



# Illinois Department of Financial and Professional Regulation

## Division of Professional Regulation

PAT QUINN  
Governor

SUSAN J. GOLD  
Acting Secretary

JAY STEWART  
Director  
Division of Professional  
Regulation

### THE ILLINOIS CENTER FOR NURSING ADVISORY BOARD MINUTES

ICN Board Members: Present: Chicago: Michele L. Bromberg, Chairperson  
Kathryn Christiansen  
Nancy Cutler  
Mary Lebold  
Deborah Terrell

Guests Chicago: Jay Steward, IDFPR Director Division of Professional Regulation  
Brent E. Adams, Secretary of Financial and Professional Regulation

IBHE Fellows: Shamim Huda, CCC-Truman College  
Sarah Katula, Elmhurst College  
Glenda Morris Burnett, St. Xavier University  
Bertha Paul, CCC- Richard J. Daley College  
Matthew Sorenson, DePaul University  
Doris Van Byssum, University of St. Francis CON & Allied Health

ICN Staff: Linda B. Roberts, RN

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ICN Board members: Present: Springfield: Donna Hartweg  
Marsha Prater

Guests: Springfield: Dr. Alan Phillips, Deputy Director for Fiscal Affairs, Budgeting & Information Technology  
Karen Helland, Acting Director of Research, Analysis, Policy Development & Publications  
Brenda Jeffers, Dean, St. John's College  
Tracy Cooley, Southern IL University-Edwardsville  
Betsy Mulvaney, Southern IL University-Edwardsville

IBHE Fellows: Kelley Obringer, St. Johns College  
Kim Astroth, IL State University  
Cindy Kohtz, Methodist College of Nursing  
Brenda Lessen, IL Wesleyan University  
Kimberly Mitchell, St. Francis Medical Center CON  
Cristina Myers, Kaskaskia College  
Albertina Amelia Perez, Southern IL University-Edwardsville  
Vera Yee, IL Central College

Excused Absence: Marcia Maurer  
Donna Meyer  
Maureen Shekleton  
Jim Renneker

## ANNOUNCEMENTS

1. Welcome: at 10:10am Chairperson Bromberg officially called the meeting to order, a quorum was not present. Announcements continued.
2. Open Meetings Act (5 ILCS 120/1.05) requirement of one time training reviewed.
3. Race to the Top Round 3 (RTT3), Learning Exchanges, STEM.  
IL Center for Nursing provided a letter of support for this initiative, which is a key education reform to prepare students for college and careers with a focus on comprehensive statewide reform. UIC Chancellor's Special Project Coordinator, Bruce Neimeyer, is requesting an update, any additional information of the nine core areas, projects in any of these areas, knowledge of matching funds to make this project sustaining past the grant period.

The Agenda was reordered; IDFPR Secretary Brent E. Adams requested time to speak. All cabinet members have been directed by governor to provide information to Boards meeting at this time. Two handouts were distributed: "Pensions Fact Sheet", "Public Pension Stabilization Plan", and an article from June 6, 2012 Standard and Poor's Global Credit Rating: IL budget and pension remain key focus for the rating. The FAQ sheet and credit agency information is provided in the wake of the failure to stabilize pension system. Leaders are still meeting, they met yesterday, and will keep working, the legislature will reconvene in the summer. Thank you for your commitment for serving state on the IL Center for Nursing Advisory Board. There were sweeps in the first year of the Quinn Administration (fiscal year 2010). In fiscal year 2011, there was inter-fund borrowing, which has been repaid. There are no sweeps or borrowing from DFPR funds scheduled for fiscal years 2012 or 2013; \$23,762,845 has been swept from the Nursing Fund since fiscal year 2003.

4. Forum of State Nursing Workforce Centers Annual Meeting on June 27-29, 2012, Indianapolis, Indiana; registration remains open. ICN will be presenting a poster with 3 other states on their simulation projects.

## 5. Communication

- a. ICN website – updates include RN and LPN workforce supply-demand data for 2011 will be added this month. The information format and content is finalized, including the template for calculations.

Discussion: need to develop data for the non-acute areas, especially demand. With Medicaid funding, more people are cared for in the home setting.

## OLD BUSINESS

1. IL Board of Higher Education (IBHE) Nurse Educator Fellows FY2012, Awards presentation  
IDFPR Director Jay Stewart welcomes the recipients and guests in Chicago, this is a critical time in health care, and he appreciates all the work that nurses do, especially nurse educators. He also has family members that are nurses, others that are educators, notes that we need nurse educators to get the next round ready. Nurses provide person power to make healthcare work.

