networking and expansion of the Simulation Lab will give students an opportunity to practice skills that may not be presented in the clinical setting. A couple of areas in which clinical sites are in demand are Psychology and Pediatrics. Materials have been purchased that focus in these two areas.

I will be pursuing additional education through structured online classes, conferences, and publications. The information and knowledge gained will be shared with other faculty members utilizing simulation in learning.

Victoria Folsie, PhD, RN, APRN, BC, LCPC Associate Professor Illinois Wesleyan University, Bloomington, IL

I remain committed to the future of nursing education and believe my most influential faculty role is to use my clinical expertise to prepare superior baccalaureate graduates for the complex health care environment, to conduct and disseminate research findings that influence direct care providers, and to engage students in undergraduate research in preparation for early graduate school admission and a lifelong commitment to the profession. The timing of the IBHE Illinois Nurse Educator Fellowship has been ideal, as my ability to focus my time and energy on my own professional development has been maximized with a Spring 2009 Sabbatical; the time to reflect (often absent from a typical academic year) has allowed me to immerse in professional development activities directed at meeting the following outcomes:

- Advance program of research on vulnerable populations (e.g., eating disorders and suicide risk) with emphasis on enhancing positive faculty-student research experiences.
- Provide mentorship for junior faculty and honors research students including fostering opportunities for students to co-present research findings at a professional conference.
- Explore innovative strategies to increase curricular integration and student interest in nursing theory, psychiatric mental health nursing, and nursing leadership

Mary Ann Freitag, DNP, RN Instructor St. Xavier University, Chicago, IL

The salary supplement helped me pay for my final quarter at Rush University where I completed my DNP in December 2008. It also allowed me to pay for conference attendance, and served as a salary supplement for the additional time spent on researching ways to help improve student's health behaviors.

My intent is to utilize the undergraduate nursing students in a longitudinal research study beginning with the first-semester students and follow them all the way through graduation. We will be investigating the retention rates between the high financial need students (as defined by Pell grant status) and the general population. I will be collaborating with another faculty member who has done extensive work developing St. Xavier's School of Nursing Mentoring program. We are still in the beginning stages of development. Additionally, I will be doing a paper presentation of my DNP project at the Sigma Theta Tau International conference in July, 2009. In addition I have developed a nursing elective course: Health and Wellness: a nurses perspective.

In addition, I have been invited to be a part of St. Xavier University's Committee on Student Life, which will allow me to talk about my project and the importance of student health especially as it relates to the success of the students.

Peggy A. Gallagher, EdD, RN, CNE Assistant Professor St. Xavier University, Chicago, IL

I have been impacted both personally and professionally by this award. On a personal level I am humbled and honored that I was recognized with this fellowship. I have been a nurse educator committed to quality education of nurses for many years, however, I was never given such an honor. Professionally, this award facilitated my ability to learn, contribute, and be challenged in a new way; by gaining knowledge on evidence-based practice (EBP) and then working with my educator colleagues to bring that to our students. I have purchased several texts to support my learning and will participate in several conferences this summer. Thank you supporting the work of nursing faculty.

Evidence-based Practice: Learning the process and facilitating integration

Evidence-based practice (EBP) in nursing is the term used to describe the process nurses use to pose clinical questions and make clinical decisions. All nurses need to engage in EBP, which incorporates accessing, appraising, interpreting, and applying research. Therefore, nurse educators need to produce nurses who are evidence-based practitioners.

The purpose of this fellowship is to advance my knowledge in EBP to prepare me to advance EBP in the academic setting. Outcomes include: developing strategies to teach and integrate EBP in the classroom; designing syllabi that incorporate assignments based on EBP; and acting as a mentor to other faculty to advance EBP in their courses.

The impact of this work will be evidenced in the academic setting where nurse educators will be better poised to evaluate curriculum documents that will advance EBP in their academic setting. In addition, the impact will be noted for registered nurses and advanced practice nurses who will be prepared to implement EBP in their health care setting. In turn, the impact on quality patient care will be noted as nurses use EBP in their clinical practice. This very important work will help to keep me energized as I continue to work in nursing education.

Sandra Hughes, PhD, RN Instructor Triton College, River Grove, IL

The study of nursing retention is a critical goal for many community colleges. One of the obstacles to progression is the lack of preparation in test taking skills. The IBHE Fellowship Award has provided an opportunity to address the lack of test taking skills preparation. Optional two hour test taking strategy seminars were developed and tailored to each of the four semester nursing student populations. A resource link on Triton College Nursing Forum was developed to provide students' access to test taking strategies.

