

## Learn from This Mentoring Relationship

Jane Martinsons, staff writer

Here's a story about a mentoring relationship that is as close to perfect as they come—an informal meeting of the minds that evolved into a long, mutually beneficial relationship and, later, a friendship. Take from this what you will, but there's a main lesson: Whether informally or formally, reach out to a special colleague. The benefits are enormous and will extend well beyond either of you to the profession at large.

### The Story

In the early 2000s, just prior to deciding to become a certified neonatal nurse practitioner (NNP) and earning a master's in nursing, Susan R. Meier, a vivacious and eager outreach coordinator at Presbyterian/St. Luke's Medical Center, Denver, CO, did something bold. She approached Cathy Witt, an NNP and manager whom she admired, to ask her for guidance on attending NNP school and furthering her career.

Despite Witt's many professional accomplishments, including serving as president of NANN and publishing extensively, Meier found her approachable. "When I was a staff nurse I always felt I could go to Cathy to ask questions and she seemed really interested in that role," recalls Meier, DNP APRN NNP-BC. "To me, Cathy was who I wanted to be when I grew up. I was attracted to her because she had done all these things and was a resource for answering questions. That's really how it came about; I just had an interest."

Witt recalls a similar informal start to their relationship. "Here was Susan, a person who was really interested in doing more with her career by getting involved. Because I was involved in NANN, it sort of came about naturally," she says.

She also considered Susan a standout. "When I managed NNPs, I was always trying to encourage them to get involved and do more. Most of them really weren't that interested, but Susan was," she says, still incredulous that young professionals would pass up growth opportunities such as joining NANN, which she considers fun.



Witt (left) and Meier value their enduring relationship. "The real turning point came 5 years ago, when Cathy introduced me as her colleague at a program at which I was a guest speaker," Meier says. "I was walking on air all day. Cathy had called me her colleague! I felt I had arrived—that I had made it."

With Witt's encouragement and guidance as a mentor, Meier began to flourish in her career. Early on, she started a local NANN chapter, the Denver-based Front Range Association of Neonatal Nurses. "Cathy was an excellent resource for me because of her history and leadership in NANN. She was always moving me forward," Meier says. "I always felt like I had someone in my corner supporting me."

With Witt's prompting, Meier began seeking opportunities at the national level, including publishing journal articles and book chapters and presenting and leading review courses at NANN conferences. "Cathy was always looking out for opportunities for me and connecting me to [places of] opportunity where I might not know to look," she says.

Witt was impressed by Meier's natural ability to grow professionally—something that, as a university professor, she nurtured. Soon, both were encouraging each other to write and seek out other opportunities while also developing a closer, more collegial relationship, even when they weren't working together every day.

Today, both Witt and Meier stress the many benefits of mentoring. Witt, who remains grateful to Ellen Tappero, DNP RN NNP-BC, for her role in introducing her to NANN leadership, encourages others to remember just how intimidating it can be to join a new organization. "It's scary in the beginning," she says. "When I first got involved, I didn't know anybody or what they were even talking about at my first board meeting. Having someone there to help you through that kind of thing really helps."

Likewise, Susan stresses the need for all nurses to nurture each other and work as a team. "As my mentor, Cathy has always said that you need to pick your replacement. You need to know that there are people who are going to carry on your work. Helping new people to grow benefits us all and ensures our continuity."

Meier continues to seek opportunities within NANN and last year became the NANN Council Chair. Witt continues to talk with Meier about her 10-year plan and how she will achieve her ultimate goals. Both women encourage others to mentor or find a mentor, particularly those who are transitioning to new roles, such as NNP students. "It's just an immense help," Meier says. She adds, whether formal or informal, a mentoring relationship can have endless value.



### from NANN's President

Cheryl Carlson, PhD APRN NNP-BC

NANN is an active, vibrant, growing association. With membership growth, there are increased demands for varied educational materials for all neonatal specialties: bedside nurses, neonatal educators and researchers, advanced practice nurses, and managers. Improved avenues for networking, evidence-based practice guidelines, and publications are needed to continue improving quality care for our neonatal patients and their families. NANN is recognized in the healthcare community as the voice of neonatal nursing and we often are asked by other healthcare groups for endorsements and participation on various committees and taskforces to represent neonatal nursing.

The constant evolution of economics, technology, and workforce factors within the healthcare setting makes it vital for NANN to implement strategies for continued recruitment of new members and retention of current members and to provide opportunities for professional development at all stages in the career path of a neonatal nurse. This monumental task will provide our members with the tools necessary to grow in their individual career path, whether that is the bedside nurse implementing evidence-based care changes, facilitating the process for a neonatal nurse moving into

a managerial position, or taking the steps to become a CNS or NNP.

