



**Pat Quinn
Governor**

Illinois Department of Financial and Professional Regulation

Division of Professional Regulation

**Brent E. Adams
Secretary**

**Donald W. Seasock
Acting Director
Division of Professional Regulation**

Illinois Center for Nursing
Advisory Board Meeting Minutes
10:00 A.M.
Thursday, June 3, 2010
320 West Washington Street
Second Floor Conference Room, Room #258
Springfield, Illinois

ATTENDANCE

Board Members Present:

Michele Bromberg, Chairperson
Kathryn E. Christiansen
Susan Campbell
Marcia Maurer
Donna Meyer
Maureen Shekleton
Donna L. Hartweg
Mary Lebold
Nancy Cutler
James Renneker
Deborah A. Terrell

Excused Absence:

Nancy Cutler

Guests:

Donald W. Seasock, Acting Director, IL Department of Financial and Professional Regulation

Rich Jachino, Associate Director, Grant Administration, Planning and Budgeting, IL Board of Higher Education

FY2010 IBHE Nurse Educator Fellows:

Susan L. Baylor, St. Anthony College of Nursing

Bonnie J. Beardsley, Benedictine University

Pamela Bradley, Lincoln Land Community College

Kelly Jo Cone, St. Francis medical Center College of Nursing

Darla Kim DeWolff, West Suburban College of Nursing

Christine R. Durbin, Southern Illinois University – Edwardsville

Catherine Folker-Maglaya, CCC– Harry S Truman College

Teresa J. Krassa, Illinois Wesleyan University

Pamela Lynn Lindsey, Illinois State University

Rebecca Ann Luebbert, Southern Illinois University – Edwardsville

Cheryl A. Luster-Klemp, South Suburban College of Cook County

Anne Morgan, Moraine Valley Community College

Nancy L. Novotny, Methodist College of Nursing

Penny J. Reiss, Elmhurst College

Jennifer Burton Rousseau, Rush University

Zepure Samawi, St. Xavier University

Jennie Van Schyndel, St. Johns College

Excused Absence: Heather L. Duncan, North Park University

Staff:

Linda B. Roberts, ICN Manager

At 10:08 a.m. Chairperson Bromberg officially called the meeting to order. A quorum was present.

ANNOUNCEMENTS

1. Introduction of ICN BOD and guests
Donald W. Seasock, Acting Director, IL Dept. of Financial & Professional Regulation
Rich Jachino, Associate Director in Grants Administration, IL Board of Higher Education
2. Review and approval of minutes from April 1, 2010.

- Maureen Shekleton moved and Kathryn Christiansen seconded the motion to approve the minutes as read. The motion carried.
3. Review of previously approved ICN BOD meeting dates and locations for FY 2011:

2010: September	02	Chicago
October	07	Chicago
December	02	Springfield
2011: February	03	Chicago
April	07	Chicago
June	02	Springfield

 4. IDFPR Ethics Officer
 IDFPR has a new ethics officer, Sharisse Kimbro Jones. She has been ethics officer since April 2010; she is also the State Purchasing Officer for IDFPR. Her contact information was distributed.

 5. Legislative Update
 HB 6065/SB3822, Students with Diabetes Act, status update since the last ICN BOD meeting: this bill has passed out of the IL House and Senate. There was a multi-specialty coalition coordinated by IL Nurses Association, including: School Nurse Association, IL Assoc. Nurse Anesthetists, IL Education Association, IL Academy of Family Physicians, Amer. Academy Pediatrics – IL Chapter, IL AFL-CIO, IL Federation of Teachers, Campaign Better Health Care, Chicago Teachers Union working in opposition to this bill.

 6. National Council State Board of Nursing (NCSBN) NCLEX® Regional Workshop for Faculty of Licensure-Preparing Nursing Programs. This program will be held on Thursday, October 21, 2010, Moraine Valley Community College, Palos, IL. A mailing was distributed to all nursing program deans and directors the last week in May, 2010.

