

News Briefs

Take our daughters to work day

Corporate America will once again open its doors to millions of girls for the 10th anniversary of Take Our Daughters To Work® Day. Approximately 3 in 10 U.S. companies are expected to participate on April 25, 2002.

"Since 1993, companies have given girls the chance to see women trading stocks, drafting legislation and leading companies. These experiences help broaden girls' horizons as they start to envision themselves as anything from scientists to senators," said Marie C. Wilson, president of the Ms. Foundation for Women.

Sixty percent of girls say participation increased their interest in education and 57 percent say their participation influenced their decision to go to college or professional school. Seventy-six percent of girls say the program increased their confidence to succeed. For more information, visit www.takeourdaughtersstowork.org.

National survey of registered nurses

In 1980, 26 percent of RNs were under the age of 30, but by 2000, less than 10 percent were under age 30. The 7th National Survey of Registered Nurses, conducted in 2000 and released February 2002, presents current statistics on registered nurses in the United States. Visit <http://bhpr.hrsa.gov/healthworkforce/rnsurvey> or call 301.443.6315.

Get your online continuing education here

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Honor Society of Nursing Sigma Theta Tau International

EXCELLENCE

in Nursing Education & Research

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What's the opposite of nursing?

When he asks nursing students this question, Daniel J. Pesut, RN, PhD, CS, FAAN, gets answers all over the board. "Medicine is often a response," said Pesut. "But nursing by its very essence is nurturing and protective, so the answer I'm looking for is 'negligence.'"

The goal of this exercise is not just to get his students thinking about nursing, but to encourage them to think creatively.

Throughout a career in nursing, creativity plays a vital role in effective problem solving, time management, interpersonal skills, patient outcomes and ability to work in diverse environments.

"Besides all this, creativity is fun, boosts morale, encourages teamwork, increases job satisfaction, solves sticky problems and helps uncover fabulous opportunities!" said Melodie Chenevert, RN, MN, MA, director of Pro-Nurse and winner of the 2001 Honor Society of Nursing Edith Moore Copeland Award for Excellence in Creativity.

During creativity workshops, Chenevert provides attendees with "Tips for Managing Innovators" to help managers and faculty be creative and inspire creativity in others. She also recommends several books, including Edward DeBono's *Serious Creativity: Using the Power of Lateral Thinking to Create New Ideas*.

"I tell people if they are only going to read one book on creativity, make it this

one," said Chenevert. "DeBono says, '...without creativity we are unable to make full use of the information and experience that is already available to us and is locked up in old structures, old patterns, old concepts, and old perceptions.'"

So how can educators persuade their students to get in touch with their creative sides? One way is to encourage them to expand their views of what makes a person creative. Another is to ask students to prac-

tice their creativity in and out of the clinical setting.

"Nursing by its very nature is a creative discipline," said Pesut. "For example, nurses must often solve problems creatively with diminished resources, and nurse entrepreneurs from critical care settings have created innovative products based on their experiences."

"Nursing—and each student's success—depends on creativity," said Pesut. ■

"Tips for Managing Innovators"

by Melodie Chenevert, RN, MN, MA

- Don't just tolerate new ideas or diverse opinions—welcome them!
- Encourage curiosity, constructive nonconformity and responsible individuality.
- Seek out those with special talents and aptitudes.
- Develop, encourage, reward and promote them.
- Invite creative people to take part in decision-making and long-range planning.
- Allow individuals to guide their own work as much as possible.
- Do not over-supervise. Make suggestions, not commands.
- Once goals and objectives are clear, stand back. Let them take the initiative.
- Allow them to develop their own methods and problem-solving techniques.
- Withhold premature criticism.
- Look upon failure as an educational experience.
- Remember: Today's hare-brained scheme may spell economic survival tomorrow.
- Be on the alert for mindless conformity. Keep red tape to a minimum.
- Encourage sharing of information among individuals, groups, departments.
- Listen to concerns, suggestions, dreams and ideas. Take action!
- Be empathetic, energetic, confident, fair, honest, tolerant, flexible.
- Love surprises!!

