

LSU SCHOOL
OF
NURSING

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NEW ORLEANS

Application for the

**NATIONAL LEAGUE
for NURSING
Center of Excellence
IN NURSING EDUCATION**

Creating Environments that
Promote the Pedagogical
Expertise of Faculty

— **2019 - 2024** —

Submitted by

Louisiana State University
Health Sciences Center - New Orleans
School of Nursing



NLN Center of Excellence in Nursing Education

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- A. Please submit it online as the first 2-3 pages of your final application PDF. Meaning, you will only submit one document to the NLN containing your application and this cover sheet. This cover sheet does not count toward the application page limit.
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School of Nursing

2. Address for your institution:

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3. Contact information:

Please provide your contact information as the person who is submitting this application on behalf of your school. Include name, credentials, title, phone, and email. This is the person all correspondence will be sent to:

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4. To whom should we send the notification of the review panel’s decision about 2024 COE designation for your school? (check all that apply)

you dean/director/chairperson/head (email: dporch@lsuhsc.edu)

5. COE Designation your institution is applying for:

Creating Environments that Enhance Student Learning and Professional Development

Creating Environments that Promote the Pedagogical Expertise of Faculty

Creating Environments that Advance the Science of Nursing Education

Creating Workplace Environments That Promote the Academic Progression of Nurses

6. For the designation you marked above, has your institution been designated previously?

Yes, in years: 2015-2024

No, this is our first time applying

No, this is not our first time applying

7. Required Application Checklist

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Table of contents is required and the criteria must be used as headings. A clearly organized document facilitates the assessment of outcomes in each excellence criterion.

Use of criteria as headings in your table of contents.

Document limit of 100 pages. (No appendices, media, or hyperlinks are accepted.)

The final page of your application is a scanned copy of the applicant's letter of accreditation clearly stating the dates of current accreditation.

Format no less than 1.5 line spacing, 1-inch margins, and a font size of 11 or larger for readability.

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Honorable Traditions.

Innovative Horizons.



Introduction

The Louisiana State University Health Sciences Center-New Orleans School of Nursing (LSUHSC-NO SON) administration, faculty, and staff appreciate the opportunity to provide evidence supporting the application for continued designation as a NLN Center of Excellence in Nursing Education. The supporting narratives and evidence provided in this document confirm the dedication of the faculty to an unrelenting pursuit of providing its undergraduate and graduate students with pedagogical excellence that is supported by the institutional mission; values; strategic initiatives; accreditation standards; and best practices. The SON faculty embrace the definition of excellence as expressed by Grossman and Valiga (2000):

*Striving to be the very best you can be in everything that you do-not because some...
..‘authority figure’ (demands it) but because you can’t imagine functioning in any other
way. It means setting high standards for yourself and the groups in which you are
involved, holding yourself to those standards despite challenges of pressures to reduce or
lower them, and not being satisfied with anything less than the very best.*

We are the only School of Nursing in the state of Louisiana housed within an academic health sciences center. The SON is fortunate to be part of the LSU Health Sciences Center (LSUHSC) of New Orleans with a structured organizational system, and as a result, students and faculty benefit from interprofessional collaborative efforts. The LSUHSC New Orleans campus is composed of six professional schools: Allied Health Professions, Dentistry, Graduate Studies, Medicine, Public Health, and Nursing. Of the approximately 2,750 students on the LSUHSC campus, 913 are nursing students. The undergraduate program has 679 students, and the graduate program has 234 students. The total SON population is 94% female and 6% male. There are 78 faculty (66 full time) in the SON and in terms of gender composition: 77% are female and 23% are male.

The vision of the SON emphasizes excellence by stating, ***“to achieve national eminence as a leader of excellence in nursing education, research, practice, service, and community outreach.”***

The faculty and staff of the SON believe in adherence to the core values facilitates the achievement of the vision and mission. The SON’s core values are: Stewardship, Organizational Citizenship, Nursing Innovation, Caring, Professionalism, Respect, Integrity, Diversity, and Excellence (SON CPRIDE). The mission of the SON is “to provide local, national, and international leadership in the education of professional nurses to function as generalists, advanced practitioners, educators, scholars, and researchers who shape the delivery of nursing practice and education.” The mission is achieved through several strategies, two of which are listed below and directly align with the NLN COE in Nursing Education criteria:

- ▶ Provide clinically relevant teaching, learning, and practice in culturally diverse settings, community service, and research which builds the science of nursing
- ▶ Create an organizational and environmental climate and culture that supports our core values and promotes quality enhancement, continual learning, entrepreneurship, scholarly dialogue, mentor-protégé relationships, and positive morale in a caring environment

History and Programs Offered

The faculty are proud of the rich history of the SON. Formal nursing education began in the Louisiana State University System on the Baton Rouge campus in 1929. In 1933, the formal baccalaureate nursing program was instituted. As of 2019, the SON is proud to offer the following programs:

Programs Offered by the School of Nursing

Undergraduate	<p>Bachelor of Science in Nursing (BSN) Traditional BSN Career Alternative RN Education (CARE) Second degree BSN Registered Nurse to BSN (RN – BSN)</p>
Graduate	<p>Master of Science in Nursing (MSN) Clinical Nurse Leader Nurse Educator</p>
	<p>Doctor of Nursing Practice (DNP) BSN to DNP <i>Advanced Practice Roles</i> Adult Gerontology Clinical Nurse Specialist Certified Registered Nurse Anesthetist Nurse-Midwife Nurse Practitioner <i>Population-Focused Concentrations</i> Adult Gerontology Acute Care Nurse Practitioner Adult Gerontology Primary Care Nurse Practitioner Neonatal Nurse Practitioner Pediatric Acute Care Nurse Practitioner Pediatric Primary Care Nurse Practitioner Primary Care Family Nurse Practitioner Psychiatric Mental Health Nurse Practitioner <i>Advanced Specialties</i> Advanced Emergency Nursing Advanced Nephrology Nursing Advanced Oncology Nursing <i>Aggregate, Systems Roles</i> Executive Nurse Leader Public Health/Community Health Post-Masters DNP</p>
	<p>Doctor of Philosophy (PhD) in Nursing</p>

Since the nursing school’s inception, the SON has graduated more than 11,000 undergraduate and graduate nurses. Program excellence is evident as an average of 25% of graduates return to the SON from the entry level degree program annually. Approximately half of our faculty members are alumni, leading to a retention rate of 51%. Our graduates are practicing throughout Louisiana, the nation, and around the world to promote positive health outcomes for individuals and populations in settings such as hospitals, health care clinics, residential elder care, home health, hospice, managed care, military healthcare settings, and entrepreneurial activities. LSUHSC-NO SON graduates hold administrative positions such as chief nursing officer of hospitals, home health agencies, and nursing homes. In addition, our graduates serve as executives on the Louisiana State Board of Nursing (LSBN) with 3 of the 11 (27%) of LSBN Board members being

LSUHSC-NO SON alumni and/or faculty. **Currently, seven alumni serve as academic Deans of Schools of Nursing in the states of Louisiana, New York, and Missouri. We also have two alumni serving as University Provost.**

LSUHSC-NO School of Nursing Achievements

As of our last designation in 2019, ongoing program excellence is demonstrated with evidence of commitments from administration and faculty to **create an environment that promotes the pedagogical expertise of faculty:**

- ▶ Nursing Schools Almanac recognized our SON as the tenth ranked nursing school in the United States of America; fifth nursing school among public nursing schools and fourth best nursing school in the Southeast region for 2022.
- ▶ The National Student Nurses Association Stellar School Distinction awarded initially 2012, and subsequently in 2017 and 2022. We are the only SON within Louisiana to hold this distinction.
- ▶ New Orleans City Business Magazine recognized our SON as one of the Best Places to Work in 2022.



Notable LSUHSC-NO SON Faculty Accomplishments

Fifty-nine (59%) percent of our full-time faculty and one third of our part-time faculty (33.33%) are members of Louisiana State Nurses Association/American Nurses Association (LSNA/ANA). One hundred percent (100%) of the faculty are National League for Nursing members. On the national level, Dean Demetrius Porche serves on the American Association of Colleges of Nursing (AACN) Board of Governors, Board Liaison

to the AACN Diversity, Equity and Inclusion Committee, Chairs the Louisiana Health Works Commission, Chair the Implementation Science and Synthesis Network of the Americas (United States, Canada, Brazil, Costa Rica, Chile, Columbia, and Peru). Dr. Porche also serves on the National League for Nursing Center of Excellence Review Panel and National Hartford Center

for Gerontological Nursing Excellence Conference Planning Committee. He is the Director of the Louisiana Center for Optimal Health Outcomes: A Joanna Briggs Institute (JBI) Center of Excellence. Dr. Jennifer Manning is a board member of the National Association of Clinical Nurse Specialist since 2021, is currently serving as President in 2024. Dr. Manning also serves on the board of Louisiana Nurses Foundation (LNF) since 2023 and she was appointed by the Governor to the Louisiana State Board of Nursing (LSBN) since 2018. Dr. Laura Bonanno completed six years of service on the Council for Accreditation of Nurse Anesthesia Programs from 2016 to 2022, in the roles of Nurse Educator, Vice-President and a two-year term as President from May 2019 to May 2021. Dr. Leanne Fowler serves as President-Elect of the National Organization of Nurse Practitioner Faculties (NONPF) and Vice President of the Louisiana Nurse Practitioner Foundation (LNPF). Dr. Benita Chatmon serves as North America Region 6 Coordinator for Sigma Theta Tau International Honor Society. Dr. Kendra Barrier served as the Chair of the AACN DEI Leadership Network Steering Committee for the past year. On the state level, Dr. Benita Chatmon serves as the President for Louisiana State Nurses Association (LSNA) and Dr. Porche serves on two LSNA committees: continuing education and health policy and advocacy. Dr. Denise Danna serves as the President of Louisiana Nurses Foundation. Locally, Dr. Kendra Barrier serves as President of the New Orleans District Nurses Association. ***These faculty represent just a few of the SON faculty who exemplify leadership and serve as role models for the students of LSUHSC-NO SON.***

Notable Faculty Achievements:

- ▶ Approximately 80% of full-time faculty have maintained advanced certification in various nursing specialty areas
- ▶ Six (6) faculty members were named Fellows in their academy or association
- ▶ Nine (12%) of the full-time faculty are NLN Certified Nurse Educators
- ▶ Over 70% of the faculty have earned a doctoral degree
- ▶ Approximately 30% of the faculty secured grant funding and participate in grant activities



CRITERION ONE

Excellence in Teaching and Curriculum Development

“Faculty demonstrate pedagogical expertise and excellence in teaching and curriculum development.”

One component of our shared vision is the vision statement, *“to achieve national eminence as a LEADER OF EXCELLENCE in nursing education, research, practice, service, and community outreach.”* Our faculty ascribe to the belief that the purpose of nursing is to impact health outcomes by promoting the well-being and empowerment of individuals, families, groups, and communities in dynamic health care settings. *Through our shared vision of creating nurse leaders, we accomplish our goals through a blend of health care sciences, clinical expertise, and caring practices.*

Additional components of our shared vision, include the SON philosophy that supports the mission of LSUHSC-NO SON through effective communication and continuous quality improvement. The philosophy also promotes excellence in the endeavors of teaching, research, scholarship, service, and nursing practice benefiting the citizens of the State of Louisiana. Our nine Core Values contribute to our shared vision, as they embody the relationship between the individual and the School of Nursing: Stewardship, Organizational Citizenship, Nursing Innovation, Caring, Professionalism, Respect, Integrity, Diversity, and Excellence. Curricula are designed to prepare the student to meet the professional standards, defining the role of the nurse at the baccalaureate, master, and doctoral levels. We will provide evidence and outcomes of our faculty continuously promoting excellence in teaching, student advisement, and curriculum development, while maintaining commitment to this shared vision.

EVIDENCE OF EXCELLENCE

- 🐾 We are committed to our shared vision of creating nurse leaders in practice, research, education, service, and community outreach
- 🐾 Our graduates consistently score above national averages on all certification and licensure exams
- 🐾 Faculty provide innovative pedagogies to enhance student learning
- 🐾 We achieve sustained excellence in curriculum development through our BSN Honors Program, articulation agreements, and creation of the nurse-midwifery program

Excellence in Teaching

Our shared commitment to excellence in teaching begins with support from the Administrative Team. The annual SON budget provides the necessary resources to support attainment of our goal of creating nurse leaders. Exemplars include our exemplary national pass rates, faculty incorporating innovative pedagogy, student comments regarding pedagogy, and internal faculty workshops.

Excellence in Teaching Demonstrated by Exceeding National Averages

Our faculty are committed to excellence in teaching, striving to prepare students for success in the profession. One example is the development of critical thinking skills and decision making in the learning environment; as evidenced by our undergraduate and graduate students continuously achieving pass rates above the state and national averages. We strive for 100% pass rates on all certification and licensure exams for our graduates. **Through our faculty's commitment to and execution of excellence in teaching, our graduates are prepared to enter the work force as novice nurse leaders (our shared vision).** In the undergraduate program, students enter a preceptorship with a Registered Nurse (RN). During the preceptorship, students also shadow a nurse leader and interview an advanced practice nurse. This preceptorship contributes to our shared vision of creating nurse leaders through mentorship and modeling. In the undergraduate program, the level of preparation to achieve success on the NCLEX-RN exam is demonstrated by our consistent and sustained pass rates well above

► *LSU Health Sciences Center New Orleans School of Nursing Core Values and Mission.*



state and national rates. In the graduate programs, our graduates consistently and successfully achieve well above the national averages on certification exams. The Associate Dean for the Undergraduate Programs, state, ***“We have an extremely high applicant pool every year because of our constant and sustained pass rates on all national exams.”*** Pass rates on licensure and certification exams provide evidence of excellence in our undergraduate and graduate students’ preparation as safe practitioners. Students in the nurse anesthesia program, administer on average over 900 anesthetics which is far greater than the minimum requirement of 650. This enhances our nurse anesthesia students to become a leader of excellence in practice.

Excellence in Teaching Demonstrated by PhD in Nursing

Since the transition of the Doctoral of Nursing Science Program to the Doctor of Philosophy (PhD) in Nursing in 2021, three PhD in Nursing Students have defended their dissertation and graduated from the Program in 2022. To date, ninety-three percent of all PhD in Nursing students have successfully completed their general examination. The following is a snapshot of outcomes for the undergraduate and graduate programs offered at LSUHSC-NO SON.

Licensures Rates for the School of Nursing

NCLEX-RN 1st Attempt Pass Rates

	2019	2020	2021	2022	2023
Traditional (%)	97.8	97.7	95.5	90.1	94.1
CARE (%)	100.0	100.0	93.8	100.0	98.0
Combined (%)	98.2	97.6	95.2	91.5	95.0
LA (%)	94.7	92.7	88.9	86.5	92.9
National (%)	88.1	86.5	82.4	79.9	88.5

Certifications for the School of Nursing

Nurse Anesthesia Pass Rates

	2019	2020	2021	2022	2023
NBCRNA 1st Attempt %	85.4	87.8	88.9	88.6	91.1
NBCRNA 1st & 2nd Attempt %	85.1	82.6	87.5	83.7	91.8
NBCRNA National %	84.4	85.2	84.1	83.4	83.2

Nurse Practitioner/Clinical Nurse Specialist Concentration Pass Rates vs. (National Rates)

	2019	2020	2021	2022	2023
Pediatric Acute Care NP				66.7(72.8)	100(66.7)
Pediatric Primary Care NP				100(80.4)	
Neonatal NP			100(92)	100(83)	100(81)

Psychiatric Mental Health NP		66.7(80.5)	100(87.1)	100(90.8)	100(NR)
Adult Gero Acute Care NP	75(NR)	100(86)	100(86.7)	100(85.3)	100(NR)
Adult Gero Primary Care NP		100(86)			
Primary Care Family NP	93.3(86)	100(85)	100(87)	100(85.9)	100(NR)
Adult Gero Clinical Nurse Specialist	100(84.2)		100(80.8)		

(NR): Not Reported

Excellence in Teaching achieved through Innovative Pedagogy

The following evidence of excellence consists of two examples utilizing creative approaches to nursing education. The first example is the use of a LGBTQ+ learning module and the Advocacy Program to facilitate teaching in the undergraduate nursing courses. The LGBTQ+ learning module and Advocacy Program reflects our shared vision to be a leader of excellence in nursing education, research practice, and service. Through our shared vision of being nurse leaders, our faculty have led the way in our state and on the national level to reduce health disparities in this population. Example two, describes the use of a variety of teaching styles used in lecture, clinical, and simulation, in both the undergraduate and graduate programs which contributes to excellence in nursing education.

LGBTQ+ Learning Module & Advocacy Program

Disparities in the LGBTQ+ population are widely apparent. In order to provide culturally competent care to the population, students in the undergraduate program are exposed to an LGBTQ+ module and the Advocacy Program. Undergraduate students in their first semester complete an LGBTQ+ learning module in the Health Assessment course. This module was implemented in spring 2023. The module assesses knowledge regarding LGBTQ+ disparities, Gender Diversity Definitions, Social Determinants, Discrimination, Stigma, and Disclosure, Respectful Communication, Case Study, and a summary of best practices.

The Advocacy Program was created by two faculty who identified a need for effective communication with this patient population. **The mission of the Advocacy Program supports our shared vision to be leaders in the integration of inclusion, and equity to ameliorate health inequities and create affirming healthcare environments.** The Advocacy Program is a two-hour seminar that addresses health disparities, terminology, Gender Identity, CASS Model, Creating inclusive spaces for patients and a question and answer session with a transgender male. ***Incorporating the LGBTQ+ Learning Module and the Advocacy Program in SON courses***

emphasizes the commitment of our faculty to excellence in teaching and ensuring the content delivered is in line with innovations of the future for nursing education.

Excellence in Teaching through Variety of Teaching Styles used in Lecture, Clinical, and Simulation

Our faculty achieve excellence in teaching by incorporating innovative teaching strategies throughout the curriculum. **In the undergraduate program, first year students are required to participate in unfolding case studies, group case studies, and respond to questions posed during lectures.** Faculty (68%) in both the undergraduate and graduate programs use polling technology to evaluate student knowledge during a lecture. Point solutions and Kahoot are classroom polling solutions that give instructors and their students immediate feedback. This leads to great class discussion on why answers are correct and what makes the incorrect answers wrong. Through our innovative use of technology across all programs, our commitment to the shared vision of excellence in nursing education is evident.

The undergraduate faculty may use different props and videos to visually enhance learning. For example, in the Health Assessment course a balloon is used to demonstrate the Frank Starling Law. As the balloon receives more air, the balloon travels further when let go demonstrating the force of contraction as the ventricles fill with blood. The balloon will “pop” if filled with too much air which mimics what happens to the ventricles when too much volume is present.

At the junior level, students participate in unfolding case studies with faculty using Socratic questioning, presentations of case studies, and presentation of materials using a “Jeopardy” game style presentation with students representing opposing teams. **In keeping with our shared vision of creating nurse leaders through critical thinking development, senior undergraduate students participate in flipping the classroom techniques.** Students are challenged to assimilate, synthesize, and disseminate content to their peers.

▼ Graduate students using a Cricoid Simulator & displaying their “Arts & Crafts” Larynx



In the graduate program, Dr. Jenna Martin engages the first-year nurse anesthesia students by using hands-on creativity as an innovative pedagogy. The students receive nine hours of lecture regarding airway anatomy, equipment, and intubation techniques. As an adjunct to their learning, Dr. Martin presents the students with a “build your own larynx” competitive project. **Dr. Martin also enhances student learning with**

the use of a cricoid simulator in the classroom. Students report being surprised by the amount of force needed to apply adequate cricoid pressure. In 2019, a Nurse Anesthesia Student implemented what she learned in Dr. Martin’s classroom into her DNP Project entitled, “Improving the Application of Sellick’s Maneuver through Technology-Enhanced Simulation Training: A Knowledge to Action Project.” Her DNP project **results yielded a statistically significant improvement from baseline force after a 12-week implementation among 22 anesthesia providers ($X^2(1)=19.867, p<.0001$)**. This innovative pedagogy displays our shared vision of developing our students to be a leader in nursing education, research, and practice by developing methods to “think outside of the box.”

In the PhD in Nursing program students are asked to critique and provide feedback to peers in the Research Proposal Development course. The culture of the class is to be one of scholarly critique. Learning to give and receive criticism on scholarly papers is an important skill in the world of educational research. Each student was responsible for providing critiques of one other student’s chapter drafts. This strategy promotes excellence in research critiques.

A survey was distributed in the fall 2023 to capture the pedagogical strategies used by our faculty to promote student learning in the classroom and clinical settings. The following table and subsequent comments illustrate the specific strategies used by a representative sample our faculty across all degree programs:

Teaching Strategies Used by Faculty to Promote Student Learning

Strategy Used	% of Faculty Utilizing Strategy
Polling Technology	68
Power Point	100
Case Studies	92
National Certification Style Questions	56
Games (Jeopardy®, etc.)	56
Simulation	100

OUTCOMES FOR VARIETY OF TEACHING STYLES USED BY FACULTY

- ▶ Pass rates for all licensure and certification exams consistently above state and national averages.
- ▶ Developed and implemented learning modules and Advocacy Program for the LGBTQ+ population to decrease health disparities.
- ▶ To date, two hundred and fifty first semester students have completed the LGBTQ+ Learning Module and approximately 1,750 undergraduate students have participated in the Advocacy Program.
- ▶ Majority of our faculty (56-100%) are utilizing innovation teaching strategies in the classroom.

IMPACT: MAKING A DIFFERENCE

- ▼ An undergraduate student in her preceptorship working a shift with her RN preceptor in a local emergency department describes the following experience,:
 - ▶ *“A transgender male patient was admitted for physical assault. The patient was very quiet and did not respond to the RN. The student approached the patient and asked the patient for their pronouns. After asking this question, the patient felt comfortable with the student and began to answer health history questions. The Advocacy Program encourages healthcare providers to ask patients about pronouns which will improve patient outcomes.”*
- ▼ Quotes from undergraduate and graduate students regarding participating in innovative teaching strategies:
 - ▶ *“Seeing the balloon stretched to capacity and then being let go reinforced how blood volume can increase and lead to a bigger contraction.”*
 - ▶ *“I love that Dr. Martin allows us to be creative in this very high level course”; and “the construction of the larynx aided my studying of the airway anatomy and I felt more confident going into the exam as a result.”*
 - ▶ *“The sampling activity reinforced the text book but was great for me as I am a visual learner. I was able to see how similar the 2 groups were after randomization.”*
- ▼ A sample of faculty comments regarding what they find as their most satisfying innovative teaching experience in the classroom or clinical setting are listed below:
 - ▶ *“I enjoy bringing a student into the clinical environment and seeing the excitement when they grasp an important concept. It is such an awesome feeling seeing a student put it all together.”*
 - ▶ *“As a clinical instructor I am continually amazed with the increased level of confidence and the ability of our students to critically think that occurs between the beginning of the rotation and the last day. It is beyond rewarding to see the theoretical concepts be integrated into real life bedside care.”*

Excellence in Curriculum Development

Our faculty are committed to excellence in the development of curricula across all programs as evidenced by our shared vision of creating nurse leaders. The curricula and teaching-learning practices of the SON are responsive to the needs of our communities of interest. The needs and expectations of our internal communities of interest are represented primarily by membership on SON committees and by faculty and student generated evaluations.

Ensuring Excellence in Curriculum Development: BSN Honors Program

Through our shared vision, faculty were committed to excellence through mentorship and scholarship developed the curriculum for the BSN Honors Program. Two faculty assumed responsibility for curriculum development and assisted with further refinement through their pedagogical expertise. The faculty demonstrate the leadership roles of coach, strategist, innovator, and motivator.

