

TBON Vice President Nominee-STATEMENT

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TBON Colleagues:

Thank you for acknowledging my nomination to serve as Vice President of the TBON. I am also energized to have been re-appointed as the TBON member representing Baccalaureate Education through 2027. Being part of this team of exceptional board and staff professionals has not only sparked my interest in public policy but motivated me to do what I can as a health care professional to advance important health policies. I am so proud to be part of it. If elected for this esteemed position, I would endeavor to create a collaborative atmosphere and consistently facilitate communication among board staff and members as issues arise.

Recruited to UTHealth School of Nursing (SON) in 2007, I consistently answered the progressive requests to increase my responsibilities from a casual employee to part-time and since 2014 as full time faculty, clinical track. At Cizik SON, my workload has been comprised of (20%) didactic and (40%) clinical education for pre-licensure and RN-BSN nursing students. My scholarly interest is focused on educating student nurses in the care of people with disabilities (PWD)- progressive, acquired, developmental and intellectual. To that end, in 2016 our former Dean approached me to write a proposal for submission to a private benefactor through the Office of Development. The unique and extensive number of clinical affiliations I had obtained to train pre-licensure nurses in the care of PWD made me an apparent choice. Funded for \$500K, the endowment provides stipends to selected, eligible students to procure skills and knowledge in disabilities. Spring 2020, a 5th cohort completed the fellowship. Testimony from fellows can be viewed using this link: (<https://nursing.uth.edu/currstudent/cocurricular/index.htm>). I have spoken nationally and internationally about my research in this area and the fellowship, and have numerous publications pertaining to the results of this educational intervention, which has revealed that there is a need for interprofessional education to address the care of PWD; this educational deficit is thought to contribute to the significant disparities that exist in this population. Recently, the fellowship I created was featured on the cover page of UTHealth News: (<https://www.uth.edu/news/story.htm?id=8446c880-29ba-42bd-9ac7-d7db91f3e1e8&catinode=1236332>)

Other honors that I have received recently include a nomination of a 4-year term to serve on the Board of Governors for *The Center for Pursuit*, an organization that provides day and residential care for people with developmental and intellectual disabilities. University of Texas Medical Branch awarded me with their *Hall of Fame* award for my work with Texas Board of Nursing and for people with disabilities. Immediately following our TXBON October meeting, I am honored to be accept the award for Innovations in Education by the American Association of Colleges of Nursing (AACN) in Washington, D.C. at their leadership conference on 10/24/22 for the Disability Fellowship that I have conducted since 2017.

At the Texas Board of Nursing I have served as both a board member and chair of the Eligibility and Disciplinary committee, as a baccalaureate education board representative on the Education Committee, and a Task force member to study implications of growth in nursing school programs. Recently, two doctor of nursing practice (DNP) students completed their practicum with me for the task force and produced a document that was utilized in advancing task force objectives and priorities. For National Council of State Boards (NCSBN), I served as a member of the Resolutions Committee at the 2019 Annual Conference, and as an appointed member (2017-2019) of the National Committee Item Review (NCIRS) subcommittee team representing Area III. Recently, I received a scholarship from NCSBN to attend George Washington University's Health Policy and Media Relations graduate-certificate program. This program is a 15 hour credit program that spans a year which I completed Summer of 2021.

I believe my 34 years of clinical, management and academic experience coupled with 7 years of experience at the regulatory level have prepared me to serve in this capacity and if elected, I vow to promote shared collaborative decisions and communicate and disseminate information as appropriate. I hope during my tenure on TBON, I have demonstrated utmost professionalism and collegiality. One final note, during my last tenure as Vice President 2020-2022, I truly did not have the opportunity to fully exercise the role of Vice President. I am happy to fully exercise this opportunity should you elect me as your Vice President. Thank you for your consideration.

References of Publications on Disability Education for Undergraduate Nursing Students

Edwards, Allison P. (2021). Elevating Equity and Inclusion for People with Intellectual Disabilities: A Nursing Student Sexual Health Promotion Project. *Creative Nursing*, 27(3), 195–200. <https://doi.org/10.1891/CRNR-D20-00048>

Edwards, A. P., Hekel, B. E., & Cron, S. (2021). Disability Attitudes of Nursing Students: A Curriculum Intervention. *Nursing Education Perspectives*, 43(4), 255-257. <https://doi.org/10.1097/01.NEP.0000000000000870>

Edwards, Allison P. (2021). Cocurricular Clinical Opportunity: Addressing Student Attitudes, Knowledge, and Skills with Disability Education. *The Journal of Nursing Education*, 60(11), 637–641. <https://doi.org/10.3928/01484834-20210913-08>

Edwards, Allison P. & Hekel, Barbara E. (2021). Appraisal of disability attitudes and curriculum of nursing students: a literature review. *International Journal of Nursing Education Scholarship*, 18(1). <https://doi.org/10.1515/ijnes-2021-0029>

Edwards, Allison P., Cron, Stanley, & Shonk, Cameron (2022). Comparative effects of disability education on attitudes, knowledge and skills of baccalaureate nursing students. *Nurse Education in Practice*, 61, 103330–103330. <https://doi.org/10.1016/j.nepr.2022.103330>