Five items were surveyed using a Likert scale to measure the increase in understanding post presentation. The measurement was scaled on a four-point scale from to a great extent through not at all. Item one, I understand the NCLEX test plan: 94.4% in first semester, 94.5% second semester, 100% third semester, and 86.5% fourth semester students agreed to a great extent. Item two, I understand the relationship between Blooms taxonomy and test questions: 88.8% in first semester, 83.6% second semester, 81.8% third semester, and 82.7% fourth semester students agreed to a great extent. Item three, I can identify at least three test taking strategies for answering test questions: 100% in first semester, 100% second semester, 100% third semester, and 89.6% fourth semester students agreed to a great extent. Item four, I understand the elements of test questions: 88.8% in first semester, 94.5% second semester, 81.8% third semester, and 89.6% fourth semester students agreed to a great extent. Item five, I can identify key words in test questions: 100% in first semester, 100% second semester, 100% third semester, and 93% fourth semester students agreed to a great extent. Student perceptions provided the nursing faculty with data related to the lack of test taking strategy knowledge.

Mary Kakenmaster, MSN, RN Assistant Professor West Suburban College of Nursing, Oak Park, IL**

The salary I receive as a nurse educator is significantly lower than what I would earn as a clinical specialist or nurse educator in a hospital or corporate environment. I am very passionate about nursing education, but lack discretionary funds at the faculty salary to pursue education opportunities. This fellowship has allowed me to do so.

The Nurse Educator Fellowship Grant has assisted in making a goal a realistic accomplishment. Nursing Education is a very demanding and rewarding career. It is imperative that the educator be passionate about this choice to deal with the faculty shortage, student demands, and employer economic restraints. My primary goal is to enhance my knowledge base of nursing education. I, like many nurse educators, entered nursing education with a strong clinical and non-academic nursing education base, but minimal academic experience. I have been able to attend conferences on clinical education, test writing and evaluation, and curriculum development. I am registered for six post masters hours of graduate study in the nursing education field, and will sit for the CNE exam. Each of these steps has reinforced my desire to continue in nursing education. It is my hope that the Illinois Board of Higher Education and the Illinois Center for Nursing will continue to support the future of nursing educators with opportunities for financial support at the masters, post masters and EdD or PhD levels.

Nancy Kipnis, MSN, RN Instructor Chicago City Colleges - Harry S Truman College, Chicago, IL

As a nurse for 28 years with a rich clinical, managerial, and educational background, I am fortunate to have endless career opportunities and choices. It was about 5 years ago, I made the career choice of a lifetime - nursing education - and have never looked back. The blending of two professions - nursing and education - is both astoundingly rewarding and challenging. The rewards come with facilitating the academic and professional success of our highly motivated and diverse community college nursing students. They graduate and become registered nurses, much needed and generally well-respected healthcare providers. A major challenge is to consistently provide dynamic and innovative education. Today's nurse educator must keep current with both the rapidly changing trends in nursing and healthcare as well as the changing paradigms for teaching and learning which involve everything from human patient simulators to YouTube.

Keeping abreast of these changing trends requires ongoing professional development and new tools. The Illinois Board of Higher Education Nurse Educator Fellowship Award has provided me with an immense opportunity to enhance my practice as a nurse educator. How? My clinical practice is more current which is critical given the high patient acuities. My teaching is more dynamic with greater incorporation of technology. And my service to the nursing department and our students is widened through institutional, multi-user licensed computer software applications.

A common notion among nurses is that "going into education" equates with a significant reduction in remuneration. And while remuneration isn't everything, it can affect a professional's career path. By funding such generous awards to nurses actively participating in nursing education, the state of Illinois is supporting better healthcare and greater access to healthcare for its residents.

MariJo Letizia, PhD, RN, APN/ANP-BC Associate Professor Loyola University of Chicago, Chicago, IL

I will be using the award to obtain national certification in hospice and palliative care as an advanced practice nurse. I expect that preparing for this exam will further enhance my own delivery of palliative care to patients and families, as well as enhance my teaching of palliative care to graduate level nursing students.

While I have just received the funding for this award, I believe that it will positively impact my retention as a faculty member in Nursing in the state of Illinois. I expect that preparing for this exam will further enhance my own delivery of palliative care to patients and families, as well as enhance my teaching of palliative care to graduate level nursing students. I also believe that

obtaining such national certification provides further evidence of my expertise in this specialty practice, and is likely to positively impact opportunities related to my scholarly endeavors in the future.

