

## News Briefs

### You belong here

That's the message we are sending to non-member nurse professionals. If you know exceptional BSN nurses who, like you, promote nursing excellence and would benefit from Sigma Theta Tau membership, please ask them to visit our Web site, [www.nursingsociety.org](http://www.nursingsociety.org), and click on "You Belong Here."

### Meeting the media

Learn how to work successfully with the media and have your message heard. To view this program, "Making Today's Research Tomorrow's Headlines and Success Stories from the Field," visit <http://videocast.nih.gov/PastEvents.asp?c=1>.

### Palliative care's new online resource

A result of the Nursing Leadership Consortium on End of Life Care, [www.palliativecarenursing.net](http://www.palliativecarenursing.net) is a new Web site containing information, resources and research on palliative care.

### International year of volunteers

The United Nations General Assembly has declared 2001 as the International Year of Volunteers to better recognize, facilitate and promote volunteering worldwide. For details, or to learn how you can participate, visit [www.iyv2001.org](http://www.iyv2001.org).

### The art of nursing

To promote the opportunities, challenges and rewards that nursing provides, Sigma Theta Tau International offers the "Art of Nursing" brochure. If you are interested in reaching students and guidance counselors in your area, call 1.888.634.7575 for copies.

#### STAFF

Nancy Dickenson-Hazard  
Publisher

Kathy Bennison  
Managing Editor

Amy Macke  
Editor

Diane Billings  
Theresa Valiga  
Editorial Advisors

Linda Canter  
Editorial Assistant

Rachael McLaughlin  
Advertising

#### CONTRIBUTING AUTHORS

Mary DeVos  
Gail J. Donner  
Joyce K. Shoemaker  
Ann Marriner Tomey  
Mary M. Wheeler

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

Sigma Theta Tau International Honor Society of Nursing

# EXCELLENCE in Nursing Education

Second Quarter 2001 Volume 2, Number 2

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

## Students learn through service to others

By Ann Marriner Tomey

"I think the Very Important Senior program is a wonderful thing," a nursing student recently commented. "It has assured me that I am choosing the right profession. Patients not only need physical help from nurses, they also need a friend. The Very Important Senior program shows the student the difference between a nurse and a great nurse."

In the fall of 2000, I taught a course designed to prepare nursing students for academic and life success. To earn an A, students were asked to complete 10 hours of service learning as volunteers for the Mental Health Association's "Very Important Kid" or "Very Important Senior" program.

As part of the Very Important Senior program, students experienced many challenges. With some time, however, the seniors learned each other's names, developed friendships, and gained self-assurance and self-confidence. One student said, "when I see them smiling and participating with us, it makes me realize that I truly did make a difference in these people's lives." Another student indicated that she plans to continue visiting residents in the long-term care facility even after the course ends.

During the Very Important Kid (VIK) program, nursing students worked with children on self-esteem building activities. Each week a couple of children were chosen to be the very important kids. The VIKs were

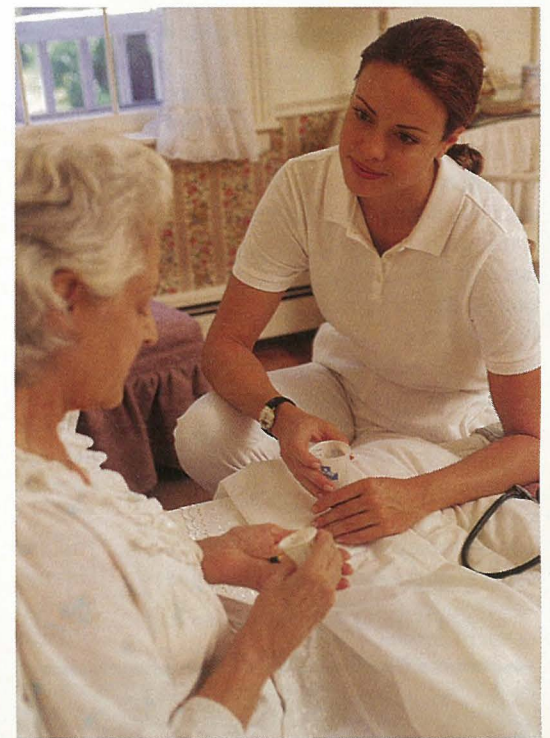
encouraged to talk about their favorite activities and things, and they received feedback from other children about their good qualities. Commenting on her service learning project one student said, "Volunteering and conducting activities with young children was a wonderful experience. I was fortunate enough to learn from the program. I was able to realize things about the world, and I enjoyed teaching the children such valuable things."