NEW BUSINESS

1. FY 2010 IBHE Nurse Educator Fellows
 Handouts: DRAFT “FY 2010 IBHE Nurse Educator Fellowship Award Recipient Survey and abstract summary”
 - a. Remarks: Donald W. Seasock, IDFPR presented opening remarks. He expressed appreciation of the Fellow’s commitment to teaching, their written reflections and for the opportunity to present the Nurse Educator 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
 Awards were presented by IDFPR Acting Director Seasock to each individual FY2010 IBHE Nurse Educator Fellow.
 - Rich Jachino, IBHE Deputy Director, Grant Administration and Planning presented closing remarks.
 - Director Erwin sent best wishes and congratulations to the IBHE Nurse Educator Fellows.

The IBHE FY2010 Nurse Educator Fellows submitted prior to the meeting a summary of activities achieved in relation to receipt of this award. Each FY2010 IBHE Nursing Educator Fellow presented verbal remarks of the summary below:

Susan L. Baylor, RN, MS, NCSN, CNE

Saint Anthony College of Nursing

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Faculty at my College are clinical experts in their specialty. But as they came to nursing education, some struggled in their new role. As a former public school teacher and Illinois certified school nurse, I understood the teaching/learning theories. But it is difficult to acclimate to culture in a college setting. My previous experience in education helped me realize that, in the field of education, similar concepts can be used in teaching and learning in nursing. With the College's consent, I developed an orientation manual that focuses on the faculty role, mentoring, learning and teaching theories, clinical teaching, and strategies and management of a course. With Nurse Educator Fellowship monies, the plan is to reproduce the manual for new faculty. However, experienced faculty will also benefit. To further help faculty at the College, a number of reference resource books and materials will be purchased with these monies. The references will address ideas of syllabus construction, theories used in learning, teaching strategies, and learning strategies. Included in these materials will be books that will help me develop innovative strategies to teach community health. I plan to start working on the change during the upcoming summer months. Teaching nursing is dynamic. It is the anticipation that the faculty orientation manual and the resource books and materials can help mentor and retain new faculty, and refresh those experienced. I am certainly humbled by the generosity of the Board, and am thankful for the opportunity to enrich our faculty and students.

Bonnie J. Beardsley MSN, PhD, CNE

Benedictine University

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Distance learning technology offers vast opportunities to strengthen the nursing workforce, improve retention, and increase the quality of patient care. Distance education helps to counter the nation's mounting nursing shortage by bringing nursing careers to people who would not otherwise follow that path because they lack access to a campus, or because work, family or economic considerations preclude a full-time, on-site education. Distance courses fight "brain drain" from rural areas: students who learn within their own communities are more likely to practice there, and working nurses taking advance degrees via technology can continue to service their patients.

The element of teaching scholarship recognizes the work that goes into mastery of knowledge as well as the presentation of information so that others might understand it. "teaching, at its best. Means not only transmitting knowledge, but transforming and extending it as well"-any interaction with students, professors, themselves are pushed in creative new directions (Boyer, 1990) These scholars ask:

"How can knowledge best be transmitted to others and best learned?"

As a nurse educator I am impacted personally by my students who continue to educate me on evolving practice changes and issues they confront on a daily basis. In response, I impact their practice decision through facilitating, guiding, and leading. The exchange of collaborative knowledge and seasoned wisdom, brings forth a voice for students, transforms delivery and practice, while serving in both a personal and professional capacity. The goals set forth for this fellowship award have resulted in accreditation of an online Master's Degree in Nursing Program that is both "creative and visionary". Currently, 250 students are enrolled in the program. Reflecting on this one year growth demonstrates the impact one educator alone can have on advancing degree preparation locally and nationally.

As a scholar teacher, professional service is directed at ensuring quality academic preparation of nurses across the nation. Service at this level encompasses nursing students, the nursing profession, and mankind. Service encompasses “giving back” which is exemplified through my role of teacher, scholar, service and of course “nurse educator”.

Pamela Bradley, RN, MSN, OCN, CNE

Lincoln Land Community College

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The impact of the IBHE Nurse Educator Fellowship Award has allowed me to pursue a doctorate in nursing education. In my course studies, I have developed the LLCC Accelerated LPN to RN Online Nursing Program. Over the course of the next few years, the LLCC Accelerated LPN to RN program will impact the way in which community colleges contend with the nursing shortage and be recognized by the local community healthcare workforce as a leader in academic innovation. The Program will achieve the following objectives:

- increase the number of students enrolled in LLCC’s LPN to ADN nursing program by shortening by 8 months the time between admission and matriculation for qualified LPN applicants
- decrease the number of admitted students on the waiting list for matriculation by 50% from baseline by October 2010
- increase the number of RNs to enter the workforce by ten after completion of the first year of the new program
- increase the total graduates of ADN program from 150 to 160 per year by December 2011
- disseminate a model for LPN to RN programs in other regions of the state through publication and presentation of the success of the pilot program at the National Organization for Associate Degree Nursing (NOADN) conference in 2012

The development and implementation of this Program could not have happened without the assistance of the IBHE Nurse Educator Fellowship Award. Its ultimate success will set the standard for future development of online programs at other community colleges within the region.

