



Nursing is STEM

COALITION

Student and Exchange Visitor Program (SEVP)
U.S. Immigration and Customs Enforcement
500 12th Street SW, Stop 5600,
Washington, DC 20536–5600

Attention: STEM CIP Code Nomination

Dear Policymakers at SEVP,

On behalf of the members of the Nursing is STEM Coalition, a diverse network of prominent universities, esteemed nursing leaders, professional organizations, and dedicated nursing educators, we are advocating for the inclusion of Nursing, principally those found under the CIP Codes 51.38XX as a STEM designated field on the Department of Homeland Security (DHS) STEM Designated Program List. Specifically, our analysis enclosed focuses on the merits of 51.3801 Registered Nursing/Registered Nurse, the primary CIP code for Registered Nurses, though we would recommend inclusion of related 51.38XX codes such as 51.3805 Family Practice Nursing/Nurse and 51.3808 Nursing Science.

Over the past decade, the profession of nursing has continued to drastically change. The way in which nurses provide care has evolved from hospital-based care and expanded into all facets of society. What was once thought of as a technical job has evolved into a rich profession with its own body of research, innovation, and evidence-based practice. As our world becomes increasingly complex with the emergence of new technologies in healthcare, nurses play an integral role in the design and implementation of these technologies to promote health and wellbeing. Modern nursing education programs prepare graduates with the skills to address health issues with innovation and research, work in virtual spaces, and continually reinvent themselves to problem-solve across dynamic health environments.

We respectfully urge the Department of Homeland Security to include nursing as a STEM-designated degree within the Student Exchange Visitor Program to accurately depict the complex work and contributions of nurses to the advancement of science, technology, and healthcare.

The following petition outlines how nursing integrates science, technology, engineering, and mathematics (STEM) and how it aligns with the Department of Homeland Security definition of a STEM field, one that “engages students in research, innovation or development of new technologies using engineering, mathematics, computer science or natural sciences, including physical, biological, and agricultural sciences”.¹

Thank you for your time and consideration. We look forward to the opportunity to further discuss the transformative impact of this designation on the global nursing community.

Sincerely,

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¹ Department of Homeland Security (DHS) STEM Designated Program List. Retrieved from:
<https://www.ice.gov/sites/default/files/documents/stem-list.pdf>

Introduction:

The perception that nurses exclusively deliver direct patient care is an outdated, inaccurate representation of their broad knowledge base and professional skill sets. Nurses are leaders in healthcare innovation and are increasingly present on interdisciplinary teams with computer scientists, biomedical engineers, and mathematicians. They are scientists, educators, policymakers/experts, researchers, ethicists, statisticians, system analysts, technological innovators, informaticists, and population health leaders.

Designating nursing as a STEM field would recognize rigorous academic preparation and innovation of nurse graduates and foster the growth of a more diverse academic discipline. STEM designation will help the field unlock third-party funding for STEM scholarships for students and grants for institutions to support greater racial and gender diversity. Notably, the American Association of Colleges of Nursing recently reported that for the first time in 20 years, enrollment in entry-level baccalaureate programs has declined.² This designation would amplify opportunities for students to engage in cutting-edge healthcare education and research, fostering cross-cultural collaboration and global advancements in healthcare. It will correct a continuing institutionalized bias that unfairly designates a female-driven skilled sciences profession as not requiring the math and sciences rigor of male-dominated fields.

Nursing integration of Science, Technology, Engineering, and Mathematics:

The American Association of Colleges of Nurses (AACN) recently adopted an updated *Essentials* series that provides “the educational framework for the preparation of nurses at four-year colleges and universities” (AACN, 2021)³. These updated *Essentials* articulate core educational competencies and required learning outcomes for our modern day, professional nursing workforce. Threaded throughout the nursing *Essentials* is a strong foundation of STEM topics. Several nursing prerequisite courses (see an example in Appendix A) are from STEM fields such as chemistry, biochemistry, physiology, and microbiology. The professional nursing curriculum is deeply aligned with the goal of STEM education, emphasizing collaborative and creative problem solving to promote the health and wellbeing of individuals, communities, and our planet. The following outline describes just a few examples of how STEM principles are engrained at the core of a nursing education:

Science:

Nursing education encompasses its own scientific discipline, Nursing Science, which focuses on evidence-based practice, nursing theories, and research methodologies. Nurses learn to critically appraise research findings and apply scientific evidence to promote and improve

² American Association of Colleges of Nursing (2022). New Data Show Enrollment Declines in Schools of Nursing, Raising Concerns About the Nation’s Nursing Workforce. Retrieved from:

[https://www.aacnnursing.org/news-data/all-news/new-data-show-enrollment-declines-in-schools-of-nursing-raising-concerns-about-the-nations-nursing-workforce#:~:text=Data%20from%20AACN's%20Fall%202022,\(see%20trend%20chart%20below\).](https://www.aacnnursing.org/news-data/all-news/new-data-show-enrollment-declines-in-schools-of-nursing-raising-concerns-about-the-nations-nursing-workforce#:~:text=Data%20from%20AACN's%20Fall%202022,(see%20trend%20chart%20below).)

³ American Association of Colleges of Nursing (2021). AACN Essentials. Retrieved from: <https://www.aacnnursing.org/essentials>

patient outcomes. The following outlines additional fields of science standardized within nursing education:

- **Biological Sciences:** Nursing education programs require understanding of anatomy, physiology, and microbiology; essential for nurses to comprehend how the human body functions and responds to illness or injury. This knowledge helps nurses assess patients, interpret symptoms, and plan appropriate care. ⁴
- **Chemistry:** Knowledge of chemistry is necessary for understanding medication administration, including drug interactions, chemical compositions of medications, pharmacodynamics, and pharmacokinetics. Nurses need to comprehend the chemical properties of substances they handle and administer to ensure patient safety. Educational coursework in General Chemistry, Organic Chemistry, Biochemistry, and Pharmacology are critical within nursing education.⁵
- **Physics:** Physics principles are applied when understanding mechanical ventilation, monitoring medical equipment, and patient positioning to prevent complications such as pressure ulcers or musculoskeletal injury. Concepts such as gravity, force, and pressure are essential to provide safe patient care.
- **Physiology:** Nurses assess patient hemodynamic status and fluid and electrolyte balance along with patient ventilation using critical care monitoring.
- **Psychological Sciences:** Nursing education incorporates psychology to understand human behavior and therapeutic communication. This requisite knowledge aids a nurse's ability to provide holistic care, addressing not just physical but psychological needs.⁶
- **Social Sciences:** Understanding sociology and anthropology helps nurses recognize the influence of culture, socioeconomic status, and societal factors on health beliefs and practices. The knowledge promotes nurses providing health promotion and culturally competent care.
- **Health Sciences:** Nursing education includes courses in public health, epidemiology, and biostatistics to prepare nurses for roles in health promotion across the lifespan, disease prevention, and population health management. In the face of increased climatory phenomena, nursing education and practice are increasingly engaging with environmental science to understand better and mitigate health impacts of climate change. ^{7,8}

⁴ Knutstad, U., et. al (2021). Teaching bioscience to nursing students-What works? *Nursing Open*, 8(2): 990-996. Retrieved from:

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7877148/#:~:text=Bioscience%20is%20a%20subject%20that,constitute%20the%20foundation%20of%20nursing.>

⁵ Brown, E., et. al (2012). A Bridge between Two Cultures: Uncovering the Chemistry Concepts Relevant to the Nursing Clinical Practice *Journal of Chemical Education*. Retrieved from:

http://www.wccta.org/sites/default/files/wccta_2016/GOB_and_Nursing_Topics.pdf.

⁶ Davies, N. (2021). The psychology of nursing. *Independent Nurse*. Retrieved from:

<https://www.independentnurse.co.uk/content/professional/the-psychology-of-nursing/>

⁷ McDermott-Levy, R., Murphy, K., Leffers, J., Cantu, A. *Environmental Health in Nursing, 2nd Edition*. Retrieved from: <http://envirn.org/e-textbook/>. 2022.

⁸ Portela Dos Santos, O., Melly, P., Joost, S., & Verloo, H. Climate Change, Environmental Health, and Challenges for Nursing Discipline. *Int J Environ Res Public Health*. 2023; 20(9): 5682. Doi: 10.3390/ijerph20095682

- **Nutritional Science:** Nursing students learn about nutrition and its role on the body. Understanding nutritional principles help nurses assess dietary intake, identify nutritional deficiencies, and provide appropriate nutritional education. Nurses learn age-specific nutritional requirements, such as breastfeeding guidelines for newborns, nutritional needs during pregnancy, and dietary considerations for older adults. Nurses learn about nutrition-related diseases such as diabetes, cardiovascular disease, and obesity, as well as the role of nutrition in wound healing, immune function, and recovery from illness or surgery. ⁹

Technology:

Technology plays a significant role in nursing education, enhancing teaching methods, facilitating learning experiences, and preparing nurses for the increasingly technology-driven healthcare environment. Examples of technology utilization in nursing education:

- **Simulation:** Nursing education today “can no longer afford to consider simulation as merely an ‘add-on’. Simulation today includes role play, standardized patients, virtual simulation, and computerized mannequins...simulation allows students to learn skills, develop clinical reasoning abilities, and to become competent in caring for patients/families in a safe environment”¹⁰. High-fidelity mannequins mimic physiological responses and allow students to practice clinical skills, critical thinking, and decision making without risking patient safety. Simulation also serves as a safe and highly realistic method for testing clinical innovations created by collaborative teams of nursing students, biomedical engineers, software engineers, or computer scientists.
- **Virtual Reality (VR) and Augmented Reality (AR):** VR and AR offer immersive learning experiences for nursing students. They simulate clinical environments, procedures, and patient interactions, allowing students to practice skills and gain confidence.
- **Electronic Health Records (EHRs):** Nursing students learn to navigate EHR systems, integral to modern healthcare practice. Training in EHRs familiarizes students with documentation processes and patient data management, preparing them for clinical practice in settings where EHRs are used.
- **Telehealth and Telemedicine:** With growing emphasis on telehealth services, nursing education includes training in telehealth technology and remote patient monitoring. Students learn to conduct virtual assessments, communicate with patients remotely, and utilize telehealth for healthcare delivery.
- **Innovations in Healthcare Technology:** Nurses play an active role in the development and integration of healthcare technology. Development of technologies such as wearable health devices and digital health apps help ensure patient safety and