One way to accomplish this is through a mentoring process. "Mentoring is an interpersonal process that takes place between a trained, seasoned mentor and a novice protégé. After accounting for cultural differences, mentoring entails providing emotional support, sharing knowledge and experience, role-modeling, and guidance" (Mijares, Baxley, & Bond, 2013, p. 27).

We need the expertise of our members in all areas of neonatal care. Engagement of our members in task forces and committees is key to our success. NANN has been successful because our members are leaders who share their expertise as part of committees, task forces, reviewers of journal articles, NANN practice guidelines, and position statements. For NANN to continue this important work, we need to actively engage our new members or others who may not have been active in the past.

Mentoring occurs when a respected colleague and leader takes a role in guiding or offering opportunities for continued professional growth based on the mentee's unique qualities and abilities. A mentor may be there for short periods of time or throughout our careers. We often have several different mentors throughout our careers, depending on our situation or changes in career

paths. A successful mentoring relationship requires good communication between both individuals, motivation to take on new opportunities, and challenges to further professional growth. The mentor provides guidance on the acquisition of professional skills and knowledge needed to achieve specific goals. In addition, the mentor will provide counseling and encouragement during stressful and demanding situations (Grossman & Valiga, 2009). When both individuals are invested and have mutual trust and respect, they will each benefit from the experience through personal and professional growth and mutual learning.

Unlike an informal mentoring relationship, a formal mentoring program will have established goals and objectives for the mentor and mentee. In a formal program, the mentor and mentee often are paired based on common goals. The mentor/mentee relationship requires trust and is shared by both individuals. For example, within NANN, a chairperson will identify a committee member interested in further involvement and will mentor and provide support and training to prepare that individual for the responsibility of chairperson. This process of mentoring is important in succession planning for major leadership positions at all levels in the asso-

*continued on page 2*

Find us at



Stay Connected

Post this issue of *NANN Central* in your NICU or pass it along to a colleague.



## Mentoring in Nursing

Susan Meier, DNP APRN NNP-BC

Transitioning into the nurse practitioner role can be very stressful. The expert nurse is thrust into the novice nurse practitioner role and may experience a sense of inadequacy or lack of confidence in the ability to perform the new role. This role transition is a critical period during which the novice nurse practitioner lays the foundation for future practice, expands upon knowledge gained in school, and advances clinical expertise (Brown & Olshansky, 1997; Harrington, 2011; Hayes, 1999; Hill & Sawatzky, 2011; Kelly & Mathews, 2001). Recruitment and retention of these new neonatal nurse practitioners (NNPs) is a vital strategy in the continuation of the NNP role. How does the new NNP not only survive this critical period, but also thrive?

I offer this advice to all new NNPs: Find a mentor. Mentoring is best defined as a nurturing process in which a more skilled or more experienced person serving as a role model teaches, sponsors, encourages, counsels, and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional and personal development. Mentoring functions are carried out within the context of an ongoing, caring relationship between the mentor and protégé (Anderson & Shannon, 1988).

This relationship can be based in a formal program in which mentor and protégé are matched and the process is structured. However, few institutions offer such programs to their employees. That does not mean that mentoring is out of reach. Think about a more experi-

enced NNP with whom you feel comfortable, whose opinion you value, or whom you admire. Many NNPs with more experience would value the opportunity to help develop a colleague into an expert NNP.

An informal mentoring relationship seems to take on a life of its own, with both members gaining from the reciprocity and accountability. Mentor and mentee assist each other to develop in areas such as career progression, scholarly achievements, and personal development.

However, developing a mentoring relationship with a more experienced colleague should not be reserved just for the novice NNP. As we progress throughout our careers, many of us take different paths such as faculty, clinical education, and research. An expert NNP transitioning to one of these new roles regains novice status in the new position. A mentoring relationship with a more experienced colleague in the new role can be vital to the success of mid-career transitions, as well.

Many resources for precepting and orientation of the novice nurse practitioner provide didactic information and clinical guidance during this role transition to ensure competency to practice independently upon completion of orientation (Canadian Nurses Association, 2004; Kelly & Mathews, 2001). What is often lacking is a mentoring program that provides additional guidance and support to the novice nurse practitioner, not only as he or she takes on this new role, but also while progressing through the stages of novice to expert. NANNP will address this gap by developing a

Novice Nurse Practitioner Mentoring Toolkit for use by institutions that employ nurse practitioners. NANNP has received a \$10,000 educational grant from MedImmune to support its development.

