



Association for Leadership Science in Nursing

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ALSIN 2021 Virtual Conference

Conference Program

Check your email for the zoom access links



Message from the President

Dear Colleagues,

Welcome to the 2021 virtual ALSN conference!

This year our planning team has created an amazing conference for you. We hope the information learned and shared during the conference energizes your scholarly passion for nursing leadership science and practice.

In addition to the great conference speakers, we will introduce two new awards and announce several new research efforts at the annual meeting on Sunday.

Thank you for joining us this year and we hope you enjoy the conference!

Sincerely,



David Bailey, PhD, RN, MBA, CCRN-K, NEA-BC, FACHE
President, ALSN
president@alsn.email

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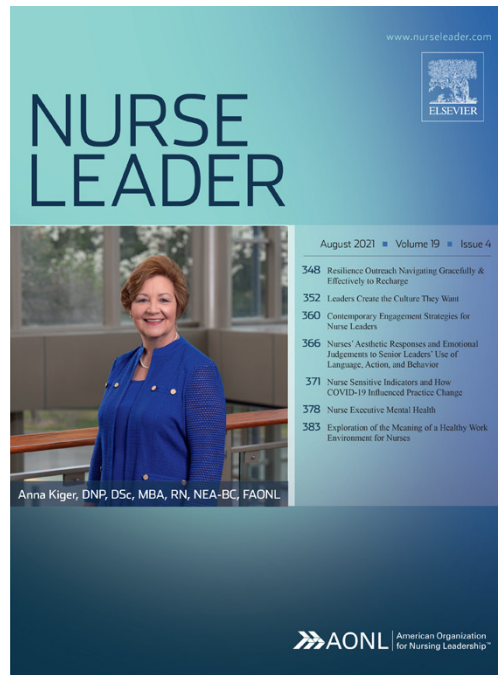
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About ALSN



ALSN is an international association dedicated to uniting academic and practice leaders to shape leadership science, education in nursing, and the practice of nursing leadership.

ALSN is non-profit organization dedicated to collegial relationships and intellectual exchange among nurse educators, practice leaders, and nurse researchers whose focus is nursing administration and leadership. We believe these relationships expand the focus on leadership education and research that translates into excellence in the practice of nursing leadership.

Formerly known as CGEAN, ALSN was established in as a formal organization dedicated to collegial relationships and intellectual exchange among nurse educators whose focus was nursing administration at the graduate level. ALSN has now evolved to an organization with over 200 members and an expanded focus on nursing administration and leadership education and research at both the graduate and undergraduate level. To reflect this expanded scope, ALSN is no longer referred to as the Council on Graduate Education for Administration in Nursing, but the "Association for Leadership Science in Nursing."

Today, ALSN claims a wide span of influence on nursing leadership and administration research and educational standards through its many ongoing activities:

- Membership from both academic and practice settings
- Affiliate with the American Organization for Nursing Leadership (AONL)
- Sponsorship of the biennial International Nursing Administration Research Conference (INARC)
- Regular columns in the Journal of Nursing Administration
- Annual research awards that support work to enrich and inform nursing leadership practice and education
- Position statements on educational standards for nursing administration and leadership

Mission

Unite academic and practice leaders to shape leadership science and education in nursing.

Vision

Become the preeminent leader in shaping leadership science for nursing globally.

2021 ALSN Board of Directors

 <p>David Bailey PhD, RN, MBA, CCRN-K, NEA-BC, FACHE</p> <p>President January 2021 - December 2022</p> <p>UCLA Health - Santa Monica Chief Nursing Officer</p>	 <p>Lyn Stankiewicz Losty PhD, MBA, RN</p> <p>Treasurer January 2020 - December 2021</p> <p>Walden University, Contributing Faculty</p>	 <p>Francine Snow DrPH, MSN, CNE, NPD, RN-BC</p> <p>Secretary/Bylaws January 2021 - December 2022</p> <p>Cizik School of Nursing, UTHealth Science Center Assistant Professor</p>	 <p>Rose Sherman DrPH, MSN, CNE, NPD, RN-BC</p> <p>Secretary/Bylaws January 2021 - December 2022</p> <p>Cizik School of Nursing, UTHealth Science Center Assistant Professor</p>
 <p>Laura Caramanica PhD, RN, CNE, CNEP, FACHE, FAAN</p> <p>VP of Programs January 2021 - December 2022</p> <p>University of West Georgia Associate Professor</p>	 <p>Heather Nelson-Brantley PhD, RN, NEA-BC</p> <p>VP of Research January 2021 - December 2022</p> <p>University of Kansas School of Nursing Leadership Program Director and Assistant Professor</p>	 <p>Sonia Udod RN, PhD</p> <p>International Liaison (Board Appointed)</p> <p>University of Manitoba, College of Nursing Associate Professor</p>	 <p>Nora Warshawsky PhD, RN, CNE, NEA-BC, FAAN</p> <p>Past-President 2018-2020</p> <p>University of Central Florida Professor</p>



2021 Conference Planning Committee

- **Chair: Laura Caramanica**, PhD, RN, CNE, CENP, FACHE, FAAN; University of West Georgia; Marietta, Georgia
- *Celeste Alfes*, PhD; Frances Payne Bolton School of Nursing, Case Western Reserve University; Cleveland, Ohio
- *Marianne Baernholdt*, PhD, MPH, RN, FAAN; UNC School of Nursing; Williamsburg, Virginia
- *Nancy Ballard*, PhD, RN, NEA-BC; Kennesaw State University, Wellstar School of Nursing; Fairmont, Georgia
- *Penelope Gorsuch*, DNP, RN, NEA-BC, EBP-C, FACHE; The Ohio State University College of Nursing; Bellbrook, Ohio
- *Stephanie Nolan*, DNP, MBA, RN, CPAN, NEA-BC; ; New York,
- *Cheryl Smith-Miller*, PhD, RN-BC; Center For Nursing Excellence - UNC Medical Center; Chapel Hill, North Carolina
- *Todd Tussing*, DNP, RN, CENP, NEA-BC; College of Nursing at The Ohio State University; Springfield, Ohio
- *Barbara Weatherford*, PhD, RN; University of Massachusetts Dartmouth; Portsmouth, Rhode Island
- *Holly Wei*, PhD, RN, CPN, NEA-BC; ECU College of Nursing; Chapel Hill, North Carolina
- *Coleen Wilson*, DNP, RN, NEA-BC; UCLA Health System; Chatsworth, California

ALSN Awards

Early Careerist Award

ALSN is proud to have members who are contributing to leadership in practice and/or academia, and are emerging as a significant force within our nursing profession. Our goal is to recognize and celebrate their efforts. The ALSN Early Careerist Award recognizes early career practice and academic leaders who have made significant contributions to in practice and/or academic settings and shown evidence of innovative nursing leadership contribution to the community or profession of nursing. The first recipient of this award will be announced at the ALSN 2021 Virtual Conference.

Suzanne Smith Memorial Scholarly Writing Award

This award recognizes excellence in scholarly writing by an ALSN member that advances the knowledge of nursing administration and leadership science. The recipient of this award will be announced at the ALSN 2021 Virtual Conference.

Best Poster Award

Each year at the annual conference, the Best Poster Award is selected by a distinguished panel of judges. Poster abstracts are peer-reviewed and accepted for presentation at the Annual Conference and all posters that are presented at the Annual Conference are considered for the Award. The visual components, the overall content and the presentation style and the overall impact of the presentation are just some of the criteria that determine the best poster. The recipient of this award will be announced at the ALSN 2021 Virtual Conference.

ALSN Research Grants

ALSN grants are made possible due to the generous contributions from the *Versant Center for the Advancement of Nursing®*.



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Advancement of Nursing

<http://versant.org>

2021-2022 Grant Recipients

COVID-related Stressors, Burnout, Turnover Intention, and Resilience during the Pandemic among Nurse Leaders



Aoyjai P. Montgomery, PhD, BSN
Educational Affiliation: University of Alabama at Birmingham (UAB)

Project Summary: It is my great honor to be the recipient of the ALSN research grant 2020-2021 sponsored by the Versant Center for the Advancement of Nursing (VCAN). The COVID-19 pandemic introduced new stressors to nurse leaders, e.g., managing the complex staffing situation (staff shortages, reassigning nurses to cover COVID-19 units, limited bed capacity, high patient acuities, shortage of personal protective equipment), while supporting their staff nurses. However, there is little evidence on COVID-related stressors, burnout, turnover intention, and resilience among nurse leaders. Therefore, this funding has allowed me to conduct a survey study asking nurse leaders about their COVID-related stressors, burnout, turnover intention, and resilience. My goals are to advance our understanding of COVID-related stressors contributing to burnout, turnover intention, and resilience among nurse leaders during COVID-19 and to provide baseline data to inform the development of actionable interventions to prevent or at least reduce burnout and turnover intention and possibly increase resilience. Attending to the well-being of nurse leaders may have second order effects of improving staff nurses' work-related outcomes as well as patient outcomes. Thus, the results of this study will ultimately improve the quality of care and health outcomes of patients during a global health crisis.

An Exploration of Frontline Nurses Managers' Experience during the 2020 COVID-19 Pandemic



Principal Investigator:

Esther Chipp, PhD, RN, NEA-BC; Clinical Nurse Scientist, Associate Professor of Clinical Nursing; The Ohio State University Wexner Medical Center; The Ohio State University College of Nursing

Co-Investigators:

Sharon Tucker, PhD, APRN-CNS, NC-BC, EBP-C, FNAP, FAAN; Grayce Sills Endowed Professor in Psychiatric-Mental Health Nursing, College of Nursing; Director, DNP Nurse Executive Track; Director, Implementation Science Core, Fuld EBP Institute; Nurse Scientist, The Ohio State University Wexner Medical Center

Jacalyn Buck, PhD, RN, NEA-BC, FAONL; Chief Nursing Officer, Health System; The Ohio State University Wexner Medical Center

Project Summary: Confronting the COVID pandemic beginning in March 2020, operational nurse leaders of healthcare organizations across the country have faced major challenges related to surge capacity, personal protective equipment (PPE) supply management, infectious disease prevention practices, rapid just-in-time education and retraining of the hospital workforce, crisis communication, implementation of new clinical treatment guidelines, nearly daily changes in hospital protocols and guidelines, and management of fear, anxiety and uncertainty among staff, patients and families. As chief nursing officers across the country engage in discussions and exchange experiences, significant concerns related to the exceedingly high stress frontline nurse managers (NMs) are experiencing as they lead through the COVID-19 pandemic have risen to the forefront.

The purpose of this qualitative study is to explore the professional experiences of NMs during the COVID-19 pandemic and create tools and resources for building leadership competencies and personal resiliency for better preparedness in future pandemics and other crises. The specific research aims are to: identify new challenges, unanticipated stressors and conflicts facing NMs during the COVID-19 pandemic; describe threats to personal wellness and resiliency among NMs during an emerging pandemic; determine gaps in leadership competencies among NMs during the pandemic; and create programs and resources to develop crisis-related competencies and support programs for NMs.

Learn more about ALSN and Versant Funded Grants at
<https://www.nursingleadershipscience.org/grants>



Conference Information

Evaluation

In order to receive your certificate of completion and CE, you must complete the survey for ONLY those sessions that you attended. Even if you do not require CE, we kindly ask that you complete this survey as your comments and suggestions are very valuable to us. You will receive your certificate by email upon completion.

Continuing Education Credits

ALSN awards Nursing CE for nurses and advanced practice nurses. ALSN calculates the maximum number of education credit hours (per person) for the conference to be 18.75 hours per person:

- Workshop*: Up to 3.50
- Keynote Presentations: Up to 7.75 CE
- Breakout Sessions: Up to 7.00 CE
- Poster Sessions*: 0.50 CE

*Workshops and Posters Certificates require a separate survey. Participants must view ALL poster sessions to receive credit.

This event has been approved for Nursing CE by the California Board of Registered Nursing. The licensee must retain this document for a period of four (4) years after the course concludes. All participants will receive a certificate of attendance with CE after completion of the event survey.

Poster Schedule

Presentations are available on the poster page, <https://www.nursingleadershopsience.org/posters>.

15-EBP. Impacting Oral Health to Prevent Hospital Acquired Pneumonia through Nursing Knowledge and Leadership Development

- Annette Holst, MSN, RN, NPD-BC; Genesis Medical Center; Davenport, Iowa

Learner Objectives:

1. Learn the pathogenesis of oral plaque and biofilm and the effects on the mouth-body link and patient outcomes.
2. Discuss the relationship between oral care, NV-HAP (non-ventilated hospital acquired pneumonia) and effects of implementation of an oral care program.
3. Analyze the effectiveness of staff/leader education on data, outcomes and return on investment of improved oral care.

17-EBP. Boardroom Simulation: A Unique and Effective Approach to Evaluate Competency in Use of Social Determinates of Health and Health Services Research Findings

- Lori Loan, PhD, RN, FAAN; University of Alabama at Birmingham
- Caitlin Campbell, BSN, RN; University of Alabama at Birmingham; Birmingham, Alabama
- Aoyjai Montgomery; University of Alabama at Birmingham; Birmingham, Alabama

Learner Objectives:

1. Implement the boardroom simulation for healthcare executives or students which can be used for both virtual and live classroom.
2. Understand outcomes of the boardroom simulation, lessons learned and plans to sustain the simulation and improve.

25-R. Modeling Patient Risk for Hospital Acquired Pressure Injuries During COVID-19

- Shea Polancich, PhD, RN; University of Alabama at Birmingham; Birmingham, Alabama
- Rebecca Miltner, PhD, RN; University of Alabama at Birmingham; Birmingham, Alabama
- Aoyjai Montgomery; University of Alabama at Birmingham; Birmingham, Alabama
- Allyson Hall; University of Alabama at Birmingham; Birmingham, Alabama

Learner Objectives:

1. Describe the use of data modeling to determine risk for adverse patient outcomes.
2. Identify demographic risk factors associated the development of hospital acquired pressure injuries during COVID.

29-EBP. Opioid Overdose Screen Increases Naloxone Co-Prescriptions

- Shamsah Malik, ACNP- BC, DNP (c); Los Angeles County- Harbor UCLA; Los Angeles, California

Learner Objectives:

1. Screening criteria for opioid overdose.
2. Screening for opioid overdose is the responsibility of all providers.
3. Education and distribution of life saving Naloxone education can end opioid epidemic.

37-QI. The Use of a Peanut Ball During Labor in Nulliparous Term Singleton Vertex Pregnancies to Decrease the Primary Cesarean Rate: An Evidence-Based Practice Improvement Project

- Megan Honaker, DNPc, BSN, RN; The University of Tennessee, Knoxville; Pensacola, Florida
- Tracy Brewer, DNP, RNC-OB, CLC; The University of Tennessee, Knoxville; Knoxville, Tennessee
- Amber Price, DNP, CNM, MSN, RN; HCA Healthcare; Nashville, Tennessee

Learner Objectives:

1. Understand the Evidence-based Practice Improvement process used to perform a practice improvement project.
2. Recognize the benefits of the peanut ball intervention to improve maternal positioning during labor.
3. Discover the value of clinical significance.

44-ASP. Using an Academic-Service Partnership to Build Resiliency in Front-line Staff

- Linda Cole, DNP, RN, APRN, CCNS, CPHQ, CNE, FCNIS; Cizik School of Nursing, UT Health, Houston; Houston, Texas

Learner Objectives:

1. Identify key strategies for development of an academic-service partnership.
2. Evaluate the pros and cons encountered in the described academic-service partnership.
3. Formulate ideas where an academic-service partnership could be beneficial and successfully implemented.

50-R. Examining the Relationship Between Nurse Manager Practice Environment and Burnout

- Rebecca Miller, PhD, MHSA, RN, NE-BC; Methodist Hospital Northeast; Live Oak, Texas
- Danielle Olds, MPH, PhD, RN, CIC; University of Kansas Medical Center; Kansas City, Kansas
- Karen Wambach, Ph.D., RN, IBCLC, FILCA, FAAN; University of Kansas Medical Center; Kansas City, Kansas

Learner Objectives:

1. Understand the Nurse Manager Practice Environment Subscales that are related to specific dimensions of burnout.
2. Understand characteristics that relate to burnout in Nurse Managers.
3. Identify potential interventions to mitigate burnout in Nurse Managers.

56-QI. The UCLA Inpatient Dementia Guidebook: Helping Caregivers Navigate an Acute Hospitalization

- Michelle Panlilio, DNP-c, GNP-BC, RN; UCLA Alzheimer's and Dementia Care Program; Los Angeles, California

Learner Objectives:

1. Identify problematic issues for caregivers for patients with dementia during an acute hospitalization.
2. Identify the significance of the caregiver role in the life of a patient with dementia.
3. Identify nursing implications in providing care for the patient-caregiver dyad during an acute hospitalization.