⁹ National Library of Medicine (n.d.) Chapter 14: Nutrition. Nursing Fundamentals. Retrieved from: <https://www.ncbi.nlm.nih.gov/books/NBK591829/>

¹⁰ Aebersold, M. (2018). Simulation-Based Learning: No Longer a Novelty in Undergraduate Education. The Online Journal of Issues in Nursing, A Scholarly Journal of the American Nurses Association. Retrieved from: <https://ojin.nursingworld.org/table-of-contents/volume-23-2018/number-2-may-2018/articles-on-previously-published-topics/simulation-based-learning-undergraduate-education/>

monitoring. Nurse scientists are leveraging technology to conduct research and design interventions to meet community needs. ¹¹

- **Informatics:** Nursing informatics is a specialized field within nursing that focuses on integrating nursing science with information management and analytical sciences to identify, define, manage, and communicate data, information, knowledge, and wisdom in nursing practice. Technology plays a crucial role in nursing informatics, enabling nurses to effectively manage and utilize healthcare information to improve patient care outcomes. ¹²

Engineering:

Emerging areas exist where engineering principles intersect within nursing practice and education. Examples include:

- **Biomedical Engineering:** Biomedical engineering focuses on the application of engineering principles to healthcare and nursing. Nursing students benefit from learning about medical device use and design and biomedical imaging. This knowledge helps nurses utilize medical equipment, interpret imaging results, and collaborate with biomedical engineers to improve patient care.
- **Healthcare Technology Management:** Healthcare technology management involves the maintenance, repair, and management of medical equipment and technology systems within healthcare settings. Nursing education includes coursework on healthcare technology use, troubleshooting, and safety elements.
- **Systems Thinking and Process Improvement:** Nursing students learn principles including system thinking and process improvement to analyze complex healthcare systems, identify areas for improvement, and implement evidence-based interventions. These skills facilitate quality improvement to enhance patient safety, reduce healthcare costs, and optimize healthcare workflows.

Mathematics:

Mathematics is at the core of safe medication administration, data analysis, and decision-making to improve patient outcomes. Nurses utilize mathematical models to analyze health data, predict health trends, and evaluate the effectiveness of interventions. Examples include:

- **Medication Dosage Calculations:** Nurses must accurately calculate safe medication dosages based on patient weight, age, and other factors. This involves arithmetic and the application of ratios and proportions. This also includes understanding metric and household conversions. Nursing education programs require students to demonstrate proficiency in medication calculation exams to progress in their education.
- **Intravenous (IV) Fluid Administration:** Nurses calculate IV fluid administration rates based upon a patient's condition, fluid resuscitation needs, and prescribed infusion rates. This requires understanding volume calculations and time-based calculations.

¹¹ Chicas, R., Xiuhtecutli, N., Elon, L., et. Al. Cooling Interventions Among Agricultural Workers: A Pilot Study. *Workplace Health Saf.* 2021; 69(7): 315-322. Doi: 10.1177/2165079920976524

¹² O'Connor, S. & LaRue, E. (2021). Integrating informatics into undergraduate nursing education: A case study using a spiral learning approach. *Nursing Education in Practice*. Retrieved from: <https://www.sciencedirect.com/science/article/abs/pii/S1471595320310209>

- **Concepts in pharmacology:** Having a strong grasp of pharmacokinetics is fundamental to safe medication administration. The algebraic concept of exponential decay is essential for understanding a drug's half-life as it is eliminated from the body. Exponential decay is necessary for understanding time intervals for dosing medications based on plasma concentration.
- **Patient monitoring:** Nurses monitor and collect numerical data. This includes vital signs, bloodwork, a patient's fluid intake and output, a patient's range of motion, arterial pressure measurements, glucose levels, among many others. They must interpret this data accurately, understanding concepts like ranges and data trends. They must critically evaluate the accuracy of numerical data and closely monitor trends to promote health.
- **Statistical & Data Analysis:** In nursing research and evidence-based practice, statistical analysis is often used to analyze data and draw conclusions. Nurses need to understand statistical concepts like mean, median, mode, standard deviation and significance testing. Nurses, as a whole, input large amounts of patient data into electronic health records (HER), which can be harvested for use by scientists and institutions for quality improvement and research.¹³ High-level nursing education programs require high-level statistical collection and interpretation.
- **Healthcare Economics:** Nurses need to understand financial concepts when it comes to managing resources efficiently within healthcare settings such as budgeting, cost-effective analysis, and resource allocation.
- **Patient Education:** Nurses educate patients about their health conditions, treatment plans, and medications. This involves numerical concepts like blood glucose levels, blood pressure interpretation, dosage regimens/calculations, and nutritional supplementation.

Engagement of students in research, innovation or development of new technologies using engineering, mathematics, computer science or natural sciences:

Nursing students' engagement in research, innovation, and development of new technologies using engineering, mathematics, and science prepares students for the evolving healthcare landscape. Courses and programs specific to innovation in healthcare are becoming the standard at nursing schools and healthcare institutions around the country. Nursing innovation focuses on creating new methods, ideas, products, or services to improve patient care, health care outcomes, and nursing practices through the application of scientific principles, technological advancements, engineering solutions, and mathematical analyses.

The American Nurses Association (ANA) lists nursing programs leading in innovation and the list grows year after year. This is because worldwide organizations that focus on health and healthcare, including the ANA, the World Health Organization and the National Academies of

¹³ Macieira, TGR., Yao, Y., Marcelle, C., et al. Standardizing nursing data extracted from electronic health records for integration into a statewide clinical data research network. *Int J Med Inf.* 2024; 183:105325. Doi: 10.1016/j.ijmedinf/2023.105325

Science, Engineering and Medicine, have determined that nurses' acquisition of innovation education and skills is essential to the nursing profession.¹⁴¹⁵¹⁶ The International Council of Nurses defines nursing innovation specifically with STEM in mind, stating it as "the process of developing new approaches, technologies and ways of working".¹⁷

Here's some examples of how nursing students are involved in such endeavors:

1. **Interdisciplinary Research Opportunities:** Nursing students collaborate with students and faculty from engineering, mathematics, and science disciplines on research projects that address healthcare challenges and improve the future of healthcare. Interdisciplinary research teams explore topics such as medical device design, healthcare informatics, biomechanics, and data analytics to develop innovative solutions for improving patient care.
2. **Undergraduate Research Programs:** Nursing programs frequently offer undergraduate research opportunities that allow students to participate in hands-on research experiences. Students conduct research projects related to nursing practice, healthcare technology, patient safety, or health outcomes, leveraging engineering, mathematics, and science (examples above) to advance knowledge and innovation in nursing.
3. **Capstone Projects and Design Challenges:** Nursing students can participate in capstone projects or design challenges that involve developing new technologies or innovative solutions to address healthcare needs. Collaborative projects with engineering or science students can provide opportunities for nursing students to contribute their clinical expertise while learning from peers with complementary skills in technology and innovation.
4. **Hackathons and Innovation Competitions:** Nursing students can participate in hackathons, innovation competitions, or healthcare-focused design challenges where multidisciplinary teams work together to solve real-world healthcare problems. These events provide a platform for nursing students to collaborate with engineers, mathematicians, and scientists to ideate, prototype, and pitch innovative solutions that have the potential to transform healthcare delivery.
5. **Internships and Externships:** Nursing students can pursue internships or externships with healthcare technology companies, research institutions, or healthcare organizations involved in innovation and technology development. These experiential learning

¹⁴ Asurakkody, T.A., & Shin, S.Y. (2018). Innovative Behavior in Nursing Context: A Concept Analysis. *Asian Nursing Research*, 12(4), 237-244. Retrieved from: <https://doi.org/10.1016/j.anr.2018.11.003>

¹⁵ World Health Organization. (n.d.). *Health Innovation for Impact*. World Health Organization. Retrieved April 9, 2022, from <https://www.who.int/teams/digital-health-and-innovation/health-innovation-for-impact>

¹⁶ National Academies of Sciences, Engineering, and Medicine; National Academy of Medicine; Committee on the Future of Nursing 2020–2030, Flaubert, J. L., Le Menestrel, S., Williams, D. R., & Wakefield, M. K. (Eds.). (2021). *The Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity*. National Academies Press (US).

¹⁷ International Council of Nurses. (2009). Delivering quality, serving communities: nurses leading care innovations Retrieved from <https://www.icn.ch/publications/2009/delivering-quality-serving-communities-nurses-leading-care-innovations/>

opportunities allow students to gain firsthand experience in applying engineering, mathematics, and science concepts to healthcare challenges while working alongside professionals in the field.

Engaging nursing students in research, innovation, and the development of new technologies using engineering, mathematics, and science, cultivates interdisciplinary collaboration, creativity, and problem-solving skills in their future careers. These experiences enrich students' learning experiences and contribute to advancements in nursing practice, healthcare delivery, and patient outcomes. Nurses are not a monolithic group- many nurses hold dual degrees in fields and function as nursing engineers, biomedical researchers, chemistry professionals, and designers.

See Appendix B for references that further explore the intersection of nursing, innovation, and STEM from various perspectives, including academic research, practical applications, and theoretical discussion.

Summary:

Modern advancements across the field of professional nursing education and practice are undeniable. Nurses are not just embracing STEM, but driving STEM and innovation forward. Nursing's contributions in these areas were clearly demonstrated during the COVID-19 pandemic as they utilized their foundational STEM knowledge to develop and rapidly enact life saving innovations. It's crucial we recognize and support nursing professionals in pursuing STEM development and growth opportunities by acknowledging their rightful place within STEM fields. The accompanying appendices offer further justification, through a sample curricular model, additional research and references, and a comprehensive list of coalition members.