This toolkit will serve as a basis for upcoming initiatives that demonstrate our commitment to mentoring and is just one example of NANNP's commitment to growth and development of all levels of NNPs.

### References

- Anderson, E. M., & Shannon, A. L. (1988). Toward a conceptualization of mentoring. *Journal of Teacher Education, 39*(1), 38–42.
- Brown, M. A., & Olshansky, E. F. (1997). From limbo to legitimacy: A theoretical model of the transition to the primary care nurse practitioner role. *Nursing Research, 46*(1), 46–51.
- Canadian Nurses Association. (2004). *Achieving excellence in professional practice: A guide to preceptorship and mentoring*. Ottawa, Ontario: Author.
- Harrington, S. (2011). Mentoring new nurse practitioners to accelerate their development as primary care providers: A literature review. *Journal of the American Academy of Nurse Practitioners, 23*(4), 168–174.
- Hayes, E. F. (1999). Athena found or lost: The precepting experiences of mentored and non-mentored nurse practitioner students. *Journal of the American Academy of Nurse Practitioners, 11*(8), 335–342.
- Hill, L. A., & Sawatzky, J. A. (2011). Transitioning into the nurse practitioner role through mentorship. *Journal of Professional Nursing, 27*(3), 161–167.
- Kelly, N. R., & Mathews, M. (2001). The transition to first position as nurse practitioner. *Journal of Nursing Education, 40*(4), 156–162.

## Pharmacology Webinar Package Now Available!

Did you know you can earn on-demand CNE hours when you purchase NANN's pharmacology webinar series? NANN's pharmacology webinars address relevant pharmacology issues and treatment in the NICU. The webinar series is designed for neonatal nurses who would like to enhance their pharmacology education or are in need of pharmacology hours.

### Purchase all four webinars for the price of three!

Topics include

- rapid sequence intubation
- safe use of controlled substances
- national drug shortage issues
- antimicrobial use and stewardship.

Each recording can be viewed individually and at your convenience. Earn 4 CNE contact hours and 4 pharmacology hours when you purchase the webinar package and complete the posttest.

Purchase the webinar series package at [www.nannstore.org](http://www.nannstore.org).

### from NANN's President *continued from page 1*

ciation. NANN is working on a formalized mentoring process.

It is vital for the future of NANN and nursing that we become actively involved in recruiting nurses across generations to join our association. We need to support and educate newer nurses because they are the future of nursing. For those of you who hold committee positions or have been involved in a NANN activity, I would like to challenge you to identify a new nurse in your unit or an experienced nurse who may be ready for more formalized committee work and encourage them to become active within NANN. When we reach out to help others grow professionally, either by joining NANN or becoming active participants within the association, we are ensuring that NANN will continue to grow and be the leader and recognized voice for all neonatal nurses.

### References

- Grossman, S. C., & Valiga, T. M. (2009). *The new leadership challenge: Creating the future of nursing* (3rd ed.). Philadelphia, PA: F.A. Davis Company.
- Mijares, L., Baxley, S., & Bond, M. L. (2013). Guiding hands: A concept analysis of mentoring. *Journal of Theory Construction and Testing, 17*(1), 27.

## Choose Your Leaders

### Election Reminders

Annual Elections: Remember to vote in the annual election for NANN's Board of Directors and the NANNP Council. Voting starts June 1.

Special Election: The unexpired term in the office of the president will be filled during a special election to be held at the Annual Business Meeting at NANN's 31st Annual Educational Conference in Dallas, October 22–25.

# Nominations for NANN and NANNP Awards Due May 1

Each year, NANN and NANNP recognize deserving individuals for their dedication to neonatal nursing and for their extraordinary contributions to the neonatal nursing field. Nominations are due **May 1**.

The **Robyn Main Excellence in Clinical Practice Award** recognizes and encourages excellence in those neonatal nurses responsible for providing direct patient care. A nominee must be a NANN member, provide direct patient care as a staff nurse, and demonstrate consistent excellence in care involving difficult or unique patient, family, or staff situations.

The **NNP Excellence Award** honors outstanding contributions by a neonatal nurse practitioner (NNP) to the field of neonatal nursing through exemplary practice, leadership, service, and education. A nominee must be a NANNP member who is actively practicing as an NNP and must demonstrate excellence in the practice and art of advanced neonatal nursing.