Kelly Jo Cone, RN, PhD, CNE

St Francis Medical Center

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This IBHE grant will provide me with the opportunity to attend the University of North Carolina (UNC) Institutes, 15th Annual Qualitative Research Institute and Instrumentation: Development, Testing & Revision, which I otherwise could not have attended. This experience will provide me with additional skills and techniques to assist my students in their learning regarding research methods and evidence-based practice (EBP).

This opportunity will also enhance my ability to refine the instrument that I developed during my doctoral studies and mentor and educate my graduate students who have an interest in qualitative research, instrument development, and EBP. The graduate students who have a focus on EBP will be educated to apply current research findings to nursing practice at the bedside, in education, and in leadership roles. This process of clinical inquiry will promote high quality safe and effective patient care. Development and utilization of EBP also enhances the nurse’s feelings of autonomy and responsibility for their practice, as well as, nursing satisfaction with their professional roles and impacts retention. The Advanced Practice Nursing students are educated to utilize EBP to change current practice by updating policy/procedures with reliable and valid research. This same process will occur as the DNP students complete their Capstone projects. The impact on retention for educators will also be affected due to my ability to mentor my peer faculty in EBP and Qualitative research methods. I truly appreciate the opportunity to attend the UNC institutes.

Darla DeWolff, PhD(C), CPNP, MSN, MPH

West Suburban College of Nursing

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Professionally, this award will help facilitate my ability to learn and contribute to the Faculty at the West Suburban College on hybrid or blended learning for our nursing students. The funding made available will allow me to attend such a conference and increase my knowledge on the matter so that I may provide an in-service on the topic at my place of work. Utilizing this information garnered will help me create and/or fine tune courses at the

degree nurses in their role as nurse educators/faculty. I intend to use the award toward the completion of my capstone nurse doctorate project which will focus on evidence based research related to factors that increase nursing faculty and nursing student enrollment. The main purpose will be to look at possible interventions and the impact they have on the delivery of healthcare and reduction of health disparities in at risk populations and communities. In conclusion, I plan to maintain my role and practice as a nurse educational leader, who empowers, mentors students and potential nursing faculty. I accept this fellowship award with great gratitude as it acknowledges my lifelong commitment and passion for the profession of nursing. Thank you for your interest and support for the profession of nursing. I am deeply honored to have been chosen for this award.

Nancy L. Novotny, PhD, RN

Methodist College of Nursing

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When my institution receives the funds, I plan to invest them in ways that will impact my retention in nursing education. I love teaching and want to continue in this field. Yet, my academic salary is less and I work twice as many hours than my previous 32-hour per week position. Without this award, I would need to find a second job or different position given my husband's change in health status and income. Prior use of the Smartboard technology convinced me of its amazing potential to facilitate active student learning. I would further develop my technological expertise as an educator by buying a Smartboard that can be placed in a room that accommodates the larger class sizes. I would continue to work on development of the electronic student learning modules that introduce students to the importance and appropriate use of electronic health records. I could disseminate information about the project's status and outcomes at a relevant conference. Participation in an appropriate conference would also contribute to my professional development because most typically address many of the Core Competencies for Nurse Educators. Finally, I would continue to contribute to the body of nursing knowledge. I will invest in preparing manuscripts for submission to peer-reviewed journals. The articles will concern a) prediction of patients likely to experience an early readmission and b) a collaborative learning project I initiated this semester with another faculty member. These articles would likely be useful to healthcare providers and educators.