In the fall of 2015, we launched the beginning of a faculty-developed Academic Undergraduate Honors Program entitled “Mentoring Undergraduate Students for Excellence in Scholarship” (MUSES). The implementation of this program was incorporated as a key strategy in the School of Nursing’s Strategic Map 2014-2016, and has been reaffirmed with each strategic map since that time. The MUSES faculty developed a mission for the program further indicating the desire to enhance student learning. The MUSES Program’s mission is to promote the undergraduate student’s intellectual, professional, and personal development by providing scholarly guidance in an area of nursing specific to the scholarly interest, challenging the student to grow to their fullest potential. Since the inception of the MUSES Program, students have been paired with faculty mentors from the School of Nursing and the other professional schools within our Health Sciences Center. Having an interprofessional lens when developing research is important and this makes our BSN Honors Program very unique and innovative. ***Currently there are eight faculty from the Basic Sciences departments who are serving or have served as MUSES Faculty mentors.***

Since our last designation, the MUSES program underwent substantive changes to enhance the student’s experience. The MUSES Council was formed to provide oversight and approval for all programmatic issues. The responsibilities of the MUSES Council include providing feedback on program goals, reviewing program evaluations, making recommendations about the program, and serving as advocates for the program. The timeline for entry into the MUSES Program was also changed in 2021, in order to allow completion of the Nursing Research course prior to beginning the program.

Upon acceptance into the MUSES Program, the student is matched to a Faculty Mentor who displays educational expertise through their scholarly accomplishments and has expertise in the student’s scholarly area of interest. ***This faculty-student mentoring relationship is a unique offering at LSUHSC-NO SON.*** It allows a rare opportunity for collaboration between undergraduate students and faculty to engage in scholarly activities. The curriculum was developed for qualified

senior-level undergraduate students in both the Traditional and Acceleration BSN Programs. ***This exemplar demonstrates the commitment of our faculty to excellence in curriculum development as evidence by our shared vision to create future nurse leaders in research.***

To date, the MUSES program has graduated 39 students who have successfully completed the requirements of the program. ***All students have disseminated their research to include: eleven podium presentations (one international) and 23 poster presentations. Five students published in a peer reviewed journal in collaboration with their faculty mentors.*** In total, six MUSES graduates have been excepted to a Nurse Anesthesia Program, three have been accepted into a Nurse Practitioner Program, and one of our original graduates from May 2016 has recently been accepted into the Doctor of Philosophy program at Columbia University.

Ensuring Excellence in Curriculum Development: Student Involvement on SON Committees

Our faculty appreciate the opportunity to remain responsive and current to the needs of our students and our community partners, which is part of our shared vision for the SON. The Curriculum Committee receives information about the needs of both the internal and external communities of interest. ***Internally, our undergraduate and graduate students provide feedback on teaching-learning practices through their role on SON committees and councils.*** BSN, MSN, DNP, and PhD students have opportunities to serve on all major committees and councils in the SON: Academic Graduate and Undergraduate Councils, Curriculum Committee, Quality Enhancement Committee, Technology Committee Research and Scholarly Endeavors Committee, and Student Life Committee. Through our shared vision of leadership, we are committed to providing students with experience in governance and decision-making.

Ensuring Excellence in Curriculum Development: Articulation Agreements

In alignment with our shared vision, administration and faculty listen and respond to the needs of our external communities of interest. We have articulation agreements with Delgado Community College Charity School of Nursing (DCCCSON), Associate Degree Program and Fletcher Community College (FCC). The agreements streamline the process for DCCCSON and FCC associate degree nursing graduates in transferring undergraduate course credits to the SON's RN to BSN program. Our **shared vision** is to meet the

▼ Sarah Cohen, BSN Student, MUSES Program Student Presenting her MUSES Project with her faculty mentors from the Department of Physiology



community needs as requested by our clinical partners and the Institute of Medicine (IOM) to increase the number of BSN graduates entering the nursing workforce.

The Early Admission Registered Nurse (EARN) Program is a concurrent enrollment articulation agreement between LSUHSC-NO SON and DCCCSON. Students attending DCCCSON and completing 54 prerequisite requirements, can apply to LSUHSC-NO SON and begin non-clinical courses toward the BSN degree. In the student's second nursing semester at DCCCSON, the student may enroll in a three-hour theory course at LSUHSC-NO SON. This option can repeat for 3 consecutive semesters. The EARN program effectively shortens the period of time for the student to complete the RN to BSN Program, enabling the student to complete the BSN degree in just two short semesters. **Currently, more than 50% of students admitted to LSUHSC-NO SON RN to BSN program are previous graduates of the DCC Charity School of Nursing.**

In the Fall of 2023, LSUHSC-NO SON opened an Off Campus Instructional Site in Shreveport, Louisiana. In an effort to have more opportunities for students in the northern part of Louisiana to attend nursing school at LSU Health New Orleans School of Nursing, this site was developed and admitted the first cohort in fall 2023.

Ensuring Excellence in Curriculum Development by Creating New Nurse Mid-Wife Program: Meeting Clinical Partner Needs

Nurse-midwives, trained in a formal educational setting and with a background in nursing, began to expand midwifery throughout the United States again in the 1940s. One of the first university-based nurse-midwifery programs offered in the United States was at New Orleans' Flint-Goodridge Hospital of Dillard University in 1942. While nurse-midwifery grew as a profession in many states, Louisiana's program closed after only two years, leaving the state without a midwifery program for nearly 80 years. Certified Nurse-Midwife (CNMs) are now licensed health care practitioners integrated into health system models of care in all 50 states, but without its own nurse-midwifery program, Louisiana has far fewer practicing CNMs than many other states.

In Louisiana, four black mothers die for every white mother and two black babies die for every one white baby. Louisiana's maternal mortality rate also exceeds the national average as Louisiana ranks 47th out of 48 states. Louisiana also has the fifth highest infant mortality rate in the United States. **In alignment with our shared vision, Dr. Porche and his team of nurse mid-wives developed both program curricula and obtained state board approval all within the same year.**

The School of Nursing has recognized the need to increase access to maternity care in Louisiana. Currently no nurse-midwifery programs are operating in the state, despite evidence

that integration of midwifery into the perinatal care system improves maternal and infant outcomes. Dr. C. Shannon Pflugstag was hired as Director of the Nurse-Midwifery Program in August 2021. LSUHSC-NO SON is committed to meeting the needs of our community/clinical partners and patients through excellence in curriculum development as evidenced by our shared vision of creating nurse leaders in innovation and practice.

OUTCOMES CURRICULUM DEVELOPMENT

- ▶ Graduated a total of 39 students from the MUSES Program, 21 graduates since our last designation
- ▶ The mid-wife program received accreditation and accepted its first cohort in fall 2023 and have two students enrolled
- ▶ Ten (10) graduate students serve on one council and 5 committees throughout the SON with voting privileges on the Technology and Student Life committees
- ▶ Fifteen (15) undergraduate students serve on one council and 5 committees throughout the SON with voting privileges on the Technology and Student Life committees
- ▶ In the Fall of 2023, 7 students entered the EARN program through our articulation agreement and 6 students entered the program in Spring 2024

IMPACT: MAKING A DIFFERENCE

- ▼ Additional outcomes as evidenced by student comments regarding their experience with the MUSES program:
 - ▶ *“I could not think of a better way to empower students than through the MUSES program. This program encouraged, supported, and assisted me in starting and completing a research project that I was truly passionate about. Through the MUSES program I was given the opportunity to develop and grow into a better student, lifelong learner, and nurse.”*
 - ▶ *“Presenting my project on a national stage as the only undergraduate student at the conference was surreal. I feel so lucky to have had the great fortune to share this project and receive feedback from so many other committed nurses from all over the country. It is definitely an experience I will never forget.”*
- ▼ The following statement is from a LSUHSC-NO SON alumnus and MUSES program graduate, regarding her current employment and beginning her PhD at Colombia School of Nursing in New York:
 - ▶ *“The MUSES Program was salient in my personal growth as a nurse scientist by introducing me to the world of nursing research and the important role that nurses*

play in the development of medical literature. Nursing students are not always given a strong introduction to nursing research and thus this field is wanting for young minds. This program opened my eyes to a career field that I feel continuously engaged with and introduced me to mentors that are still close contacts to this day.”

- ▼ Student comments regarding sitting on committee/council.
 - ▶ *“As a student representative in the Academic Graduate Council, I have gained a better understanding of the new improvement efforts being implemented to enhance graduate student learning within the School of Nursing. For example, a primary initiative of the council for the Fall 2023 semester is to develop a comprehensive plan to address the quality-related concerns regarding DNP Student Projects; these concerns were collectively raised by students, faculty, and members of hospital IRBs. In the council’s meetings, I was able to ask questions and express my opinion about what should be included in the framework of the plan. I appreciated how the council members valued a relatively new graduate student’s input during this brainstorming process. I believe my involvement in the Academic Graduate Council has allowed me to make personal connections with LSU Health’s nursing leaders and encouraged me to continue my involvement during my time as a LSU graduate student.”*
 - ▶ C. Shannon Pfingstag, DNP, CNM, Instructor of Clinical Nursing and Director of the Nurse-Midwifery Concentration, says she expects the presence of CNMs to grow over the next decade *“as we address the maternal healthcare disparities that exist in our state.”*

Conclusion

The faculty of SON strive for excellence in the areas of pedagogy, advising, and curriculum development as evidenced by the exemplars presented. ***These examples document our mission statement, philosophy, core values, and strategic plan, all conveying our shared vision and a commitment to excellence in teaching by providing resources to faculty to continually grow as pedagogical experts.***

Excellence in pedagogy is evident through the provision of best practice and clinically relevant teaching and learning activities in the preparation of nurse generalists, advanced practice nurses, nurse scholars, nurse scientists, nurse educators, and nurse executives. Faculty teaching in the SON programs serve as mentors assisting students during their academic and professional pursuits in the undergraduate and graduate programs. Faculty strive to advise students in a manner promoting success and optimizing lifelong learning.



CRITERION TWO

Excellence in Collaborating with Students and Colleagues

“Faculty interactions and collaboration with students and colleagues result in innovative and effective pedagogical practices in nursing education.”

The SON faculty promote innovation to create effective pedagogical practices through interaction with colleagues, nursing students, and other community partners. Our contribution to nursing education leads to outcomes in research, scholarship, teaching, and practice through innovative, collaborative efforts. We will provide evidence and outcomes of how our faculty interact with students and colleagues to promote innovative and effective pedagogical practices in nursing education.

EVIDENCE OF EXCELLENCE

- 🐾 Ensure highly skilled, holistic nursing care through the provision of evidence-based training and continuing education to provide access to specialized, compassionate care through the Clinical Affiliation and Nurse Executive Advisory Council and the LSU- LCMC Health Scholars Program
- 🐾 Advance evidence-based interprofessional initiatives across academic, clinical, and community settings through our IPE offerings to faculty and students

- 🐾 Collaborate with faculty colleagues and students to disseminate research findings and scholarly work through publications and presentations
- 🐾 Improve healthcare delivery and health outcomes education and collaborative practice through DNP Project implementation at clinical partner facilities
- 🐾 Improve access to quality physical and mental health care for survivors of sexual assault in rural and medically underserved communities in Louisiana

Faculty Interactions with Colleagues from our Clinical Partner Sites

Evaluation from the employers of our faculty and students is sought in an open forum at least twice a year through the Clinical Affiliation and Nurse Executive Advisory Council (CANEAC). This group of colleagues includes nursing leaders and a community representative who provide the external community of interest with an avenue to communicate with and advise the SON's administrative team. The collaboration with our colleagues promotes further directions for the nursing profession and provide advisement on the continued growth of the nursing faculty and students.

Clinical Affiliation and Nurse Executive Advisory Council (CANEAC)

The Clinical Affiliation and Nurse Executive Advisory Council (CANEAC) at LSUHSC-NO SON serves as an important bridge between the academic institution and healthcare practice settings. CANEAC meetings are crucial in fostering partnerships with healthcare institutions, gathering input from nurse executives, enhancing student learning experiences, and driving quality improvement and innovation in nursing education and practice. It is an important place in which we can intentionally collaborate with our community partners. Over the past five years, the CANEAC meetings have focused on various topics, issues, and concerns, aiming to find solutions and foster progress to improve patient outcomes. Dr. Demetrius Porche, our dean, consistently updates our community partners on our strategic plan, emphasizing the importance of collaboration with them. CANEAC meetings are held at least once a year in which representatives from 21 various academic and non-academic clinical partners attend.

The primary purposes of the CANEAC meetings include:

- ▶ **Clinical Affiliation Oversight:** Facilitate and maintain relationships with healthcare institutions and agencies where SON students complete their clinical rotations.

- ▶ **Nurse Executive Collaboration:** Nurse Executives and leaders from various healthcare organizations collaborate with the SON and provide valuable insights into current trends, challenges, and best practices in nursing and healthcare.
- ▶ **Student Learning and Experience Enhancement:** Ensure students receive diverse and comprehensive clinical experiences to prepare them for various roles and specialties within nursing and healthcare.
- ▶ **Quality Improvement and Innovation:** Collaborate to identify areas for improvement in clinical education and practice and foster a culture of continuous improvement in both academic and clinical settings.

Example of CANEAC Meeting Topics

CANEAC Meeting Topic	Result
2019: Introduction of the beginning works of creating a Nurse Midwifery Program	2023: Dr. Porche reported the accreditation of the Nurse Midwifery Program
2019: Development of the Leadership Academy	2020: Dr. Clair Millet reports the start of the Leadership Scholars Academy-offer discount to all clinical organizations that enrolls staff in the Academy
2020: Children’s Hospital New Orleans requests collaboration with LSUHSC-SON for a Nurse Researcher	2020: Assistant Dean for Clinical Nursing Education, Dr. Benita Chatmon-Appointed as Nurse Researcher at Children’s Hospital New Orleans
2021: Creation of the Associate Dean for Diversity, Equity, and Inclusion at the SON	2021: Dr. Kendra Barrier introduced as the Inaugural Associate Dean for Office of Diversity, Equity, and Inclusion
2021: Discussion of Off-site Instructional Site for Nursing on the Shreveport Campus	2022: Enrollment opens and Dr. Porche discussed hiring of faculty for this site

LSU-LCMC Health Scholars Program

In November 2022, the SON, LSU Foundation, and Louisiana Children’s Medical Center (LCMC) Health partnered to develop the LSU-LCMC Health Scholars Program. This program was designed for School of Nursing students pursuing their nursing degree and intending to pursue employment at any of the many LCMC Health systems across Louisiana. This program is offered to pre-nursing students at LSU Baton Rouge campus and the Traditional and CARE BSN students at LSUHSC-NO SON. The LSU-LCMC Health Scholars program for nursing is part of a commitment to support academic nursing and healthcare investments. LSU-LCMC Health Scholars program

addresses the nursing shortage by filling critical vacancies with students of LSUHSC SON. LCMC Health dedicated \$8.6 million to the LSUHSC School of Nursing Program and \$1.4 million to the pre-nursing program on LSU’s campus in Baton Rouge, offering a pathway program that supports the future of nurses at all stages of their education. ***As one of the top ten nursing schools in the United States, LSUHSC-NO SON uses innovative and dynamic practices to prepare future nurses. The LSU–LCMC Health Scholars Program allows future nurses to focus on learning the skills and knowledge required to become an excellent practitioner without worrying about tuition and fees.***



LSUHSC-NO SON-LCMC Health Scholars Program	Enrolled Scholars
Spring 2023	18
Summer 2023	2
Fall 2023	31
Spring 2024	41

Approximately four to six months before a Scholar graduates, LCMC Health hosts Match Days to introduce the Scholars to the LCMC Health facility where they will begin their nursing career. Scholars must remain employed full-time at the matched LCMC Health facility for six (6) consecutive months for each semester the Scholars Program award was applied to the student’s account. ***We are implementing an innovative pedagogical practice in the clinical area where Health Scholars will be able to shadow in the high-need areas throughout the LCMC organization, which includes nine hospitals throughout the Greater New Orleans area.*** This opportunity is unique to these students and prepares them for entry into practice. This program addresses the national nursing

shortage by establishing sustainable, long-term healthcare solutions by supporting nursing students and academic programs.

Through this collaboration with our clinical partner, students' education will be impacted by alleviating their financial burden and allowing them to focus on their academic success. In addition, our nursing graduates enrolled in this innovative program will be onboarded into high-need critical LCMC Health medical facilities vacancy areas.

OUTCOMES OF NURSE EXECUTIVE ADVISORY COUNCIL (CANEAC) AND LSU-LCMC HEALTH SCHOLARS

- ▶ LSU-LCMC Health Scholars enrollment increased from 18 scholars in Spring 2023 to 31 in Fall 2023 and 41 in Spring 2024
- ▶ 8 of our students in the May 2024 class have accepted positions at three LCMC sites upon graduation.
- ▶ LCMC Health dedicated \$8.6 million to the LSUHSC School of Nursing Program and \$1.4 million to the pre-nursing program on LSU's campus in Baton Rouge, offering a pathway program that supports the future of nurses at all stages of their education.
- ▶ The LSU-LCMC Health Scholars Program will fund up to \$10,00 per semester (\$20,000 annually), which assists with student tuition costs.

IMPACT: MAKING A DIFFERENCE

- ▼ Quotes from Nurse Executive participating in CANEAC
 - ▶ *“Being a part of the LCMC Health and LSU Health Sciences Center School of Nursing academic practice partnership allows valuable opportunities to share system goals from the healthcare perspective and align with advances and new programs being offered through the academic setting. In addition to the formal meetings, there are many touch points throughout the academic school year to network and collaborate with LSUHSC School of Nursing and enhance clinical experiences to meet professional and academic goals.”*
- ▼ Quote from LSUHSC-NO SON Coordinator of LSU-LCMC Health Scholars Program:
 - ▶ *“The LSU-LCMC Health Scholars become part of the LCMC Health team as soon as they accept the LCMC Health Scholars gift, so one of our key goals is to create a sense of belonging and connection between the Scholars and LCMC Health. Of course, the most significant way to support the Scholars' academic success is to reduce their financial stress. The LCMC Health Scholars Program is more than tuition dollars in exchange for work. It's “Healthcare with Heart” from the very start.”*

- ▼ Quotes from Students participating in the LSU-LCMC Health Scholars Program.
 - ▶ “This opportunity of having a job after graduation and tuition assistance has helped me tremendously, and I am so grateful for the opportunity.”
 - ▶ “I am a first-generation student, and I was concerned about student loan debt, but this opportunity has provided me with resources to become successful as a new graduate nurse.”

Faculty Interactions with Colleagues and Students: Interprofessional Education (IPE)



▲ *IPSA Students helping with Children's Activities at one of the NOWS Shelters*

Interprofessional Education (IPE) in the Quality Improvement Plan (QIP) is tied to the health sciences center mission and is a core requirement of the accreditation reaffirmation process. Interprofessional education has become a focused component of the curriculum of each of the LSUHSC programs.

Interprofessional Student Alliance (IPSA)

A group of interprofessional students formed the Interprofessional Student Alliance (IPSA) to help support the many exceptional, LSUHSC-student-run community outreach projects across campus. These outreach projects receive technical assistance from IPSA board members and financial support through a grant funded by the Alpha Omega Alpha (AOA) Medical Honors Society. The SON also provides funding support to the IPSA organization. ***Each year, a SON faculty acts as an advisor and associate member in the IPSA organization, resulting in innovation and promoting the preferred future for nursing education.*** IPSA projects are all completely student led, encourage interprofessional participation, and have successfully brought IPSA's mission to life within the community, both on and off campus. The mission of IPSA is to address health disparities in the Greater New Orleans area through interprofessional teams of LSUHNO students serving local underserved communities. Examples of IPSA projects include New Orleans Adolescent Reproductive Health Project (NOARHP) and New Orleans Women's and Children's Shelter (NOWS) Outreach.

NOARHP has been 100% student led and student designed since its inception in 2011, including all curriculum development, curriculum implementation and project expansion.

Furthermore, it plans to stay student led as it expands its reach into more schools and adapts its curriculum to changing school needs. The New Orleans Women's Shelter Outreach (NOWS) has two shelters where interprofessional teams hold family events, professional development, and activities for the children every two weeks. Services provided range from pediatric clinics to health fairs, depending on the need.

Working in healthcare requires collaboration among all disciplines. ***NOARHP, NOWS, and all IPSA projects introduce the concept of teamwork and collaboration at a student level and set the stage for positive relationships amongst healthcare professionals.*** This is important for students in preparation for entering the nursing profession as stronger leaders and patient advocates. These student partnerships are building a foundation of respect within the different healthcare disciplines. ***Interprofessional collaboration builds a foundation of respect among the different disciplines and IPSA encourages student engagement in scholarly activity.***

OUTCOMES OF IPSA

- ▶ Since our last designation, 236 undergraduate nursing students actively participate in several IPSA activities
- ▶ 57 nursing students received the IPSA Award of Interprofessional Distinction from 2019-2023
- ▼ There are five interprofessional projects in which SON students participate:
 - ▶ Krewe du Flu – wide flu vaccination campaign
 - ▶ New Orleans Adolescent Reproductive Health Project (NOARHP) – ensure residents of Orleans Parish have access to age-appropriate, evidence-based, culturally sensitive, and comprehensive reproduction health education.
 - ▶ New Orleans Women and Children's Shelter (NOWCS) Outreach -two locations in New Orleans that provide health education to women in the shelters.
 - ▶ Sling Health Nola – medical engineering design incubator created to solve real world clinical problems by developing innovative solutions.
 - ▶ Students for Sustainability -manages the on-campus Raised Root Student Garden, providing outdoor space for students to eat and mingle.

IMPACT: MAKING A DIFFERENCE

- ▼ Quotes from Faculty and Students collaborating through IPSA:
 - ▶ *“As a faculty, I love being able to collaborate with students outside of the classroom. Getting to know students from other Schools within the Health Sciences Center builds a sense of engagement and I feel so lucky to be able to see the students grow in confidence through the exchanges they have with each other.”*
 - ▶ *“Integrating interprofessional collaboration early in your healthcare career fosters leadership and emotional intelligence and teaches invaluable communication skills necessary to improve patient, health, and population outcomes. Engaging in interprofessional collaborative activities has given me the foundation, skills, and confidence necessary to implement interprofessionalism in my practice for the betterment of my patients.”*

Interprofessional Education (IPE)

One of the tenets of LSUHNO is to provide educational programs preparing students for careers as healthcare professionals and scientists. A required component of the various curricula is interprofessional education (IPE). In April 2015, the Health Sciences Center demonstrated its commitment to IPE/team-based care by establishing a centralized office that supports student education and faculty development, and ***this initiative is sustained and continues to grow in efforts every year.***

A foundational component of successful IPE programming is faculty support. The Center for Interprofessional Education and Collaborative Practice (CIPECP) and our school appreciate our faculty interactions with our students' learning of evidence-based practices and their development as IPE facilitators. The liaison for the SON informs faculty of IPE changes at our bi-monthly Faculty Organization meetings, further facilitating faculty growth.

One program offered through the IPE Office is the Interprofessional (IP) Scholars Program. The purpose of the IP Scholars Program is to broaden the pre-health professional's interprofessional lens in education, scholarship, leadership and/or practice. Scholars choose three pillars to explore, and then select one experience from each pillar. Learners can choose from a menu

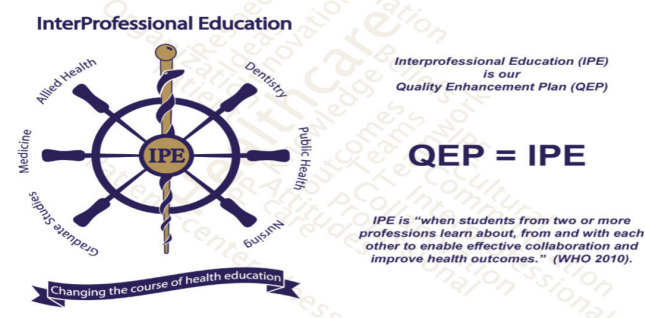


▲ Nursing Students on the IPSA Board

of existing learning opportunities or create self-generated experiences with approval from their mentor. One of the three learning experiences must engage a patient/client/community member. The goal of the program is to support the development of future champions of interprofessional collaborative practice focused on improving client/patient and population outcomes. Through the IP Scholars Program, learners will enter a continuous cycle of discovering new interprofessional knowledge, applying the new knowledge, and synthesizing the new knowledge through integration of prior knowledge.