IBHE Deputy Director for Fiscal Affairs, Budgeting & Information Technology Dr. Alan Phillips welcomes the recipients and guests in Springfield, he thanks us for all that we do. He is happy to be here to recognize efforts of nursing in IL, those who expand knowledge and provide experience. In the past he was Vice President at Kaskaskia College, and while there became familiar with nursing program. He offered a quote: *"As a nurse, we have the opportunity to heal the heart, mind, soul, and body of our patients, their families and ourselves. They may forget your name, but they will never forget how you made them feel"* ---Maya Angelou

IBHE has been able to maintain funding of this program for the past six years, since 2007, and will again offer funding in FY2013 – outstanding in these economic times. Each award recipient has received or will soon receive a salary stipend of \$10,000. The abstracts that were submitted are the basis for today's presentations and also satisfy the criteria for receipt of this IBHE grant/award. Each award recipient briefly presented, and a group photo was taken in Chicago and Springfield. The photo will be shared with participants and posted on the ICN website. Abstracts – Appendix A.

**Background:** for FY2013, this Nurse Educator Fellowship Award was reduced from \$180,000 to \$163,100 (9.5%) How does the ICN Advisory Board prefer distribution of funds, 18 awards at \$9,061 or 17 awards at \$9,594? The fellowship awards have been 18 at \$10,000 each. It was noted that IBHE consistently receives more applications than can be funded (39 last year; 32 in FY2011; 34 in FY2010; 37 in FY2009; 30 in FY2008; and 37 in FY2007); an average of 35 applications for 18 slots. It was also noted that pursuant to the rules, FY 2013 is the first year that institutions can nominate a prior Fellow for a second award (only the FY2007 Fellows can be nominated in FY2013).

**Discussion:** that rules for this award limit the applicants to only those teaching in the pre-licensure programs, though award recipients this year included nursing faculty from Rush University and DePaul University, though both individuals were also teaching in the pre-licensure program.

**Summary:** prefer to maintain 18 awards; though the amount of the award will be reduced, the amount of money remains significant. The more award recipients, the greater number of schools that would be reached, a significant number of nursing faculty

## Break

### 2. NCLEX ® Faculty Education Program for IL – April 24, 2012, SIU Carbondale

Registration for this program was closed after approximately nine weeks with 106 nursing faculty on the list (100 is the maximum number the National Council of State Boards of Nursing allow to attend). The class was supported by SIU-Edwardsville, SIU-Carbondale, John A Logan Community College, the IL Center for Nursing and NCSBN. This year 86 faculty from 30 schools across the state attended. This program has been presented in 2009, 2010 and 2012, a total of 248 IL Nursing pre-licensure faculty attended from 66 nursing education programs.

**Background:** a variance in policy has been requested of NCSBN to allow IL, which has 132 nursing pre-licensure education programs to schedule this program once a year for the next few years. The rationale is that the schools would be able to build this expense into the budgets (NCSBN does not allow a fee to be charged to attend).

**Discussion:** NCSBN has on-line programs in addition to the face-to-face programs; many individuals prefer direct contact. IL state NCLEX scores have not increased since these programs have been presented - one would expect that since we have been hosting for the last many years the annual State of IL pass rate would have gone up. It raises questions to us as to why the drop in IL NCLEX scores, new educators, new programs. Will see if NCSBN offers to allow IL to plan to offer this program to IL pre-licensure nursing faculty.

### 3. Robert Wood Johnson Foundation State Implementation Program (SIP) grant RFP

The current information is limited, a one page document dated 5/25/2012 from S. Hassmiller.

**Background:** on July 2, 2012 RWJF will release a RFP to fund up to 30 state Action Coalitions implementing one or two priority recommendations or themes such as diversity, interprofessional collaboration. State Implementation Program (SIP) will provide grants up to \$150,000/2 years, AC's will have to match funds 2:1, meaning ACs must secure at least \$75,000 from other sources.

**Discussion:** we are anticipating that the state AC must partner with a 501.C.3 like with the first set of grant applications that were due a few weeks ago. Fund an project that is trying for long-term sustainability, such as the Clinical Faculty Academy, ICN owns this curriculum, that might be a program to use matching funds to do this in the future. Consider a broader umbrella for education, include the IBHE scholars program, the IBHE fellows program be matching funds. Also consider, what measure of the Nurse Educator Fellows do we have other than the abstract/survey; maybe that could be part of the grant.

Data collection, how to match data collection funds is a constant question.

Clinical Faculty Academy (CFA), ICN is in the process of transitioning with the Metropolitan Chicago Healthcare Council (MCHC) to obtain CFA resources and license; ICN will coordinate this program for FY2013. Discussion: consider offering CFA on-line, question the networking that occurs during this 2 day boot-camp for new pre-licensure nursing faculty; obtain a list of faculty who have taught in the program, schedule the program during new faculty orientation so faculty will be paid, CFA is targeted primarily for adjunct clinical nursing faculty.

ICN should consider a CFA speakers bureau, a resource for those that are teaching. Try to conduct at least two CFA per year. South Suburban College has participated in the CFA for the past 4 years, could provide us with pros/cons/moving this forward. Follow-up data collection: how many attendees are still teaching, additional information from those who attended: are they satisfied, the educational facility perceives them as excellent instructors, preceptors. CFA, if this was offered through a college, could be considered as a donation, in-kind matching funds for the SIP grant.