About the Nursing is STEM Coalition

Founded in 2023, The Nursing is STEM Coalition (www.nursingisstem.org) has strived to empower and build a coalition of professional nursing experts and interdisciplinary partners across the fields of practice, academic, and industry. Since its inception, the Nursing is STEM Coalition garnered the support of professional nursing organizations (ex: American Nurses Association, Commission for Nurse Reimbursement, Ghanaian-Diaspora Nursing Alliance) members of institutes of higher education offering nursing programs (ex: Johns Hopkins School of Nursing, Yale University, Emory, Vanderbilt University, The University of Kansas, University of Arizona), healthcare organizations (ex: Harris Health System, Saint Francis Healthcare), and individual signatures (see Appendix C for comprehensive list of coalition supporters).

Appendix A: Sample Nursing Curricula with STEM Coursework

NYU| Rory Meyers College of Nursing Traditional 4 Year Curriculum:

Retrieved from: <https://nursing.nyu.edu/academics/undergraduate/traditional-4-year?tgid=nyunursing-tabs-45506&tid=curriculum>

“High school graduates complete a four-year course progression and begin clinical courses in the junior year. The curriculum combines 44 credits of liberal arts courses; 20 credits of prerequisite courses in nutrition, chemistry, anatomy and physiology, statistics, microbiology, and developmental psychology; and 64 credits of nursing specialization courses that cover the care of individuals, families, and communities as well as scientific and professional issues in nursing.”

Course progression (four years)

- First Year (32 credits)
- Sophomore Year (32 credits)
- Junior Year (31 credits)
- Senior Year (33 credits)

First-Year: Fall Semester (17 credits)

Course Number	Course Title	Credit	Term
CHEM-UA 120	Introduction to Modern Chemistry	5	Spring, Fall
Selected principles and applications of chemistry, with emphasis on the fundamental nature of chemistry. Basic course dealing with concepts of atomic and molecular structure, chemical bonding, solution chemistry, equilibrium, reaction rates, and properties of gases, liquids, and solids.			
EXPOS-UA 1	Writing The Essay:	4	Spring, Summer, Fall
This foundational writing course is required for CAS, Nursing, Social Work, Steinhardt and Tandon incoming undergraduates. "Writing the Essay" provides instruction and practice in			

Course Number	Course Title	Credit	Term
critical reading, creative and logical thinking, and clear, persuasive writing. Students learn to analyze and interpret written texts, to use texts as evidence, to develop ideas, and to write exploratory and argumentative essays. Exploration, inquiry, reflection, analysis, revision, and collaborative learning are emphasized.			
SOC-UA 1	Intro to Sociology	4	Spring, Summer, Fall
Offered every semester. 4 points. Survey of the field of sociology: its basic concepts, theories, and research orientation. Threshold course that provides the student with insights into the social factors in human life. Topics include social interaction, socialization, culture, social structure, stratification, political power, deviance, social institutions, and social change.			
NURSE-UN 4	Nursing Cohort Seminar		Fall
<i>No description available</i>			
CAS-Search by Sub.	Social Science Elective		
<i>No description available</i>			

First-Year: Spring Semester (15 credits)

Course Number	Course Title	Credit	Term
NURSE-UN 70	Anatomy & Physiology	3	Spring, Summer, Fall

Course Number	Course Title	Credit	Term
45 hours lecture plus lab. 3 credits. The course focuses on the structure and function of the human body and how it affects health and wellbeing. The structure and function of each body system is studied and their inter-relationships explained.			
ACE-UE 110	Advanced College Essay: Educ & The Professions	4	Spring, Summer, Fall
Students in the Steinhardt School of Education and the School of Nursing are required to take this course. The course builds on Writing the Essay (EXPOS-UA 1) and provides advanced instruction in analyzing and interpreting written texts from a variety of academic disciplines, using written texts as evidence, developing ideas, and writing persuasive essays. It stresses analysis, inductive reasoning, reflection, revision, and collaborative learning. The course is tailored for students in the Schools of Education and Nursing so that readings and essay writing focus on issues that are pertinent to those disciplines.			
CORE-UA 4XX	Text & Ideas: Tpcs		
<i>No description available</i>			
PSYCH-UA 1	Intro to Psychology	4	Spring, Summer, Fall
Cimpian, Knowles, Reed, Rhodes, Van Bavel. Offered every semester. 4 points. Fundamental principles of psychology, with emphasis on basic research and applications in psychology's major theoretical areas of study: thought, memory, learning, perception, personality, social processes, development, and the physiological bases of psychology. Included in the class is direct observation of methods of investigation through laboratory demonstrations and by student participation in current research projects.			

Sophomore Year: Fall Semester (16 credits)

Course Number	Course Title	Credit	Term
NURSE-UN 80	Statistics I	3	Spring, Fall
<p>45 hours lecture. 3 credits. This course is an introduction for undergraduate students into the field of statistics as it is used in nursing, epidemiology, public health, and clinical research. It will concentrate on understanding what the statistics are used for and what they tell us rather than mathematical theory. Knowledge of high school algebra is assumed.</p>			
APSY-UE 1271	Developmental Psychology Across the Lifespan	3	Spring, Fall
<p>Discussion of human growth across the lifespan; multiple contexts in which development unfolds are explored & implications for practice are considered.</p>			
NURSE-UN 75	Microbiology	3	Spring, Fall
<p>45 hours lecture. 3 credits. This course introduces the principles of the infectious disease process with respect to the properties of infectious agents, modes of transmission, manifestations of infections, their prevention and treatment, and the properties of the immune system. Major infectious diseases in humans, including the methods used for their identification in the clinical lab, are covered. Modes of transmission are described, as well as treatments and prevention. The application of principles of microbiology to the work of health professionals is also discussed.</p>			
NUTR-UE 119	Nutrition and Health	3	Spring, Summer, Fall
<p>Introduction to nutrition science and its role in health and society: nutrient characteristics, requirements, and food sources, energy balance, weight control, dietary guides and food planning, and social and economic factors that affect food production and consumption. Liberal Arts CORE equivalent – satisfies the requirement for Natural Sciences for non-majors on an individual department basis-students should confirm with their Academic Advisor</p>			

Course Number	Course Title	Credit	Term
CORE-UA 5XX	Cultures & Contexts: Tpcs		
<i>No description available</i>			

Sophomore Year: Spring Semester (16 credits)

Course Number	Course Title	Credit	Term
CAS-Search by Lang.	Foreign Language (SPAN-UA, FREN-UA, etc.)*		
<i>No description available</i>			
CAS-Search by Sub.	*Liberal Arts Electives		
<i>No description available</i>			

Course Number	Course Title	Credit	Term
CAS-Search by Sub.	*Liberal Arts Electives		
<i>No description available</i>			
CAS-Search by Sub.	*Liberal Arts Electives		
<i>No description available</i>			

Junior Year: Fall Semester (16 credits)

Course Number	Course Title	Credit	Term
NURSE-UN 239	Health Assessment & Promotion	4	Spring, Fall
60 hours lecture plus lab. 4 credits. This course focuses on the development of comprehensive health assessment skills, including measures of physical and functional status, documentation of the assessment findings, and health promotion strategies for each body system.			

Course Number	Course Title	Credit	Term
<p>Considerations of racial and cultural differences are discussed with respect to health assessment as well as health promotion strategies.</p>			
NURSE-UN 240	Adult & Elder Nursing I	6	Spring, Fall
<p>45 hours lecture plus clinical and lab. 6 credits. This course focuses on the development of the concepts and skills used by the professional nurse. Using nursing theory, students apply the nursing process and nursing skills in the on-campus laboratory practice and in the care of adult clients and their significant others in clinical settings such as acute care facilities and skilled nursing facilities.</p>			
NURSE-UN 1261	Professional Nursing	3	Spring, Fall
<p>45 hours: 3 credits. This course explores historical assumptions about nursing as a basis for understanding professional roles and the image of nursing in today's society. Nursing is identified as a learned, valued profession; emphasis is on the influence of history in its evolution. Contemporary nursing workforce, educational trends, and practice issues are explored as primary factors in professional status. Ethical and legal aspects of nursing practice are discussed. Political and economic factors shaping nursing practice in the health care delivery system are defined, evaluated, and compared to other health systems.</p>			
NURSE-UN 1435	Pathophysiology	3	Spring, Fall
<p>45 hours: 3 credits. Emphasis is placed on the relationship of usual health patterns of major body systems to changes that occur during the illness experience. Major pathophysiologic concepts are explored using a body systems approach. Theories relating etiology, pathogenesis, and clinical manifestations are used to study common disease processes. Concepts from anatomy, physiology, and chemistry courses provide the foundation for exploring human dysfunction. Concepts learned in this course are basic to nursing practice.</p>			

Junior Year: Spring Semester (15 credits)

Course Number	Course Title	Credit	Term
NURSE-UN 120	Integrating Evidence into Clinical Practice	3	Spring, Summer
<p>45 hours lecture. 3 credits. The course focuses on the conceptual and research development of nursing knowledge that forms the basis of evidence-based practice. Areas of nursing inquiry currently investigated are presented. The validity of quantitative and the conformability of qualitative methods used to answer nursing research questions are discussed. Students critically evaluate current nursing research and assess applicability to clinical practice. They also evaluate and assess applicability of related research reported in the media.</p>			
NURSE-UN 1241	Adult & Elder Nursing II	6	Spring, Summer
<p>45 hours lecture plus clinical and lab. 6 credits. The focus of this course is on professional nursing care for individuals and their significant others experiencing acute and/or chronic illness. The nursing process is applied in caring for adults and their significant others across health care settings such as the hospital, skilled nursing facilities, and home care.</p>			
NURSE-UN 241	Psychiatric Mental Health Nursing	3	Spring, Summer
<p>This course focuses on the application of evidenced-based standards of psychiatric mental health nursing in promoting mental health and caring for persons with mental health conditions and/or substance use disorders. The role of nurse as a member of the interprofessional healthcare team across different settings and across the continuum of care are highlighted. There is an emphasis on critical thinking, therapeutic communication and interpersonal skills as they relate to mental health nursing. Legal issues, patient education, pharmacology and population health principles are integrated in the context of mental health through the course.</p>			

Course Number	Course Title	Credit	Term
NURSE-UN 1436	Nrsg Pharmacotherapeutic	3	Spring, Summer

45 hours: 3 credits. This course provides students with the knowledge of pharmacologic preparations used in the maintenance of health and prevention of illness. The content focuses on the drug actions, therapeutic response, patient-teaching responsibilities, and nursing implications in identifying areas of side effects, adverse effects, drug interactions, and safe administration of medications for patients of diverse racial and cultural backgrounds. Evidence-based research and legal/ethical issues are also addressed in the context of the nurse's role in pharmacotherapy.