By participating in service learning, nursing students gained insight, became more dedicated to their chosen profession and expanded their understanding of nursing roles.

### What is service learning?

Service learning is a course-based, credit-bearing educational experience associated with relating theory to practice. Students participate in an organized service activity that helps meet identified community needs. Reflection helps the students relate the theory to their service, consequently helping students gain understanding of course content and appreciation for civic responsibility. The structured opportunities help students synthesize and derive new meaning from their experiences as they relate those experiences to course objectives.

In service learning, there is an equal focus on education and service. It is reciprocal because it benefits both the student and the service



Through service learning, students provide a needed community service and gain a better understanding of course content.

STUDENTS LEARN THROUGH SERVICE TO OTHERS, PAGE 4 ▶

## Members respond to grade inflation

By Joyce K. Shoemaker & Mary DeVos

Are grades where they should be? That was the question raised in the fall 2000 issue of *Excellence in Nursing Education* (Volume 1, Number 4). As part of the article, the authors requested that readers complete a short survey about their experiences with grade inflation. Though the number of surveys returned was low – 27 total – the data are of interest and demonstrate the existence of the phenomenon in nursing education programs.

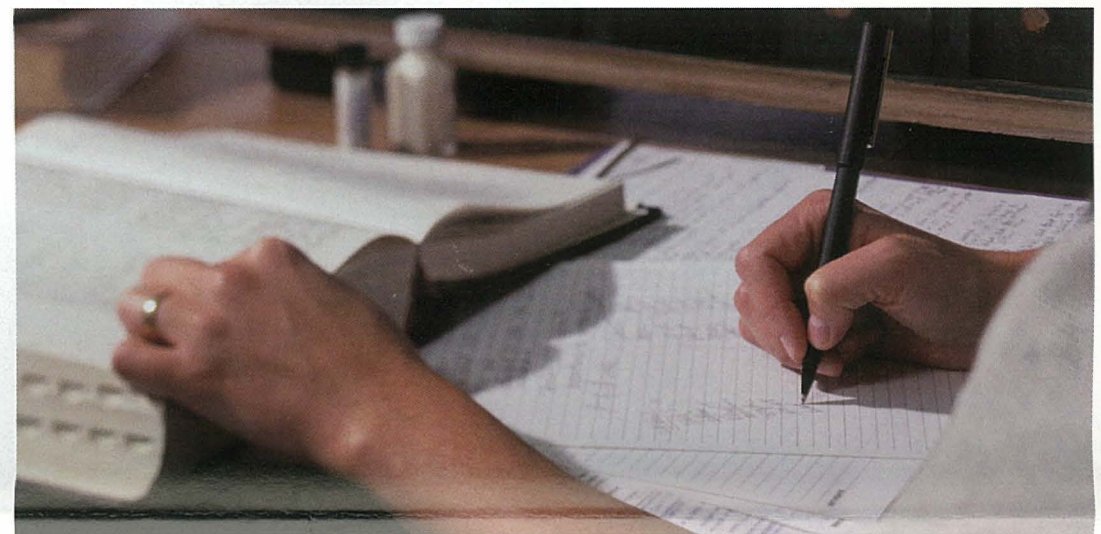
### Is grade inflation real?