Other options for in-kind funding, consider a NLN summit – have faculty come in, walk them through how to become certified; consider sponsoring an event, could charge for this type of event.

The ICN Board has worked to strengthen nursing faculty and to strengthen schools. Regarding grants and matching funding, with 31 BSN and 43 Associate degree programs in IL, this would be an opportunity to provide CFA to the adjunct faculty. Many adjunct faculty are working full-time, and are not able to go somewhere for faculty academy. Try to find out how much resources each school be willing to pay to develop the expertise. Everyone would pay a per cent based on the size of the program, would want this as a resource. Some things might not be very measurable, but most schools would be willing to approach it, each to put on their agenda.

NLN education certificate could accept this CFA certificate towards their certification. Assess schools e if is valuable. 1) need obtain program; 2) reach out to past sponsors, get 2-3 come to meeting; 3) contact IACN and IOADN, request opinion, also what is the best way to distribute the information.

4. Midwest Regional Action Coalition Education Meeting, April 16-17, 2012, Minneapolis, Minnesota  
MMaurer and DMeyer represented IL at this regional meeting. During the meeting, workgroups discussed barriers to and critical success factors needed to achieve the education-related IOM report recommendations informing the ongoing national dialog. This item moved to next agenda.

5. Institute of Medicine (IOM) Future of Nursing: *Campaign for Action*  
IL Healthcare Action Coalition (IL HCAC) Strategic Planning  
a. Next Steps/Outcome measures, collaboration

Background: a few editorial revisions have been made to facilitate communication amongst groups. For example, the subcommittees are now titled workgroups, and the Coordinating Committee will be recommending workgroup participants. The Coordinating Committee is anticipated to include leadership from each of the workgroups. It is also anticipated that the activities of each workgroup would be supported by IL nursing organizations. The Coordinating Committee would report to the IL Center for Nursing.

Discussion: Hospitals are now health systems, represent more than acute care; education, leadership, practice need to be equitable participants on the Coordinating Committee. The Fall Education Summit, ICN has communicated with that planning committee, the IL Healthcare Action Coalition will be on the agenda, there will also be breakout sessions during part of the meeting.

Over the summer we will begin to network in the nursing organization community to assess ongoing projects, to grow the initiatives and transition to the larger umbrella of the IL HAC, and to move the Campaign for Action Vision forward: that all Americans have access to high quality, patient-centered care in a health care system where nurses contribute as essential partners in achieving success

Approval of Minutes April 5, 2012: DTerrell moved, MPrater seconded, the minutes are approved.  
IL Nursing Supply-Demand Data – update provided during Announcements.

2:00 PM

## ADJOURNMENT

*The Illinois Center for Nursing (ICN) was established in 2006 to advocate for appropriate nursing resources necessary to meet the healthcare needs of the citizens of Illinois. ICN is working with industry professionals and educational institutions to ensure that Illinois has a nursing workforce necessary to meet the demands of a growing and aging population. Website, [www.nursing.illinois.gov](http://www.nursing.illinois.gov).*

Members of the ICN Board of Directors:

Chairperson Michele Bromberg, Skokie, IL; Kathryn Christiansen, Park Ridge, IL; Nancy Cutler, Freeport, IL; Donna Hartweg, Bloomington, IL; Mary Lebold, Chicago, IL; Marcia Maurer, Troy, IL; Donna Meyer, Edwardsville, IL; Marsha Prater, Springfield, IL; Jim Renneker, Chicago, IL; Maureen Shekleton, Glen Ellyn, IL; Deborah Terrell, Chicago, IL.

The Illinois State Healthcare Action Coalition was convened to advance *The Future of Nursing: Campaign for Action™*, a collaboration created by the Robert Wood Johnson Foundation and the AARP Foundation <http://championnursing.org/>.



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### IBHE FY2012 Nurse Educator Fellows Abstracts

Final, June 7, 2012

The IBHE FY2012 Nurse Educator Fellows submitted prior to the IL Center for Nursing Board of Directors meeting a summary of activities achieved in relation to receipt of this award. Each FY2012 IBHE Nursing Educator Fellow presented verbal remarks of the summary below:

#### Kim Astroth, PhD, RN

My career goal is to achieve tenure at Illinois State University and continue to contribute to nursing education in Illinois across undergraduate and graduate curricula. The Illinois Board of Higher Education Nurse Educator Fellowship Award helped support my continued efforts toward this goal. This award provided salary support in the spring of 2012 to focus on my scholarship. I have participated in the development of a manuscript of a systematic review of interventions to reduce fatigue in adults receiving hemodialysis and a manuscript on nurses' attitudes toward activation of rapid response teams (RRTs). Both manuscripts will be submitted for review in summer 2012. I will also use some money to attend a National Institutes of Health boot camp on fatigue and sleep this summer and use the knowledge gained to study fatigue in those with chronic disease. Other accomplishments included the submission of four manuscripts this past year and acceptance of three for publication (one on a mobile nutrition monitoring device for adults on hemodialysis, a second on the CNL and Healthcare reform, and a third with a doctoral nursing student and other faculty on perceived health and gambling in incarcerated older adults). As part of a nursing research team at ISU, I have assisted with the development and submission of grants to the American Nurses Foundation and to Sigma Theta Tau International, Xi Pi to study facilitators and barriers to nurses' activation of RRTs. These activities will count toward the tenure process and my career goals in nursing education.