59-EBP. The Development of a Peer Mentoring Program for African American nursing students affected by the 2020 dual pandemics: COVID-19 and Racism

- Wanda Thruston, DNP, APRN, RN; Indiana University School of Nursing; Indianapolis, Indiana
- Jian (Lilly) Chen, MA, RN, CNE; North Carolina Central University; Durham, North Carolina
- Sujayalakshmi Devarayasamudram, PhD, M.Phil, MSN, RN; North Carolina Central University; Durham, North Carolina
- Ashley Ann Brown, LPN, Graduate Nurse; North Carolina Central University; Durham, North Carolina

Learner Objectives:

1. Summarize the impact of COVID-19 and Racism on African American nursing students.
2. Explain the five tenants of Social Emotional Learning and the impact on mental distress.
3. Analyze the use of John Kotters Eight Steps Process for Leading Change and Replicating Programs Framework to systematically develop and implement this peer mentoring program.

62-EBP. Innovative Use of Technology to Improve Discussion Forum Student Engagement

- Debra Hampton, PhD, MSN, RN, NEA-BC, CENP, FACHE; UK College of Nursing; Nicholasville, Kentucky

Learner Objectives:

1. Describe innovative ways to use technology to promote student learning and engagement from using discussion forums.
2. Understand how to promote a balance between verbal and audio methods in potentiating the benefit of discussion forums for learning.

77-R. Emotional Intelligence and Leadership Style in Administrative Supervisors

- Susan Weaver, PhD, RN, CRNI, NEA-BC; Hackensack Meridian Health; Neptune, New Jersey
- Mani Paliwal, MS, MBA; Hackensack Meridian Health; Neptune, New Jersey

Learner Objectives:

1. Describe the research findings on the emotional intelligence, leadership style, and job satisfaction of administrative supervisors, the nurse leaders on evening, night and weekend shifts in acute care hospitals.

Pre-Conference Workshop Schedule


Time (eastern)	Saturday, Oct 16
9:30am - 12:30pm CE: 3.50	<p><i>Pre-Conference Workshop 1. Editor’s Workshop</i></p> <ul style="list-style-type: none"> • Leslie H.Nicoll, PhD, MBA, RN, FAAN; Maine Desk LLC - Professional Editorial Services Editor in Chief, CIN; Computers, Informatics, Nursing-Editor, Nurse Author & Editor <p><u>Description:</u></p> <p>Nurse leaders in practice, administration, and education have exciting ideas and innovations that would be beneficial to share with others. However, many are not familiar with the writing and publishing process and thus sharing through the professional literature, a traditional communication channel, can be a daunting task. In this workshop, Dr. Leslie Nicoll will use “Manuscript Success” as a method to demystify the publishing process and provide practical evidence-based strategies for achieving publication goals. Using presentation, audience participation, questions, and discussion, participants will gain knowledge and confidence in how to write manuscripts that will be favorably received by editors and reviewers. Identifying and overcoming pitfalls, ethical issues, and effective use of resources will also be discussed.</p> <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. State the five steps in the Manuscript Success process. 2. Describe two strategies authors can use that enhance manuscript acceptance. 3. Identify one ethical issue related to authorship. 4. Create a realistic timeline for developing a scholarly portfolio.

Time (eastern)	Saturday, Oct 16
9am - 12:30pm CE: 3.50	<p><i>Pre-Conference Workshop 2. Evidence Based Practice</i></p> <ul style="list-style-type: none"> Lynn Gallagher-Ford, PhD, RN, NE-BC, DPFNAP, FAAN; Senior Director of the Helene Fuld National Institute for Evidence-based Practice in Nursing and Healthcare at the Ohio State University. Her work is dedicated to research, education, and consultation focused on the development, integration, and sustainability of evidence-based practice in both academic and clinical settings. Penelope F. Gorsuch, DNP, RN, NEA-BC, FACHE, USAF Col (ret); Assistant Professor of Clinical Practice, The Ohio State University College of Nursing, and assistant Director of the Clinical Core, Fuld Institute for EBP. Penelope assists with the design and execution of an evidence-based practice (EBP) five-day immersion virtual, in-person and modular program, two-day leadership course virtual and in-person, and implementation strategies modular program. <p><u>Description:</u></p> <p>Healthcare organizations in the future must be evidence-based. This preconference will enable you to build your competence (knowledge, skills and attitude) to lead these enterprises or to teach future leaders to do so. Topics for both leaders and educators will include; the foundational case that underpins the necessity for EBP in meeting the Quadruple Aim/achieving High Reliability, the steps of EBP methodology, the difference and synergies of research/EBP/QI/innovation, assessment of organizational and personal readiness for EBP, and the specific work required of leaders, to build and sustain an evidence-based enterprise.</p> <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> Identify the connections between EBP, achieving High Reliability, and meeting the Quadruple Aim. Discuss the critical need for EBP as the standard approach to problem solving. Describe the 7-steps of the EBP methodology. Discriminate the differences and synergies of: research/EBP/QI/innovation. Synthesize multiple assessments to identify personal and organizational EBP leadership strengths and weaknesses. Create a personalized EBP action statement and timeline as a leader or as an educator.

Conference Schedule

Presentation handouts are available on the schedule page,
<https://www.nursingleadershopsience.org/schedule>.

Check your conference reminder emails for the appropriate access links.

Time (eastern)	Saturday, Oct 16
	Live Conference Sessions Beginning at 1pm
1 - 1:15pm	<p>Welcome & Announcements</p> <ul style="list-style-type: none"> David Bailey, PhD, RN, MBA, CCRN - K, NEA - BC, FACHE; President, ALSN
1:15 - 2pm CE: 0.75	<p style="text-align: center;">Keynote 1</p> <p><i>Role - Modeling Resilience: Refueling Your Passion for the Journey Ahead</i></p> <ul style="list-style-type: none"> Kevin Sowers, MSN, RN, FAAN; President of the Johns Hopkins Health System; Executive Vice President of Johns Hopkins Medicine; Baltimore, Maryland <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> Review the major challenges facing nursing leaders. Discuss how leaders serve as role-models for organizational resilience. Gain knowledge for building personal, team, and organizational resilience, particularly during extended emergencies.
 Moderator: David Bailey	


Time (eastern)	Saturday, Oct 16
<p>2:15 - 3:15pm</p> <p>CE: 1.00</p> <p>(30 minutes per session)</p> <p>Moderator: Bret Lyman</p>	<p style="text-align: center;">Breakout 1</p> <p>55-R. <i>Psycho-Emotional Dimensions Related to Faculty Online Teaching Effectiveness</i></p> <ul style="list-style-type: none"> • Yvonne Smith, PhD, APRN-CNS; Baldwin Wallace University; Berea, Ohio • Yea-Jyh Chen, PhD, RN; University of North Carolina Wilmington; Wilmington, North Carolina Andrea • Warner Stidham, PhD; Kent State University; Kent, Ohio <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Describe the psycho-emotional dimensions for nursing faculty teaching online courses. 2. Identify the relationships between faculty psycho-emotional dimensions and teaching effectiveness in online environments. <p>28-R. <i>Perceptions of the COVID-19 Pandemic Among Frontline Nurses: Implications for Nurse Leaders, Educators and Researchers</i></p> <ul style="list-style-type: none"> • Esther Chipps, PhD, RN, NEA-BC; The Ohio State University; Columbus, Ohio • Marjorie Kelley, PhD, RN; The Ohio State University; Columbus, Ohio • Julia Smith, EdM, RN, PMHNP-BC; The Ohio State University; Columbus, Ohio <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Describe the experience of the frontline staff RNs during the COVID - 19 pandemic. 2. Identify opportunities for nurse leaders, nurse educators, and nurse researchers to develop innovative strategies to manage future pandemic crises.

Time (eastern)	Saturday, Oct 16
<p>2:15 - 3:15pm</p> <p>CE: 1.00</p> <p>(30 minutes per session)</p> <p>Moderator: Coleen Wilson</p>	<p style="text-align: center;">Breakout 2</p> <p>73-R. An Exploration of Resiliency in a Rural Magnet Designated Hospital</p> <ul style="list-style-type: none"> • Mikel Hand, EdD, RN, OCN, NE-BC, NEA-BC; University of Southern Indiana; Evansville, Indiana • Rachel Stangland, MSN, RN, CNOR; Schneck Medical Center; Seymour, Indiana <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Identify methods to measure self perceived resiliency, physical health, and mental health. 2. Describe problems that may place challenges on the nursing workforce and contribute to a lack of resiliency. 3. Evaluate reasons to repeat a study due to the COVID Pandemic. <p>78-R. Predictors of Nurse Burnout: A Systematic Review</p> <ul style="list-style-type: none"> • George Zangaro, PhD, RN, FAAN; AACN; Washington, DC • Dorothy Dulkp, PhD, APRN-C, AOCNP, WHNP-BC, OB/GYN-NP, CCRP; Walden University; Minneapolis, Minnesota • Debra Sullivan, PhD, MSN, RN, CNE, COI; Walden University; Minneapolis, Minnesota • Deborah Witherspoon, PhD, RN, CNE; Walden University; Minneapolis, Minnesota • Kathleen White, PhD, RN, NEA-BC, FAAN; Johns Hopkins University; Ellicott City, Maryland <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Describe the Maslach Burnout Inventory (MBI) tool. 2. Analyze the use of the MBI to measure burnout in the study population. 3. Explore the implications of the results of the systematic review to predict burnout.

Time (eastern)	Saturday, Oct 16
<p>2:15 - 3:15pm</p> <p>CE: 1.00</p> <p>(30 minutes per session)</p> <p>Moderator: Holly Wei</p>	<p style="text-align: center;">Breakout 3</p> <p>95-R. Understanding Nurses Leadership Needs During a Pandemic</p> <ul style="list-style-type: none"> Linda Yoder, PhD, MBA, RN, FAAN; University of Texas at Austin School of Nursing; Driftwood, Texas <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> Describe the experiences of critical care nurses caring for COVID-19 patients. Discuss the interventions that participant nurses believed were successful in reducing their anxiety and stress. <p>27-QI. Touchpoints: A Business Strategy to Retain New Graduate Nurses (NRNs)</p> <ul style="list-style-type: none"> Dr. Lucy Koneri, DNP; Gayle Greve Hunt School of Nursing, El Paso, Texas; El Paso, Texas <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> Discuss the significance of Touchpoints to help retain NRNs. Discuss the benefits of retention of NRNs, such as improving patient outcomes, developing influential nurse leaders, and reducing overall healthcare costs. Discuss the role of leadership in implementing evidence-based strategies to help retain NRNs.
3:15 - 3:30pm	Chair Yoga with Linda Roussel



Time (eastern)	Saturday, Oct 16
<p>3:30 - 4:30pm</p> <p>CE: 1.00</p> <p>Moderator: Coleen Wilson</p>	<p style="text-align: center;">Keynote 2</p> <p><i>Nurse Recruitment, Retention and Staffing in Turbulent Times</i></p> <ul style="list-style-type: none"> • Rose O. Sherman, EdD, RN, NEA-BC, FAAN; Christine E Lynn College of Nursing, Florida Atlantic University; Palm Beach Gardens, Florida <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Discuss how the COVID experience has changed the way nurses view their work with implications for recruitment and retention. 2. Review nursing workforce data trends and the evidence on nurse well-being. 3. Present leadership best practices in recruitment, retention and staffing to deal with the crisis.
<p>4:30 - 5:15pm</p>	<p><i>New Member Orientation</i></p> <ul style="list-style-type: none"> • Rose Sherman, EdD, RN, NEA-BC, FAAN; Christine E Lynn College of Nursing, Florida Atlantic University; Palm Beach Gardens, Florida

Time (eastern)	Sunday, Oct 17
	Live Conference Sessions Beginning at 10am
9:45 - 10am	Welcome & Announcements
10 - 11am CE: 1.00	<p style="text-align: center;">Keynote 3</p> <p><i>Diversity Doesn't Cut It: A Call to Action for Nurse Leaders in Science to Promote Inclusion, Equity, and Justice</i></p> <ul style="list-style-type: none"> Jada Brooks, PhD, MSPH, RN, FAAN; Assistant Professor, UNC School of Nursing; Chapel Hill, North Carolina <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> Assess the impact of health inequities in the American Indian population and their root causes. Provide guiding principles for engaging in health equity research with tribal communities. Describe why diversity does not equate to inclusion, equity, and justice for racially and ethnically diverse communities. Share insights on the successes and challenges that untapped minority nurse leaders encounter in the academic environment and their respective communities. Examine innovative approaches to inclusion, equity, and justice practices in nursing science.
 <p>Moderator: Laura Caramanica</p>	

Time (eastern)	Sunday, Oct 17
11:15am - 12:15pm CE: 1.00 (30 minutes per session) Moderator: Susan Weaver	<p style="text-align: center;">Breakout 4</p> <p><i>40-ASP. Building a Culture of Inquiry & Scholarship through an Academic-Practice Research Fellowship Program</i></p> <ul style="list-style-type: none"> • Kasey Jackman, PhD, RN, PMHNP-BC; Columbia University; New York • Reynaldo Rivera, DNP, RN, NEA-BC, FAAN; New York Presbyterian; New York • Joyce Fitzpatrick, PhD, MBA, RN, FAAN, FNAP; Case Western Reserve University; Cleveland, Ohio <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Identify at least two barriers and facilitators of the Academic - Practice Research Partnership. 2. Describe at least two outcomes of the Academic - Practice Research Partnership. <p><i>30-ASP. Developing Nurse Leaders and Clinical Instructor capacity through Academic-Practice Partnerships</i></p> <ul style="list-style-type: none"> • Mary Etta Mills, ScD, RN, NEA-BC, FAAN; University of Maryland School of Nursing; Baltimore, Maryland • Linda Hickman, PhD, RN, FACHE; University of Maryland School of Nursing; Baltimore, Maryland • Sandra Lucci, PhD, RN, CCNE; University of Maryland School of Nursing; Baltimore, Maryland • Julianne Pratt, BS; University of Maryland School of Nursing; Baltimore, Maryland <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Articulate the potential for academic-practice partnerships as a means to prepare nurse leaders also able to serve in an educator role. 2. Discuss a partnership model designed to advance clinical education while growing the nursing.

Time (eastern)	Sunday, Oct 17
11:15am - 12:15pm CE: 1.00 (30 minutes per session) Moderator: Cheryl Smith-Miller	<p style="text-align: center;">Breakout 5</p> <p><i>43-R. The Influence of Individual and Organizational Characteristics on the Perception of Leadership in Primary Care: A Descriptive Study of Nurses Across the US</i></p> <ul style="list-style-type: none"> • Sarah Brzozowski, PhD(c), MBA, BSN, RN, NEA-BC; University of Wisconsin - Madison; Madison, Wisconsin • Linsey Steege, PhD; University of Wisconsin - Madison; Madison, Wisconsin <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Describe registered nurses perceptions of leadership behaviors and outcomes. 2. Identify the influence of 2 individual and 3 organizational characteristics on nurses perceptions of leadership behaviors in primary care. 3. Identify the influence of 1 individual and 4 organizational characteristics on nurses perceptions of leadership outcomes in primary care. <p><i>79-R. Using the Donabedian Framework to Examine Transitional Care Innovations among Healthcare Leaders in a Western Canadian Province</i></p> <ul style="list-style-type: none"> • Sonia Udod, PhD, RN; University of Manitoba; Winnipeg, Manitoba, Canada • Michelle Lobchuk, PhD, RN; University of Manitoba; Winnipeg, Manitoba, Canada • Lorraine Avery, PhD, RN, CNCC(C); St Boniface General Hospital; Winnipeg, Manitoba, Canada <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Describe the role of the healthcare leader in planning to improve transitional care for cardiac patients and their family caregivers to manage care in the home. 2. Gain insight into the challenges experienced by cardiac patients and family caregivers.

