Promoting Health and Quality of Life Along the Care Continuum: Creating a Nursing Curriculum for Today’s Health Care Environment  
**Theme:** The Art of Teaching  
**Session Type:** Beyond Basics  
Kathleen Black, PhD, RNC, Jefferson College of Nursing; Denise Brown, MSN, RNC-OB, Jefferson College of Nursing; Mary Bouchaud, PhD, MSN, CNS, RN, CRRN, Jefferson College of Nursing

A new and state-of-the-art baccalaureate nursing curriculum was designed in answer to emerging changes in health care delivery and leadership roles for nurses. Four themes became the foundation for the curriculum model: population health, interprofessional collaboration, innovation, and practice excellence. A concept-based approach and clinical “immersions” across the health care continuum and health care settings characterize this innovative curriculum.

Using Smartphone Technology in the Flipped Classroom: A New Paradigm Shift  
**Theme:** Technology (including simulation)  
**Session Type:** Basics  
Kellie Adams, MS, RN, Ohio University; Joyce Zurmehly, PhD, DNP, RN, NEA-BC, Ohio State University

Educators will be provided with a step-by-step guide to integrate smartphone technology and a flipped classroom model. Smartphone applications (apps) are the most prominent technological devices used by college students. Educators are challenged with redesigning teaching strategies that allow students to actively participate. Combining innovative flipped classroom and smartphone technology meets this challenge for the educator and innovation of the net generation.

Caring Science, Mindful Practice Massive Open Online Course (MOOC): Bringing Free Nursing Education to an International and Transdisciplinary Audience  
**Theme:** Global Nursing Education/Global Health  
**Session Type:** Beyond Basics  
Kathleen Sitzman, PhD, RN, CNE, ANEF, East Carolina University, College of Nursing; Andrea Jensen, MS, Weber State University; Sang Chan, PhD, Weber State University

Learn about the first ever Caring Science, Mindful Practice MOOC. This presentation illustrates the process of creating this successful collaborative MOOC. It will also share information about content, design, who participated, and results of the end-of-course evaluations.

Role-Modeling SBAR (Situation, Background, Assessment, Recommendation) Communication  
**Theme:** The Art of Teaching  
**Session Type:** Basics  
Kim Day, MSN, Ed, RN, Arizona State University; Debra Hagler, PhD, RN, ACNS-BC, CNE, CHSE, FAAN, ANEF, Arizona State University

An evidence-based practice project was implemented to improve interprofessional communication in undergraduate nursing students through role modeling SBAR format. Student groups viewed a recorded SBAR either before or after a simulation experience. Communication was assessed and compared using Guhde’s (2010) Inter-professional Critical Incident Report Evaluation Tool. Project outcomes will be described.

Closing the Practice Gap: Using Objective Structured Clinical Examinations with Undergraduate Nursing Students  
**Theme:** Measuring and Evaluating Outcomes  
**Session Type:** Beyond Basics  
Kimberly Dillon-Bleich, MSN, RN, Ursuline College; Patricia Sharpnack, DNP, RN, CNE, NEA-BC, ANEF, Ursuline College; Lauren Patton, MSN, RN, CCRN, Ursuline College

Transition to practice is a critical time for the new nurse and the patients they care for. Faculty must be innovative in their approach to prepare nursing students for a safe transition to practice. Student and faculty feedback indicate that the OSCE effectively and fairly evaluated clinical competencies and judgement skills. The integration of OSCE’s at key points in the curriculum can facilitate student’s preparedness to transition to practice.
Diversity, Social Justice, and Undergraduate Nursing Education: The Inclusion of Research by BSN Students in the SCSU Social Justice Week as an Innovative Approach to Nursing Education and Human Rights

**Theme:** The Art of Teaching  
**Session Type:** Beyond Basics  
Kimberly Petrovic, PhD, MSN, RN, SCSU Department of Nursing  
During the fall 2015 semester, my students in an undergraduate nursing course on health, theory, and the family collaborated with me to present key ideas from the research papers of each student as part of the Social Justice Week at Southern Connecticut State University. Student research topics focused on the role of the nurse in caring for individuals from diverse populations. The presentations were extremely well received and allowed BSN students to act as advocates for others.