#### Elizabeth M. Chang, MSN, RN

I am honored to be recognized with this fellowship, and as I have not as of yet received the award money, I anticipate when I receive the funds that it will assist me to remain in nursing education primarily by allowing me to attend continuing education activities. Specifically, I hope to attend a respected Nurse Practitioner conference this summer, such as the American Academy of Nurse Practitioners annual conference or the National Nurse Practitioner Symposium, since this updated clinical knowledge will allow me to teach the most current information on patient care and nursing knowledge in the classroom and clinical setting to my students. If I receive the award money in time, I also plan to attend the Nursing Education Research Conference with Sigma Theta Tau, where Patricia Benner is speaking. This will help me prepare to implement a research project in the fall and to position myself to embark in doctoral work to further establish my presence in nursing education. This is particularly important for me as a new educator to be able to mature in my scholarship, and I hope to be able to write a publishable article next fall to enhance nursing education knowledge. The award will also provide the means for me to acquire skills as an educator from online seminars and workshops, and to purchase

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## Appendix A

some classroom materials to help reinforce learning. I would not be able to accomplish these crucial elements of being a nursing educator without this fellowship award.

### Ruth Fiedler, EdD, APRN-BC, CNE

I am interested in conducting educational research that will improve nursing education. My long-term goal is to one day have the acronym "EBT" (evidence-based teaching) become as integral in nursing education as "EBP" (evidence-based practice) has become for nursing practice. My dream is to transform nursing education by facilitating faculty's use of educational research and best teaching practices.

I feel that if I truly want to affect the quality of teaching in colleges of nursing I must improve my own abilities in conducting and disseminating educational research. As a result, I have enrolled in a 2-year post-graduate online program at the University of London focused on educational and social research. In completing the research program I believe I will be better prepared to actualize my research skills in nursing education. I am looking forward to participating in a rich dialogue about educational research with students who have varying viewpoints from around the world and growing in my abilities as an educational researcher.

The money I will receive from the 2012 IBHE Nurse Educator Fellowship will facilitate my ability to continue teaching in nursing education and begin conducting research that will contribute to the art and science of nursing education. Without this money I would not be able to take part in the online educational and social research program.

### Shamim Huda, MSN, RN

I am thankful to the Illinois Board of Higher Education (IHBE) for honoring me with the fellowship and providing me this opportunity. Through the money I have received I have purchased an Ipad which helped me in downloading many textbooks and have references available for myself and students especially in clinically settings. It has also reduced my time to spend on administrative stuff by providing tools electronically so that I can focus more on teaching clinically at bedside. My goal is to attend nursing conferences which will enable me to remain current in my area of practice. The monies will also help me to apply for the certification exam which I had been procrastinating for financial burden. The award money will enable me to subscribe the periodicals both online and hard copies, attendance to the seminars and accessing webinars for the past conferences or where attendance is not possible due to scheduling conflicts. One of these conferences are International Nurse Educator conference which will provide me with opportunity to network with nursing educators from all around the globe and develop new perspectives in educational philosophy. I also plan to take online courses on topics related to simulation development by the simulation resource institution of NLN. Our college has invested in a huge simulation lab which, in my opinion, can be utilized more effectively especially when more creative ways to educating nursing students in clinical areas and critical thinking is empirical. Through this award I will be able to address this need of my college as well as the students.

### Sarah Katula, PhD, APN

The Fellowship Award that was granted to me in the Fall of 2011 will support my efforts to progress with the goal to improve my pedagogy and further implement the theme of empowerment that I hope to imbue in my students as they progress through their BSN program. I also practice as a Clinical Nurse Specialist in Psychiatry and much of my practice deals with Intimate Partner Violence (IPV). This work has brought me to a conclusion that the work that I do with empowerment of the IPV population can also be implemented in the class4room and throughout the BSN nursing program. Nurses need to be empowered to deliver safe, effective and humane care.

The funds that I will receive from the Nurse Educator Fellowship Fund will allow me to attend a full national conference in San Francisco about IPV in which several sessions will directed at empowerment. The funds will also allow me to purchase materials for myself and my students that will support my goal of empowering student. I will also use the funds to purchase a state of the art laptop and new computer. This will help me to work more efficiently, stay current with technology and keep up with my students' knowledge of technology.