Senior Year: Fall Semester (15 credits)

Course Number	Course Title	Credit	Term
NURSE-UN 1242	Maternity Nursing	3	Summer, Fall

22.5 hours lecture plus clinical and Recitation. 3 credits. This course focuses on providing a nursing process framework for examining families in the childbearing years. Individual, societal, cultural, and environmental variables and health care disparities relating to childbearing and parenting are identified. Delivery of nursing care to pregnant, laboring, and postpartum mothers and their newborns is the clinical focus, with a goal of maximizing the health potential of young families.

NURSE-UN 1243	Adult & Elder Nursing III	6	Summer, Fall
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45 hours lecture plus clinical and Lab. 6 credits. This course focuses on the interactions among aging, disease, functional ability, the environment, and health disparities of adults and elders.

Course Number	Course Title	Credit	Term
<p>Emphasis is placed on the application of the nursing process to health promotion/maintenance and disease management relating to orthopedics, neurology, cognition and decision making, genitourinary, rehabilitation, immune dysfunction, and elimination in the adult and older adult populations.</p>			
NURSE-UN 1255	Pediatric Nursing	3	Summer, Fall
<p>45 hours Lecture Plus Clinical and Lab: 3 credits. This course provides a family theory and nursing process framework for examining families in the child-rearing years from infancy through adolescence. Individual, societal, cultural, and environmental variables and health care disparities relating to child-rearing and parenting are identified. Delivery of nursing care adapted to the unique health and developmental needs of children and their families is the clinical focus, with a goal of maximizing the health potential of young families. There is a strong health promotion, risk reduction, and disease prevention component.</p>			
NURSE-UN 1248	Contemporary Issues in Health Care	3	Summer, Fall
<p>45 hours: 3 credits. This course will explore current issues in the evolution of patient care in contemporary health care systems. Embedded in the human experience of illness and health are rich sub-concepts with ethical and moral implications such as comfort and suffering, genetics/genomics, bioethics, addiction, culture and healthcare disparities, LGBT healthcare needs, interprofessional collaboration, global health issues, and policy. Ethics is an essential component of nursing practice and is inextricably linked to quality care. Students will be challenged to think critically and ethically about what society considers fair and just care as they explore factors that influence the wellness-illness continuum of human experiences. Discussions will focus on a variety of sources and formats to include: case studies, selected evidence-based articles, care protocols, contemporary editorials, film and student opinions. Students will use evidence-based sources, to discuss scientific and technological advances that are creating unprecedented opportunities, choices, and consequences that are inevitable when illness and health care intersect.</p>			

Senior Year: Spring Semester (18 credits)

Course Number	Course Title	Credit	Term
NURSE-UN 1244	Community Health Nursing	6	Spring, Fall
<p>45 hours lecture plus clinical. 6 credits. This course focuses on understanding and applying the theoretical principles of and evidence base for public health nursing to culturally competent, community health nursing practice and professional role development. The focus of community health nursing practice is on protecting and enhancing the health of communities and humanly diverse populations, including those at risk and those challenged by health disparities, developmental needs, and mental health concerns and for clients living with poverty. Emphasis is placed on health promotion, health care policy, and ethics.</p>			
NURSE-UN 1245	Leadership & Management in Nursing	6	Spring, Fall
<p>45 hours lecture plus clinical and Lab: 6 credits. The goal of this course is to facilitate the paradigm shift from student to professional nurse. The focus is on the understanding, synthesis, and application of the evidence- base for using leadership and management principles in prioritizing and delivering nursing care to groups of patients as a team member within the health care organization. The course prepares the student nurse for entry into professional nursing practice after graduation. It addresses health policy, economic issues, and the integration of ethical and legal aspects of care.</p>			
	UG Nursing Elective	3	Fall, Spring, Summer
<p><i>No description available</i></p>			
	UG Nursing Elective	3	Fall, Spring, Summer
<p><i>No description available</i></p>			

Appendix B: Exploring the intersection of nursing, innovation, and STEM-Additional References:

1. Nursing Innovation and Technology:

- Honey, M., & Kirshbaum, M. (Eds.). (2018). *Digital Health: Scaling Healthcare to the World*. Springer. This book provides insights into how digital health innovations, including those led by nurses, are transforming healthcare delivery worldwide.
- Skiba, D.J. (2017). Nursing informatics 2021: A STEM-focused future. *Nursing Education Perspectives*, 38(1), 34-37. This article discusses the future of nursing informatics, emphasizing its role in STEM and the importance of focusing on science, technology, engineering, and mathematics in nursing education.

2. Evidence-Based Practice in Nursing:

- Melnyk, B.M., & Fineout-Overholt, E. (2018). *Evidence-Based Practice in Nursing & Healthcare: A Guide to Best Practice*. Wolters Kluwer Health. This textbook is a comprehensive guide to implementing evidence-based practice in nursing and healthcare, underscoring the scientific foundation of nursing practice.

3. Nursing and Healthcare Innovation:

- Riehle, M.A., & Hanseman, D. (2019). The role of innovation in nursing. *Journal of Nursing Administration*, 49(10), 487-490. This article explores the critical role of innovation in nursing, discussing how nurses can lead and contribute to innovative practices that improve patient care and healthcare outcomes.
- Dy Bunpin, J. J., 3rd, Chapman, S., Blegen, M., & Spetz, J. (2016). Differences in Innovative Behavior Among Hospital-Based Registered Nurses. *The Journal of nursing administration*, 46(3), 122–127. <https://doi.org/10.1097/NNA.0000000000000310>
- Fitzpatrick, J.J., & McCarthy, G. (Eds.). (2016). *Nursing Innovation and Leadership: A Global Perspective*. Springer. This collection of essays provides a global perspective on nursing innovation and leadership, highlighting case studies of nurses leading change and advancing healthcare through innovative practices.
- Knol, J., & van Linge, R. (2009). Innovative behaviour: the effect of structural and psychological empowerment on nurses. *Journal of advanced nursing*, 65(2), 359–370. <https://doi.org/10.1111/j.1365-2648.2008.04876.x>

4. Interdisciplinary Collaboration in STEM and Healthcare:

- Jacobs, B., McGovern, J., Heinmiller, J., & Drenkard, K. (2015). Engaging employees in well-being: Moving from the Triple Aim to the Quadruple Aim. *Nursing Administration Quarterly*, 39(3), 231-245. This article discusses the

importance of engaging healthcare professionals, including nurses, in interdisciplinary collaboration to achieve the Quadruple Aim in healthcare, emphasizing the role of STEM disciplines in enhancing health outcomes.

- National Academy of Engineering (NAE) and Institute of Medicine (IOM). (2015). *Building a Better Delivery System: A New Engineering/Health Care Partnership*. National Academies Press. This report outlines the collaboration between engineering and healthcare, including nursing, to innovate and improve healthcare delivery systems.

Appendix C: Nursing is STEM Coalition List of Supporters (As of May 15, 2024):

A. Academic Institutions

1. University of Pennsylvania School of Nursing
2. Johns Hopkins School of Nursing
3. Emory University: Nell Hodgson Woodruff School of Nursing
4. Yale School of Nursing
5. The University of Kansas School of Nursing
6. Vanderbilt School of Nursing
7. Columbia University School of Nursing
8. University of Minnesota School of Nursing
9. The University of Vermont College of Nursing and Health Sciences
10. Frances Payne Bolton School of Nursing Case Western Reserve University
11. NYU Meyers College of Nursing
12. Penn State Ross and Carol Nese College of Nursing
13. University of Buffalo
14. University of Arizona College of Nursing
15. Galen College of Nursing
16. Wenatchee Valley College of Nursing
17. Seattle Central College
18. Northwest University
19. Pacific Lutheran University School of Nursing
20. Kettering College
21. University of Mount Olive
22. University of Houston Clear Lake
23. Los Medanos College
24. Herzing University
25. Thomas Jefferson University – College of Nursing
26. University of Nevada Las Vegas
27. University of Virginia School of Nursing
28. Colby-Sawyer College
29. Assabet Valley Regional Tech School Practical Nursing
30. Harrisburg University of Science & Technology
31. York College of Pennsylvania
32. Carlow University
33. Assabet Valley Regional Tech School Practical Nursing
34. Stony Brook University School of Nursing
35. Central Arizona College
36. Sumner College
37. Kings College
38. University of San Francisco School of Nursing and Health Professions
39. San Antonio College
40. Medical University of South Carolina - College of Nursing
41. ECPI University

42. Southeastern College
43. University of Iowa
44. CUNY SPS
45. Passaic County Community College
46. Samuel Merritt University
47. Villanova University M. Louise Fitzpatrick College of Nursing
48. Widener University
49. University of Wollongong
50. University of South Florida
51. Worcester State University
52. MGH Institute of Health Professions
53. Southern University at New Orleans
54. Northeastern University

