

## News Briefs

### Nurses top the charts for honesty and ethics

A 1999 annual Gallup poll on Honesty and Ethics found nearly three-quarters of Americans deem nurses' honesty and ethics as either very high or high. This ranking puts nurses at the top of the list of 45 jobs and occupations. The top five professions rated for honesty include: nurses (75 percent), pharmacists (69 percent), veterinarians (63 percent), medical doctors (58 percent) and K-12 teachers (57 percent).

### 2000 Media Kits

For copies of the 2000 Sigma Theta Tau media kit, please contact Andrea McDonald at 1.888.634.7575 toll free or e-mail: [mcdonald@stti.iupui.edu](mailto:mcdonald@stti.iupui.edu). This kit includes background on the society and its officers, the 2000 Fact Sheet and the 2000 Media Guide to Health Care Experts. You can access the kit online at [nursingsociety.org/media](http://nursingsociety.org/media).

### 2001 Media Guide

Beginning in May you can apply for the 2001 Media Guide to Health Care Experts. The guide is distributed annually to trade and consumer media and includes experts in a variety of health care areas. To apply online visit [nursingsociety.org/media](http://nursingsociety.org/media). Or to receive a submission form contact Andrea McDonald at 1.888.634.7575 or e-mail: [mcdonald@stti.iupui.edu](mailto:mcdonald@stti.iupui.edu). Submission deadline is August 31.

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*Excellence in Nursing Education* is published quarterly for members of Sigma Theta Tau International Honor Society of Nursing. Mail inquiries to Andrea McDonald, 550 West North Street, Indianapolis, IN 46202 or e-mail: [mcdonald@stti.iupui.edu](mailto:mcdonald@stti.iupui.edu).

Sigma Theta Tau International Honor Society of Nursing

# EXCELLENCE

in Nursing Education

Second Quarter 2000 Volume 1, Number 2

[nursingsociety.org](http://nursingsociety.org)

## Creating excellence in online education

by Diane Billings, Janice M. Ward and Lyn Penton-Cooper

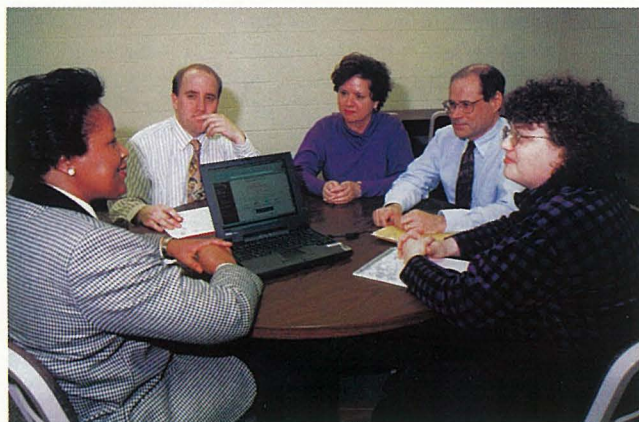


photo: Jane Palmer

The instructional team at Indiana University School of Nursing meets regularly to refine online course content. Members are: (left to right) Janie Canty-Mitchell, assistant professor of nursing; Michael Vaughn, director of information technologies; Jan Ward, director of lifelong learning; Dennis Dell, videoconferencing coordinator; and Louise Watkins, Web technician.

Online courses increasingly are being used to provide educational experiences to meet requirements for academic degree programs, continuing education, certificate programs and just-in-time learning. A quick search on the Web using key words such as "nursing and education" will reveal the extent to which the shift from the traditional classroom directed by faculty, staff development facilitators or patient educators to online learning is occurring. Online courses may be provided by schools of nursing, professional nursing organizations, commercial education providers, private companies, textbook/multimedia publishers and even individuals. Online education may be offered on the Internet or a school or health care facility Internet. Although the educational provider and learners' use of the information may vary, what will remain central is the need to assure course/program quality and integrity. In this first issue of *Excellence in Nursing*

*Education*, it seems appropriate to consider what constitutes excellence in online education.