Teaching at a distance via the Web

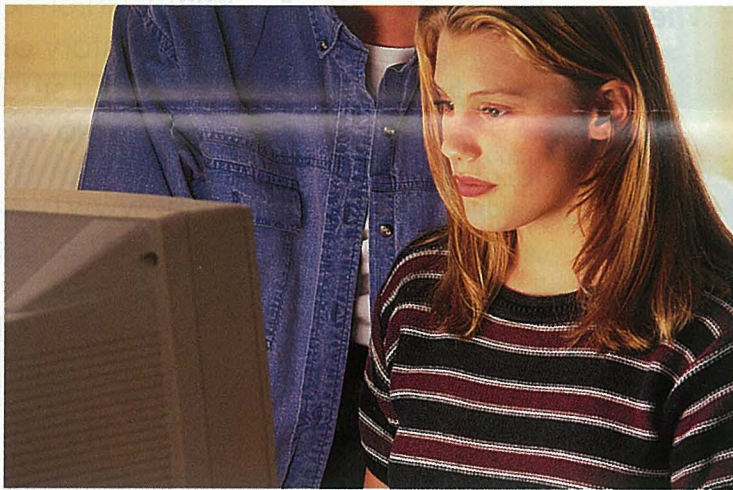
By Carla L. Mueller

Distance education has been defined as any formal approach to education in which instruction occurs in an environment other than a physical classroom with other students and an instructor present. In the past decade, distance education has expanded from correspondence courses and use of interactive audio and video to Web-based courses that meet in a virtual classroom on the Internet. Fifty-one percent of respondents to a survey by the American Association of Colleges of Nursing (Potempa, Stanley, Davis, Miller, Hassett & Pepicello, 2001) reported offering distance education courses. Many nursing programs are also using distance education technologies to complement traditional on-campus classroom teaching.

Web-based courses

Web-based courses are structured without traditional on-campus classroom experiences. Web-based courses come in many unique forms—each a customized approach to meeting the particular needs of an institution. Usually there is an effort to capture some of

the institutional culture and beliefs regarding education into the design. Also, the "market" the institution is trying to serve is a factor. Commercially designed courseware packages



are available for Web-based course delivery (e.g., Blackboard, Prometheus, WebCT) and provide areas for posting the syllabus, lecture material and assignments, as well as an electronic grade book and virtual classroom.

Students in a virtual classroom may meet online via a discussion forum or a virtual

chat. Both of these tools allow members of the class to carry on discussions about class topics. The discussion board is an asynchronous tool, which allows the discussion to take place over a period of time, and members of the class do not have to be logged in at the same time to enter into the discussion. Class members can log on at any time and read new items and make their own additions to the discussion as responses. The virtual chat is a synchronous tool, meaning that all members must be logged in at the same time.

Everyone interacts at the same time to discuss topics and share information. Getting consensus for a chat room time from a Web-based student group can be challenging due to varied work and family schedules and geographic locations/time zones. Web-based courses may meet over the traditional semester or quarter or be part of an accelerated program delivery model where a course is completed over a five- to six-week period.

Online students

Students who choose to attend Web-based programs are primarily working adults who want to increase their job skills and opportunities for advancement. These working adults have multiple role responsibilities that prevent participation in traditional on-campus classes. The shift work and irregular days off that many nurses endure impose additional barriers. Additionally, some students live far from a university with the program that they desire.

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Johnson & Johnson launches campaign to reduce nursing shortage

Johnson & Johnson has launched a \$20 million multi-year campaign to attract more people to nursing in hospitals and extended care facilities.

The campaign was developed with the input of national nursing organizations, including the Honor Society of Nursing, and complements the existing Nurses for a Healthier Tomorrow campaign, in which the society also is involved.

"Throughout Johnson & Johnson's history as a major provider of products and services to hospitals, we have always had a special affinity for the nursing profession," said James T. Lenehan, vice chairman of Johnson & Johnson's board of directors. "Nursing professionals are the essential link between 'high-tech' and 'high-touch' and we are determined to help stimulate wider interest in this challenging and rewarding career field."