B. Professional Organizations

1. American Health Care Association
2. Dean's Nursing Policy Coalition
3. American Public Health Organization
4. National Association of Family Nurse Practitioners
5. DNPs of Color
6. American Nurses Association – California
7. American Nurses Association – New York
8. American Nurses Association – Rhode Island
9. American Nurses Association – Illinois
10. American Nurses Association – Vermont
11. Maine Health Care Association
12. Alabama Nursing Home Association
13. Massachusetts Senior Care Association
14. Ohio Health Care Association
15. Care Providers Oklahoma
16. Big Bend Black Nurses Association
17. Arkansas Nurses Association
18. Kansas Health Care Association/KS Center for Assisted Living
19. Pennsylvania Health Care Association
20. Idaho Health Care Association
21. District of Columbia Health Care Association
22. New England Regional Black Nurses Association, Inc
23. Nebraska Health Care Association
24. Arkansas Health Care Association
25. Care Providers of Minnesota
26. Arizona Health Care Association
27. Utah Health Care Association
28. NC Health Care Facilities Association
29. Health Facilities Association of Maryland
30. Connecticut Organization to Advance Hospice and Palliative Care

31. National Nurse Practitioner Entrepreneur Network
32. Life Sciences Industry Nurses Association
33. Commission for Nurse Reimbursement
34. Ghanaian-Diaspora Nursing Alliance
35. Hospice and Palliative Nurses Association
36. American Association of Post-Acute Care Nursing
37. Nurses Feed Their Young
38. Organization for Associate Degree Nursing
39. National Association of Indian Nurses of America
40. Indian Nurses of America of Illinois
41. Healthcare Information and Management Systems Society (HIMSS) New York State Chapter
42. Guardian Nurses Healthcare Advocates
43. Society of Latinx Nurses
44. DNPs of Color
45. New Directions for Nurses

C. Healthcare Organizations

1. Penn Medicine
2. Saint Francis Healthcare
3. Harris Health System
4. Rush University Medical Center
5. Cook County Health
6. University of Pittsburgh Medical Center
7. Los Angeles County of Mental Health
8. Methodist Healthcare
9. Brookdale Hospital
10. Flatiron Health
11. Newton Wellesley Hospital
12. Bassett Medical Center
13. High Performance Nursing
14. Med-Surg RN Pro
15. SavantSolutions4HIT
16. Children's National Hospital
17. ECU Health
18. Kent Hospital
19. Cedars-Sinai
20. Cape Fear Valley Medical Center
21. Sanford Health
22. Dana-Farber Cancer Institute
23. Alice Peck Day Memorial Hospital
24. Rochester Regional Health
25. National Health Care Associates, Inc
26. Nicklaus Children's Hospital
27. University of Iowa Health Care

28. Orchid Healthcare Solutions
29. Dermright Mobile Dermatology
30. The Queens Medical Center
31. Community Clinical Research
32. Beth Israel Deaconess Medical Center
33. Royal Prince Alfred Hospital, Australia
34. Good Shepherd Rehabilitation Hospital
35. Baptist Health
36. Lakeland Regional Health
37. Abbott Northwestern Hospital
38. Tennova Healthcare Cleveland
39. Northwestern Memorial Hospital
40. Ghana Health Service
41. New York Presbyterian
42. Rochester Regional Health
43. Littleton Regional Healthcare

D. Individual Signatures:

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15. Kathryn Kieran, Instructor of Nursing, MGH Institute of Health Professions
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117. Morgan Swearingin, Critical Care Clinical Education Specialist, North Kansas City Hospital
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145. Daniel Clark, Adjunct Faculty, Kent State University
146. Linda Yoo, Doctoral student, University of Washington
147. Laura Wyman, CRNP, Geisinger
148. Michelle Wright, Staff Scientist, National Institutes of Health
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193. Danielle McCamey, Founder/CEO & President, DNPs of Color
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195. Valencia Payne, Owner, Rn4students Education With A Twist (SHIELD)
A.Nano.I
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197. Sarah Wells, Founder, New Thing Nurse
198. Tenley Force, RN & Author., Tenley Force - Writer. Nurse. Human.
199. Kristi Campoe, CEO, Founder, Bold Nurse Enterprises
200. Natasha Jackson, CEO, iCareRN LLC
201. Aimee Bailey, Founding Principal, AI Care Advisors
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203. Susan Davis, Founder and CEO, Rescue RN
204. Lori Wightman, Owner/CEO, Red Clover Leadership
205. Brian Norris, Founder, Bentcreek Advisors
206. Sharon Burch, Founding CEO, New Directions for Nurses
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217. Kate Shady, Clinical RN level 4, ChristianaCare
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221. Grace Garcia, Healthcare Excellence Leader, Not applicable
222. Kathleen Nettessheim, RN, LHCC
223. Beth Toner, director, program communications, Robert Wood Johnson
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224. Kaye Mendoza, RN, Lefora Filipino Nurses to US (200,000+ members
Facebook community)
225. Darcy Burbage, Oncology Clinical Nurse Specialist, Consultant
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227. Alyssa Blake, Research Nurse, Umass Chan Medical School

228. Theresa Adams, Professor Emeritus, Alvernia University
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230. Morgan Goodrich, Nursing Student, Seattle University
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232. Laanna Johnson, Professional Development Specialist, M Health Fairview
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237. Melissa Legg, Director of Quality, Safety and Infection Control, CU School of Medicine
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239. Emilee Duell, RN, BSN, National Clinical Account Manager, Independent
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241. McKenzie Posey, NPD, BonSecours Mercy Health
242. Kim Kim, Diabetes Educator, Community Health Center
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247. Janet Pizzi, Clinical Nurse Manager, St Elizabeth's Medical Center
248. Renee Wynn, Women's Health Nurse Practitioner, Cayaba Care
249. Angela Marvin, Nurse Manager, Metrohealth
250. Alison Simo, Wellness Education Coordinator, Thrive Alliance
251. Tamera Jones, Dr, Western Governors University
252. Lynn Barry, VP of Clinical Operations, Intelycare
253. Dana Gray, BSN, RN, Allina Health
254. Cheryl Green, Off Shift Administrative Manager (Bridgeport Hospital) and DNP Chair- Abilene Christian University, Bridgeport Hospital
255. Denise Bell, MPH, RN, American Nurses Association
256. Tamaro Hanna, Assistant Professor, Northern Virginia Community College
257. Heather Munoz, Director Apheresis Operations, Sana Biotechnology
258. Amber Seaberg, Registered Nurse, M Health Fairview
259. Jill Messenger, Registered Nurse, Veterans Administration Dayton Medical Center
260. Krisztina Nichols, Clinical Nurse Educator, MSN, RN-BC, Spaulding Rehabilitation Hospital
261. Eliza Pedersen, Receptionist, JSJ, LLC
262. Jamie Babcock, SVP Care Services and Operations, myLaurel
263. Tamara Fitter, Public health nurse, Monroe County public health clinic
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269. Veronica Gurule, MSN CCRN, AACN
270. Sara Hennessy BSN RN CHPN OCN, Safety Culture Program Specialist, Bryan Health
271. Josh Baranski, Neurosurgical ICU Nurse, Commonspirit
272. Ciara Graves, RN, UCSD Health
273. Patricia Short, RN, Independent RN Clinical Consultant
274. Christa Blair, RN Clinical Supervisor, Atrium Health
275. Jahmelah Pemberton, Academy of Health Professions Magnet Teacher, Baltimore County Public Schools
276. Dominique Morton, RN, self
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278. Megan Foytack, RN, Villanova University (former student)
279. Anna Gallion, Dnp, Vanderbilt
280. Rachel Sheehan, Clinical Advisor, FemBridge
281. Jacob Bradley, Registered Nurse, Northwestern Medicine
282. Tyler Kelleher, Nursing Informatics Specialist, Akron Children's
283. Tracy Jenkins, Pedagogical Assistant Professor, Western Kentucky University
284. Josephine Le Master, RN Traige nurse, Triage Logic
285. Daria Waszak, Associate Dean, Felician University
286. Mary Elizabeth Willis, FNP-C, MD Triage
287. Colin Wilson, Clinical Excellence Coordinator - Acute Care, Dept of Veterans Affairs
288. Gargi Jethva, RN Care Manager, Baylor Scott&White
289. Colby Daniels, Registered Nurse-Charge RN, University of Virginia Medical Center
290. Ashlee Ramirez, RN Program Manager Addiction Medicine, YesCare
291. Lindsay Crossley, Registered Nurse, Newton Health and Human Services
292. Anna Boneberg, clinical assistant professee, Dyouville
293. Kendra Folh, Program Director, Women's and Children's Service Line, Memorial Hermann
294. Sydney DuBois, Data Analyst, Mobile Heartbeat
295. Cynthia Johnston Spradlin, Healthcare Executive Advisor, Consultant - Independent
296. Megan Daman, APRN, VHA
297. Sanjaya Niroula, Registered Nurse, Kaiser Permanente Irvine Medical Center
298. Gina-Marie Hopwood, RN, Jackson Health System
299. Joshua Littlejohn, Senior Product Manager, Futures and Innovations, Joshua Littlejohn
300. Chelsea Cashmore, Registered Nurse, Self