Building Roads from Education to Practice: Utilizing LEAN Quality Improvement and Intraprofessional Collaboration with Multi-Level Undergraduate Nursing Students

**Theme:** The Art of Teaching  
**Session Type:** Basics  
Kristen Kirby, MSN, RN, FNP-BC, CNE, Purdue University; Becky Walters, MSN, RN, FNP-BC, CNE, Purdue University  
Delivering high quality, safe, and patient-centered care across all practice settings is a goal in nursing programs. The ability to bridge the education and practice gap to prepare future nurses for today's work force is essential. The faculty team implemented strategies to strengthen partnerships between academia and practice through evidence-based research projects and integrating intraprofessional collaboration across the student levels.

Game On in Education! TeamSTEPPS® Assignments for Classrooms, Clinicals, and Simulations

**Theme:** The Art of Teaching  
**Session Type:** Basics  
Laura Gollat, DNP, RN, MSN, FNP-BC, Ursuline College, Breen School of Nursing; Patricia Sharpnack, DNP, RN, CNE, NEA-BC, ANEF, Ursuline College Breen School of Nursing; Mary Trojanowicz, MN, RN, Charity School of Nursing, Delgado Community College  
Participants will receive prescriptive TeamSTEPPS assignments for integration throughout their curricula and will gain the step by step instructions, templates, and tools needed to create effective TeamSTEPPS assignments in the future. In addition to the assignment templates, practical takeaways for attendees will be gaining a working knowledge and action plan for how, when, and where to effectively integrate TeamSTEPPS and what is needed to sustain it in their curricula.

Utilizing Technology to Integrate End-of-Life Care Education in a Second Semester Adult Health Course

**Theme:** Technology (including simulation)  
**Session Type:** Basics  
LaToya Lewis-Pierre, EdD-CI, MSN, RN, University of Miami School of Nursing and Health Studies; Mary McKay, DNP, ARNP,CNE, University of Miami School of Nursing and Health Studies; Jill Steiner-Sanko, PhD, MS, ARNP-BC, CHSE-A, University of Miami School of Nursing and Health Studies  
New graduates are expected to demonstrate culturally competent behavior in the health care setting. A mixed-method approach was used to explore the accelerated nursing students attitudes toward care of the dying. End-of-life is a delicate topic and innovative pedagogic strategies such as e-learning modalities and simulation are instrumental toward creating an interactive learning environment for multigenerational learners.

Incivility in the Diverse Nursing Workforce: How Can We All Get Along?

**Theme:** Leadership and Organizational Systems  
**Session Type:** Basics  
Lena Choudhary, JD, MSN, RN, Anne Arundel Community College Nursing Program; Maureen McGonigle Kinsella, MS, RN, CCIT, Anne Arundel Community College; Jasline Moreno, MSN, RN, Montgomery College  
As nursing educators we need to provide our students with the skills to appropriately deal with conflict, prevent lateral violence, and to alter the current culture to promote civil collaboration. The literature supports the necessity of teaching these skills.

Joining Forces Beyond War: Teaching Nursing Students about Behavioral Health Issues of Military Families

**Theme:** The Art of Teaching  
**Session Type:** Beyond Basics  
Linda Copel, PhD, RN, PMHCNS, BC, CNE, NCC, FAPA, ANEF, Villanova University  
Educating nursing students about behavioral health issues of military families is a critical but often overlooked part of nursing education. From the Joining Forces initiative and with the emotional cycle of deployment as a framework, this presentation will focus on educating nursing students about behavioral health issues of military families.

Fostering Faculty Ownership of the Program Evaluation Plan

**Theme:** Leadership and Organizational Systems  
**Session Type:** Basics
A systematic evaluation plan (SEP) is required to maintain a high quality nursing program and requires the usual components. However, implementing an SEP is not simple and is even more difficult with increased faculty turnover. Due to frequent faculty changes and to improve faculty ownership of the evaluation process, the WKU ASN Program developed an all-inclusive evaluation plan calendar which has proven to be effective with participation of all ASN faculty members.