Twenty of the 27 respondents believe grade inflation is present in their courses, although there was no agreement with regard to whether it is more prevalent in one program over another. A number of respondents felt grade inflation is seen most frequently in generic baccalaureate programs, while others have observed it in graduate programs.

One respondent, who is a recent graduate of a master's degree program, experienced it as a graduate student. She commented, "...it seemed like we all got A's all the time! Was my work truly outstanding? Or was the grade for effort, enthusiasm and attendance?"

The majority of respondents who believe grade inflation is present in their programs base their opinions on observations of a high proportion of A's and B's in courses, as well as on the belief that some faculty recorded only A's or B's in their classes. One individual wrote that evidence of grade inflation lies in the fact that high achievers are not passing boards. Another stated that graduate students admitted with high grade point averages in their baccalaureate programs are poorly prepared.

Factors identified as contributing to grade



Are students' grades inflated? Many respondents answer 'yes' to this survey question.

inflation are concerns regarding negative student evaluations of faculty and fear of lawsuits. Others feel that clinical grades are generally high, allowing students who are weak in the theoretical portions of courses to pass. Student expectations or demands for A's seem to be a major factor, too. One respondent stated there is a "smothering desire to avoid conflict" on the part of some faculty. Finally, lack of administrative support of faculty who record failing grades is an issue in some programs. Several respondents observed that this pressure is aimed at keeping enrollments up. One individual sadly acknowledged that the administrative edict is that students who are bright enough to be admitted will graduate.

In response to a question about measures taken to decrease the incidence of grade inflation, nine individuals responded that nothing is being done.

One person angrily wrote, "...it's rampant, it's known, it's ignored." Others confirmed the issue is being discussed, either with the entire faculty or in curriculum committee meetings. One individual stated there is an effort to decrease subjectivity in evaluating students combined with increasing the weight of the theory component of clinical courses. Others are considering grading clinical laboratory practice on a pass/fail basis.

### The future of grade inflation

A successful approach to fair and honest evaluation of students must begin at the administrative level. Individual faculty can and should use good principles of evaluation in assessing student performance. However,

MEMBERS RESPOND TO GRADE INFLATION, PAGE 4 ▶



Sigma Theta Tau International  
Honor Society of Nursing

# Taking control of your career and your future

By Gail J. Donner and Mary M. Wheeler

The tremendous changes that have marked nursing over the last half of the 20<sup>th</sup> century have brought significant challenges along with terrific opportunities. Cycles of boom and bust, as well as high unemployment and shortages of workers, have been common, and change has been the norm. These changes have created an environment in which individual nurses must take control of their careers and futures. Nurses' dependence on others to define their future for them is a phenomenon of the past.

Career planning, a continuous process of self-assessment and goal setting, helps nurses adapt to changes in their own development, in the profession and in the world in which they live and practice. The process is really about the development of a life skill, one that nurses can apply not only in their workplaces but in their personal lives as well. It is an individual responsibility, a life-long activity, and a necessary skill in a changing world of work and health care. When one engages in the process, a sense of enjoyment, pride and energy is also realized.

Career development is an iterative and continuous rather than a linear process. It requires individuals to understand the environment in which they live and work, assess their strengths and limitations, and validate that assessment, articulate their personal career vision, develop a plan for the future that is realistic for them, and then market themselves to achieve their career goals.

To assist nurses to take control of their careers and futures, we developed a five-phase career planning and development model.

**Scanning your environment** is about taking stock of the world in which you live. It involves understanding the current realities in the nursing and work environments as well as the future trends at the global, national and local levels in society and health care.

Through the scanning process you become better informed, learn to see the world through differing perspectives and are able to answer the question "What are the current realities/future trends?" These trends will influence career opportunities.

**Completing your self-assessment and reality check** enables you to identify your values, experiences, knowledge, strengths and limitations and to marry those with your environmental scan to help you create your career vision and identify the directions to take as you plan your future. As you begin your self-assessment, you will first identify all the attributes that make you who you are and, then, what you have to offer to the environment. Completing your self-assessment and reality check will allow you to give honest and accurate answers to the two questions, "Who am I?" and "How do others see me?"