301. Maria Olson, RN, University of Vermont medical center
302. Shelagh Mulvaney, Associate Professor, Vanderbilt University
303. Anita Oppong, MSN, BSc., University of Connecticut
304. Mary Joy Garcia-Dia, Immediate Past-President, Philippine Nurses Association of America
305. Sherena Samuel, Family Nurse Practitioner/Nurse Educator, N/A
306. Eliza Jazinski, Registered Nurse, Cheshire Medical Center
307. Paula Grech, RN, Ascension
308. Paul VanDyke, RN, UNC Health
309. Eboni Dickey, Registered Nurse, Sentara Martha Jefferson Hospital
310. Barbara Garbarino, Project Coordinator, Community Resilience (former coalition)
311. Francine Lyon, Mrs., Legacy Health
312. Ruth Henderson, MSN, RN, CHSE, ECPI
313. Angela Becker, Adjunct Faculty, ECPI
314. Jenn Felice, Clinical Performance Director, Southeastern Health Partners
315. Kristene Daigle, Registered Nurse, UVM Medical Center
316. Amy Campbell, Manager Outpatient CDI, Lifepoint
317. Tara Burnham, Clinical Associate Professor, University of Vermont
318. Martha Bergren, Executive Editor, Journal of School Nursing
319. Olga Navarro Martinez, PhD, Universidad de Valencia
320. Laura Pappas, Registered Nurse/Nurse Practitioner Student, Healthworks, Inc
321. Susan McGee, RN, Brightstar
322. Laura Wyman, CRNP, Geisinger
323. Melanie Vargas, Oncology nurse navigator, Sarah Cannon
324. Susan Lynch, Director, Penn medicine
325. Laura Saba, Rn health educator, Brightstar care
326. Susan Richwine, Virtual ICU RN Care Manager, Penn State Health
327. Janelle Sarnevitz, Clinical Assistant Professor, University of Vermont
328. Jamie Briscoe, Clinical Product Analyst Lead, UPMC
329. Heather Matthew, Registered Nurse, Villanova University
330. Robin Grebe, Assistant Office Operations, Ascension St. Agnes hospital
331. Liz Smith, CRNP, Pennsylvania Psychiatric Institute
332. Laura Dixon, Nurse Practitioner, Rush University Medical Center
333. Jillian Leikauskas, RN, University of Vermont
334. Tyler Molleur, Clinical Assistant Professor, University of Vermont
335. Ann Struve, ARNP, University of Iowa
336. Melissa Fry, Quality/Risk Manager, RN, Ellsworth County Medical Center
337. Lynn McComas, DNP, ANP-C/President and CEO, Preceptor Link
338. Sue Johnson, Founder & Principal, RN Innovations LLC
339. Laura Siwek, RN, Elevance Health
340. Deborah Wachtel, DNP, MPH, APRN, Mountain Community Health
341. Claire Hast, Manager Professional Development, University of Maryland Medical System

342. Rebecca Davis, RN, MSN, St Marys Hospital
343. Rebecca Wright, Registered Nurse, Albany Medical Center
344. Zachary Swartz, Perioperative Practice Specialist, AORN
345. Haley Kovac, Nursing Program Specialist Magnet and Nursing Excellence, UW Health
346. Ann Fitzsimons, Nursing Innovation Portfolio Manager & Engagement Specialist, Healthcare Innovation Impact Program (HiIP) University of Michigan School of Nursing
347. Becmy Fox, Chief clinical information officer, Intermountain Health
348. Lisvel Matos, PhD candidate, Duke University
349. Nancy McGrath, Lecturer, UCLA School of Nursing
350. Naomi House, Psychiatric Triage Nurse, Akron General Medical Center (Cleveland Clinic) - - Akron, OH
351. Robin Cogan, school nurse, Camden City School District
352. Rebecca Bendlak, Registered Nurse Care Advisor, Evolent
353. Lynn Paladino, RN, BS, CCM, CLNC, Paladino Legal Nurse Consulting, LLC
354. Susan Garfield, Principal, N/a
355. Donna Taylor, Clinical Director, Behavioral Health, Healthfirst
356. Mary Rowley, RN, University of Vermont Medical Center
357. Marie Julie Boudreau-klymas, Nurse executive, Independent consultant
358. Sharon Holden, Nursing Faculty, Trident Technical College
359. Megan Cronin, RN Director Care Management, Healthfirst
360. Jessie Casida, Executive Director, Professor, and Endowed Chair in Nursing, The University of Arkansas
361. Tara Beaird, Nurse Manager, Ventricle Health
362. Susan Newman, Assistant Dean, MUSC
363. Heather Craven, Nurse Scientist, Medical University of South Carolina Health - Charleston
364. Marcelaine Reneau, Assistant Professor, Medical University of South Carolina, College of Nursing
365. Margo Kunze, Owner/RN Consultant and CNO of Tru North, AL Consulting, TruNorth Companies
366. Cyd Marckmann, DNP, ARNP, MultiCare Health Systems
367. Tameka Scott, Director of Learning and Development, Cape Regional Health System
368. Katharine Vachon, NP, Primary care plus
369. Shannon Martin, Principal Product Manager, Microsoft
370. Tami Nielson, Faculty Instructor, Trident Technical College
371. Marsha Blount, Nurse Practitioner, MB Consulting Services LLC
372. Erin Ginn, Sr. Director of Admissions- Midwest Region, Herzing University
373. Sylvia Adzitey, Mrs, Tamale Teaching Hospital
374. Elizabeth Harmon, Asst. Professor, Medical University of South Carolina
375. uchechi onyeyirim, DNP, FNP-BC, Wilkes University
376. Ariel Kamen, Registered Nurse, Penn Medicine

377. Anne Marie Durant, Nurse coordinator, New Hampshire Hospital
378. Donna Policastro, Executive Director, ANA-Rhode Island
379. Carolyn Ford, MSN RNC p-NIC, ECPI University
380. Keitha Beamer, Clinical Nurse Specialist, Philadelphia VAMC
381. Emmanuel Mendy, Nursing Care Coordinator, AHRC-NYC
382. Deepa Kurup, Director Quality and Compliance, Center for Transplant, UC San Diego Health
383. Cheralyn Johnson, Director of Population Health & Data Quality, Community Technology Cooperative
384. Angie Gray, Owner, High Performance Nursing
385. Kimberly Lewis, Postdoctoral Scholar, University of California San Francisco
386. Emily Nicoli, Principal, Nurse Practitioner, 7 Point Wellness
387. Bridget Faricy-Beredo, Nurse Practitioner, Asthma Outreach, Health Partners of Western Ohio
388. Brian Julius, Program Manager, NOAA, retired (30+ years Federal Service)
389. Rebecca Dunn, RN, University of Rochester Medical Center
390. Benjamin Gordon, Adjunct instructor, J sargent reynolds community college
391. Melissa McClean, Clinical Instructor, University of Maryland School of Nursing
392. Janet Wakefield, RN, Washington Department of Social and Health Services
393. Priscilla Akrong, Midwife, Ghana health service
394. Jennifer Thietz, MSN, BSN, RN, Nurses Matter
395. Angela Houck, DNP, RNC-NIC, PED-BC, TidalHealth Peninsula Regional
396. Cindy Golubisky, Lead Informatics & Clinical Content Creator, Medecision
397. Hannah Potthoff, RN, Children's of Alabama
398. Kelsey Dews, Nurse clinician, Harris Health system
399. Andrea Jaramillo, Hospice Nurse
400. Mina Cheriki, Professor, Registered Nurse, Mount Saint Mary's University
401. Veronica Neef-Cook, Associate Product Manager, Agiliti
402. Sanja Matic, Huc, UVA
403. Valerie Rosson, Huc, UVA
404. Fred Neis, Senior Partner
405. Judy Murphy, Nurse Exec & Health IT Leader, Independent
406. Elizabeth Enfield, Heart Failure Nurse Navigator, University of Virginia Health
407. Anne Brady, RN
408. Ericka Lujan, Nurse Case Strategist, Elite Medical Experts
409. Angie Curry, Nursing specialist,
410. Shruti Naik, Sr. Program Manager, Stanford Healthcare
411. Carol Salter, Nursing Shortage Program Manager, Larimer County
412. Deanna Bitner, RN, MSN, CNML /Clinical Nursing Director
413. Erin Dickerman, Corporate Director, Clinical Informatics
414. Kristen Hill, Clinical Nurse Specialist
415. Jody Long, Clinical Advisory Director
416. Rebekah Humphrey-Sewell, BSN
417. Robin Estabrook, RN

418. Lisa Lyon, Sr. Clinical Informatics Coordinator
419. Rashidah Abdul-Khabeer, PhD, MHS, RN
420. Honore Kotler, Director, Advanced Practice, Cedars-Sinai Medical Center
421. Laura Clemmons, Health Sciences Disability Coordinator, University of Vermont- Student Accessibility Services
422. Kyle Brashear, Director of Clinical Design
423. Glynda Rees, Program lead digital health, British Columbia Institute of Technology
424. Kitty Yin, Global Nurse Consultant, MN, RN, BScN
425. Stacy Slater, RN, BSN Practice Manager
426. Lynn Rapsilber, Owner, NP Business Consultants, LLC
427. Sharmeen Qureshi, System Infection Prevention Consultant, Children's Health System of Texas
428. Elizabeth Moulton, Project Manager, Fred Hutchinson Cancer Center
429. Kirsten Kellenberger, RN, UVa Medical Center
430. Angela Yencer, Clinical Nurse Specialist, Long Beach Memorial Medical Center
431. Elizabeth Wolffis, RN
432. Amy Kerr, VP of Recruiting
433. Regan Baron, SVP, Client Experience, Netsmart Technologies
434. Daniel Lopez, Nurse
435. Charlene Draleau, Program Manager Inpatient Student Programs
436. Jessica Jordan, Senior Consultant, Continuous Improvement
437. Rae Charos, Associate Clinical Director and Associate Professor, University of the Pacific
438. Tommi Cline, Chief Nursing and Compliance Officer
439. Marie Koffi-Bella, RN
440. Lynsi Garvin, Associate Chief Clinical Information Officer
441. Suzanne Campbell, Nursing Director, Monument Health Spearfish Hospital
442. Heather Hallett, Healthcare Strategy & Innovation Leader
443. Sara Lymberis, Student Nurse
444. Erica Lyons, Director of Education, DNP, MS, APRN, FNP-BC, Ophelia Medical Group
445. Jeanne Kuhn
446. Samantha B, RN
447. Britney Starr, Oncology Clinical Specialist (RN)
448. Velvet Luna, RN
449. Marie Ranselle, Faculty, Roxborough School of Nursing
450. Halima Walker, Staffing Resource Nurse Manager
451. Abby Hess, Nurse Practitioner & Researcher
452. Wendy Greene, RN
453. Bia Lymberis, BSN
454. Remy Bruder, DNP, RN
455. Penni Sadlon, PhD RN CHSE
456. Michele George, Sr. Performance Improvement Specialist

