Volume 1
Number 3

ANA - NEW YORK NURSE

February 2017

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2016 Annual Meeting hosted in Tarrytown, NY

The meeting was a successful event. We enjoyed the nursing students who attended the meeting and we look forward to future collaboration. The NSO presentation case of malpractice/liability case studies is always a favorite. Moreover, we received an overwhelming positive response to speakers.

A big THANK YOU to our 2016 Annual Meeting speakers and sponsors.

SPEAKERS

Pamela Cipriano, PhD, RN, NEA-BC, FAAN
Laura Terriquez-Kasey
Hannah Jordan, MD, MPH
Veronica D. Feeg, PhD, RN, FAAN
Jeremy Richman, Ph.D.
Loretta D'Antonio, MBA, BA
Mercy Rios-Floyd, RN, BSN
Brianne Smith, BSN, RN
Deborah B. Trawick, BSN, RN
Jennifer Jennings, DNP,RN, FNP-BC

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ANA - New York Nurse will reach over 4,200 New York nurses and schools of nursing through direct mail.

GREETINGS FROM YOUR PRESIDENT

Challenges

Elisa (Lee) A. Mancuso MS, RNC-NIC, FNS, AE-C

Elisa (Lee) A. Mancuso

Hello colleagues! I hope your holiday season was filled with happiness and blessings for all. The polarizing campaigns and the election results have created the perfect arena for intense discourse. Now we must rise from the political ashes and utilize passion and energy to advance health care via ANA-New York.

Is the glass half empty or half full? One's outlook can have a tremendous impact on how an issue is perceived and then approached. President Donald Trump has proposed numerous changes regarding healthcare that potentially affect our most vulnerable populations. I am asking all ANA-NY nurses to be proactive and innovative risk takers, promoting patient advocacy in every practice venue.

ANA sent a letter on December 5, 2016 to President-elect Trump offering the expertise of 3.6 million Registered Nurses while explicitly stating four main requests:

- Insure all Americans and residents have access to essential health care services.
- Promote the efficient use of preventative, primary care when appropriate.
- Drive economical use of healthcare without compromising coverage.
- Commit to federal funding to ensure the supply of nurses can meet the demand.

We know Nurses have the knowledge, expertise and holistic mindset to facilitate this new administration to appropriately address healthcare issues. There are diverse ways ANA-NY nurses can be part of the solution by utilizing our unique talents either behind the scenes or in the front row. Every nurse and every effort is vital and we must assertively identify obstacles, concerns, and solutions to enlighten the new administration. Collaboration is the key and we need a seat at the table.

Initially it can be daunting, however ANA-NY nurses have a professional obligation to take on these challenges. ANA-NY reflects the voice of our members, but we need your input, talents, and engagement in the process. Consider becoming involved in one of our committees: Annual Meeting, Audit, Awards, Bylaws, Education, Evidence Based Practice, Legislation, Membership or Social Media. All members are welcome and we need to hear from our new graduates!

Personally invite a colleague to join ANA-NY because there is strength in numbers. If every current member "recruited"one member ANA-NY would have over 8,500 members! Imagine the power and impact of such a unified voice.

In the coming months, the ANA-NY board members and I will be "On the Road" traveling to the different geographical regions to connect with our members, listen to your concerns and empower you to become actively engaged in making a difference. I believe this directly reflects our vision statement:

Building a community of empowered registered professionals as the preeminent voice of nursing in New York State.

Let us begin locally and think globally. I am energized to work with my dynamic colleagues, share our collective knowledge and ignite our respective creative juices to embrace these challenges as opportunities and be the positive influence for healthcare and humanity.

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FROM THE DESK OF THE EXECUTIVE DIRECTOR

Jeanine Santelli, PhD, RN, AGPCNP-BC, FAAN
Executive Director

Jeanine Santelli

With the new year came a lot of changes in the office. We have moved to a lovely suite in the Center for Nursing. If you are in the Capital Region, stop in for a visit. The view out my office window has included a herd of deer and a flock of turkeys, one so bold as to peck at my window!

We have said good-bye to Jasmine, Wesley, and Josh. Jasmine has voiced an interest in starting her own business and Wesley and Josh are busy with academics. We thank them all for their dedication to our organization and their support during the transition from part-time ED to full-time. We wish all three the very best in their future endeavors.

Jamilynne Myers

The new face in the office is Jamilynne Myers. She comes to us through Teksystems and has an extensive background in management in the technology/ software and eLearing environment. She and I are testing our technology prowess as we upgrade the organization to Office 365. We are going through the four years of accumulated documents, paper and electronic, and as many years of emails. We are working on creating a shared external electronic document file. We are also mapping out the projects of the organization using Microsoft Planner. We are very excited about the potential that these, and other, programs will offer our organization to improve communication, streamline function, and increase efficiency. We anticipate spending the winter months hard at work over our computers getting the right version of the right documents into the right files in the right platform with the right people having access, sound vaguely familiar?

ANA-NY would like to Welcome Northern Adirondack Nurses Association (NANA) as ANA-New York's Newest Organizational Affiliate

Northern Adirondack Nurses' Association Current Board Members 2016

President – Cheryl Fortin, RN
Vice President – Stephanie Boswell-Davies, RN
Secretary – Chelsea Menn, RN
Treasurer – Lynn Howard, RN – retired
Board Member - Lou Nielson, RN – Membership chair
Board Member - Karen Phillips, RN
Board Member - Margaret Tolosky, RN (resigned 11/28/16)
Board Member - Sheryl Morgan, RN

The purpose of NANA shall be to foster high standards of nursing practice, promote the professional and educational advancement of nurses, and promote the welfare of nurses to the end that all people may have better nursing care. These purposes shall be unrestricted by consideration of nationality, race, creed, color or sex.

www.ana-newyork.org/

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- Subject to editing by the ANA-NY Executive Director & Editorial Committee
- Electronic submissions ONLY as an attachment (word document preferred)
- Email: programassociate@anany.org
- Subject Line: *ANA-New York Nurse* Submission: Name of the article
- Must include the name of the author and a title.
- ANA-NY reserves the right to pull or edit any article / news submission for space and availability and/or deadlines
- If requested, notification will be given to authors once the final draft of the *Nursing Voice* has been submitted.
- ANA-NY does not accept monetary payment for articles.

Article submissions, deadline information and all other inquiries regarding the *ANA-New York Nurse* please email: programassociate@anany.org

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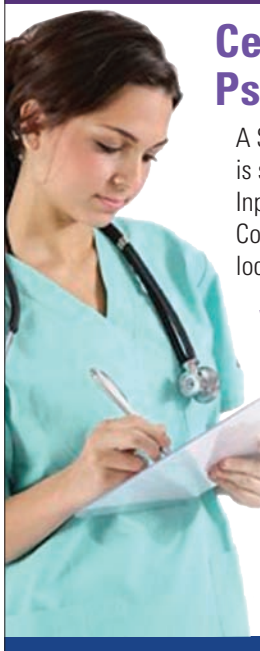

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COMMITTEE SPOTLIGHT

2016 Awards Committee Members

Rona Levin - Yonkers, NY (Chair)
Helen Ballestas - N. Bellmore, NY
Emerson Ea - New York, NY
Priscilla Worral - Skaneateles, NY
Ann Fronczek - Endicott, NY
Jennifer Morrison-Nahym – Ho Ho Kus, NY
Larry Slater – Brooklyn, NY (Board Liaison)

The Awards Committee announced seven (7) awards that will be developed in 2017. More information will follow in the next couple of months. Start thinking about your colleagues and who you would like to nominate for the following awards.