Nancy Oldenburg, EdD, RN, CPNP Assistant Professor Northern Illinois University, DeKalb, IL

One of the challenges facing nursing educators today is the lack of available clinical sites for students, particularly in specialty areas such as pediatrics. It is essential that faculty explore alternatives to the traditional clinical experience. Strategies such as use of the Human Patient Simulation (HPS) Laboratory have the potential to provide clinical experiences in a nontraditional setting. The IBHE grant has given me the opportunity to develop a plan for student-created scenarios, which will be implemented in fall 2009. Small groups of students will design, develop, and implement scenarios involving pediatric nursing care in the HPS Laboratory. Through this project, students will have the opportunity to interact with essential pediatric content in a different way, and they will have expanded pediatric clinical experiences in a safe, controlled environment. This project also has the potential to inform the knowledge base of the use of simulation in the clinical experiences of nursing students.

Mary K. Pabst, PhD, RN Associate Professor Elmhurst College, Elmhurst, IL

My goals were to incorporate additional informatics content and learning activities into the pre-licensure and BSN completion program on patient care technology and information management, including the use of simulation as a learning tool. I am currently designing a new course that will fit into our curriculum and I am also updating content in the current informatics elective. These courses focus not only on impact and use of technology, but also skills leading to information literacy and information management in the health care environment. The conference for which I am registered should give me contact with many nursing experts and enable me to both update content and identify areas for evaluative research.

As content is delineated and resources identified, I will also share what I have learned with our faculty. It is our hope that I can mentor faculty to become conversant with informatics technology and change methods of instruction as they incorporate these new concepts and skills into their courses. I also expect to be able to purchase some educational resources to use in the classroom.

As informatics is reaching new levels of importance in the AACN Baccalaureate Essentials, it is imperative that this content be better integrated in to nursing curricula. I have had a long interest in this topic, but my recent experience has been limited, so it is a chance for me to return to a high level skill set. I already have included new technology in an online course and have some simulation activities planned for inclusion in the new course.

Patrick Robinson, PhD, RN, ACRN Assistant Professor University of Illinois at Chicago, Chicago, IL

The IBHE Nurse Educator Fellowship will assist me in enhancing my skills as a teacher and scholar. Funding for professional development is scarce, therefore, I will use my fellowship funds to participate in a number of diverse initiatives designed to increase my competency in my areas of scholarly inquiry. There are very few funding sources that allow nurse educators unrestricted funding to pursue individual career goals. The presence of such a program in the state of Illinois speaks to the priority our state places on maintaining and expanding a well-qualified nursing workforce through the support of nursing educators.

Teri A. Saxton, MSN, RN* Instructional Assistant Professor Illinois State University, Normal, IL

This award has allowed me to have some extra perks that educators are not accustomed to having. I left an administrative job to pursue my desire to teach and give back to the profession in a more direct way. I was not prepared, however, for the loss of pay or perks. This award is allowing me to further develop our library holdings in quality/safety and additional resources to teach the adult learners in person and on-line. I also am going to attend a national conference in December 2009, that now has specific tracks for faculty and students. I truly love teaching at all levels but find a special attachment to the accelerated students and adult learners—maybe because that is what I have been all of my adult life! As a FT educator, FT student, and FT mom to 5/wife, this award has allowed me to expand my educator qualities even more.

I am using some of the information that I have gained to assist in curriculum development as we are in the process of revising our current curriculum.

Jodene Scheller, PhD, RN Professor Lewis & Clark Community College, Godfrey, IL

As a result of this award, I am able to expand the simulation experience of the fourth semester nursing students and to enhance their clinical learning through application of critical thinking scenarios (low-, medium-, and high-fidelity simulation) at Lewis and Clark Community College School of Nursing. The aim of each simulation clinical experience was to mirror, anticipate, and/or amplify “real-world” situations in a safe, fully interactive, and highly participatory student-centered, facilitator-guided manner. The objectives were (1) the learner will be engaged in the nursing process (assessment, nursing diagnosis, planning, intervention, evaluation) via independent and collaborative practice activities; (2) the learner will document, demonstrate, and/or discuss organization, prioritization, delegation, and time management best practices; and (3) the learner will practice communication skills, critical thinking skills, and decision making skills. I am interested in designing low-, medium-, and high-fidelity simulations utilizing an evidenced-based, framework-driven, holistic approach to health care delivery and the award had a direct impact on the successful completion of the stated aim and objectives.