Time (eastern)	Sunday, Oct 17
<p>11:15am - 12:15pm</p> <p>CE: 1.00</p> <p>(30 minutes per session)</p> <p>Moderator: Francine Snow</p>	<p style="text-align: center;">Breakout 6</p> <p><i>67-ASP. Dissemination and Implementation Science: A New Era for Nursing Leadership Research and Practice</i></p> <ul style="list-style-type: none"> • Heather Nelson-Brantley, PhD, RN, NEA-BC; University of Kansas School of Nursing; Kansas City, Kansas • Carli Zegers, PhD, APRN, FNP-BC; University of Kansas School of Nursing; Kansas City, Kansas • Esther Chipps, PhD, RN, NEA-BC; The Ohio State University; Columbus, Ohio <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Describe the fundamental concepts and design approaches used in implementation science. 2. Articulate the role of dissemination research in influencing policy and guiding nursing leadership decision making. 3. Value the of role nursing leadership in supporting implementation science teams led by PhD and DNP prepared nurses to increase adoption, implementation, and sustainment of clinical guidelines, quality improvement, and evidence-based practice. 4. Analyze approaches for integrating dissemination and implementation research and practice into PhD and DNP curricula.
12:15 - 12:30pm	Break

Time (eastern)	Sunday, Oct 17
<p>12:30 - 1:30pm</p> <p>CE: 1.00</p> <p>(30 minutes per session)</p> <p>Moderator: Peggy Jenkins</p>	<p style="text-align: center;">Breakout 7</p> <p><i>61-QI. The Development of a Systematic, Structured, and Science-Based Implementation and Sustainability Toolkit: A Quality Improvement Initiative</i></p> <ul style="list-style-type: none"> • Penelope Gorsuch, DNP, RN, NEA-BC, FACHE; The Ohio State University; Columbus, Ohio • Lynn Gallagher-Ford, PhD, RN, NE-BC, DPFNAP, FAAN; The Ohio State University; Columbus, Ohio <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Describe the need for a systematic, structured, and science-based approach to implementation and sustainability. 2. Apply the Fuld Implementation and Sustainability Toolkit to guide, direct, and plan implementation, and sustainability efforts in their organizations. <p><i>93-ASP. Development of a Customized Advanced Leader Model (CALMA©) Toolkit through a Community of Leaders</i></p> <ul style="list-style-type: none"> • Roberta Pawlak, PhD, RN, NEA-BC; University of Wisconsin-Madison and Edgewood College; Madison, Wisconsin • Barbara Pinekenstein, DNP, RN-BC, CPHIMS, FAAN; University of Wisconsin-Madison; Madison, Wisconsin <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Identify and discuss the practical components of the Customized Advanced Leader Model (CALMA©) (Pinekenstein & Pawlak, 2020). 2. Participate in the refinement of a CALMA© toolkit to compliment the CALMA© Advanced Leadership Model through a modified Delphi Method. 3. Create a scenario for toolkit application.

Time (eastern)	Sunday, Oct 17
<p>12:30 - 1:30pm</p> <p>CE: 1.00</p> <p>(30 minutes per session)</p> <p>Moderator: Nancy Ballard</p>	<p style="text-align: center;">Breakout 8</p> <p><i>65-R. The Promotion of Self-Efficacy and Faculty Resilience when Teaching in Online Courses</i></p> <ul style="list-style-type: none"> • Debra Hampton, PhD, MSN, RN, NEA-BC, CENP, FACHE; UK College of Nursing; Nicholasville, Kentucky • Fran Hardin-Fanning, PhD, RN; College of Nursing; Louisville, Kentucky • Angie Hensley, DNP, APRN; UK College of Nursing; Lexington, Kentucky • Amanda Culp-Roche, PhD, APRN; University of North Carolina Wilmington.; Wilmington, North Carolina • Jessica Wilson, PhD, APRN; UK College of Nursing; Lexington, Kentucky <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Illustrate the importance of resilience for nursing faculty. 2. Communicate results of a study done to assess level of self-efficacy and resilience. 3. Demonstrate the importance of self-efficacy for the promotion of resilience. <p><i>70-ASP. Evaluation of an Innovative Post-DNP Quality Implementation Scholars Program through an Academic-Practice Partnership</i></p> <ul style="list-style-type: none"> • Staci Reynolds, PhD, RN, ACNS-BC, CCRN, CNRN, SCRNI; Duke University; Durham, North Carolina • Marion Broome, PhD, RN, FAAN; Duke University; Durham, North Carolina • Mary Ann Fuchs, DNP, RN, NEA-BC, FAAN; Duke University Health System; Durham, North Carolina <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Recognize the need for a DNP post-doc related to data analytics and implementation science. 2. Describe the development and curriculum of the DNP Scholars Quality Implementation Scholars Program. 3. Review the potential outcomes associated with having DNP nursing leaders trained in implementation science.

Time (eastern)	Sunday, Oct 17
<p>12:30 - 1:30pm</p> <p>CE: 1.00</p> <p>(30 minutes per session)</p> <p>Moderator: Bret Lyman</p>	<p style="text-align: center;">Breakout 9</p> <p><i>42-QI. Reducing Hospital Admissions for Patients with Heart Failure by Implementing the Chronic Care Management Framework: A Cost, Quality and Satisfaction Improvement Project</i></p> <ul style="list-style-type: none"> Alexis Koutlas, DNP, RN, NE-BC; Embright, LLC; Seattle, Washington <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> Understand the different components of nursing practice frameworks: Point of care vs. comprehensive care. Identify the role of the nurse educator and leader in developing new frameworks and practice application. <p><i>87-QI. Translating New Knowledge into Clinical Nursing Practices: Leveraging the Learning Management System to Promote Adoption of New Nursing Practices</i></p> <ul style="list-style-type: none"> Molly Nunez, MSN, APRN, ACNP; University of California/UCI Health; Orange, California <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> Describe how to leverage professional nursing development to promote adoption into practice nursing interventions which promote professional satisfaction. Explain how a learning management system can be used to create meaningful practice changes by frontline nurses.

Time (eastern)	Sunday, Oct 17
<p>1:30 - 2:30pm</p> <p>CE: 1.00</p> <p>Moderator: Heather Nelson-Brantley</p>	<p style="text-align: center;">Keynote 4</p> <p><i>Nursing Administration and Leadership Science Research: What's Next?</i></p> <ul style="list-style-type: none"> • Esther Chipps, PhD, RN, NEA-BC; Nurse Scientist / Associate Professor; The Ohio State University; Columbus, Ohio • Lindell Joseph, PhD, RN, FAAN, FAONL; Professor, Director of Health Systems / Administration; University of Iowa; Iowa City • Reynaldo R. Rivera, DNP, RN, NEA-BC, FAAN; Director of Nursing Research and Innovations; New York Presbyterian Hospital; New York City <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Describe the recently identified nursing leadership science research priorities. 2. Appraise and critique the Delphi study research finding presented. 3. Identify future research projects related to nursing leadership science. <div style="display: flex; justify-content: center; gap: 20px;">    </div>




Time (eastern)	Sunday, Oct 17
<p>2:30 - 3:30pm</p> <p>CE: 1.00 (30 minutes per session)</p> <p>Moderator: Joy Parchment</p>	<p style="text-align: center;">Breakout 10</p> <p><i>81-QI. Nurses Changing the Game: Building an Exceptional Equity, Diversity, and Inclusion Initiative for an Academic Health Care System</i></p> <ul style="list-style-type: none"> • Kemi Reeves, MSN, RN, GNP-BC; UCLA Health; Los Angeles, California • Jade Cruz, MSN-ED, RN; UCLA Health; Los Angeles, California • Adisa Cartwright, MSN, RN-BC; UCLA Health; Los Angeles, California • Michelle Santizo, MSN, PHN, RN; UCLA Health; Los Angeles, California • Karen Grimley, PhD, MBA, RN, NEA-BC, FACHE; UCLA Health; Los Angeles, California <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Describe how to develop a structured Nursing Equity, Diversity, and Inclusion Council. 2. Identify key stakeholders when developing a Nursing Equity, Diversity, and Inclusion Council. 3. List components of council charter to get leadership buy-in. <p><i>51-QI. Increasing Colon Cancer Screening in Low Income Primary Care Populations</i></p> <ul style="list-style-type: none"> • Elisa Morrison, MSN, APRN, FNP-BC; UT Tyler; Tyler, Texas • Richard Gilder, RN, MS; The Gilder Company; Dallas, Texas <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Apply PDSA to the implementation a QI project in preventive care. Describe interventions / bundles to increase colon cancer screening uptake in primary care. 2. Apply QI concepts to other clinical settings.


Time (eastern)	Sunday, Oct 17
<p>2:30 - 3:30pm</p> <p>CE: 1.00</p> <p>(30 minutes per session)</p> <p>Moderator: Sandra Galura</p>	<p style="text-align: center;">Breakout 11</p> <p>68-QI. Improving Hypertension Outcomes with Digital Storytelling</p> <ul style="list-style-type: none"> Susan Lacey, RN, PhD, CNL, FAAN; University of Louisiana Monroe; Monroe, Louisiana <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> Describe the collective burden of hypertension on individuals and society. Discuss digital storytelling and its efficacy. Explain the outcomes and feasibility of this nurse-led initiative. <p>82-EBP. Evidence - based Implicit Bias Training</p> <ul style="list-style-type: none"> Todd Tussing, DNP, RN, CENP, NEA-BC; The Ohio State University College of Nursing; Columbus, Ohio Angela Alston, DNP, MPH, APRN-CNP, WHNP-BC, FNP-BC; The Ohio State University College of Nursing; Columbus, Ohio Tracie McCambridge, MA; The Ohio State University; Columbus, Ohio <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> Appraise the evidence from the literature on interventions / tactics that demonstrate success in changing implicit - bias behavior. Identify resources available to healthcare leaders and academics that can be utilized to develop implicit - bias training for staff, faculty, and students. Identify resources from the discipline of the arts that can be utilized in conversations about race and implicit bias.

Time (eastern)	Sunday, Oct 17
<p>2:30 - 3:30pm</p> <p>CE: 1.00</p> <p>(30 minutes per session)</p> <p>Moderator: Nora Warshawsky</p>	<p style="text-align: center;">Breakout 12</p> <p><i>41-R. Care & Empathy in the Online Classroom: Towards Measurement of Faculty & Student Behavior that Increases Social Presence & Learning</i></p> <ul style="list-style-type: none"> • Will Schulz, PhD; Walden University; Minneapolis, Minnesota <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Evaluate how their own practices as an educator, teacher, mentor are consistent with a care and person-centered approach to supporting the learning relationship. 2. Apply general concepts from a person-centered approach to teaching to their own practices as an educator, teacher, and mentor in order to improve and facilitate learning. <p><i>83-QI. A Leadership Program with a Twist: Empowering Direct Care Nurses to Lead Change for Quality Improvement</i></p> <ul style="list-style-type: none"> • Caryl Goodyear, PhD, RN, NEA-BC, CCRN-K, FAAN; American Association of Critical Care Nurses; Aliso Viejo, California <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Describe key insights leading to the success of the AACN CSI Academy in positively impacting patient, nurse and unit outcomes. 2. Apply any of the tools and insights used by the AACN CSI Academy faculty to a quality improvement activity or nurse education.
3:30 - 3:45pm	Chair Yoga with Linda Roussel

Time (eastern)	Sunday, Oct 17
3:45 - 4:45pm CE: 1.00 (30 minutes per session) Moderator: Betsy Frank	<p style="text-align: center;">Breakout 13</p> <p>88-R. Joy and Meaning in Nurse Manager Practice, A Narrative Analysis</p> <ul style="list-style-type: none"> Lee Galuska, PhD, RN, NE-BC; UCLA Health; Los Angeles, California <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> Describe the quadruple aim, the importance of joy and meaning in nursing and leadership practice, and the link to outcomes. Discuss themes reflecting nurse manager experiences with meaning and joy. Identify at least one action to foster nurse manager meaning and joy. <p>16-R. An Interprofessional Collaborative Practice Can Reduce Heart Failure Hospital Readmissions and Cost</p> <ul style="list-style-type: none"> Connie White-Williams, PhD, RN, NE-BC, FNAP, FAAN; UAB Hosptial; Birmingham, Alabama Maria Shirey, PhD, MBA, RN, NEA-BC, ANEF, FACHE, FNAP, FAAN; UAB School of Nursing; Birmingham, Alabama <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> Describe a nurse-led interprofessional collaborative practice care delivery model for underserved patients with heart failure. Describe the demographic and clinical characteristics, and readmission and cost differences of underserved patients with heart failure stratified into 3 groups: engaged, not-engaged, and not-established. Discuss the role of nursing leadership following a population health framework in interprofessional collaborative practice teams. Describe successful strategies to engage patients in their chronic disease management to achieve desirable patient and health system outcomes.

Time (eastern)	Sunday, Oct 17
	Breakout 14
	<p><i>35-R. Pandemic Impact, Intent to Leave and Nurses' Perceptions of Authentic Nurse Leadership and their Work Environment</i></p> <ul style="list-style-type: none"> Rosanne Raso, DNP, RN, NEA-BC, FAAN, FAONL; NewYork-Presbyterian / Weill Cornell; New York, New York Joyce Fitzpatrick, PhD, MBA, RN, FAAN, FNAP; Case Western Reserve University; Cleveland, Ohio <p><u>Learner Objectives:</u></p> <ul style="list-style-type: none"> Describe the presence of authentic nurse leadership and healthy work environment and their relationship in a pandemic year. Delineate nurses perceptions of the pandemic impact on their practice and its effect on ANL and HWE. Discuss implications of clinical nurses and nurse leaders intent to leave their positions.
3:45 - 4:45pm CE: 1.00 (30 minutes per session) Moderator: Lisa Hedenstrom	<p><i>39-R. Nurses Stress, Burnout, and Telomere Biology: Implications for Nurse Leaders During and Beyond the Pandemic</i></p> <ul style="list-style-type: none"> Holly Wei, PhD, RN, NEA-BC; University of Louisville; Louisville, Kentucky <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> The concepts of burnout and telomere biology. Prevalence of nurses stress and burnout. Relationships between nurses stress, burnout, and telomere lengths
4:45 - 5pm	Chair Yoga with Linda Roussel

Time (eastern)	Sunday, Oct 17
<p>5 - 6pm</p> <p>CE: 1.00</p> <p>Moderator: Sonia Udod</p>	<p style="text-align: center;">Keynote 5</p> <p><i>The Future of Nursing Work & Education</i></p> <ul style="list-style-type: none"> • Tatiana Sadak, PhD, PMHNP, RN, FAAN; University of Washington • Meaghan Kennedy, MSN/MHI, RN; University of Washington • Emily Rubin, RN; University of Washington <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Identify future nurse archetypes. 2. Articulate how to transform nursing education guided by the four core pillars. Identify the trends and pressures driving the future of nursing & nursing education. 3. Demonstrate how to create tactical opportunities for actionable transformation of the nursing profession and education. <div style="display: flex; justify-content: center; align-items: center; gap: 20px;">    </div>
<p>6 - 7pm</p>	<p><i>ALSN Membership Meeting</i></p> <ul style="list-style-type: none"> • See information on the members only home page.

Time (eastern)	Monday, Oct 18
	Live Conference Sessions Beginning at 10am
9:45 - 10am	Welcome & Announcements
10 - 11am	<p style="text-align: center;">Keynote 6</p> <p><i>The Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity</i></p> <ul style="list-style-type: none"> Susan Hassmiller, PhD, RN, FAAN; RWJF Senior Adviser for Nursing; Director, The Future of Nursing: Campaign for Action; Robert Wood Johnson Foundation; Princeton, New Jersey <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> Describe why nurse well - being and health equity are the major issues facing nursing this decade. List recommendations from the National Academy of Medicine report, The Future of Nursing 2020 - 2030: Charting a Path to Achieve Health Equity. Describe three ways that they can get involved in advancing the report recommendations.
CE: 1.00  Moderator: Francine Snow	

Time (eastern)	Monday, Oct 18
<p>11 - 12pm</p> <p>CE: 1.00</p> <p>(30 minutes per session)</p> <p>Moderator: Susan Weaver</p>	<p style="text-align: center;">Breakout 15</p> <p>57-EBP. Improving Nurse - Physician Communication</p> <ul style="list-style-type: none"> Katie Hollifield, MSN, RN; Southern Union State Community College; Opelika, Alabama <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> Use of standardized communication tool does improve communication among healthcare providers. Observation and debriefing during the simulation allows the learner to reflect on their performance and discuss areas of communication which need improvement. <p>75-R. A novel component of practice environments related to engagement: Team virtuousness</p> <ul style="list-style-type: none"> Lynn Varagona, PhD, RN, PMHCNS-BC; Kennesaw State University; Kennesaw, Georgia Nancy Ballard, PhD, RN, NEA-BC; Kennesaw State University; Atlanta, Georgia <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> Discuss research findings pertaining to work team virtuousness. Describe how the two components of hospital unit team virtuousness apply to their organizations. Identify two things they can do to further develop team virtuousness among their unit staff.