Award Names and Descriptions

Nursing Education

The ANA-NY Nursing Education Award recognizes a nurse educator who has significantly influenced nursing education as demonstrated by: (a) developing and implementing innovative and evidence-based teaching and learning strategies that meet the needs of a diverse group of learners, (b) active involvement in curriculum design and implementation that meets the essential learning outcomes, and (c) evidence of scholarship in the area of nursing education.

Nursing Practice

The ANA-NY Nursing Practice Award recognizes and celebrates excellence in the provision of direct care to patients, families, communities, and/or populations by a nurse at any level of practice (registered professional nurse, advanced practice nurse administrator). The recipient of this award exemplifies a high level of compassion and expertise in the provision of such health care.

Scholarship

The ANA-NY Scholarship Award recognizes a nurse who has made significant contributions in the scholarship of discovery, integration, teaching, and/or application (Boyer, 1996) The scholarship developed in any of these domains has to have been subjected to peer review and disseminated beyond the local and state level.

Mentorship

The ANA-NY Mentorship Award recognizes a nurse who has been an exemplary mentor to less experienced nurses (novices) in any domain of nursing – education, research, practice improvement, clinical practice, and/or health policy. The recipient of this award will have provided professional guidance and support to the mentees over a protracted time period during the evolution of their careers in an effort to help the mentees reach their professional, mutually agreed upon goals.

Health Policy

The ANA-NY Health Policy Award recognizes an individual (not necessarily a nurse) or a group/agency who has been a leader and/or staunch supporter in the promotion of nursing and/or health policy geared to the promotion of the health and well-being of all New York State residents.

Service

The ANA-NY Service Award recognizes the outstanding voluntary contributions of an ANA-NY member to the profession of nursing and/or the community of heath care consumers. Contributions to the community should foster, advance, and/or sustain the health and development of individuals, groups, and/or communities. Contributions to the profession may include sustained active participation in New York State and/or national professional organizations or exemplary leadership on a particular initiative.

ANA-NY Hall of Fame

The ANA-NY Hall of Fame Award recognizes a member who has made a sustained contribution to ANA-NY's mission and to the professional of nursing in New York State in the area(s) of nursing practice, education, and/or research. This person may also be eligible as a nominee for the ANA Hall of Fame Award.

In the Spotlight – Future Nurse Leader

Mercy Rios-Floyd

Mercy Rios-Floyd is a Pediatric Registered Professional Nurse at Blythedale Children's Hospital in Valhalla, New York. Mercy also works as a per diem home infusion nurse for UnitedHealth Group. She holds a M.S. in organizational leadership from Mercy College, a B.S. in Nursing from Concordia College and a B.S. in Business from The College of New Rochelle. Mercy is the founding President of Concordia College's International Honor Society in Nursing. She is a member of Sigma Theta Tau International honor society in nursing and Delta Mu Delta International honor society in business. She is a member of the National Association of Hispanic Nurses-Westchester chapter where she sits on the leadership board as Co-Mentoring Chair. In June 2015, Mercy was awarded the "Future Nurse Leader" award by the American Nurses Association–NY for her leadership and academic achievements.

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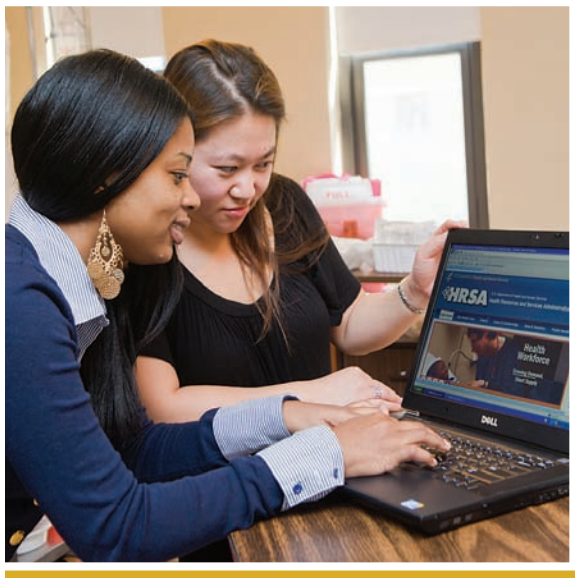

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ANA-New York Founding Members | *Note: All members are not present in photo*

In November 2012, ANA-NY was founded by a core group of dedicated and passionate nurses to foster high standards of nursing, promote the professional and educational advancement of nurses AND promote the welfare of nurses to the end that all people may have better health care. On December 3, 2012 ANA accepted the newly incorporated ANA-NY as a state affiliate. A huge thank you to our 39 founding members (listed below). Due to their passion, care, and vision, we now have over 4200 members and a full time Executive Director, Jeanine Santelli, who was also a founding member. In the past 4 years, ANA-NY has been making waves in the nursing profession by successfully serving their dedicated members to: help promote professional ethics, build leadership skills, extend professional network, advance careers, improve patient care, and support a healthy work environment. As ANA-New York looks to the future, we will work hard to advocate for current and future nurses and improve the quality of patient care in our communities.

Founding Members

Karen A. Ballard, Nettie Birnbach, Mary Britten, Mary Eileen Callan, Lolita Compas, Mary Nancy Cordaro, Marilyn Dollinger, Tanya Drake, Mary J. Finnin, Donna Florkiewicz, Ellen Galkin, Christina Gerardi, Cindy Gurney, Barbara Harris, Juanita Hunter, Yvonne Johnston, Barbara Joyce-Lambert, Margaret Leonard, Winifred Z. Kennedy, Elizabeth Mahoney, Elisa (Lee) A. Mancuso, Diane Cooney Miner, Linda Muller, Cecilia Mulvey, Madeline Naegle, Laurene O'Brien, Linda O'Brien, Edmond Pajarillo, Cecelia Pennyfeather, Robert Piemonte, Donna Proske, Patricia Roberts, Patricia Rochford, Jeanine Santelli, Cynthia Sculco, Larry Slater, Cathryne Welch, Joan Madden Wilson, and Barbara Zittel

Here's to many more successful years!

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EVIDENCE YOU CAN USE

Comparison of Two Models of Transitional Care

Jeanne P. Westcott, PhD
Research Specialist, Cathryne A. Welch
Center for Nursing Research

Do you work in transitional care? What is the focus of your program? Who are the providers working in the program? Are there differences in transitional care models? Researchers at the University of Vermont compared two models of transitional care for the purpose of attempting to answer these questions (Morrison, Palumbo, & Rambur, 2016).