**Creating your career vision** answers the question, "What do I really want to be doing?" Without a vision of where you want to go, you will most likely simply react to events as they occur rather than choose a direction that helps you take advantage of an opportunity when it occurs. Your career vision is the link between who you are and what you can become. Having a career vision is a powerful motivator for reaffirming your current situation or for making a change.



Develop a professional strategic plan to achieve the career you have always wanted.

**Developing your strategic career plan** is critical to taking control of your own career. Designing a plan is not something that someone else can do for you. You must do it for yourself to ensure that you are continually and satisfactorily progressing toward your personal career goals. By answering the question "How can I achieve my career goal?" you ensure that you have a plan that is both uniquely yours and easily converted into action.

**Marketing yourself** involves articulating your professional and personal qualities, attributes and expertise so that you can effectively communicate what you have to offer and why you are the best person for the service that needs to be delivered.

For nurses, "How can I best market myself?" is facilitated by establishing

a network, acquiring a mentor, and developing written and verbal communication skills. Your strengths, coupled with a commitment and belief in yourself, make you your own best marketer.

*Gail J. Donner, RN, PhD, and Mary M. Wheeler, RN, MEd, are partners in Donner & Wheeler, a consulting firm based in Canada that specializes in career planning and development within the health and human service sectors. Their services are offered both onsite and online. You may contact them at [www.donner-wheeler.com](http://www.donner-wheeler.com).*

*Donner and Wheeler have also been presenting "Achieving Your Lifelong Career" at the Sigma Theta Tau 2001 Professional Development Conferences.*

## NTN NurseNet — your connection to Clinical Nursing Opportunities.

FREE!

log on to: [www.nursingsociety.org/careers](http://www.nursingsociety.org/careers)

NTN NurseNet is a unique Internet employment search program specifically for nurses. It provides you with a fast, easy and free way to locate professional opportunities.

Register your employment search today on NTN NurseNet!



## Renew your membership today!

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

- 1) Log onto [www.nursingsociety.org](http://www.nursingsociety.org)
- 2) Call, using the toll free number
- 3) Send renewal form by mail or fax

U.S. and Canada toll free: 888.634.7575  
International toll free: + 800.634.7575.1  
Phone: 317.634.8171  
E-mail: [memserv@stti.iupui.edu](mailto:memserv@stti.iupui.edu)



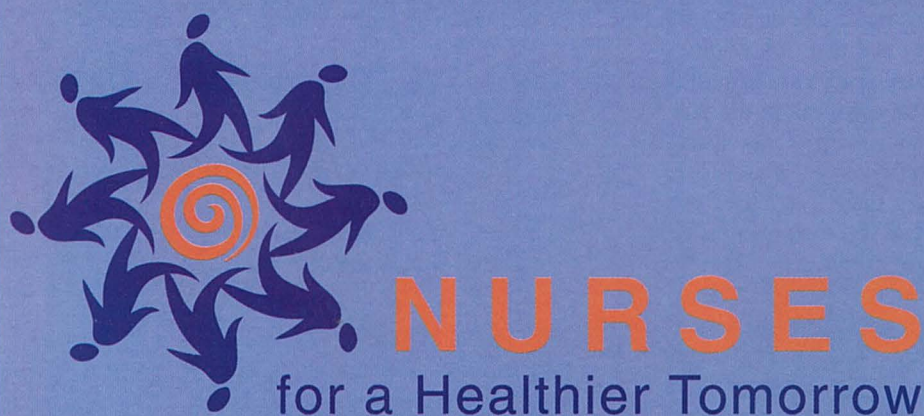
VISA/MASTERCARD ACCEPTED

## Contest recognizes evidence-based practice

Have you been involved in a successful project to improve patient outcomes? Share your success with your colleagues and win free conference registration, free CE, a day at the spa, dinner for two — and more!