457. Vera Macon, Healthcare IT RN
458. Tiffany Trainer, Manager System Clinical Informatics
459. Kayleigh Momme, Nurse Manager
460. Constance McLaughlin, Director, Health Informatics
461. Celeste Knoff, RN, MAN, MBA, CRRN, CNE
462. Angela Gordon, RN
463. Julie Kawasaki, R.N.
464. Jacquelineq Stevenson, RN, University of Virginia
465. Jamie Chiveral, Director Nursing Operations
466. Amber Nieves, Research Analyst
467. Blake Smith, Immediate Past President, American Association for Men in Nursing
468. Xochitl Halstead, RN Clinic Manager
469. Cathy Yeung, RN, Stanford Healthcare
470. Ryan Anderson, Nursing Student
471. Susan Birkhoff, Director of Technology Research & Education,
472. Jessica Coe Lockhart, Assistant Professor, Certified Nurse Practitioner, Jacksonville State University
473. Michelle Adeniyi, LPN
474. Tamara Arnzen, APRN
475. Lori Rucker, MSN RN PhT SANE
476. Maryann Valcourt, Associate Professor, Marymount University
477. Lauren Lakus, RN, BSN
478. Laura MacDonald, RN
479. Vickie Ireland, Assistant Professor of Nursing, University of Maine - Augusta
480. Edith A Thomas, Educator
481. Kathryn Myer, RN, BSN, MSN
482. Mary Williamson, Registered Nurse
483. Dayna Flores, Director Performance Improvement/Risk Manager
484. Tracy Breece, Executive Director Nursing
485. Jen Novitski, SAVP provider Market Solutions, EXL
486. Jason Kirchick, Nurse Leader
487. Jason Kirchick, Staff Nurse, University of Vermont Medical Center
488. Sabrina Cook, Director, Content Development
489. Hannah Byford, Quality Improvement Team Leader, The Johns Hopkins Hospital
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491. Tracie Harris, RN, MSN
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493. Brian Dill, BSN, RN, ABAIM
494. Katherine Riley, Senior Vice President, Nursing Excellence
495. Nadya Northrop, Pharmacist, PharmD Insight
496. Molly Nawrath, RN
497. Carrie Thibault, Assistant Director of Nursing

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506. Renee Derington, RN Case Management UR Team Lead, Houston Methodist Willowbrook Hospital
507. Susan Hartman, Senior Editor, Wolters Kluwer
508. Misty Reeves, RN
509. Michael Hopkins, CEO/Founder
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511. Gloria Chan, DNP, CRNA, FAAN
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513. Amanda Cody, RN
514. Renee Hammond, Nursing Professional Development Practitioner
515. Kirsten Willis, Student, Vanderbilt University
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517. Ann Harrington, Executive Director, NY Organization for Nursing Leadership
518. Ella Cullen, RM
519. Liezl Meyer, RN
520. Martha Leahy, Retired
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522. Joyce Dev, RN
523. Marcia Gardner, Dean, The Barbara H. Hagan School of Nursing and Health Sciences, Molloy University
524. Chris Caulfield, Co-founder & Registered Nurse, IntelyCare
525. Amy Clough, MSN, RN, HN-BC, HWNC-BC
526. Gwendilyn Love, BSN, RN
527. Wendy Andrews
528. Christopher Martone
529. Catherine Stokes
530. Odalys Cruz-Martin, RN
531. Eileen Krach, Healthcare Specialist Managerv
532. Kelley Rieger, APRN
533. David Miller, Registered Nurse
534. Cheryl Denison, Clinical Integration Director
535. Karen Friedberg, Professor Emeritus Nursing
536. Ruth Neese, Dr.
537. Kathleen Malouf, MSN, BS, RN, PED-BC
538. Danielle OToole, RN
539. Howard Morris-Sandau, MSN-Ed, BS, RN, NY SAFE

540. Christopher Henderson
541. Samantha Lineberry, RN Product Manager
542. Victoria Ribal, Administrator on Duty
543. Amber Lusk, RN
544. JoAnn Jackson, RN, BSN
545. Michelle Redding, Registered Nurse
546. Anita Olbek-Tooker, RN, CCRN, CPAN
547. Jung Hoon Son, MD
548. Deanna Moore, RN
549. Teresa Yabrough, BSN RN, CLNC
550. Mary Ann Donohue-Ryan, Adjunct Faculty
551. Lynn Barry, VP of Clinical Operations
552. Heather Schwinn, MSN RN Supervisor Case Management
553. Tracy Thorley, RN BSN OCN
554. Carmen Long, RN, IBCLC
555. Sarah Duggins, MSN, RN, CCTC
556. Melanie Coffman, Registered Nurse
557. Kristin Leonard, Registered Nurse
558. Patricia Donovan, Child Advocate
559. Susan Pasley, Chief Nursing Officer
560. Karen Osgood, Registered Nurse
561. Minnie Raju, Nurse Consultant- Supervisory
562. Jenifer Merrill
563. Patricia Grimes, MSN, RN
564. Nicole Hazelton, Registered Nurse
565. Gwen Breed, MT (ASCP), RN (MSN)
566. Allison Taylor, RN, California Department of State Hospitals
567. Mary Alice Westman, RN, MSN, Charlotte University
568. Teresa Niblett, Nurse, Informatics Nurse Specialist, Adjunct Professor
569. Carole Mayes, PhD, RN, NPD-BC, CNOR
570. Kim Bourdages, RN
571. Candace Becker, APRN
572. Zainab Jimada, DR
573. Sara Hubbell, Clinical Associate Professor
574. Kathy Oliphant, Assistant Professor, University of Cincinnati
575. Tanya Theiler, RN
576. Joan Talley, RN (retired)
577. Britany Winston, AGACNP
578. Angela Laisure, RN
579. Heather Purvis, Director of Clinical Operations
580. Robin Hess, BSN, RN
581. Michelle Scully, MSN, RN, PHN
582. Donna Cardillo, The Inspiration Nurse, DonnaCardillo.com
583. Alissa Wong, Nurse practitioner

584. Christina Costello, Nurse. Leader. Educator
585. Kristine Morris, PhD, RN, CNE
586. Zackery Cooper, Executive Director
587. Valerie Crawford, APRN
588. Megan Hurst, Registered Nurse
589. Carolyn Jupillat, BSN, RN
590. Maria Houston, APRN
591. Michele Blue
592. Joyce Shea, Professor Emeritus
593. Anita Ledoux, RN
594. Jennifer Neisler, BSN RN
595. Carla Crider, Associate Professor, Carla Crider
596. Ada Anie, RN
597. Sarah Ellis, RN
598. Jen Padilla, Consultant
599. Linda Kirk, RN BSN
600. Lynnette Beck, RN
601. Emily Rennecker, Registered Nurse
602. Carolyn Walker, MS, MSN, LPC, RN
603. Sheila Duff Duff, Clinical Coordinator
604. Wendi Segulin, RN
605. Rebecca Hoden, Adjunct Faculty and DNP Advisor
606. Kenyon Morris, Simulation RN Coordinator
607. Jessica Granger, Assistant Professor of Nursing, BSN Program Director
608. Maria Hermosillo, BSN RN
609. Jamie Mercado, RN
610. Alisha Venters Venters, DNP, RN, MSN-Ed
611. Rachel Wholihan, RN
612. Kerry Martin, RN, CHC
613. Lydel Wright, Nurse Executive
614. Jennifer Wasilauskas, RN
615. Rebecca McGaughy, RN
616. Lynn Mertz, Sr advisor
617. Kathleen Lawrence, CNS/CWOCN
618. Marla Barthen, Registered Nurse
619. Sandy Arena, Graduate Student
620. Quynh Nguyen, RN
621. Rebecca Hawkins, DNP, MSN-MBA/HCA, RN
622. Milagros ELIA, Nurse Practitioner
623. Davida K Murphy Smith, Asset Faculty, Chamberlain College of Nursing
624. Berni Doyle, Dr.
625. Usha Menon, Dean and Senior Associate Vice President
626. Debby Hill, RN
627. Doreen Steiner, RN

628. Lydia Scarborough, Registered Nurse, BSN
629. Brenda Lopez
630. Hiyam Nadel, Director
631. Awnetria Rahming, Registered Nurse
632. Kim Daly, Regional Medical Director, Merck
633. William Matthews, RN, CNOR, RNFA
634. Melissa Quaid, Manager Ambulatory Clinical Programs, UCSF BCH Oakland
635. Holly Shaw, PhD, RN, HShawAssociates
636. Kashina Whitmore, LPN
637. Rhonda Anderson, Healthcare Consultant
638. Cheryl Williams, Professor of Nursing
639. Kimberly Taylor, BSN, RN, Senior IT Manager, Strategic Initiatives,
ChristianaCare
640. Theresa McVey, MSN, RN, MEDSURG-BC, NPD-BC
641. Theresa Izwyld, Research Nurse Coordinator, BSN, RN
642. Penny Rathmanner, RN BSN CAPA NI-BC
643. Carolyn Gutzmirtl, Nursing Professional Development Specialist, ChristianaCare
644. Colleen Robichaux, Nurse Practitioner
645. Carmela Daniello, Executive Director
646. Liz Weissman, RN, MSN
647. Virginia Capasso, Advanced Practice Nurse/Nurse Scientist, Massachusetts
General Hospital
648. Victoria Taylor, RN-BSN
649. Nancy Nager, retired
650. Nancy Bourg, CCO, HWL
651. Mark Kestner, Strategic Clinical Advisor
652. Deitra Scott, Social Science Analyst
653. Cathy Ronca, Associate Managing Director, Lincoln Healthcare Leadership
654. Marla Weston, PhD, RN
655. Barbara Mackoff, Principal The Leadership Laboratory, The leadership
Laboratory
656. Amanda Ford, RN student
657. Kim Pope, LPN
658. Kellie Van Cauteren, LPN
659. Talent Mhlanga, Nursing
660. Mirella suarez, Medical Assistant
661. Audrey Przybylski, CST, Nursing student, Oregon Health and Science University
662. Roy Welker, M.D., Pronexus Consulting
663. Amanda Choflet, Dean
664. Lauren Watson, Assistant Nurse Manager
665. Geoffry Shertzer, Nurse Manager
666. Shawn Harrell, Cofounder/Owner, Navi Nurses
667. Thin Malatesta, Assistant Professor
668. Mary Heinzl, RN, Associate Prof of Nursing, North Shore Community College