Transitional care was defined for the purpose of this research as "… an emerging model of health care designed to decrease preventable adverse events and associated utilization of health care through temporary follow-up after hospital discharge." The purpose of the study was to present side-by-side descriptions of the efficacy of transitional care programs which varied by healthcare provider or program focus.

A comparison was done of the number of Emergency Department (ED) visits and hospitalizations both before and after the intervention for the patients enrolled in the programs. Each program included post-hospitalization home visits. The programs differed in program focus, assessment, intervention and population (rural/urban).

The CNS program (n=98) was based in a small community hospital in a rural area. It was staffed by master's prepared nurse practitioners and used a chronic disease self-care focus. Care began in the hospital with the initial contact and arrangements for a home visit. Assessments at the home visit included problem and medication lists, risk factors for re-hospitalization, medication management, physical examination, support systems and patient understanding. Self-Management leaning needs were assessed. Goals included safe transition to home and follow-up of care. Interventions included medication reconciliation, review of discharge instructions, chronic disease self-management and evaluation of necessary services to remain at home. Visits generally occurred weekly, then bi-weekly for two to three months. The nurses were available by phone. Discharge occurred when goals were met and the nurses were confident patients could follow-through.

The PPC program (n=41) was staffed by physicians specializing in long-term or palliative care. This program was based in an academic medical center in a city. Initial visits were made where the patient resided – home, residential care setting and nursing facility. At the first visit, immediate needs were assessed. Interventions included treatment of acute illness, disease, symptom and medication management, safety, goal clarification and advance care planning. The physicians prescribed medication or other interventions or made recommendations to the patient's primary provider. The number of visits ranged from 1 to 19 with a mean of 3 visits. The PCP office maintained contact and office staff facilitated communication with the physician as needed. Discharge occurred when objectives were met.

A comparison of the number of hospitalizations and ED visits pre-and post- intervention was performed for both programs. The CNS program showed a significant ($p<.005$) decrease in the number of hospitalizations for 4 months after the intervention compared to the 4 months prior. The number of ED visits was also significantly lower ($p=<.005$).

For the PPC program, the hospitalizations were also significantly lower ($p=<.005$) post intervention. However, the reduction in ED visits was not significant ($p=.327$).

Discussion

This study described two different types of transitional care models. The PCP program did not show a significant difference in ED visits post intervention. This may have been because of the age of the patients, or possibly the on-call availability of the physicians. The CNS program had slightly younger patients, those who were well enough to be at home and a systematic on-call system.

The importance for nursing is that a transitional care program has the potential to reduce costly hospitalizations and possibly ED visits. However, the authors point out that it also adds another layer of providers to a fragmented system. They suggest that perhaps improved primary care could eliminate the need for transitional care.

Reference

Morrison, J., Palumbo, M.V., & Rambur, B. (2016). Reducing Preventable Hospitalizations with Two Models of Transitional Care. *Journal of Nursing Scholarship*, 48(3), 322-329.

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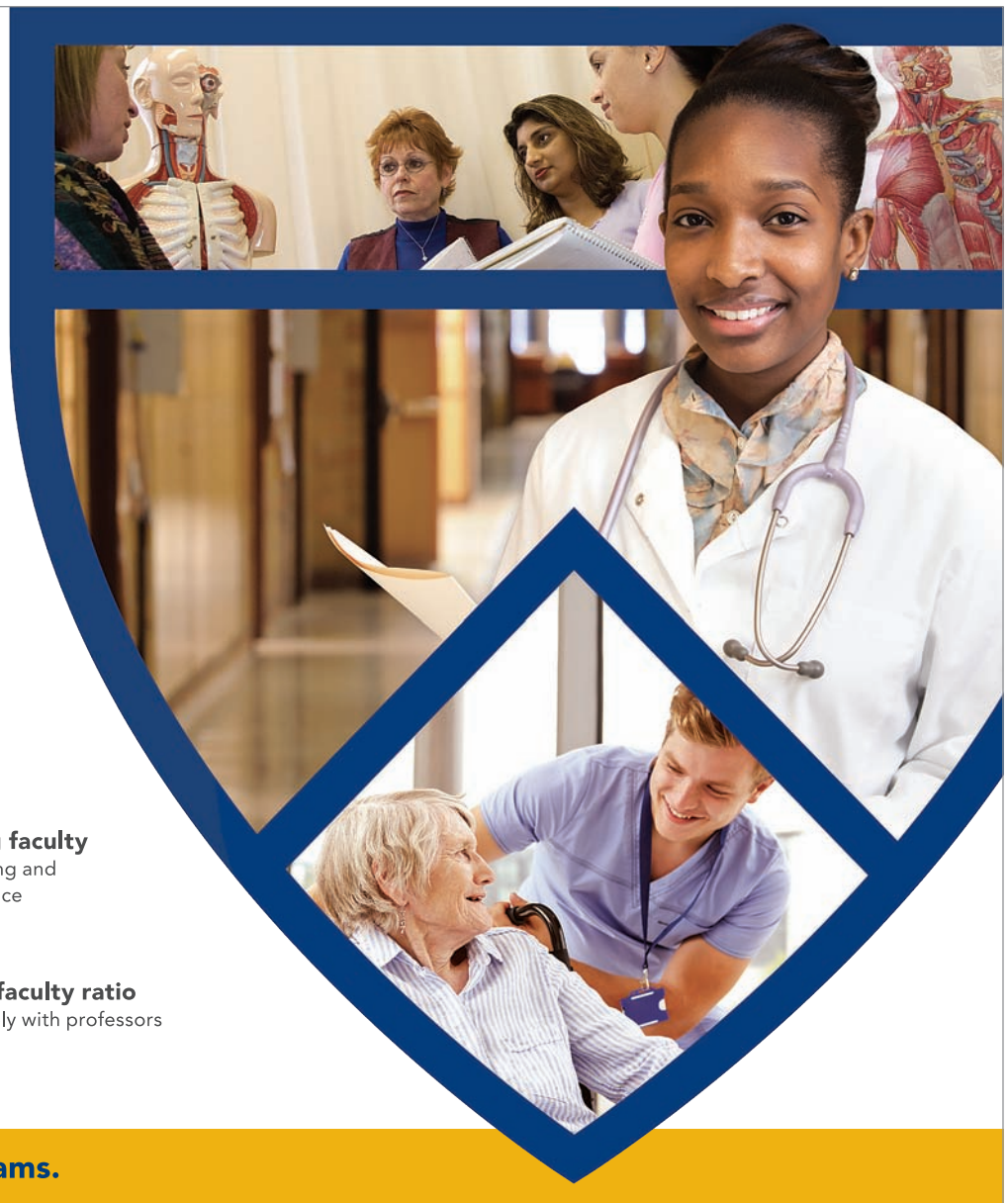