▲ CIPECP Representatives for Each of the Health Sciences Center Schools



LSU Health
NEW ORLEANS
Center for Interprofessional Education
and Collaborative Practice

OUTCOMES OF IPE

- ▶ The CIPECP recognized 256 faculty and staff engaged in 1,232 IPE opportunities since its inception in April 2015.
- ▶ Over the past 39 months, more than 30 faculty members from all six (6) Schools have interacted with the office.
- ▶ Ten percent of the SON faculty are IPE-trained facilitators.
- ▶ Two students from the SON completed the IP Scholars Program, since it began in 2022.

IMPACT: MAKING A DIFFERENCE

- ▼ Quotes from Students and Faculty participating in IPE:
 - ▶ *“Collaboration is a habit... it begins with a point of view, essentially moving from “me” to “us” from traditional hierarchy to teams.”*
 - ▶ *“Currently I am one of the SON’s Interprofessional Scholars students. Shortly after finishing Team Up (one year only for CARE), I reached out to Dr. Gunaldo to learn more about the IP Scholar’s program that I had seen online. Overall I feel that having the support of this office and program has helped make me a more well-rounded student and have a deeper appreciation of how each profession in healthcare is interwoven to create the best patient outcomes.”*



TEAM UP

TEAM UP Compassion, Communication, Collaboration is a two-year longitudinal interprofessional education experience integrated within the curriculum of all six LSU Health Sciences Center Schools for first- and second-year students. The first-year focus is to form an understanding of other health professionals, recognize the benefits of an interprofessional health team, and develop an interprofessional collaborative team. The second year is to enhance the knowledge of other health professions' roles and responsibilities, strengthen and improve behaviors to enhance interprofessional collaborative team performance, and incorporate characteristics of highly effective teams.

In the first year, TEAM UP allows students to apply their skills through a Health Partner Project. The student team engages with an individual in the community to learn about life experiences and goals through active listening and communication among all team members. In the second year, TEAM UP allows the students to apply their skills through an interprofessional collaborative practice project. The student teams are provided with a case where improvement in interprofessional collaborative practice is needed. Teams use a quality improvement approach to identify the root causes(s) and suggest a training implementation program for the team.

- ▶ 2019- TEAM UP experience was modified to include 60 student teams and six sessions for Year 1 and Year 2. TEAM UP included a rotating Monday afternoon schedule for first- and second-year students in the Team-Based Learning classroom.
- ▶ 2023- TEAM UP experience was modified to include 7 sessions for Year 1 and Year 2.

SPICE-R2 is an instrument used throughout to provide insight into IPE curricula impact. The SPICE-R2 includes ten items across three factors: Interprofessional Teamwork and Team-based Practice, Roles/Responsibilities for Collaborative Practice, and Patient Outcomes from Collaborative Practice. Students rate their level of agreement using a 5-point Likert-type scale. The students complete the Student Perceptions of Interprofessional Clinical Education-Revised instrument, version 2 (SPICE-R2), after engaging in both Year 1 and Year 2.



OUTCOMES OF TEAM UP

- ▶ Nursing is the only undergraduate program participating in the TEAM UP initiative.
- ▶ Approximately 700 first-year students and 71 faculty from 19 academic health programs represent five LSU Health Science Center schools.
- ▶ SPICE-R2 scores constantly increasing since 2012 provides insight into IPE curricula impact
- ▶ Faculty interactions with colleagues created and promoted this innovative approach to IPE learning, leading to a preferred future of nursing for our graduates, having had this unique experience as part of their training.
- ▶ TEAM UP is a two-year longitudinal interprofessional education integrated within the curriculum of all six LSU Health Science Center Schools for first and second-year students.

IMPACT: MAKING A DIFFERENCE

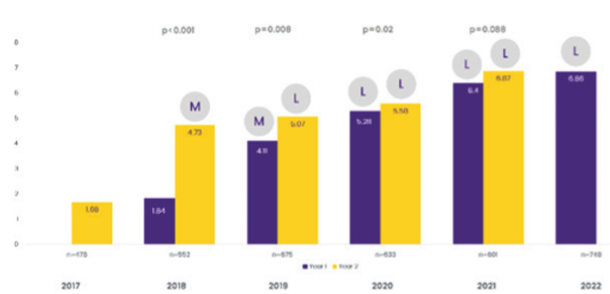
- ▼ Quotes from Students and Faculty participating in TEAM UP:
 - ▶ *“Being a part of the collaborative effort between faculty and colleagues of the different schools within the health sciences center is very rewarding. We work together to develop cases that we present to the students during TEAM UP sessions. I utilize the lessons learned through this innovative offering in my clinical teaching and reinforce the importance of interprofessional collaboration in practice.”*
 - ▶ *“There are moments for us as teachers when our students change the way we see the world. I have had several of these moments during IPE seminars.”*

Faculty Collaborations with Colleagues and Students: Dissemination of Scholarly Work

Our faculty collaborate with each other and with colleagues in our clinical partner sites to disseminate, promote innovation, and contribute to nursing education through publication and speaking engagements. Faculty work collaboratively on publications and presentations that are related to innovation in nursing education and pedagogical practices. Our graduate faculty

collaborates with and mentors BSN-DNP students in development, implementation, and evaluation of their doctoral projects. Through this collaboration, faculty disseminate with their students either through publications or presentations.

SPICE-R2 Total Score Change – 1 & 2 Years



Faculty Publications and Presentations

Faculty publications and presentations demonstrate one of the highest collegial ways of disseminating, promoting innovation, and contributing to the future of nursing education. ***The publications acknowledge the expertise of the authors and the collaborative effort between faculty, students, and colleagues.*** Our faculty publish with undergraduate and graduate students, as well as non-academic and academic colleagues. The content has helped advance innovation in our programs and helped the SON create innovative and effective pedagogical practices.

▼ Faculty Publications, Podium, and Poster Presentations 2019-2023

	2019	2020	2021	2022	2023
Faculty Publications	13	25	41	23	12
Faculty Podium Presentations	15	28	59	44	25
Faculty Poster Presentations	7	4	10	6	5

▼ Exemplar Podium Presentations of Faculty Collaboration with Colleagues

- ▶ Fowler, L. & Pintz, C., (Sep. 2023). NONPF Faculty Workshop: BSN-DNP Entry to Practice. Virtual Workshop for NP Faculty Professional Development.
- ▶ Harris, J., Kaiksow, F., Locked in Suffering: Unlocking Hope and Improving Care for Elder Inmates: A call for Action, November 11, 2023
- ▶ Nunn, M. & Finger, L., National Organization of Nurse Practitioner Faculties (NONPF), Orlando, FL, April 1, 2023, Nurse Practitioner Students’ Intradisciplinary Simulation to Enhance Role Development

▼ Exemplar Publications of Faculty Collaboration with Colleagues

- ▶ Tartavouille, T., Davis, A., Chatmon, B., Gardner, B., Clesi, P., & Mouring, C. (2023). Program evaluation of a hospital-based distracted driving program for teens. *Pediatric Nursing*, 49(5), 231-236.
- ▶ Lizarondo, L., McArthur, A., Porche, D., Corremans, M., Perrenoud, B., Rodrigues,

R., Lockwood, C., (2023) Facilitation in evidence implementation –experiences, challenges, and determinants of perceived effectiveness: a qualitative systematic review

- ▶ Tassin, L., Chatmon, B. N., & Broussard, K. (September/October,2023). The value of mentorship among Ambulatory care nurses. Viewpoint, American Academy of Ambulatory Care Nursing 45(5), 4-10.
- ▶ Chatmon, B., Richoux, D., & Sweeney, B. (2023, September). The impact of end-of-life care among nurses working in the PICU. Critical Care Nursing Clinics, 35(3), 275-286. <https://doi.org/10.1016/j.cnc.2023.04.002>
- ▼ Exemplar Publications of Faculty Collaboration with Students
 - ▶ Whitehead AK, Meyers MC, Taylor CM, Luo M, Dowd SE, Yue X, Byerley LO. Sex-Dependent Effects of Inhaled Nicotine on the Gut Microbiome. Nicotine Tob Res. 2022 Aug 6;24(9):1363-1370. doi: 10.1093/ntr/ntac064. PMID: 35271725; PMCID: PMC9356677.
 - ▶ Melerine C, Ledet LM. PANDAS: What nurses need to know. Nursing. 2019 Aug;49(8):46-49. doi: 10.1097/01.NURSE.0000559921.99814.23. PMID: 31343533.
 - ▶ Freundlich A, Badeaux J, Adorno M. Sugammadex versus neostigmine for postoperative nausea and vomiting in adult patients undergoing laparoscopic surgery paralyzed with rocuronium bromide: a systematic review protocol. JBI Database System Rev Implement Rep. 2019 Oct;17(10):2187-2192. doi: 10.11124/JBISRIR-2017-003997. PMID: 31453838.

OUTCOMES FOR FACULTY COLLABORATIONS THROUGH PRESENTATIONS AND PUBLICATIONS

- ▶ Since 2019, our faculty has disseminated at local, regional, and national conferences via 171 podium presentations, 32 poster presentations.
- ▶ The SON faculty has published over 114 peer-reviewed articles, book chapters, and editorials since 2019.
- ▶ All BSN-DNP students collaborate with Graduate faculty to disseminate their DNP Project findings via podium and poster presentations.
- ▶ In 2023, a PhD in Nursing Student disseminated research results at the Southern Nursing Research Society's Annual Conference in collaboration with their Major Professor.

IMPACT: MAKING A DIFFERENCE

- ▼ Faculty comments regarding collaborating with colleagues:

- ▶ *Dr. Chatmon and Dr. Adorno: “The two of us interacted and brainstormed to develop ways to promote professionalism for RN-BSN students.”*
- ▶ *Drs. Tartavouille, Kensler and Martin: “Through our collaboration we were able to bring innovative pedagogical teaching strategies to faculty by introducing the use of Emergenetics into the classroom. This allows our faculty to tailor their class presentations to target the four preferred ways of thinking and behaving. Our research is ongoing and exciting in this area of pedagogy.”*

Graduate Student Publications

The students in the SON Doctor of Nursing Practice (DNP) program must complete a DNP Project as a requirement for their degree. The DNP Project demonstrates the DNP student’s ability to formulate an area of concern and implement a project from the conceptual phase to applying knowledge in clinical settings. All students conducting DNP Projects collaborate with their assigned faculty mentors from their respective programs and the SON. ***These collaborations between faculty and students promote a preferred future of nursing through implementation science.*** Students conducting DNP Projects have several options when deciding which type of project, and all will disseminate their project findings in collaboration with their DNP project faculty members.

In 2021, the research doctorate in Nursing transitioned from the Doctor of Nursing Science (DNS) to the Doctor of Philosophy in Nursing (PhD). Students earning the research doctorate engage in research collaborations with faculty mentors. PhD in Nursing Students complete and publish their dissertations in ProQuest. In 2023, a PhD in Nursing student disseminated a poster presentation with their Major Professor at the Southern Nursing Research Society’s Annual Conference entitled, “M-O-M-S™ on the Bayou: An Intervention for Post-disaster Mental Health in Pregnancy - Caregiver and Childbearing Women’s Perspectives.”

OUTCOMES FOR GRADUATE STUDENT PUBLICATIONS

- ▶ Since our last designation, ten graduate students published articles in peer-reviewed journals in collaboration with their faculty mentors.
- ▶ Since 2019, 276 DNP Projects were completed by students to improve the quality of patient outcomes.
- ▶ Since 2019, 266 poster and podium presentations have been delivered at local and regional conferences.

IMPACT: MAKING A DIFFERENCE

- ▼ Quote from Dr. Garbee, Professor Emeritus
 - ▶ *“The DNP projects represent scholarly endeavors that improve patient outcomes.”*
 - ▶ *“Policy analysis projects impact healthcare from the local to national level with potential for lasting improvements in patient care and outcomes, while other projects provide clinical recommendations for guidelines and/or policy that have far reaching implications.”*
- ▼ Quote from Dr. Adorno, Interim Director of the PhD in Nursing Program
 - ▶ *“Upon completion of the PhD degree, each nurse-scientist continues collaborative relationships with nursing and interprofessional scholars in research. These collaborations will result in original research contributing to the advancement of nursing science for translation into practice, and dissemination of research findings to the scientific and health policy communities to assist with improving patient outcomes.”*

Faculty Interacting with Colleagues to Promote Innovation: Sexual Assault Nurse Examiners (SANE) Program

The LSUHSC-NO SON Sexual Assault Nurse Examiners (SANE) program is dedicated to educating qualified nurses in the art of the forensic sexual assault examinations of women, men, and children. The program supports the International Association of Forensic Nursing (IAFN) didactic training, 2-day clinical experiences, a mock trial, 300 practice continuing education, an examination review course, and the certification examination.

In 2018, the Health Resources & Services Administration of the US Department of Health and Human Services awarded the initial three-year grant for \$1.3 million. The grant began in September 2018 with a goal to increase access to certified sexual assault nurse examiners (SANE) for people who have been sexually assaulted in 12 southeast Louisiana parishes. Since the original funding, the grant was renewed in 2021 so community services can continue. The grant continues to ***implement the innovative program to train SANEs and improve access to care for sexual assault victims throughout the state of Louisiana.*** Through our collaboration with the community, our RN colleagues improve the SANE program through continuous feedback with our SANE coordinator within the SON.

The current project’s goal was to train 135 nurses, and there were over 150 nurses trained over the last three years. Another goal was for a minimum of 65% of trained nurses to obtain certification. Additional support to provide continued professional development, reduce

psychosocial barriers related to the retention of SANEs, and encourage activities by project partners to seek funding and adopt practices to sustain the project's work has been continued since 2021.

OUTCOMES FOR SANE PROGRAM

- ▶ The SANE program has received 178 applicants and has supported 136 participants testing for certifications, with 34 total nurses certified.
- ▶ Ten nurses are certified as SANE-A (adult/adolescent), three as SANE-P (pediatric/adolescent), and 21 nurses have been recertified since the beginning of the program.
- ▶ SANE has supported 183 participants with didactic training and 144 participants with clinical skills lab.

IMPACT: MAKING A DIFFERENCE

- ▼ Quotes from our Dean of Nursing, Dr. Porche:
 - ▶ *“People who have experienced the trauma of a sexual assault need specialized care. SANE training prepares nurses to handle their unique needs and properly collect evidence to apprehend or prosecute violent perpetrators. This project will not only contribute to the well-being of patients but also to the safety of our communities.”*

Conclusion

The faculty of the SON strive for excellence in collaborating with students and colleagues, promoting innovation and effectiveness with our pedagogy as evidenced by the exemplars presented. The exemplars document positive faculty interactions with students and colleagues that sustain the SON on its continued journey to maintaining excellence. The evidence, outcomes, and impact outlines that our contribution to the future of nursing education results in outcomes for research, scholarship, teaching, and practice through innovative, collaborative efforts.





CRITERION THREE

Excellence in Enhancing Student Learning

“Faculty use their pedagogical expertise and resources to design and implement educational experiences that enhance student learning.”

The LSUHSC-NO SON faculty design and implement educational experiences that enhance student learning in a variety of ways. Resources are available to our faculty for use in developing and sustaining their pedagogical expertise. Examples of how educational experiences are designed and implemented include: high fidelity simulation; grants aimed to enhance student learning and diversity; cadaver lab for anatomy; participation in annual global humanitarian projects; transition to competency-based education to promote student outcomes; and sustained research conducted through our Joanna Briggs Institute Center of Excellence.

EVIDENCE OF EXCELLENCE

- 🐾 We provide students with High-Fidelity Simulation throughout undergraduate and graduate programs
- 🐾 Faculty secure millions of dollars in grant funding aimed to enhance student learning and diversity

- 🐾 We utilize the cadaver lab to supplement learning of human anatomy
- 🐾 We offer participation in annual global humanitarian projects
- 🐾 We are transitioning to competency-based education to promote our student outcomes
- 🐾 We continue to expand the Louisiana Center for Promoting Optimal Health Outcomes

Enhanced Student Learning Using High-Fidelity Simulation

LSUHSC-NO SON and our faculty are dedicated to simulation education, specializing in high-fidelity simulation. Simulation is a widely accepted pedagogy in nursing education. Since our last designation, the SON expanded our fleet fifteen high-fidelity simulators including six adults, three pediatric, three infant, and three maternal birthing simulators. Specific types include: CAE Healthcare Advanced and Apollo Adult, Advanced Pediatric, Lucina Childbirth and Luna Neonatal simulators; and Gaumard Newborn HAL, Noelle Maternal Care, Pediatric and Advanced Pediatric HAL, Super Tory, and Victoria Advanced Obstetric simulators. ***Faculty utilize simulation as a pedagogical resource throughout the undergraduate and graduate nursing programs, as well as interprofessional programs, to enhance student learning.***

Faculty across all degree programs design and implement evidence-based scenarios into thirteen courses augmenting student learning at the undergraduate and graduate level. Faculty across all degree programs integrate patient scenarios which students may experience as professional nurses in the hospital, home, clinic, and community using a safe learning environment. Undergraduate and graduate students practice the delivery of nursing care while building their confidence in the simulated clinical environment. Some examples of simulations integrated into the undergraduate and graduate programs include:

- ▶ Foundations – Skills Validation
- ▶ Adult Health – Congestive Heart Failure Exacerbation and Chemical Disaster
- ▶ Pediatric Health – Asthma Exacerbation
- ▶ Women’s Health – Shoulder Dystocia and Hemorrhage
- ▶ Critical Care – Sepsis
- ▶ Management – Mass Casualty
- ▶ Nurse Anesthesia- Pediatric Induction, Maternal Hemorrhage and Amniotic Fluid Embolism
- ▶ Nurse Practitioner- SBIRT

- ▶ Nurse Mid Wife- Vaginal birth, Shoulder Dystocia, Immediate Newborn Resuscitation, Post-partum Hemorrhage
- ▶ Interprofessional: Critical Care with 3rd year Medicine – BLS
- ▶ Interprofessional: BSN- DNP Nurse Anesthesia with 4th year Medicine – ACLS

Since July 2023, students have a new focal point in their studies: immersive, leading-edge, simulation-based education at the Center for Advanced Learning and Simulation (CALs). This innovative facility immerses students in realistic clinical scenarios and environments, opening up a new horizon of experiential learning in nursing education. The Nursing Skills and Technology Center (NSTC) moved from the School of Nursing building to the CALs facility on July 31, 2023. CALs resides in the former Interim LSU Hospital, which closed when University Medical Center opened. The LSU Health Sciences Center recognized an opportunity to reimagine the space as a learning and simulation center, and CALs has been thoughtfully designed to retain realistic clinical aesthetics while meeting the educational needs of students and faculty.

Designed for growth, CALs comfortably accommodates 50% more students than the former hospital lab. It houses multiple dedicated training areas, including an Interprofessional Hospital Skills Lab and classroom, 10 specialized simulation rooms and three debriefing rooms. CALs also features a wellness center, classrooms, a dining lounge, an outdoor terrace and a 270-seat testing center.

CALs has revolutionized clinical education at the School of Nursing, providing a realistic, dynamic learning environment that is fulfilling its promise to prepare the next generation of nurses to meet the current and future needs of our global community.



▲ Center for Advanced Learning and Simulation opened in Fall 2023

Undergraduate and graduate students can hone their skills on diverse moderate- and high-fidelity simulators and review their activities and performance during debriefing sessions with faculty. The facility itself is a technological marvel, featuring state-of-the-art simulators, including a BD Pyxis™ medication station and a full complement of Alaris infusion pumps. It will soon include innovative audio, visual and video capture technology.

OUTCOMES FOR HIGH-FIDELITY SIMULATION

- ▶ Secured \$60 million dollars for the renovation and opening of the CALS facility.
- ▶ Moved the NSTC from the School of Nursing building to the CALS facility accommodating 50% more students than the former hospital lab, with 10 specialized simulation rooms and three debriefing rooms.
- ▶ Implemented a dedicated independent student practice lab in 2022, allowing all levels of students to practice independently or with peers. Hours offered have doubled in 2024.
- ▶ Received a five-year re-accreditation (2022-2027) in Teaching/Education from the Society for Simulation in Healthcare.
- ▶ For undergraduate students participating in simulation experiences: 73.5% positive student evaluations of increasing confidence in delivering patient care and enhancing ability to problem solve in an actual clinical situation.
- ▶ For graduate students participating in simulation experiences: 88.9-100% positive student evaluations of increasing confidence in delivering patient care and enhancing ability to problem solve in an actual clinical situation.

IMPACT: MAKING A DIFFERENCE

- ▼ Quotes from undergraduate and graduate students participating in simulation:
 - ▶ *“I learned so much in simulation and felt confident leaving that I could handle this situation if it ever arises in my practice.”*
 - ▶ *“My learning was enhanced by going to sim labs and working through clinical situations. I will go into clinical rotations more confident since having practiced these scenarios.”*
- ▼ Quote from Dr. Aimee McCauley- Director of the Nursing Technology and Skills Center:
 - ▶ *“Given its impact on patient health outcomes, the importance of realism, or ‘fidelity’ as referred to in the simulation world, cannot be overstated.” “We believe that the high expectations students have for themselves, their skills and their contributions to patient*



care and safety in their practicum environments will be equally present in the immersive setting of CALS.”

- ▼ Quote from faculty member teaching through simulation:
 - ▶ *“As a faculty in the school of nursing, I am able to educate the students on how to care for a patient during a simulated disaster event. This technology available and the expertise of the simulation faculty support me in providing an educational experience for the students and promote their learning in an environment they would otherwise not be able to practice in before graduation.”*

Grant Funding Resources Obtained to Design and Implement Educational Experiences to Enhance Student Learning

Since our last designation as an NLN Center of Excellence in Nursing Education in 2019, our school continues to secure grant funding from various agencies. The SON currently has several funded research and training projects available for faculty to design and implement educational experiences to enhance student learning using their pedagogical expertise. Since our last designation, a total grant funding in the amount of \$3,848,485 from HRSA was secured to increase nursing education opportunities for individuals who are from disadvantaged backgrounds; \$2,697,466 secured to increase the number of qualified academic clinical faculty and/or clinical preceptors in Health and Human Services (HHS) region 6 (Louisiana, Oklahoma, Texas, Arkansas, and New Mexico); and a continuation grant for the Nurse Anesthetist Traineeship (NAT) in the amount of \$162,598. These funds help to support methods to improve the quality of interprofessional teamwork, advance the integration of behavioral health training into primary care settings, increase the number of advanced practice registered nurses trained to provide culturally competent health care in rural, urban, and tribal underserved populations, expanding access to care in primary/acute settings, behavioral health, and anesthesia care. The Louisiana Board of Regents funded an opportunity in the amount of \$480,931 for the development of an evidence-based community/public health (C/PH) nursing simulation program to reduce maternal & infant mortality in the undergraduate nursing program. The Substance Abuse and Mental Health Services Agency (SAMHSA) also funded a continuation grant in the amount of \$199,510 to enhance the didactic curricula and clinical training of the three Advanced Practice

Registered Nurse (APRN) specialties: Nurse anesthesia (NA), nurse practitioner (NP) and clinical nurse specialist (CNS).