Incorporating Multiple High-Fidelity Simulations and High-Stakes Simulation Assessment into Medical/Surgical and Critical Care Nursing Courses

**Theme:** Technology (including simulation)

**Session Type:** Basics

Lori Catalano, JD, MSN, RN, CCNS, PCCN, University of Cincinnati College of Nursing; Eileen Werdman, DNP, CCNS, RN-C, University of Cincinnati College of Nursing

Sims and high-stakes assessment were placed in med/surg and critical-care courses. Modules had initial class discussion, then simulation, then advanced case scenarios. Students rated themselves on critical thinking and evaluation. They rated themselves more poorly than faculty rated them. Assessments were based on communication, safety, critical thinking, and patient education. Students verbalized that the simulations and the assessment helped bridge the gap between class and clinical.

Taking Simulation to the Level of Creation

**Theme:** Technology (including simulation)

**Session Type:** Basics

Marilynn Murphy, DNP, CCRN-K, Abington Memorial Hospital Dixon School of Nursing; Christina Homewood, MSN, RN, CNE, Abington Memorial Hospital Dixon School of Nursing; Jennifer Myers, MSN, RN, CNE, Abington Memorial Hospital Dixon School of Nursing

To elevate the level of thinking in senior nursing students, the faculty at one school of nursing implemented student-created scenarios into the simulation curriculum. Through creation, every student is actively engaged in the learning process. A high degree of teamwork and collaboration is required from the student creators. This teaching strategy empowers nursing students to advance to the highest level of learning taxonomy. Results of this strategy will be shared during the presentation.
Using Big Data to Understand Why New Nurses Want to Leave Their Positions: What Are the Implications for Nursing Education?

**Theme:** Role Transitions

**Session Type:** Beyond Basics

Mary Meyer, PhD, University of Kansas School of Nursing

From this presentation you will learn individual and unit-based factors that were correlated with a new nurse’s desire to leave her or his jobs within the first two years of practice. The significant factors will be compared those reported in the literature, highlighting similarities and differences. The presenter offers a discussion of the implications for educators, and specifically relates the findings to what is known about learners from diverse backgrounds.

Implementing the Process Oriented Guided-Inquiry Learning (POGIL) Pedagogy of Group Scenario Exercises in Nursing Courses

**Theme:** The Art of Teaching

**Session Type:** Basics

Maureen Roller, DNP, ANP-BC, RN, Adelphi University College of Nursing and Public Health

Process-oriented guided-inquiry learning (POGIL) pedagogy has been documented as an effective approach in chemistry and other science courses demonstrating improvement in grades and success in national exams. POGIL has been documented as a useful strategy in a nursing research pilot study. Therefore the aim of this presentation to demonstrate the POGIL pedagogy of group scenario exercises in nursing which have reported to improve grades and national test scores in a fundamental nursing course.

Cultural Self Awareness of the Academic Nurse Educator

**Theme:** The Art of Teaching

**Session Type:** Basics

Maureen Hermann, DNP-L, RN, Saint Francis Medical Center
College of Nursing; Toufic Khairallah, MSN, PCCN, CHSE, OSF, Saint Francis Medical Center

Discover how personal attitudes and perception of the academic nurse educator can inhibit the process of cultural competency in the nursing curricula. By participating in a academic nurse educator workshop, one can identify how personal views and observations can be inhibiting in the education of the future nursing professional.