Called "The Campaign for Nursing's Future," the initiative includes:

Television advertisements

Two television advertisements, "I'm a Nurse" and "They Dare to Care," are now airing in network prime time and on local stations in key markets, celebrating nurses and their contributions. They feature nurses from the New York metropolitan area and were filmed in hospitals there.

Web site

A new Web site about the benefits of a nursing career, www.discovernursing.com, contains a searchable database of more than 1,000 nursing education programs and hundreds of scholarships nationwide. With direct links to other nursing sites, including the society's Web site, Johnson & Johnson's Web site serves as a gateway to the nation's nursing schools and nursing organizations. The site also profiles dozens of nurses and nursing students and provides detailed descriptions of numerous nursing specialties and career paths.



Photo by T. J. Klein

James T. Lenehan, vice chairman of Johnson & Johnson's board of directors, kicks off the Campaign for Nursing's Future in Washington, D.C.

Scholarship, grant and fundraising commitments

"The Campaign for Nursing's Future" includes scholarship funds for students and nursing faculty and a multi-city fundraising campaign with hospitals, nursing organizations and hospital associations. The National Student Nurses' Association Foundation and the National League for Nursing Foundation will administer scholarship grants for nursing students and prospective nursing faculty. Special events in major cities across the country will honor nursing excellence and raise additional money to build the scholarship fund. Other Johnson & Johnson nursing education programs, including those for nursing executives, nurse managers and school nurses, will continue.

Recruitment tools

Johnson & Johnson will distribute recruitment tools to 20,000 high school guidance counselors, 1,500 school nurses, nursing school recruiters, nursing organizations and others across the country. The tools include a new nursing career video, brochure and posters promoting nursing careers.

The campaign's future activities will address other areas affecting the nursing profession, including ways to retain nurses in hospitals.

Johnson & Johnson developed the campaign after reviewing research on the nursing shortage and conferring with experts, including nursing organizations, nursing schools, hospitals and other health care groups.

The company enlisted an advisory group of nursing leaders to help develop the campaign and help direct its future efforts. Two members of the advisory panel are society President May L. Wykle, RN, PhD, FAAN, and society Chief Executive Officer Nancy



Photo by T. J. Klein

Society President May L. Wykle answers questions during the press conference in New York City.

Dickenson-Hazard, RN, MSN, FAAN.

Johnson & Johnson launched the campaign on February 5 with a reception at Union Station in Washington, D.C. Attended by health care industry executives, nursing association leaders, nursing school deans and health care policy makers, the reception featured speeches by U.S. Health and Human Services Secretary Tommy Thompson, U.S. Rep. Lois Capps and U.S. Senator Tim Hutchinson.

On February 6, Johnson & Johnson hosted a press conference in New York to announce the campaign to the media. Wykle was a featured speaker at the press conference. Immediately following the press conference, Wykle and Dickenson-Hazard participated in a satellite media tour to promote "The Campaign for Nursing's Future." They were interviewed by television stations across the country.

"This is something that many of us care a lot about, and it was great to be chosen as one of the people to share the launch with the media," Dickenson-Hazard said. "As nurses, we all have a responsibility to take an active part in ensuring there are enough of us to provide adequate care for patients nationwide."

Johnson & Johnson, with approximately 101,800 employees, is the world's most comprehensive and broadly based manufacturer of health care products and a provider of related services for the consumer, pharmaceutical and professional markets. Johnson & Johnson has more than 190 around the world, selling products in more than 175 countries. ■