Building a Behavioral Health Workforce through Integrated Care: Training NP Students to fill the Gap: Training NP students to fill the gap

The HRSA grant entitled, Building a Behavioral Health Workforce through Integrated Care: Training NP Students to fill the Gap, (07/01/2021-06/30/2025) enhanced the NP curriculum in didactic and experiential clinical training opportunities through the development of competencies in primary and behavioral integrated, interprofessional, team-based, trauma informed care, for adults, children and transitional age youth in medically underserved areas (MUAs). The grant was funded in the amount of \$1,251,280. Full-time students enrolled in their third year in the Psychiatric Mental Health DNP program are eligible to receive a stipend of \$28,352. Curricular enhancements included implementing a 15-hour lecture series with a focus on Collaborative Healthcare Delivery, Providing Care via Telehealth Modalities, Caring for Children, Adolescents, and Transitional-Aged Youth with Mental Health Disorders. Faculty developed three Objective Structured Clinical Examinations (OSCEs) and two interprofessional simulation scenarios for integration into the Psychiatric Mental Health and Primary Care curricula after a needs assessment was completed. The needs assessment identified high crime (gun and dating violence) and high substance abuse among adolescents and transitional aged youth and poor social determinants of health.

Clinical preceptors were recruited, educated, and are evaluated by project faculty throughout the project. Preceptors are trained prior to the first day of the clinical learning experiences and consists of a complete review of the NP student plan of study to provide preceptors a detailed understanding of the student's level of education and expected competency levels, expectations of students and preceptors, and an overview of preceptor roles and responsibilities. A preceptor manual is provided, which include strategies for effective clinical teaching, and include integrated team-based care training to reinforce interprofessional team concepts.

All NP faculty received 5.5 hours of training to facilitate the development of curriculum enhancements through webinars and videos. The SON developed initial partnerships with three Community Based Agencies (Access Health Louisiana, St. Thomas Community Health Center, South Central Louisiana Human Services Authority) and added Integrity Behavioral Health during Year 2 for these immersive clinical experiences. To date, **16 graduate PMHNP students** have benefited from the annual stipend.

Increasing a Diverse Nursing Workforce of Primary Care Nurse Practitioners and Nurse Midwives to Improve Primary Care, Mental Health, and Maternal Health Inequities

The HRSA grant entitled, Increasing a Diverse Nursing Workforce of Primary Care Nurse Practitioners and Nurse Midwives to Improve Primary Care, Mental Health, and Maternal Health Inequities (07/01/2023-08/31/2027) in the amount of \$2,597,205. The purpose of the project is to increase the number of primary care nurse practitioners (PCNPs) and nurse-midwives (NMs) trained and who are prepared to provide equitable culturally aligned quality primary care services, mental health and substance use disorder care, and maternal health care to underrepresented populations in rural, urban, tribal, and underserved areas of south Louisiana. ***To increase the diversity of the PCNP and NM workforces and address the nursing shortage, the project has established new partnerships, provided tuition support to a diverse group of participants, and enhanced the curriculum.*** Curriculum enhancements include topics focused on primary care, mental health, substance misuse, maternal health issues, and the translation of the best available research aimed to improve patient outcomes related to health equity and social determinants of health (SDOH) for rural, urban, and tribal underserved communities. Increasing the number of advanced practice nursing providers that are educated about rural health, health equity, SDOH, mental health, substance use disorders, and maternal health will equip them to improve health disparities and health outcomes of the populations that they serve.

The previous curriculum for graduate APRN students did not include community-based rural health clinical learning experiences ***specific to leading the complex care needs of rural and underserved populations and culturally and linguistically appropriate services (CLAS) in health standards.*** Additionally, community-based clinical placement in medically underserved areas needed expansion for all role and population-focused APRN students. The community-based clinical curriculum enhancements for NP students include those with population-focused education for Adult-Gerontology Primary Care (AGPCNP) Pediatric Primary Care (PNPPC), Primary Care Family (PCFNP), and Psychiatric Mental Health (PMHNP) populations. Nurse midwifery students will offer gender-focused primary care for individuals across the lifespan and their families. All APRN students will complete a minimum of 180 hours during the summer semester and up to a maximum of 240 to 300 hours (4 to 5 academic credits) during the spring and fall semesters. A total of three semesters of clinical learning experiences will be completed for track specific management courses.

Nurse Education, Practice, Quality, and Retention Clinical Faculty Preceptor

Academy

The Clinical Nurse Educator (CNE) Academy is a professional development program designed to prepare practicing registered nurses (RNs) and advanced practice RNs (APRNs) as clinical faculty and preceptors. The CNE Academy will serve nurses from Louisiana, Texas, Arkansas, Oklahoma, and New Mexico (U.S. Department of Health and Human Services Region 6). The CNE Academy refers to clinical faculty (hired and staffed by an academic nursing program) and preceptors (hired and staffed by a clinical agency) as clinical nurse educators.

The project aims to expand academic practice partnerships (APPs) within rural and underserved areas for the CNE Academy and increase clinical nurse educators to serve as clinical faculty or clinical preceptors for the region.

Practicing nurses who complete CNE Academy programming will receive 15 hours of Nursing Continuing Professional Development at no cost and a one-time stipend of \$850, as funds allow. Practicing nurses who become CNE[®]cl certified through NLN (nurse will be responsible for exam cost) can sign an agreement to commit to the role of clinical faculty or preceptor at their current organization that is linked to an accredited school of nursing Region 6 partner. The CNE[®]cl certified nurses who make the commitment will receive an annual stipend of \$4,000 for a maximum of two years. Region 6 School of Nursing partners will work with LSU Health New Orleans School of Nursing to determine the appropriate number of hours that a practicing nurse will have to precept in order to successfully honor the agreement and receive the annual stipend.

OUTCOMES FOR GRANT FUNDING

- ▶ Since our last designation, a total grant funding in the amount of \$3,848,485 from HRSA to increase nursing education opportunities for individuals who are from disadvantaged backgrounds.
- ▶ Created a Clinical Nurse Educator (CNE) Academy to prepare practicing registered nurses (RNs) and advanced practice RNs (APRNs) as clinical faculty and preceptors- 291 registered participants and 11 completers to date, with 8 participants demonstrating increased knowledge.
- ▶ Established reciprocal collaborative partnerships with LA State Health Department (LDH), Southern University (SUBR), the largest historically black college or university in LA.
- ▶ LA Healthcare Connections to expand access for students to participate in immersive longitudinal clinical experiences in underserved, tribal, urban, and rural communities.
- ▶ All NP faculty received 5.5 hours of training to facilitate the development of curriculum

enhancements through webinars and videos.

- ▶ Since implementation of the two exemplar grants, a total of 28 graduate APRN students are benefiting from the annual stipend.

IMPACT: MAKING A DIFFERENCE

- ▼ Quotes from graduate students:
 - ▶ *“Utilizing what I learned in this program, combined with my MSN-Ed, I feel prepared to take the CNE-cl exam.”*
 - ▶ *“I will use what I learned in this program in my role as both adjunct faculty and a preceptor. I especially feel better prepared to have difficult conversations and provide constructive feedback.”*
 - ▶ *“Thank you for a much needed educational activity for new clinical instructors.... should be mandatory for all new hires. Very comprehensive and informative for new faculty trying to navigate clinical education for nursing students.”*
- ▼ Quote from Leanne Fowler, DNP, MBA, APRN, AGACNP-BC, CNE, Program Director of Nurse Practitioner Programs, Program Coordinator of the Adult-Gerontology Acute Care Nurse Practitioner Concentration and Associate Professor of Clinical Nursing
 - ▶ *“The educational program will develop new CNEs with a competency-based program from the National League for Nursing’s (NLN) published clinical educator competencies. Additionally, the education will include teaching strategies for diverse learners and for diverse populations within rural and medically underserved areas (MUAs). This includes things like culturally and linguistically appropriate services, population health and health equity standards, and inclusive excellence principles for diverse learners in higher education.”*

Cadaver Lab Experiences

The expertise of LSUHSC-NO faculty engages SON undergraduate students with active learning in the cadaver lab for the Human Anatomy course. Active learning contributes to student’s excitement about learning, a spirit of inquiry, a sense of wonderment, and commitment to lifelong learning. This learning experience is unique to the LSUHSC-NO SON program, as students are able to complete a full body dissection in the cadaver lab. We are the only School of Nursing located within an academic health sciences center in the state of Louisiana and are one of very few nursing schools offering this learning opportunity to our students. Although the lab

is based on the medical gross anatomy lab several customized resources have been added over the years.

Since our last designation, Drs. Casey and Cork added components to the “Interactive Atlas of the Human Skeleton (IAHS)” that includes 3D images of all the bones that students can use to study the bony landmarks and muscle attachment sites. The program also has video tutorials on the bones. Dr. Casey served as a faculty mentor for an undergraduate student’s honors research project entitled, “Anatomical Characterization and Quantification of Acupuncture/Acupressure Point (Acupoint): L1-4.” The student used the cadavers for her research as she became interested in the topic while in Anatomy class. That student is now a matriculating as a graduate student in the BSN-DNP Nurse Anesthesia Program.

In our graduate program, the Nurse Anesthesia students use pig larynx to perform retrograde intubations and cricothyrotomies in the difficult airway skills lab. Students view pre-lab videos to learn techniques and equipment needed prior to attending the lab. These labs provide interprofessional learning as students from the School of Allied Health in the Respiratory Therapy Program also attend the lectures and labs associated with the airway.

OUTCOMES FOR CADAVER LAB EXPERIENCE

- ▶ Every semester, approximately 150 undergraduate nursing students are taught human anatomy by faculty from the Anatomy and Physiology departments of the Health Sciences Center.
- ▶ We offer a unique opportunity to learn about human anatomy with cadavers which is one of the reasons many students cite our school as their school of choice for nursing education.
- ▶ Every year, 60 nurse anesthesia students learn alongside approximately 10 respiratory

therapy students about airway skills using pig larynx as models to practice skills.

IMPACT: MAKING A DIFFERENCE

- ▶ Quotes from students in the Anatomy course using cadavers to enhance their learning:
 - ▶ *“The lab portion of this course was exceptional and not only reinforced the content of the lectures, but also gave us a unique perspective of the human body. I feel so privileged to have taken this*



course and feel like it will benefit me greatly throughout my medical career.”

- ▶ *“It was very helpful to visualize structures in situ. Lab inspires a deep and sincere awe for the mechanics of the body.”*
- ▶ *“One of the reasons why I chose to attend the nursing program at LSU Health New Orleans is because of this anatomy course, and it did not disappoint! I recently took A&P courses at another university but those courses pale in comparison to this course.”*

Humanitarian Global Health Project: International Experience in Nursing- Healing Peru

The ***International Education Experience for Nursing***, a global health elective experience was initially implemented by the faculty at the SON for the purpose of enhancing student learning through this experience. Through faculty design and implementation, this experience further enhances student awareness of global health knowledge and combines an intellectual experience which enhances student learning. It remains a course offering for undergraduate BSN and graduate NP students to explore the relationship of global health issues to acute care, primary care, anesthesia care, and healthcare systems as a whole. ***While in Peru, nursing faculty are actively engaged in designing and supporting interprofessional student learning in a difficult environment lacking access to basic resources such as clean water.*** In spring of 2020, at

the height of the COVID-19 pandemic, the Nursing Skills and Technology Center faculty worked with a local vendor to collect blood pressure cuffs, pen lights, stethoscopes, and reflex hammers for the School of Nursing at Universidad Maria Auxiliadora in Peru. Faculty use their pedagogical expertise to implement educational experiences with students to advance their assessment and communication skills, clinical decision making, and



Collecting Supplies for Fellow Nurses in Peru

Nursing Skills and Technology Center faculty worked with a local vendor to collect the following supplies for the School of Nursing at Universidad María Auxiliadora in Peru.

30 blood pressure cuffs

10 pen lights

30 stethoscopes

20 reflex hammers



infection control techniques in a rural setting without limited medical equipment, medications, or referral base for follow up care. Faculty and students work, upwards of 10 hours each day, until the

last patient is seen. Students meet for post-conference, where they are required to present on topics seen through their clinical experience, many often unfamiliar to them. Topics include Acute Mountain Sickness, Intestinal Parasites, Gastric Cancer (which occurs at higher rates in this region), and Sexually Transmitted Infections. To further enhance learning, students are required to write a self-reflection of their personal experience caring for patients in this unique setting. ***The student's reflections detail how barriers often brought about professional and personal growth, an appreciation of the health disparities globally, and solutions for future improvement.***

OUTCOMES FOR HUMANITARIAN GLOBAL HEALTH PROJECT

- ▶ To date, the SON sends on average 8 undergraduate students and 4 graduate students from the nurse practitioner program biannually.
- ▶ Healing Peru continues to grow and expand its reach to help those who are most in need, providing care to 1,000 to 1,200 patients annually.
- ▶ Students write a self-reflection as a culmination of their experience.

IMPACT: MAKING A DIFFERENCE

- ▼ Quote from student attending Healing Peru:
 - ▶ *“Part of our mission was to not only heal our patients and members of this community, but also to empower them. Understanding how each one of our decisions impacts our body and health is a profound realization and can have the power to change the way we live. As providers of care continue to empower members of a community, eventually members of that community may also feel empowered to play the role of providers themselves.”*

Competency Based Education

LSUHSC-NO SON faculty have started a curriculum transition to a competency-based education framework that promotes the pedagogical expertise of the faculty while enhancing the student learning experience. The AACN Essentials document has provided a framework for guiding nursing curriculum since 1986. With the publication of the new AACN Essentials and AACN's recommendation for competency-based education, a curricular review, revision, and implementation for the BSN, MSN, and DNP programs, was identified as a need for the School of Nursing. With the increasingly complex and changing health care environment graduating nurses who are practice ready and enhancing faculty development and educational outcomes was an identified priority. By identifying the transition to the new AACN Essentials and changing the way faculty educate and teach; how practitioners deliver and care for patients in all settings; and by clearly identifying the competencies and professional identity for all nursing graduates supported the need for this curriculum revision.

In a response to the new Essentials, the School of Nursing first launched a series of six (6) "Lunch and Learn" sessions that provided faculty development. The sessions were held between February through April, 2023 that was open to all faculty. Several of the topics included: ***Essentials in a DNP Strategic and Financial Business Planning Course, How To's for Building Competency-Based Education, and Beginning Steps for Building a Competency-Based Curriculum.*** Faculty that attended completed a survey to capture faculty familiarity with the new Essentials and areas of future interest. Recommendations from the faculty surveys were used to determine additional program offerings; one topic identified was the need for additional education about the new AACN Essentials and competency-based education. A Faculty Development Day was held on May 9, 2023 where Dr. Harris and Dr. Bonanno provided additional education on competency-based education. The content was designed to meet the following objectives: review the new AACN Essentials and the why of transitioning to a competency-based education framework; compare competency-based education to traditional education systems, and review the new Essentials structure and model for nursing education. The faculty organization approved the adoption of the new AACN Essentials for implementation to support the SON curriculum change.

In June 2023, the School of Nursing began a collaboration with Western Governors University (WGU) Labs for consultative services to educate leadership and faculty on the principles, integration, and the transformation of the curriculum to a competency-based education framework. WGU Labs' project deliverables include several parts: conducting a competency-based

education readiness assessment survey; mapping the domains, concepts, and competencies found in the new Essentials to the 139 courses in the BSN, MSN, and DNP programs; presentation of five (5) competency-based transformation workshops to 30 faculty champions. The five (5) training workshops assisted the faculty champions to understand the key concepts of competency-based education instructional design, pedagogy, assessments, and evaluation through group discussion and hands-on exercises. The five (5) workshop held are noted in the table below:

Date	Workshop Title	Asynchronous Module
September 11, 2023	Foundations of Competency-Based Education	Foundations of CBE
September 18, 2023	Curriculum Mapping	Understanding the Curriculum Mapping Process
October 2 2023	Competency-Based Assessment Design	CBE Assessments: The Differences, Purpose, and Strategy
November 6, 2023	Competency-Based Active Learning Strategies	Active Learning Strategies Overview
December 4, 2023	Competency-Based Evaluation Strategies	Understanding the Evaluation Process

In a sustained effort to continue the curriculum transition to a competency-based education framework that promotes the pedagogical expertise of the faculty, while enhancing the student learning experiences, we continue to provide avenues to communicate and promote faculty involvement on key activities of this project.

Several ongoing initiatives include: establishing a Competency-Based Education Corner in the weekly Monday Morning Memo that is distributed weekly to faculty, a series of “Fireside Chat” that began in January 2024 to provide faculty an opportunity to openly discuss issues and topics on the transition to the new curriculum. Approximately ten (10) faculty have attended external regional workshops sponsored by AACN on the new Essentials and competency-based education as well as faculty participating in AACN Essentials Champion and SEC zoom calls. We continue to provide ongoing faculty development and we will begin shortly revision of the curriculum. This transition is expected to be over a two to three-year period.

OUTCOMES FOR COMPETENCY BASED EDUCATION

- ▶ Six “Lunch and Learn” sessions were offered to faculty to review the new AACN essentials.
- ▶ Faculty development offered in response to faculty requesting more clarity on competency-based education.
- ▶ Developed and approved a project charter in May 2023.

- ▶ Established the Curricular Revision and Competency Based Education Steering Committee.
- ▶ Established the project goal, objectives, scope of project, and a timeline for activities included in transition to a competency-based education framework as well as overall curriculum revisions.

IMPACT: MAKING A DIFFERENCE

- ▼ Quote from Dr. Danna, Associate Professor
 - ▶ *“With the implementation of the ‘new’ Essentials and a competency-based approach, the academic preparation of nurses will provide a uniform approach to nursing education across all programs and a consistency in the expectation for program outcomes. With this transformation of how we prepare our nursing graduates, and how we provide nursing care based on enhanced intrapersonal relationships, interprofessional education, simulation, and engagement with our clinical partners can revolutionize nursing education.”*

Louisiana Center for Promoting Optimal Health Outcomes: A Joanna Briggs Institute Center of Excellence

LSUHSC-NO SON and our faculty continually seeks diverse ways to increase and develop educational experiences focused on research and scholarship among faculty and students. The Joanna Briggs Institute (JBI) is a not-for-profit research and evidence-based healthcare institute based in Adelaide, South Australia, representing healthcare scientists, professionals, and researchers. JBI strives to be a global leader in evidence synthesis, transfer, and utilization in health care practices. ***Founded in 2011, our school known as The Louisiana Center is one of 18 centers in the Americas, with five in Canada, one in Brazil, one in Costa Rica, one in Peru, and ten in the United States.*** Together, these 18 centers comprise the Joanna Briggs Collaboration (JBC) Americas region, one of five geographic regions containing centers that do the work of systematic reviews, implementation projects, and training. The SON was able to provide this additional training for faculty at no cost, indicating a continued commitment to development of pedagogical expertise.

We achieved Center of Excellence status with JBI, to become the Louisiana Center for Promoting Optimal Health Outcomes. This status indicates that the Louisiana Center is achieving the necessary productivity in the conduct of systematic reviews, is engaged with a clinical partner to bring best practices to the bedside, attends required international colloquia and video conferences, and mentors others in the systematic review process. This status displays the

sustainability and commitment of faculty who are dedicated to pedagogical development and resources that enhance student learning as this milestone would not have been achieved without expert educators.

One of our faculty in the graduate program, Dr. Jennifer Badeaux, is a Fellow in JBI Evidence Implementation Science. Dr. Badeaux worked collaboratively with a registered nurse from one of our clinical partners in the behavioral health unit to complete a six-month, evidence-based implementation program comprising two five-day intensive training workshops and an evidence implementation project undertaken in the workplace over the intervening months. Dr. Badeaux and her nurse colleague worked collaboratively to disseminate their work through publication and presentation in 2021.

Since 2019, the School of Nursing hosted an Evidence-Based Clinical Fellows Program Train-the-Trainer event. Attendees included three people from the School of Nursing, three from its clinical partners and seven others from Rutgers University, Purdue University Northwest, the University of California, San Francisco, and the University of Mississippi Medical Center. Clinical Fellows were trained to identify a clinical problem; find the evidence to support a change; formulate strategies to address, implement and evaluate the change; and present their findings. To date, two faculty have been trained as Fellows and the SON is supporting an additional six faculty to be trained beginning in May 2024.

In June 2023, The Louisiana Center for the Promotion of Optimal Health Outcomes: A JBI Center of Excellence presented a JBI gLOCAL Solution Room entitled, “Barriers and Strategies for Implementing Evidence Based Practice.” The panel consisted of three faculty members in collaboration with five community partner members to discuss evidence-based practice implementation challenges and strategies within various types of health care institutions, inclusive of an academic medical center, two children’s hospitals, and a non-profit primary adult care institution. There were a total of 40 participants and evaluations for this offering report a 4.89 out of 5 for enhancing the participants’ understanding of evidence-based practice implementation challenges and strategies.

Further modeling this commitment, the Louisiana Center at LSUHSC-NO SON has seventeen faculty who are certified systematic reviewers (CSRs) and six faculty are certified systematic review trainers. Faculty can collaborate with colleagues and/or with graduate students who desire to complete systematic reviews. Above the call for faculty to serve as CSRs, our LSUHSC-NO SON reference librarian will receive the CSR training, recognizing the critical need for

sophisticated and comprehensive search strategies and information management and serving as further assistance to our faculty and students. Faculty and students can utilize the reference librarians as educational resources further enhancing this pedagogical method.

Undergraduate students are benefitting from our collaboration with JBI, too. The JBI Model of Healthcare is the official model for research and evidence-based practice across all SON programs. The SON uses JBI's structure for assigning levels of evidence. All undergraduate and graduate students gain experience using the JBI model and applying the JBI levels of evidence during their research course, and when they need to substantiate their patients' treatments present the most current forms of evidence. ***Undergraduate students are exposed to the concept of JBI Levels of Evidence through didactic content in their first research in nursing course.***

This exposure is threaded into the graduate program as students are re-introduced to the JBI levels of evidence in Research I: Design and Methodology. In this course, graduate students complete a Summary of Findings Table (SoFT) where JBI levels of evidence are denoted with selected research articles and a State of the Science paper is constructed from the SoFT.

The SON maintains an annual subscription to JBI resources through JBI Wolters Kluwer Health/Ovid and Lippincott Williams and Wilkins. This subscription allows unlimited access, on-campus and off-campus, to all JBI journal publications and tools for faculty and students. Students in all undergraduate and graduate programs are shown how to access and search for completed JBI systematic reviews using the Ovid portal, and how to access all of the resources available from JBI and the Louisiana Center. These resources enhance students learning as systematic reviews can be a part of the SoFTs in the DNS course, Research I: Design and Methodology and in the DNP course, Evidence Based Practice for Advanced Nursing Practice.