Excellence in online education begins with a mission to meet learners' (students, nurses or patients) needs for access to education in convenient and cost-effective ways while promoting a sense of community and connectedness to the school or organization that is offering the educational experience. At the same time, there must be reliable technology infrastructure and learner support services (i.e., online advising, registration, orientation and records keeping, and convenient access to technical assistance).

Excellence also involves qualified and prepared faculty. Teaching online courses requires new pedagogical and technical skills; faculty must be both content experts and prepared for teaching in settings in which there

ONLINE, PAGE 3

## School nurses

Counselors, educators, advocates and caregivers

It's Monday morning at a local elementary school and students visiting the school nurse report, "I was sick all weekend and mom said to come and see you." Other children complain of chronic ailments. Are they ill, or could the symptoms be a sign of stress due to family problems or an encounter with the school bully?

The role of the school nurse is ever expanding, changing and growing, according to Jessica Gerdes, RN, school health consultant, DuPage County Department of Health, Illinois. She works with 255 public schools and many private ones as a consultant and coordinator for certified school nurses and public health nurses.

School nurses don't just provide health check-ups or referrals. They

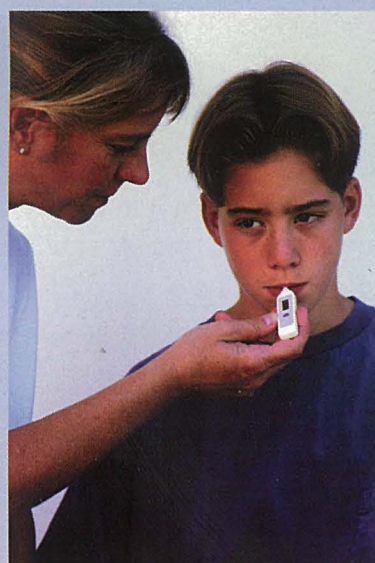
provide counseling for eating disorders, teen pregnancy, depression and even substance abuse. They teach health prevention and wellness. An estimated 20 million children with chronic medical conditions also fall under their care, expanding their jobs to administer medications, such as Ritalin, during the school day, and maintain equipment such as ventilators or wheelchairs.

The most common school nurse requests Gerdes receives relate to disease outbreaks (i.e., head lice), immunizations or student referrals to social workers and counselors.

### The issues facing school nursing

As parents' job demands and outside commitments drain their time, their children are visiting the school nurse instead of going to the doctor's office after school. An additional challenge is working with uninsured families who rely on the care of school nurses. At some Dupage County schools, Gerdes reports students have even brought sick relatives to school for diagnosis.

With school violence cases and health concerns such as HIV, school nurses evaluate not only student health, but also their emotions and actions. Gerdes has visited school nurses in Chicago who had bloodstains on their office carpeting from students stabbed during a fight. Gang members may have fights on the parking lot outside of school. On one school nurse's first



School nurses are primary caregivers for many students.

SCHOOL NURSES, PAGE 4

## Billings named advisor

A recipient of the 1999 Sigma Theta Tau Founders Award for Excellence in Education, Diane Billings, RN, EdD, FAAN, brings her love of nursing and commitment to teaching excellence as the advisor for *Excellence in Nursing Education*.

In this role, Billings and her nursing education colleagues will author guest articles on issues and trends in nursing education.

Billings is professor of nursing, associate dean for teaching, learning and information resources, Center for Teaching and Lifelong Learning at Indiana University School of Nursing. She has developed courses for audio and video conferencing, print-based independent study and the Internet.

She has taught students in ASN, BSN, MSN and PhD programs in clinical and classroom settings, and served as curriculum coordi-

nator-evaluator of an eight-campus nursing curriculum. She is responsible for the campus learning lab computer cluster, distance learning programs and the newly established Center for Teaching and Lifelong Learning, promoting socialization of faculty into teaching roles and supporting research and other scholarly work.

She was a visiting professor at Kuwait University, academic



Diane Billings

leader for two international study tours, served as consultant for faculty at the Institute for Specialized Nursing Studies in Amman, Jordan, and conducted faculty development workshops for nursing faculty at Chulalongkorn University in Thailand.

To read more of Billings' contributions, look for future issues of *Excellence in Nursing Education*. For feedback on this issue, please e-mail: [mcdonald@stti.iupui.edu](mailto:mcdonald@stti.iupui.edu).