As an Illinois Board of Higher Education Nurse Educator Fellowship Award recipient, I have gained valuable information and resources to utilize in the Clinical Simulation Lab of Lewis and Clark Community College in Godfrey, Illinois. With or without this award, I would remain a nurse educator – I believe the profession of nurse educator is an unparalleled calling. I enjoy the blend of the arts and the sciences. However, this award allows me to expand current resources in the clinical simulation laboratory, enhance the students’ critical thinking skills, and enlighten theoretical content through dynamic clinical simulation experiences. Through attendance/participation at conferences, engagement in current simulation courses, and acquisition of additional resources for the clinical simulation experience, this award has allowed me to broaden my knowledge and skill base in the area of simulation. Through the generosity of the Illinois Board of Higher Education, I was given a unique opportunity to pursue avenues in practice, scholarship, teaching, and service.

Frances R. Vlasses, PhD, RN, NEA-BC Associate Professor Loyola University of Chicago, Chicago, IL

It has been a wonderful opportunity to formalize some new relationships with other disciplines and to educate members of the university community about nursing education and healthcare provider education. The Center for Experiential Learning at Loyola was very happy to work with me and is supporting an undergraduate to work with me on this project.

This award has certainly allowed me to move forward on a topic I am passionate about—interprofessional education and collaboration. In fact this award was one of the few outlets found for this type of work. As an IBHE fellow I have received very

positive responses from other schools in the university in relation to this project (such as medicine and social work) and many have offered to support this work. As a result opportunities have opened up to allow an interprofessional group of students to work with me on the project. I believe the IBHE funding has legitimized the importance of this line of investigation which will have impact on educational practices and scholarship. This has encouraged me and allows me to continue to pursue scholarship on a topic that is important to how we educate health care providers.

Thelma Warner, MSN, RN Assistant Professor Rockford College, Rockford, IL**

The 2009 IBHE Nurse Educator Fellowship Award will impact my retention as a nurse educator through financial support to advance my skills in both the classroom, clinical, and laboratory settings. I anticipate taking the Certified Nurse Educator (CNE) exam by the fall of 2009. The benefits of the certification will stimulate self improvement and satisfy a personal goal. In order to fully prepare for the exam and advance educator skills I plan to attend a NLN conference on evidence-based nursing education and purchase of books that focus on nursing education development. The NLN Simulation Nursing Scenarios package will be purchased and donated to Rockford College. These scenarios will facilitate current efforts to incorporate hi-fidelity simulation into the nursing curriculum at Rockford College for spring 2010.

* Doctoral student **NLN Certified Nurse Educator Student

- c. Discussion: IBHE Nurse Educator Fellowship Program- does it help to ensure the retention of well-qualified nursing faculty members?
- Educators are under financial constraints from the academic world. Fellowships help to compensate.
 - Fellows are able to use funds for personal development, and as a result are better able to provide service to institutions affected by of lack of resources.
 - Mentoring of new hires. There is frustration because new hires are in front of students who have expectations, but resources are not available to acquire additional expertise. Fellowships help to compensate.
 - Chairperson Bromberg discussed mentorship programs for new faculty. Are there best practices out there for this?
 - Joint partnerships suggested. Working with area hospitals. Need to determine available funding.
 - There was further discussion of partnering.
 - Business Case Toolkit project: this project is part of the work with the Center to Champion Nursing in America, Team Illinois. A MCHC task force is currently working on the final draft prior to vetting.
 - A suggestion was made that qualified mentors receive grants to lighten their loads to allow more time for the mentee. The amount of time to properly mentor is enormous.
 - A concern was expressed about institutions having to hire additional part-time faculty to maintain education capacity.”
 - ✓ One person said their institution has a new faculty orientation coordinator for this purpose.
 - ✓ Use of CD and video was suggested to supplement mentoring process.
 - Because of the economy, at some schools more positions are now adjunct staff.

- At times, staff who retire or leave are not being replaced.
- Re: Simulation lab. Funding outside of the school budget for support of a lab person would be beneficial.
 - This simulation lab would not necessarily have to be a master's-prepared nurse.
 - This position/person could potentially be shared with local hospitals.
 - A lab person in addition to clinical faculty can be cost-effective as well as efficient in implementation of patient clinical scenarios.
 - This simulation lab person potentially could include multi-disciplinary clinical scenarios.
- Chairperson Bromberg reported that the Sim Lab Asset Mapping Survey will go out at the end of next week.

Break 12:15 p.m. to 12:45 p.m.