OUTCOMES FOR THE LOUISIANA CENTER FOR PROMOTING OPTIMAL HEALTH OUTCOMES

- ▶ Our Louisiana Center for Promoting Optimal Health Outcomes is a Center of Excellence with JBI
- ▶ We are one of only 10 JBI centers in the United States and one of five housed within a School of Nursing.
- ▶ We have 17 certified systematic reviewers and six certified systematic review trainers on our faculty
- ▶ We offer systematic review training and evidence implementation training
- ▶ Presented a JBI gLOCAL Solution Room entitled, "Barriers and Strategies for Implementing Evidence Based Practice" in collaboration with four hospitals in Texas and Louisiana with 40 attendees

- ▶ We offer JBI as a unique educational experience implemented by our faculty to enhance student learning through scholarship

IMPACT: MAKING A DIFFERENCE

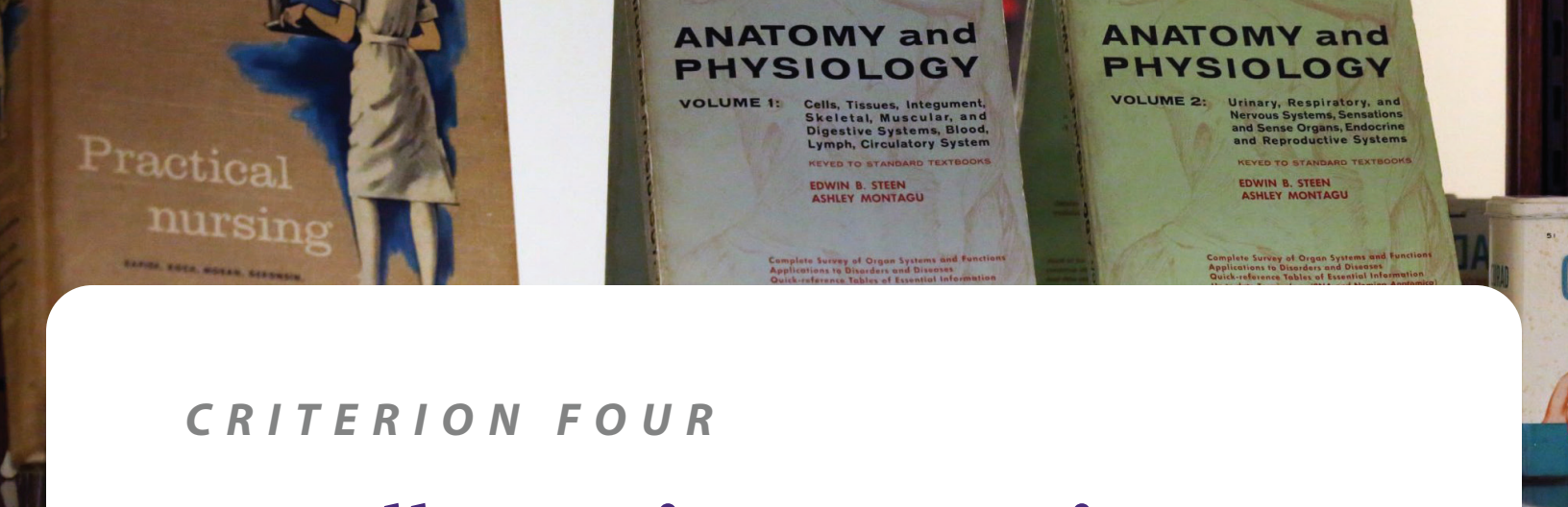
- ▶ Quote from faculty trained as a JBI Clinical Fellow: “During this global pandemic we have seen an unprecedented challenge to our healthcare system and the patients we treat. The timely publication of Reduction of aggressive and violent behavior toward behavioral health unit staff and other patients: a best practice implementation project gives insight into the importance of education of mental health staff via insitu de-escalation simulation and addresses caregiver to patient ratios.”
- ▶ Quote from our clinical partner Tyrus Triche, RN, BSN *“Working on this implementation project was a very challenging and rewarding experience. I found that I enjoyed this process, and the opportunity to collaborate in different ways with my colleagues on the unit, as well as the faculty from our health sciences center. I learned a lot during the entire process and I would like to thank all my team members for their expertise, guidance and leading the way throughout this exhilarating journey.”*

Conclusion

In conclusion, faculty at the SON remain dedicated to student learning as evidenced by their continued commitment to designing and implementing educational experiences which enhance learning for all students at the SON. Faculty use a variety of educational pedagogies and resources to accomplish this task, as they continuously strive for excellence in teaching. Examples of faculty expertise in pedagogical design and implementation can be seen in the use of high-fidelity simulation, grant funding, cadaver lab experiences, global humanitarian projects, and the JBI systematic review and evidence implementation process, all of which enhance student learning.



▲ CALS includes high-fidelity health care environments, like this operating room, that mimic real-world clinical settings.



CRITERION FOUR

Excellence in Promoting Faculty Pedagogy

“Comprehensive faculty development program is effective in promoting faculty pedagogical expertise.”

The faculty development program of our school is innovative and robust, offering many unique opportunities for faculty to further cultivate their pedagogical expertise. *Through the Nursing Continuing Professional Development (Continuing Nursing Education) department within the School of Nursing, Quality Enhancement Committee, and the Faculty and Staff Life committee, faculty are able to evaluate the program's effectiveness in achieving pedagogical expertise.*

All undergraduate and graduate faculty are provided with a variety of development offerings at the SON. Examples include: on-boarding framework used for new faculty; on-line resource center created for new and seasoned faculty (SON FIRST); formal faculty mentorship program (Tiger TRAX); achievement of specialty certifications; annual retreats presenting topics to promote pedagogical expertise among our faculty; and creation of the Leadership Scholars Academy.

EVIDENCE OF EXCELLENCE

- 🐾 We provide faculty with development offerings throughout the year to promote pedagogical expertise
- 🐾 We facilitate an on-boarding process to integrate new faculty into our School
- 🐾 Faculty members are committed to achieving certifications
- 🐾 We offer the Faculty Information, Resources and Support Toolkit (SON FIRST) to all faculty

- 🐾 We provide a formal faculty mentorship program (Tiger TRAX Program)
- 🐾 Faculty are funded to attend the Leadership Scholars Academy

Faculty Development Activities to Promote Faculty Pedagogical Expertise

The Administrative Council and Faculty and Staff Life committee are committed to providing opportunities for faculty to maintain excellence in teaching through unique faculty development offerings to promote their pedagogical expertise throughout the year. The faculty development topics and selected speakers are chosen from the annual faculty evaluations and faculty suggestions for future faculty developments. Innovative pedagogy, student learning, student success strategies, and leadership formation have been the focus of faculty development offerings, maintaining our shared vision of creating nurse leaders.

Examples of Faculty Development CNE Events 2020-2023

Faculty Development Title	Credit Hours
Transition to Next Generation NCLEX	3.5
Active Learning in the Classroom-Innovating Education through Engagement	1.5
The Heart of Teaching-Curriculum Design & Evaluation	2
Test Construction & Exam Analysis	4
Digging Deeper into Simulation-A Pre-briefing & Debriefing Workshop	1.5
Creating and Delivering Effective Presentations	2
Am I using Effective Evaluation Methods to Assess Teaching Learning Outcomes?	5
Writing Next Generation NCLEX Questions Using Moodle Platform	2
Integrating Research & EBP into Classroom & Clinical Instruction	2
Inclusive Classroom Teaching for Diverse Adult Learning Styles	1
Utilizing Student Evaluations to Enhance Effectiveness in Teaching	2
Diving into the Essentials	4.5

Through our shared vision, the SON offers educational activities to increase faculty knowledge, skills and abilities to achieve excellence in teaching. The LSUHSC-NO SON Nursing Continuing Professional Development Department is an accredited provider by the American Nurses Credentialing Center to provide Nursing Continuing Professional Development credit to nurses.

The LSUHSC-NO SON fully funds SON faculty members to attend all nursing continuing professional development (NCPD) programs designated as faculty development activities provided by the SON Nursing Continuing Professional Development and Entrepreneurial Enterprise. Faculty development activities are implemented for faculty based on needs assessments, the updated version of NLN Hallmarks of Excellence in nursing education, the new AACN Essentials, and quality data. Faculty are able to remain current with relevant content in major areas of nursing education.

OUTCOMES FOR FACULTY DEVELOPMENT OFFERINGS

- ▶ The Nursing Continuing Professional Development Department has offered 20 faculty development activities with over 45 hours of CNE credit to faculty since our last designation.
- ▶ Faculty report a 92% positive evaluation that faculty development options meet their learning needs.
- ▶ Faculty report a 94% positive evaluation that faculty development options support their professional development.
- ▶ A total of 290 faculty and nurses have attended development offerings since our last designation.

IMPACT: MAKING A DIFFERENCE

- ▼ Quotes from undergraduate and graduate faculty attending development offerings:
 - ▶ *“I will incorporate more active learning strategies into classroom activities and will be more cognizant of all learners.”*
 - ▶ *“This activity exceeded my expectations. As a new faculty member, the activity showed me various styles, rules, and differences used by faculty (good & bad) that can be applied or NOT to exam writing process.”*
 - ▶ *“Helped improve my understanding of student evaluations to improve my teaching.”*
 - ▶ *“I plan to design teaching/learning strategies which acknowledge the diversity of student backgrounds.”*

- ▼ Quotes from undergraduate and graduate students regarding the impact of faculty teaching:
 - ▶ *“As a nurse anesthesia student with previous nursing experience, obtaining an education from faculty with such an extensive practical and educational background is invaluable. The integration of educators’ experiences such as those of Drs. Martin, Badeaux, and Devlin into the material presented allows a higher understanding and enhances students’ potential for clinical application of complex concepts. As a result, the excellence in education provided by these experienced practitioners lends confidence to students entering the field of anesthesia, and we are fortunate to have access to their wealth of knowledge.”*

New Faculty On-Boarding

All new faculty joining the School of Nursing attend a formal orientation led by Administration, members of the leadership team, and facilitated by the Faculty and Staff Life committee. A structured, two-day meeting conducted by faculty leaders is designed to acquaint new faculty with the SON’s organizational structure, governance, accreditation, policies, faculty roles and responsibilities. This component of orientation is supplemented by meetings over a 90-day period with the Dean and other members of the Administrative Team, as well as with key department representatives (e.g., Information Technology), selected content experts, and Course Coordinators/course faculty, as appropriate. The purpose of onboarding is for new faculty to participate in conversations, self-assessments, and guided activities related to their role as teachers, advisors, curriculum implementers, and evaluators.

Through review of faculty evaluations of the orientation process, as well as conversations with new faculty, it was determined that a revision of the SON’s onboarding program was needed. The proposed onboarding program will move from a 3-month time frame to 12 months. During this time, new faculty will be provided with the needed training, knowledge, and resources so they can succeed in their position.

Our onboarding program focuses on teaching & education, research & scholarship, service, and practice & administrative activities framed from the National League for Nursing (NLN) Nurse Educator Competencies. The onboarding process is designed to augment new faculty orientation and completion within the first academic year is expected. The program will consist of both online resources and face-to-face interactions with faculty. The goals of the onboarding program include:

- ▶ To demonstrate LSUHSC-NO SON's commitment to the success of nursing faculty
- ▶ Develop faculty professionally and enculturate to the SON
- ▶ Increase satisfaction and retain faculty of the SON
- ▶ Support continuing education
- ▶ Foster excellence in nursing education
- ▶ Successfully obtain advanced certification (CNE®, CNE®cl, CHSE, etc.)
- ▼ Strengthen the SON in our pathway to:
 - ▶ Inclusive Excellence
 - ▶ Improve Quality of Instruction/Education
 - ▶ Improve NCLEX-RN® and other certification rates

Some of the key additions to this program will be assigning an “onboarding buddy” to assist the new faculty in transitioning to either the educator role and/or the organization; implementing a formal technology workshop introducing the new faculty to the learning management system and technology platforms in a workshop setting; and having new faculty complete a self-assessment of the nurse educator competencies at hire and at the end of the year onboarding process. The undergraduate faculty are currently implementing this new plan and this will be implemented as new graduate faculty are hired.

OUTCOMES FOR NEW FACULTY ONBOARDING

- ▶ Since the fall of 2019, we have oriented 26 new undergraduate faculty and 13 new graduate faculty.
- ▶ Faculty evaluations regarding the orientation process is consistently above 90% for meeting their learning needs and supporting their professional development.
- ▶ Over the past two years, the Faculty and Staff Life Committee formed a taskforce and recommended transforming to an on-boarding structure for new faculty to become acclimated to the organizational culture and climate.
- ▶ Dean Porche presented new on-boarding plan framed from the National League for Nursing (NLN) Nurse Educator Competencies to the Administrative Council being implemented in 2024.

IMPACT: MAKING A DIFFERENCE

- ▼ Quotes from new faculty attending orientation:
 - ▶ *“After having worked at another school of nursing, I feel more confident in my teaching role here at LSU because of the 3-month process of continued meetings”*
 - ▶ *“The meetings with the Dean, Associate Deans, and all other support staff helped me feel part of the school immediately, which increased my confidence as a teacher because of all the preparation I received.”*

SON FIRST: Faculty Information, Resources and Support Toolkit

In addition to the three month self-paced on-boarding process, the Faculty and Staff Life committee developed and maintains an on-line faculty resource center housed in our education platform in order to support the on-boarding structure. ***Both new and incumbent faculty across programs can access useful information included in SON FIRST: Faculty Information, Resources and Support Toolkit published to our online education platform, Moodle.*** Topics include General and Faculty Specific Information, Faculty Resources, and ‘Pillars’ addressing teaching, practice, research and scholarship, service, and organizational quality. Housed within the “Teaching Pillar” are many resources to develop faculty’s pedagogical expertise. This resource gives faculty a venue to easily find content needed to aid their preparation for lecture, exam item writing, and a variety of other topics. This resource undergoes an annual audit by members of the Faculty and Staff Life committee to check for accuracy of content, current and updated weblinks, and the need for any addition or removal of content under each topic area.

OUTCOMES OF SON FIRST UTILIZATION

- ▶ Created videos welcoming faculty to the different content areas in 2020 as the need for resources from home became apparent with the COVID pandemic.
- ▶ Added multiple resources for faculty regarding NCLEX NexGen.
- ▶ The SON FIRST course is accessed by undergraduate and graduate faculty on average 100 times per month according to the IT department.

IMPACT: MAKING A DIFFERENCE

- ▼ Quotes from faculty showing the pedagogical impact of the SON FIRST resource:
 - ▶ *“As an experienced nurse educator in the undergraduate program, I appreciate the resources under the Teaching pillar to keep me current and relevant on best practices in the classroom. It’s a great resource!”*
 - ▶ *“As a new faculty member, the videos relating to teaching and pedagogy such as active learning, and Dr. Valiga’s seminar on pedagogies for graduate students, have built my confidence toward developing my pedagogical expertise.”*

Faculty Mentorship: Tiger TRAX Program

Through our shared vision, we believe faculty mentoring is one initiative that eases the transition of novice faculty into the academic environment, but also supports more experienced

faculty who need expert guidance regarding research and other scholarly activities. The Tiger Talent Reciprocity Advancing EXcellence Faculty Mentoring Program, also known as ***Tiger TRAX, was created in response to faculty requests for mentorship support identified on annual Faculty Resources Surveys and during annual performance evaluations.*** Tiger TRAX facilitates the ongoing professional and personal development of nursing faculty in the areas of teaching, practice, research and scholarship, service, and organizational quality throughout the career continuum. First implemented in 2015, Tiger TRAX (originally known as CPRIDE) incorporates the SON's core values of Stewardship, Organizational Citizenship, Nursing Innovation, Caring, Professionalism, Respect, Integrity, Diversity, and Excellence. Participation is voluntary, and each mentee is paired with an experienced mentor and both complete evaluation at six- and twelve-month intervals. Mentees and mentors are specifically matched together based on goals identified by mentees who are paired with experts in that field. ***Often novice educators want to develop their teaching skills and transitioning from practice to academia; therefore, they are paired with seasoned faculty considered to be pedagogical experts. Other common goals for faculty address presenting at conferences, publishing in peer-reviewed journals, attaining fellowship status in various organizations, and securing a board seat at the state, regional or national level.***

Table 1. Faculty Mentorship Numbers for the SON

Year	Mentees	Mentors	New Mentorships	Continuing Mentorships
2019	17	14	5	12
2020	16	12	4	12
2021	18	14	5	13
2022	22	13	11	11
2023	16	10	7	9

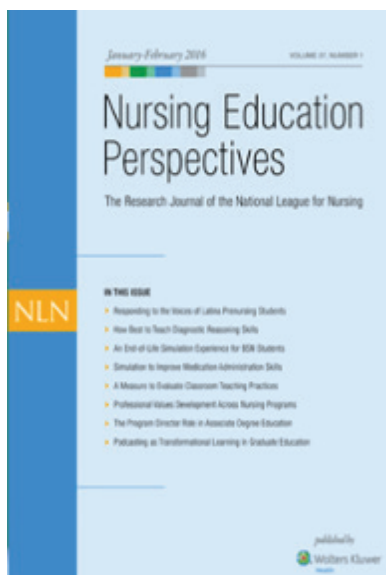
The program is evaluated by both parties at the end of the first year. Past recommendations from program evaluations resulted in changes to the application process, mentor-mentee matching, and addition of quarterly group mentoring sessions. ***Since our first designation, a writing workshop was developed and offered annually with approximately 20 faculty participating each year.*** Working manuscripts for publication and other works in progress are the outcomes of the writing workshop.

Drs. Jenna Martin and Dianna Douglas are two faculty colleagues who developed and implemented the original faculty mentorship program initially entitled CPRIDE. ***Dr. Douglas served as Dr. Martin's mentor in the Tiger TRAX faculty mentorship program*** for three years before her retirement in February 2018. Drs. Jenna Martin and Dianna Douglas were published in the NLN journal *Nursing Perspectives* in 2017 for their development, implementation, and evaluation of the CPRIDE program. ***Dr. Marie Adorno now serves as mentor to Dr. Jenna Martin and together they are co-coordinators of the undergraduate Honors program, MUSES. Drs. Martin and Adorno were accepted as speakers about their work with the MUSES program at the 2019 NLN Education Summit.***

OUTCOMES FOR TIGER TRAX FACULTY MENTORSHIP PROGRAM

- ▶ 26 publications by mentees in peer-reviewed journals
- ▶ 41 presentations by mentees at state, regional and national meetings
- ▶ 2 state level board appointment
- ▶ 2 regional level board appointment
- ▶ 4 national level board appointments
- ▶ 17 faculty promotions
- ▶ 4 faculty named as Fellows in national organizations or academies

▼ *Faculty Mentorship Publication in Nursing Education Perspectives*



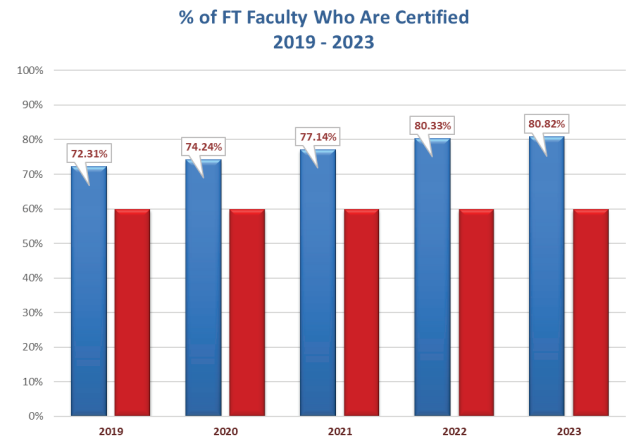
▼ *Dr. Jenna Martin and her faculty mentor Dr. Marie Adorno presenting at the 2019 NLN Education Summit*



IMPACT: MAKING A DIFFERENCE

- ▶ Quote from faculty participating in Tiger TRAX Program:
 - ▶ *“I serve as both a mentee and a mentor. This is my 8th year in the Tiger TRAX program and I have been able to fulfill all of my professional goals that I have set for myself- presenting at the national level, securing an appointment on a national committee, and publishing. Now I am able to mentor new faculty into their role while still being mentored. It is such a unique opportunity presented here at LSU School of Nursing and I feel lucky to be a part of it!”*

▼ Percentage of Faculty Certifications



Faculty Supported to Pursue Certifications

Faculty are supported to obtain certifications for certified nurse educator (CNE), certified healthcare simulation educator, and various other specialty certifications. This ***type of faculty support results in professional development, advancement of the profession, and promotion of pedagogy*** because faculty are able to remain current on topics which enhance student learning. Empowered faculty are more likely to build the culture of empowering students, as this type of culture must start from the top down. ***Sixteen percent of SON faculty are Certified Nurse Educators (CNE), demonstrating a true mark of excellence in achieving pedagogical expertise.*** The CNE attests to the highest standards of practice, leadership, and discipline-specific knowledge and practice legitimacy for a nurse educator.

OUTCOMES FOR FACULTY SUPPORT TO PURSUE CERTIFICATIONS

- ▶ 13 faculty were funded for the CNE exam
- ▶ 2 faculty were funded for the Certified Healthcare Simulation Educator (CHSE) exam
- ▶ 7 faculty were funded for the Adult Mental Health First Aid Instructor Certification
- ▶ 16 percent of SON faculty are Certified Nurse Educators (CNE).

IMPACT: MAKING A DIFFERENCE

- ▼ Quote from Colette Baudoin, PhD (c), RN, MSN, OCN, CNE, Instructor in the Undergraduate Program
 - ▶ *“Receiving my CNE certification was a goal I had set for myself as I completed my graduate program and decided to move into an academic setting. To me, this was my personal proof that I was prepared to provide students entrusted to me with a teacher that was able to give them the education they needed to become competent practitioners and adequately prepared to take the NCLEX examination at the end of their studies. Leadership at LSUHSC not only supported this goal financially, but, more importantly, several faculty members that had previously passed the CNE exam held study sessions that were available to several faculty. With all this support and encouragement, I was able to be successful on my exam. For that, I am grateful to the school’s leadership.”*

Leadership Scholars Academy

In spring 2020, the LSUHSC-NO School of Nursing launched the Leadership Scholars Academy™ (LSA) which was designed for current and emerging leaders in all settings. The goal of the LSA is to provide a transformational learning experience that further develops personal and professional leadership knowledge, skills, and guidance critical for success in leadership roles. Participation in the LSA aims to maximize performance while increasing personal engagement in nurturing a high performing organization. The five-day Academy includes: several assessment instruments, leadership library of books, and professional folio, 5 days of instruction and 31 hours of Nursing Continuing Professional Development (NCPD) credit for RNs. Celebration with presentation of certificates of completion and membership into LSA occurs on the last day.

After participation and completion of the LSA, participants increased their understanding of self and others; enhanced and developed leadership abilities and applied strategies to lead



▲ Teams at the Annual Faculty and Staff Retreat

people and processes. Also, evidence-based approaches assisted with development of knowledge and skills in quality improvement, and budget development and management. Participants engaged in strategic thinking and decision-making exercises to identify leadership practice in everyday operations and in crisis/disaster situations. Participants incorporated evidence-based approaches to create a culture of engagement and innovation within the organization which assisted in expanding effectiveness in teaching, coaching, and mentoring others.

OUTCOMES FOR THE LEADERSHIP SCHOLARS ACADEMY

- ▶ 4 cohorts have completed the LSA since its inception in spring 2020
- ▶ 22 faculty members from the LSUHSC-NO SON have completed the LSA
- ▶ 24 RNs in practice, and 6 non-nursing staff have also completed the LSA
- ▶ 100% positive evaluations received after completion of the LSA

IMPACT: MAKING A DIFFERENCE

- ▼ Quotes from faculty completing the LSA:
 - ▶ *“Since completing the Leadership Scholars Academy, I have been able to utilize conflict resolution tools acquired during the academy, in my current role as a leader that has aided in me effectively mitigating and resolving challenging situations in an impactful manner to ensure the mission of the organization, I work for is still being carried out”.*
 - ▶ *“The Leadership Scholars Academy has been instrumental in fostering my personal and professional growth as a leader, providing valuable insights, skills, and experiences that have empowered me to navigate challenges, inspire others, and make informed decisions with various matters.”*

Conclusion

LSUHSC-NO SON is proud to consistently sustain a faculty development program. Because of ongoing evaluation, we are able to demonstrate its effectiveness in achieving the pedagogical expertise of our faculty. This ongoing evaluation occurs through mechanisms in place within the Continuing Nursing Education department, Quality Enhancement committee, and the Faculty and Staff Life committee, in order to ensure program effectiveness. Our new faculty are acclimated to the culture and climate of our organization and to their new role in academia through our onboarding process and the on-line resource center (SON FIRST). New and experienced faculty

participate in our formal faculty mentorship program (Tiger TRAX) to obtain goals related to excellence in teaching. We offer multiple faculty professional development opportunities to achieve pedagogical expertise throughout the year at no cost to faculty. We are supported by the administration pursue specialty certifications. This consistent and sustained effort towards excellence in organizational culture and climate are related to and impact the faculty's pedagogical expertise as evidenced by the above exemplars.





CRITERION FIVE

Excellence in Engaging our Community

“Faculty engagement in their communities enhances pedagogical expertise resulting in student learning, professional development, and advancement of the profession.”