Integration of Advancing Care Excellence for Veterans (ACE-V) in Nursing Curriculum as Clinical Day Replacement

**Theme:** Technology (including simulation)

**Session Type:** Beyond Basics

Maureen Tremel, MSN, ARNP, CNE, CHSE-A, ANEF, Seminole State College of Florida; Sharon Saidi, MSN, RN, CNE, Seminole State College of Florida; Rita Swanson, CDR, USN, Ret., BSN, RN, Seminole State College of Florida

The NCSBN released results of a National Simulation Study reporting effectiveness of replacing clinical hours with simulation in prelicensure nursing education. The purpose of this presentation is to assist nurse educators to utilize and integrate the NLN Advancing Care Excellence for Veterans unfolding scenarios into nursing curriculum and consider the potential for clinical day replacement. The NLN ACE-V Butch Sampson case provides an effective replacement for a traditional clinical day.

One Step at a Time: Development of an Interprofessional Didactic and Clinical Immersion Experience for Graduate Students

**Theme:** Interprofessional Education (IPE) and Practice (IPP)

**Session Type:** Basics

Meg Zomorodi, PhD, RN, CNL, University of North Carolina at Chapel Hill; Lisa Zerden, PhD, MSW, University of North Carolina at Chapel Hill; Rachel Wilfert, MD, MPH, CPH, University of North Carolina at Chapel Hill

Research has shown one way to improve health care is to utilize health care teams, yet few health care professionals are trained in interprofessional collaboration. The goal of this session is to offer a unique opportunity to illustrate how interprofessional faculty members from nursing, social work, and public health describe the development of this program, with special emphasis on the need for faculty to appreciate the diverse opinions and needs of each professional school.

Does Red Color-Coding Aid in Student Recognition of a Sterile Field?

**Theme:** The Art of Teaching

**Session Type:** Basics

Michele Hannon, MSN, Chamberlain College of Nursing; Roberta Raymond, PhD, RN, CNE, Chamberlain College of Nursing

The results of a quasi-experimental study using red color-coding on a foley catheter kit during instruction to aid student recognition of the sterile field will be presented. A convenience sample of 60 baccalaureate fundamental of nursing students participated in the study. The experimental group received a red color-coded foley catheter kit and the control group received a standard foley catheter kit for practice. Both groups were tested using a standard foley catheter kit.
The Science Behind Excellence in Nursing Education
Theme: The Art of Teaching
Session Type: Beyond Basics
Michelle Byrne, PhD, RN, CNE, CNOR, University of West Georgia
Applying the science of how our diverse students learn should be foundational for any teaching strategies teachers to implement. This presentation will highlight the practice of retrieval, practice, and self-testing to promote student learning. How the brain processes new information by encoding, consolidation, and retrieval will be addressed along with implications to support educational strategies and assignments associated with conceptual and reflective learning.

Nursing Students’ Perception of the Clinical Learning Environment
Theme: Global Nursing Education/Global Health
Session Type: Basics
Michelle Schaffrath, DNP, MSN, BSW, RN, Michigan State University
Overall mean scores and sub-scores indicated high student satisfaction with the clinical learning environment. The CLEI-19 is a valuable tool to measure students’ overall clinical satisfaction related to clinical facilitator support of learning and clinical placement.

Promoting an Environment of Collegial Civility and Professional Behaviors in Nursing Education
Theme: Role Transitions
Session Type: Beyond Basics
Myrna Williamson, EdD, MSN, RN, Jacksonville State University, College of Nursing; Rebecca Peinhardt, DNP, RN, CNE, Jacksonville State University, College of Nursing
Nurse educators face challenges while preparing students for nursing. Lack of professionalism, incivility, and uncaring behaviors can negatively impact the learning environment and patient outcomes. Nurse educators are uniquely equipped to develop a climate where professionalism and collegial civility are modeled. Described are strategies used in the creation and implementation of the desired behaviors in a climate where faculty and students feel supported and learning is encouraged.

Writing and Diversity: Developing Multimodal Literacy in Nursing Students
Theme: The Art of Teaching
Session Type: Basics
Nancyruth Leibold, EdD, RN, PHN, CNE, Southwest Minnesota State University; Laura Schwarz, DNP, RN, CNE, University of Minnesota State University, Mankato
Multimodal writing in nursing includes diverse types of composition that are other than the traditional page text. Examples of multimodal writing include electronic posters, PowerPoint presentations, wikis, videos, brochures, and patient educational materials. The presenters share strategies to incorporate multimodal writing in courses, sources of free favorite picks multimodal software, and address standards for multimodal writing in this boundary free presentation.