Sigma Theta Tau International and Nursing Spectrum are sponsoring "Innovations in Clinical Excellence," a program designed to acknowledge successful evidence-based projects. Five nurses will be recognized for their innovations.

For more information, visit [www.nursingsociety.org](http://www.nursingsociety.org) and click "What's New" or call Adam Keener at 888.634.7575. Submission deadline is June 1, 2001.



## Efforts show young people benefits of a nursing career

The nursing profession has never faced greater challenges. Shortages loom. Managed care is changing how and where we work. High pressure is leading to high turnover. Yet the world's population is aging and growing, and it needs nurses more than ever.

As part of Nurses for a Healthier Tomorrow, 24 nursing and health care organizations across the United States are working together to ensure that a new generation of young people learns about the benefits of a nursing career. Soon we will be advertising nationwide and reaching out to youngsters who've never really given nursing a second thought.

Our organization is proud to support Nurses for a Healthier Tomorrow. To learn how you can help, contact Kathy Bennison at Sigma Theta Tau International: 888.634.7575 or visit [www.nursesource.org](http://www.nursesource.org).

# When Bright Minds Come Together

## Why you should attend Convention 2001

Beginning November 10, Sigma Theta Tau members from around the world will converge on Indianapolis to participate in the 36<sup>th</sup> Biennial Convention. "Learning and Leading Globally," the theme for the convention, will unite the variety of educational sessions, research presentations and panel discussions that span the four-day event. To learn why you should join more than 2,000 other "bright minded" nurses at convention, read on.

### More networking opportunities than you can count

Bringing members together—whether they are seasoned leaders or recent graduates—is one of the hallmarks of Sigma Theta Tau International conventions.

"Attending the receptions and visiting the lively exhibit hall are perfect opportunities to meet society leaders, get together with new friends and renew past acquaintances," says Nancy Dickenson-Hazard, RN, MSN, FAAN, chief executive officer of Sigma Theta Tau International. "We're proud that the biennial convention provides such excellent opportunities for our members to network."

In recent years, many members attending convention have found insightful answers to their questions about careers, clinical specialties, research interests, and education, leadership and volunteer opportunities. Attendees have also been able to share the challenges they are facing as nurses and

the keynote address by the University of Manchester School of Nursing's Vice Chancellor and Professor Tony Butterworth, CBE, FRCN, FRCPsych, FMedSci, FRSA, PhD, followed by educational sessions throughout the day. Using the theme, "Leading the Way for Clinical Excellence," a diverse range of nursing topics will be featured, as well



From the creative arts displays and poster presentations to the educational sessions and awards, nurses bring their enthusiasm for excellence to Sigma Theta Tau's biennial convention.

as innovations in clinical practice and new technology that can be applied to nursing practice, education and health care.

"Employers value the educational opportunities our convention provides attendees," says Linda Finke, RN, PhD, director of professional development services at Sigma Theta Tau.

"Not only do their nurse professionals discover some of nursing's best practices from around the world, they earn continuing education credit, network with leaders in health care and return with new solutions for current challenges."

During the scientific sessions on Monday, November 12, "Global Leadership through Nursing Research" will be addressed in the educational sessions and in the keynote by Judith Shamian, RN, PhD, CHE, executive director of nursing policy for Health Canada. The latest research in aging and health, transcultural nursing, cancer and palliative care will be explored, as well as innovations in information technology, outcomes measurement and more. As part of the "Rising Stars of Scholarship and Research" display, nursing students selected by their educational institutions will also be showcasing their research. Attendees are encouraged

to start their day with the walk/run to benefit nursing research.

On the third day of the convention, leadership sessions focus on "Leading and Learning: Moving from I Can't to I Can." Ronald Gross, author of *Peak Learning*, and Elizabeth Cohn, RN, NP, administrative director of critical care services at North Shore University

Hospital, will give the keynote address. Attendees will learn leadership and career strategies as well as new ways of visioning for the future.

