National Student Nurses' Association ®

Guidelines for Planning

2013-2014

Consultants and Advisors

For NSNA School Chapter Advisors and State Association Consultants

Click here to update your contact information

National Student Nurses' Association
45 Main Street, Suite 606
Brooklyn, NY 11201
(718) 210-0705 FAX (718) 797-1186
www.nsna.org www.nsnaleadershipu.org
© 2013 NSNA

Table of Contents

Key terms 1

Introduction 1

Categories of consultants and advisors 2

Role of consultants and advisors 3

Functions and responsibilities 3

Criteria for Selection 3

Appointing organization

Responsibility of the appointing organization 4

Responsibility to the appointing organization 4

Enhancing Communication 4

Questions and Answers 5

Why Should I Become a Sustaining Member? 9

Resources 9

State Excellence and Stellar School Recognition Program 9

NSNA's *Guidelines for Consultants and Advisors* is written
and published by the National Student Nurses' Association, Inc. Contents may be
reproduced without permission by NSNA constituent associations.
All others must obtain written permission from NSNA.
© 2013-14 National Student Nurses' Association, Inc., 45 Main Street, Suite 606, Brooklyn, N.Y., 11201

Key Terms

For the purpose of this publication the following definitions and abbreviations are used:

Advisor: Faculty member appointed or elected to advise the school NSA chapter.

Consultant: Appointed or elected to provide consultation to the state NSA chapter. State consultants may be appointed by the state nurses' association affiliated with the American Nurses Association, state league for nursing affiliated with the National League for Nursing, be elected, or be appointed by the state student president and/or board of directors.

Special state consultant: State consultant designated by the state NSA board or president to work directly with the president.

National consultants: There are two consultants at the national level. One is appointed by the American Nurses Association and the other by the National League for Nursing.

Graduate consultant: Outgoing member of the state NSA board of directors who is elected to provide continuity to the board as a consultant.

NSA: Nursing **S**tudent **A**ssociation at the state or school chapter level.

Official NSNA Constituent: State and school chapters that meet the requirements for official constituency status. Schools may become NSNA constituents if they submit annually *the Official Application for NSNA Constituency Status* and have 10 members or more by the cutoff date. States become NSNA constituents by submitting annually: *the Official Application for NSNA Constituency Status;* approved and signed state board minutes; current state bylaws; current state roster and having two constituent school chapters in the state. Complete details and applications can be found in *Getting the Pieces to Fit*, the NSNA handbook for state and school chapters.

Pieces—abbreviation for ***NSNA's Getting the Pieces to Fit,*** the quintessential NSNA Handbook.

SNA/ANA: State nurses' association **affiliated with the American Nurses Association.**

SLN/NLN: State league for nursing **affiliated with the National League for Nursing.**

Click here to update your contact information.

Introduction

This booklet is designed for:

- School faculty advisors to NSA school chapters;
- State consultants to NSA state chapters;
- National consultants to NSNA;
- School and state officers and directors.

Consultant and faculty support is vital to NSNA. The purpose of this booklet is to assist consultants, advisors and members of the board of directors of state and school chapter NSAs to carry out their duties and responsibilities effectively. These guidelines are designed for consultants and advisors at all levels of the association.

Consultants and advisors to NSAs serve several major purposes:

- To assist elected and appointed officers to identify issues, problems, and alternatives as they carry out their legal, fiduciary, and organizational responsibilities;
- To provide students in leadership positions with information about professional issues and positions taken by the appointing organization;

- To strengthen organizational ties between the student association and the appointing organization by serving as a liaison with these organizations;
- To provide continuity to an NSA where the student leadership is short-term, and changes composition from year to year;
- To act as a professional role model and mentor.

Categories of Consultants and Advisors

National

Appointment of consultants at the national level is made by the American Nurses Association and the National League for Nursing in consultation with the board of directors of the National Student Nurses' Association (NSNA). The national consultant is a nursing leader with experience and familiarity with organizational work. The length of appointment is fixed in the bylaws of the NSNA, and is currently two years in length.

State

State nursing student association bylaws may provide for a consultant appointed in cooperation with the State Nurses Association affiliated with the American Nurses Associations; and the State Leagues of Nursing affiliated with the National League for Nursing. The appointed consultant is a nurse leader and may be a past member of the board of directors of the SNA/ANA or SLN/NLN. Funding for the consultant's participation should be provided by the appointing organization. Another option is a state affiliate of the American Organization of Nurse Executives. This relationship has worked very well for the California Nursing Students Association. It is important that any organization that state NSNA constituents affiliate with should have a broad program that helps students understand: the trends and issues in the profession and healthcare; nursing research; nursing practice and education.