### E-mail service interrupted

If you sent e-mail to Sigma Theta Tau headquarters between January 19 and March 3, please resend your message. Our e-mail system was temporarily out of service the first week of March, and messages may have been lost including your selection of a version of *Excellence*. We apologize for this inconvenience.



Sigma Theta Tau International  
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# Chiron: developing leaders

by Teila Higgins

Sigma Theta Tau's International Leadership Institute offers leadership development opportunities to nurse educators at every stage in their career. One choice is Chiron: The Mentor-Fellow Forum. This



Andrea W. Koepke

unique program provides opportunities for nurses to develop individualized leadership plans, acquire specific skills and meet goals.

You can participate in Chiron in three ways: as a fellow or mentor within the mentor-fellow option or as a senior fellow within the senior fellow option. A fellow is a nurse early in the profession who desires skill development with a designated mentor. During a 12-month program, the mentor guides the fellow to carry out an individualized plan and participate in group activities. Mentors and

fellows are encouraged to seek out potential partners and apply as a pair to the Chiron 2001 program.

The senior fellow option is for the more experienced professional who wants to expand current skills or develop new ones. Senior fellows are selected according to the strength of a well-developed plan focusing on leadership and scholarship. A potential plan could include a sabbatical, an agreement for a clinician to work with an expert in the field or an outlet for a retired nurse to pursue new career opportunities.

Chiron 2000 participants are: Fellow Kandy K. Smith, Mississippi and Mentor Janis P. Bellack, South Carolina; Fellow Julie A. Olson, Wisconsin and Mentor Melanie C. Dreher, Iowa; Fellow Monica L. Tenhunen, California and Mentor Lois Evans, Pennsylvania.

"The experience and further education will prepare me to become more skilled at providing leadership to other geriatric nurses," says Tenhunen. "Having a mentor will provide support as I advance toward and achieve my goals."

Senior Fellow Andrea W. Koepke was one of the initial participants to complete Chiron in the fall of 1999 as part of a sabbatical leave. Prior to her fellowship, she had led six groups of nursing students to a Korean orphanage for children with disabilities. Koepke's plan included teaching at Seoul National University in South Korea, presenting continuing education workshops and consulting with the Lambda Alpha-at-Large Chapter. She taught graduate students about many facets of nursing, consulted on curriculum development and participated in a community project identifying children with developmental delays.

The opportunity offered through Chiron enabled Koepke to experience nursing philosophies of the eastern world and expanded her knowledge of teaching styles learned from her Korean colleagues. This experience strengthened her role as a leader within the School of Nursing at Anderson University, Ander-



son, Ind., where she is a faculty member. During her time in South Korea, Koepke took on another endeavor. She assisted Lambda Alpha-at-Large Chapter officers with chapter enhancement strategies and presented a continuing education workshop.

"My work with the Sigma Theta Tau chapter in Korea allowed me to function in the role of a leader," she says. "I feel renewed and capable of taking on new and exciting challenges. It will remain as one of the highlights of my life."

The deadline for Chiron 2001 applications is June 30, 2000.

For additional information visit [nursingsociety.org/leadership/chiron.html](http://nursingsociety.org/leadership/chiron.html) or call 1.317.634.8171.

*Teila Higgins is a journalism intern from Butler University, Indianapolis, Ind., working with the International Leadership Institute at Sigma Theta Tau International.*

## Earn CEUs through online case studies

An innovative resource for providing a top quality, peer-reviewed continuing education model for your nursing students is available through Sigma Theta Tau International's Online Case Studies for Nursing.

Students who are seeking further educational opportunities or meeting licensing or certification requirements in specialty areas can complete courses at their own level or learning pace, and at their convenience. There are even opportunities to retake courses if a user isn't satisfied with their original score. As an educator, you can participate in the program by sharing your expertise with colleagues worldwide either by writing peer-reviewed case studies or by serving as a case study reviewer.

"Nurses by nature are lifelong learners and this program helps to support them in their career and personal goals," says Patricia E. Thompson, RN, EdD, president of Sigma Theta Tau. "Because nurses have busy lives with a variety of professional demands, it's exciting to offer a continuing education opportunity that can be completed at their convenience and from the privacy of their own homes."