The House of Delegates convenes on the fourth day to address all business aspects of convention. "Part of the role that chapters play is sending one or two members to the House of Delegates

during convention," says Barbara Robinette, RN, MSN, director of constituent services. "These chapter representatives elect the new officers, vote on changes to bylaws, approve resolutions, and receive reports from headquarters and committees."

### Excellence in nursing

Throughout the four-day convention, excellence in nursing is showcased in the presentation of prestigious awards. The Episteme Award, funded by the Baxter Foundation, acknowledges a major breakthrough in nursing knowledge development. It will be awarded Monday during the scientific sessions.

"Presenting awards during the Sigma Theta Tau International convention enables us to recognize the tremendous contribution nurses are making in health care," says President Pat Thompson, RN, EdD. "It is also an opportunity to share their inspiring stories with other nurses and perhaps future award-winners."

Additional awards, including the founders, chapter, communication and technology awards will be presented during convention.

### Need more information?

To learn more about convention and sponsorship opportunities, visit our Web site at [www.nursingsociety.org](http://www.nursingsociety.org) or call 888.634.7575.



## Have a recruitment or retention success story?

Call for Poster Presentations 2001 Biennial Convention, Indianapolis, Indiana  
Submission Deadline: May 31, 2001 (postmarked)

As part of the society's 2001 convention, the International Public Relations committee would like to showcase best practices in the recruitment and retention of future and current nurses. All recruitment and retention levels and venues will be considered, including:

- Elementary and middle school children
- High school students
- Second-career individuals
- Health care organization
- Public image building
- Employment recruitment strategies
- Employment retention strategies

For more information and submission requirements, visit [www.nursingsociety.org](http://www.nursingsociety.org), e-mail [pr@stti.iupui.edu](mailto:pr@stti.iupui.edu), or call Amy Macke or Kathy Bennison at 888.634.7575.

## 2001 CONVENTION EXHIBITORS AND SPONSORS

The list of the Sigma Theta Tau 2001 Biennial Convention sponsors and exhibitors continues to grow.

- ★ Alpha Mu Chapter  
Frances Payne Bolton School of Nursing  
Case Western Reserve University
- American Academy of Nurse Practitioners
- American Association of Colleges of Nursing
- American Nephrology Nurses' Association
- American Organization of Nurse Executives
- Arizona State University
- Auburn University School of Nursing
- Ball State University School of Nursing
- ★ Beth Israel Deaconess Medical Center
- Brigham Young University College of Nursing
- Cinahl Information Systems
- ★ Clarian Health Partners
- ★ College of Nursing, University of Cincinnati
- Commission on Graduates of Foreign Nursing Schools (CGFNS)
- CPM Resource Center
- Decker School of Nursing, Binghamton University
- Emory University
- Evidence Based Nursing
- Excelsior College *formerly Regents College*
- ★ Georgia Baptist College of Nursing of Mercer University
- The Gideons International
- Harcourt Health Sciences
- Health Education Systems, Inc. (HESI)
- ★ Indiana University School of Nursing
- Jannetti Publications, Inc.
- Johns Hopkins School of Nursing
- Kaplan
- Lambda Chapter, Wayne State University
- Lewis University
- Lippincott Williams & Wilkins
- Michigan State University College of Nursing
- ★ The Mount Sinai Hospital in New York
- National League for Nursing
- ★ NurseWeek Publishing
- Nursing Spectrum
- ★ NursingCenter.com
- The Pennsylvania State University School of Nursing
- Prentice Hall Health
- Pro-Nurse
- Rutgers College of Nursing
- Sage Publications
- ★ St. Vincent Hospitals and Health Services
- Texas Woman's University College of Nursing
- UAMS College of Nursing
- UConn School of Nursing
- ★ The University of Arizona College of Nursing
- University of Florida College of Nursing
- The University of Kansas Medical Center
- ★ University of Kentucky
- ★ University of Maryland School of Nursing
- University of Nebraska Medical Center College of Nursing
- ★ University of Pennsylvania Health System
- University of Pittsburgh School of Nursing
- The University of Texas Health Science
- Vanderbilt University School of Nursing
- Wayne State University College of Nursing
- ★ Platinum Sponsor
- ★ Gold Sponsor
- ★ Silver Sponsor
- ★ Bronze Sponsor
- ★ Cyber Sponsor
- ★ Special Events Sponsor



brainstorm with colleagues to find innovative solutions.