Teresa J. Krassa, PhD, RN, CNE

University of Illinois at Chicago

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I am very grateful to be a Nurse Educator Fellowship recipient. Teaching nursing students is my passion. This Fellowship provides opportunities to enhance my teaching skills by exposing me to the latest developments at nursing conferences. This directly benefits my students and allows me to share this information with my colleagues. This Fellowship made it possible for me to attend the February AACN Master's Education Conference where I learned strategies to teach more effectively in online and face-to-face environments. I will attend the November AACN Baccalaureate Education Conference to learn strategies to increase recruitment and retention of racially and ethnically diverse students. With this Fellowship, I could attend the April MNRS Conference, exposing me to cutting edge research; this helps me teach graduate students in my research courses. This Fellowship provided opportunities for scholarship, since I gave presentations at the AACN Master's Education Conference and the MNRS Conference. This Fellowship allows me to attend the May Oncology Nursing Society's Annual Congress to learn more about EBP related to my research area. I will use knowledge gained from that conference and the nursing education conferences to help students learn EBP via online methods. As part of my Fellowship, this spring I presented 4 faculty development in-services at UIC CON (2 for Chicago faculty, 1 for Urbana faculty, and 1 for Peoria faculty). I will give two this fall (1 for Urbana faculty and 1 for Chicago faculty). I will also continue to provide individual assistance to colleagues, because I am committed to mentoring to other faculty members.

Pamela L. Lindsey, DNSc, RN

Illinois State University

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The Illinois Board of Higher Education Nurse Educator Fellowship Awards has greatly impacted my ability to remain in nursing education and provided opportunities that may have not otherwise been easily obtained. My purpose in applying for the Fellowship was to support my continued development as an independent nurse investigator and nurse educator through ongoing faculty development activities. Attendance at key national conferences is critical to my ongoing development to become an expert in geropsychiatric nursing. Because of funding received from the IBHE Nurse Educator Fellowship, I was able to attend several key conferences including the American Association of Geriatric Psychiatry (where I presented research findings), the Midwest Nursing Research Society, and in June 2010 I will be attending the American Psychiatric Nurses' Association Clinical Psychopharmacology Institute. Attendance at these conferences provides the following opportunities: presentation of research findings from my previous postdoctoral fellowship, learning about updates in geropsychiatry and psychopharmacology, networking with other geropsychiatric experts, and participation in continued education and research development. The IBHE funding will also support focused time for continued work on publications and grant writing in the Summer of 2010.

Rebecca Luebbert, PhD(c), PMHCNS-BC

Southern Illinois University - Edwardsville

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The IBHE Nurse Educator Fellowship Award has allowed me to make significant progress toward my goal of incorporating mental health nursing competences throughout the undergraduate and graduate nursing curricula at my institution. In January 2010, I attended the AACN Doctoral Education Conference. This conference presented valuable information about the design, implementation, and evaluation of DNP programs, as well as opportunities to network with nursing leaders in the DNP movement. I was able to glean valuable information and ideas that will help me this academic year as I head a task force at my institution to introduce the psychiatric nurse specialist major within our DNP program. Another goal of this Fellowship was to enhance my knowledge and skills with incorporating human patient simulation into our school's psychiatric/mental health curriculum. Specific to this aim, I attended the Nurse Educator Institute in April 2010. This week-long institute focused on curricular innovations and strategies, with an emphasis on practical application. I have purchased five books recommended by conference faculty regarding strategies for incorporating psychosocial integrity throughout the undergraduate curriculum. To further this work, I will also be attending a conference this next year specific to incorporating simulation into nursing curricula. The final goal of this Fellowship was to foster my continued development as a teacher-scholar. This Fellowship has provided me with the funds to purchase a laptop computer and to attend grant-writing seminars so that I can submit two manuscripts and one research grant application by late Fall 2010.

Catherine Folker-Maglaya, MSN, APN/CNM, IBCLC

CCC-Truman College

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As a thirty plus year clinician now in academia, I am very fortunate and grateful for having been awarded the Nurse Educator Fellowship. In our current economy with its many financial constraints having the opportunity to attend conferences, purchase educational materials and supplies to assist me in my role as educator and to aide in facilitating learning with our nursing students is a privilege. I have taken a technology education course and will be able to apply much of what I have learned in preparing for the fall semester. I am excited to utilize some of the teaching strategies I have gained from the class. In addition, I will be better able to assist technology-shy colleagues to enhance their technological skills as well. Learning has little value if it is not shared. My goal is to attend nursing conferences which will enable me to remain current in my area of practice. As I have two certifications, the fellowship will also assist in maintenance of the certifications. The fellowship will allow me to purchase some helpful tools and resources needed to make my role as a nurse educator easier and assist me with organization of files and materials I have acquired over the years. Office and classroom incidentals, along with resource books and materials, and subscription to professional organizations and journals will aid to

enhance my learning and improve my teaching skills. The IBHE Nurse Educator Fellowship will provide me opportunities to grow professionally, not otherwise possible, thereby assisting me to better facilitate student learning and to be a more “effective” nurse educator.