The **Leadership Award** recognizes a neonatal nurse who exhibits superior leadership skills. A nominee must be a NANN member, exhibit superior leadership qualities in a neonatal nursing role, and demonstrate consistent excellence in practice.

The **Navigator Award** recognizes a NANN member who consistently demonstrates the power of mentoring as a force for decreasing turnover rates, fostering camaraderie, and contributing to the positive growth and development of new nurses in the specialty of neonatal nursing. Nominees must be NANN members, perform in a mentoring role (e.g., as an NNP, clinical nurse specialist, nurse manager, educator, or preceptor for a staff nurse), and demonstrate consistent excellence in practice.

The **Chapter of the Year Award** acknowledges the accomplishments and contributions of chapters. Applicants must be chartered NANN chapters in good

standing. Chapters submit information in six areas: advocacy, chapter communications, community service, educational offerings, fundraising efforts, and membership recruitment and retention. Chapter of the Year applicants also will be considered for Individual Project Awards in each of these areas. Chapters may submit applications in one or more of these areas to be eligible for an Individual Project Award.

The NANN and NANNP memberships comprise gifted and devoted experts who put their knowledge and enthusiasm to work every day. Our members deserve accolades for the important work they do for their patients and families. Be sure to recognize your colleagues for their talent and dedication to neonatal nursing. For more information, and to nominate yourself or a deserving colleague, please visit [www.nann.org/2015awards](http://www.nann.org/2015awards).

## Brighter Tomorrows Story Contest Now Open

Enter the Brighter Tomorrows Story Contest for a chance to win a complimentary registration for NANN's 31st Annual Educational Conference in Dallas, TX, October 22–25.

Stories should be relevant to neonatal nursing practice and relate a baby's or family's progress or describe the professional development or mentoring of a neonatal nurse. The maximum length for stories is 500 words (stories that exceed the maximum length will not be considered), and photos may accompany stories if the appropriate permission has been granted and a signed release form is submitted

with the entry. To print a release form and read stories submitted in previous years, please visit [www.nann.org/stories](http://www.nann.org/stories). To enter, please send your story and release form via e-mail to [info@nann.org](mailto:info@nann.org). All entries must be received by **Monday, May 11**.

**Please note:** By submitting a story, you give NANN permission to reproduce it in the association's print and electronic media. The winning entry will be chosen in late May, and its author will be notified immediately thereafter. The winning story will be printed in *NANN Central* and posted on NANN's website.

## Ensuring Quality in Online NNP Programs

Sandra Bellini, DNP APRN NNP-BC CNE, SIG Facilitator, NNP Faculty Group

Recent data has demonstrated that the majority of currently active NNP programs in the United States are delivered via distance learning (Bellini, 2013). Although online programs have increased student access to graduate programs and are likely responsible for preventing the closure of additional programs due to low enrollments, skepticism and criticism regarding the quality of online programs remains. As educators, it is important that we pay as much attention to educating the public about our educational practices as we do educating our students about patient care management. One way to do this is by discussing the outcomes literature surrounding online learning and integrating best online educational practices into our curricula.

In 2010, the U.S. Department of Education published the findings from a meta-analysis to examine the body of literature surrounding evidence-based practices in online learning (2010). Findings from the meta-analysis included the fact that on average, performance of adult students enrolled in online programs was modestly better than their traditional classroom counterparts. The effect size for this modest gain was highest among students whose programs incorporated at least some amount of hybridization or some face-to-face component. Additionally, learning outcomes were further enhanced in online courses that were instructor led, compared to those that were designed in a more independent study fashion.

Many of our online NNP programs already include these indicators of high quality; our courses are instructor led to provide subject matter expertise, and many of our programs incorporate some type of onsite visits for students for orientation or simulation experiences. These practices put us ahead of programs in other specialization areas and disciplines, but there is always room for improvement.

Across studies of online learning outcomes, the roles of creating a community of inquiry, teacher presence, and social presence are commonly identified as important indicators of quality online instruction (Billings, Connors, & Skiba, 2001). Unlike classroom learning, which can have a passive learning, instructor-centered style, online courses are inherently student centered and designed for active learning—a style far more likely to yield

improved learning outcomes. Additional considerations and benchmarks include student satisfaction, learning effectiveness, faculty satisfaction, and scale or successful strategies to control operating resources and costs for institutions with online programs. For NNP graduates, the most traditional outcomes measure of successful learning is first-time success on the NCC certification exam for the neonatal nurse practitioner, which should be followed closely as the number of classroom programs continues to dwindle in favor of online programs.