Registered nurses at any professional

level or job responsibility who take the courses will gain point-of-care knowledge to make informed decisions about health including problem assessment, needs analysis, application of interventions and planning, managing client/community health programs and evaluations.

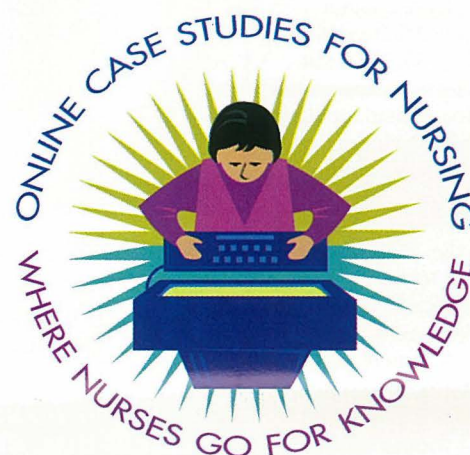
The program is unique in that it's interactive, offers participation in chat room forums, and links to additional nursing resources for users to access in real time. Currently, no other comparable program exists. Nurses worldwide may read case studies, answer examination questions, and contact the experts, authors and colleagues through the virtual community chat rooms. Those seeking contact hours will pay a nominal fee for service. Following the launch of the program this summer, new case studies and topics will continually be added to the site.

Those who wish to author or review case studies also have an opportunity for participation. Submissions are being sought from members for case studies in more than 20 topics that will be published online. A template is available for writing the studies, which should take about three

hours to prepare. There is also a need for members to serve as peer review panelists in their areas of expertise and provide evaluations of submitted case studies and feedback to the authors.

Authors and reviewers are needed in the following areas:

- End of life care
- Ethics
- Fraud and compliance in health care
- Electrocardiogram interpretation update
- Forensic nursing
- Pain management - Non pharmacological interventions
- Pain management - Pharmacological update
- The advance practice nurse's role in case management
- Infectious diseases update
- Parish nursing
- Organ transplantation issues
- Pediatric update
- Obstetrical care update
- Genetics
- Delegation and clinical decision making
- Menopause
- Post-menopausal chronic health issues



[www.nursingsociety.org](http://www.nursingsociety.org)

- Osteoporosis in women
- Depression in women
- Breastfeeding

The Online Case Studies for Nursing is funded by the Joan K. Stout, RN, Continuing Education Series on Nursing Practice and the Eli Lilly and Company Foundation.

For more information or to receive an application to be an author or reviewer, please contact Sue Wheeler, RN, toll free at 1.888.634.7575 toll free or e-mail: [onlinece@stti.iupui.edu](mailto:onlinece@stti.iupui.edu).

## Renew your membership today!

Here are three easy ways to keep your Sigma Theta Tau membership active:

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- 2) call using the toll free number
- 3) send renewal form by mail or fax



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VISA / MASTERCARD ACCEPTED

## Nursing coalition launches Web site

by Jama Pryor

A coalition of 17 nursing and health care organizations working to recruit more nurses through a national public relations and advertising campaign will take the campaign's message to the Internet via a new Web site. Sigma Theta Tau International is a charter member of the coalition and serves as its fiscal agent.

The Nurses for a Healthier Tomorrow (NHT) site, to be launched in May during Nurses Week (May 6 - 12), will feature information about the campaign, coalition members, and sponsorship and volunteer opportunities. The site's address is [nursesource.org](http://nursesource.org).

Medical Recruitment Network, an Internet company focused on career content for health care employers and professionals, has signed on as a major financial and in-kind sponsor for the NHT campaign and will develop the Web site.

"When fully functional, it will include career opportunities related to nursing," explains Jay Kleinman, vice president, sales and business development of Medical Recruitment Network. "It's going to be a great tool not only to attract new nurses, but also to provide health care content and career options based on personal and professional needs."

The NHT coalition was formed to proactively address the country's nursing shortage with a national media campaign. The group has sent information to health care and advertising companies to explain the national campaign and ask for support.