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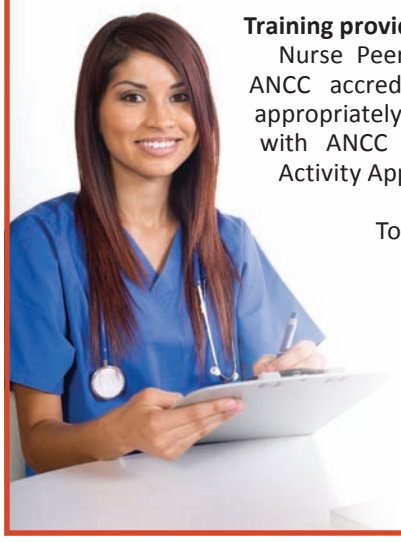

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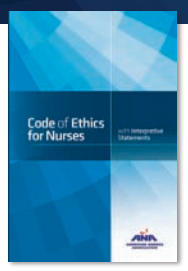

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- understand the boundaries of duty and loyalty *(Provisions 4–6)*; and
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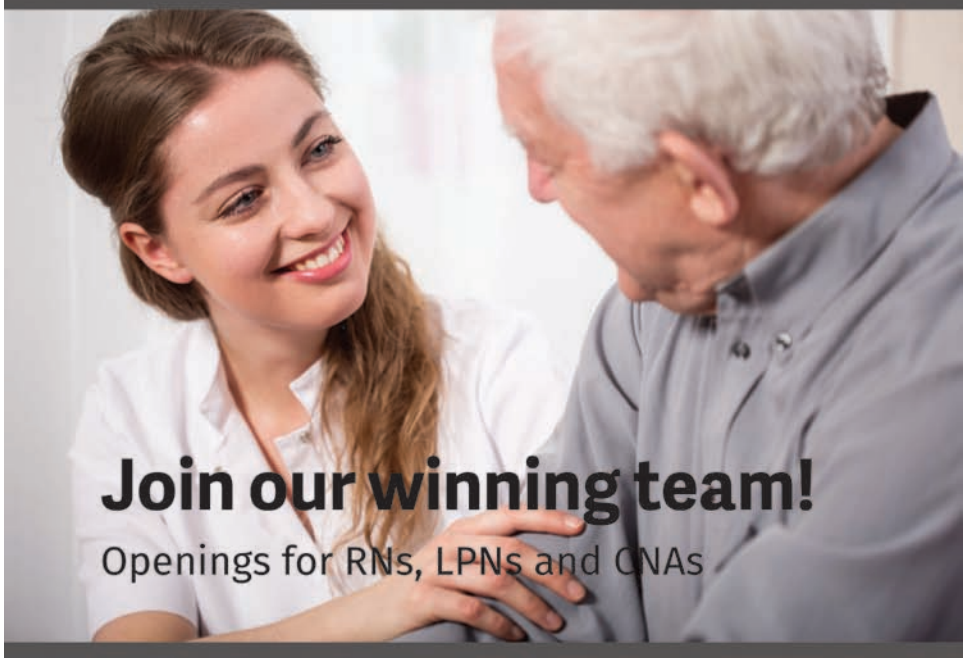

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NURSES HOUSE COLUMN

Nurses House to Hold Sixth Annual Nurses Week Fundraiser to Benefit Nurses in Need

Nurses House, Inc. is pleased to announce plans to launch its sixth annual Dolphins for Nurses Campaign to raise funds for nurses in need. The initiative, sponsored by The Johnson & Johnson Campaign for Nursing's Future, invites hospital staff and other nurse groups nationwide to raise funds by offering blue, gold and white paper dolphins in exchange for $1, $5 or $10 donations.

The Dolphins for Nurses campaign will run from April 12-May 12, culminating in National Nurses Week. All funds raised will go to Nurses House to help nurses facing serious health issues and other dire circumstances afford basic needs. The fundraiser can easily be incorporated into already planned Nurses Week activities. If you or your group is interested in participating contact Stephanie Dague, Director of Development, at sdague@nurseshouse.org or (518) 456-7858 x127 for an informational packet. Nurses House will provide everything you need to make the fundraiser a success including brochures, posters, flyers, pens and the $1, $5 and $10 donation circles.

Nurses House, Inc. is the only 501(c)3 organization offering financial assistance to Registered Nurses in need throughout the country. The organization's sole mission is to provide short-term aid to nurses who are unable to support themselves financially as a result of illness, injury, disability, or catastrophic event. Any Registered Nurse residing in the United States facing a hardship situation - and whose monthly income is insufficient to meet his or her basic needs - is encouraged to apply. Applications are available on the Nurses House website www.nurseshouse.org or by calling (518) 456-7858.

Since Nurses House began providing financial aid to nurses in need in the 1960's, the organization has helped thousands of nurses in all fifty states regain health and productivity. In the past three years alone, Nurses House has provided grants totaling over $500,000 to nurses in need. Funds help cover such basic expenses as food, shelter, health insurance premiums and medications. For more information about the work of Nurses House, please visit www.nurseshouse.org.

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Registered Nurse III (Charge Psychiatric Clinical Specialty Nurse) –Job Opening ID# 619341
For more information, please contact Kathy Bushey at 802-505-0501 or Kathleen.bushey@vermont.gov
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For questions related to your application, please contact the Department of Human Resources, Recruitment Services, at 855-828-6700 (voice) or 800-253-0191 (TTY/Relay Service). The State of Vermont offers an excellent total compensation package & is an EOE.

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ANA-New York *and* Foundation of New York State Nurses, Inc.

2017 Research Fellow Application Packet

ANA- New York (ANA-NY) and the Center for Nursing Research at the Foundation of New York State Nurses, Inc. (FNYSN) are pleased to announce the 2017 call for Research Fellow applicants. This is a voluntary two-year program for nurses who are interested in improving their research skills under the direction of a coach from the Foundation's Cathryne A. Welch Center for Nursing Research. The Fellow chosen will complete a research-related project.

What benefit might the Fellowship offer your career or the career of someone in your agency? This is a valuable opportunity to be involved with nurses who are involved daily in research activities; to have them available for consultation and support while completing a research project of your choosing. Today agencies are dealing with an emphasis on evidence-based practice in nursing. What benefit might the Fellowship offer an agency to have one of its nurses involved in this Fellowship program?

Please consider the potential and interest of the nurses you know and encourage them to apply for the 2017 Fellow position.