Anne Morgan, RN, MSN

Moraine Valley Community College

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This award has impacted my retention in nursing education in both teaching and service. I have become interested in simulation in nursing education because of the inconsistency in skill practice that the students experience in the clinical setting. Depending on the unit, the instructor, and the hospital, many students may not experience complex patients that require critical thinking skills. Therefore, students are not at the same level when they move from course to course and eventually practice as a new graduate nurse. I believe that simulation in the nursing laboratory can help to alleviate some of the incongruence between student skill levels. In the simulation experience, all students are receiving the information and the learning experience that the instructor has intended. It is not limited to the ten students who happened to have a great hospital experience on any given day. Simulation is a safe environment where students are able to practice and refine their skills. Simulation experiences are an excellent method of improving the student’s critical thinking skills because they are required to make the decisions for that patient. The best part of a simulated experience is that a wrong decision will not harm an actual patient. However, it will be a great learning experience for all of the students. In our new curriculum that will begin in Fall of 2010, I have incorporated a simulated clinical experience every week in the first clinical course. The students will be given a case study type scenario that will require them to practice the skills that they have learned in previous and concurrent courses. A complication will occur that will require critical thinking on the part of the students. The students will need to identify the problem and what they should do about it. I feel that simulation will increase the skill level of all of our nursing students. I believe it will also help with remediation and allow students who need additional help to be successful. The end result is that we will be producing stronger graduates. My capstone project for my DNP will be completed in the fall. It will be a simulated hospital day where the leadership nursing students will care for a patient with a complication that requires them to call the physician for orders. Based on the physician’s orders, the students will have to call the other departments such as respiratory for O2 and neb treatments, radiology for a portable chest x-ray, phlebotomy for a blood draw, and etc. The students from these career programs will then perform the required procedures in the simulated environment. Other students from the CNA and Health Information Technology Programs will also be involved. All students will attend the debriefing together.

The goal of my capstone project is to teach students how to work collaboratively in the hospital setting.

Penny J. Reiss, PhD, RN

Elmhurst College

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Using the award will energize my courses at the Elmhurst College Deicke Center for Nursing Education. The award will be used for attending conferences, for the purchase of subscriptions to hard copy and on-line periodicals, and for access to webinars where conference attendance is not possible. Several conferences of interest in the coming year include the Institute of Healthcare Improvement conference for national initiatives related to quality and safety, a QSEN (Quality and Safety Education for Nurses) Education Institute to develop quality and safety competencies for faculty, and American Association of Colleges of Nursing conferences for undergraduate and graduate education. Additionally, the Joint Commission offers webinars on many topics related to quality and safety in the clinical area. The IBHE Nurse Educator Award will allow me to continue to improve my nursing scholarship and pedagogy for students at Elmhurst College. I have targeted the themes of quality and safety in nursing to improve our patient care, a current national initiative. It is my intention to enrich my knowledge of these themes and to provide a more salient capstone project for senior undergraduate students and to enhance the content for graduate students. It is hopeful that the knowledge gained will also lead to several articles

related to the development of the capstone project. Thank you awarding me this grant. Ultimately, it is my hope that students will value the continuous process of improving care for their patients and develop into positive, ethical nursing leaders.