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### Elmhurst College

## Appendix A

Faculty positions do not pay the higher salaries that I would receive if I was a full time clinician which is a factor when deciding a career path. But I am dedicated to teaching and to my students so I am very grateful for the financial support.

### Cindy Kohtz, EdD, RN, CNE

I fully anticipate that the IBHE Nurse Educator Grant will impact my practice in the areas of scholarship, teaching, and service. In terms of scholarship, the grant monies will be used to support an educational research project focusing on students with English as a Second Language (ESL). ESL students often struggle with successful program completion. While the questions guiding my research are not yet well formulated, I hope to identify strategies or support systems that promote the successful completion of ESL students enrolled in a nursing education program. The monies from the award will enable me to compensate participants for their time and contribution in my data collection. The grant will also impact my teaching through funding my attendance at a national nurse educator conference and through the purchase of items for classroom instruction. National conference attendance is a great opportunity to learn about future and current trends and to network with fellow educators and leaders in nursing education. Without this funding, I would not be able to afford the expenses associated with registration, travel, and accommodations. The grant will also be used to purchase computer software for online presentation and to obtain a heart model that can be used in classroom teaching. Lastly, I welcome the opportunity to contribute to my profession through participating in activities associated with this grant at the state level. It is an honor to represent nursing and nursing education.

### Brenda S. Lessen, PhD, RN

The receipt of the IBHE Nurse Educator Fellowship Award for FY 2012 has impacted my retention in nursing education through the provision of financial support for technological innovations in classroom pedagogy, pursuit of my research agenda, and expansion of my knowledge base for simulation in nursing education. As an educator, this award has allowed me to purchase the necessary technology for portable video capability used in the classroom for up-close, live demonstration of skills. As a researcher, this technology has also provided a handy, easily accessible, and portable avenue in which to use video/DVD/online instruction to small and large groups off site for training purposes as I move my research agenda from evidence to implementation in the practice settings. I have also spearheaded the expansion of simulation in nursing education at my university, and without this award I could not have continued to develop my expertise in this area and translated that knowledge into our academic curriculum. This summer, I will receive stipend funds from this award to revise two newly developed simulations in Pediatrics and OB, and to create at least one new simulation for each of those courses for use in the 2012-2013 academic year.

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### IL Wesleyan University

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The four spheres of a nursing educator's role are practice, scholarship, teaching, and service. Shortly, I will seek promotion to Professor. The fellowship will allow me to augment my portfolio prior to evaluation by peers and the College Board. Promotion to Professor is accompanied by a raise and greater prestige-incentives to remain a nursing educator.

First, current clinical experience will demonstrate achievement of expectations for practice. I have been hired by the world-renowned Concordia Language Villages to work as a camp nurse in the Spanish Camp near Stillwater, MN. The award will help pay for travel expenses.

Second, I am the principal investigator for a research study on academic honesty. The funds allow me to replace my statistical software, SPSS 13, with the latest version, SPSS 20. An abstract of our research was accepted for a scientific poster at the Sigma Theta Tau International (STTI) Research Congress in Brisbane, Australia, which will improve the scholarship portion of my promotion portfolio.

Evidence of new teaching strategies will augment my promotion portfolio.

### Methodist College of Nursing

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### Kimberly Mitchell, PhD, RN, CNE

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## Appendix A

Fourth, I serve on the Concept-based Curriculum Redesign Committee and as president of our chapter of STTI. Attending the NLN and STTI conferences will give me ideas that will enrich my service to these groups. In summary, the award will help me develop a portfolio that successfully demonstrates that I have earned the rank of Professor.

### **Glenda Morris Burnett, PhD, MUPP, RN**

Research predicts by the year 2020 our need for nurses in a community/public health setting will increase because much of our health care system will shift from an acute care setting to public health and community based health care. The impending restructuring of our health care system will also demand a shift in nursing education. Nurses will need to acquire education and skills to work in complex health and health related systems. Some of the skills nurses will need are to understand our health care systems, health planning and policy implications, technology, and translational research. This will also increase our demand for nursing faculty to teach students how to utilize evidence based practices and translate these research modalities into practice. As a faculty member specializing in community/public health nursing, this fellowship will provide me the resources to acquire and enhance the skills necessary to implement the appropriate coursework and clinical setting opportunities while preparing nurses to become collaborators in the restructuring of our nation's health care system.

As a Nurse Educator Fellow, I plan to spend the fellowship year in conversation and exchange with other nurse educators as well as other educators outside of the discipline in order to augment the quality and diversity of pedagogical models critical to the development of successful strategies in collaborative health care service delivery. In addition I will enhance my skills in informatics by taking classes in public health informatics, which is important as our roles are becoming more collaborative with other healthcare providers. I will attend the Midwest Nursing Research Society conference and the American Public Health Association conference. In addition I will prepare to enhance my skills for the tenure process by engaging in a boot camp for faculty development with the National Center for Faculty Development and Diversity . . .