The Application Packet for the Research Fellow includes:

1. Research Fellow Program Description
2. Application Form
3. Sample Timetable of Activities
4. Sample Supervisor Letter
5. Selection Criteria for Award
   (for informational purposes only)

Applications and supporting documents from an individual interested in this position must be received at this address no later than **April 30, 2017**:

Jeanne Westcott, PhD, RN
The Veronica M. Driscoll Center for Nursing
2113 Western Avenue, Suite 1
Guilderland, NY 12084
jwestcott@FoundationNYSNurses.org

Research Fellow Program Description

Overview

ANA-New York and the Foundation of New York State Nurses, Inc. are honored to sponsor the Research Fellow program for nurses interested in growing their research knowledge and skills to advance nursing practice. This voluntary commitment provides practicing nurses with an opportunity to participate directly with nurse researchers who serve on the Foundation's Cathryne A. Welch Center for Nursing Research. The Fellow will be coached by a member who will assist her/him in completing a research related project. In addition, the Fellow will participate in Center for Nursing Research meetings. The 2017 Research Fellow will:

Participate in all Foundation of New York State Nurses Center for Nursing Research meetings at ANA-New York expense;

Receive personalized coaching on a research-related goal such as:

- o an evidence-based practice project;
- o preparing a manuscript for publication;
- o preparing education programs related to research;
- o designing a research protocol for implementation; or
- o implementing a research project designed by the Fellow.

Outcomes

Upon successful completion of the research fellowship, the Fellow will demonstrate competencies in research as evidenced by ONE of the following:

1. Presentation on research and/or research experiences to a group of health professionals or to members of the community; OR
2. Presentation of a manuscript related to research; OR
3. Development or evaluation of an evidence-based practice protocol or other clinical intervention resulting from the research fellowship experience; OR
4. Development of a research or research utilization proposal; OR
5. Completion of the Fellow's own, or the Fellow's Institution's, special research related topic.

Eligibility

- Registered Professional Nurse in New York State.
- Bachelor's degree or higher degree in Nursing, but not a doctorate or enrolled in a doctoral program.
- The 2017 Research Fellow will be sponsored by ANA-New York– therefore the applicant must be a member of ANA-New York (membership information is available at www.nursingworld.org/joinANA)

Sample Timet

First Year	
Spring	• Review of applicants by Sc • Appointment of Fellow by
Spring/Summer	• Orientation Program (1 da • Discuss personal goals for • Complete initial interview/
Spring/Summer	• Attend/participate in CNR • Be prepared to discuss you • Select a mentor
Spring/Summer	• Attend/participate in CNR • Update Goals • Begin to formulate ideas fo
Fall/Winter	• Attend/participate in mee • Assess personal Fellowshi • Complete 6 month intervi
September/October	• ANA-New York Convention • Attend/participate in mee
Second Year	• Calendar as described abo • Evaluate Fellowship activit • Revise goals • Plan program of activities • Complete Fellowship proje • Complete final interview

Please Note: Individualized learning activities can also the Steering Committee as w

Sample Supervisor Le

Foundation of New York State Nurses, Inc.
Center for Nursing Research
The Veronica M. Driscoll Center for Nursing
2113 Western Ave, Suite 1
Guilderland, New York 12084-9559

Dear Selection Committee for Nursing Research Fello

I am pleased to nominate _____
Fellowship. I understand this two year program enabl
research related activities of the Foundation of New Y
Research. I understand that (she/he) will receive indiv
enhance (his/her) understanding of research and evid

I understand that _____'s participa
meeting and occasional telephone conference calls. T
_____'s travel will be subsidized
offer _____ duty time to partic
the long term benefits this program enables our staff

We fully endorse _____
ways in which this valuable experience will contribute

Supervisor signature block

_____
Signature

_____
Printed Name

_____
Title

table of Activities

cholarship, Awards and Application subcommittee ANA-NY Board of Directors
y) (Place TBD) Fellowship /feedback questions
annual meeting ur draft goals for the Fellowship
meetings as indicated or your special projects
tings as indicated p goals ew
n tings as indicated
ve ties and goals to meet goals ect

o be arranged for each Fellow with the various members of ell as the sponsoring organizations.

etter for 2017 Application

wship:

_____ for the ANA-New York 2017-2019 Nursing Research es _____ to participate in the ork State Nurses Cathryne A. Welch Center for Nursing vidualized coaching to accomplish a project that will ence-based practice.

tion in this program will involve attendance at an annual his will involve no direct cost to our organization but rather by ANA-New York. Our organization is not obligated to cipate in this program but we may consider it because of member to bring to our facility.

___'s nomination for this program and look forward to the to our organization.

_____ _____
Date

_____

_____

APPLICATION FORM

1. Contact Information

Name of Applicant: _____

Home Address: _____

Telephone Number: _____ _____
(Home) (Work)

E-mail Address (H): _____ E-mail Address (W): _____

Present Position/Title: _____Employer: _____

Employer Address: _____

2. Eligibility Criteria

ANA-New York Membership Number: _____

Registered Professional Nurse in New York

Baccalaureate degree* or higher degree* in Nursing. Nurses with doctoral degrees or who are enrolled in a doctoral program are not eligible.
* Applicant may have a baccalaureate degree in another field if the applicant has a higher degree in Nursing

3. Required Documents for Applicant

All required documents should be submitted with **your name on each page, have one-inch margins, and at least 11 point font lettering.**

a. A current resume or curriculum vitae.
b. List of organizational memberships, participation, and/or committee offices held if not included and/or highlighted on your vitae.
c. A two page statement that includes:
   1. a description of your **current work responsibilities**. Include if applicable, any activities related to research;
   2. a description of what you believe this fellowship will **help you accomplish;**
   3. **evidence of your potential** for participating in research activities. Include examples of achievements and future plans in relation to research activities and educational goals.
d. Provide a recommendation by a professional colleague who possesses a minimum of a master's degree and who is involved in research activities. This person does not need to be a nurse but should be able to address your potential for research activities and related scholarship.
e. Provide a second recommendation from your supervisor that will attest to your organization's support for the Research Fellowship. See Sample Supervisor's Letter in this packet.

Please submit one hard copy with original signatures OR one electronic copy with electronic signature (may also send a scanned copy) of the above application form and all required documentation to:

Jeanne Westcott, PhD, RN
Foundation of New York State Nurses
The Veronica M. Driscoll Center for Nursing
2113 Western Avenue, Suite 1
Guilderland, New York 12084-9559
jwestcott@FoundationNYSNurses.org

APPLICATIONS SHOULD BE POSTMARKED BY APRIL 30, 2017

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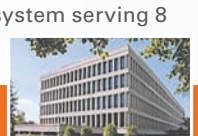
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Selection Criteria (For Information Only – Do Not Complete)

Please check whether the candidate's documents met or did not meet the indicated criteria, in addition, rank the *criteria using the below scale and calculate a total.