Similar to the practice environment, there are several existing frameworks for designing and implementing quality online programs. One example that is easy to use and has been adopted on a wide scale is the Quality Matters rubric ([www.QMprogram.org](http://www.QMprogram.org)). This rubric includes eight standards that serve as quality indicators in online courses: course overview and introduction, learning objectives, measurement and assessment, instructional materials, learner engagement and interaction, course technology, learner support, and accessibility. For each standard, a list of specific quality indicators with corresponding points is assigned for the purposes of evaluation of online course quality design. When scores are summed, higher points indicate quality design.

Resources, especially financial resources, are scarce for many schools; however, some are expanding their resources for online education as this trend continues to grow in the marketplace. One resource that can be tremendously valuable to faculty and is becoming more available is instructional design specialists, whose expertise is in online curriculum design and successful teaching and learning strategies in online environments. Through collaboration with NNP faculty, the combination of subject matter expertise from neonatal nurses and instructional design specialists can yield optimal online courses and programs. Although it can be daunting to collaborate with a non-nurse colleague in this type of partnership, it helps to remember that NNPs successfully collaborate every day, whether they are aware of it or not.

Take a critical look at your online courses and programs and ask yourself: Is there room for ongoing

improvement? If so, take some time and explore what's available both in your educational setting and via the Internet; it will likely be time well spent.

### References

- Bellini, S. (2013). State of the state: NNP program update 2013. *Advances in Neonatal Care*, 13(5), 346–348.
- Billings, D. M., Connors, H. R., & Skiba, D. J. (2001). Benchmarking best practices in web-based nursing courses. *Advances in Nursing Science*, 23(3), 41–52.
- U.S. Department of Education. (2010). Evaluation reports. Evidence-based practices in online learning: A meta-analysis and review of online learning studies. Retrieved from [www.ed.gov/about/offices/list/opepd/ppss/reports.html](http://www.ed.gov/about/offices/list/opepd/ppss/reports.html)

Love where you live,  
Love where you work!

### Neonatal ICU Nurses

The Neonatal Intensive Care Unit at Betty H. Cameron Women's and Children's Hospital offers dynamic and rewarding career opportunities for nursing professionals.

In our 45-bed Level III NICU you will be working alongside highly trained neonatal intensive care physicians, nurse practitioners, nurses, respiratory therapists and staff committed to providing the very best care to our most vulnerable patients.

If you are a nursing professional seeking a team-oriented environment with opportunities for growth and advancement, please visit our website [nhrmc.org/NHRMCJobSearch](http://nhrmc.org/NHRMCJobSearch)

Testimonials from our NICU Nurses:

"When I applied as a new graduate, I knew from the beginning that I wanted to work in the NICU."

"After working in several units at other hospitals, I've come to deeply value encouragement of nursing autonomy and voice."

We look forward to meeting you!

**New Hanover Regional Medical Center**  
Wilmington, NC

EOE



National  
Association of  
Neonatal  
Nurses

# NANN Central

PRSRT STD  
US Postage  
**PAID**  
Des Plaines, IL  
Permit No. 188



8735 W. Higgins Road, Suite 300  
Chicago, IL 60631-2738

**NANN CENTRAL**  
(ISSN: 1544-3382)

## Advocacy Update

# 2015 Advocacy Agenda

Joyce Stein, BSN RN



The beginning of a new year is when the President shares his plan for the country in his State of the Union address and governors give their State of the State speeches on goals for their individual states. As neonatal nurses, we also should set our agenda priorities for health policy and advocacy for the next legislative term, both in our individual institutions and in our state legislatures and regulatory bodies.

NANN's Health Policy & Advocacy Committee follows issues that are important to us as nurses and for the health outcomes of the infants we care for daily. As 2015 progresses, several advocacy and legislative issues should continue to be a priority for neonatal nurses: respiratory syncytial virus (RSV) prophylaxis guidelines, infant mortality, maternal drug use, and APN scope of practice. Aside from providing excellent nursing care at the bedside, we need to ensure that infants are not subjected to policies and regulations that may restrict their access to appropriate health care.

RSV prophylaxis guidelines continue to need all of our voices to work through health institutions and regulatory agencies to adopt the recommendations of the National Perinatal Association. Despite the overall decline of the U.S. infant mortality rate, we continue to have significant geographical and racial disparities in infant mortality rates.