669. Kiley Medeiros, Program Director Associate Professor
670. Amy Rose Taylor, Nurse
671. Patricia Munger, Program Director Practical Nursing
672. Paula Haddad, MSN RN
673. Geoffrey Roche, Director, Workforce Development
674. Chau Nguyen, Nurse Educator
675. Jane Jeppson, Head of Clinical Operations
676. Bianca Dozi, Registered Nurse
677. Kathleen McGrow, CNIO, Micro
678. Janis Tuxbury, Adjunct faculty
679. Tory Cenaj, CEO, Partners in Digital Health
680. Kenneth Dion, RN, PhD
681. Darlene Noret, Assistant Provost Health Sciences,
682. Man Truong, BSN, RN
683. Julie Vitko, RN Senior Director of Quality & Patient Safety
684. Ann Brown, DNP RN CPN
685. Jessica Ambroise, Registered Nurse
686. Ashley Carter, MSN, RN, AMB-BC, CNEcl, MSN Student
687. Kristen Mathieu Gonzalez, Assistant Professor
688. Lynne Johnston, MSN, RN
689. Marty McNaughton, Student Nurse
690. Kerry Flynn Barrett, Founder & CEO, Flynn Barrett Consulting, LLC
691. Jaimee Watts Isley, UNC Health
692. Zia Zaidi, Nurse Practitioner,
693. Staci England, RN
694. Anne Copeland, Marketing Director, Cardinal Health
695. Anita Karra, RN
696. Jason Duprat, Founder & CEO, Healthcare Boss Academy
697. Bryan Hoffman, Chief Operating Officer, Organization for Associate Degree
Nursing (OADN)
698. Ebony Toussaint, MEPN Student Nurse, University of South Carolina
699. Adrienne Starck, Parent, Villanova University
700. Robert Atkins, Executive Vice Dean, Professor, Johns Hopkins University
School of Nursing
701. Shannon Lunn, Clinical Research Coordinator Nurse, University of Minnesota
702. Neelam Shaikh, Student, Villanova University
703. Patricia Davidson, Vice Chancellor and President, University of Wollongong
704. Brenda Molina, Licensed Practical Nurse, Passaic County Community College
705. Marvie Paez, Registered nurse, CUNY SPS
706. Hajira Gul, Ms, College of nursing Mianwali
707. Luciana Goncalves, Professor and Researcher, Federal University of Parana
708. Ruxandra Simona Parvulescu-Codrea, Director of Nursing, Southeastern
College
709. Janet Brasfield, RN Faculty, ecpi University

710. Ernie Rushing, Associate Dean of Enrollment, Alumni and Student Affairs, Vanderbilt School of Nursing
711. Angela Johnson, Adjunct faculty, ECPI
712. Rebecca Hoden, Adjunct Professor of Nursing, Los Medanos College
713. Tera Adams, RN, BSN, ECPI University
714. Hannah Robidoux, Assistant Professor, Medical University of South Carolina - College of Nursing
715. Amy Gulledge, Assistant Professor, Medical University of South Carolina
716. Cathryn Cuizon, Nurse Practitioner, Medical University of South Carolina
717. Grace Sasso, Full Professor, UFSC
718. Leigh Panek, Dr., Medical University of SC
719. Bette Bogdan, Nursing Chair, American College of Education
720. Grace Sasso, Full Professor, UFSC
721. Susan Scollins, DNP, RN,
722. Danielle Cloud, Nursing student, University of Virginia
723. Daniel Stifanos, Nursing Student, San Antonio College
724. Eileen Fry-Bowers, Dean and Professor, University of San Francisco School of Nursing and Health Professions
725. Karen Mack, Executive Director, Nurses Improving Care for Healthsystem Elder (NICHE) | NYU Meyers
726. Ellen Kawasaki, Graduate Student, University of Vermont
727. Dr. Billie Burry, Department of Nursing Chairperson/Chief Nursing Administrator, Kings College
728. Kelly Eastwood, nursing faculty,
729. Joaquin Casas Bordas, Nursing students, Sumner College
730. Dianne Kandt, Professor of Nursing, Central Arizona College
731. Sylvia Wood, PhD Program Director, Clinical Associate Professor, Stony Brook University School of Nursing
732. Billy Caceres, Assistant Professor, Columbia University
733. Alanna Kavanaugh, Assistant Dean of Graduate Nursing
734. Deborah Mitchum, Professor, Chair Graduate Nursing Department, Carlow University
735. Mary Ann Carissa Oledan, RN,
736. KimYon Lewis, Doctorate of Nursing Practice,
737. Stacy Lutter, Associate Professor, York College of Pennsylvania
738. Shanyn Toulouse, DNP, MEd, RN, NCSN,
739. Jenna Davis, Assistant Professor of Nursing, York College of Pennsylvania
740. Kelli Masters, Associate Professor of Nursing; Director of ABSN Program, York College of Pennsylvania
741. Ernest Houle, Superintendent-Director, Assabet Valley Regional Vocational School District
742. Rachael Lattanzio, Assistant Professor of Nursing, York College of Pennsylvania
743. Tameeka Flaucher, CMA; RN student, Sumner College; Marquis Co.

744. Cameron McCoy, Provost & Chief Academic Officer, Harrisburg University of Science & Technology
745. John Nagelschmidt, Director, Practical Nursing, Assabet Valley Regional Tech School Practical Nursing
746. Patty Myers, Nursing Lab Coordinator,
747. Pamela Harris, nurse educator, Worcester State University
748. Amanda Choflet, Dean, Northeastern University
749. Beth Schubert BSN RN, CFO, Secure Alliance PS
750. Michael Urgel, Founder & CEO, Lumago Professional Services, LLC
751. Denise Hammel, President, XcellenceFirst, Inc/Nursing Futures
752. Elizabeth Perpetua, Founder/CEO, Empath Health Services LLC
753. Toyannette Allen, RN,BSN,MS, Angels Concierge Service
754. Tina Loarte-Rodriguez, President and CEO, Latinas In Nursing
755. Shade Reid, General Partner, Frontline Innovation
756. Lori Cathey, MSN, RN, NI-BC, Experis Health
757. Amanda Hendrix, Director, Beyond Medical Staffing
758. Keith Carlson, BSN, RN, NC-BC, Nurse Keith Coaching
759. Michelle Harris, Retired Nurse, The Conversing Nurse podcast
760. Anas AbidRabbu, Product Manager, na
761. Kimberly Keene, CEO, Keene LLC
762. Bren Hopkins, Managing Director, Healthcare Disruptors
763. Patrick Simon Soria, President-electr, Philippine Nurses Association of Central Minnesota
764. Meghan McClendon, Owner, Okie Medical-Legal Consulting, LLC
765. Farah Laurent, CEO and Founder, Farah Laurent International Nurse Coach
766. Katherine Davis, SVP Clinical, Vesta Healthcare
767. Tamara AL-Yassin, CEO, The Nursing Beat, The Nursing Beat
768. Pamela Hernandez, CEO, Epiphany Nurse Consultants
769. Latasha Jenkins, BSN, CCM, CNE, Rn, Care centrix
770. Rozanne Puleo, Nurse practitioner, Self
771. Audrey Boyce, Ceo, Audrey Boyce, leadership and Wellbess Coaching
772. Maggie Huether, Co-Founding Partner, FemBridge
773. Kelly Ayala, Dr., KEAN insights
774. Maggie Huether, Co-Founding Partner, FemBridge
775. Carol Hannibal, Registered Nurse, Registered Nurse
776. Nelson Hurtado, CEO, ANP Health services Inc
777. Michele Boyd, Director of Education Services, Anthony J Jannetti, The nc
778. Justin Atria, Registered Nurse, ANP Health
779. Janet Michaelis RN, President, Friends of the Florence Nightingale Museum (North America)
780. Linda Komisak, Cofounder, RN, CareLuminate
781. Diane Cannon, Director of Clinical Education & Innovation, Xapimed
782. Jen Crow, Founder and CEO, Nurses for Nurses
783. Mari Tietze, President, Nursing Informatics Intelligence, LLC

784. olga kagan, PhD, RN, OKHCC
785. Jedry Gaitan Davila, Founder | Registered Nurse, Naai
786. Charles Turner, CEO, KARE
787. Suzanne Waddill-Goad, President & Principal Consultant, Suzanne M. Waddill-Goad & Company, Inc.
788. Kim Stevens, Clinical Informatics Associate Manager, Accenture
789. Heather Moon, BSN RN FNE, ECPI
790. Jose Arnold Tariga, Director of Clinical Education and Development, Insight Global Health
791. Susan J. Farese, CEO, SJF Communications
792. Susan Alexander, DNP, ANP-BC, Susan Alexander, LLC
793. Laura Kincheloe, CEO, Inspired RN Consulting LLC
794. Becky Czarnik, Owner/Lead Nurse Life Care Planner, Sierra Nurse Consultants, LLC
795. Alexa Wells, Individual, Self
796. Melinda Watman, President & Founder, Weighty Decision
797. Stephanie Pitts, Sr Director, Healthcare strategy and innovation, B Braun Medical Inc
798. Victoria Powell, CEO/President, VP Medical Consulting, LLC
799. Susan Brown, Dr., Not Affiliated
800. Jessica Urie, President and Owner, JHU Consulting
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