1. Evaluating Outcomes of a Flipped Classroom with Technology  
**Theme:** Technology (including Simulation)  
**Session Type:** Basics  
**Presenters:** Kellie Adams, MS, RN, Ohio University; Joyce Zurmehly, PhD, DPN, RN, NEA-BC, Ohio State University  
Educators will be provided with research findings discussion of a flipped classroom model. Today’s educators are challenged with redesigning teaching strategies that allow students to actively participate and receive immediate feedback. Developing, implementing, and measuring outcomes of a student-centered classroom are challenging; this presentation will provide educators with insight into a model using research findings.

2. Nursing Faculty Experiences Teaching Students with Learning Disabilities  
**Theme:** Professional Nurse Educators in Practice Environments  
**Session Type:** Basics  
**Presenter:** Darlene Ardary, PhD, RN, CPN, CSN, Lock Haven University  
This interpretive phenomenological study explored the experiences of 14 pre-licensure nurse faculty teaching students with learning disabilities. Rich descriptions of their stories illuminated that faculty: a) have difficulty finding time to help students; b) have many questions related to pedagogical, ethical, and safety issues; and c) want to know more about learning disabilities.

3. Understanding Physiologic Alarm Fatigue Among Critical Care Nurses  
**Theme:** Professional Nurse Educators in Practice Environments  
**Session Type:** Basics  
**Presenters:** Blondelle Ashe-Brazil, MSN, RN, CCRN, UF Health Jacksonville  
Repeated exposure to physiologic alarm contributed to alarm fatigue in the critical care setting. Using a quality improvement design, this study determined whether customized alarm settings compared with default alarm settings will impact alarm fatigue. The results of the study, as well as implications for nursing practice, will be highlighted.

4. Service Learning: Connecting BSN Students with the Community to Reduce Health Disparities  
**Theme:** Teaching Excellence Across the Curriculum  
**Session Type:** Basics  
**Presenters:** Elmira Asongwed, MS, RN, CNE, University of the District of Columbia; Anne Marie Jean-Baptiste, PhD, MSN, CCRN, CEN, University of the District of Columbia
The purpose of implementing evidence-based service learning with baccalaureate nursing students is to prepare them to take an active role in reducing health disparities. It was observed, reported, and documented by participants and students how individual counseling and screening were beneficial in empowering community members to actively address their own health issues.

5. Promoting innovative Academic Leadership through Critical Reflective Teaching Practice
Theme: Leadership and Systems Change
Session Type: Basics
Presenters: Marilyn Asselin, PhD, RN-BC, University of Massachusetts Dartmouth; Deborah Armstrong, PhD, RN, University of Massachusetts Dartmouth

In this study, nurse faculty perceived an increase in reflective competency through participation in a facilitated reflective practice intervention. Faculty recognized they were stuck in cyclical self-questioning about academic change situations. Facilitated reflection is a learned skill requiring proper preparation, practice and reinforcement, and should be a component of ongoing faculty development initiatives.

6. Who Values Whom? Identifying Health Profession Students' Perceived Value of Their Selected Profession in Conjunction with Their Perceived Value of Other Interprofessional Students
Theme: Interprofessional Education (IPE) and Practice (IPP)
Session Type: Basics
Presenter: Karen Aul, PhD, RN, CNE, Arkansas State University

Health profession students from various disciplines were asked to describe their understanding of the core values of their selected profession in addition to the perceived value of other interprofessional students. By understanding the attitudes of the health profession students, the inclusion of appropriate interprofessional education strategies can be initiated.

7. Benefits of Electronic Data and Documentation Tracking Systems in Clinical/Practicum Programs
Theme: Technology (including Simulation)
Session Type: Basics
Presenters: Hope Bauman, DNP, Kaplan University; Nicole Walters, Med, MSN, RN, Kaplan University

This presentation will demonstrate how the educational practices of clinical documentation and data collection could be made more efficient through the implementation of an electronic system. Viewers will see the components of electronic tracking systems and gain an understanding of the possible benefits of such a system to university faculty and staff, affiliated sites and preceptors, and students.
8. A Qualitative Investigation of Strategies Used by PhD Nursing Students for Balancing Work, Family, and the Attainment of a PhD
Theme: Leadership and Systems Change
Session Type: Basics
Presenter: Nancy Bellucci, PhD, RN, CNOR, Grand Canyon University

The purpose of this basic qualitative study was to uncover, identify, and describe specific strategies used by PhD nursing students to achieve balance between work, family, and the rigors of obtaining a PhD in nursing. Throughout the literature, attrition rates were consistently reported as being between 40 and 60 percent. The shortage of PhD-prepared nurse faculty has an impact on many levels of nursing education.

9. Using a Mixed Methods Approach to Assess BSN Program Outcomes Demonstrated by Graduates during their First Year of Professional Practice
Theme: Role Transitions
Session Type: Basics
Presenter: Cynthia Bemis, DNP, RN, NE-BC, Indiana University School of Nursing

The purpose of this study is to evaluate demonstration of BSN program outcomes in graduates of a large, urban, Midwestern school of nursing during their first year of nursing practice. Self-assessment and employer feedback of the graduates will be sought using an electronic questionnaire/interviews directed towards direct supervisors of the new graduates. Information will be used for program evaluation and improvement.