Some state NSAs may choose to elect a Graduate Consultant who is an outgoing member of the board of directors. Such consultants may provide continuity and/or a sense of history to the board. The NSAs may also elect or appoint consultants who do not necessarily represent the SNA/ANA or SLN/NLN, but who are considered nursing leaders or valuable resources. Funding for an unaffiliated consultant is budgeted for by the NSA.

State consultants should be encouraged to communicate with NSNA staff and to attend NSNA Annual Convention and MidYear Conference when feasible.

One state consultant may be designated to be the special consultant who works directly with the president of the state NSA. This consultant may be appointed at the discretion of the board of directors.

Upon notification to NSNA, the consultants are placed on the NSNA email list and receive *NSNA News*, important memos, and special messages for consultants and advisors.

The term of office of elected or appointed state consultants is usually one or two years, and the term should be specified in the bylaws. Bylaws should also provide direction in the event that a vacancy occurs. The number of terms should be limited by policy. There should be a mechanism for annual review of the consultants to provide feedback and ensure that needs are met. See *The Rights and Responsibilities for State Consultants.*

School

School advisors are elected by the students or appointed by the dean/director, usually in consensus with members of the school NSA. In addition, school advisors may collaborate with a district nurses' association or area league for nursing chapter. Many educational institutions require NSAs to have at least one faculty advisor in order to be a recognized organization on campus (e.g., be eligible for student activity funds, etc.).

Role of Consultants and Advisors

Consultants and advisors play a key and varied role in the NSA. Their role depends upon the development and resources of the NSA and the students involved in leading the association. The consultant/advisor role is distinct from that of members of the board of directors.

Functions and responsibilities of a consultant/advisor are founded in shared governance and include:

- Attend board and other official meetings, such as national or state conventions and Council of State or School Presidents;
- Serve as resource persons in planning, deliberating, implementing and evaluating NSA activities;
- Identify resources and provide the guidance needed for decision making, problem solving, program planning, and fundraising;
- Provide information and guidance in organizational management, financial planning, and record keeping;
- Objectively interpret major health issues and concerns of the nursing profession;
- Provide guidance to the student president and board members on how to conduct effective meetings (e.g., planning an agenda, recording minutes, archiving documents, bylaws, policies and procedures, and parliamentary procedure);
- Serve as an interpreter of the responsibilities, policies and goals of the NSA, the appointing organization, and other community and professional organizations;
- Stimulate and encourage personal and professional formation and foster the leadership skills required of officers and other members of the NSA;
- Facilitate discussions leading to decision making by student leaders while refraining from directing the outcomes;
- Facilitate the orderly transition of the outgoing and incoming members of the board of directors, consultants and advisors;
- Identify implications for both the NSA and the appointing organization when action or positions are considered;
- Serve as a resource and liaison to administration, faculty, appointing organizations and others as needed;
- Clarify functions, programs, and operations of the appointing organizations;
- Adhere to and educate about ethical principles on matters of confidentiality and conflicts of interest; be familiar with the NSNA Code of Ethics.

Special roles of faculty advisors:

- Share information about NSNA and its activities with faculty;
- Advocate that NSNA programs and activities be incorporated into pertinent curriculum objectives to meet course assignments where applicable (e.g., community health and disaster preparedness projects, legislative activities, Breakthrough to Nursing, shared governance and organizational leadership activities, etc.);
- Support independent study for academic credit in NSNA's Leadership University program;
- Facilitate student attendance at NSA and NSNA meetings;
- Support adoption of NSNA's Bill of Rights and Responsibilities for Nursing Students and The Code of Ethics into the school's policies/student handbook
- Consider applying for the Annual Foundation of the NSNA Marilyn Bagwell Leadership Grant. Start a chapter or strengthen your chapter with a $1000 grant to support your chapter.

Criteria for Selecting Consultants and Advisors

The following are recommended criteria for selecting a consultant or advisor:

- Good communication skills and assertiveness;
- Excellent listener;
- High regard for nursing education and nursing students;
- Flexibility, creativity, tolerance, and objectivity;

- Experience in volunteer nursing and community organizations;
- Interest in students and in nurturing the independent growth and effectiveness of the NSA;
- Familiarity with positions, policies, operations and structures of the appointing organization and the bylaws, policies and positions of the NSA;
- Current or recent employment in nursing;
- Knowledge about major nursing and health issues and trends in nursing;
- Understanding of nursing in the social and political structure of the community, state and nation;
- Experience and/or understanding of association management.
- Willingness and ability to contribute the required time!