*Degree to which a particular criterion was MET:
1 = average;
2 = above average;
3 = exceptional

Selection Criteria	Met Yes/No	Score	Comments
Eligibility			
ANA-New York Member		N/A	
Baccalaureate or higher degree in Nursing		N/A	
Specific Criteria			
1. CV • Professionally presented • Up-to-date			
2. Lists organizational membership, participation and offices if not included in CV • Listed appropriately in CV or listed appropriately on separate paper • Member of _____ professional groups, including specialty • Member of _____ national honor societies • Indicates active participation • Indicates offices held			
4. Articulates a sense of what he/she wants to achieve as a result of the fellowship. • Clearly stated? • Feasible? • Attainable within structure of program?			
5. Long-range plans for research activities • Research activities stated clearly			
6. Narrative indicating potential for conducting research • Clearly stated examples of achievements of: o research activities o educational goals • Clearly stated examples of future plans: o research activities o educational goals • All statements fit within 2 pages. • Indicates potential of candidate in relation to research activities • Indicates that candidate demonstrates scholarship in his/her work • Positive recommendation			

____ Total Score * Criteria ____ All Criteria Met (Yes/No)

COMMUNITY ENGAGEMENT

ANA Community

Please remember to join the conversation on ANA Community, an interactive members-only forum where they can network and collaborate with fellow nursing professionals. Not only is there a general Nursing Community, we have two dedicated communities: one for faculty in schools of nursing and one for new RNs licensed within the last five years.

Faculty Online Community

Link: http://community.ana.org/new-item/faculty-community?ssopc=1

Sometimes, only a fellow faculty member can offer the perspective and solution to a challenge you are facing. ANA is dedicated to helping you navigate these challenges and has designed a new resource precisely for this purpose: an online community especially for our members who teach in schools of nursing.

This online community offers a unique experience, one built on networking, sharing and trust. Our ultimate goal is to foster a community that encourages you to seek advice and feedback from like-minded colleagues.

Log on with your MyANA credentials at community.ana.org to join the conversation.

New RNs Online Community

Link: http://www.ananursespace.org/newrncommunity?ssopc=1

ANA also has a robust New RNs community that just celebrated its one year anniversary this summer. New RNs licensed within the last five years are welcome to join the conversation.

Here, new nurses can ask things they may not have learned in the classroom. Some of the conversations we've seen include questions like, "As a new nurse, how do I delegate?" and, "What are some night shift challenges and how do I overcome them?"

Log on with your MyANA credentials at community.ana.org to join the conversation.

For your work to save and improve lives through organ, eye and tissue donation,

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Organ Recovery System

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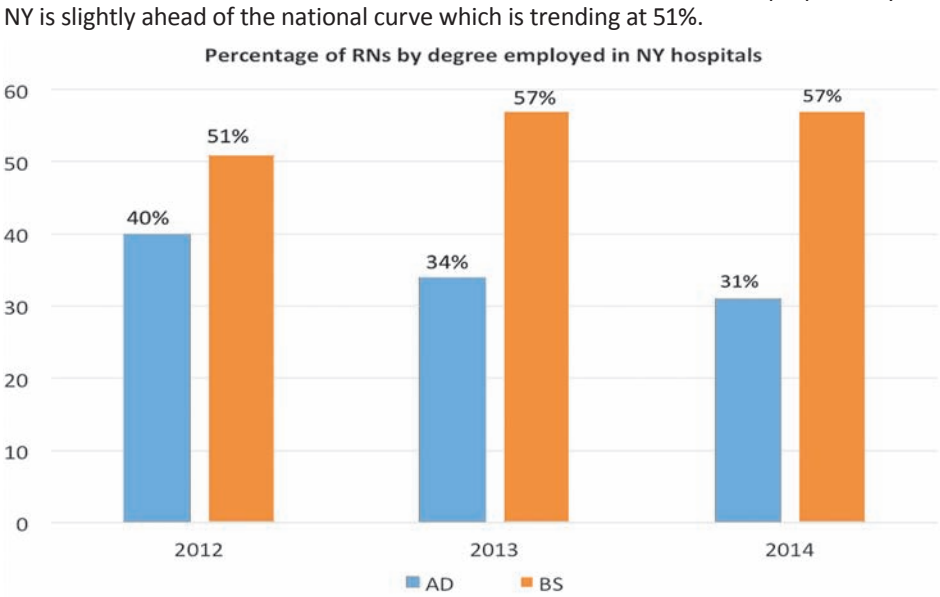
HISTORY

Academic Progression in Nursing (APIN) in New York: The Past, Present and Future

Deborah Elliott, RN, BSN, MBA and
Gertrude B. Hutchinson, DNS, RN, MA, MSIS, CCRN-R

While funding from the Robert Wood Johnson Foundation (RWJF) for the Academic Progression in Nursing (APIN) project in New York has concluded, the commitment and interest in APIN continues to gain momentum. We have come a long way since 2012 when the first phase of the APIN funding began with now more than 57% of RNs working in New York hospitals baccalaureate prepared. Still a far way off from the Institute of Medicine's 2012 recommendation for 80% of the nation's RN workforce to be BSN prepared by 2020, NY is slightly ahead of the national curve which is trending at 51%.



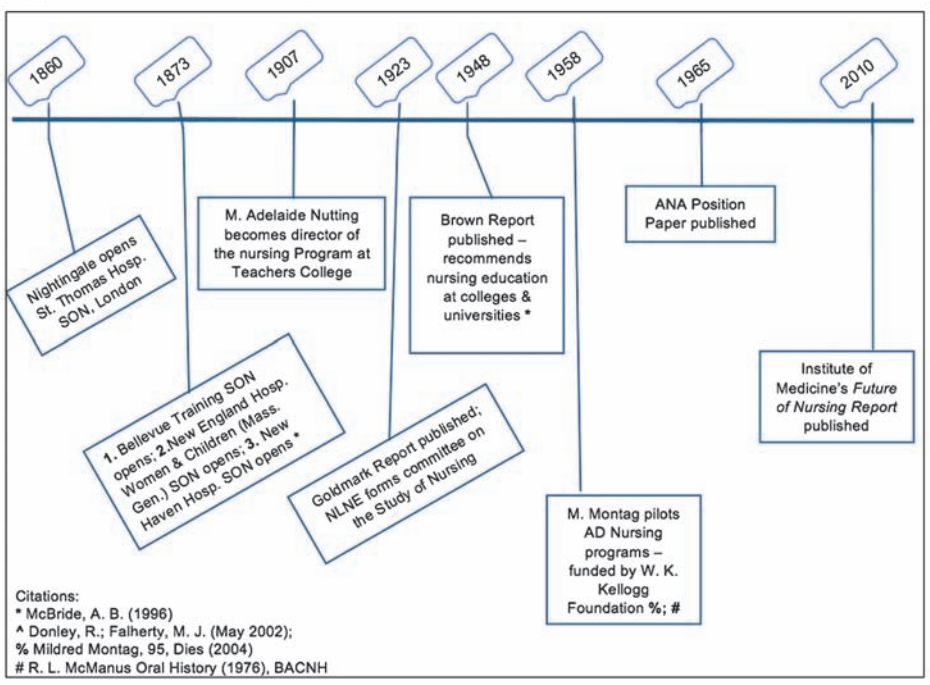
Data source: HANYS Nursing and Allied Health Care Professionals Workforce Surveys, 2015

New York State - a pioneer in nursing education

Nursing education has been a topic of debate in the United States since the late 19th century. Most schools of nursing in our early history were non-degree bearing hospital-based diploma programs. These programs utilized the apprenticeship model where nursing students were given room and board, monthly allowances and educational lectures in exchange for providing direct care to the sick.