Sponsored by the Indiana University School of Nursing and Clarian Health Partners, the Welcome Circle of Friends reception provides the first opportunity for attendees to network with colleagues and meet President Patricia Thompson and Chief Executive Officer Nancy Dickenson-Hazard. The Welcome to Indy reception on the following day, sponsored by St. Vincent Hospitals and Health Services, marks the opening of the exhibit hall and gives attendees a chance to view exhibits, survey research posters and peruse the creative arts displays.

Throughout the convention, luncheons, receptions and educational sessions lend themselves to additional one-on-one contact with nurse professionals from around the world.

### Information relevant to your career

By providing information relevant to the careers of its members, Sigma Theta Tau International hopes to further excellence in nursing. On Sunday, November 11, attendees will listen to

▶ CONTINUED FROM PAGE 1

recipient. It helps build partnerships between school and agency and enhances the academic curriculum. Service learning differs from clinicals, field studies and internships where the focus is on learning rather than service. It differs from volunteerism that focuses on the service and the service recipient but not on the student and learning.

**Service learning brings excellence to education**

Students participating in service learning projects tend to gain increased self-esteem, confidence, personal responsibility and sense of personal efficacy. Service learning helps students actively explore their career interests, gain a greater confidence in their career choice, understand the world of work, develop job skills, and consequently give them a hiring advantage over others. Service learning can also increase interpersonal skills and tolerance of and appreciation for diversity. With service learning experiences, students and graduates

are more likely to engage in other volunteer activities and maintain future community participation. When seen as a positive learning experience, service learning is also correlated with better grades and a deeper commitment to graduate.

In addition, service learning engages the students and facilitates process-oriented learning, while providing the faculty with authentic assessment opportunities. Agencies receive an infusion of creativity, students can contribute to community development and renewal, and the recipients benefit from the direct aid.

**When seen as a positive learning experience, service learning is also correlated with better grades and a deeper commitment to graduate.**

**Making service learning a reality**

To make service learning a reality, courses need a transformation from traditional modes to service learning, and faculty needs to assess the teaching style and situation. For example, does the teaching style fit and does the course lend itself to service learning? Do the course goals and objectives suit service learning, or do new goals and objectives need to be developed? Before implementing a service learning project, faculty should identify the knowledge, skills and attitudes they want students to develop. Then faculty can seek out appropriate experiences, so there is a clear connection between course objectives and service activities and students can do projects to develop the intended knowledge, skills and attitudes.

To find a good match in the community, it helps when the faculty or students have already developed relationships with community agencies. Volunteer action centers, United Way, the chamber of

commerce, businesses, child-care centers, churches, group homes, hospitals, nursing homes, schools, social services and university services are all potential sites for service learning.

Once a community agency has been identified, course requirements will need to be revised. Will service learning be required or optional? How many hours will be required? How will the service learning be connected to course content and evaluated? What will be deleted and replaced with service learning?

Logistics also need to be planned. Students may need transportation to get to a community site. Students also need to schedule their time according to their availability and the organization's needs. Agencies need to know when to expect students, and monitoring student time will also need to be planned. For example, will the faculty give direct supervision, or will a preceptor or honor system be used? How will the time be recorded? Will they keep a diary recording their time and events or will they keep a reflective journal? Liability issues will also need to be addressed.

Because collaborative service is designed to meet a community need and facilitate student learning, preceptors may need to be oriented to the role, and students need orientation to the agency.