The Appointing Organization

Appointments should have the mutual approval of the school or professional organization of the NSA. The NSA and the appointing organization should provide the consultant with a letter detailing the following:

- Purpose, function and role (i.e., job description);
- Term of office and term limitations;
- Financial policies of both groups regarding
- expenses incurred in the consultant role;
- Time commitment and travel required, if any;
- Reporting procedures;
- Communication channels of both groups.

The appointing organization should routinely inform the consultant about the activities and policies of its governing bodies. An opportunity to report on student organization activities at board meetings or annual meetings of the appointing organization should be provided.

In addition, the NSA should:

- Provide the consultant with an orientation manual including bylaws, a list of current officers and committees, policies and procedures, organization structure, a copy of NSNA's *Guidelines for Consultants and Advisors*, *Getting the Pieces to Fit*, and any other information the board of directors deems appropriate;
- Provide adequate notice of meetings and a schedule of other activities;
- Provide copies of minutes, newsletters, and all other relevant board correspondence;
- Send the consultant's or advisor's name, mailing address, phone number, and email address to NSNA to be placed on NSNA's mailing list. Click here for interactive form.

Responsibilities to the appointing organizations:

- Provide periodic and timely reports which will strengthen the relationship between the two organizations;
- In keeping with financial policies of the organization, report on the use of financial resources allocated to the consultant;
- Attend meetings of the appointing organization to keep current on information and facilitate communication.

To determine whether expectations of all parties have been met or require adjustments, there should be an annual review by the officers of the NSA and the appointing organization. Ideally, a written contract is developed for each consultant and advisor that should include an annual review component. A system of review should be developed for all consultants and advisors, including those not appointed by an organization.

Enhancing Communications

The establishment of a school or state Common Interests and Goals Committee may help to increase communication between the NSA and the appointing organizations. In addition, the following methods can be used to share information and enhance communication:

- Include news of both organizations in their respective publications;

- Send regular mailings about programs and policies of both organizations to consultants, advisors and board members;
- Report routinely to the boards of both organizations.

Students can become involved in the activities of district and SNA/ANA and SLN/NLN in many ways:

- Invite representatives of the NSA to participate in the professional organization's committees, such as the government relations and practice committees.
- Involve NSAs in legislative education activities on legislative issues affecting nursing, especially in relation to nursing education.
- Consider inviting the school or state presidents of NSAs to observe board meetings.
- The NSNA supports the SNA/ANA and SLN/NLNs membership promotion efforts by encouraging new graduates to join. The students can also provide the professional organization with reciprocal space in their newsletter and in the convention exhibit area in order to promote membership.

NSAs generally function without staff or a central office. The SNA/ANA or SLN/NLN may consider contributing meeting space to the NSA. Many schools of nursing provide school NSAs with office space, access to telephones and office equipment.

Workshops for Consultants and Advisors

NSNA conducts consultant/advisors' workshops at the MidYear Conference and Annual Convention. These workshops are designed to assist consultants and advisors to be facilitators, enablers, mentors, and resource persons for NSNA chapters. The NSNA Leadership University Certificate Program for Consultants and Advisors offers contact hours.

Questions and Answers

The following questions are frequently asked by consultants and advisors. If your questions are not covered here, or the answers are not helpful, feel free to write or call NSNA for further assistance.

Q: How can my nursing program start an NSNA chapter?

A: Contact NSNA@nsna.org to request a Start-a-Chapter kit, which includes *Getting the Pieces to Fit,* and is the best resource to use in starting a NSNA chapter. It provides detailed instructions plus the required application for constituency status. It is updated annually and is posted on **www.nsna.org** under "Publications." *Guidelines for Planning Booklets* provides an abundance of information about all of NSNA's programs, activities and awards.

Q: My school already has a chapter, but it's not very active. What can be done to stimulate interest and involvement?

A: Some chapters are very active for one or two years, then wane when the more highly motivated students graduate. When students express their desire to have a more active chapter, you can help them assess what needs to be done to achieve this. Assessment can include:

- Are the meetings too frequent or not frequent enough?
- Are the meetings at convenient locations and times?
- Are there interesting speakers and activities?
- Does involvement in the chapter provide social and support networks in addition to learning and leadership opportunities?
- What are the particular needs of the students in your school?