As the timeline in Figure 1 shows, the first school of nursing in the United States, the Bellevue Training School for Nurses in New York City (May, 1873), was based on the principles of nursing established by Florence Nightingale at her school of nursing (SON) at St. Thomas Hospital, London England in 1860. Two other schools, New England Hospital for Women & Children (now Massachusetts General) SON and New Haven Hospital SON in Connecticut opened their doors to nursing students later that same year.

Figure 1: Time line of Nursing Education in America



Nightingale's principles advocated for nursing education that was grounded in theories of anatomy and physiology, chemistry, nutrition, sanitation and professionalism. Much criticism arose about the inconsistency of how nurses were being trained, arguing that hospital needs were taking precedent over the educational needs of the students.

APIN continued on page 12

DAEMEN COLLEGE

Tenure Track Nursing Faculty

Daemen College seeks applications from exceptional leaders in nursing education for a tenure track faculty opportunity in the Nursing Department. Rank and salary are commensurate with experience. The anticipated start date is September 2017.

The Nursing Department provides high quality, adult student-oriented, accessible education to registered nurses. Offerings include RN to BS program and three Master's programs. All programs are accredited by the Accreditation Commission for Education in Nursing (ACEN). Applicants must be willing to teach across all program levels.

A Masters in Nursing degree is required. A doctoral degree in nursing or a related discipline (or enrollment in a doctoral program) is preferred. Experience with program development, student advisement and recruitment, distance learning and on-line teaching, and in thesis or project supervision are preferred and highly valued.

For consideration submit CV, letter of interest, copies of transcripts and contact information for three professional references in a single attachment to http://daemen.applicantpro.com.

Review of applicants begins immediately and continues until the position is filled.

Daemen College is an affirmative action, equal opportunity employer and strongly encourages applications from women, veterans, people of color, individuals with disabilities and candidates who will contribute to and support the cultural fluency and diversity of our campus.

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Upstate University Hospital Nurses foster an environment of nursing excellence to achieve our mission of improving the health of communities we serve through education, biomedical research and healthcare. We strive for optimum patient outcomes through our shared values of collaboration, professionalism, holistic care, education, and resources. Placing patients and families at the center of our work is essential in making a difference in the lives of each person we come into contact. To learn more about our open opportunities please send your cover letter and resume to **nrecruit@upstate.edu**

UPSTATE
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HISTORY

APIN continued from page 11

In 1896, the American Society of Superintendents heard a speech given by M. Adelaide Nutting who advocated for nursing schools to be what they should be - educational institutions. In 1907, Nutting was approached to head a fledgling nursing program at Teachers College, Columbia University in New York City. By 1909, with funding in hand, she accepted that position. That same year, the first university based education for nurses was initiated by Dr. Richard Olding Beard at the University of Minnesota. While similar to hospital-based programs which required students to work 56 hours per week on a hospital ward, these Minnesota students met university standards for admission and coursework. This program presented a higher level of learning more in line with what M. Adelaide Nutting intended.

The year 1923 saw the publication of the Goldmark Report which scrutinized nursing educational/training programs. As a result of this report, the NLNE formed a committee to do its own evaluation of nursing curricula across the country. Beginning with the 1948 Brown Report which "recommended that education for registered nurses be in an institution of higher learning," and the Ginzberg Report in 1949 which "suggested it would be more economical for hospitals to eliminate diploma nursing programs and begin a 2-year course of study for student nurses in college," debate ensued as to whether an associate degree or baccalaureate degree was the best option. Armed with her doctoral dissertation and funding from W. K. Kellogg Foundation, Dr. Mildred Montag established in 1958 seven pilot programs to evaluate the efficacy of educating nurses to graduate with an Associate Degree in Nursing.

With the issuance of ANA's Position Statement in 1965 recommending "that those licensed to practice nursing should be educationally prepared in institutions of higher education," educational advancement of the nursing profession became a hot topic across the nation and especially in New York.

Academic Progression in New York (APIN)

In August 2012 the New York State Action Coalition (NYSAC) was one of nine recipients of a two year Robert Wood Johnson grant to promote Academic Progression in Nursing (APIN). The focus of this grant project, administered by the Center for Nursing at the Foundation of New York State Nurses, was to replicate and extend the Dual Degree Partnership in Nursing (DDPN), also known as the 1+2+1 model, pioneered by the Le Moyne College Department of Nursing at St. Joseph's College of Nursing of the St. Joseph's Hospital Health Center in Syracuse, NY. This four year educational model provides simultaneous admission of students to the Bachelor of Science (BS) and Associate Degree (AD) granting institutions with Years I and IV occurring at the BS campus and Years II and III at the AD campus. Students are eligible to take the National Council Licensing Examination (NCLEX) at the conclusion of Year III following completion of the AD program requirements.

APIN project goals and outcomes were:

Goal I – Replicate the Dual Degree Nursing Partnership (DDPN) throughout New York State utilizing a 1+2+1 shared curriculum. Nineteen academic partners were initially recruited to participate in the project and were designated as the New York State Nursing Education Collaborative (NYSNEC). Partners included private colleges, institutions representing the SUNY and CUNY systems of public education, single-purpose hospital-based colleges, religious-affiliated and non-sectarian colleges, upstate and downstate colleges, colleges in rural and urban settings.

Goal II – Increase the number of baccalaureate prepared nurses in NYS. Partners were required to collect and provide data via a tool developed by the project leadership team. A statewide data repository was established to measure implementation and success of the model. Over the course of the four years of the grant period, overall enrollment of 1+2+1 student across five academic partnerships increased from 123 students in 2012 to 237 in 2015, a remarkable 93% growth rate. Retention rates remained constant at 75% which exceeds the performance benchmark indicators of 60%. A 2015 survey of clinical practice partners who collaborate with the project academic partners revealed that there were 8,697 more employed RNs with a BSN in 2015 than in 2011. This survey also revealed that 77% of responding agencies preferentially hire RNs with a BS degree and 97% provide tuition reimbursement for RNs seeking advanced education, including both baccalaureate and graduate studies.

As one of our Associate Degree academic partners stated, "This is a dream model – it enables students to get both the AD and BS degrees in a much shorter period of time, introduces them to clinical practice early in their education and enables them to become licensed while still studying. The length of time for completing the degree requirements is much shorter than for students enrolled in our free standing AD program." An additional impetus for sustainability is the investment already made by the academic institutions that have initiated or are in the midst of initiating the model. Such investments cannot be prudently set aside given the existing evidence of dramatic increases in admissions, retention and graduations. In addition, the increasing body of research documenting the improved patient outcomes and cost effectiveness of bachelor's prepared nurses and the resulting employer requirements for these nurses will continue to increase incentives for nurses to earn the bachelor's degree. The academic partner quoted above also said, "Our graduates enrolled in the 1+2+1 are getting jobs much more easily than our traditional AD graduates because employers know these graduates will be achieving the bachelor's degree in the near future." Clearly, employers realize the potential savings to the institution for tuition

HISTORY

reimbursement by employing nurses with bachelor's degrees or those nearing completing bachelor's degree requirements. These economic benefits are in addition to those provided through better patient outcomes by bachelor's prepared nurses.