"Now that Medical Recruitment Network is involved,

companies can see that this thing is really coming together," says Bruce Hetrick, president of Hetrick Communications, the coalition's PR firm based out of Indianapolis. "We're now hoping to land a sponsor at the \$500,000 to \$1 million level, which will position that company with the most highly respected professionals in health care through repeated exposure to consumers and professionals alike."

Such exposure will result from a series of high-quality, attention-getting television, print and radio advertisements broadcast nationally.

The new Web site will showcase the Nurses for a Healthier Tomorrow ads. Professionals will be able to go to the site for nursing career profiles, speaking tips, mentor program information and the latest on what coalition members are doing to promote nursing within their organizations.

While coalition members are searching for major corporate support, individual contributions are also needed for the campaign. Donors will be recognized on the coalition Web site. If you'd like to contribute, please make your check payable to "Nurses for a Healthier Tomorrow/STTI," and send to Sigma Theta Tau International Honor Society of Nursing, 550 West North Street, Indianapolis, IN 46202. For more information contact Jama Pryor at 317.262.8080 or e-mail: [jama@hetcom.com](mailto:jama@hetcom.com).

*Jama Pryor is an account manager at Hetrick Communications, the public relations firm for Nurses for a Healthier Tomorrow.*



# Career profiles in nursing education

**Name:** Anne B. Broussard, RNC, DNS, CNM, FACCE

**Title:** Associate Professor

**Employer:** University of Southwestern Louisiana

**Years in Current Position:** 33



### Three favorite aspects of job:

- Introducing students to maternity care
- Assisting students in clinical learning
- Working with colleagues who have similar backgrounds and goals

### Three challenging aspects of job:

- Balancing teaching, research, practice and administrative roles
- Writing successful grant proposals
- Publishing in professional literature

### Job description:

Facilitating holistic and woman-centered philosophy during instruction in both the clinical and classroom setting. Role includes shaping studies and education during pregnancy, confidence building, and development of labor-coping skills as women approach birth.

### Education:

- BSN, 1972, University of Louisiana at Lafayette, College of Nursing and Allied Health Professions
- MSN, 1983, University of Mississippi, maternal-newborn/nursing DNS, 1995, Louisiana State University, nursing education

- Holds national certification in obstetric inpatient nursing, and normal newborn nursing and is a Lamaze childbirth educator

- Recently completed nurse-midwife program of the Frontier School of Midwifery and Family Nursing, Hyden, Ky., and is licensed to practice as a certified nurse-midwife and women's health care nurse practitioner

### Sigma Theta Tau Chapter:

Delta Eta

### Best advice:

"Talk to practicing nurses to find out what the work entails. Seek out nurses from different specialty areas."

### How Sigma Theta Tau has shaped her career:

"Belonging to Sigma Theta Tau has helped my career in this way: As a new faculty member, I was asked to run for president of our chapter. Though initially overwhelmed at the idea, I accepted the challenge and was subsequently elected. My experience as chapter president and the support I received from my Sigma Theta Tau colleagues helped me develop confidence in my organizational and leadership abilities and welcome further challenges in my career in academia."

Anne B. Broussard is one member whose career is profiled on our new Web site, Career Profiles in Nursing, at [nursingsociety.org/career](http://nursingsociety.org/career). This site offers society members, students and others interested in a nursing career insight into the many career opportunities – administration, clinical practice, pediatric nursing, research, education and more. It links you directly with each person and leads to the universities from which they graduated. Visit the site today to ask these nurses questions through e-mail and explore the world of nursing.

## ONLINE

➤ CONTINUED FROM PAGE 1

may be little or no face-to-face contact with learners. Faculty must also be prepared to support and assist students who have difficulty adjusting to the lack of interaction.

Excellence is also noted in course design and the use of educational principles that are appropriate to facilitating learning in online communities. Courses are typically developed by an instructional team that includes a multimedia specialist, librarian, instructional designer and Web programmer. Educators and clinicians often serve as content experts on this team.

The content of the course must be accurate and relevant, and provided in a sequence that facilitates the acquisition of concepts, attitudes or values. Ideally, courses should be designed to develop a sense of community by creating active and diverse learning, continual feedback and interaction between students, and students and faculty. Online participants gain networking, mentorship and access to the experts.