### **St. Xavier University**

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### **Cristina Myers, DNP( c), RN**

The IBHE Nurse Educator Fellowship Award has had a positive impact on my career in nursing education. Utilizing the resources made available to me by way of this reward has allowed for expansion of my educator role in multiple facets including teaching, scholarship, professional development and service. I am currently in the process of researching and implementing a transition to practice program for graduate nurses in my region. The overall objective of the project is to increase perceptions of competence and role confidence in graduate nurses via integration of Quality and Safety Education for Nurses (QSEN) competency learning experiences into existing local nursing residency programs. The secondary objective is to facilitate increased perceptions of benefit and satisfaction in nurses serving in the role of nurse preceptor. I will be able to use the data that I collect as I implement my project to make recommendations for curriculum updates to our nursing program to provide the best foundation for our program graduates as we prepare the future generation of nursing. This award has also provided the opportunity to collaborate with an adjunct faculty member to decrease my current workload to provide additional time for work on this project. This collaboration has provided an empowering opportunity for professional development in my role as a mentor for the future of nursing both in my community and within my organization.

### **Kaskaskia College**

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### **Kelley Obringer, MSN, RN**

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Goals for Future Research: Identifying family members' needs during end of life care and developing strategies to meet those needs in a culturally appropriate manner.

Professional Goals: Although meeting family needs is a widely researched topic, there are limitations to this research because it is a culturally sensitive subject. This has been my area of research while preparing to enter a doctoral program and I will continue to collaborate with an experienced faculty member in the doctoral program I will be attending. Completing further research on this topic will develop my research skills and help me achieve my goal to continue to teach nursing students and guide them in the research process.

## Appendix A

**Purpose of previous study:** The purpose of this study was to examine current perceptions of intensive care patients' families' needs in the Midwestern United States.

**Background of previous study:** The ICU traditionally is a highly technological environment designed to save lives, but it also has the ability to provide palliative care to promote quality of life that affects both the patients and their families. Nurses in the ICU rely on a variety of resources for information to promote the curative process in addition to meeting the families' emotional, psychosocial, and spiritual needs during end-of-life care.

**Method:** The Critical Care Family Needs Inventory (CCFNI) was distributed to a convenience sample of 50 family members at a 22-bed intensive care unit in the United States.

**Results of previous study:** Results revealed family members perceived assurance as the highest need category and support the least important.

**Conclusion of previous study:** Findings in this study were consistent with earlier studies which identified assurance as an important need. Future studies should be expanded to address the experiences of different cultures to better meet their specialized needs.

### **Bertha Paul, DNP(c ), MSN, RN**

When I made the decision that I would leave clinical practice and management to teach the next generation of students to become nurses I knew that this would be a sacrifice. The sacrifice was less wages and more time away from home mentoring students. I would not trade this experience for anything in this world. As I continued in this journey as a nurse educator and decided to complete my doctorate in nursing I realized that this dream has been the most fulfilling experience in my thirty-five years of nursing.

The fellowship has made it possible for me to continue my education, by allowing me the opportunity to work on my doctoral project and pay tuition for my summer courses without having to seek outside employment to supplement my income. I have been able to continue taking courses in the Online Teaching Certification Program, providing mentoring to the students who are members of the National Student Nurses Association Chapter that I started in 2010 at Richard J. Daley College and to escort the students to their first National Student Nurses Convention. I have been able to sponsor students to attend state conference and a three day workshop on wound care as a result of this fellowship. I am forever grateful to Illinois Board of Higher Education for awarding me this fellowship so that I can continue my work in educating the next generation of nurses.

### **CCC-Richard J. Daley College**

bpaul@ccc.edu

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### **Albertina Amelia Perez, PhD, RN**

The IBHE Nurse Educator Fellowship Award has provided me the opportunity to grow professionally in my role as nurse faculty by expanding my knowledge and skills in curriculum inclusion of diversity, cultural competence, and nursing education. These have made a positive impact in my classroom and clinical instruction and in my research abilities as a teacher scholar. I have become a member of the Midwest Nursing Research Society (MNRS). I attended their annual conference in which I conducted a paper presentation pertaining to my latest research involving illness perceptions of hypertension among Hispanics. I also started networking at the conference by attending other presentations and becoming a member of the ethnicity and health research section. I have enhanced my networking at the local level by becoming a member of the Latino Roundtable, a program for networking and advocating for the Hispanic community. My opportunities will be further enhanced by becoming a member of the National Hispanic Nurses Association. I also plan to attend the Nursing Education Research Conference to enhance my skills in classroom instruction, simulations, and technology in nursing education. In addition, learning how other nursing schools and educators are incorporating diversity into their nursing curriculums will aid me in identifying best practices. I plan to take the examination to become a certified nurse educator and plan to purchase materials that will enhance my knowledge and skills as an educator. I am deeply thankful to the IBHE because without this award, it would have been nearly impossible to achieve all of these outcomes.