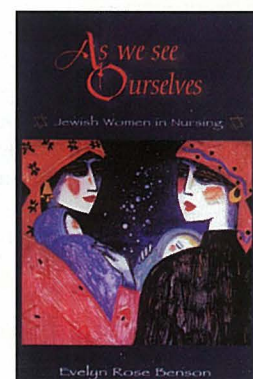
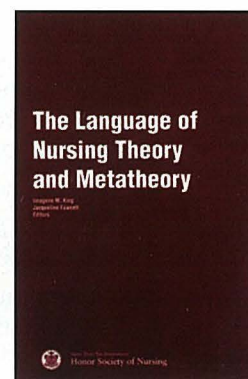
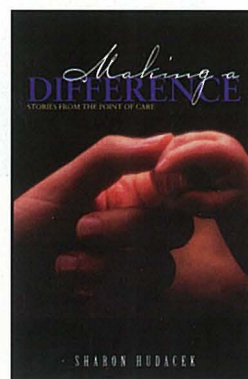
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Director and Professor, Centre for Family Health and Midwifery, University of Technology—Sydney, Australia

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National poll shows most Americans are worried about nursing shortage

Vanderbilt University study provides key insights on perceptions and fears

Americans are intensely aware of the national nursing shortage and believe it is a serious problem, according to a national poll released by the Vanderbilt University Medical Center's School of Nursing and Center for Health Services Research in Nashville, Tenn.

The poll confirms that a vast majority of Americans are concerned about the impact the nursing shortage may have on their personal health and quality of patient care in the United States. It also confirms that Americans overwhelmingly trust, respect and admire nurses and would encourage relatives and friends to consider a career in nursing. However, a general lack of knowledge of the nursing profession and the opportunities it offers remains a significant barrier to nursing recruitment efforts.

"We found three in four Americans believe the nursing shortage is a serious health care problem, and people believe it will negatively impact the quality of care they get in the nation's hospitals," said Dr. Peter Buerhaus, associate dean of nursing at Vanderbilt, Honor Society of Nursing board member and a leading researcher on the nursing shortage.

The study shows that:

- 81 percent of Americans recognize that there is a nursing shortage and 65 percent believe the shortage is either a major problem or a crisis.
- 93 percent agree (80 percent strongly agree) that the nursing shortage jeopardizes the quality of health care in the United States. Seniors, aged 55 and older, are particularly sensitive to the shortage's impact on the quality of the health care system.
- 75 percent are concerned that the nursing shortage could impact their individual health care, and 65 percent of younger Americans (aged 18 to 34) experience anxiety over the shortage.

Other key findings of the survey include:

- 95 percent of Americans find nurses' opinions on health matters to be credible and overwhelmingly trust, respect and admire nurses.
- 97 percent view nurses and the nursing profession favorably (76 percent very favorably), and 91 percent say nurses play a critical role in the health care system.
- Although 83 percent of Americans, including 78 percent of men, would encourage a loved one to enter the nursing profession, only 21 percent

would consider nursing as a career for themselves.

- Only one male in 10 would consider nursing as a career.
- 91 percent said they would view it positively (74 percent very positively) if a family member or close friend told them they were considering a nursing career.

The care that nurses offer patients is the main reason Americans have considered a career in nursing. Thirty-four percent of those who have considered nursing as a career say the primary reason is because nurses care about people and want to help others.

Most Americans are unaware that nursing offers career opportunities outside patient care—such as research or hospital management. Many Americans have only a cursory knowledge of the differences among types of nursing professionals, such as licensed practical nurses, registered nurses and nurse practitioners. In addition, Americans much more strongly associate nurses with engaging in activities providing care, such as critical end-of-life care (74 percent), than they do with functions such as working in laboratories (35 percent), conducting research (32 percent), and writing and revising hospital and clinic policies (30 percent).

Most Americans have little or no idea about how much money nurses earn, and there is little recognition that nursing salaries are competitive with those of other professions.

According to the researchers, interest in nursing will likely increase significantly once the American public is made aware of the opportunities the profession offers. Already 21 percent say that they have at least once considered a career in nursing.

"The biggest problem is that people are unaware of the array of opportunities and rewards in nursing today," Buerhaus said. "They are unaware that nursing salaries are very competitive with other professions or that nursing offers career opportunities in health research, hospital management, and family and community health care, in addition to traditional patient care. We need to get these messages out to parents, teachers, counselors and, above all, students at all levels."