Time (eastern)	Monday, Oct 18
11 - 12pm CE: 1.00 (30 minutes per session) Moderator: Holly Wei	<p style="text-align: center;">Breakout 16</p> <p><i>63-QI. Narrative Nursing Leadership: Promoting the power of nurse leaders in a new decade</i></p> <ul style="list-style-type: none"> • Shelly Luger, RN, DNP, NE-A; Creighton University; Omaha, Nebraska • Joyce Fitzpatrick, PhD, MBA, RN, FAAN, FNAP; Case Western Reserve University; Cleveland, Ohio <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Identify the impact of narrative nursing leadership stories on nurse leaders. 2. Identify lessons learned from a narrative nursing leadership workshop. <p><i>48-R. Bridging the gap: How Researchers can (and must) Translate their Findings to benefit Nursing Leadership Practice</i></p> <ul style="list-style-type: none"> • Nora Warshawsky, PhD, RN, NEA-BC, FAAN; University of Central Florida; Orlando, Florida • Emily Cramer, PhD; University of Kansas; Kansas City, Kansas • Elizabeth Grandfield, PhD; Utrecht University; Utrecht, Netherlands • Ann Schlotzhauer; University of Central Florida; Orlando, Florida <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Identify individual and organizational factors that contribute to nurse manager success in creating positive work environments, RN outcomes, and quality patient care. 2. Translate research findings into practical guidelines for nurse manager success. 3. Develop strategies to accelerate the uptake of research to nursing leadership practice.

Time (eastern)	Monday, Oct 18
<p>11 - 12pm</p> <p>CE: 1.00</p> <p>(30 minutes per session)</p> <p>Moderator: Betsy Frank</p>	<p style="text-align: center;">Breakout 17</p> <p><i>90-EBP. Translating Patient Care Needs Into Viable Business Options</i></p> <ul style="list-style-type: none"> • Teresa D. Welch, EdD, MSN, RN, NEA-BC; The University of Alabama; Tuscaloosa, Alabama • Todd B. Smith, PhD, MBA, MSHA, RN, NEA-BC; University of Alabama; Tuscaloosa, Alabama <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Describe the purpose and value of writing a business case plan when developing new services, ideas, or innovative changes. 2. Describe the purpose and value of writing a business case plan when competing for resources. 3. Identify key elements of the business case plan. <p><i>19-R. Competencies used by the DNP for the Health of Texans</i></p> <ul style="list-style-type: none"> • Ronda Mintz-Binder, DNP, RN, CNE; Texas Tech University Health Sciences Center; Lubbock, Texas <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Explore the current competencies of DNP executive nurse leaders / administrators in Texas. 2. Describe how the AACN DNP competencies have impacted executive leadership DNP - prepared nurses. 3. Compare and contrast APRN and non - APRN DNP executive leaders competencies most readily used in practice in Texas. 4. Compare and contrast age as a variable for use of certain "soft skills" by executive leadership graduate DNPs in practice in Texas
12 - 12:15pm	Chair Yoga with Linda Roussel

Time (eastern)	Monday, Oct 18
<p>12:15 - 1:15pm</p> <p>CE: 1.00</p> <p>(30 minutes per session)</p> <p>Moderator: Mikel Hand</p>	<p style="text-align: center;">Breakout 18</p> <p><i>24-R. The Lived Experience of Deferred Action for Childhood Arrivals Recipients: U.S. Nursing Program Graduates Pathways to Licensure</i></p> <ul style="list-style-type: none"> Deborah Richardson, Ed.D, RN; Dalton State College; Dalton, Georgia <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> Describe challenges faced by DACA recipients who are U.S. nursing program graduates who pursue registered nurse licensure. Identify resources that can help DACA recipients succeed in becoming registered nurses. Identify policies that nurse leaders can implement to support DACA recipients pursuing careers in nursing. Create a personal plan of advocacy to lead policy change and allow DACA recipients who are U.S. nursing program graduates to contribute to diversity in the nursing workforce and nursing education. <p><i>86-R. The Current State of the Interim Nurse Manager Role: The Impact on Nurse and Patient Outcomes</i></p> <ul style="list-style-type: none"> Sandra Galura, PhD, RN; University of Central Florida; Orlando, Florida Nora Warshawsky, PhD, RN, NEA-BC, FAAN; University of Central Florida; Orlando, Florida <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> Identify the job resources and job demands associated with the interim nurse manager role and the impact on nurse and patient outcomes. Translate research findings into role preparation and support strategies for successful interim nurse manager leadership.

Time (eastern)	Monday, Oct 18
<p>12:15 - 1:15pm</p> <p>CE: 1.00</p> <p>(30 minutes per session)</p> <p>Moderator: Nancy Ballard</p>	<p style="text-align: center;">Breakout 19</p> <p><i>23-QI. Automating Inventory Management in an Operating Room: Improving Nurse Workload and Efficiency</i></p> <ul style="list-style-type: none"> Betty Jo Rocchio, DNP, RN, CRNA, CENP; Mercy; Chesterfield, Missouri <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> Describe the the process for implementing technology in an operating room supported by current literature. Understand and define the process metrics that drive the outcome metric of preference card accuracy. Describe the optimized workflow of the operating room nurse with scanning technology introduction and how this contributes to nurse workload and efficiency. <p><i>69-R. The Effect of Acuity-Based Nurse Staffing on Nursing Medication Errors</i></p> <ul style="list-style-type: none"> Eugene Waterval, PhD, RN, NE-BC; Orlando Health Orlando Regional Medical Center; Orlando, Florida <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> Examine the role of the electronic patient classification systems in measuring nursing workload. Understand the association of the electronic patient classification system in predicting nursing medication errors.

Time (eastern)	Monday, Oct 18
<p>1:15 - 2:15pm</p> <p>CE: 1.00</p>  <p>Moderator: Nora Warshawsky</p>	<p style="text-align: center;">Keynote 7</p> <p><i>Implementing the New ACCN Competencies for Nursing Leadership</i></p> <ul style="list-style-type: none"> Joan Stanley, PhD; Chief Academic Officer, American Association of Colleges of Nursing; Washington, DC
<p>2:15 - 3:15pm</p> <p>CE: 1.00</p>  <p>Moderator: Lyn Stankiewicz Losty</p>	<p style="text-align: center;">Keynote 8</p> <p><i>Politics ... Navigating with I. D. E. A. S.</i></p> <ul style="list-style-type: none"> Rumay Alexander, EdD, RN, FAAN; Clinical Professor Adult Health, Health & Social Justice; UNC School of Nursing; Chapel Hill, North Carolina <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> Discuss the ways of "Good Trouble" and determinants of politics. Examine the collective tissue between the KPIs of inclusive excellence, leadership and political labels. Analyze and address the ways of experience; gaining insights navigating, co-creating and executing strategies to bridge the political divides.
<p>3:15 - 3:30pm</p>	<p>Conference Closing</p>



Conference Faculty

Rumay Alexander, EdD, RN, FAAN; University of North Carolina at Chapel Hill; Chapel Hill, North Carolina

Rumay, noted presenter and consultant, is currently a professor in the School of Nursing, Assistant Dean of Relational Excellence at the Adams School of Dentistry at the University of North Carolina at Chapel Hill. Guiding individuals in academic, corporate, health care and religious organizations in the exploration of marginalizing processes and lived experiences of difference, her expertise has and continues to be frequently sought. She has been appointed to transformative healthcare initiatives including the Commission of Workforce for Hospitals and Health Systems of the American Hospital Association, the Tri-Council of Nursing, and the National Quality Forum's steering committee which developed the first national voluntary consensus standards for nursing-sensitive care. As the Senior Vice President for Clinical and Professional Services at the Tennessee Hospital Association and their first vice president of color for two decades.

Angela Alston, DNP, MPH, APRN-CNP, WHNP-BC, FNP-BC; The Ohio State University College of Nursing; Columbus, Ohio

Angela Alston is currently an assistant professor and chief diversity officer (CDO) at The Ohio State University College of Nursing. As CDO, Dr. Alston leads strategic planning for the CON's diversity, equity and inclusion portfolio, and she is a sought-after consultant on diversity-related topics. She completed her undergraduate studies at North Carolina Central University in Durham, NC. She has earned her Master in Public Health, Master of Science in Nursing and Doctor of Nursing Practice all from The Ohio State University. She maintains clinical practice as a nurse practitioner at The Ohio State University's Total Health and Wellness, which is a federally qualified health center (FQHC). Dr. Alston is a member of several local and national professional organizations, including the National Association of Nurse Practitioners in Women's Health, a member of the American Association of Colleges of Nursing (AACN) Diversity Equity and Inclusion Group and Alpha Kappa Alpha Sorority, Incorporated.

Lorraine Avery, PhD, RN, CNCC(C); St Boniface General Hospital; Winnipeg, Manitoba, Canada

Dr. Avery is a Clinical Nurse Specialist (CNS) with the Winnipeg Regional Health Authority Cardiac Sciences Program, a position she has held for the past 21 years. Lorraine takes a leadership role in the transformation of cardiac care within the province. Lorraine co-chairs the MB Acute Coronary Syndrome Network, which is dedicated to improving the outcomes of patients with acute coronary syndromes. The Network's development of standards and the monitoring and reporting of key metrics have facilitated improvements in cardiac care in Winnipeg and rural communities. Lorraine is passionate about the CNS role and her contributions have been profiled both locally and nationally. Lorraine's vision is to develop processes that support the evaluation of the CNS contributions in improving and transforming care. Lorraine is proud to be a CNS and to be part of an innovative and dedicated cardiac team.

Nancy Ballard, PhD, RN, NEA-BC; Kennesaw State University; Atlanta, Georgia

Dr. Ballard is certified as a Nurse Executive Advanced from ANCC and is currently an assistant professor of Nursing at Kennesaw State University where she coordinates the graduate program in Nursing Leadership-Nursing Administration. She has a PhD from the University of Kansas with a minor in complex organization leadership. The majority of her career has been in community hospital settings in various leadership roles at the hospital and system level. Dr. Ballard's research interest is in the impact of the practice environment on operational and quality outcomes. Her research with a national data set from the National Database of Nursing Quality indicators found a negative association with the Nurse Worklife of Job Enjoyment with CAUTI rate at the unit level. She continues her work with an interest in the impact of perceived trustworthiness association with selected outcomes in collaboration with Dr. Varagona. The author has no conflict of interest to disclose.

Tracy Brewer, DNP, RNC-OB, CLC; The University of Tennessee, Knoxville; Knoxville, Tennessee

Dr. Tracy Brewer is a Clinical Professor in the College of Nursing at the University of Tennessee, Knoxville, teaching, and advising in the DNP program. Her scholarship includes exploring healthcare professionals' and faculty beliefs, implementation, and organizational culture to implement best practices based on current evidence. She received her BSN from Miami University, MSN from Drexel University, and DNP from Case Western Reserve University. Dr. Brewer serves as a consultant in evidence-based practice for healthcare organizations and DNP curricular development for nursing programs. She is a certified inpatient obstetrical nurse and certified lactation counselor.

Jada Brooks, PhD, MSPH, RN, FAAN; Assistant Professor, UNC School of Nursing; Chapel Hill, North Carolina

Jada is an Assistant Professor in the School of Nursing at the University of North Carolina at Chapel Hill. As a Lumbee Indian tribal member, nurse, and epidemiologist, Dr. Brooks collaborates with community, clinical and academic partners at local, regional, and national levels to design and implement research that fosters health equity and empowers tribal communities. One of few American Indian nurses holding a doctoral degree, Dr. Brooks, is nationally recognized as a health disparities leader in community engaged research with tribal communities in North Carolina and beyond. With a remarkable research career spanning 20 years, Dr. Brooks has conducted NIH funded studies to understand and address environmental factors contributing to health inequalities in the American Indian population. Dr. Brooks earned a BS from the University of North Carolina at Pembroke, MSPH from the University of North Carolina at Chapel Hill, and both a BSN and PhD in nursing from Duke University. She completed a postdoctoral fellowship in Nursing at the University of North Carolina at Chapel Hill.

Marion Broome, PhD, RN, FAAN; Duke University; Durham, North Carolina

Marion is Dean and Ruby F. Wilson Professor of Nursing for Duke University School of Nursing and Vice Chancellor for Nursing Affairs at Duke University. Since 2004, Dr. Broome co-lead academic-practice partnerships in two leading academic health centers, at Indiana University Health and Duke Health. Within these partnerships, she has cultivated numerous mutually beneficial initiatives, including the one-year DNP post-doc to train DNP-prepared nurses in implementation science.

Ashley Ann Brown, RN; North Carolina Central University; Durham, North Carolina

Ashley Brown is a recent BSN graduate from North Carolina Central University. Ashley has worked in mental health as an LPN for over six years. As an LPN, she believed she was motivated to excel academically and professionally and that she has the leadership, competence, and compassion to support people with mental health care needs, therefore she returned to school to receive her bachelor's degree in nursing. Ashley has an interest in mental health for minority populations. Minorities severely lack access and the information regarding how to treat conditions such as anxiety and depression. Ashley believes it is imperative for people who are suffering to know they are not alone. Ashley graduated from NCCU with a 3.0+ GPA. While in school, she was the secretary of the student nurses association, a mental health peer support ambassador, and participated in numerous projects to help people need.

Sarah Brzozowski, PhD(c), MBA, BSN, RN, NEA-BC; University of Wisconsin - Madison; Madison, Wisconsin

Sarah is a Nursing PhD candidate at the University of Wisconsin - Madison, School of Nursing and is interested in leadership, organizational culture, and advancement of nursing practice in healthcare. These three concepts drive her current research and her dissertation titled: Examining Nurses' Perception of Practice, Practice Environment and Leadership in Primary Care. Outside of school, Sarah is the Director of Magnet and Nursing Excellence at UW Health in Madison, Wisconsin which includes oversight of UW Health's nursing research and EBP programming.

Caitlin Campbell, BSN, RN; University of Alabama at Birmingham; Birmingham, Alabama

Caitlin Campbell is a PhD student and research assistant at the University of Alabama at Birmingham School of Nursing. She researches nurse and other health care provider perspectives on patient care and job satisfaction. Her professional goal is to protect, empower, and advocate for nurses so they can do the same for their patients.

Adisa Cartwright, MSN, RN-BC; UCLA Health; Los Angeles, California

Adisa Cartwright, MSN, RN-BC received her Bachelor of Science in Nursing from Baptist College of Health Sciences in 2008, and a Master of Science in Nursing Education from Walden University in 2017. Her specialty experience includes Mental Health, Pulmonology, Oncology, and Public Health. She is certified in Nursing Professional Development by American Nurses Credentialing Center and is a recipient of the DAISY Award. Adisa currently serves as Associate Dean for UCLA Health's Medical Assistant program, and as faculty for UCLA Extension's Patient Advocacy Certificate program. In addition to being a founding member of UCLA Health's Nursing EDI council, she is also co-chair for UCLA Extension's EDI council.

Jian (Lilly) Chen, MA, RN, CNE; North Carolina Central University; Durham, North Carolina

Jian (Lily) Chen is a Robert Wood Johnson Foundation Clinical Scholar fellow and currently teaches community health and care for older adults at N.C. Central University. She previously taught at University of Iowa and University of Illinois in Chicago, and practiced nursing in acute and community settings. Lily helped organize two Chinese American national conventions in 2016 and 2018 when she served as the United Chinese Americans UCA executive director. She

successfully coordinated multiple national and local programs including the UCA Youth Mental Health Collaborative WAVES (Wellness, Advocacy, Voices, Education, and Support) since 2016, and was founding president of UCA Illinois Chapter. She is a Certified Nurse Educator (CNE) and Certified Mental Health First Aid MHFA instructor. Lily came to the U.S. in 1988 from Guangzhou, China. She received her master's degree in nursing from University of Iowa in 1992.

Yea-Jyh Chen, PhD, RN; University of North Carolina Wilmington; Wilmington, North Carolina

Dr. Chen is a senior nursing researcher and faculty with years of experiences in online teaching. She has dedicated herself to promoting effective teaching in nursing education in clinical, face-to-face, and virtual settings. Her research interest is to better understand factors associated with teaching effectiveness, particularly the improvement of faculty online teaching process and learning outcomes aiming to build evidence-based practice in nursing education. Dr. Chen's other research interests target examining interventional effects for chronicity, methodological pilot designs and instrumental psychometrics which in turn enhance patient-centered health outcomes and minimize health disparities in communities.