Disaster Preparedness: Disaster Scenarios Performed Through Simulation to Enhance the Knowledge Level for Senior Undergraduate Nursing Students
Theme: Technology (including simulation)
Session Type: Basics
Pamela Lawson, DNP, RN, Penn State College of Nursing
The presentation shows scenarios of specific disasters in the effort for nursing students to triage the causality, identify the injuries, treat on site, and transport according to protocol. The idea of performing and understanding disaster preparedness for nursing students can be daunting. The overarching goal of the student success ultimately gives value to the learning process. Summative evaluation and revision needed with continued training.

Self-Esteem, Locus of Control and First-Time Pass on the NCLEX-RN of Baccalaureate Nursing Students
Theme: Measuring and Evaluating Outcomes
Session Type: Beyond Basics
Pamella Chavis, EdD, MSN, RN, North Carolina Agricultural & Technical State University
Survey and archival data examined the relationship between self-esteem, locus of control, and first-time pass on NCLEX-RN® of graduates of baccalaureate programs at HBCUs in the southeast in 2011 and 2012. Senior nursing students (N=90) voluntarily participated in the study. A lack of statistical significance was found between self-esteem, locus of control and first time pass on the NCLEX-RN.
Reducing Reality Shock: A Transition to Practice Clinical Immersion Project with Baccalaureate Nursing Students

**Theme:** Role Transitions  
**Session Type:** Beyond Basics

Patricia Sharpnack, DNP, RN, CNE, ANEF, Ursuline College  
Laura Goliat, DNP, RN, FNP-BC, Ursuline College

To meet the needs of a changing health care environment, educators must explore ways to facilitate a seamless transition that fosters competency development and greater confidence. Educators and practice partners collaborated on an immersion program to facilitate safe transition to the professional role. Findings indicated that the students in the pilot project identified their level of preparedness higher than those students who participated in the traditional immersion format.

Beyond the Boundaries of “Flipping the Classroom”: Radically Transforming Teaching and Learning Methodologies for Improved Clinical Reasoning

**Theme:** The Art of Teaching  
**Session Type:** Beyond Basics

Tom Ahrens, PhD, RN, CCNS, FAAN, Barnes-Jewish Hospital;  
Patricia Hooper-Kyriakidis, PhD, RN, NovEx

While flipping the classroom is a great start, it is only a small part of the radical transformation needed in nursing education. Incorporating the recommendations from the Carnegie Foundation Study on Nursing Education and the IOM Report on Nursing Education, viewers will learn research-based teaching and learning methodologies that alter both home study and classroom learning experiences to enable deeper learning and improve clinical reasoning and judgment in nursing students.

The Planning and Implementation of an IPE Project: Team-Based Learning for Nursing, Medical, Speech and Language Pathology, and Social Work Students

**Theme:** Interprofessional Education (IPE) and Practice (IPP)  
**Session Type:** Basics

Rebecca Feather, PhD, RN, NE-BC, Indiana University School of Nursing;  
Deanna Reising, PhD, RN, ACNS-BC, ANEF, Indiana University School of Nursing;  
Doug Carr, MD, FACS, Indiana University School of Medicine

IPE has become a major national focus to improve the manner in which health science education occurs. This presentation shares the outcomes and experiences of planning, implementing and evaluating an IPE project with health science student teams. The teams worked with patients with chronic health conditions, to improve individual and team communication. The presentation highlights design, implementation, evaluation strategies, and lessons learned with plans for future expansion.

Caring and Cultural Diversity Behaviors of U.S. Nursing Students Studying Abroad

**Theme:** Global Nursing Education/Global Health  
**Session Type:** Beyond Basics

Rita Mahmoud, PhD, RN, PMHCNS-BC, University of West Georgia

This study was to describe the caring and cultural diversity behaviors of US nursing students studying abroad. An exploratory descriptive secondary analysis of data using purposeful sampling was the design of this study. Thematic analysis was used to analyze the data. Two themes emerged in caring behaviors while three themes emerged in cultural diversity behaviors. In conclusion, students were able to demonstrate caring and cultural diversity behaviors in a different environment.