Jennifer B. Rousseau, MSN, APN-BC

Rush University College of Nursing

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When I began teaching eight years ago, I could not have imagined all the possibilities that were ahead of me. This award has provided me the opportunity to continue self-empowered professional development in a more purposeful way. As I earn my Doctorate of Nursing Practice, the award monies will help defray the tuition costs and allow me to purchase, rather than borrow, many of the required books. In the event that I do not receive grant funds for a small pilot project I am coordinating towards my DNP, the award money can be used to pay for a research assistant and statistician. This pilot will evaluate the nursing time and cost of early postpartum depression screening, determine if a designated referral path improves adherence to follow-up for women at risk for depression, and identify barriers to mental health follow-up. To improve my teaching effectiveness, I have employed active learning strategies in the classroom. With these funds, I will purchase an “empathy belly” to help students better appreciate some of the physiological changes of pregnancy. Lastly, I want to continue to grow professionally with the help of an executive coach. I am in the momentum phase of my career, where I am developing experience and gaining mastery. With a DNP, I want to eventually “find voice through aligning strengths with passion.” An executive coach will help me better identify and build on my strengths so that I can take my teaching and nursing practice career to the next level. Thank you for your continued support of nurse educators.

Zepure Samawi, PhD, RN

Saint Xavier University

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Nursing Education and Teaching Nursing students enrolled in the Nursing care of Children Course Theory NUR342 and Practice NURP343 participated in this project. This current and ongoing project included the use of laboratory “SimBABY” high-fidelity mannequin and “CHILDVitaSim” mannequin in teaching. Thus, for this project the faculty arranged 4 sessions 2 hours each of simulation lab experiences for the students in the clinical section. . The students were taught how to assess a healthy infant/child versus an infant/child with acute or chronic illness such as a child with asthma or an infant with a congenital heart disease. The skills included were assessments of vital signs, head to toe assessment, lung sounds, heart sounds and identification of abnormal assessments. Often students have difficulty in assessing a sick child and differentiating between normal and abnormal lung and heart sounds. Thus these experiences had a effective teaching and learning outcome.

Nursing Scholarship Part of the funding will support faculty attendance at training workshops and conferences. This ongoing project is to revise my narrative clinical case studies that I use and change it to simulation format I am also planning to conduct nursing research to evaluate the effective of this project by the nursing students.

Nursing Practice The goal of this project was to build confidence in the nursing student when caring for pediatric patients and to apply critical thinking skills throughout all phases of nursing care. The students verbalized that they were more confident in their nursing assessment skills.

Jennie Van Schyndel

St. John’s College in Springfield Illinois

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The Nurse Educator Fellowship allowed me to take a partial sabbatical during the spring semester 2010 from clinical teaching responsibilities at St. John’s College. Having this sabbatical time has allowed me to focus on writing the proposal for a pilot to my dissertation, contacting and setting up a sample population for the project, and obtaining IRB approval for the project. I am working to carry out the pilot during the summer 2010. This pilot will lead directly into my dissertation research planned for 2011. Past research in online nursing education has lacked a theoretical foundation. My research will use the Community of Inquiry framework which is specific to online education to explore undergraduate nursing students’ experience in an online course using the dimensions of three presences (social, cognitive and teaching presence). It will look at whether there are relationships

between the three presences, course satisfaction and perceived learning. Lastly, the study will examine whether differences exist in the perception of the three presences, course satisfaction, perceived learning, and student demographic, technology factors, and academic factors. Results from this pilot and future dissertation research will add to knowledge of a pedagogical framework for teaching and learning in online nursing education.

FY 2010 IBHE Nurse Educator Fellowship Award Recipient Survey

FY 2010 IBHE Nurse Educator Fellowship Award Recipient Survey				
Question	Yes	No	Other	Comments
1. Employed still in Nursing Education	17			
2. Same institution	17			
3. Role:				
a. Faculty	17			
b. Administration	0			
c. Other	2			part faculty, part administration
Award Impact				
Certification				
Education, conference(s)	0			
Skills, improve	8			
Tuition	3			
Simulation, additional for students	1			
Project	1			
Equipment	4			
Achieve goal				
Changes in practice	17	5		In process of achieving goal
Interview possibility - agreement	0			

OLD BUSINESS

1. Review of ICN Mission, Vision statement dated 4-10
The ICN Mission statement – unchanged.

The ICN Vision – to amend as follows:

After “The Illinois Center for Nursing” insert “, (a comma)”, delete the two words “will be”, add the word “a”, continue with “state of the art workforce center”, then insert “, (a comma)” followed by striking “that will assure” and insert “assures”, and continue with “necessary and informative resources, long range planning and policy development, excellence in nursing service

and education” insert “, (a comma) continue with “and” strike “serve” and insert “serves” and continue with “as a best practice model.”