Esther Chipps, PhD, RN, NEA-BC; The Ohio State University; Columbus, Ohio

Dr. Esther Chipps holds a dual appointment at The Ohio State University as the Nurse Scientist at The OSU Wexner Medical Center and as an Associate Professor of Clinical Nursing at The Ohio State University College of Nursing. Dr. Chipps is responsible for developing multidisciplinary research teams throughout the Health System. Her research area of interest includes topics related to nursing leadership science. She has been the recipient of numerous research grants and awards including Sigma Theta Tau, AONE and ALSN. She was an the recipient of the March of Dimes Nurse Researcher of the Year in Ohio in 2019 and the Central Ohio Sigma Theta Tau mentorship award in 2017. She was VP of Research for ALSN at the time of this study.

Linda Cole, DNP, RN, APRN, CCNS, CPHQ, CNE, FCNIS; Cizik School of Nursing, UT Health, Houston; Houston, Texas

Linda Cole, DNP, RN, CCNS, CPHQ, CNE is an assistant professor at the Cizik School of Nursing at the University of Texas Health Science Center in Houston where she teaches a variety of courses in both the master's level Nursing Leadership program and DNP program. She completed her Bachelor of Science degree in Nursing from the University of Southern Mississippi in Hattiesburg, MS. She later completed her Master of Science in Nursing as a clinical nurse specialist along with her Doctor of Nursing Practice from the Cizik School of Nursing. Dr. Cole was inducted as a Fellow in the Clinical Nurse Specialist Institute in 2021. Dr. Cole's clinical interests include integrative medicine, nursing leadership, pain management, palliative care, quality, and resiliency. She has published and lectured on these subjects at the local to national levels.

Emily Cramer, PhD; University of Kansas; Kansas City, Kansas

Dr. Cramer specializes in health services research and secondary analysis with large databases, in particular, the National Database of Nursing Quality Indicators at the University of Kansas School of Nursing. She uses the NDNQI data to explore associations among the nursing work environment and RN characteristics, patient outcomes, and the safe, quality care delivery in hospitals.

Jade Cruz, MSN-ED, RN; UCLA Health; Los Angeles, California

Jade Cruz MSN-ED, RN is a Nursing Professional Development Specialist overseeing the student placement, preceptor development, and ECG programs. Jade was the Simulation Education Specialist at Emory University Hodgson Woodruff School of Nursing and is responsible for developing the Simulation Program in the Nursing School's Bachelor's and Master's Degree Programs. Prior Nursing Education experience includes stints at the Mayo Clinic in Phoenix, AZ as the Simulation Education Specialist, and Nursing Education Specialist, where she was responsible for simulation based education and system-wide training. In Miami Florida, she held the position of Unit based Educator in Jackson Memorial Hospital. Jade's clinical experience includes the Critical Care Unit, Post Anesthesia Care Unit, and GI/Endoscopy specialties in various hospitals such as the Mayo Clinic, New York Presbyterian/Weill Cornell Medical Center, and Memorial Regional Center. Jade is currently a mentor of two Professional Governance Councils and has been instrumental in the development of Nursing EDI council at UCLA Health.

***Amanda Culp-Roche, PhD, APRN; University of North Carolina Wilmington.;
Wilmington, North Carolina***

Dr. Amanda Culp-Roche is Assistant Professor, College of Health and Human Services, University of North Carolina Wilmington.

***Sujayalakshmi Devarayasamudram, PhD, M.Phil, MSN, RN; North Carolina Central
University; Durham, North Carolina***

Dr. Sujayalakshmi Devarayasamudram is working as an Assistant Professor in the Department of Nursing at North Carolina Central University, Durham, NC, USA. She has over forty-one years of experience in teaching. She taught students from different levels and at various locations across the globe.

She is the recipient of a Certificate in Effective College instructors from The Association of College and University Educators and the American Council on Education (2018).

She has published and presented in the areas of HIV/AIDS, Health Literacy, Delirium Prevention & Management, Emotional Health and Resiliency, Technology and Nursing and Care of Older Adults in the local, state, national and international conferences.

Dr. Devarayasamudram is very passionate about community service projects such as HIV/AIDS, homelessness, women empowerment, elder care, mental health and hunger prevention projects. She loves to work with students. She enjoys sharing food, culture, resources, knowledge & skills.

***Dorothy Dulkp, PhD, APRN-C, AOCNP, WHNP-BC, OB/GYN-NP, CCRP; Walden
University; Minneapolis, Minnesota***

Lead Core Faculty, College of Nursing, Graduate Program at Walden University

***Joyce Fitzpatrick, PhD, MBA, RN, FAAN, FNAP; Case Western Reserve University;
Cleveland, Ohio***

Dr. Joyce J. Fitzpatrick is a Living Legend of the American Academy of Nursing. She is the Director of the Marian K. Shaughnessy Nurse Leadership Academy and the Elizabeth Brooks Ford Professor of Nursing at the Frances Payne Bolton School of Nursing. Additionally, Dr. Fitzpatrick is a Distinguished University Professor for the Case Western Reserve University. She has published hundreds of papers and books and has presented innumerable times nationally and internationally.

Her research interests include leadership, public policy and health care delivery systems. Among many other awards, the Florence Nightingale International Foundation selected her as the recipient of the 2019 International Achievement Award.

Mary Ann Fuchs, DNP, RN, NEA-BC, FAAN; Duke University Health System; Durham, North Carolina

Mary Ann is the vice president of patient care and system chief nurse at Duke University Health System and the associate dean of clinical affairs at Duke University School of Nursing. Fuchs is president-elect of the AONL Board of Directors. She previously served as a member on the AONL Board and the nurse administrator on the NC Board of Nursing. Fuchs has co-lead a robust academic-practice partnership with DUSON since 2014.

Lynn Gallagher-Ford, PhD, RN, NE-BC, DPFNAP, FAAN; The Ohio State University; Columbus, Ohio

Lynn is the Chief Operating Officer, Helene Fuld National Institute for Evidence-based Practice in Nursing and Healthcare at the Ohio State University. Gallagher-Ford is active as a consultant and keynote presenter at national and international conferences and education programs. Her publications include co-authorship of the textbook *Implementing the EBP Competencies in Healthcare: A practical guide for improving quality safety and outcomes*, landmark studies including the Delphi study that established EBP competencies for practicing RNs and APNs, and “The State of Evidence-Based Practice in US Nurses: Critical Implications for Nurse Leaders and Educators.” She serves as the associate editor of the column; “Implementing and Sustaining EBP in Real World Healthcare Settings.” in *Worldviews On Evidence-based Nursing*. She is a Distinguished Practitioner and Fellow in the National Academies of Practice and a Fellow in the American Academy of Nursing.

Sandra Galura, PhD, RN; University of Central Florida; Orlando, Florida

Sandra is an Assistant Professor at the University of Central Florida, College of Nursing. With over 30 years of clinical practice, including experience in a variety of clinical and non-clinical leadership roles, her research focuses on issues impacting frontline nursing leadership. She serves on the membership committee of the Association of Leadership Science in Nursing and actively contributes to the “Continuing the Conversation.” feature of *Nursing Administration Quarterly*.

Lee Galuska, PhD, RN, NE-BC; UCLA Health; Los Angeles, California

Dr. Lee Galuska is a nurse leader with more than 30 years of experience in clinical, educational and administrative roles. She is currently Executive Director of Nursing Practice, Education and Research in the UCLA Health Center for Nursing Excellence. In her role, she oversees the professional development of more than 4500 nurses, academic affiliations, the nursing research and EBP programs, Magnet recognition program, CNS practice and multiple clinical programs. She is also an adjunct faculty member of the UCLA School of Nursing. Dr. Galuska received her PhD in nursing with a focus on nurse leadership development from the University of Connecticut and her Masters in Nursing Administration from the University of Hartford. She has published widely and presented on the subject of nursing leadership development and nurses’ experiences with meaning and joy in nursing practice. She has held leadership positions in numerous professional organizations.



Caryl Goodyear, PhD, RN, NEA-BC, CCRN-K, FAAN; American Association of Critical Care Nurses; Aliso Viejo, California

Caryl Goodyear has over thirty years' experience in clinical and executive leadership including expertise in strategic planning, shared governance, and learning facilitation of leadership and quality improvement. Caryl received her BSN from Avila University, her masters from California State University, Long Beach and her PhD from University of Kansas. She is certified as a Nurse Executive-Advanced and an Acute/Critical Care Knowledge Professional and is a Fellow in the American Academy of Nursing. Caryl's critical care background includes roles such as charge nurse, assistant nurse manager, and clinical nurse specialist. Currently, she is a programs manager for the American Association of Critical Care Nurses (AACN). Avila University and University of Kansas schools of nursing have honored her as a distinguished alumna, attesting to her sustained contributions to the larger healthcare system. Previous leadership positions include Senior Director, Children's Mercy Hospital, Kansas City, Senior Director, AACN, and Associate Professor, University of Kansas.

Penelope Gorsuch, DNP, RN, NEA-BC, FACHE; The Ohio State University; Columbus, Ohio

Penelope F. Gorsuch, DNP, RN, NEA-BC, FACHE, USAF Col (ret), is an assistant professor of clinical practice, The Ohio State University College of Nursing, and assistant director of the Clinical Core, Fuld Institute for EBP. She is a part of multiple research initiatives to advance the knowledge, skill, and competencies in EBP in clinical and leadership settings and designs curriculum for the Executive leadership coursework in the DNP program. Penelope is a retired colonel from the United States Air Force with over 28 years of service in numerous clinical and leadership positions. She also served as the associate director of Patient Care Services/nurse executive for the Dayton Veteran's Administration (VA) Medical Center in Ohio. The American Nurses Credentialing Center (ANCC) has recognized her as a content expert in EBP. In 2018, Gorsuch achieved Board Certification in Healthcare Management through the American College of Healthcare Executives.

Elizabeth Grandfield, PhD; Utrecht University; Utrecht, Netherlands

Dr. Grandfield is an Assistant Professor in the Department of Methodology and Statistics at Utrecht University in the Netherlands. She is a quantitative specialist whose research focuses on measure development and evaluation, evaluating cross-sectional and longitudinal measurement invariance, planned missing data designs, and multilevel analysis in structural equation modeling. In areas of applied research, she has been involved in longitudinal children studies at Juniper Gardens as well as a national nursing study at the University of Kansas Medical Center.

Karen Grimley, PhD, MBA, RN, NEA-BC, FACHE; UCLA Health; Los Angeles, California

Karen A. Grimley, PhD, RN, NEA-BC, FACHE is the Chief Nurse Executive for UCLA Health and Vice Dean at the UCLA School of Nursing. As a senior leader, Dr. Grimley is responsible for nursing practice and care delivery across UCLA Health which includes 3 ANCC Magnet designated hospitals and a large ambulatory care network. She works with nursing leadership to maintain the highest level of nursing excellence as a standard throughout UCLA Health. Dr. Grimley holds a PhD in Nursing from Florida Atlantic University, Boca Raton, FL; a MBA from Anna Maria College in Paxton, MA and a BS in nursing, from Saint Anselm College School of Nursing, Manchester, NH. Dr. Grimley is a fellow in the American College of Healthcare Executives, a member of Sigma Theta Tau-International,

the American Nurses Association, the California Association of Nurse Leaders, and the American Organization of Nurse Leaders.

Allyson Hall; University of Alabama at Birmingham; Birmingham, Alabama

Allyson is a professor in the Department of Health Services Administration at the University of Alabama at Birmingham where she is the director of graduate programs in health care quality and safety. In addition, Dr. Hall is a Co-Director of UABs Center for Outcomes and Effectiveness Research and Education. She is also an Associate Editor for the Journal of Healthcare Quality. Her research focuses on improving access to high quality health care among vulnerable populations including low-income individuals, and people living with a disability or a chronic health condition.

Debra Hampton, PhD, MSN, RN, NEA-BC, CENP, FACHE; UK College of Nursing; Nicholasville, Kentucky

Debra Hampton received her MSN and PhD in Nursing from the University of Cincinnati. Dr. Hampton is an experienced nursing leader, having served as a middle manager, chief nursing officer, and CEO. Dr. Hampton is currently the Assistant Dean of the MSN and DNP Programs, coordinates the MSN Leadership/BSN Executive Leadership/and MSN-DNP Clinical and Executive Leadership Tracks, and currently teaches varied courses as an Associate Professor at the University of Ky College of Nursing. Dr. Hampton has also worked as a full-time assistant professor in the online graduate program at Loyola University New Orleans and part time at Franciscan Missionaries of Our Lady University, Baton Rouge, LA. Dr. Hampton has Advanced, Nurse Executive certification through ANCC and AONE and is a fellow of the American College of Healthcare Executives. Dr. Hampton's research and publication/presentation interests include leadership, engagement, empowerment, incivility, online learning, and work/generation values.

Mikel Hand, EdD, RN, OCN, NE-BC, NEA-BC; University of Southern Indiana; Evansville, Indiana

Dr. Hand is Associate Professor of Nursing at University of Southern Indiana in Evansville, IN and Research Consultant for Schneck Medical Center in Seymour, IN. He has more than 30 years of healthcare experience with 17 of those involving research including that surrounding leadership and health systems. Resiliency has become a particular topic of interest for Dr. Hand as retention of nurses in the profession is being strongly influenced by a nurses ability to remain resilient and to maintain a desire to stay in nursing.

Fran Hardin-Fanning, PhD, RN; College of Nursing; Louisville, Kentucky

Dr. Fran Hardin-Fanning is Professor and Shirley B. Powers Endowed Chair, University of Louisville, Louisville, KY.

Susan Hassmiller, PhD, RN, FAAN; Robert Wood Johnson Foundation; Princeton, New Jersey

Susan Hassmiller is the Robert Wood Johnson Foundation Senior Adviser for Nursing, and in partnership with AARP, she directs the Foundation's Future of Nursing: Campaign for Action. This national initiative advances the recommendations of the Institute of Medicine report, The Future of Nursing: Leading Change, Advancing Health. Hassmiller served as the report's study director. Hassmiller has worked in public health settings at the local, state and national levels, including the

Health Resources and Services Administration. She taught community health nursing at the University of Nebraska and George Mason University. Hassmiller is an elected member of the National Academy of Medicine, a fellow in the American Academy of Nursing and sits on other advisory committees and boards, including the Hackensack Meridian Health System, UnitedHealth, Carrier Clinic, NursesEverywhere, and the American Red Cross. She is the recipient of many awards and four honorary doctorates.

Angie Hensley, DNP, APRN; UK College of Nursing; Lexington, Kentucky

Dr. Angie Hensley is Assistant Clinical Professor, University of Kentucky College of Nursing; Lexington, KY.

Linda Hickman, PhD, RN, FACHE; University of Maryland School of Nursing; Baltimore, Maryland

Linda Jackson Hickman, PhD, MBA, RN, FACHE, is an Assistant Professor in the Health Services Leadership & Management (HSLM) graduate specialty. In an academic setting from 2006 to the present, research and teaching have been primary focus areas. Research included Principal Investigator and/or Co-Principal Investigator for six competitive institutional grants totaling over \$10.5 million dollars to advance leadership and management in healthcare, as well as, nursing education through strategic academic-practice partnerships. Also, these efforts prepared over 225 Clinical Instructors, Faculty, Preceptors, and Mentors in the State of Maryland. Dissemination of this work included several peer-reviewed publications and over ten peer-reviewed presentations and posters. Served as an advisor/mentor for over 200 HSLM graduate students. Professional activities included a reviewer for the ANCC Pathway to Excellence Program. Formerly, in a rural practice setting from 1986 to 2006, served as Vice President of Patient Care Services/Chief Nurse Executive for 15 years.

Katie Hollifield, MSN, RN; Southern Union State Community College; Opelika, Alabama

Katie Hollifield, BSN, RN is a graduate student currently attending Columbus State University in Columbus, GA. This project was undertaken to better understand how nurse to physician communication directly impacts patient care and how a standardized communication tool can improve communication in the health care paradigm.

Annette Holst, MSN, RN, NPD-BC; Genesis Medical Center; Davenport, Iowa

Annette is a professional development specialist with over 35 years in nursing practice including medical-surgical nursing, cardiac, public health and staff development. She received her BSN from Marycrest College Davenport, IA and MSN from Clarke University Dubuque, IA. She is ANCC certified in nursing professional development and is employed by a 500 bed Magnet accredited hospital system. She coordinates orientation programs, EBP project implementations, continuing education and training, preceptor development. She leads a Research and EBP collaborative team and assists novice staff in project development and implementation.