The faculty of LSUHSC-NO SON are actively engaged in our communities resulting in enhanced student learning, professional development, and advancement of the nursing profession . Active engagement is demonstrated by our faculty by actively participating in faculty practice; utilizing research to engage the community through nurse residency programs; serving the community by advocating for policy and change; providing leadership in professional nursing organizations; engaging our community to address health disparities; displaying our core value of Organizational Citizenship by serving the community needs; and developing future nursing talents by engaging the community.

EVIDENCE OF EXCELLENCE

- 🐾 Faculty engage with the community through clinical practice
- 🐾 Faculty utilize research to engage the community through nurse residency programs
- 🐾 Faculty and students serve the community by advocating for policy and change
- 🐾 Faculty provide leadership in professional nursing organizations
- 🐾 Faculty engage our community to address health disparities
- 🐾 Faculty display our core value of Organizational Citizenship by serving the community needs
- 🐾 Faculty Engaging our Community through Clinical Practice

Faculty Engaging our Community through Practice

Faculty engage in service activities locally and statewide with undergraduate and graduate students that strengthen the community and nursing profession. Service activities include participation in School of Nursing's Faculty Practice Plan, developing and executing the COVID-19 Point of Distribution (POD) for the region during the pandemic, and our annual LSU Day at the State Capitol where faculty and students provide health screenings to the legislators and Capitol staff. These examples highlight faculty and student engagement with our community that results in enhanced learning for our students, professional development, and advancement of the nursing profession.

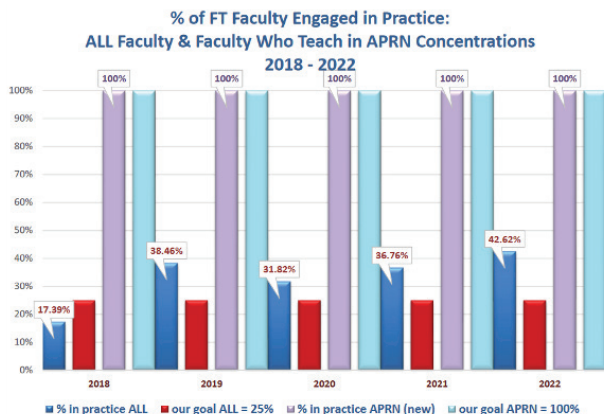
Faculty Practice Plan

The mission of the Faculty Practice Plan is to provide School of Nursing faculty with the opportunity to engage in practice. Faculty and students are provided the opportunity to enhance their educational experiences and practice in order to deliver quality evidence based care to the community. The vision of the plan is to develop statewide clinics that provide quality preventive/primary care, education and research opportunities through innovative nursing faculty practice.

Faculty practice promotes the service, educational, and research mission of the SON by providing an opportunity for clinical practice, collaboration, and consultation. Full-time faculty engage in professional nursing activities such as direct or in-direct patient care in their area of expertise as an advanced practice registered nurse or a registered nurse in a variety of healthcare settings.

Faculty practice impacts the educational mission as graduate students precept with faculty engaged in faculty practice. Faculty serve as role models and mentors for other nurses who elect to further their education at the SON. The research mission is enhanced as faculty identify practice issues that can be addressed with an evidence-based quality improvement project or explored using research methods. Faculty areas of expertise include anesthesia, acute care, primary care, critical care, emergency care, perioperative, nurse-midwifery, sexual assault nurse examiner, mental health, pediatrics, and nephrology.

Evidence and outcomes related to faculty practice include: enhancing student learning by demonstrating clinical expertise, serving as role models for professional nursing students, and improving nursing practice by faculty demonstrating the integration of evidence-based practice and research to the students. This supports professional development of our undergraduate and graduate students through collaborative endeavors between education and practice. Our faculty consistently exceed our Faculty Practice goal and remain active in their practice areas.. This level of commitment to practice serves to enhance student learning as faculty relay current practice experiences to the students both in clinical and the classroom. One hundred percent of our APRN faculty participate in the Faculty Practice Plan.



COVID-19 Vaccine Clinic

In January of 2021, the LSU Healthcare Network, in partnership with the LSUHSC, began vaccinating faculty, staff, students and patients on weekdays, and Saturdays, in a vaccination clinic located on the LSUHSC campus. The clinic launched as a closed point of distribution (POD), with vaccines limited to faculty, staff, students and health care network patients. As the need increased and the state expanded the tiers of qualified individuals for vaccination, the clinic was converted to an open POD for the public.

The vaccination clinic offered the Greater New Orleans community a ray of hope after an incredibly difficult year. The arrival of vaccines designed to protect people from COVID-19 provided optimism to people around the world. ***Our School of Nursing, faculty, administration and students knew we wanted to play an active role in this transformational pandemic response as a way to put the school's mission into action and provide care for the LSU Health Sciences Center and the New Orleans community.***

The SON became the designated POD coordinator for LSUHSC in state of Louisiana. The SON coordinated efforts with multiple entities including the Chancellor's Office, the LSU Healthcare Network, the School of Medicine, Information Technology and Facility Services. Initial meetings included identifying an appropriate location to administer the vaccine and creating the process required to obtain the vaccine as well as equipment and supplies necessary for appropriate vaccine storage, handling and administration. The team had to ensure that the location chosen was easily accessible, large enough to accommodate the necessary spacing requirements for a large volume of people, and was close in proximity to supplies and the medication freezers. Equipment, power supply, telephone access, security of the location, and maintaining appropriate temperatures within the room (per vaccine specifications) were also important considerations. Meetings were held daily during the early stages of development, and subsequent planning meetings focused on ordering supplies, staffing, workflow and the development of an interface to facilitate communication between Allscripts (LSU Healthcare Network's EMR system) and Louisiana Department of Health's Office of Public Health Immunization Program (LINKS) for mandatory reporting.

The COVID-19 vaccine clinic was a continuously collaborative effort from faculty and undergraduate and graduate students. Undergraduate faculty and students from the School of Nursing assisted with staffing vaccination stations to administer thousands of vaccines. Nurse practitioner students and faculty helped with screening and monitoring post vaccination. Nursing faculty and undergraduate and graduate students volunteered to assist with mixing the vaccine. Medical and physician assistant students from the School of Medicine and School of Allied Health volunteered to collect data at computer stations.

"Some patients have been extremely excited and appreciative about receiving the vaccine. Patients have requested to have their pictures or video taken of them while receiving the vaccine," Dr. Rivera says. "They are excited to be able to attend weddings and see grandchildren or other family members."

Dr. Porche says, “Faculty have stated that having access to and actually receiving the vaccine was one of the best benefits of being an LSUHSC employee, and students appreciated the clinical experience,” he says. “For all of us, this was an opportunity to practice within a pandemic, and it felt like true public health practice in action.” Our SON transitioned from a closed POD to an open POD and vaccinated New Orleans Police and Fire departments and Levee Board Police based on community needs. Graduate and undergraduate students assisted in the clinic to provide for the community. Through collaborative efforts among students and faculty from the Schools of Nursing, Medicine, and Allied Health, vaccines were administered to fulfill a large community need.

▼ *COVID-19 vaccination clinic staff prepare vaccines for the day's recipients.*



LSU Day at the Capitol

Every year, the LSU system proudly showcases its campuses from Shreveport, Alexandria, New Orleans, and Baton Rouge at the state Capitol through LSU Day. This key event features an extensive health fair, where students from nursing in the BSN, DNP, DNS and PhD programs, medical, dental, and allied health disciplines along with Pennington Biomedical Research Center offer a range of health screenings and educational services to legislators and their staff. Clinic leaders consistently monitored the number of doses administered, the number of doses scheduled and doses reported to ensure accuracy of data reporting.

In this comprehensive health initiative, the SON plays a critical role and is responsible for conducting blood pressure and glucose screenings and providing detailed education about these tests to the Louisiana legislators. The SON also led in offering crucial information on adult immunizations and guide legislators and staff in breast and testicular cancer self-examination education. This multifaceted involvement of the SON not only showcases their expertise in various aspects of healthcare but also underscores their commitment to promoting community

health education and preventive care.

The event stands as a vivid example of practical, student-led healthcare service and academic collaboration. Each year, students demonstrate their clinical acumen by conducting over 300 health screenings. Following each screening, faculty members collaborate with students in providing consultative health discussions with the participants. This interactive approach facilitates meaningful dialogue on health outcomes and current healthcare topics, enriching the students' experience in patient communication and clinical decision-making. Participants, in turn, receive personalized insights and valuable health education, benefiting from the comprehensive knowledge and expertise offered at the fair.

LSU Day at the Capitol Health Fair Offerings	
Vital Signs	Education (Stress Management & Adult Immunizations)
Body Fat Screening	Pulmonary Screening
Hand Grip Test	Balance Assessment
Vision Screening	Lower Extremity Strength Test
Skin Cancer Screening	Oral Cancer Screening
Post COVID-19 Screening	Bone Density Test
Audiology Test	Colorectal Cancer Assessment

OUTCOMES OF FACULTY ENGAGING OUR COMMUNITY THROUGH PRACTICE

- ▶ Currently, 45.21% of faculty are actively engaged in faculty practice serving the needs of the community developing their pedagogical expertise while precepting students
- ▶ APRN faculty consistently have 100% participation in faculty practice
- ▶ During the height of the COVID-19 pandemic the SON faculty and students from all programs met community needs by collaborating, establishing, and implementing a COVID-19 vaccination clinic on campus
- ▶ Over 20,000 people were vaccinated through the LSU Healthcare Network and LSUHSC-NO vaccination clinic with the Pfizer BioNTech vaccine, including 90% of School of Nursing faculty and staff.
- ▶ Faculty and students engaged with the community by volunteering at COVID-19 testing locations throughout the metropolitan area
- ▶ Faculty, undergraduate, and graduate students (BSN, DNP, DNS and PhD) have performed approximately 1200 health screenings at the Louisiana State Capitol for LSU Day.
- ▶ At each session approximately 30 people are screened for skin lesions.

- ▶ Our faculty and students offer 15 different health screenings annually at the Louisiana State Capitol for LSU Day

IMPACT: MAKING A DIFFERENCE

- ▼ Quotes from Faculty participating in the Faculty Practice Plan:
 - ▶ *“Throughout my career, I have stressed the importance of maintaining clinical currency whether in a full-time practice, administration, or academia. Professional currency can only be accomplished through continuous faculty practice and the ability to engage in faculty practice at LSUHSC offers this opportunity. Whether in independent practice or precepting a student, I always strive to ensure that my clinical decisions and my actions are based on sound clinical evidence in order to provide my patients the quality of care they deserve.”*
 - ▶ *“Being a program coordinator and practicing Family Nurse Practitioner participating in faculty practice allows me to stay current with the best clinical practices and allows me to share my clinical expertise with my students. Engaging in faculty practice allows me to be constantly aware of what’s going on in the healthcare community and where I can be better prepared to deal with the complex healthcare challenges our community members face”.*
- ▼ Quotes from Faculty participating in COVID Vaccination Clinic:
 - ▶ *“I believe our vaccine clinic offers hope – hope for the future – and that is meaningful for the people of New Orleans and surrounding areas.”*
 - ▶ *“For all of us (faculty), this was an opportunity to practice within a pandemic, and it felt like true public health practice in action.”*
- ▼ Quote from Dr. Porche, our Dean regarding the Students serving needs of the community:
 - ▶ *“I am proud that our LSU Health New Orleans SON faculty and students have assumed a position on the front line of COVID-19 response at the LSU Health Sciences Center and within our community. They have demonstrated their commitment to conquering this pandemic with examples of compassion, caring, courage and self-sacrifice to ensure that some of our communities’ most vulnerable and diverse populations had access to COVID-19 testing.”*

Engaging the Community through Academic and Clinical Partnerships

Nurse researchers study various aspects of health, illness and health care. By collaborating with local hospitals and serving as expert research advisors, the faculty design and implement scientific studies, that identify ways to improve health, health care services and health care

outcomes in partner organizations. Faculty serve as research experts and are a part of the teams at health care organizations to collaboratively conduct research and support evidence-based practice research councils.

Faculty serving as Clinical Nurse Researchers

Faculty serving as clinical nurse researchers for the partner organizations of Louisiana Children's Medical Center (LCMC) serve on the Research and EBP committees. Faculty function in this role in three area hospitals within the LCMC system: East Jefferson General Hospital, University Medical Center, and Children's Hospital. The Research and EBP committees meet monthly to plan projects and showcase events annually. The events include, but are not limited to poster presentations by nurses from the healthcare organizations. The clinical nurse researchers serve as judges for the showcase posters. Under the mentorship, of our faculty clinical nurse researchers, nurses at these facilities present their scholarly work at local, regional and national conferences. These nurses have also worked with our faculty to publish in peer-reviewed journals.

The clinical nurse researchers also serve on the recruitment and retention committee at the hospital. They meet monthly and offer evidence-based information at the meeting to help hospital leadership recruit and retain nurses. The clinical nurse researchers serve on the Peer Review Management System (PRMS) committee and the Institutional Review Board (IRB) approval committee. They participate in bimonthly meetings to review and approve all interdisciplinary research proposals.

Nurse Residency Programs

Academic practice partnerships have become more prevalent in nursing practice. Professional nursing has recognized a need to provide a seamless transition from the classroom to the clinical setting. A nursing residency program is a program that combines classroom instruction specific to nurse specialties with clinical experience under the supervision and guidance of preceptors, coaches, and the program director. In 2017, Louisiana Children's Medical Center (LCMC) Health developed and instituted a post baccalaureate nurse residency program which was named the "LANTERN Nurse Residency Program." The LCMC Health Academy for Novice to Experience Registered Nurses (LANTERN) program is designed as a component of the new graduate nursing orientation program at all LCMC Health facilities.

Our SON was one of the founding advisory members during the development of the program. LSUHSC-NO SON was instrumental in attaining CCNE accreditation for the LANTERN program as an agreement that was signed between the SON and our clinical partner, LCMC. The LANTERN

program is the first nurse residency program in Louisiana to attain this designation. As members of the LANTERN advisory board, designees participate in the review or “rating” of resident’s final evidence-based projects developed during each cohort. Faculty and staff are invited to attend the graduation of the LANTERN Program where all the EBP posters and project presentations are delivered. Partnerships such as these are not only beneficial for this program, but the ability to network allows for other partnerships and knowledge sharing on other projects more beneficial. The collaboration ensured formative evaluation was integrated into the program.

Since our last designation, faculty provided research expertise and support to our clinical partners taking a leading role in providing guidance on policies, procedures, and self-study reports for CCNE accreditation. Their participation in reviewing and advising on EBP projects showcases their commitment to elevating nursing practice through academic guidance. This mentorship extends to LCMC residents, where the Dean, along with other faculty, reviews and evaluates their final EBP projects, playing a vital part in their professional development.

The Dean and faculty involvement in various nurse residency programs highlight his leadership in integrating academic excellence into clinical practice. The Dean’s role in the Veterans Administration (VA) nurse residency program as a member of the advisory committee is instrumental in aligning BSN degree competencies with residency curricula, ensuring a seamless transition for graduates into clinical roles. The Dean also worked with the VA to become CCNE accredited. The VA is the second nurse residency program to be accredited in Louisiana with LSUHSC-NO SON as the primary academic partner.

OUTCOMES OF FACULTY IN ENGAGING THE COMMUNITY THROUGH ACADEMIC AND CLINICAL PARTNERSHIPS

- ▶ Over 200 clinical affiliation agreements with health care facilities serving the needs of communities in the greater New Orleans area, and surrounding parishes throughout the state of Louisiana, Mississippi, and Texas
- ▶ Currently, 4 faculty serve as clinical nurse researchers for 4 of our clinical partner facilities
- ▶ Currently, 9 faculty serve as members of the Nursing Research and Evidence Based Councils across 5 of our clinical partner facilities
- ▶ Clinical nurse researchers serve as mentors for approximately 200 nurses annually through nurse residency programs
- ▶ One faculty serves on the LCMC-LANTERN Advisory Board to review EBP projects and dissemination
- ▶ Under the guidance and leadership of the clinical nurse researchers one of the collaborative partners was awarded Magnet status for the fifth consecutive term in 2022

- ▶ Through academic practice partnerships, 2 collaborative partners achieved initial Magnet status
- ▶ We serve as primary academic partner for the only 2 hospitals in Louisiana to achieve CCNE nurse residency accreditation

IMPACT: MAKING A DIFFERENCE

- ▼ Quotes from Faculty sitting on Clinical Partner EBP and Research Council:
 - ▶ *“Because of my dual role, I sit on Children’s Hospital New Orleans Louisiana (CHNOLA) EBP and Research Council. In the Council, we approved EBP and Research projects prior to implementation, we are creating a repository of projects, and we have our own EBP fellowship that requires selection of team members, education on the EBP process, and mentoring. We also assist and approve the RN residency projects.”*
- ▼ Quotes from Clinical Partner Administrator:
 - ▶ *“Since the LANTERN program’s inception, LSUHSC SON has been a faithful partner in this venture. As a continuing member of the advisory board, designees participate in scheduled meetings. These meetings allow for mutual communication of both curriculums to maintain undergraduate continuity, program pitfalls, and reduce necessary overlap.”*

Faculty and Students serving the Community and Advocating for Policy and Change

Nurses experience the daily influence of policy and politics in healthcare. As the largest group in the global healthcare workforce, nurses are uniquely positioned to see how health policy impacts patients and communities. All nurses can advocate for change, whether within their workplace, nursing organizations, government agencies, or directly with policymakers and elected officials. Every nurse can have a voice in the creation and enforcement of health policies.

Nurses Day at the Capitol

The SON faculty and students attended Nurses Day at the Capitol on 4/19/2023. This was an opportunity to discuss the importance of developing our students in a way that prepares



them for the complexities of the “new” healthcare environment. Faculty go beyond just facilitating knowledge, and engage role modeling behavior and policy advocacy. Undergraduate and graduate students met with our senators and representatives to discuss women’s health issues. Undergraduate and graduate students also witnessed the introduction of the Nursing Maternal Mortality and Preterm Birth Task Force Health (SCR20) initiative was introduced to the House Committee by Senator Gary Carter during this event.

Faculty Engaging the Community to address Health Disparities

In Louisiana, the maternal and infant health crisis is starkly evident, with black mothers and babies facing significantly higher mortality rates than their white counterparts. The state’s maternal mortality rate surpasses the national average, ranking 47th out of 48 states, and it holds the fifth-highest infant mortality rate in the United States (Louisiana Department of Health, 2023).

The inception of the Nursing Maternal Mortality and Preterm Birth Task Force, Senate Concurrent Resolution 20 (SCR20), was driven by SON faculty members. Recognizing the dire need for improvement in Louisiana’s maternal and infant health statistics, SON faculty members questioned how all nursing professionals could make a difference. Their initiative, supported by Senator Gary Carter, led to the establishment of SCR20, aimed at addressing these health issues through community involvement, policy change, and strategic collaborations.



▲ LSUHSC SON faculty members Mrs. Chontel Carter, APRN, WHNP, Chair of the Nursing Maternal Mortality and Preterm Birth Task Force, and Ahnyel Burkes, DNP, RN-BC, NEA-BC, Executive Director of LSNA, meets with Congressman Troy Carter to discuss Women’s Health Issues and the charges for the Maternal and Preterm Birth Task Force.



▲ SCR20 Task Force Meeting 1/24/24



▲ Undergraduate Nursing Students attending the SCR20 Task Force Meeting

The resolution was passed on the House floor on April 19, 2023. Governor John Bel Edwards officially signed the resolution on August 30, 2023. The task force convened its first official meeting with all committee members on September 25, 2023.

The SCR20 task force was composed of representatives from a diverse array of 23 stakeholder organizations. The task force focused on increasing the number of practicing certified nurse-midwives (CNMs) in Louisiana, identifying the contributions of registered nurses and APRNs to positive maternal health outcomes, and integrating midwifery services into current healthcare practices by identifying and overcoming barriers.

The task force's report to the 2023 Legislative Session included a summary for legislators and a detailed report for the Louisiana Department of Health. The prioritized recommendations were: integrating CNMs into health systems; supporting Full Practice Authority for APRNs to increase care access; and increasing reimbursement rates for healthcare services.

The report noted the opening of two new CNM schools in Louisiana since 2022, yet only two CNM positions were available in the state job market at the time of reporting. This is significant considering Louisiana's ranking as the worst state for maternal outcomes and among the worst for preterm births, despite CNMs being known to improve these outcomes. ***Through faculty engagement with policy makers, the students in attendance learned the health care policy process and how policy impacts the needs of the community.***

Enhancing Birth Outcomes with Midwifery Care

Our university's dedication to improving maternal health is deeply rooted in the significant impact of midwifery care on birth outcomes. Certified Nurse-Midwives (CNMs), specialized advanced practice registered nurses, offer a comprehensive and patient-centered approach to women's reproductive health and childbirth. Collaborating with physicians and other interdisciplinary providers, CNMs ensure optimal safety and care throughout all stages of pregnancy.

The BSN to DNP Nurse-Midwifery Program, initiated in 2022, prepares nurse-midwives for a broad spectrum of care to improve health outcomes for women in our community. CNMs are primary care providers, caring for individuals from adolescence to beyond menopause. The program covers primary care, reproductive and sexual healthcare, support during pregnancy, the birthing process, the postpartum period, and neonatal care in the first 28 days of life. This comprehensive approach equips nurse-midwives to meet the complex needs of patients at various life stages.

National Midwifery Week in October 2023 was marked by a series of enlightening and impactful events, each designed to celebrate and educate about the vital role of midwives. ***The week's activities began with an in-depth webinar titled “The State of Maternal Health in Louisiana,” drawing attention to the region’s poor maternal health outcomes.*** This event set a reflective tone for the week, engaging attendees in meaningful dialogue about improving maternal care.

The heart of the week was the screening of “AFTERSHOCK,” a powerful documentary that casts a light on the U.S. maternal health crisis, showcasing the ripple effect a maternal death has on the family and the community. The post-screening discussion with director Tonya Lewis Lee offered a unique opportunity for attendees to delve deeper into the themes presented in the film, fostering a greater understanding of the systemic issues affecting maternal health.

The premiere of “Toxic: A Black Woman’s Story” on February 2, 2024, was a pivotal part of our ongoing efforts to address the complexities of maternal health. These initiatives, alongside our educational programs and advocacy efforts, solidify our university’s standing as a Center of Excellence in nursing education. ***We are deeply committed to enhancing maternal and infant health outcomes, both through our involvement in National Midwifery Week and in broader, long-term initiatives.***

Building on the momentum of our successful National Midwifery Week and the advancements made in our BSN to DNP Nurse-Midwifery Program, our university is actively seeking to broaden the impact and accessibility of midwifery education. We are exploring academic partnerships with historically black colleges and universities (HBCUs) and institutions in rural areas. These collaborations will exemplify our commitment to expanding educational opportunities and diversifying the field of nursing.



▲ Simulation Expo during National Midwifery Week 10/2023



▲ The WWL Channel 4 joined in spreading awareness about maternal health outcomes in our community.

OUTCOMES OF FACULTY AND STUDENTS SERVING THE COMMUNITY AND ADVOCATING FOR POLICY CHANGE

- ▶ 4 of our faculty members serve on the Nursing Maternal Health and Preterm Birth Task Force, with three being CNMs
- ▶ Faculty led a state-wide resolution, supported by Senator Gary Carter, and successfully led to the establishment of SCR20, aimed at addressing health issues through community involvement, policy change, and strategic collaborations which passed on the House floor on April 19, 2023 and was signed by Governor John Bel Edwards on August 30, 2023
- ▶ 13 undergraduate students attended the SCR20 Task Force Meeting
- ▶ 50 faculty and students attended the exclusive viewing of the documentary “AFTERSHOCK” and interacted with the director for an overall increase in participants’ awareness of maternal morbidity and mortality
- ▶ Assistant Program Director for the Nurse Midwifery Program appeared on the Morning Show of local television station to spread awareness about maternal health in our community

IMPACT: MAKING A DIFFERENCE

- ▼ Quote from Dr . Demetrice Smith, Assistant Program Director of the Nurse-Midwifery Program
 - ▶ *“Policy is the only way to foster sustainable change, address systemic challenges, and improve maternal health outcomes. Policy involvement of our future clinicians not only enhances their educational experience, but also prepares and equips them to become our healthcare leaders of tomorrow.”*

Faculty display Organizational Citizenship by serving the Community Needs

One of our core values is Organizational Citizenship defined as, “the supportive engagement of all faculty, staff and students as contributing members of the nursing school and health sciences center that advances our organizational success.” ***Coffee for a Cause is an initiative borne from the SON Faculty and Staff Life committee’s vision in 2016, and has become a cornerstone of our commitment to community engagement and cultural enrichment within the SON.*** Championed by Dr. Porche and Dr. Martin, this innovative program was conceived to foster a culture of active participation and creative thinking among our faculty and staff.