Commissioned by Johnson & Johnson, the nationwide poll was conducted with telephone interviews with 1,005 Americans aged 21 and older. Penn, Schoen & Berland Associates, Inc. of Washington, D.C., conducted the poll. ■

Celebrate diversity

A call to action for Nurses Week

By May L. Wykle



Imagine a world where everyone and everything is the same. We'd all work the same job, have the same beliefs, experience the same things and look the same. How boring it would be!

Fortunately, ours is a diverse world—a mosaic of colors, traditions, values and talents. Each of us brings uniqueness to every relationship and situation.

The nursing profession offers a wide range of opportunities to engage and interact with other professionals who have rich backgrounds and who represent a complex labyrinth of cultural mores, health care organizations and people.

Nurses are the very thread that actively stitch and hold this patchwork of diversity together. Through this process, lives are changed, careers are made, the sick are healed and health is promoted.

It's so easy to take all of this for granted, but I suggest that as Nurses Week approaches (May 6-12) we all take time to reflect on how fortunate we are to be part of a cadre of diverse professionals who are committed to improving the health and welfare of individuals worldwide.

Florence Nightingale, the founder of modern nursing, provides testimony to nursing's mission of service to humanity and the power of diversity. She pioneered the art and science of nursing and influenced public health policy. She made significant contributions to the military health care system and hospital reform. She spearheaded the use of social statistics and their graphical representation and used statistics to demonstrate how death rates decreased when the spread of infection across populations was controlled through proper sanitation. Her leadership and knowledge helped lead to the establishment of the Red Cross in Geneva in 1864, and many of her recommendations were incorporated into the basic guiding principles of this international organization.

She didn't do all this alone, of course. Nightingale collaborated with individuals and organizations to achieve her vision. Ostensibly, her power and ability to affect change came through inclusion of diverse opinions, approaches and needs, while keeping a steady and firm hand

on her goals for nursing.

Nurses Week culminates each year on Nightingale's birthday. What a fitting reminder to us of her contributions and the responsibility we have as nurses to do everything we can to advance our profession for the benefit of those in our care. We strive to find ways to employ our uniqueness in support of this common goal. We embrace diversity and reach out to our colleagues at other health care organizations and to those with differing backgrounds and perspectives. Doing this will enrich the experience for all and will ultimately give cause for continued celebration.

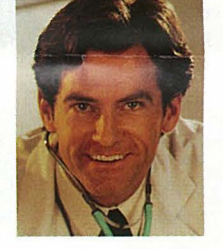
So celebrate nursing's diversity. Plan activities during Nurses Week that foster collaboration and instill pride. At the Honor Society of Nursing, we will pay tribute to the sacrifices nurses and other health care professionals made on and after the September 11 attacks by dedicating a special garden and park bench on our headquarters property in Indianapolis. This garden will flourish as a reminder of how the health care community can indeed rally around a common cause, tragic or otherwise, to serve the greater good.

Of course there are many other ways to celebrate Nurses Week. For example, coordinate a non-health-care-related community service project that would provide nurses with an opportunity to strengthen relations with their colleagues in a different environment. Dust off your society pin and wear it proudly or write a personal note to a nurse who has made a significant impact in your career.

Whatever you decide, use Nurses Week as a platform for reflection and growth. Make Nurses Week meaningful and memorable, and above all take the opportunity to

soak in the richness of this noble profession and the diverse perspectives it shares. ■

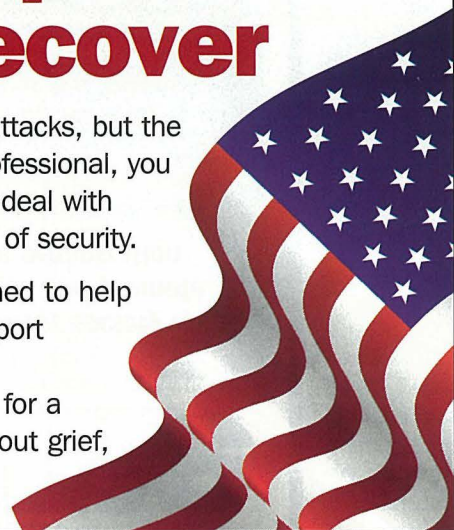
May L. Wykle, RN, PhD, FAAN, is president of the Honor Society of Nursing, Sigma Theta Tau International and dean and Florence Cellar Professor of Gerontological Nursing at the Frances Payne Bolton School of Nursing, Case Western Reserve University in Cleveland, Ohio.



