“As CLN just became a member of the FORUM last June and established the Connecticut Center for Nursing Workforce (CCNW), we are very excited to be hosting this national event so our nursing & healthcare colleagues in Connecticut do not have to travel to access this level of expertise, talent and education”, noted Marcia Proto, Executive Director for CLN. “CLN immediately engaged the UCONN School of Nursing as a key partner to support the CCNW data initiatives and Regina Cusson, Dean of the School of Nursing at UCONN, immediately stepped up to become the Premiere Sponsor of the Annual Convention.”

Our keynote speakers are:

- Michael Bleich, PhD, RN, FNAP, FAAN
- Maxine Clark and Bob Fox, Dean and Professor, Vice President for BJC Healthcare, Goldfarb School of Nursing at Barnes-Jewish College
- Dr. David DeLong, DBA, MPA, David DeLong & Associates
- Susan Hassmiller, PhD, RN, FAAN, Senior Adviser for Nursing, Robert Wood Johnson Foundation
- Jonathan C. Peck, MA, President & Senior Futurist, Institute for Alternative Futures

In addition to the UCONN School of Nursing, the Premiere Sponsor, the following organizations are also sponsoring the event: Connecticut Nursing Collaborative-Action Coalition, Employers Reference Source, CT Workforce Development Council, Aetna, CT Nurses’ Association, Lincoln College of New England and Sentry MD

For more information pertaining to the education sessions, registration or exhibiting at the annual conference visit http://www.ctleaguefornursing.org/event/forum-annual-conference-register-here/1
The National League for Nursing broke new ground in 2005 when it initiated the Certified Nurse Educator (CNE) program to recognize excellence and innovation. To this day, the NLN CNE credential is the only official stamp of “excellence in the advanced specialty role of the academic nurse educator.” More than 4,000 nurse educators have obtained the CNE credential, and the program continues to enjoy a high level of re-certification.

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

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

Added NLN president Marsha Howell Adams, PhD, RN, CNE, ANEF, senior associate dean of academic programs and professor at the Capstone College of Nursing at the University of Alabama in Tuscaloosa: “As an advocate of life-long learning and academic progression, the NLN has long encouraged nurse educators to add the CNE credential. Now, the Official NLN Guide offers them the tools to proudly and publicly proclaim mastery of this advanced specialty role in nursing education.”

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

Special features include:

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

To order a copy of The Official NLN Guide, visit the NLN Bookstore at http://nln.lww.com.

QUALITY MATTERS

Now is a great time to utilize AHRQ’s Effective Health Care Program resources addressing heart disease for your nurses, patients and student nurses!

Health Care Professional Materials: Clinician summaries of comparative effectiveness research findings quickly give health care professionals the clinical bottom line for heart disease-related topics:

- Use Versus Nonuse of Dietary Supplements in Adults Taking Cardiovascular Drugs
- Effectiveness of Self-Measured Blood Pressure Monitoring in Adults With Hypertension
- ACEIs, ARBs, or DRI for Adults With Hypertension

Health Care Professional Webinar, June 17: Do not miss this opportunity to hear about findings from a recent comparative effectiveness review, Stroke Prevention in Atrial Fibrillation. This presentation will also feature the combined efforts and resources of the EHC Program and the Million Hearts® campaign to help you meet the shared goal of reducing heart disease and stroke. You will also learn how you can get involved by contacting Karen.Costa@ahrq.hhs.gov.

Patient & Student Nurse Materials: Plain-language summaries help patients and student nurses to explore treatment options for heart disease, compare the benefits and risks of these options and prepare to discuss their option with their care provider and faculty. Resources available include:

- Taking Dietary Supplements With Heart, Blood Pressure, or Cholesterol Medicines: A Review of the Research for Adults
- Measuring Your Blood Pressure at Home: A Review of the Research for Adults (Also available in Spanish)
- Choosing Medicines for High Blood Pressure: A Review of the Research on ACEIs, ARBs, and DRIs (Also available in Spanish)

For additional health information and more resources on heart disease, visit www.ahrq.gov/treatmentoptions for patient resources and www.ahrq.gov/clinicalbottomline for clinician resources.
Incorporating Critical Thinking Activities to Enhance Student Learning

Nursing faculty continually examine each clinical experience to enhance the teaching-learning process for our students in the midst of the ongoing challenges of available clinical sites, larger clinical groups, meeting clinical objectives and increasing student’s knowledge of specific patient safety goals and patient outcomes, such as fall risk and skin integrity.

Recently, the Connecticut League for Nursing (CLN) Program Committee reviewed materials from the Caputi Model for Clinical Education, which provides a framework for students "to think through everything they see, do, learn, hear”. This framework combined with easy to use faculty resources including: TEACHING NURSING: THE ART AND SCIENCE, The Thinking Nurse Board Games, and tools found on her website, http://www.lindacaputi.com/content/home helped the committee to structure a series of workshops for Connecticut faculty.

At each of the workshops, faculty brainstormed about a variety of clinical settings that Caputi-style exercises could be used to enhance student learning. Faculty thought critically about what they really wanted the students to learn and developed activities towards those learning outcomes. The product of these workshops has been the development of several Caputi-style activities for utilization by nursing faculty in the clinical settings which include: Fall Risk, Skin Integrity and Breastfeeding. These activities will be posted to the CLN website, www.ctleaguefornursing.org in June and available to nursing faculty for general use.

Each of these activities provides the learners with specific guidelines for independent research for information including auditing the patient record, the patient assessment, collaborating with staff (including peers), and utilizing institutional resources such as the policy and procedure manual. These activities, if done well by the students, can take much of the clinical day to complete and provides the opportunity for the clinical instructor to focus their time and attention to a smaller group of students providing hands on care to patients. Students completing these activities can be involved with peers providing hands on care for activities such as a.m. care which can provide information for their activity, for example Skin Integrity.

One of the early successes noted by a faculty member after using the Fall Risk Exercise occurred while the students reviewed the institution’s fall policy and a new call bell/bed alarm system. A student notices that the old bed pad alarms were being used in conjunction with the new hospital bed alarm and was connected to the call bell system incorrectly. The student notified their instructor, who consulted the nursing education department who determined the proper way to connect the alarms. Additional information sessions for the staff were held to ensure proper use of the equipment and patient safety.

Article submitted by: Kathy Murphy, member of the CLN Program Committee

UPCOMING EVENTS

FORUM ANNUAL CONFERENCE
Hartford, CT
Strengthening Nursing Practice Conference, from June 12-13. For more information visit CLN’s website.

CLN’s CLINICAL Faculty Course
Cohort limited to 15 participants. For more information visit the CLN website.

NLN SUMMIT
Phoenix, AZ
NLN Education Summit 2014, from September 17-20. For more information visit NLN’s website.