Possible strategies include:

- Participate in the NSNA Leadership University (see www.nSNAleadershipu.org).
- Meet with the officers and help them establish exciting yet realistic goals for the coming year;
- Involve as many members as possible on committees and special projects;
- Assist the president to plan a meeting agenda and guide efficient execution of the meeting;
- Invite state officers to speak at school meetings and a national officer to speak at state meetings;

- Facilitate participation and attendance at state and national student conventions.

Finally, consultants and advisors should try to attend as many state and national Conventions and MidYear Conferences as possible. This is one of the most effective ways to see firsthand the excellent leadership practicum that NSNA provides. It will also provide opportunities to network with other consultants and advisors and share methods for effective mentorship and grooming of school and state leaders.

Q: What can I expect as a new advisor?

A: School NSAs have varying levels of sophistication. Some have a long tradition of strong organization and enthusiastic members, while others have difficulty achieving minimum membership requirements or getting anyone to serve as officers. The type of chapter will determine the advisor's role. A less organized chapter will need more extensive guidance. However, the advisor should keep reminding the students that *they* are the decision-making body. A strong chapter will need only minor guidance but will usually welcome input from a respected advisor. It is very helpful for the advisor and board members to discuss mutual expectations at the beginning of each academic year and/or term of office. There is helpful information and scripts for meetings in the *Guidelines for Shared Governance: Bylaws & Policies* and links to sample bylaws and sample policies and procedures manuals.

Q: Should my title be "advisor" or "consultant?" What is the difference?

A: First, check the chapter bylaws which may provide the official title. Most school chapters use the term "advisor" while state chapters use the "consultant" designation. According to *Webster's New World Dictionary of the American Language, Second Edition,* an advisor is "one who gives advice or an opinion to others." A consultant is defined as "one who talks things over [with others] in order to decide or plan something; an expert who is called on for professional or technical advice or opinions."

Q: What do you do when students want you to do all the work?

A: The NSNA provides students with excellent leadership and critical-thinking skill development. Organizational management and decision making are an important part of professional formation. If a consultant or advisor does too much, the learning experience for the students will be diluted. By clarifying your role at the beginning of their terms of office, the students can develop strategies for doing the work required to achieve their goals. See *Rights and Responsibilities of State Association Consultants* that can be used by state associations and consultants to clearly define roles and expectations.

Q: Should a new consultant have a preceptor?

A: This is an excellent idea! A preceptor could be someone who is currently serving or has served as a consultant or advisor. A network may be established on a statewide basis and maintained through e-mail, newsletters, personal correspondence, or phone calls. Finally, NSNA is always available to answer questions and would like to have all consultants and advisors on its mailing list. Sessions to assist consultants and advisors are held at each NSNA MidYear Conference and Annual Convention. There is also an NSNA Leadership University Consultants and Advisors Certificate Program offered onsite at the MidYear Career Planning Conference and the Annual NSNA Convention. Pre-registration and Pre-Test required).

Q: If I think the best decision hasn't been made by the board of directors, what should I do?

A: Try to prevent this dilemma by having proper policies in place and guiding the students throughout the decision-making process. Educate them about conflicts of interest. This can be done by clarifying the issues and identifying alternatives. All decisions should be based on evidence. When a decision has been made in your absence, you might ask the group to briefly explain the rationale for their decision. Ask questions like "What if...?" and "Have you thought about...?" and "Can you think of any unintended consequences of this decision?" If there appears to be no serious legal or liability consequences, mistakes can sometimes provide very worthwhile learning experiences, and different opinions are sometimes inevitable.

Q: How can I help board members prevent or resolve internal conflicts?

A: One of the most stressful yet valuable experiences for nursing students in leadership positions is learning how to tactfully handle conflict. Many conflicts can be avoided by clear communication and clarification of mutual expectations. In spite of this effort, conflicts may still arise. You can assist by helping student leaders to develop conflict-resolution skills. If the conflict involves a problem with a student in your own nursing program, remember the ethics of

confidentiality and avoid discussing the student's problems with other faculty or students not directly involved in the conflict.

Rules of Engagement for Board Members is another way to avoid conflict. At the very first meeting of a newly elected board, have the board develop a list of conduct and behaviors expected at each meeting such as: what happens in the board room stays in the board room; all board members will be treated with respect; all board members will have an opportunity to speak on issues, etc. Revisit these rules at the beginning of all meetings to see if they need to be amended.