The ICN Vision statement will now read:

The Illinois Center for Nursing, a state of the art workforce center, assures necessary and informative resources, long range planning and policy development, excellence in nursing service and education, and serves as a best practice model.

The ICN Goals statement: change the title by adding after “Goals and Mandates” “The Illinois Center for Nursing will:” so that this title will now read: **“Goals and Mandates: The Illinois Center for Nursing will:”**

- The 14th goal reword by striking the first word “assist” and inserting “support” and after the word “recruitment” add “and retention” and continue as written, so that the new wording for this goal is: “Support schools of nursing with recruitment and retention of qualified nursing faculty”

There will remain a total of 15 IL Center for Nursing Goals:

- Serve as a liaison to interpret the impact of health care trends and professional nursing issues on the citizens of Illinois
- Create public awareness of the nursing shortage in Illinois
- Develop recruitment strategies to stimulate continued attraction of diverse qualified applicants to the nursing profession
- Maintain a database on nursing supply and demand within the state
- Translate and select the Center’s research findings into priorities to be addressed within the state
- Convene groups of stakeholders to recommend strategies/systematic changes
- Develop statewide access to capacity-building, life-long learning opportunities for nursing personnel
- Promote innovation that increases workforce retention and professional satisfaction
- Enhance and promote recognition, reward, and renewal activities for nurses
- Seek non-state funds to implement nursing policy
- Assist students in finding a school of nursing and explore available financial aid
- Assist nurses who are returning to school for an advanced degree
- Inform students and out-of-state nurses of professional standards and licensing requirements
- Support schools of nursing with recruitment and retention of qualified nursing faculty
- Establish the Center as a sustainable resource for the public and healthcare communities

Motion: M. Maurer moved and M. Shekleton seconded the revision of the ICN vision statement and goals.

2. U.S. Department of Labor/Robert Wood Johnson Foundation/AARP Foundation:

Center to Champion Nursing in America/ Team Illinois status update

- a. May 25- 26, 2010 National Meeting, Washington, D.C. Illinois was represented by M. Bromberg and M.P. Olson/MCHC.

The meeting included a presentation from E. Michele Richardson, Director HRSA Division of Nursing. HRSA priorities include:

1. Enhance workforce data – nursing
2. Collaboration – experts in the field
3. Full scope of practice for APNs
4. Nurse managed health centers
5. Sharing evidence based patient centered best practices
6. Inter-professional competencies

Discussion included expanding communication throughout the nursing community. Recommendation remains a newsletter imbedded within an email, not an attachment. Plan: review possibilities and possibly enhance IT resources to accomplish this objective – report back to the ICN BOD in the fall, 2010.

Health care simulation laboratories: focus on simulation modules, consider an institute, a resource for educators both in the service and university/college setting. Also consider a round table discussion of current exemplars.

- a. Post-licensure survey preliminary results – not available at this time

Review recent changes to the ICN website, Education Opportunities/Other/Post-licensure programs: the following changes have been made:

- schools have been separated into a list of public schools or private schools
- after the name of each school the type of degree, for example: PhD, MSN, DNP is now listed
- all nurse anesthesia programs (there are 5 of them) are listed separately
- at the end of the list of schools there is a grid regarding what type of specialty degree may be obtained from each university, accreditation, and city location.
- all this information was obtained from each individual school's website.

-The PowerPoint presented by M. Bromberg at a recent Illinois Coalition of Nursing Resources meeting was reviewed. This includes, information about scope of practice, workforce supply/demand, information needed in working towards health care reform.

IDFPR nursing school approval process, oversight, etc. was discussed in brief. As part of the IDFPR Board of Nursing new pre-licensure nursing school approval process, schools are asked to show the need for hiring LPNs in the area. Discussion continued with concern expressed about the limited number of clinical sites.

4. Nursing workforce supply survey

- a. Review the changes in the questions based on input from ICN BOD at the last meeting, All documents were adapted and combined (National Workforce Centers Minimum Data Set questions, NCSBN comments, IDES Data Experts, IDFPR/ICN questions from the 2007 survey). Discussion included further clarity regarding certain

questions, the order of questions, as well as specifics regarding the APN questions and whether or not the questions will result in the depth of information we are seeking.

Plan: review questions and redistribute within the month.

b. Next steps

ADJOURNMENT

The meeting was adjourned at 2:10 p.m.