### **Southern IL University - Edwardsville**

asiatko@siue.edu

## Appendix A

### **Yvette Rose, MSN, RN**

**Olivet Nazarene University** [yrose@olivet.edu](mailto:yrose@olivet.edu)  
I am extremely honored to be one of the recipients of the 2012 Illinois Board of Higher Education Nurse Educator Fellowship Award. Thanks to your generous support I am fulfilling my goal of being a nurse scholar by pursuing a Doctorate of Nursing Practice (DNP) degree with a Community and Practitioner Educator focus at Governors State University. As a result of this stipend I have been able to pay for fees and tuition for three semesters.

Being in the doctorate of nursing practice program has enhanced my knowledge in the areas of epidemiology, professional accountability and leadership within professional nursing organizations, research methods for health administration, spiritual beliefs, poverty, equality, and how class are related to the social constructs of race and ethnicity, nursing policy, and politics in nursing leadership; as well as, preparing me for the highest level of nursing practice. As an Assistant Professor of Nursing, I hope to implement these concepts with my students at Olivet Nazarene University. My engagement in the field of nursing education is due to my zeal for recruitment, retention, and matriculation of ethnic minority nursing students.

With the remaining funds, the fellowship will allow me to attend Sigma Theta Tau International and the National League for Nursing 2012 Nursing Education Research Conference entitled Innovations in Nursing Education Research for educators, and masters and doctoral students.

### **Matthew Sorensen, PhD, RN**

**DePaul University** [msorenso@depaul.edu](mailto:msorenso@depaul.edu)  
Recent advances in the field of genetics have significant implications for healthcare practice. The role of nursing in relation to genetic information has been conceptualized as one of education and providing assistance to patients in interpreting genetic findings and related information. In order to ensure nursing students are prepared to provide this level of care requires ensuring that nursing programs incorporate such education. The purpose of this fellowship was to evaluate two existent programs of nursing for adequacy and placement of genetic education.

The fellow previously completed the Summer Genetics Institute offered by the National Institute of Nursing Research. The first program to be evaluated was an entry to practice program, while the other was an advanced practice program preparing primary care nurse practitioners. The first step was the examination of course syllabi and lectures to determine the level of existent education. The second phase was the acquisition of appropriate educational materials and updating the educational level among the primary faculty members teaching clinical content. This included sharing revised education essentials issued by the accrediting body and practice guidelines for the role of nurses in relation to genetics. Recommendations were made and content revised in a pathophysiology course. Content modifications have been suggested for clinical courses, and evaluation of the nurse practitioner program continues.

### **Doris Van Byssum, Psy.D, MS, RN**

**University of St. Francis** [dvanbyssum@stfrancis.edu](mailto:dvanbyssum@stfrancis.edu)  
Nurses are well versed in the need to nurture the nurturer. They are not as well versed in the idea of investing in the investor. The fellowship award is a tangible investment providing me with the financial freedom (by having to struggle less with monetary needs) to invest in the undergraduate and graduate education of nurses. I continue to have more ideas (Concept based teaching, Dedicated Education Units, interdisciplinary projects) for our nursing programs than I will ever be able to implement. I am especially interested in the development of interdisciplinary learning experiences for nursing students, as they need to recognize that we share responsibility for the health of our nation and the world with many other disciplines (including political science/policy makers and business). I am working with a professor in Uganda to develop a multidisciplinary approach (including students from Uganda and University of St. Francis) to improve the healthcare of Kamwangle via policy changes and culturally sensitive health initiatives. I also plan on training with the Trauma Research Institute, and going on an internship to practice trauma relief via the training of laypersons in a disaster area. In turn, I hope to lead a multi-level set of nursing students (those in the undergraduate, graduate, and doctoral program) into a disaster area with those skills; I will train the trainers who will train the trainers.

## Appendix A

### **Carolyn A. Whitehouse, MSN, RN**

Receiving this fellowship would help to impact my future retention as a nursing instructor at Western Illinois University. I plan to begin a PhD in nursing this June, 2012 at Kansas University Medical Center in Kansas City, Kansas. This fellowship will offset part of the financial burden of course costs, travel, and expenses of pursuing a doctorate degree while allowing me the flexibility of continuing my teaching endeavors at Western Illinois University. In order to provide the best educational experiences for students, I believe it to be very important to be current and up-to-date with the latest education, methodologies, and nursing research.

My hope is that pursuing a doctoral degree will help develop my research skills, enrich my teaching capabilities, and develop my evidenced based clinical practice. Further, a PhD in nursing signifies leadership. The fellowship will allow me to add to my existing skills and abilities as a leader, and ultimately influence and impact the students that I teach. As a nursing instructor/educator, I hope to combine two things I love: teaching and nursing. I hope to influence nursing students to be prepared nurses who provide quality care and advance the profession of nursing. In conclusion, I want to express my appreciation and gratitude at being awarded this fellowship.