Learners taking online courses require particular support. This may include orientation to the technology, information about being a self-directed learner, empowering learning activities and options for "high touch" solutions such as providing opportunities for interaction and socialization in bulletin boards, chat rooms and "virtual cafés."

Finally, excellence involves learner, peer and external review of the course and public reporting of the results. Evalu-

ation occurs through pilot testing during course development, ongoing learner evaluations and use of accreditation standards.

Nurse educators are integral to assuring excellence in online courses as they develop and teach courses, advise students, review student portfolios, teach patients, facilitate Web-based support groups and maintain their own professional competence.

*Diane Billings, RN, EdD, FAAN, is a professor of nursing, associate dean for teaching, learning and information resources, Center for Teaching and Lifelong Learning at Indiana University School of Nursing, Indianapolis. Janice M. Ward, RN, MSN, is the director of lifelong learning, Indiana University School of Nursing. Lyn Penton-Cooper, RN, BSN, is a staff nurse at Richard Roudebush Veterans Administration Hospital, and a MSN student at Indiana University School of Nursing, Indianapolis.*

## When assessing excellence in online education, ask the following questions:

- Who are the faculty and what are their qualifications?
- Is there a "match" between faculty expertise and course content?
- Is course content accurate? Reflective of current practice standards? Evidence-based?
- Does the course sponsor/provider have a "bias" or "vested interest" in content?
- Is the course curriculum or program peer reviewed? Accredited?
- Has the educational provider met accreditation requirements to offer the course?
- Will academic credit or contact hours be awarded?
- Can credits be used to meet requirements for degree programs, certification or licensure?
- Will credits be accepted by degree granting entities?
- What learning strategies and activities are used in this course to promote successful achievement of learning outcomes?
- How will learning outcomes be recorded? Who maintains the record? What evidence of learning can be accumulated for a learning portfolio?
- What learning strategies and activities are used in this course to promote successful achievement of learning outcomes?
- How long will it take to complete the course?
- What computer, learning or study skills are necessary to participate in the course? Will they be offered as part of the course or developed during the course?
- Are opportunities available for dialog with other course participants, socialization, networking or cross-cultural sharing? Access to mentors or preceptors?
- Is there access to learning resources such as libraries, tutorials, simulations or databases?

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# National Nurses Week honors past and future

by Jeanne M. Floyd

The celebration of Nurses Week, beginning each year on Florence Nightingale's birthday, is a time for reflecting on the rich sense of community that draws us into the profession and sustains us as we move from novices to experts in the practice of nursing. When nursing colleagues meet, there is an implicit understanding that we are drawn together in a common bond of service to others. Nurses Week events provide us with opportunities to make explicit how the community of nursing improves the health of the world's people. As Sigma Theta Tau International members are living out this legacy, May 6 - 12 is an opportune time to inform the broader community of the public good performed by nurses in a variety of roles.

From its earliest beginnings, nursing has been concerned with the human condition. In addition to caring for the sick, nurses assumed the social dimension of addressing problems associated with conditions that affect the health and welfare of society. Concern for overall health has linked nursing closely with social efforts of communities to provide practical and effective measures to preserve health. As a result, nurses are trusted by the public to know how to care for persons who experience suffering and distress, and they are expected to partner with others to promote health and prevent disease under varying and complex conditions. The public trust is rooted in a distinguished tradition.

The work of Florence Nightingale, the founder of modern nursing, provides testimony to nursing's mission of service to humanity over a lifetime. As perhaps the greatest war nurse in history, she overcame obstacles to make significant contributions to the military health care system and hospital reform. She pioneered the use of social statistics and their graphical representation. She masterfully consulted with others to persuade governmental leaders to support large-scale reforms in public health practices. Using newly developed technology, she dramatically illustrated how death rates decreased when the spread of infection across populations was controlled through sanitation measures.

The Nightingale vision of service to community was validated recently by society members who guided the development of its newly crafted organizational vision. Our aim is "to create a global community of nurses who lead in using scholarship, knowledge and technology to improve the health of the world's people." As we collaborate with individuals and groups in the broader community to carry out this mandate, members are urged to tell their inspiring stories. As full partners, the public deserves to know of nursing's contributions to society and to engage in dialogues about the ways in which the work of nursing might be supported now and in the future. Nurses Week provides the entrée for nurturing relationships among nursing colleagues and our local communities.