Phase I: Integration of Three Technological Modalities to Enhance Video-Recorded Skill Demonstrations

**Theme:** Technology (including simulation)  
**Session Type:** Basics

Rita Wunderlich, PhD, RN, CNE, Maryville University St. Louis;  
Samuel Harris, MS, RN, CNE, Maryville University St. Louis;  
Jennifer Brunworth, MSN, RN, Maryville University St. Louis

Video-recorded skill demonstrations appeared in the literature in the early 1990s. Disadvantages plagued this methodology related to expense and complexity of the products. The purpose of this educational intervention was to determine the feasibility of integrating technological modalities to enhance the learning experience, ease and simplicity of using technology, and explore students’ perception surrounding skill demonstrations. The SAMR model was used as a theoretical framework.

Students’ Confidence in their Abilities to Participate in an Inter-Professional Collaborative Practice Mass Casualty Simulation

**Theme:** Interprofessional Education (IPE) and Practice (IPP)  
**Session Type:** Basics

Ronda Christman, PhD, MSN, RN, Southern Adventist University;  
Maureen Baksh-Griffen, MSN, RN, Cleveland State Community College

This study explored university students’ perceptions of an Inter-Professional Collaborative Practice Mass Casualty Simulation experience which included participants from schools of education, nursing, religion, and social work. Nearly half reported they strongly agreed or agreed they felt confident in their abilities to respond to a mass casualty simulation. Nurse educators must embrace the responsibility to provide students with the skill set to triage citizens in the event of a disaster.
Course Design: Mapping the Path
**Theme:** The Art of Teaching
**Session Type:** Basics
Roxanne Beckham, DNP RN-BC, CNE NE-BC, University of Southern Indiana
A course map provides students with a visual representation of assignments, their weight within the course, and how they are linked to course learning objectives that meet accreditation and practice standards. The course map serves as a development tool, to be used by faculty as they design new courses, to ensure all significant topics are addressed, and non-essential components are eliminated.

The Development of a Statewide Simulation Consortium for 26 Diverse Pre-Licensure Nursing Programs
**Theme:** Technology (including simulation)
**Session Type:** Beyond Basics
Sabrina Beroz, DNP, RN, CHSE, Montgomery College; Tonya Schneiderleith, PhD, CRNP, PPCNP-BC, CNE, Stevenson University; Nancy Sullivan, DNP, RN, Johns Hopkins University
A statewide funding initiative to create a simulation consortium for 26 pre-licensure nursing schools began with an assessment of each simulation program. The assessment, based on the National Council State Board of Nursing simulation guidelines, identified institutional diversity at a system-wide level. The data guided the development of a Train the Trainer program to enhance equality in simulation education while building a framework for sustainability within and across each nursing program.

Creating an Inter-Professional Alcohol Withdrawal Simulation Experience for Nursing and Social Work Students
**Theme:** Technology (including simulation)
**Session Type:** Basics
Sharon Gates, EdD, RN, CNS, IU School of Nursing; James Brown, PhD, IU School of Social Work; Tammi Nelson, MSW, LCSW, LCAC, IU School of Social Work
The purpose of the presentation is to examine an inter-professional alcohol withdrawal simulation with social work students and nursing students at Indiana University. Ninety students in groups of 8-10, participated in the simulations which included an inter-disciplinary team meeting. The presentation describes the process of developing the simulation, reflects on what faculty learned from the experience, and reflects on what the students learned from the experience.