Infant mortality issues are best addressed at a local and community level with emphasis on departments of public health and low-income health policies (Tomer, n.d.). Maternal drug use was highlighted in the January 2015 issue of *NANN E-News*, which is archived at [www.nann.org](http://www.nann.org). This is a growing health issue for all

of our NICUs and is best addressed with prevention strategies for women of reproductive age.

Last, with the convening of the 114th Congress and new state legislatures, all NANN members need to be diligent regarding state and federal legislation affecting the scope of practice and prescriptive authority of APNs. Follow the Health Policy Committee's postings in the MyNANN community for more information and calls-to-action.

Successful advocacy involves not only individual participation, but also the joining of forces with coalitions. As spring approaches, "lobby days" will be held by many organizations, such as the American Nurses Association and their state affiliates, the American Association of Colleges of Nursing, March of Dimes, and Zero to Three. All of these organizations have robust governmental affairs resources. There are also specific things we can do as members of NANN:

- Sign up for the Advocacy Community in MyNANN.
- Become a state liaison and follow nursing and maternal-child legislation in your state.
- Respond to Health Policy Committee calls to action.
- Attend a lobby day in your state.
- Develop a relationship with your state and federal legislators.
- Utilize resources from the Advocacy section of [www.nann.org](http://www.nann.org), including the federal and state toolkits.

Make a resolution to advocate for your patients at the legislative level. Be informed, join with others, and make your voices heard.

### Reference

Tomer, J. (n. d.). A quiet crisis: Racial disparities and infant mortality. Retrieved from [www.minoritynurse.com/article/quiet-crisis-racial-disparities-and-infant-mortality](http://www.minoritynurse.com/article/quiet-crisis-racial-disparities-and-infant-mortality).

## Calendar

**PSANZ Annual Congress**  
April 19–22, 2015 Crown Melbourne, Victoria, Australia

**19th Annual NICU Leadership Forum**  
April 26–30, 2015 Palm Springs, CA

**NANN & NANNP Awards**  
May 1, 2015

**Neonatal Advanced Practice Nursing Forum**  
May 27–30, 2015 Washington, DC

**NANN & NANNP elections**  
June 1–30, 2015

**NANN 31st Annual Educational Conference**  
October 22–25, 2015 Dallas, TX

Look for chapter meeting dates at [www.nann.org](http://www.nann.org).



National  
Association of  
Neonatal  
Nurses

**NANN**  
8735 W. Higgins Road, Suite 300  
Chicago, IL 60631-2738  
800.451.3795 • 847.375.3660  
Fax 866.927.5321  
[info@nann.org](mailto:info@nann.org) • [www.nann.org](http://www.nann.org)

NANN Central Content Reviewer: Maureen A. O'Reilly, MSN RNC NNP-BC

NANN Central™ (ISSN: 1544-3382) is published 3 times per year by the National Association of Neonatal Nurses, 8735 W. Higgins Road, Suite 300, Chicago, IL, 60631, and is distributed to members as a direct benefit of membership. A portion of this membership (\$9) goes toward a subscription to this newsletter. Printed in the U.S.A. POSTMASTER: Send change of address orders to NANN Central™, c/o National Association of Neonatal Nurses, 8735 W. Higgins Road, Suite 300, Chicago, IL, 60631-2738.

© 2015 National Association of Neonatal Nurses. All rights reserved. Reproduction, distribution, or translation without express written permission is strictly prohibited. The statements and opinions expressed in articles and other materials herein are those of the authors or advertisers. NANN, the editors, and the publisher disclaim any responsibility for these materials. Information for authors is available from the NANN National Office. Payment for articles is in the form of complimentary copies only. Trademarks: Trademarked names are used in an editorial fashion to the benefit of the trademark owner, with no intention of infringement of the trademark.

## Spotlight on Small Grant Award Recipients

The Small Grants Program provides an avenue for connecting those with little or no research background with experienced researchers to enhance their skills and promote the success of the research study or evidence-based projects. Past winners include:

### 2013 Winners

Mary Ann Blatz, MSN RNC-NIC IBCLC  
Patricia Fleck, MSN NNP-BC  
Susan Kern, MSN RNC-NIC NNP-BC  
Michele Sweet, MS RN

### 2014 Winners

Carrie Ellen Briere, PhD RN CLC  
Ann Phalen, PhD CRNP NNP-BC  
Ashley Weber, PhD(c) MS RN

**2015 Small Grant supporters include Abbott Nutrition, March of Dimes, and Mead Johnson Nutrition. The 2015 winners will be announced in late April.**