Florence Nightingale, the mother of modern nursing, is commemorated through international Nurses Week, beginning each year on her birthday, May 6.

#### Article resource/suggested reading

M. Patricia Donahue, (1996), *Nursing: The finest art*, (2<sup>nd</sup> Edition), St. Louis: Mosby.

Jeanne M. Floyd, RN, PhD, CAE, is director of research and evaluation at Sigma Theta Tau International.

## SCHOOL NURSES

▶ CONTINUED FROM PAGE 1

day there was already a student drug overdose at 7:30 a.m., according to Gerdes.

"Sometimes weapons are brought into school. After Columbine, any threat or joke was taken seriously," Gerdes says. "School nurses are often the ones who are in tune with students' secrets and emotional issues."

In the future she would like to see certified school nurse assigned in each school building. The *New York Teacher* reported in early 1999 that 60,000 school nurses meet the health needs of 46 million children nationally. The National Association of School Nurses and the American Nursing Association recommend one nurse for every 750 students. Gerdes estimates that in Illinois there are school districts where the ratio is one certified school nurse to every 1,500 to 2,000 students.

"These kids may only have one chance for an intervention. As school nurses you may have one chance for educating a child, contacting the parents and helping them," Gerdes says. "We can't do nearly everything we want to and need to if school districts look for the cheapest way out."

## Becoming a certified school nurse

The requirements to become a school nurse begin with a bachelor's degree at minimum and certification work that includes core educational classes and a state board of education exam. For the Illinois State Certification process, there is a two-part exam. Some schools aren't hiring specialty certified nurses and instead employ public health or advanced practice nurses.

At the University of Illinois at Chicago (UIC), there is a school nurse certification program offered both in the classroom and online. Bachelor prepared nurses can enter the program which includes classroom work and in-class observation. Several other universities nationally offer a school nurse certification track.

"From the moment a school nurse enters the job setting they have to be ready to market their value, their

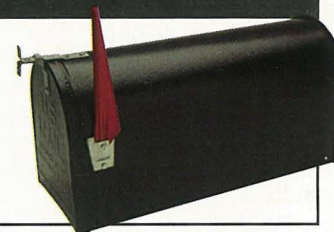
role and how they can make a difference in the students' learning," says Phyllis Pelt, RN, director of School Nurse Program at (UIC). "The more prepared the individual is, the greater the outcomes are for the students."

The online courses offer the chance for more affordable and convenient certification programs as well as continuing education opportunities. Universities offer school nursing to students in global locations through synchronous chat rooms, online courses and listservs. With the required observation hours, the element of hands-on experience remains in the program.

For those considering school nursing as a second career, there are Master's in Science degrees with a focus in school nursing. School nursing is a second career choice for some nurses in the emergency room, operating room or advanced practice settings.

## ARE YOU MOVING?

Sigma Theta Tau International would like to know if you change your mailing address, telephone number, fax number or e-mail address at home or work. You may update your information by replying online at [nursingsociety.org](http://nursingsociety.org), calling 1.888.634.7575 (U.S. and Canada toll free) or +800.634.7575.1 (International) or e-mailing [memserv@stti.iupui.edu](mailto:memserv@stti.iupui.edu)



## Excellence available online

Excellence articles are available at [nursingsociety.org/publications/excellence.html](http://nursingsociety.org/publications/excellence.html). Don't miss these articles:

### Excellence in Nursing Administration:

- Caring leadership: essential during turbulence
- Compliance in nursing

### Excellence in Clinical Practice:

- Fixing the operating room nursing shortage
- Hospital discovers pets are a patient's best friend

### Excellence in Nursing Education:

- Creating excellence in online education
- School nurses: counselors, educators, advocates and caregivers

If you did not select one of these three versions, you automatically received *Excellence in Clinical Practice*. You can still select a customized version of the July issue by calling our Member Service Center at 1.888.634.7575 or e-mailing: [marketing@stti.iupui.edu](mailto:marketing@stti.iupui.edu). Select **only one version** to receive in the mail and please include your member number in your response.

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