Megan Honaker, DNPc, BSN, RN; The University of Tennessee, Knoxville; Pensacola, Florida

Megan Honaker is a doctoral candidate at The University of Tennessee, Knoxville pursuing her Doctor of Nursing Practice degree with a Nurse Executive Practice concentration. She will graduate with academic honors in May of 2021. Megan's clinical scholarship focuses on reducing the cesarean section rate in nulliparous, term, singleton, vertex pregnancies. Megan is one of eleven certified peanut ball trainers in the world. In practice, Megan has a background in high-risk labor and delivery. She is active in a variety of professional nursing associations, including the Association of Women's Health, Obstetric and Neonatal Nurses (AHWONN), American Nurses Association (ANA), and Florida Nursing Association (FNA). Megan is currently a member of the Safe Birth Initiatives (SBI) committee at a large Tennessee Women's Hospital.

Kasey Jackman, PhD, RN, PMHNP-BC; Columbia University; New York, New York

Kasey B. Jackman, PhD, RN, PMHNP-BC is an Assistant Professor at the Columbia University School of Nursing and a Nurse Researcher at Columbia New York-Presbyterian Hospital (NYP). Dr. Jackman is the Director of Academic-Practice Partnerships at Columbia Nursing, where he facilitates the competitive Academic-Practice Research Fellowship for clinical nurses at NYP.

M. Lindell Joseph, PhD, RN, FAAN, FAONL; The University of Iowa; Iowa City, Iowa

Dr. Lindell Joseph is a professor, and directs both the Health Systems Administration Program and the CNL Program at the University of Iowa College of nursing. She is a scholar in leadership effectiveness, innovativeness, and GEMS shared governance. Dr. Joseph serves on the International Society for Professional Identity in Nursing Advisory. Widely published in innovation and leadership, she is a fellow in the American Academy of Nursing and a fellow in the American Organization of Nursing Leadership.

Marjorie Kelley, PhD, RN; The Ohio State University; Columbus, Ohio

Dr. Marjorie Kelley is a nurse researcher at the Ohio State University, College of Nursing with research interests in clinical informatics and patient-centered technologies. Through her research, she hopes to develop technology-based interventions to improve health and wellness both in patients and nurses. Dr. Kelley has been supported by public and private grant funding and has been published in national and international journals. She authored several book chapters and presented her work at national and international conferences. She has served on the board of the American Medical Informatics Association Nursing Informatics workgroup and on numerous grant and journal review panels.

Meaghan Kennedy, MSN/MHI, RN; University of Washington

Meghan synergistically utilizes administrative, clinical, and informatics knowledge to support the utilization, and optimization of clinical practices and health information technology (HIT) tools as part of the Future of Work in Nursing.

Dr. Lucy Koneri, DNP; Gayle Greve Hunt School of Nursing, El Paso, Texas; El Paso, Texas

Dr. Lucy Koneri is the clinical faculty at Gayle Greve Hunt School of Nursing, El Paso, Texas. She has been working in the nursing field for over 29 years. She has worked from frontline staff and has been promoted to various leadership positions. Dr. Koneri's passion for mentoring is not missed by her nursing students, who selected her several times to be the keynote speaker at their graduations from the University of Texas-El Paso and Gaye Greve School of Nursing. She plays a vital role for newly graduated nurses as they transition from novice to expert. Dr. Koneri is an active member of various professional and volunteer organizations. Dr. Koneri has been active in presenting several nursing topics and publications.

Alexis Koutlas, DNP, RN, NE-BC; Embright, LLC; Seattle, Washington

Alexis Koutlas, DNP, RN, NE-BC received her DNP in Health Systems and Leadership from the University of Colorado, Anschutz Medical Campus. Raised in the business sector, Alexis has focused her career on the integration of service delivery and healthcare economics. She is currently working as a Director of Integrated Care Management, in Seattle Washington and supports academic and practice integration as an adjunct professor for Seattle University and guest lecturer for the University of Washington. Alexis' professional achievements include the development of ambulatory care models, focused on addressing health equity, rising costs and increasing patient complexities, thereby aligning the care delivery system with the Quadruple Aim. She is passionate about providing high quality services across all ages and stages, and advancing nursing practices that build engaged teams and support patient needs across the care continuum.

Susan Lacey, RN, PhD, CNL, FAAN; University of Louisiana Monroe; Monroe, Louisiana

Dr. Lacey is a Professor and Inaugural Kitty DeGree Eminent Scholars Endowed Chair of Nursing for the Kitty DeGree School of Nursing at The University of Louisiana at Monroe. Susan recently completed a two-year, USDA study (\$178K) in December of 2019 that used digital storytelling to improve blood pressure outcomes. Dr. Lacey received a \$98K grant to screen residents in 7 rural parishes from the Blue Cross Foundation of Louisiana and received three LA Board of Regents grants over the last 4 years (\$215K). She has secured over \$2 million in grants and contracts. She has over 60 publications, 10 book chapters, and serves on the editorial boards for 3 high-impact nursing journals.

Lori Loan, PhD, RN, FAAN; University of Alabama at Birmingham; Birmingham, Alabama

Lori A. Loan, Ph.D., R.N., FAAN is the Director of the Executive Doctorate in Nursing Practice Pathway and an Associate Professor at the University of Alabama at Birmingham, U.S.A. She has extensive experience as an investigator and consultant on studies and evidence-based practice projects with funds totaling over 8 million dollars. She mentored more than 35 nurses who completed over 50 national and international grant-supported projects and studies. Many of Dr. Loan's significant contributions resulted in transforming nursing practice and policy through effective mentorship, leadership, and the infusion of evidence-based practice. Dr. Loan received her BSN degree from Pacific Lutheran University and her M.S. and Ph.D. degrees from the University of Washington, School of Nursing in Seattle. Her post-doctorate education includes Advanced

Leadership credentials from the U.S. Army Management Staff College and a Lean Six Sigma Black Belt from the U.S. Army Office of Business Transformation.

Michelle Lobchuk, PhD, RN; University of Manitoba; Winnipeg, Manitoba, Canada

Dr. Lobchuk has held a National Cancer Institute of Canada, Canadian Cancer Society Research Scientist Award and recently, a Research Manitoba Chair in Caregiver Communication. She is passionate about promoting sensitive, communication competence in professional and family caregivers. She has built a communication laboratory (aka CARE Lab) at Grace Hospital where she conducts interdisciplinary communication studies with state-of-the-art technology. She is currently transforming her empathy-related video-feedback intervention, called In Your Shoes (IYS) into a Web Browser Training Portal and a Mobile Application for clinicians to conveniently learn how to engage in empathic dialogue with clients. She teaches currently at the undergraduate and graduate level on Evidence Informed Practice, and supervises graduate and doctoral students in their thesis projects. Dr. Lobchuk is jointly working on an innovative multidisciplinary, intergenerational Introduction to Family Caregiving across the Lifespan course to promote family caregiving as a scientifically-based discipline.

Sandra Lucci, PhD, RN, CCNE; University of Maryland School of Nursing; Baltimore, Maryland

Sandra Lucci, PhD, RN, CNE, CMSRN, is an Assistant Professor in the Department of Organizational Systems and Adult Health at the University of Maryland School of Nursing. Dr. Lucci's work in health services leadership and management and nursing education has focused on teaching, advising, and mentoring students in the associate, baccalaureate, master's, and doctoral nursing programs. Through an NSP II grant, Dr. Lucci collaborates with nurse educators and leaders through strategic academic-practice partnerships to recruit, mentor, and advise new and current graduate students. This grant continues to fill expected vacancies in the nurse faculty workforce. Dissemination of this work includes peer-reviewed posters and presentations. Dr. Lucci is also the Project Manager of a new Cohen, NSP II grant that prepares nurses for educator roles in the State of Maryland. Through mentorship, career and academic advising, and professional development, this grant furthers the development of 80 current and future nurse educators.

Shelly Luger, RN, DNP, NE-A; Creighton University; Omaha, Nebraska

Dr. Shelly Luger received a DNP in Organizational Leadership and a Certificate in Health Professions Education from The University of Kansas Medical Center. She is currently the Lead for graduate Nursing Leadership MSN & DNP tracks at Creighton University College of Nursing. Dr. Luger has held several leadership positions in nursing and nursing education. She participated in a health policy residency program supported by the Department of Health and Human Services, Agency on Healthcare Research and Quality, and the United States Preventative Services Task Force. She is an Evidence-Based Practice mentor and has orchestrated student cultural immersion and service learning opportunities on the Rosebud Reservation. Dr. Luger's current project interests include developing leadership skills in new graduate nurses, narrative nursing leadership, complexity science, and systems leadership in free and charitable clinics.

Shamsah Malik, ACNP- BC, DNP (c); Los Angeles County- Harbor UCLA; Los Angeles, California

Shamsah started her initial training as nurse in Pakistan. Soon after graduation, she migrated to Los Angeles, where she completed her BSN and MSN at UCLA School of Nursing. She is currently pursuing her DNP at UCLA. Her longterm commitment lies in designing innovative, diverse and creative healthcare delivery systems along the continuum of care by mobilizing scientifically proven practices, technical expertise, policy and infrastructure development.

Tracie McCambridge, MA; The Ohio State University; Columbus, Ohio

Dually appointed between The Ohio State University's College of Medicine and the Wexner Center for the Arts, Tracie McCambridge explores ways that arts engagement can support and enhance an ecology of individual and collective resilience. She has developed programs designed to support the wellbeing of a range of communities, including military veterans, women who have been incarcerated and trafficked, families living with chronic and long-term effects of brain trauma, and medical students and healthcare professionals. Her work considers psychosocial equity within contemporary art spaces, centralizes resilience as a learnable and supportable skillset, and explores ways that community arts organizations can function as active agents of community public health and wellbeing. Tracie received her master's degree in Museum Education from the University of the Arts in Philadelphia and completed her undergraduate degree in Art and Design, emphasizing art history and with a minor in Entrepreneurial Studies, from Iowa State University.

Rebecca Miller, PhD, MHSA, RN, NE-BC; Methodist Hospital Northeast; Live Oak, Texas

Dr. Rebecca Miller is the Director of Nursing Practice at a 239-bed community hospital in South Central Texas. She has oversight of the nursing professional development areas and diabetes education. Her research areas include the nurse work environment, EBP education, and staffing models. She is specifically interested in growing the body of knowledge for the nurse leader work environment and potential relational outcomes. My clinical background stems from outpatient care to critical care at a Level II Trauma hospital and heart specialty hospital to gastroenterology. While working on her master's degrees, she worked at the National Database of Nursing Quality Indicators in various areas. She led the development and implementation of a Professional Practice Model in a 310-bed hospital, led a team to decrease falls by 15%, improved RN satisfaction in 4 of 5 subscales, decreased RN turnover by 11%, among multiple other accomplishments in her career.

Mary Etta Mills, ScD, RN, NEA-BC, FAAN; University of Maryland School of Nursing; Baltimore, Maryland

Mary Etta Mills, RN, ScD, NEA-BC, FAAN, is a Professor in the Department of Organizational Systems and Adult Health and, formerly, Associate Dean for Academic Affairs at the University of Maryland School of Nursing, and Vice President for Nursing at University of Maryland Medical Center. Research, teaching and professional activities have included extensive work nationally and internationally in the fields of health services organization, quality of care and patient safety as well as development of the field of nursing informatics. Her interdisciplinary research and training grants have focused on: (1) developing the field of nursing informatics; and, (2) advancing the field of health services administration through strategic academic-service partnerships designed to advance the preparation of hospital based nurses to achieve multi-focal preparation in leadership and clinical

education. Dissemination of this work has included over 100 peer-reviewed publications, numerous book chapters, 4 books and over 150 peer reviewed presentations and posters.

Rebecca Miltner, PhD, RN; University of Alabama at Birmingham; Birmingham, Alabama

Rebecca is an Associate Professor and Director of Educationally Focused Partnerships at the University of Alabama at Birmingham (UAB) School of Nursing. She is an Associate Editor for the Journal for Healthcare Quality.

Ronda Mintz-Binder, DNP, RN, CNE; Texas Tech University Health Sciences Center; Lubbock, Texas

Dr. Ronda Mintz-Binder has been teaching in nursing education for over 30 years and has taught in every type of nursing program and served as a Dean of Nursing for a community college program in Los Angeles for 5 years. Dr. Mintz-Binder is currently an associate professor of nursing with Texas Tech University Health Science Center, teaching in both the RN-BSN and DNP programs. Dr. Mintz-Binder is also in an academic partnership nurse scientist role with a community hospital in the DFW area. Her recent research areas include: resiliency and stress reduction of bedside nurses, the leadership abilities of DNP's, and the role of the telecommuter faculty.

Aoyjai Montgomery; University of Alabama at Birmingham; Birmingham, Alabama

Aoyjai is a Postdoctoral Fellowship at School of Nursing, University of Alabama at Birmingham (UAB), AL. She has extensive experience in conducting quantitative study in nurse burnout, work environment, patient safety, and circadian misalignment. She also has experienced with conducting cognitive throughput and psychomotor vigilance testing as well as actigraphy, and core body temperature analysis.

Elisa Morrison, MSN, APRN, FNP-BC; UT Tyler; Tyler, Texas

Elisa Morrison (MSN, Texas Tech 2014) currently practices in an East Texas charity care clinic, where she is employed by The University of Texas at Tyler as a full-time clinical preceptor for FNP students. She enjoys the best of both worlds, being able to work with both students and patients full time. She has been a Nurse Corps officer in the Navy reserve for 16 years. She deployed to NYC for COVID relief in 2020 and worked for two months as a provider on a COVID unit in a Brooklyn public hospital during the height of the pandemic. Her research interests include health disparities, mental health in primary care, and quality improvement in underserved populations. In her free time, she enjoys hiking and camping.

Heather Nelson-Brantley, PhD, RN, NEA-BC; University of Kansas School of Nursing; Kansas City, Kansas

Heather Nelson-Brantley, PhD, RN, NEA-BC, CCRN-K, is an Assistant Professor and Leadership Program Director at the University of Kansas School of Nursing. Dr. Nelson-Brantley uses implementation science, qualitative, quantitative, and mixed methods approaches to study organizational change, nursing practice environment, rural healthcare delivery, and end-of-life. She is an alumna of the NIH and V.A. co-sponsored Training Institute for Dissemination and Implementation Research in Health (TIDIRH). She has led and worked on a number of implementation science studies, including her current study to understand how to implement

advance care planning into rural primary care clinics. Dr. Nelson-Brantley developed an innovative PhD and DNP collaborative learning course on implementation research and practice. She has served as PI and co-Investigator on a wide range of research grants, including ALSN, NIH, PCORI, HRSA, and National Database of Nursing Quality Indicators, and is well published in the field of nursing leadership.

Molly Nunez, MSN, APRN, ACNP; University of California/UCI Health; Orange, California

Molly Nunez MSN, APRN, ACNP is an Advanced Practice Registered Nursing working in the role of Director of Clinical Operations for University of California, Susan Samueli Integrative Health Institute (SSIHI). As Director of Clinical Services for SSIHI, Molly is responsible for developing and implementing Integrative Health clinical operations and programs across the UCI healthcare enterprise for Integrative Health and Nursing. She represents the Institute as an active member of various UCI hospital and nursing committees. In 2020, she was appointed by the President of Medical Staff as the Chair of the Interdisciplinary Practice Counsel for UCI Health. Molly is also a co-researcher on the SSIHI NIH Funded TACT 2 Trial.

Danielle Olds, MPH, PhD, RN, CIC; University of Kansas Medical Center; Kansas City, Kansas

Dr. Danielle Olds is a Research Assistant Professor at the University of Kansas School of Nursing. Her research is focused on furthering the science of healthcare quality and patient safety. She has extensive experience working with large sets of diverse clinical, operational, and survey data to answer complex questions about nursing care delivery. She has published on safety and quality topics including opioid use, antibiotic stewardship, restraint use, pain management processes, nurse turnover, nurse work hours and adverse events, and innovations in quality improvement research methods. In addition, she teaches data science in the doctoral program and mentors undergraduate and graduate students.

Mani Paliwal, MS, MBA; Hackensack Meridian Health; Neptune, New Jersey

Mani Paliwal, MS, MBA joined Hackensack Meridian Health (HMH) in 2013 as the Biostatistician for the Institute for Evidence Based Care (IEBC). She received her MS in Statistics from Rutgers University, New Brunswick, NJ and her MBA with a concentration in Marketing and Information Technology from India. Presently, as Sr. Biostatistician for the IEBC, she provides consultation in research study design to multidisciplinary team members throughout HMH. Utilizing her statistical expertise, she reviews study proposals, provides sample size/power estimation, builds a Statistical Analysis plan (SAP), performs data analysis, and prepares statistical reports. Paliwal has provided statistical analysis for many grant-funded studies. To date, Ms. Paliwal has been published as a co-author in multiple health care journals and also for poster and podium presentations at various nursing conferences such as Association of Leadership Science in Nursing, American Organization of Nurse Leader, and the Organization of Nurse Leaders New Jersey.