Applying Creative Learning Strategies to Leadership Concepts in Nursing Education: Simulation and Service
**Theme:** Leadership and Organizational Systems
**Session Type:** Basics
Sharon Hamilton, MSN, RN, University of Alabama at Birmingham; Candace Knight, PhD, RN, University of Alabama at Birmingham
Leadership concepts lend themselves to a variety of creative learning strategies. Incorporating simulation and service learning into the leadership course allows students to fully engage the content and experience leadership within diverse teams. Students are able to explore their underlying beliefs and attitudes regarding leadership concepts in low-fidelity classroom simulation while service learning allows the students to apply their new or developing knowledge of leadership concepts.

Online Faculty Incivility and RN-BSN Program Satisfaction
**Theme:** Technology (including simulation)
**Session Type:** Basics
Sheri Byrnes, PhD, MSN, RN, CNE, Capella University
Online faculty incivility has been found to exist, and now there is a correlation found where students who experience incivility were less satisfied with their online RN-BSN program. The dissemination of these research findings can inform nurse educators of possible obstacles with successful online RN-BSN programs. Strategies to deter online faculty incivility are discussed.

Enhanced Role Transition Through Collaborative Interventional Learning Simulation
**Theme:** Role Transitions
**Session Type:** Basics
Shelia Hurley, PhD RN, Tennessee Technological University; Ann Hellman, MSN, RN, Tennessee Technological University; Whitson-Hester School of Nursing; Kim Hanna, PhD, MSN, CNE, Tennessee Technological University
Collaborative Interventional Learning Simulation (CIL) promotes use of students at different learning phases, promotes the early phase student to critically analyze care provided by late phase students, encourages knowledge gains of the patient perspective, facilitates population-based patient education. CIL involves collaboration between students at different learning phases in the curriculum (early phase and late phase).
Implementing a Successful International Student Led Study Abroad Experience  
**Theme:** Global Nursing Education/Global Health  
**Session Type:** Basics  
Sheryl House, DNP, RN, CNS, Ohio University Zanesville; Dowell Susan, RNC, MSN, MBA, Ohio University Zanesville; Christy Vickers, MSN, RN, PNP, Ohio University Zanesville

International experiences for nursing students can be complex to arrange and implement. A student-led experience can be a solution. Students at a regional university took the lead in researching various approaches to completing a study abroad program. They coordinated all aspects of the program with faculty input. Eight students and three faculty members successfully participated in an international study abroad experience.

Promoting a Student-Centered Learning Environment Using Google Applications  
**Theme:** Technology (including simulation)  
**Session Type:** Beyond Basics  
Shuhong Luo, EdD, MSN, RN, College of Nursing, SUNY Upstate Medical University; Delwyn Harnisch, PhD, College of Education and Human Sciences, University of Nebraska–Lincoln

This presentation will share how faculty promoted a student-centered learning environment in a one-month long learning module of a doctoral nursing program discussing public education and health literacy. We used such Google applications as Google Community, Google Docs, Google Hangout, and YouTube in three sub-sessions, which we called the pre-live session, live session, and post-live session.

Using Simulation Scenarios in the Classroom to Enhance Learning  
**Theme:** Technology (including simulation)  
**Session Type:** Basics  
Stephanie Turner, EdD, MSN, RN, Capstone College of Nursing, University of Alabama; Leslie Cole, DNP, RN, Capstone College of Nursing, University of Alabama

Current nursing education research agrees that interactive teaching methods employed in the classroom setting enhance student understanding and their ability to apply classroom content into the clinical setting. By using simulation scenarios, faculty can easily and effectively transform the classroom into a clinical setting so that classroom content can be easily translated and applied into nursing practice...a task that is not always easy for nursing students.

Moving DNP Project and Residency Online: Strategies to Ensure Consistency  
**Theme:** Technology (including simulation)  
**Session Type:** Basics  
Susan Schaffer, PhD, FNP-BC, University of Florida College of Nursing; Linda Haddad, PhD, RN, University of Florida College of Nursing; Tonja Harjtes, DNP, ACNP-BC, FNP-BC, University of Florida College of Nursing

When the University of Florida College of Nursing eliminated the master’s degree option in favor of the DNP for advanced practice students, new strategies were needed to accommodate increasing student numbers in project and residency. The development of online project and residency courses with consistent due dates and instructions facilitated the integration of research-focused faculty into the role of DNP chair.