Throughout the process, student learning needs to be assessed. Among other things, oral and written projects and reflective journals can be used for evaluation. It is also important to structure student reflections into the course.

Once the service learning project is complete, accomplishments should be celebrated. Thank you letters, certificates of appreciation, gifts and receptions are some ways to celebrate. Experiences should also be evaluated. The students, faculty and community members can do formative and summative evaluations to facilitate continuous quality improvement.

In the end, service learning helps the university become a part of the community by meeting a real community need while enhancing student learning.

*Ann Marriner Tomey, RN, PhD, FAAN, is a professor with Indiana State University, Terre Haute, IN.*

*An elaboration of this content may be found in Academic Service-Learning: Faculty Development Manual by Kathleen Stacey, Dale L. Rice and Georgea Langer. It is printed by the Office of Academic Service-Learning at Eastern Michigan University.*

without administrative support in instances of student failure, the efforts of faculty to evaluate students honestly are thwarted. The administrator of the program is ultimately responsible for its quality. And the quality of a nursing education program should be measured by the competence of its graduates.

**One respondent wrote, "In my opinion, my 'customer' is not the student but his or her next and future patients."**

One respondent wrote, "In my opinion, my 'customer' is not the student but his or her next and future patients." With this in mind, individuals with administrative responsibility ranging from the department chair to level and course coordinators should all be in agreement that good teaching consists of more than classroom performance and clinical competence. It also includes the ability to develop and implement methods of evaluation of students that are comprehensive, identify students' strengths as well as weaknesses, and result in a reasoned assessment of the students' performance. Administrators should encourage faculty members to take pride in elevating the quality of the program not only through instructional practices but also through their evaluation of students. In other words, rigor in meeting course requirements on the part of students should become a part of the culture of the program. Faculty should not feel intimidated by students demanding A's if they have administrative support for good evaluation practices. Finally, administrators have a responsibility to assure that new and continuing faculty members have opportunities to participate in appropriate faculty development programs to enhance their understanding and appreciation of good evaluation practices.

*Additional comments and anecdotes are welcomed. Please send them to: Dr. Joyce K. Shoemaker, 4550 North Park Avenue, Chevy Chase, MD 20815 or e-mail: jshoema851@aol.com.*

*Joyce K. Schoemaker, RN, EdD, is professor and dean emerita at the Medical College of Ohio School of Nursing. Mary DeVos, RN, MS, is assistant professor at the Medical College of Ohio School of Nursing.*



**What's new online**

**Access the Journal of Nursing Scholarship Online**

**Discover our directory of members inside the Member Community**

**Receive career advice from nurse professionals**

**Search all library resources in one place**

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:**
- Back to school together
  - Connect media with your front-line experts
  - Online job search premieres

- Excellence in Clinical Practice:**
- Is a master's degree in your future?
  - Online job search premieres
  - Nursing where the people are

- Excellence in Nursing Education:**
- Students learn through service to others
  - Members respond to grade inflation



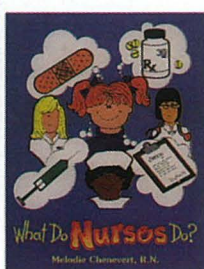
Publications Agreement No. 1678078

Sigma Theta Tau International  
**Honor Society of Nursing**

550 West North Street  
Indianapolis, Indiana 46202  
Toll free: 1.888.634.7575 (U.S. and Canada) • +800.634.7575.1 (International)  
Fax: 317.634.8188  
[nursingsociety.org](http://nursingsociety.org)

ADDRESS SERVICE REQUESTED

Nonprofit org.  
U.S. Postage  
**PAID**  
Indianapolis, IN  
Permit No. 130



**Sponsor a coloring book and promote nursing's future!**

*As the nursing shortage grows, creative ways to attract future nursing students are critical. This unique opportunity reaches out to elementary school children and teaches them about the many roles nurses play. For details, please call External Resources Services at 888.634.7575.*