Michelle Panlilio, DNP-c, GNP-BC, RN; UCLA Alzheimer's and Dementia Care Program; Los Angeles, California

Experienced geriatric nurse practitioner, currently pursuing and scheduled to graduate with a doctoral of nursing degree in June, 2021. Currently working as a nurse practitioner, Dementia Care Specialist in the UCLA Alzheimer's and Dementia Care Program.

Roberta Pawlak, PhD, RN, NEA-BC; University of Wisconsin-Madison and Edgewood College; Madison, Wisconsin

Roberta Pawlak PhD, RN, NEA-BC is Professor of Nursing at Edgewood College and a Clinical Professor at UW-Madison School of Nursing. She has over 20 years experience teaching in higher education and has held various leadership roles in academic medical centers in New York, Kansas and Wisconsin. She holds ANCC Nurse Executive Advanced Board Certification, and has served on the Board of Directors for the Association for Leadership Science in Nursing (ALSN) as well as Sigma, and currently serves on the Wisconsin Nurses Association (WNA) Public Policy Council. Roberta received a Bachelor of Science degree in Nursing from D'Youville College, Master's degree in Nursing Administration from SUNY at Buffalo and a PhD in Nursing from the University of Wisconsin-Madison with a secondary in Population Health Sciences. Her scholarship and teaching interests lie in areas of interprofessional care outcomes, leadership, and health policy.

Barbara Pinekenstein, DNP, RN-BC, CPHIMS, FAAN; University of Wisconsin-Madison; Madison, Wisconsin

Barb Pinekenstein DNP, RN-BC, CPHIMS, FAAN is a Clinical Professor at UW-Madison, School of Nursing and the Richard E. Sinaiko Professor of Health Care Leadership. Barb has over 22 years' experience as a chief nursing officer in Wisconsin and experience as a Vice President of Clinical Informatics. Barb holds two national certifications in informatics and currently serves on the Information and Technology expert panel for the American Academy of Nursing. Barb received a Bachelor of Science degree in Nursing from the University of Wisconsin-Madison; a Master Degree in Nursing from Marquette University, a DNP from Edgewood College and is a Johnson and Johnson Wharton Nurse Executive Fellow. She is certified in Myers-Briggs Type Inventory, EQi, EQi-360, Firo B leadership tools. Barb presents nationally on leadership and workforce topics.

Shea Polancich, PhD, RN; University of Alabama at Birmingham; Birmingham, Alabama

Shea is a column editor for the Journal for Healthcare Quality. She has been practicing in quality and patient safety for almost 20 years. She is currently an Associate Professor and Assistant Dean at the University of Alabama at Birmingham (UAB) School of Nursing with a primary practice at the UAB Medical Center, Birmingham, Alabama as a director specializing in nursing improvement, innovation, and analytics. Formerly, her roles included the Director for Quality and Patient Safety at Vanderbilt University Medical Center, Director of Data Analysis and Measurement at Texas Health Resources, NIH/NINR research intern, and health policy fellow at George Mason University. She has served on 2 NQF panels.

Julianne Pratt, BS; University of Maryland School of Nursing; Baltimore, Maryland

Julianne Pratt, BA, is an Academic Program Specialist in the Department of Organizational Systems and Adult Health at University of Maryland School of Nursing. Her work with the University and its hospital partners has addressed the nursing shortage in Maryland. She collaborates with program leadership to support nursing students from application through graduation. She has advanced the application of virtual office technology by utilizing multiple education and communication platforms as a bridge to informing and engaging nurses in the advancement of their education and professional knowledge as well as maximizing their learning experiences. Ms. Pratt holds a Bachelors of Arts in Government from Franklin and Marshall College, is passionate about higher education and ensuring students have access to quality professional training.

Amber Price, DNP, CNM, MSN, RN; HCA Healthcare; Nashville, Tennessee

Dr. Price received a BA in Behavioral Science from the University of Maryland, followed by a BS in Nursing from Old Dominion University. She completed a MSN and a post-Masters Certificate in Global Women's Health at The University of Cincinnati, followed by an Executive Doctorate in Nursing from The Johns Hopkins University. Dr. Price served as President of the American College of Nurse-Midwives in Virginia, and serves as a board member for the March of Dimes and Ronald McDonald House. In 2017, she won the Monarch Award for Innovation in Nursing. Dr. Price has worked in women's and children's health clinically and as an administrator for more than 30 years, and has authored numerous articles and book chapters. Dr. Price currently serves as the Chief Operating Officer for the TriStar Centennial Women's Hospital, and for the Children's Hospital at TriStar Centennial in Nashville. She was named a '2020 Woman to Watch' by Nashville Medical News.

Rosanne Raso, DNP, RN, NEA-BC, FAAN, FAONL; NewYork-Presbyterian/Weill Cornell; New York, New York

Rosanne Raso is currently the Chief Nursing Officer for the Magnet®-designated NewYork-Presbyterian's Weill Cornell campus, the #1 hospital in the New York metropolitan area and #4 in the country. Previously, she was the Chief Integration Officer for NYU Langone-Brooklyn and prior to that the Nurse Executive at Lenox Hill Hospital. As an experienced nurse executive, Rosanne is a national leader in improving the practice environment for staff, enhancing patient safety, and advancing nurse leadership. She is the Editor-in-Chief of Nursing Management, the Journal of Excellence in Nursing Leadership, a trusted resource for frontline leaders with a global circulation of 58,000. She was inducted into the American Academy of Nursing in November 2018. Dr. Raso is an adjunct assistant professor for both the New York University Rory Meyers College of Nursing and Case Western Reserve University Frances Payne Bolton School of Nursing.

Kemi Reeves, MSN, RN, GNP-BC; UCLA Health; Los Angeles, California

Kemi Reeves MSN, RN, GNP-BC graduated from Saint Mary's College in Notre Dame, IN, with a Bachelor of Science in Nursing in 2004. She worked as a Registered Nurse in various specialties, including Infectious Diseases: HIV/AIDS and Tuberculosis, Orthopedic Surgery, Telemetry, and Geriatric Intermediate Care. She graduated from UCLA in 2009 with a Master of Science in Nursing, specializing as a Gerontological Nurse Practitioner. Kemi has worked within the UCLA Division of Geriatrics as a Nurse Practitioner since 2010 and is currently working as a Dementia Care Specialist in the UCLA Alzheimer's and Dementia Care Program. Kemi lectures at UCLA's School of Nursing in

addition to serving as an Assistant Clinical Professor, mentoring students specializing in the Adult-Gerontological Nurse Practitioner Program. Kemi's areas of clinical interest include Integrating Cultural Humility into Healthcare, Dementia, Quality Improvement, Post-Acute/Skilled Nursing Facility Care, Hospice and Palliative Medicine, as well as Transitions of Care.

Staci Reynolds, PhD, RN, ACNS-BC, CCRN, CNRN, SCRN; Duke University; Durham, North Carolina

Staci is an Assistant Clinical Professor at Duke University School of Nursing (DUSON) and a Clinical Nurse Specialist at Duke University Hospital. Reynolds coordinates the Duke Advancement of Nursing, Center of Excellence (DANCE) academic-practice partnership between DUSON and Duke University Health System. She serves as the faculty lead for the DNP Quality Implementation Scholars Program.

Deborah Richardson, Ed.D, RN; Dalton State College; Dalton, Georgia

Deb Richardson began teaching nursing in 2013 as an adjunct clinical instructor after 29 years in the hospital setting and certified in Critical Care nursing. She earned her Associates of Science in nursing from Dalton Junior College, now Dalton State. Her BSN and Master's degrees were conferred by the University of West Georgia. Deb is currently an associate professor of nursing at Dalton State College where her research and service to the campus and community are focused on efforts to improve student success and promote diversity and inclusion.

Reynaldo Rivera, DNP, RN, NEA-BC, FAAN; New York Presbyterian; New York, New York

Reynaldo R. Rivera, DNP, RN, NEA-BC, FAAN is the Director of Nursing Research and Innovation at NewYork-Presbyterian. He is an Assistant Professor of Clinical Nursing, Columbia University School of Nursing and Associate Professor of Nursing at Frances Payne Bolton School of Nursing, Case Western Reserve University. He leads implementation of a wide range evidence-based practice innovations including the Academic-Practice Research Fellowship Program.

Betty Jo Rocchio, DNP, RN, CRNA, CENP; Mercy; Chesterfield, Missouri

Betty Jo Rocchio has served as Mercy's senior vice president and chief nursing officer since October 2020. Previously, she was the chief nursing optimization officer beginning in April 2018. Betty Jo joined Mercy in August 2013 as vice president of perioperative services. Prior to joining Mercy, Betty Jo held several leadership positions in the Mount Carmel Health System in Columbus, Ohio. Betty Jo holds a bachelor's degree in nursing and an associate in business administration from the Franciscan University of Steubenville. She started her career as a nurse in the intensive care unit; returned to school to become a certified registered nurse anesthetist and at the same time earned her master's degree in health sciences at LaRoche College. Betty Jo holds certification in executive nurse practice from American Organization for Nursing Leadership. Most currently, she obtained a doctor in nursing practice in the nurse executive track at The Ohio State University.

Emily Rubin, RN; University of Washington

Emily leverages her background as a frontline clinician to support healthcare organizations implement innovative technologies to optimize clinical performance and improve patient outcomes.

Tatiana Sadak, Ph.D., PMHNP, RN, FAAN; University of Washington; Seattle, Washington

Dr. Sadak is a Director of Graduate Education at the University of Washington School of Nursing. She is a Ph.D. prepared, Certified Psychiatric Mental Health Nurse Practitioner specializing in Geriatric Psychiatry and Neurodegenerative Disorders. Her research and scholarship focus on informing health care delivery for patients living with dementia and their care partners by generating evidence, creating measurement tools, and developing interventions aimed to support clinicians and families working together to prevent avoidable health crises and enable care partners to manage the health of their care recipients without sacrificing their health and wellness. This work has been recognized with Tatiana's selection as a fellow of the American Academy of Nursing and the Gerontological Society of America. Dr. Sadak received awards as a Distinguished Educator in Gerontological Nursing, Distinguished nurse educator, a Top doctor/nurse practitioner in psychiatry, and was recognized for a distinguished single research manuscript addressing Geriatric/Gerontological Nursing.

Michelle Santizo, MSN, PHN, RN; UCLA Health; Los Angeles, California

Michelle Santizo MSN, PHN, RN graduated with a Master of Science degree at the University of California, Los Angeles (UCLA) in 2014. Michelle completed her nursing residency in Georgetown, Washington, DC where she began her career as a Hem/Onc nurse and expanded her advocacy work with the Oncology Nursing Society working closely with leaders on Capitol Hill. After 2 years in Washington, DC Michelle relocated to Los Angeles to work at UCLA Health. Since at UCLA Health, she continues to be involved with advocacy at the local and national level. Michelle is an active UNICEF volunteer and a dedicated street medicine nurse working closely with homeless and marginalized individuals on skid row and high need cities. Michelle has a true passion to social justice in health care and overall wellbeing of all humankind, which then led her to the work of founding of the Equity, Diversity, and Inclusive (EDI) council at UCLA Health.

Ann Schlotzhauer; University of Central Florida; Orlando, Florida

Ann Schlotzhauer is a Presidential Doctoral Fellow at the University of Central Florida, studying Industrial and Organizational Psychology. She is a graduate of the University of Tulsa, where she majored in Psychology, English, and Spanish. Schlotzhauer's research interests include leadership, precarious work, and diversity and the effects of gender stereotypes in the workplace. Her Master's thesis focused on the intersection of gender stereotypes and supportive supervision.

Will Schulz, PhD; Walden University; Minneapolis, Minnesota

Dr. William C. Schulz is an award-winning scholar from the University of Georgia, in the fields of Strategic Management, Leadership and Entrepreneurship, and is currently the Director of Academic Outcomes Research at Walden University. In that capacity, Dr. Schulz is working with academic leaders and colleagues to conduct research and improve practices aimed at facilitating more person-centered learning relationships in the classroom that support inclusive teaching and learning, particularly in an online setting.

Rose O. Sherman, EdD, RN, NEA-BC, FAAN; Christine E Lynn College of Nursing, Florida Atlantic University; Palm Beach Gardens, Florida

Rose O. Sherman, EdD, RN, NEA-BC, FAAN is nationally known for her work in helping current and future nurse leaders to develop their leadership and coaching skills. Rose is an emeritus professor at the Christine E. Lynn College of Nursing at Florida Atlantic University and currently serves as a faculty member in the Marian K Shaughnessy Nursing Leadership Academy at Case Western Reserve University. Before becoming a faculty member, she was a nurse leader with the Department of Veterans Affairs for 25 years at five medical centers. Rose edits a popular leadership blog www.emergingnleader.com that is read by thousands of nurse leaders each week and is Editor in Chief of *Nurse Leader*, the official journal of the American Organization of Nurse Executives. She is a Gallup certified strengths coach and author of the books, *The Nurse Leader Coach: Become the Boss No One Wants to Leave* and a new book, *The Nuts and Bolts of Nursing Leadership: Your Toolkit for Success*. She presents nationally on nursing leadership topics and conducts nurse leader coach workshops for frontline nurse leaders. Rose is a Fellow in the American Academy of Nursing and is an alumnus of the Robert Wood Johnson Executive Nurse Fellowship Program. In 2020, she was selected by the American Association of Critical Care Nurses for their Pioneering Spirit Award in recognition of her groundbreaking work in nurse leader development.

Maria Shirey, PhD, MBA, RN, NEA-BC, ANEF, FACHE, FNAP, FAAN; UAB School of Nursing; Birmingham, Alabama

Dr. Maria R. Shirey is the Jane H. Brock Florence Nightingale Endowed Professor in Nursing and Associate Dean for Clinical and Global Partnerships at The University of Alabama at Birmingham School of Nursing. As Associate Dean, she is the senior executive responsible for the service component of the school's tri-partite mission of academics, research, and practice. Dr. Shirey, a tenured professor, teaches and mentors students in both the PhD and DNP programs focusing on executive leadership, health policy, and scientific dissemination. Since joining UAB in 2013, Dr. Shirey's funded portfolio has extended to include leadership for population health through testing of innovative interprofessional collaborative practice models that impact Quadruple Aim outcomes. In her role at the UAB School of Nursing, Dr. Shirey actively engaged in the robust academic-practice partnership with UAB Hospital and Health System.

Todd B. Smith, PhD, MBA, MSHA, RN, NEA-BC; University of Alabama; Tuscaloosa, Alabama

In addition to earning his MSHA, MBA, and BSN, Dr. Smith holds a PhD in Health Services Administration from The University of Alabama at Birmingham (UAB). Prior to beginning his career at the University of Alabama, Dr. Smith worked as a health care administrator for more than 15 years and served in a number of administrative leadership positions, mostly within UAB's School of Medicine. In his last position at UAB, Dr. Smith was the administrative director for the UAB Montgomery-Selma Regional Medical Campus, which included numerous residency programs and clinics, as well as a complement of 3rd and 4th year medical students.

Yvonne Smith, PhD, APRN-CNS; Kent State University; Kent, Ohio

Yvonne Smith, PhD, APRN-CNS; Baldwin Wallace University; Berea, Ohio

Dr. Smith has extensive experience in nursing education, accreditation, and regulation. In her current position, she teaches management and health policy courses and coordinates the Nursing Administration and Health System Leadership concentration and the Dual MSN/MBA Degree program at Kent State University. Dr. Smith conducts research on nurses' roles in academic and health care institutions, serving as the primary investigator in funded research examining the role of nurses serving on governing boards. Dr. Smith has served in a number of leadership roles that influence organizational, state, and national policy, including Assistant Dean at Kent State and as President of the Ohio Board of Nursing. Active in a number of professional nursing associations, she has held volunteer leadership positions in state and national organizations and serves as a site evaluator for the Commission on Collegiate Nursing Education accreditation.