Q: How can I avoid becoming too "controlling" as a consultant/advisor?

A: By virtue of providing continuity, consultants are at risk to literally "run" an NSA. However, when a consultant or advisor does not permit students to run their own association, students are deprived of the opportunity to develop leadership skills. Consultants and advisors should direct their "decision-making" instincts to involvement in their own professional associations.

From the onset, avoid a parent-child relationship with the students. Instead, help the members of the board of directors understand that they are the decision makers in the organization, and that your role is to guide them to make sound decisions.

Limited terms of service with a built-in evaluation component can help students feel more comfortable to provide feedback. It is wise for both the organization and the consultant to plan for periodic change in the designation.

Q: What legal responsibilities or policies and procedures should my school or state chapter observe?

A: It is beyond the scope of this booklet to cover all the legal implications school and state NSNA constituents face throughout the country. You need to acquaint yourself with your constituent's specific requirements and have a good understanding of the fiduciary responsibility of a board of directors. For example, find out what financial records are required, especially if the constituent is incorporated as a non-profit or tax-exempt and subject to IRS regulations. If campus events are sponsored, are there restrictions on the type of beverages and food items allowed? Only elected officers or paid staff should be authorized to sign checks or legal contracts for the organization. If you have specific questions regarding any legal responsibilities for your constituent, check with the nursing organization's or the educational institution's legal counsel. You may also call or email NSNA@nsna.org for assistance. Some pertinent information is contained in *Pieces* and the *Guidelines for Planning for Treasurer's Handbook.*

Q: How can my school chapter or state association raise money?

A: Check out NSNA Guidelines for Fundraising. The perennial question! Students have used strategies as simple as bake sales, to as sophisticated as asking local businesses to sponsor membership fees for students. There are too many successful fundraising ideas to list here, but a few words of caution may be in order. Be sure to inquire about tax and other regulations in your school or state. For example, some areas require official permits to hold raffles, while others forbid raffles completely. In some states, public health codes prohibit bake sales on public property. A very successful fundraiser for some chapters has been selling the stethoscopes and other equipment nursing students are required to buy. Be sure to check the college/university for any restrictions on fundraising. The NSNA membership pin, available in fundraising packs of 10 pins each. Graduation cords are also available from NSNA.

Q: Students often ask me if dues are tax deductible. Are dues in NSNA tax deductible?

A: Dues, contributions, and gifts to the NSNA are not deductible as charitable contributions for Federal income tax purposes. However, dues payments may be deductible as an ordinary and necessary business expense.

Q: Are chapters tax-exempt under NSNA's tax exemption?

A: No. NSNA is a 501 (c) (6) tax-exempt organization as defined by the Internal Revenue Code. The NSNA exemption does not extend to constituent associations. Constituents wishing to pursue tax-exempt status should consult the Internal Revenue Service for guidance.

Q: Where can I find additional information on incorporation and tax-exemption?

A: Information on these topics is contained in *Getting the Pieces to Fit*. Since incorporation laws vary from state to state, a local attorney should be consulted for guidance. State associations must be sure that the IRS Form 990 is completed annually.

Q: Should consultants be involved in the NSA election process?

A: Since you are not a voting member, you should have minimal involvement in the election process. Graduate consultants may be voting members in some chapters. You may be asked to provide guidance to the Tellers Committee, and may listen to the candidates' speeches to become more familiar with future board members' ideas and leadership skills. However, it is not appropriate for you to try to influence the outcome of the election by wearing or distributing campaign materials, or by endorsing or criticizing any of the candidates. Some delegates may feel directly or indirectly pressured by consultants and advisors, especially those on their school faculty.

Q: How can I guide my school chapter to become more involved at the state or national level?

A: By attending state or national conventions, you will be able to identify ways to help your chapter become more involved. At all national and many state meetings, special problem-solving sessions are held for consultants and advisors. Many state and national officers and committee members have been encouraged or mentored by consultants. Encouraging students to seek leadership positions is part of your role as a mentor. A nurturing approach builds confidence and allows students to reach their full potential.

Local or state constituents with members in leadership positions at the state or national level will probably be more active at those levels. Attendance at a state or national convention is one of the most effective strategies to get students involved at those levels; one of your strategies might be to help your constituent find ways to raise money to send students to conventions.