Goal III – Increase the diversity of historically underrepresented groups in nursing completing the BS degree in nursing. Baseline diversity statistics were determined based on ethnicity, gender and age distribution. A 2016 survey of partner schools revealed the following:

- An increase from 14% to 17.7% in enrollment of students from diverse backgrounds.
- Slight increase from 12% to 12.5% increase in male students.
- 54% of schools demonstrate that their student body closely matches the population of the surrounding community.
- 77% of CPs provide opportunities for their students to meet RNs from diverse groups.
- 62% of CPs report retention rate of students from URGs is about the same as the rest of the students; 31% report less than the majority and 8% more than the majority.
- 100% of schools report course content addressing diversity and cultural competency.

The project team also created a resource guide for middle and high school counselors to help them recruit and prepare students interested in nursing to meet rigorous admission criteria. The project team attended the New York State School Counselors Association (NYSSCA) Annual Conference two years in a row to converse with school counselors about a career in nursing, and dispel myths and misinformation about nursing education. The primary goal of the interface with school counselors is to inform them so they will encourage young people, especially those with a propensity for science and math educationally and/or economically challenged or underrepresented, to pursue a nursing education. The guide is available in a downloadable format for reprinting or in an electronic format with live links (to request a copy of the Nursing Profession Resource Guide for School Counselors contact Deb Elliott at delliott@fnysn.org).

Sustainability of Academic Progression in New York

The data obtained from the APIN project clearly indicates the project's successful impact on increasing the number of BSN employed RNs in NYS. However, several factors have and will continue to ensure sustainability of academic progression in NY. Research pointing to a decrease in mortality and costly hospital-acquired conditions, such as infections, decubitus ulcers and patient falls in facilities where there is a higher percentage of BSN prepared RNs has raised the bar for nurse recruiters. More and more employers, especially in the Metropolitan area, are demanding BSN preparation upon hire or soon thereafter. Practicing RNs desiring educational options closer to home has prompted the development of new RN to BSN programs, such as the one recently implemented at Siena College in Loudonville, NY. The rapid growth in RN to BSN enrollment is a testament to a strong desire for advanced education among the profession. Regional Future of Nursing Action Coalitions, NYS Council of Deans in Nursing, Council of Associate Degree Nursing Programs, the NY National League for Nursing, ANA-NY and the NY Organization of Nurse Executive and Leaders, just to name a few, are engaged in dialogue, focusing efforts and/or disseminating information about advancing the profession of nursing in NY.

NYSAC and the Center for Nursing remain committed to keeping RNs and the public informed about academic progression in nursing progress in NYS and providing opportunities for collaboration and planning. For two years in a row, the Center for Nursing has convened a statewide APIN Summit bringing together RNs from across the state to coalesce around pertinent issues and challenges related to advancing the profession as well as highlight some of the amazing initiatives NY RNs are leading. For example, in June 2015, nearly 200 nurses gathered in the Capital District to gain a clearer perspective on what initiatives are in place to address one of the key messages of the IOM Future of Nursing Report: that "nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression." In addition to an update on the APIN project progress, Dr. John L. Lumpkin, RWJF, provided an enlightening presentation on *The Nurses' Role in Building a Culture of Health*, followed by a panel presentation of RN led DSRIP (Delivery System Reform Incentive Program) and Culture of Health initiatives.

In the words of Susan B. Bastable, RN, EdD, former Chair & Professor, Department of Nursing at Le Moyne College, Syracuse, NY and co-founder of the DDPN program, "Through the work of APIN, barriers to getting a BS degree (in nursing) have been reduced and nurses with a BS degree in hand are prepared to further advance their education at the graduate level with the ultimate value of improving the delivery of health care to the public nurses serve. It will take commitment and persistence on the part of nurse educators and employer leaders to guarantee that our efforts to date will continue beyond the reach of the APIN grant into the future so eventually every nurse obtains a BS degree as a minimum requirement for professional practice."

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HISTORY

After the Nurse Practice Act

Kathleen E. Britton, Director of Archives, Curator of Collections
Rochester Medical Museum and Archives

Following the passage of the Nurse Practice Act in 1903, it was time to focus on implementation of the bill. Major issues and dissent surrounded the curricula to be taught at State certified schools and what requirements previously trained nurses had to meet to become RNs under the new system. Most agreed that the training should include instruction in medical, surgical, gynecological, and obstetrical areas as well as in the nursing of children and cooking; what was unclear was how advanced this instruction needed to be. In the middle of this debate, as she had been during the passage of the legislation, was Sophia Palmer, who had been appointed President of the New York Nurse Board of Examiners.

Many nurses who had graduated prior to the passage of the law attempted to register under the "grand mother" clause and were turned down because their schools did not meet the updated requirements. In a 1905 edition of the *American Journal of Nursing*, Miss Palmer wrote:

> "The most important feature about the New York Law is that the training school from which a nurse has graduated must conform today to the standards approved by the Regents before the graduate, no matter of how many years ago, can be registered. Schools from every state in the Union can register. Many schools that could not conform when the law was passed have improved their course to conform to the NYS requirements… A training school that cannot conform to the simple requirements of the Regents, is, for these days, a pretty poor school."

Later that year, the educational requirements were clarified when Miss Palmer wrote:

"Subjects of State Examination-- Training schools for nurses registered by the Regents shall provide both practical and theoretical instruction in the following branches of nursing:

(1) medical nursing (including materia medica),
(2) surgical nursing, with operative technique including gynecological;
(3) obstetrical nursing (each pupil to have no more than six cases);
(4) nursing of sick children;
(5) diet cooking for the sick, including
  (a) 12 lessons in cooking at a good technical school or with a competent diet teacher,
  (b) food values, and feeding in special cases to be taught in classes, not by lectures;
(6) a thorough course in theoretical instruction in contagious nursing where practical experience is impossible. Training schools for male nurses shall provide instruction in genitourinary branches in place of obstetrical and gynecological nursing.

After Jan. 1, 1906, all registered training schools for nurses must require the completion of one year of a high school course subsequent to an eight-year grammar school course, or the equivalent..."

By focusing on what a nurse needs to know in order to be considered professional, the 1903 Nurse Practice Act helped set in motion a debate that still rages today.

As published in "17 Madison Street" the newsletter for the members of the National Susan B. Anthony Museum & House.

"Adapted from "The Nurse Practice Act", a digital exhibit by Kathleen Britton, Philip G. Maples, and Dave Willis. The complete exhibit may be found at www.rochesterregional.org/archives."

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Current Employment Status: (eg: full-time nurse)

Employer

Current Position Title: (eg: staff nurse)

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