The founding mission of Coffee for a Cause was designed to encourage casual interaction within our organization, while addressing broader societal needs. This initiative quickly grew into a significant force for positive change. It offered a way for our busy faculty and staff to engage

in stewardship, blending social interaction with philanthropy.

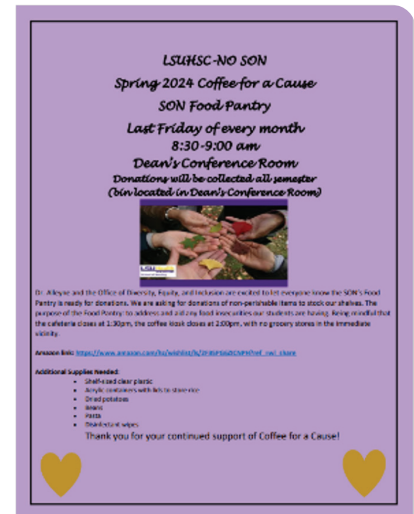
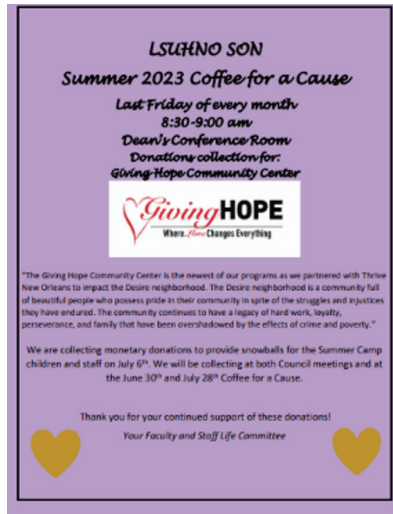
Since its initiation in the Summer of 2017, “Coffee for a Cause” has been a resounding success. This sustained initiative, even throughout the pandemic, has united our faculty and staff in a shared mission of giving, culminating in the collection of over \$7,000 and the donation of thousands of items to various local charities across the Greater New Orleans area. *These contributions reflect the depth of our community’s generosity and commitment to making a tangible difference. We have had diverse engagements with our community partners addressing a variety of needs.* The most recent examples include:

- ▶ **Mildred Osborne School Response (February 2022):** This initiative responded to the urgent needs of the Mildred Osborne School, where we collected and donated essential clothing items such as underwear, socks, and belts, providing crucial support to underprivileged elementary and middle school students.
- ▶ **Fall 2023 Collaboration with Eden House:** In our efforts to aid victims of human trafficking, we partnered with Eden House. We collected and provided toiletries crucial for the daily care and dignity of these individuals, supporting Eden House’s comprehensive recovery and advocacy services.
- ▶ **Summer 2023 Partnership with Giving Hope Community Center:** Recognizing the importance of joy and recreation for children, our Summer 2023 initiative focused on the Giving Hope Community Center in the Desire neighborhood. Our monetary donations funded refreshing summer treats for the children and staff at the center’s summer camp, offering a respite during the warm months and spreading smiles among the young ones.
- ▶ **Spring 2023 Support for Junior League of New Orleans:** Addressing a crucial but often overlooked need, our Spring 2023 drive supported the Junior League of New Orleans’ Alliance for Period Supplies. We collected a significant number of menstrual supplies, including tampons and pads, contributing to the battle against period poverty and ensuring those in need have access to these essential items.

The Spring 2024 initiative will support the newly established school pantry, a vital resource created by Dr. Kendra Barrier and the Office of Diversity, Equity, and Inclusion. This pantry addresses the food insecurities experienced by our students, exacerbated by limited cafeteria hours and the lack of nearby grocery options. This initiative represents our commitment to ensuring the well-being of our student community, by providing essential nutritional support.

Coffee for a Cause transcends traditional donation drives and cultivate a culture beyond donations. It symbolizes our core values with empathy, collaboration, and social responsibility.

Each initiative demonstrates our multifaceted approach to community service and our unwavering dedication to fostering a culture of giving within our organization. Through Coffee for a Cause, we not only strengthen our internal community bonds but also reinforce our role as a proactive contributor to societal welfare.



OUTCOMES OF FACULTY DISPLAYING ORGANIZATIONAL CITIZENSHIP BY SERVING THE COMMUNITY NEEDS

- ▶ Since our last designation, we have supported 14 of charities and community initiatives.
- ▶ Coffee for a Cause is a sustained initiative uniting our faculty and staff in a shared mission of giving, culminating in the collection of over \$7,000 and the donation of thousands of items to various local charities across the Greater New Orleans area since 2019.

IMPACT: MAKING A DIFFERENCE

- ▼ Quote from School Nurse at Mildred Osborne Elementary:
 - ▶ *“We have partnered with LSUHSC- School of Nursing for years to have hearing and vision screening completed for our students. This year, I was overwhelmed when the faculty noticed me handing out socks and a belt to a student and asked if we needed donations. The generosity of the faculty and staff at LSU provided over 70 of my students with socks, underwear, belts, and school pants. These items are desperately needed by my students and the immediate response was unprecedented.”*
- ▼ Quote from Faculty participating in Coffee for a Cause:
 - ▶ *“With my busy work and home life schedule, I am not able to do the amount of community service that I would like to do. Attending the Coffee for a Cause, and giving to the charities that we collect for, enables me to give back to the community and engage with my colleagues at the same time. Our combined efforts have made a real difference in the lives of many people in the Greater New Orleans area.”*

Faculty Engaging Community: Nurturing Future Nursing Talents

Our School of Nursing's collaboration with YouthForce NOLA and Junior Achievement of Greater New Orleans exemplifies our commitment to inspiring the next generation of healthcare professionals. The Junior Achievement partnership enables us to provide both virtual and in-person presentations to high school students, offering them a glimpse into the diverse and impactful world of nursing. Another way our faculty nurture future nursing talents is through the Nursing Workforce Diversity (NWD) Program represents a foundational commitment to fostering a diverse and culturally competent nursing workforce. The NWD program specifically targets students from disadvantaged backgrounds, including ethnic and racial minorities traditionally underrepresented in the field of registered nursing.

YouthForce NOLA and Junior Achievement of Greater New Orleans

Our faculty, staff, and students actively participate in panel discussions, individual and group presentations, making sessions highly interactive and informative. The high school students particularly appreciate hearing from current nursing students, who share their personal experiences regarding course loads, clinical hours, and the realities of pursuing a nursing career.

Throughout these engagements, our team addresses a multitude of questions, aiding students in understanding various facets of nursing careers:

- ▶ Exploring healthcare pathways and the motivations behind choosing them.
- ▶ Discussing official job titles, work settings, and the diversity of nursing environments.
- ▶ Detailing the responsibilities associated with current positions, specific education and training, and continuous professional development.
- ▶ Providing insights into the earning potential, career outlook, and the high demand for nursing roles.
- ▶ Highlighting the personal qualities and abilities crucial for success in the nursing field.
- ▶ Sharing honest perspectives on the most and least enjoyable aspects of their roles in nursing.

A notable aspect of our outreach was the in-person nurse-midwifery visit at Rooted School New Orleans, attended by approximately 20 students. This session offered an intimate and detailed overview of nurse-midwifery, providing students with valuable insights into this specialized nursing field. Additionally, a separate virtual presentation was organized, reaching

a broader audience of seven schools with approximately 280 students participating online. This virtual session allowed faculty to extend our impact, engaging with a larger group of students and further spreading awareness about the opportunities and realities of a career in nursing.

These initiatives, ranging from intimate in-person discussions to expansive virtual presentations, are crucial in our efforts to foster interest and passion for nursing among high school students. By offering these enriching experiences, we are helping shape the future nursing workforce, encouraging young individuals to consider and pursue this vital and rewarding profession. Our engagements with YouthForce NOLA and Junior Achievement of Greater New Orleans stand as a testament to our dedication to community outreach and the development of future healthcare leaders.

Nursing Workforce Diversity Program

The overarching goal of the NWD Program is to cultivate a nursing workforce that not only reflects the diversity of our society but also possesses the cultural competence to provide high-quality care in rural and medically underserved communities. This initiative is underpinned by two primary goals. First, expanding undergraduate nursing programs by recruiting, enrolling, educating, and graduating students from minority and/or disadvantaged backgrounds and recruiting and retaining faculty from underrepresented minority populations. The second goal is to enhance undergraduate nursing curricula by providing comprehensive academic, social, and financial support to bolster the success of students from minority and/or disadvantaged backgrounds.

A total of 42 applicants applied by the deadline for Spring 2024. The data listed below is inclusive of the applicants: 30 Traditional BSN; 4 CARE–New Orleans; 7 CARE–Shreveport; and 1 RN to BSN. The applicants identified as mostly female (35), with five males, and two transgender, non-binary, or another gender identifying persons. The breakdown of race and ethnicity was 2 Asian American; 29 Black or African American; and 13 White, with ethnicities identified as 4 Hispanic/Latino and 38 Non-Hispanic/Non-Latino. Lastly, 21 applicants identified themselves as “economically disadvantaged” and 33 identified as “environmentally disadvantaged”.

The students selected to enroll in the NWD Stipend program were all current nursing students. There was a total of 20 students who were selected to enroll in the program. The next application cycle will be for Fall 2024 and the third application cycle will be held in Spring 2025.

Innovative Summer Immersion

Aligned with the NWD program goals, the SON is developing an immersion program open to high school students, newly admitted nursing students, and current nursing students. This program includes two distinct summer sessions:

- ▶ **High School Students:** A two-week course focusing on foundational knowledge and skills. The first week involves asynchronous study covering study skills, note-taking, concept mapping, test-taking strategies, and time management. The second week transitions to on-campus learning, emphasizing Introduction to Anatomy, Medical Terminology, and approximately 15 hours of ACT Prep.
- ▶ **Newly Admitted and Current Nursing Students:** This group also partakes in a two-week course with a similar structure. The in-person component focuses on Basic Science Review, Anatomy & Physiology, Pharmacology, Pathophysiology, and NextGen Study tips, along with dedicated simulation days in our state-of-the-art simulation center and cadaver lab to enhance learning and practical application.
- ▶ The NWD Program is more than an educational initiative; it is a commitment to breaking barriers and opening doors for a new generation of nursing professionals. By providing a comprehensive support system, we aim to equip our students not only with the academic and practical skills necessary for success but also with the cultural understanding essential for empathetic and effective care. Through these efforts, we are actively shaping a more diverse, competent, and compassionate nursing workforce, ready to meet the healthcare challenges of tomorrow.

Future Nurse Institute

The Greater New Orleans Area is surrounded by many underserved citizens and a struggling public education system. The SON and our faculty meet the needs of our community through the Future Nurse Institute (FNI). The FNI is an annual immersion opportunity for underrepresented minority high school students who are considering nursing as a future career. Minority students are recruited from local area high schools by our nursing faculty. As our faculty are actively engaged with the needs of the community, this program was developed to provide a positive and realistic opportunity for students to experience an introduction to the nursing profession and to experience the mentorship of our nursing faculty and alumni.

During the summer, approximately 15-20 students are provided with the opportunity to shadow nurses in the intensive care units and operating rooms at University Medical Center. In

addition, the students are mentored by undergraduate and graduate faculty while spending time in classroom lectures, nursing lab sessions, and high-fidelity simulation scenarios. The students are required to develop a PowerPoint presentation showcasing their mentoring experience, which is presented at the culminating activities at LSUHSC-NO SON.

OUTCOMES OF FACULTY ENGAGING COMMUNITY: NURTURING FUTURE NURSING TALENTS

- ▶ Approximately 20 students attended the in-person visit about nurse-midwifery at Rooted School New Orleans
- ▶ Additionally, a separate virtual presentation was organized, reaching a broader audience of seven schools with around 280 students participating online
- ▶ Each summer, approximately 15-20 students are provided with the opportunity to shadow nurses in intensive care units and operating rooms at University Medical Center
- ▶ Students are mentored by undergraduate and graduate faculty in classroom, lab, and simulation experiences



▲ Future Nurse Institute Activities

IMPACT: MAKING A DIFFERENCE

- ▼ Quotes from Impact Coordinator at Junior Achievement
 - ▶ *“Thank you so much for participating in this career exploration session for high school students this morning. Thank you all for making this possible and your commitment to educating the next generation about the field of nursing. We appreciate you!”*
- ▼ Quote from Dr. Demetrice Smith regarding the NWD Grant:
 - ▶ *“Research has shown that patients have better health outcomes when they have a provider that looks like them. Recognizing this importance, it’s crucial to have a nursing workforce that is representative of our community.”*
- ▼ Quotes from Future Nurse Institute high school participants:
 - ▶ *“This was the most fun experience I have had in high school yet. I have always thought I wanted to be a nurse, but going in the hospital with that nice nurse, really makes me want to go to nursing school.”*
 - ▶ *“I knew nursing was hard, but I didn’t realize how hard. I really want to be a nurse now.”*
 - ▶ *“The nurse I went with was so nice. She really helped me understand what nursing is all about.”*

Conclusion

The faculty of LSUHSC-NO SON are actively engaged in our community which results in enhanced student learning, professional development and advancement of the nursing profession as evidenced by the exemplars, outcomes, and impact presented. Our faculty and students serve our community through innovation, caring, professionalism, integrity, and excellence. We advance the nursing profession through diversity, leadership, and stewardship. Our shared goal is to role model our core values to our undergraduate and graduate students and is evident in the above exemplars. The impact is evident by outcomes listed with each exemplar.





CRITERION SIX

Excellence in Progressing toward Professional Goals

“Evaluative feedback is used by faculty to guide and demonstrate progress toward professional goals related to excellence, innovation, and continued growth of pedagogical expertise.”

The faculty of the SON meet professional goals related to excellence in innovation and continued growth through achievement of expectations set and agreed upon by all faculty. These expectations are part of SON rigorous promotion criteria and result in the achievement of faculty professional goals. All faculty must align their professional goals to the initiatives of the SON Strategic Map. Faculty meet professional goals that are evaluation based through the awards and recognition program (internally and externally), participation in faculty performance outcomes, and participation in annual self-evaluations. In addition, the faculty-course evaluation serves as one source of teaching effectiveness based on student evaluation of pedagogical expertise.

EVIDENCE OF EXCELLENCE

- ▶ Faculty are recognized and awarded internally and externally
- ▶ Faculty participate in faculty performance outcomes to ensure continued growth of their pedagogical expertise
- ▶ Faculty complete annual self-evaluations to identify professional goals related to excellence and innovation
- ▶ Students evaluate faculty on several metrics to ensure quality of instruction throughout all programs

Faculty Awards and Recognition: Excellence in Innovation and Continued Growth

Throughout the year, SON faculty are awarded and recognized for their commitment to excellence at the local, state, and national levels, as well as within our school and LSUHSC. ***The criteria for these awards are all related to achieving excellence in one or more scholarly domains of nursing: education, administration, practice, and/or service.*** Therefore, the outcome is the recognition for the criteria being met and achieving excellence in the awarded domain. ***Although professional goals are created annually by all faculty through the self-evaluation process, our faculty far exceed the goals set for themselves.*** Examples of exceeding professional goals are the award and recognition events involving SON faculty: The Outstanding Nursing Faculty Award, Allen Copping Excellence in Teaching Award, the DAISY Faculty award, the Great 100 Nurses Celebration, the Annual Louisiana State Nurses Association Nightingale Awards, and the Health Care Heroes Award.

Outstanding Nursing Faculty Caring Award: Excellence in Core Values

The Nursing Faculty Caring Award was established to acknowledge the contribution of a faculty member who has gone above and beyond clinical expectations in working with patients and nursing students. The faculty exemplifies the Spirit of Caring in their interactions with fellow faculty, patients, and students. Faculty and students nominate recipients. Recipients of this award demonstrated excellence through adherence to the SON core values.

Outstanding Nursing Faculty Caring Award

2019	2020	2021	2022	2023
Jordan Ellis	Kryshonda Alleyne & Linda Ledet	Aimme McCauley	Liv Dinoso	Colleen Story

Allen A. Copping Excellence in Teaching Award

Each year, the schools within the LSUHSC recognize an outstanding faculty with the Allen A. Copping Excellence in Teaching Award presented at the May graduation ceremony. The Dean’s appointed committee for the Allen A. Copping Excellence in Teaching Award reviews and votes on the nominations for this most prestigious LSUHSC faculty award. Faculty awarded the Allen Copping Excellence in Teaching Award are listed below. These faculty have demonstrated excellence in teaching based on evaluations from administrators and peers.

Copping Teaching Award Program Recipients

2019	2020	2021	2022	2023
Linda Ledet	Helen Neil	Jennifer Badeaux	Colette Baudoin	Elizabeth Hopkins

The DAISY Faculty Award for Extraordinary Faculty: Excellence in LSUHSC-NO SON Core Values, Mission, and Vision

The DAISY Foundation was founded in November 1999, in memory of J. Patrick Barnes who died at 33 from complications of Idiopathic Thrombocytopenic Purpura (ITP). The DAISY Faculty Award is modeled after The DAISY Award for Extraordinary Nurses. Criteria for the award selection reflect the SON Core Values, Mission, and Vision. Recipients of this Award are nurses whose expertise and excellence are demonstrated in their role as teachers of nursing students in all program. Since inception in 2011, 50 SON faculty have received DAISY awards.



The DAISY Award Extraordinary Nursing Faculty

2019	Scott Bellanger, Benita Chatmon, Jordan Ellis, Linda Ledet, Susan Orlando, Nicole Thomas
2020	Kryshonda Alleyne, Colette Baudoin, Jenelle Jacobs, Linda Ledet, Aimme McCauley, Nicole Thomas
2021	Heather Abadie, Colette Baudoin, Liv Dinoso, Harlee Kutzen, Susie Orlando, Sherry Rivera, Maureen Spring, Nicole Thomas
2022	Colette Baudoin, Raymond Devlin, Liv Dinoso, Jalandria Gurley, Harlee Kutzen, Steven Pouey, Kimberly Reed
2023	Laura Bonanno, Jalandria Gurley, Susan Orlando, Steven Pouey, Ariel Sylve, Women’s Health Nursing Practicum Team

The ROAR Award: Excellence in Demonstration of Core Values

At the 2017 Annual Faculty Retreat, each faculty group were tasked with identifying a strategic initiative that they would like to implement at the SON. **Based on evaluations from peers**, one of the groups identified the concept of “Appreciatology” as an initiative they wanted to implement at our school with faculty and staff. Dr. Jenna Martin championed the efforts of this initiative stating, “Evidence shows that employee recognition increases productivity and the overall atmosphere of a workplace. Nurse educators are really great about celebrating student successes, but we need to focus on each other as well. This is one way we think the SON can achieve Appreciatology!” Faculty and staff can be given a “ROAR” (Rewarding Outstanding Achievements through Recognition) by any other faculty or staff person. **These awards are given for going above and beyond in daily duties to make someone else’s job a little easier, by exemplifying one or more of our core values.** Nominators are faculty, staff, students, and administrators who identify which SON Core Values were exceeded by the nominee.

▼ *ROAR Award Nomination Form for Faculty & Staff*

ROAR Submissions

Calendar Year	ROAR Submissions
2019	52
2020	33
2021	10
2022	5
2023	6



The Great 100 Nurses Celebration: Excellence in Innovative Contributions

The Great 100 Nurses Foundation was founded in New Orleans, Louisiana 37 years ago by P. K. Scheerle, a nurse entrepreneur. Since its inception, it has honored thousands of nurses across Louisiana, Arkansas, North Carolina, Texas, and Oklahoma. These exemplary nurses are selected based on their concern for humanity, their contributions to the profession, and their mentoring of others by a panel consisting of nursing peers and community business professionals. Every year state-wide community, civic, health care and government leaders, family, friends and peers join at the celebration to honor these Great 100 Nurses. This event features live music, local gourmet food, and the company of the finest nurses. The funds raised through this celebration are used not only to honor the nurses but also to support nursing advocacy, nursing scholarships, research for improved patient outcomes, publication of nursing discoveries and the implementation of

those discoveries. *The Great 100 Nurses Celebration belongs to everyone who has met and been touched by an exceptional nurse! Since 1986, over 100 SON faculty have been honored as a Great 100 Nurse based on their innovative contributions to the nursing profession.*

Great 100 Nurses Recipients 2019 – 2023

2019	Heather Abadie
2020	Postponed for COVID-19
2021	Postponed for COVID-19
2022	Laurie Finger, Adele Harrell, Elizabeth Hopkins, Linda Ledet, Sam Mauldin, Aimme McCauley, Nicole Thomas
2023	Carol Lineberry, Kimberly Reed, Danielle Rogers, Loralyn Walther

The Annual Louisiana Nurses Foundation (LNF) and the Louisiana State Nurses Association (LSNA) Nightingale Award Ceremony: Award for Excellence, Innovation, and Professional Growth

The Louisiana State Nurses Association (LSNA) was established in 1904. It is the organization that advocates for all of nursing regardless of specialty or practice setting. LSNA’s mission is “To support and serve all levels of registered nurses in Louisiana through ethical leadership, *professional growth*, and effective advocacy to promote *excellence in health care*.” In accordance with this Mission, LSNA seeks to provide an avenue for nurses, working together, to actively address the factors which impact health care and their profession of nursing. *Twenty-one SON faculty members have received this award since 2004, with eight recipients since our last designation.*

The Annual LNF & LSNA Nightingale Awards for 2019-2023

	2019	2020	2021	2022	2023
Hall of Fame			Demetrius J. Porche	Marsha Bennett	
Mentor of the Year		Benita Chatmon			
Nursing School Administrator of the Year		Deborah Garbee			Kendra M. Barrier
Advance Practice Registered Nurse of the Year	Jessica Landry				Sherry Rivera
Nurse Educator of the Year		Linda Ledet			



Health Care Heroes: Excellence in the Community



New Orleans City Business Magazine honors outstanding men and women in the health care industry whose contributions have increased the well-being of the community. Nominees are evaluated or peer reviewed by a panel of health care professional and other business community members. Honorees are recognized in six categories: animal care, first responder, nurse, and physician, professional, and volunteer and volunteer group. Recipients are nominated by peers in the community based on high visibility and excellence within the community. Eleven SON faculty members have received this award since 2017, the table below highlights SON faculty who have received Health Care Heroes Award from New Orleans City Business Magazine in the past 5 years.

Health Care Heroes Award Recipients 2019 - 2023

2019	2020	2021	2022	2023
Benita Chatmon Jessica Landry Demetrius Porche	Todd Tartavouille	Sherry Rivera	Elizabeth Hopkins Jenna Martin	Jennifer Badeaux

New Orleans District Nurses Association: Nursing Excellence Awards

New Orleans District Nurses Association is an organization that supports nurses through education, leadership, and health policy. The organization aims to “foster high standards for professional nursing practice for all registered nurses and to advocate for quality healthcare for the citizens of Louisiana. Recipients are nominated based on the application of nursing knowledge, contribution to innovation and role modeling. Five LSUHSC-NO SON faculty members have received this award since 2019, and Table 6 highlights SON faculty who have received the award in the past 5 years.