Q: How can I guide the school constituent to improve relationships with the Dean/Director/ Chairperson and other faculty?

A: Some constituents have very supportive administrators and faculty who encourage involvement in NSNA. Others may have difficulty getting support for the existence of an NSNA constituent on campus. Communication is a key factor. Encourage students to communicate with administrators and faculty in a timely, routine manner regarding NSNA activities. Faculty is more likely to give students time off or rearrange test dates if they know about an upcoming convention at the beginning of the term, rather than a week before the event.

Officers can meet with the program chair to discuss the value of NSNA involvement to their educational and leadership development. Developing measurable objectives and comparing them to outcomes for the nursing curriculum is another strategy to consider if students wish to have attendance at conventions count as class credit. In some programs, students have developed independent study courses, using their responsibilities as an officer as part of the learning contract. NSNA provides guidelines for independent study through NSNA's Leadership University.

There are many motivations for faculty support of NSNA. Some school and state constituents have created awards for faculty and administrators who have provided outstanding support to their organizations. Others have hosted receptions or workshops at their conventions for faculty and administrators. State presidents can write letters of commendation to the program chair, complimenting them for having their school represented in the organization's leadership. Finally, the criteria for accreditation by the National League for Nursing Accrediting Commission and the American Association of Colleges of Nursing Commission on Collegiate Nursing Education include the level of involvement of students in community service, governance, and leadership positions in organizations such as NSNA.

The NSNA Leadership University program offers opportunities for students to earn recognition and academic credit for their involvement in NSNA leadership activities. For details, visit **www.NSNAleadershipu.org** and review Leadership U modules located under the Program Activities link.

Q: How can I help my school chapter achieve visibility on the campus or in the community?

A: School constituents of NSNA can be a powerful influence on campus or in the community, and can effectively enhance the image of nursing. Chapters have initiated or helped with numerous community service activities, such as blood drives, food baskets for the homeless, and health fairs. This is also an excellent strategy for getting more students involved in the organization. When they do participate, place letters of commendation in their files, or offer to write letters of recommendation for employment applications. Encourage students to develop a Critical Portfolio™ available to NSNA members free-of-charge. This service provides a repository for them to track their activities and accomplishments.

Some chapters have collaborated with other student organizations on campus to sponsor social or community service events. The board of directors could submit press releases to school or community newspapers when a member wins an

award, or is elected to a state or national office. Many NSNA chapters are becoming involved in recruitment for the nursing profession (i.e. Breakthrough to Nursing projects) and are providing volunteers to speak in public schools, serving as mentors or tutors for people interested in nursing, and promoting more visibility of nursing students in the community.

Visit the NSNA Activities web page for ideas on how to engage your students in NSNA!

Why Should I become a Sustaining Member?

There is no better way to build a brighter future for nursing than by investing in NSNA. When you become a Sustaining Member, you'll be a part of a dynamic organization preparing future nurse leaders. NSNA reaches out to students with information, benefits, and a forum for involvement. Many of today's leaders and practicing nurses were members of NSNA.

Individual Sustaining membership dues are $50.00 annually and benefits include: print/online subscription to *Imprint* (five issues annually which includes the online January Career Planning Guide); a complimentary subscription to *Dean's Notes* published by Anthony J. Jannetti, Inc.; member rates for conventions, conferences, publications and other products. Click here to join now!

Resources

Guidelines for Planning Booklets
Getting the Pieces to Fit
Consultants & Advisors Resources
Dean's Notes
State Association Resources and Documents
Awards and Honors Booklets
Publications
Resolutions
NSNA Programs and Activities
Chapter Tool Box—great resources!

State Excellence and Stellar School Recognition Program

Annual State Excellence Awards

NSNA state associations are automatically entered and judged for the Annual State Excellence Awards according the criteria located in the NSNA Honors and Awards Booklet and is based on all NSNA activities. See booklet for important deadlines.

NSNA Stellar School Chapter Recognition Program

This program recognizes NSNA Stellar School chapters that demonstrate ongoing involvement in NSNA and a strong commitment to shared governance and professional development of their students and faculty.
Click here for details.
Click here for application.

Congratulations to NSNA's Stellar Schools!

- Harding University Carr College of Nursing, Searcy, Arkansas
- Pittsburg State University, Department of Nursing, Pittsburg, Kansas
- Louisiana State University Health Sciences Center, School of Nursing, New Orleans, Louisiana
- The Reading Hospital School of Health Sciences, Reading, Pennsylvania