Kevin Sowers, MSN, RN, FAAN; President of the Johns Hopkins Health System; Executive Vice President of Johns Hopkins Medicine; Baltimore, Maryland

Kevin is president of the Johns Hopkins Health System and executive vice president of Johns Hopkins Medicine. As the second person in Johns Hopkins history to hold these dual roles, Mr. Sowers oversees the health system's six hospitals – The Johns Hopkins Hospital, Johns Hopkins Bayview Medical Center, Howard County General Hospital, Suburban Hospital, Sibley Memorial Hospital and Johns Hopkins All Children's Hospital – and sets strategies that advance our mission to deliver outstanding care, train the next generation of leaders and advance research and discovery. He also serves as chair of Johns Hopkins Community Physicians, which has more than 40 primary and specialty care outpatient sites throughout Maryland and the Washington, D.C., area. Mr. Sowers came to Johns Hopkins Medicine after 32 years with the Duke University Health System, the last eight as president and CEO of Duke University Hospital. He earned his bachelor of science degree from Capital University School of Nursing and a master of science degree from Duke University School of Nursing. He is an American Academy of Nursing fellow and has collaborated on numerous research efforts as well as consulted internationally. He has published extensively and speaks nationally and abroad on issues such as leadership, organizational change, mentorship and cancer care.

Rachel Stangland, MSN, RN, CNOR; Schneck Medical Center; Seymour, Indiana

Rachel Stangland is an experienced nurse leader at Schneck Medical Center in Seymour, IN. Rachel has a Master of Science in Nursing and is a Certified Operating Room Nurse. She has more than 10 years of healthcare experience spanning professional practice, education, leadership, and project management. Resiliency is key topic of interest in clinical practice particularly in light of the global COVID-19 Pandemic. Rachel became interested in exploring this topic as a key to improving staff morale, retention, and engagement.

Joan Stanley, PhD; Chief Academic Officer, American Association of Colleges of Nursing; Washington, DC

Dr. Stanley is Chief Academic Officer at the American Association of Colleges of Nursing (AACN). During her 30-year tenure at AACN she has served as AACN's lead on numerous nursing education initiatives, including the recent re-envisioning of the AACN Essentials. Dr. Stanley has provided leadership for the development of the current and past Essentials, which delineate the curricular expectations for baccalaureate, master's and DNP education. She has led the development of major

position statements on a variety of issues, including the Research-Focused Doctorate, the development of the DNP degree, and the creation of a new master's prepared clinician - Clinical Nurse Leader. Dr. Stanley serves as the project investigator on the CDC-AACN Academic Partnerships to Improve Health (APIH) cooperative agreement. Since their inception, she has facilitated the multiorganizational work of the APRN LACE Network and the National Task Force for Quality NP Education. She has numerous publications. Her book, *Advanced Practice Nursing Emphasizing Common Roles*, Edition 3 received the ANA Book of the Year Award. She held a faculty position, 1977-1982, in the Adult Primary Care NP Program at the University of Maryland and maintained an adult primary care practice from 1973-2018 at the University of Maryland Health System. Dr. Stanley received her BSN from Duke University, an MS in Nursing from the University of Maryland at Baltimore, and a PhD in Higher Education Policy and Organization from the University of Maryland at College Park.

Linsey Steege, PhD; University of Wisconsin - Madison; Madison, Wisconsin

Dr. Linsey Steege is an Associate Professor and the Mary W. and Carl E. Gulbrandsen Chair in Health Informatics & Systems Innovation in the School of Nursing at the University of Wisconsin-Madison. Her research aims to improve health, safety, and performance of health professionals in the context of their work system, and by doing so, to enhance healthcare quality. In pursuit of this goal, Dr. Steege leads an interdisciplinary research team studying human factors and ergonomics in healthcare systems; measuring and modeling stress, fatigue, workflow, and performance of health professionals; and improving technology design and integration into healthcare systems. She is also interested in the design and implementation of systems-based interventions to improve health professionals' communication, teamwork, and decision-making processes to improve patient outcomes and quality across healthcare settings. Dr. Steege is internationally recognized for her research on nurse fatigue and has over 75 peer-reviewed publications.

Debra Sullivan, PhD, MSN, RN, CNE, COI; Walden University; Minneapolis, Minnesota

Senior Core Faculty, Masters Program, College of Nursing, Walden University

Wanda Thruston, DNP, APRN, RN; Indiana University School of Nursing; Indianapolis, Indiana

Dr. Wanda Thruston, a Clinical Assistant Professor, holds a joint appointment as the Special Assistant to the Dean for Diversity, Equity, and Inclusion for the School of Nursing and the Director of the Center for Research on Inclusion and Social Policy for the Public Policy Institute both of Indiana University in Indianapolis, Indiana. As a clinician, she worked as a public health administrator, nurse practitioner, and advocate for children, adolescents, and young adults, especially those of color who have experienced trauma. She worked in a nurse-practitioner clinic for the underserved, opened school-based health clinics, founded a multi-site school-based program for expecting and parenting high school students, and served over a decade as an elected public school board member. Currently, as a nurse educator, her teaching, research and service focus area is on dismantling racism in health and education through teaching, evidence-based program development, implementation, evaluation, and research.

Todd Tussing, DNP, RN, CENP, NEA-BC; The Ohio State University College of Nursing; Columbus, Ohio

Todd E. Tussing, DNP, RN, CENP, NEA-BC is Assistant Professor of Clinical Nursing for the College of Nursing at The Ohio State University. He has over 34 years of nursing experience of which 30+ years have been in some type of leadership role. Dr. Tussing began his nursing career as a staff nurse in various intensive care units with experience in caring for critically ill medical and surgical patients. Dr. Tussing began his leadership career as charge nurse progressing to nursing supervisor, nurse manager, director of nursing and administrative director of nursing. Additionally, he has been actively involved in educating nurses. He has taught in pre-licensure programs, RN to BSN completion programs, masters, and doctoral programs. A diploma in nursing graduate, he furthered his education by completing his BSN, Master of Science and Doctor of Nursing Practice degrees. He is currently dual certified as a nurse executive.

Sonia Udod, PhD, RN; University of Manitoba; Winnipeg, Manitoba, Canada

Dr. Udod is passionate about enhancing nurse leader capacity in the workplace, and has a passion for teaching students to be effective leaders. In the LEADS Outcomes Research, Dr. Udod works collaboratively with intra- and interdisciplinary teams to conduct research focusing on building nurse leader capacity. Her teaching expertise includes leadership and management, research methods, advanced qualitative methods, and has taught in undergraduate and graduate level nursing courses using various teaching modalities.

Lynn Varagona, PhD, RN, PMHCNS-BC; Kennesaw State University; Kennesaw, Georgia

Dr. Varagona is an Associate Professor of Nursing at Kennesaw State University, a Board-Certified Psychiatric-Mental Health Clinical Nurse Specialist, and a licensed Psychologist. She holds a PhD in Community/Organizational Psychology from Georgia State University, a Master of Science in Nursing from Yale University, an MBA with a concentration in Management of Healthcare from Emory University, and a Bachelor of Science in Nursing from the University of Florida. Her research program involves measuring a novel component of nursing unit practice environments believed to impact inpatient outcomes. Namely, team virtuousness an antecedent to perceived team trustworthiness. Dr. Varagona developed an instrument to capture the structure of work team virtuousness. She and Dr. Ballard validated the measurement tool with 1,402 hospital nursing unit staff. Preliminary data show the team virtuousness instrument has a significant, positive, moderate relationship with staff engagement. The author has no conflict of interest to disclose.

Karen Wambach, Ph.D., RN, IBCLC, FILCA, FAAN; University of Kansas Medical Center; Kansas City, Kansas

Dr. Karen Wambach, a research mentor to Dr. Miller, recently retired from the University of Kansas School of Nursing after 28 years of teaching, research, and leadership. Dr. Wambach's research program focused on breastfeeding promotion, education, and support. Her research was funded through the National Institutes of Health; the KUMC Research Institute, Frontiers and Endowment Association, and KU SoN Office of Grants and Research. Her early research focused on describing childbearing women's breastfeeding experiences to identify factors leading to premature breastfeeding cessation. Her research ultimately shifted to intervening to promote and support breastfeeding among adolescent mothers. She designed, led, and disseminated results of the first U.S.

randomized trial of breastfeeding education/support for adolescent mothers (NIH-R01 NR07773). Over the last several years her interprofessional research collaboration has focused on multibehavioral interventions to educate and support pregnant and parenting adolescent mothers in breastfeeding, healthy eating/active living, and depression prevention (NIH-5R21HD088913).

Andrea Warner Stidham, PhD; Kent State University; Kent, Ohio

Dr. Warner-Stidham has extensive experience in nursing education and online methods of teaching. She currently teaches online in the Psychiatric Mental Health Nurse Practitioner program at Kent State University. Her areas of research include posttraumatic growth in vulnerable populations and factors related to online teaching effectiveness among nurse faculty. Dr. Warner-Stidham is active in various professional organizations and is currently the President of the Ohio Chapter of the American Psychiatric Nurses Association. Additionally, Dr. Warner-Stidham is the Associate Editor of the Online Journal of Issues in Nursing (OJIN), the scholarly publication of the American Nurses Association.

Nora Warshawsky, PhD, RN, NEA-BC, FAAN; University of Central Florida; Orlando, Florida

Nora Warshawsky, PhD, RN, CNE, NEA-BC, FAAN is a Professor and the Director of the MSN Leadership & Management and Executive Nursing DNP programs at the University of Central Florida. Dr. Warshawsky is transforming nursing leadership through research, education, and service. Through her research, she is determining the relationships among nurse managers' job design, role preparation, the organizational context, and outcomes of nurse managers' practice. Her work is widely disseminated through numerous publications and presentations. She has coached many nurse leaders in the development and implementation of evidence-based leadership strategies to create professional nursing practice environments. She is Past-President of the Association for Leadership Science in Nursing, member of the American Nurses Credentialing Center's Commission on Pathway to Excellence and Associate Editor of Nursing Administration Quarterly.

Eugene Waterval, PhD, RN, NE-BC; Orlando Health Orlando Regional Medical Center; Orlando, Florida

Eugene Waterval is the Magnet Program Director at Orlando Regional Medical Center, part of Orlando Health. He holds a bachelor degree in nursing from Chamberlain College of Nursing, a master and a PhD in nursing from the University of Central Florida. Research interest is nursing workload and patient outcomes. Prior positions within Orlando Health include clinical unit educator and corporate nursing program manager for Magnet® and special nursing projects. He managed the Magnet accreditation process for two consecutive designations and is currently working on the third Magnet document submission. Among his publications are "Two hours of teamwork training improves teamwork in simulated cardiopulmonary arrest events", "A case study of a managers' workshop," and "Designing a process for simulation-based annual nurse competency assessment.." Besides the principles of Magnet, excellence, his passion includes nursing leadership and preceptor development.

Susan Weaver, PhD, RN, CRNI, NEA-BC; Hackensack Meridian Health; Neptune, New Jersey

Sue Weaver's advocacy for administrative supervisors emanated from her program of research on this role. The genesis for her research has been her 25 years of experience as an administrative supervisor which continues to inform her research. In a funded nationwide study Dr. Weaver began the investigation of the administrative supervisor role, the nurse leader on the evening, night, and weekend shifts in hospitals, and their impact on nurse and patient outcomes. Since then, she has conducted regional and national research studies further exploring and describing the administrative supervisor role and their organizational impact. Recognizing from her research that administrative supervisors lacked role specific education, Dr. Weaver was the founder of the annual Administrative Supervisor conference, which has evolved since 2017 from a local to a multi-state conference. Sue is a Nurse Scientist at the Hackensack Meridian Health and New Jersey Collaborating Center for Nursing.

Holly Wei, PhD, RN, NEA-BC; University of Louisville; Louisville, Kentucky

Dr. Holly Wei is a Professor and an Assistant Dean of the Ph.D. Program at the University of Louisville School of Nursing. Her overarching research focus is healthcare system and care delivery, including organizational culture, leadership, clinician wellbeing, and patient care quality. She has developed a self-care ENERGY Model and a Caring Science-based resilience-building model to improve clinicians' wellbeing. The ENERGY model has already been put into use in a US health system. Dr. Wei has also researched the prevalence of nurse stress and burnout and examined the relationships between nurse stress, burnout, and an epigenetic biomarker telomere length. Wei has written a leadership textbook, *Nurse-Led Visionary Leadership in Healthcare: Excellence in Practice, Policy, and Ethics*, by Sigma Theta Tau International. She has about 50 peer-reviewed publications and 560 scholarly citations since 2015. Dr. Wei is a recognized expert in nurse work environments and wellbeing globally.

Teresa D. Welch, EdD, MSN, RN, NEA-BC; The University of Alabama; Tuscaloosa, Alabama

Dr. Welch received her Doctorate of Education in Instructional Leadership in May of 2016, her Master of Nursing degree specializing in Case Management in 2014, and her BSN in 1987. Prior to transitioning to academia in January 2016, Dr. Welch spent twenty-nine years in the acute care setting specializing in adult critical care nursing and nursing leadership. She was an innovative leader whose units consistently exceeded quality and productivity standards in the organization. Dr. Welch holds an ANCC Advanced Board certification as Nurse Executive. Her current research interests lie in leadership competency development and fiscal resource management in healthcare. She has presented her research findings to international audiences and is currently involved in research aimed at understanding the education gap between nursing and healthcare finance.

Kathleen White, PhD, RN, NEA-BC, FAAN; Johns Hopkins University; Ellicott City, Maryland

Kathleen White is a Professor at the Johns Hopkins School of Nursing. She maintains a joint appointment at the Hopkins Carey Business School and as Adjunct Faculty at the Hopkins School of Education as part of the SOE interprofessional team that supports the Master's in Education for Health Professionals. Dr. White is an original member of the collaborative SON/JHH team that developed the widely published, award-winning Johns Hopkins Nursing Evidence-based Practice

Model and Guidelines. Dr. White served as a senior adviser to the Center for Health Workforce Analysis, the Division of Nursing, and the Office of Performance Management in the Bureau of Health Professions at the Health Resources and Services Administration from 2010-2013. She has held numerous practice leadership roles, most notably as the Inaugural Chairperson of the Maryland Patient Safety Center Board of Directors and is currently the Chair-Elect of Johns Hopkins Howard County General Hospital Board of Trustees.

Connie White-Williams, PhD, RN, NE-BC, FNAP, FAAN; UAB Hospital; Birmingham, Alabama

Dr. White-Williams is the Senior Director of Nursing for the Center for Nursing Excellence at UAB Hospital and the Heart Failure Transitional Care Services for Adults (HRTSA) Clinic at UAB Hospital. This clinic is a nurse-led interprofessional clinic that cares for patients with heart failure who are underserved. She is also an Associate Professor at UABSON in the Department of Acute, Chronic, and Continuing Care. Drs. White-Williams and Shirey collaborate as Academic-Practice partners.

Jessica Wilson, PhD, APRN; UK College of Nursing; Lexington, Kentucky

Dr. Jessica L. Wilson is Director of Professional Development, Coordinator of Online Innovation and the RN to BSN Program & Assistant Clinical Professor, University of Kentucky College of Nursing.

Deborah Witherspoon, PhD, RN, CNE; Walden University; Minneapolis, Minnesota
Senior Core Faculty, Master's Program, College of Nursing Walden University

Linda Yoder, PhD, MBA, RN, FAAN; University of Texas at Austin School of Nursing; Driftwood, Texas

Dr. Linda H. Yoder is a professor at the University of Texas at Austin School of Nursing. She has been a nurse for over 40 years serving in roles ranging from staff nurse to chief nurse executive. She teaches graduate courses that focus on health services such as quality and safety, management of complex healthcare systems, project planning, and healthcare finance. Some of her research focuses on the nursing practice environment and changes needed to support improved working conditions.

George Zangaro, PhD, RN, FAAN; AACN; Washington, DC

Chief Policy and Scientific Officer American Association of Colleges of Nursing

Carli Zegers, PhD, APRN, FNP-BC; University of Kansas School of Nursing; Kansas City, Kansas

Carli Zegers, PhD, APRN, FNP-BC, is an Assistant Professor at the University of Kansas School of Nursing, and a nurse practitioner in the Emergency Department at Truman Medical Center. Dr. Zegers obtained her PhD and FNP from the University of Nebraska Medical Center with an emphasis on health literacy, self-management strategies, and underserved populations. Previously, Dr. Zegers was the principal investigator of the KC HealthTracks grant through the Office of Minority Health focused on developing a pipeline program for high school students from underrepresented and underserved backgrounds into healthcare professions. Dr. Zegers serves on multiple national boards focusing on diversity, health policy, and health communication. She is an AAN and Jonas Foundation Policy Scholar and most recently, awarded the ANF and UnitedHealth Group Jeannine Rivet National Leadership Award. Dr. Zegers is committed to improving the health of underserved and diverse populations and communities through practice, research, health policy, and leadership.

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