Nurses help America recover

Time has passed since the terrorist attacks, but the hurt is still very real. As a nursing professional, you are on the front lines helping people deal with the loss of a loved one, job or sense of security.

America in Grief is a Web site designed to help busy nurses provide exceptional support and information to the public. Visit www.nursingsociety.org/grief.html for a hub of essential online resources about grief, mental health and children's needs.



TEACHING AT A DISTANCE... FROM PAGE 1

A new part of the Web-based student market is students enrolled in traditional on-campus programs. Students who choose to take Web-based classes as a part of their regular program of study on campus vary widely. Many choose Web-based classes because of conflict in their schedules with other sections of the class offered on campus or because of conflict in their work schedules and scheduled class times on campus.

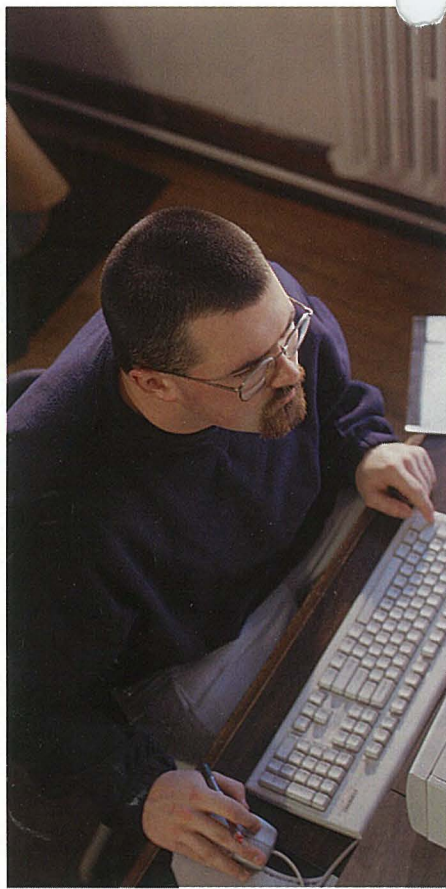
Online faculty

The term *facilitator* is often used for online faculty. This term is appropriate for online faculty who must move from being the *sage on the stage* to becoming the *guide on the side*. This role transition can be difficult for some faculty members because not all of the skills and tools that they have used in the traditional on-ground classroom will migrate successfully to the online classroom. Moving to this new venue requires training, not only in the courseware used to deliver the class but also in the pedagogy of teaching online. Most universities offer faculty the opportunity to work with instructional designers during the course design phase. A number of excellent distance education references are also available to provide guidance during the course design phase.

A key to the overall training process is the mentorship phase. This is of particular importance to those with limited or no experience in a virtual classroom environment. No matter how much training one receives, the training is not complete until classroom experience is available. The mentorship activities assist the new instructor in successfully adjusting to the virtual classroom. This part of the process also reduces the risk for the institution when new facilitators enter a classroom. The seasoned mentor can spot potential problems and suggest corrective actions BEFORE they become significant issues for the instructor and the university.

Copyright issues

Copyright protects certain kinds of original works of authorship whether published or unpublished. Copyright grants the author of the work the legal right to determine how or when the work will be reproduced, distributed, displayed or performed. Works



covered by copyright include such things as literary works; musical and dramatic works; pictorial, graphic and sculptural works; audiovisual works; and sound recordings.