Table 6. New Orleans District Nurses Association (NODNA) Nursing Excellence Awards

2019	Beyond the Bedside for Academic Nursing - Kendra M. Barrier
2022	Beyond the Bedside for Academic School of Nursing Educator - Benita Chatmon Direct Patient Care Awards - Jenna Martin
2023	Beyond the Bedside for Academic School of Nursing Educator - Marie Adorno Legacy Award - Kendra M. Barrier

National League for Nursing (NLN): Mary Adelaide Nutting Award for Outstanding Teaching or Leadership in Nursing Education

National League for Nursing (NLN) Mary Adelaide Nutting Award for Outstanding Teaching or Leadership in Nursing Education represent individuals who demonstrate outstanding leadership in education and teaching, serve as a role model and advances the nursing education through published scholarly works. ***Individuals selected for this award embodies the NLN Core Values.*** In 2023 this prestigious national award was received by our Dean, Dr. Demetrius Porche.

Fellows in National Nursing Organizations

Fellows represent outstanding leaders in education, management, practice, research, and advocacy. ***Acceptance criteria include professional achievements that demonstrate impactful contributions to nursing.*** Recipients apply for the Fellowship, which is reviewed by a selection committee. Five LSUHSC-NO SON faculty members have been honored with the distinction of fellow since 2019, and Table 7 highlights SON faculty who have received the distinction in the past 5 years.

Fellows in National Nursing Organizations

2019	Fellow Inaugural Clinical Nurse Specialist Institute Deborah Garbee
2021	Fellow of the National Kidney Foundation Sherry Rivera
2022	Fellow of American Academy of Nursing Laura Bonanno Fellow American Association of Nurse Anesthesiology Laura Bonanno Fellow of the American College of Nurse-Midwives Constance Shannon Pflugstag
2023	Fellow of the American Association of Nurse Practitioners Leanne Fowler Sherry Rivera Fellow of the American Academy of Nursing Leanne Fowler

OUTCOMES OF FACULTY AWARDS AND RECOGNITION: EXCELLENCE IN INNOVATION AND CONTINUED GROWTH

- ▼ Since our last designation:
 - ▶ 6 faculty awarded the Nursing Faculty Caring Award
 - ▶ 5 faculty awarded the Allen A. Copping Excellence in Teaching Award
 - ▶ 32 faculty awarded DAISY Award for Extraordinary Nursing Faculty Award with one

Team Award presented to the Women's Health faculty

- ▶ 106 nominations for faculty to receive the ROAR Award: Excellence in Demonstration of Core Values
- ▶ 7 faculty awarded the LNF & LSNA Nightingale Award Ceremony: Award for Excellence, Innovation, and Professional Growth
- ▶ 16 faculty named as Great 100 Nurses displaying Excellence in Innovative Contributions
- ▶ 8 faculty awarded Health Care Heroes: Excellence in the Community
- ▶ 5 faculty awarded New Orleans District Nurses Association: Nursing Excellence Awards
- ▶ Our Dean, Dr. Porche awarded National League for Nursing (NLN): Mary Adelaide Nutting Award for Outstanding Teaching or Leadership in Nursing Education
- ▶ 6 faculty awarded 8 different Fellows in National Nursing Organizations



IMPACT: MAKING A DIFFERENCE

- ▼ Quotes from Faculty receiving awards and recognition:
 - ▶ *“It was such an honor to receive the Health Care Hero award for the Greater New Orleans area. Being recognized with outstanding nurses and physicians was appreciated for the work I do as a nurse anesthetist. I am thankful to the SON committee for writing my nomination, and recognizing my efforts.”*
 - ▶ *“The NLN Mary Adelaide Nutting Award for Outstanding Teaching or Leadership in Nursing Education is one of the most prestigious awards in the nursing profession. It reflects the lasting contributions Dr. Porche has made to the profession and to health. He is so deserving of this national recognition. Through his leadership, our School of Nursing, has consistently ranked in the top ten nursing schools in the nation.” Steve Nelson, MD, CM, Interim Chancellor of LSU Health New Orleans.*

Faculty Professional Goals: Commitment to Excellence, Innovation, and Continued Growth through Faculty Outcomes and Annual Self-Evaluation

In 2008, the faculty approved outcomes that supported faculty performance expectations in the areas of scholarship, practice, and service. These outcomes focused on faculty achievement in several broad areas, including (but not limited to) doctoral preparation, national certification, and publishing. *In an ongoing effort to achieve excellence, the original outcomes were updated in 2015 and again in 2017 to reflect changing organizational priorities, goals/ targets, and data stratification guidelines.*

The Quality Performance Improvement (QPI) Coordinator calculates aggregate faculty achievement for each outcome based on data extracted from several sources, including faculty e-portfolios and curriculum vitae; faculty practice databases maintained by the Assistant Dean for Business Affairs; and grants and research databases maintained by the Office of Nursing Research, Scholarship, and Science. Trended results are published to the Quality webpage. The results demonstrate our faculty achievements based on performance expectations and professional goals. *Additionally, the outcome data reflect our faculty not only meeting goals set, but far exceeding expectations. This is another measure of our sustained commitment to excellence.*

LSUHSC-NO School of Nursing Faculty Outcomes

	2019	2020	2021	2022	2023	Goal
Doctorally Prepared	58.4%	63.6%	67.6%	73.1%	68.5%	50%
Certified	72.3%	74.2%	77.1%	80.3%	80.8%	60%
Published	38.4%	34.8%	36.7%	32.7%	31.5%	20%
Presented	50.7%	50.7%	44.1%	40.9%	31.5%	20%
Leadership	55.3%	54.5%	51.4%	47.5%	46.6%	10%
Engage in Faculty Practice (all faculty)	38.4%	31.8%	36.7%	42.6%	45.2%	25%
APRN Engage in Faculty Practice	100%	100%	100%	100%	100%	100%
Participation in Grant Activities	52.3%	48.4%	36.7%	34.4%	20.6%	10%
Receive Extramural Funding	40.0%	12.1%	19.1%	27.8%	19.1%	10%

The faculty of the SON complete an electronic portfolio, which contains an annual self-evaluation. The evaluation must include annual goals and are divided into four major areas: teaching, scholarship, service, and practice. Using evidence, faculty must demonstrate how they have met their annual goals as well as the requirements associated with their faculty rank of instructor, assistant professor, associate professor or professor criteria.

The annual self-evaluation is reviewed by an assigned administrator and a meeting is scheduled. During the meeting, the faculty and administrator discuss the faculty’s prior annual goals, how they have been met, how the faculty evaluated themselves for the past year and future goals. The annual self-evaluation process used at LSUHSC-NO SON supports individual faculty led evaluations where the faculty evaluates their own professional goals and takes ownership of their progression in rank and promotion. The administrator reviews the faculty’s goals and self-evaluation and provides guidance for the faculty in moving forward in the next annual cycle. Some examples of faculty developing goals via the annual self-evaluation process at LSUHNO SON are included below.

Examples of Faculty Goals

Year	Faculty	Goal Direct Quotes from Annual Self-Evaluations	Result
2022-2023	Dr. Aimme McCauley	“Earn CHSE certification by July 2023”	Earned CHSE certification in August 2023
2022-2023	Dr. Nicole Thomas	“Publish an article pertaining to Hypertension management.”	Co-authored a chapter titled "Hypertensive Management" in the Critical Care Nursing Clinic of North America
2020-2021	Dr. Deborah Boyd	“Complete DNP degree requirements”	Awarded DNP degree
2020-2021	Dr. Linda Ledet	“Submit an article to a peer-reviewed journal by May 2021.”	Published one journal article “Caring for Patients with Behavioral Health Needs with Psychiatric Emergency Departments” and two book chapters “Clinical Guidelines in Primary Practice”

The Faculty-Course Evaluation process collects end of semester/term feedback from students. The evaluations are used in more than 98% of LSUHSC-NO SON course and academic units. Student evaluations of teaching are required by Board of Regents and SON policy as one source

of evidence of teaching effectiveness in faculty performance. **All undergraduate and graduate nursing courses must receive a rating of 3.0 or higher on evaluative items every semester.** Course coordinators are required to complete an end of semester report, which is circulated to the Curriculum Committee for review. All courses falling below a 3.0 in any evaluative item must develop an action plan and report how these items are being addressed. Moreover, course evaluations provide faculty insight on whether their pedagogical expertise is effective.

In an effort to inform new and seasoned faculty about the impact of student evaluations on the effectiveness of guiding our pedagogical expertise, a development was offered in the Spring of 2023. Quality of nursing instruction is determined by students' perceptions of teaching-learning strategies in relation to instructional, course, and program outcomes. During this faculty development, we reviewed processes for utilizing student evaluations to develop action plans in order to facilitate improvements of pedagogical practices. Approximately 30 faculty were in attendance and evaluations were positive for increased knowledge regarding the utilization of student evaluations to improve the quality of instruction.

Faculty are encouraged to set performance and learning goals for themselves each year. Learning goals are those professional goals that will continue to challenge our faculty to grow to their fullest potential instead of maintaining the status quo. Our faculty are constantly supported to strive for pedagogical growth and mastery through these learning goals. As an example, **Ms. Sylve is a faculty who set professional goals for herself to achieve excellence, innovation, and continued growth.** In 2023, Ms. Sylve created a goal to facilitate student learning through a variety of teaching methods and is evident in student evaluations and by receiving an DAISY Faculty Award for Extraordinary Faculty award during her first two years as an instructor. A student reported the following: "Ms. Sylve is a wonderful teacher. Her lectures are clear and easy to understand. She helps narrow things down for us and is great at helping us understand different concepts and ways of doing things in nursing."

OUTCOMES OF EVALUATION OF AGGREGATE FACULTY ACHIEVEMENTS BASED ON OUTCOMES: DEMONSTRATION OF CONTINUED GROWTH OF FACULTY

- ▶ Since our last designation, faculty have consistently exceeded all goals for identified outcomes
- ▶ We have consistently increased our doctorally prepared (73.1%) and certified (80.3%) faculty
- ▶ 30% of our faculty have disseminated their work via publications and presentations consistently
- ▶ Approximately 50% of our faculty hold leadership position in professional organizations
- ▶ On average 30% of our faculty participate in grant activities and receive extramural funding

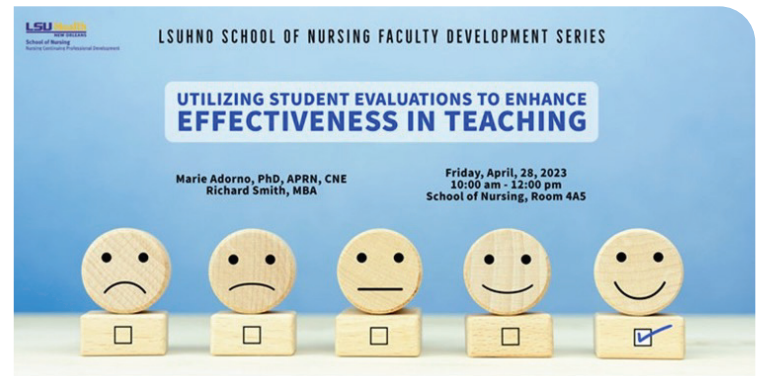
IMPACT: MAKING A DIFFERENCE

- ▼ Quotes from Faculty achievements based on outcomes:

- ▶ *“The guidance and mentorship I have received at School of Nursing have supported my professional growth and development since becoming new faculty in 2018. By meeting with my mentor and setting new goals each year, I have earned my Doctor of Nursing Practice in 2020, and gained CNE certification as course faculty in 2021, and most recently, I earned the Certified Healthcare Simulation Educator credential in 2023. Striving to meet leadership outcomes and the examples of my mentors, I have received recognition by receiving the SON Faculty Caring Award in 2021, and the Chancellor’s Service Excellence Award in 2023 underscoring the transformative power of the support I have received from the School of Nursing.”*
- ▶ *“I set a goal on my annual faculty evaluation to present at the NLN Education Summit and I worked with my mentor to accomplish this goal. I was so excited to receive the email saying I was accepted to present a podium at this year’s Summit! Through my work here at LSU, I feel completely supported to reach high with my professional goals.”*

- ▼ Quotes from Student Course Evaluations regarding Faculty Pedagogical Expertise:

- ▶ *“Dr. Adorno is extremely knowledgeable and professional, and these qualities help induce a comfortable learning environment where she is able to disseminate and translate key points and course objectives into deducible and manageable portions of information for students who are learning new and unfamiliar concepts.” (Graduate Student Comment)*
- ▶ *“Dr. Barras is the best. He is genuinely concerned about the success of his students, and he always goes out of his way to clarify concepts and ensure his students are prepared. He is a valuable resource to his students and an asset to the NAP faculty.” (Graduate Student Comment)*
- ▶ *“Mrs. Alleyne is an outstanding lecturer who creates an engaging, stress-free learning environment. Her well-structured PowerPoint and ability to lecture at an approachable pace greatly enhance our learning experience. She skillfully emphasizes key points, giving us ample time to take notes and absorb the material.” (Undergraduate Student Comment)*
- ▶ *“Ms. Reed’s lectures were always very detailed and organized. Very easy to follow and I really enjoyed her lectures. The instructor made sure her lectures were easy to understand and follow. She kept her lectures interesting which made it easy for me to engage and understand the material given.” (Undergraduate Student Comment)*



Conclusion

In a rapidly growing and changing environment, both organizations and the people who make up those organizations must develop professional goals that relate to excellence, innovation and continued growth. ***Our faculty develop professional goals based on expected outcomes, but also on learning goals which maintains a pursuit of continued growth and excellence.*** These expectations include: doctoral preparation, certifications, publications, presentations, leadership roles, faculty practice, grant activity, and grant funding. Evaluations from the faculty, administrators, peers, and students provide faculty awareness of attainment of professional goals through internal and external awards and recognition programs, outcomes from the nurse executive advisory council, outcomes from faculty performance, annual evaluations, and feedback from student evaluation on teaching effectiveness. Faculty development offerings are based on needs articulated from the faculty on the Annual Faculty Resources Survey and planned within in the academic year by the Faculty and Staff Life committee. Faculty pedagogical expertise is evident in the above exemplars, outcomes, and impact.





Conclusion

The administration, faculty, staff, and students of LSUHSC-NO SON are honored to be a NLN Center of Excellence in Nursing Education for 2019-2024, in recognition of our sustained efforts to **“Create Environments that Promote the Pedagogical Expertise of Faculty”**. The aim of this application is to reaffirm recognition through the NLN Center of Excellence in Nursing Education Program and demonstrate a commitment by our school to pursue and sustain excellence in the development of faculty expertise in pedagogy. Our faculty actively engage in the scholarship of teaching within our academic programs offering challenging and supportive learning environments to prepare the next generation of nurses and leaders. In collaboration with our students, undergraduate and graduate nursing faculty engage in the scholarship of application within various clinical settings through our 207 clinical affiliations. Our faculty remain current in clinical nursing practice through faculty practice agreements and academic-practice partnerships with health care agencies across the region. Our faculty demonstrate scholarship of discovery and integration by assuming leadership roles in our clinical affiliation agencies and state and national organizations.

In conclusion, we appreciate the opportunity to outline the activities distinguishing our SON as an NLN Center of Excellence in Nursing Education. The six criteria associated with our category of designation: ***Creating Environments that Promote the Pedagogical Expertise of Faculty***, highlight our Evidence of Excellence, Outcomes and the Impact of our initiatives across all programs. ***Faculty are dedicated to role modeling behaviors, consistent with the strategic plan and shared vision of the SON, while striving for excellence in all areas: teaching, research and scholarship, service, and practice.*** As our Dean, Dr. Porche states, ***“Excellence is a journey, not a destination. By sustained efforts in all endeavors, we always seek excellence. We strive to exceed past the minimum!”***



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CCNEACCREDITATION.ORG

June 3, 2019

Demetrius J. Porche, PhD, DNS, RN, APRN, FNP-BC, CNS, FAAN, FAANP, ANEF, FACHE
Dean and Professor
School of Nursing
Louisiana State University Health Sciences Center
1900 Gravier Street, 4th Floor
New Orleans, LA 70112

Dear Dr. Porche:

On behalf of the Commission on Collegiate Nursing Education (CCNE), I am pleased to advise you that the CCNE Board of Commissioners acted at its meeting on May 7-10, 2019, to grant accreditation to the **baccalaureate degree program in nursing** at Louisiana State University Health Sciences Center for 10 years, extending to June 30, 2029. The accreditation action is effective as of October 22, 2018, which is the first day of the program's recent CCNE on-site evaluation. You should plan for the next on-site evaluation to take place in the fall of 2028.

The Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (2018) went into effect January 1, 2019. As the on-site evaluation occurred in 2018, the program was considered using the Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (2013).

At its meeting, the Board determined that the program met all four accreditation standards. The Board additionally determined that there are no compliance concerns with respect to the key elements.

As is required for all accredited programs, a continuous improvement progress report (CIPR) must be submitted at the mid-point of the accreditation term. Please note that the CIPR needs to demonstrate the program's compliance with the CCNE standards and key elements that are in effect at the time of its submission. As a courtesy, CCNE will send a reminder letter to the chief nurse administrator informing the program of the specific standards to be addressed and providing guidance for the preparation of the report. The deadline for submitting the CIPR to CCNE is June 1, 2024. The Report Review Committee, and then the Board of Commissioners, will review the CIPR. For more information about CIPRs and the report review process, please refer to the CCNE procedures.

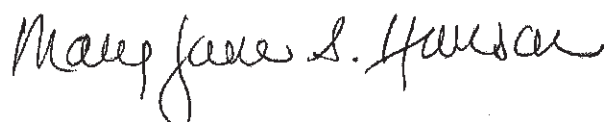
As you know, the team report and the program's response to the team report are available to the institution in the CCNE Online Community. We hope that the results of the self-study process and the team report will be useful to the continued growth and development of the nursing program. A certificate of accreditation is enclosed.

In accordance with CCNE policy, if a program or institution elects to make a public disclosure of a program's accreditation status with CCNE, the program or institution must disclose that status accurately. The program or institution disclosing the information must identify the nursing program and its affiliation with CCNE. Please refer to CCNE's disclosure policy and the statements CCNE has approved for use, as well as information on use of the CCNE accreditation seal, at <http://www.aacnnursing.org/CCNE/Seal-Policy/Baccalaureate-Graduate>. Please ensure that the institution's website and other materials are updated to reflect this language, as appropriate.

As a reminder, all programs are expected to comply with the CCNE standards and procedures that are in effect throughout the period of accreditation. This includes advising CCNE in the event of a substantive change affecting the nursing program. Substantive change notifications must be submitted to CCNE no earlier than 90 days prior to implementation or occurrence of the change, but no later than 90 days after implementation or occurrence of the change. These reporting requirements are described further in the *Procedures for Accreditation of Baccalaureate and Graduate Nursing Programs (2019)*, available at <https://www.aacnnursing.org/Portals/42/CCNE/PDF/Procedures.pdf>.

Thank you for your participation in the CCNE accreditation process. The Commissioners join me in expressing our very best wishes as you continue to promote excellence in nursing education.

Sincerely,

A handwritten signature in black ink that reads "Mary Jane S. Hanson". The signature is written in a cursive, flowing style.

Mary Jane S. Hanson, PhD, CRNP, CNS, FNP-BC, ACNS-BC, FAANP
Chair, Board of Commissioners

cc: Chancellor Larry H. Hollier
CCNE Board of Commissioners
CCNE Accreditation Review Committee
CCNE Evaluation Team



655 K STREET NW
SUITE 750
WASHINGTON DC 20001

202-887-6791

CCNEACCREDITATION.ORG

June 3, 2019

Demetrius J. Porche, PhD, DNS, RN, APRN, FNP-BC, CNS, FAAN, FAANP, ANEF, FACHE
Dean and Professor
School of Nursing
Louisiana State University Health Sciences Center
1900 Gravier Street, 4th Floor
New Orleans, LA 70112

Dear Dr. Porche:

On behalf of the Commission on Collegiate Nursing Education (CCNE), I am pleased to advise you that the CCNE Board of Commissioners acted at its meeting on May 7-10, 2019, to grant accreditation to the **master's degree program in nursing** at Louisiana State University Health Sciences Center for 10 years, extending to June 30, 2029. The accreditation action is effective as of October 22, 2018, which is the first day of the program's recent CCNE on-site evaluation. You should plan for the next on-site evaluation to take place in the fall of 2028.

The *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs* (2018) went into effect January 1, 2019. As the on-site evaluation occurred in 2018, the program was considered using the *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs* (2013).

At its meeting, the Board determined that the program met all four accreditation standards. The Board additionally determined that there are no compliance concerns with respect to the key elements.

As is required for all accredited programs, a continuous improvement progress report (CIPR) must be submitted at the mid-point of the accreditation term. Please note that the CIPR needs to demonstrate the program's compliance with the CCNE standards and key elements that are in effect at the time of its submission. As a courtesy, CCNE will send a reminder letter to the chief nurse administrator informing the program of the specific standards to be addressed and providing guidance for the preparation of the report. The deadline for submitting the CIPR to CCNE is June 1, 2024. The Report Review Committee, and then the Board of Commissioners, will review the CIPR. For more information about CIPRs and the report review process, please refer to the CCNE procedures.

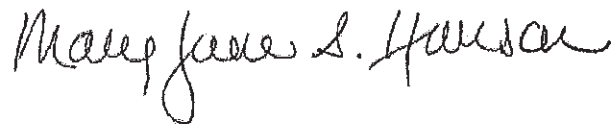
As you know, the team report and the program's response to the team report are available to the institution in the CCNE Online Community. We hope that the results of the self-study process and the team report will be useful to the continued growth and development of the nursing program. A certificate of accreditation is enclosed.

In accordance with CCNE policy, if a program or institution elects to make a public disclosure of a program's accreditation status with CCNE, the program or institution must disclose that status accurately. The program or institution disclosing the information must identify the nursing program and its affiliation with CCNE. Please refer to CCNE's disclosure policy and the statements CCNE has approved for use, as well as information on use of the CCNE accreditation seal, at <http://www.aacnnursing.org/CCNE/Seal-Policy/Baccalaureate-Graduate>. Please ensure that the institution's website and other materials are updated to reflect this language, as appropriate.

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Mary Jane S. Hanson, PhD, CRNP, CNS, FNP-BC, ACNS-BC, FAANP
Chair, Board of Commissioners

cc: Chancellor Larry H. Hollier
CCNE Board of Commissioners
CCNE Accreditation Review Committee
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June 3, 2019

Demetrius J. Porche, PhD, DNS, RN, APRN, FNP-BC, CNS, FAAN, FAANP, ANEF, FACHE
Dean and Professor
School of Nursing
Louisiana State University Health Sciences Center
1900 Gravier Street, 4th Floor
New Orleans, LA 70112

Dear Dr. Porche:

On behalf of the Commission on Collegiate Nursing Education (CCNE), I am pleased to advise you that the CCNE Board of Commissioners acted at its meeting on May 7-10, 2019, to grant accreditation to the **Doctor of Nursing Practice (DNP) program** at Louisiana State University Health Sciences Center for 10 years, extending to June 30, 2029. The accreditation action is effective as of October 22, 2018, which is the first day of the program's recent CCNE on-site evaluation. You should plan for the next on-site evaluation to take place in the fall of 2028.

The Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (2018) went into effect January 1, 2019. As the on-site evaluation occurred in 2018, the program was considered using the *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (2013)*.

At its meeting, the Board determined that the program met all four accreditation standards. The Board additionally determined that there are no compliance concerns with respect to the key elements.

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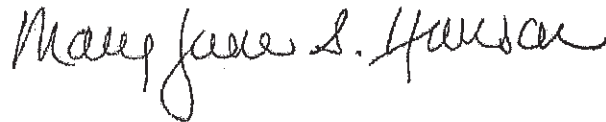
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Sincerely,

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Mary Jane S. Hanson, PhD, CRNP, CNS, FNP-BC, ACNS-BC, FAANP
Chair, Board of Commissioners

cc: Chancellor Larry H. Hollier
CCNE Board of Commissioners
CCNE Accreditation Review Committee
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