TeamSTEPPS in the Simulation Lab: A New Nursing Professor’s Transitional Strategy  
**Theme:** The Art of Teaching  
**Session Type:** Basics  
Susan Riekert, MSN, RN, Queensborough Community College

Team Strategy and Tools to Enhance Performance and Patient Safety (TeamSTEPPS) is a national teamwork system for health care professionals to improve communication and teamwork skills and is used nationwide. Applying this collaborative care model using briefing, de-briefing, and hand-offs within the Queensborough College Nursing 101 students’ simulation lab illustrated the importance of good communication and teamwork in providing safe patient care before entering the hospital setting.

Facilitating Doctoral Student Success: Virtual Mentoring  
**Theme:** Role Transitions  
**Session Type:** Beyond Basics  
Susan Welch, EdD, RN, CCRN, CNE, University of West Georgia;
The University of West Georgia School of Nursing implemented a virtual mentoring program to facilitate retention, graduation, and future success of full-time online doctoral students. The virtual mentoring program used the Mentoring Program Toolkit and Handbook (Robert Wood Johnson Fellowship New Careers in Nursing) for orientation of mentors/mentees and implementation of the program. Also, the virtual mentoring program used the Google + platform to operationally translate mentoring into an electronic form of communication. The virtual mentoring program has been in process for three years however literature does not provide information on the doctoral student’s experience within a formal virtual mentoring program and their transition to the doctoral student role.
Beyond the Expected: Nursing’s Endless Possibilities
**Theme:** Role Transitions  
**Session Type:** Basics  
Tamryn Gray, MSN, RN, CNL, BMTCN, Johns Hopkins University; Mary ‘Lynn’ Engelmann, EdD, RN, CNE, Lynn Engelmann Consulting, LLC and Loyola University Chicago; Marcella Niehoff School of Nursing; Jennifer Alderman, MSN, RNC-OB, CNL, University of North Carolina at Chapel Hill  
Nurses can work within diverse settings and often traverse boundaries of practice. Non-traditional career paths in nursing allow nurses to discover the vast career opportunities, explore their niche and contribution to the profession, maximize their skill set to improve health outcomes, and increase interest in the profession. Educators can expose students to non-traditional careers in nursing, which is crucial for developing self-esteem, leadership, diversity, and retention in the field.

Clarifying the Scope of the DNP Project with the Use of Templates
**Theme:** The Art of Teaching  
**Session Type:** Basics  
Tonja Hartjes, DNP, ACNP-BC, FNP-BC, CCRN, CSC, University of Florida; Susan Schaffer, PhD, FNP-BC, University of Florida; Linda Haddad, PhD, RN, University of Florida  
Graduate faculty met to discuss common themes of DNP projects in hopes of streamlining the process and reducing variability. Four project topics arose: health policy; q/i/program evaluation; practice change; population health. Faculty expertise within the themes were identified which facilitated matching of student interest with faculty expertise. Finally a written template was created to standardize the project. Faculty and student alike are very satisfied with the template approach.

LGBTQ...What is a Provider to Do? A Primer for Health Care Providers to Provide Compassionate Gender-Identity, Sexual Orientation, and Trans-Appropriate Care
**Theme:** Interprofessional Education (IPE) and Practice (IPP)  
**Session Type:** Beyond Basics  
Trish McQuillin Voss, ND/DNP, MSN, CNM, Frontier Nursing University; Christie Satterfield, MSN, CNM, Frontier Nursing University; Sierra Bushe, MSN, CNM, WHNP-BC, Frontier Nursing University  
Health care providers may be confused about differing health care needs for the LGBTQ community due, in part, to their own lack of knowledge related to those needs. Many LGBTQ individuals are reluctant to seek care due to a perceived lack of sensitivity and understanding of their health care needs, resulting in unnecessarily delayed or disrupted health care. This presentation will provide a model for nurses and physicians to provide appropriate care for this diverse population.