2. Discussion:

- a. Faculty Development
 - i. Mentorship Programs
 - ii. Transition from Clinician to Educator
 - iii. Expert Clinician to Novice Faculty

- There is a need for support for younger faculty and new nurses.
 - In the past this occurred with membership in a professional nurses association.
 - Nurses are now in specialty groups that do not necessarily mix outside their specialty groups.
- Many nursing schools are losing full-time faculty and there is a need to involve more part-time faculty as a result.
- How could IBHE Fellows help these new part-time faculty members become part of the team?
 - This could be a discussion item for the deans. Nursing schools acculturate nursing faculty in a multitude of ways.
 - Different schools handle things in different ways.
- Donna Meyer noted that when her nursing school hires an adjunct faculty, an orientation period is required. Some of the new nursing school faculty have not taught students in the past. She supervises the teaching aspect. She now finds in some areas of clinical, that while experts are available these are “add-on” jobs with limited time for orientation. She is committed to orientation and new faculty supervision, but she, like all of the nursing faculty have a heavy workload. Would like some way to relieve faculty so they can provide supervision of adjuncts.
- M. Maurer stated that at SIUE, contracts start a week before classes. The institution holds a ½ day session with pay for orientation. Also this nursing school has a system in which a lead theory teacher is also the lead teacher for another topic, and meets with clinical faculty. There is also an awards luncheon at the end of the year, including the preceptors.
- There was discussion about a blackboard shell. Mary LeBold mentioned that her institution uses creative advising presentations.
- A new faculty round table, at which faculty and administrators attend.
- As a new adjunct faculty, one person developed a faculty orientation handbook and each new faculty member is paired with a seasoned faculty member.

- It is important that new nursing faculty member feel valued.
- Failing students:
 - Remediation in the beginning is needed.
 - Was a failing student admitted? Review entrance requirements.
 - Look for warning signs and get remediation.
 - Issue academic warnings.
 - Some students don't know they aren't cut out for nursing.
 - Counselors are involved with a future nurses association.
 - An academic excellence center to counsel students fosters retention.
 - Students need to take accountability.
- A Statewide pool of retired deans, directors and faculty of nursing schools to mentor the younger faculty would be a great resource.

OLD BUSINESS

1. U.S. DOL, RWJF, AARP Center to Champion Nursing Update
 - a. Project updates
 - Simulation Lab Asset Mapping Survey: to be distributed within the month.
 - How shared resources would benefit an institution that owns a simulation lab: Possible options:
 - Revenue for the university.
 - Additional modules for use, sharing.
 - Interdisciplinary scenarios.
 - Business Case Toolkit:
 - Chairperson Bromberg reported that feedback from the ICN Board was presented back to task force coordinators.
 - This is still in draft form. As soon as it is ready to be vetted, ICN Board will receive a copy to review.
 - Action Plan Communication: ADN and BSN schools articulation assessment remains an ongoing process.
 - NCSBN offers a “NCLEX Regional Test-Writing Workshop for Educators.”
 - Friday, October 13, 2009 is the planned day
 - Place: Methodist College of Nursing in Peoria will be the host site.
 - Deans and Directors will be offered the opportunity to determine attendees.
 - Suggestion to send new faculty members along with seasoned faculty.
 - There is room up to 100 attendees. NCLEX requires a minimum of 50, but no more than 100.
 - A “Save the Date” note will be distributed within the month.

- b. Center to Champion Nursing (CCNA) Website, www.champoinnursing.org
- 2. News Releases – status update
 - A letter to be sent to the United States Congressional Delegation—asking them to support continued Federal funding of nursing education to maintain and increase nursing education capacity will be distributed next week.
- 3. ICCB Career Clusters – status update, next steps
 - Handout: National Healthcare Pathways and Sample Careers reviewed.
 - There was discussion of a new initiative by the Illinois Community College Board--“Pathways to Results.”
 - The intent is to explore ways to evaluate programs, and to track their progress and whether they have helped students complete the programs.
 - ICCB is accepting applications from community colleges in the Northeast area.
 - ICCB plans to track students from high school through community college, and how the schools retain students in the programs.
 - A key point is to see how a school that is successful can help schools that have low retention rates.

Data Projects, Status update

- Data supply, demand and analysis:
 - A meeting will be held by V-tel from the DCEO conference room both in Springfield and in Chicago for the June 2009 ICN BOD meeting.

Nursing Supply-Demand Data analysis

- Home Health:
 - A half-day supply-and-demand meeting for stakeholders will be held in Chicago sometime before the end of June.
 - The ICN is waiting to hear from the consultants. The ICN Board will be notified when more information is available.
 - There was discussion of who should attend this meeting.
 - A recommendation was made to keep the focus on home health only.

ADJOURNMENT

The meeting was adjourned at 1:30 p.m.