### **Vera Yee, PhD, RN**

Receiving the Nurse Educator Fellowship Award is the first step in helping create a better learning environment for my students and all Illinois Central College nursing students down the road.

On August 1, I will attend the NLN Preparation Course for Certification in East Peoria. I also plan to go to the NLN Education Summit in Anaheim, California this September. Without the Fellowship's funding, I would not be able to afford the expenses associated with registration, travel, and accommodations for these trips.

With the leftover funds, I will purchase the Alaris Syringe Infuser, as well as other books and materials, for use in upcoming Health Skills Labs and classes. I will also register and buy the materials needed for the Certified Nurse Educator exam I am going to take the following year. As I continue to learn and grow, I want to be an inspiration for both my students and colleagues at Illinois Central College. I would like to thank the IBHE FY2012 Nurse Educator for awarding me this fellowship.

### **Western IL University**

[ca-whitehouse@wiu.edu](mailto:ca-whitehouse@wiu.edu)

Receiving this fellowship would help to impact my future retention as a nursing instructor at Western Illinois University. I plan to begin a PhD in nursing this June, 2012 at Kansas University Medical Center in Kansas City, Kansas. This fellowship will offset part of the financial burden of course costs, travel, and expenses of pursuing a doctorate degree while allowing me the flexibility of continuing my teaching endeavors at Western Illinois University. In order to provide the best educational experiences for students, I believe it to be very important to be current and up-to-date with the latest education, methodologies, and nursing research.

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## Appendix A

### FY 2012 IBHE Nurse Educator Fellows

June 7, 2012

### FY 2012 IBHE Nurse Educator Fellowship Award Recipient Survey

FY 2012 IBHE Nurse Educator Fellowship Award Recipient Survey (Total 18 recipients)*			
Question	Yes	No	Other
1. Employed still in Nursing Education	18		
2. Same institution	18		
3. Role:			
a. Faculty	18		
b. Administration			
c. Dual: part faculty/part administration			
d. Other			
Award Impact			All used award for multiple things
Certification	13		
Education, conference(s)			
Skills, improve			
a. Research	6		
b. Writing	1		
Tuition	4		
Project	2		
Equipment			
a. laptop			
b. other	6		
Other (information from abstract)	1		
Achieve goal or in process of achieving goal	15	1	2 partial
Changes in practice	13	4	1
Interview possibility	18		

\*18 surveys with responses were received, but additional information was "lifted" from the abstracts to answer some survey questions.  
Impact:

## Appendix A

- Receipt of the award has brought recognition to the nursing program within the school
- Offset the cost of obtaining doctoral degree, capstone project, afford summer tuition
- Grow professionally, such as
  - NIH boot-camp on fatigue, focus on research area – self management of chronic diseases
  - Pilot the use of technology both in teaching and scholarship, including increase simulation experiences with students
  - Member MNRS, Midwest Nursing Research Society
  - To augment the quality and diversity of pedagogical models critical to the development of successful strategies in our academic setting, with the intent to create a local network of mentors for long-term success... & long-term goal of enhancing knowledge & skills of public health issues.
- Increase focus on studies to achieve a goal, such as
  - Revise and resubmit articles that are now accepted for publication; write a manuscript
  - Submit American Nurses Foundation grant as a member of a team
  - Utilize adjunct faculty to allow time to implement doctoral capstone
  - Acquire additional information to improve the program

### Change in Practice:

- Development of role – allow collaboration with another faculty member to co-teach her course, which is not typical in program
- Hone skills as an educator, continue development as a scholar, work collaboratively with a community of nurse educators committed to advance nursing
- Allow opportunity to plan
  - Research project to be implemented next year
  - Development of a dedicated education unit
  - Modifications made to the undergraduate program, currently evaluation the NP program
  - Develop creative strategies to overcome challenges of teaching critical thinking
  - Enter into a partnership with a colleague to conduct research
  - Hands on learning activities for the classroom (Tim Bristol)
  - Increase knowledge of research, policy, epidemiology
  - Be more efficient
- Incorporate more technology
  - Simulation learning
  - Courses in on-line teaching
  - iPAD video capability to demonstrate skills in the classroom, close-up video project, portable vehicle to demonstrate research

### Reasons to Apply:

- Support scholarship activities, primarily doctoral education, activities that are necessary to achieve tenure
- Release time and funding to acquire additional information regarding genetics and to analyze the program
- Relieve the financial burden of tuition
- Is passionate about education, teaching, but did sacrifice financially to move into educational setting
- Support research, to award participants a stipend
- Purchase: software, a computer, attend a conference, escort students to a national conference
- Expand into curriculum: cultural competence and Hispanic health, technological innovations, simulation innovations
- Acquire skills that promote academic success and build the foundation to enhance skills as an educator as well as a scholar