Copyright law allows faculty members to use copyright-protected material in the live, face-to-face classroom at nonprofit educational institutions. However, once classes are transmitted to remote locations (e.g., interactive audio/video, videotape or computer-mediated instruction), the law applies limits to the types of works that may be used. At this time, the Digital Millennium Copyright Act does not allow access of works at diverse locations other than a traditional classroom and where the transmission may involve incidental copies in order to make the display or performance of the work possible. At this time, the law inhibits the growth of distance education through computer-mediated instruction. Faculty members developing courses for computer-mediated course delivery would be wise to review the copyright information available at their university copyright office and at the many copyright sites available via the Internet prior to using material to avoid violating copyright law.

Intellectual property rights

Intellectual property rights or ownership of the course materials developed for distribution via computer-mediated instruction is a thorny issue at many educational institutions. There are strong mutual interests shared by the university, faculty and students. Faculty members considering development of a course for delivery via computer-mediated instruction would be wise to become informed about their educational institution's intellectual property rights policies and the required contracts. Policies vary widely from institution to institution. The least restrictive policies give full ownership of the materials developed to faculty members. The most restrictive policies give full ownership of the materials and right of distribution to the university. Many policies fall between the two extremes and contracts can be negotiable depending on the amount of support provided by the university for course development.

Are Web-based courses for everyone?

Absolutely not! However, they are suitable for most individuals. Students and faculty must believe that high quality can take place without meeting in a traditional classroom setting. They must be willing to accept the value of facilitated learning in place of traditional faculty-directed, lecture-based learning. Initially students may express discomfort with a change to facilitated learning. This mode of learning is unfamiliar at first and requires more independent work by students such as reading the textbook and researching additional information. Students taking Web-based courses typically report that these courses require a greater time investment than traditional on-campus courses. This is in contrast to the expectations of students new to Web-based courses who often expect them to require less time.

Currently, most universities focus online courses at the adult learning market. Even adult learners must be self-starters with sufficient discipline to maintain the pace of a typical accelerated program. If one procrastinates for several days or a week, a fast-paced Web-based program may pass them by so that catching up is difficult or impossible.

Students taking Web-based courses have to be computer literate and know how to do basic computer, e-mail and word processing operations. However, they need not be computer gurus. Most Web-based programs use courseware to deliver their online programs that is very intuitive and requires a minimum number of computer-related skills. Students do need to have access to an up-to-date computer and access to the Internet.

Making the decision to offer Web-based courses

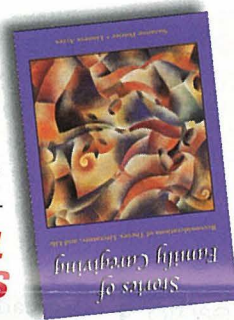
Making the decision to offer Web-based courses is a difficult one both for schools of nursing and for individual faculty members. Significant financial investment is needed for faculty training and to allow release time for course development. Investment may also be needed for courseware to facilitate Web-based courses and instructional design support. Challenges that faculty may encounter when offering Web-based courses include a steep learning curve when courses are under development and offered for the first time, increased workload, adjustment to the change in teaching pedagogy, identification of qualified preceptors at multiple sites, test security, development of appropriate assessment tools and challenges imposed by technology. Technical support and advance planning are critical for Web-based courses to run smoothly.

Web-based courses are offered at an increasing number of nursing programs and are on the horizon at many others as colleges and universities work to reach adult students and students in remote areas. New modes of course delivery such as Web-based courses allow student interaction among a widely spread student population and offer accessible higher education to self-directed students who otherwise might be unable to attend classes. As technology improves and faculty and students become more adept in the use of technology, distance education promises to provide new avenues for teaching and learning.

Carla L. Mueller, RN, PhD, is the director of distance education and online curriculum development at the University of Saint Francis in Fort Wayne, Ind.

This book is an interdisciplinary exploration of the experiences of women and men who provide long-term, life-sustaining care to family members. It takes a narrative approach to the subject through stories from fiction, autobiography and interviews with the family caregivers. The stories explore their experiences in all their contradictions, hopes and fears. Authored by Suzanne Poitier, PhD, and Lionesse Ayres, RN, PhD. Now available. Order this book and other titles online at www.nursingsociety.org/catalog or call 888.634.7575.

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