10. #NursingEd: Examining the Efficacy of Twitter as an Educational Resource in Nursing Education
Theme: Technology (Including Simulation)
Session Type: Basics
Presenters: Abby Berg, MSN, RN, CPNP, CPN, Purdue University; Sara McComb, PhD, Purdue University

Nursing students may benefit from learning to use social media professionally. Pediatric nursing students followed health-related organizations and professionals on Twitter, and discussed factual postings they identified and shared. Focus group findings suggest that students enhanced pediatric health knowledge, developed professional voices, learned to discriminate fact from opinion, and improved social media proficiency.

Theme: Teaching Excellence Across the Curriculum
Session Type: Beyond Basics
Presenters: Mary Bishop, DNP, RN, NEA, BC, CNL, CNE, University of West Georgia; Susan Welch, EdD, RN, CCRN, CNE, University of West Georgia

As the demand for online learning environments grows in higher education there is a need for a systematic assessment of online courses. Online courses must focus on processes that cultivate interest and the engagement of students in active learning. A peer online review
guide that evaluates the quality of online courses will be presented. The guide can be also used for faculty evaluation, promotion, and tenure.

12. Interprofessional Education: A Clinical Practicum with Baccalaureate Nursing and Respiratory Students  
**Theme:** Interprofessional Education (IPE) and Practice (IPP)  
**Session Type:** Beyond Basics  
**Presenters:** Angel Boling, MSN, RN, Baptist College of Health Sciences; Kira Anderson, MSA, RRT, Baptist College of Health Sciences

With the increasing complexity of patient care, evidence further supports the need for interprofessional education and the development of teaching strategies and methodologies to refine health care education and prepare today’s graduates. Through this clinical practicum, health care students will develop the necessary skills to care for patients as a health care team.

13. Enhancement of Exam Preparation Skills  
**Theme:** Teaching Excellence Across the Curriculum  
**Session Type:** Basics  
**Presenters:** Susan Bonhotal, MSN, RN, University of Southern Indiana; Charlotte Connerton, EdD, RN, CNE-BC, University of Southern Indiana; Sue Krieg, MSN, RN, FNP-BC, University of Southern Indiana

Faculty feedback on exams with use of “exam wrappers” has been identified to increase engagement and help students to verbalize their thought processes, analyze their performance on exams, and adjust study strategies to improve learning. An “exam wrapper” is a group of questions at the end of an exam which identify student study habits and life choices.

14. Closing the Theory to Practice Gap: Enhancing Students' Clinical Reasoning and Critical Thinking Skills through Simulation Debriefing  
**Theme:** Teaching Excellence Across the Curriculum  
**Session Type:** Basics  
**Presenter:** Janet Bouland, MSN, RN, Excelsior College

To improve nursing students’ clinical reasoning and critical thinking skills, Dreifuerst's Debriefing for Meaningful Learning (DML), a method of structured, reflective debriefing following simulation, should be integrated across the curricula. The evidence shows that DML enhances students' clinical reasoning, allowing students to link theory to practice and carry what they have learned forward.

15. Integration of ePortfolios in an Online RN-BSN Program  
**Theme:** Technology (including Simulation)  
**Session Type:** Beyond Basics  
**Presenter:** Sharon Bradley, DNP, RN, CNL, CNE, University of Florida College of Nursing
The use of ePortfolios is a relatively new concept in nursing education that is gaining popularity. EPortfolios are a comprehensive, learner-centered, digital tool showcasing individuality that can be easily integrated into online programs. The ePortfolio houses artifacts of student work and achievements, critical reflections, and professional experiences.

 Theme: Technology (Including Simulation)
 Session Type: Basics
 Presenter: Amy Brown, MSN, FNP-C, Morehead State University

In the fall of 2014, Morehead State University implemented a simulation evaluation form in the senior simulation course. The purpose was threefold: evaluation of the student, evaluation of the simulation, and a guide for clinical instructors participating in their first simulation. Since implementation, our student satisfaction has improved by 45 percent and our simulation performance has improved by 30 percent.

17. Student Engagement in an Asynchronous Online Master’s of Science in Nursing Theory Course
 Theme: Teaching Excellence Across the Curriculum
 Session Type: Basics
 Presenters: Cynthia Brown, DNS, RN, AHN-BC, CNE, University of West Georgia; Joan Carlisle, PhD, RN, PPCNP-BC, University of West Georgia; Sally Richter, EdD, RN, University of West Georgia

The purpose of this presentation is to provide current literature related to online group work, share decision points for creating a group presentation in the online environment, and offer the student perceptions from an approved online evaluation survey related to the group project. Presentation participants will be encouraged to reflect on a course and develop a strategy for implementation of a group project.

18. Taking ACE.S a Further Step: Exceeding the National Average for the HESI Gerontology Specialty Exam
 Theme: Teaching Excellence Across the Curriculum
 Session Type: Basics
 Presenter: Patricia Brown-O’Hara, PhD, RN, Gwynedd Mercy University

As a two-credit course, The Older Adult was developed in the curriculum of a four-year BSN program. This course encompasses the best practices highlighted in the NLN’s ACE.S program. Many of the ACE.S strategies have been incorporated, such as digital storytelling, spirituality, and end-of-life assessments. For the three times this course has been offered, students exceeded the National Average of the HESI Gerontology Exam.

19. There's Not an App for That...Until Now: Development of an Application for the ESL Nursing Student to Improve and Enhance Learning
 Theme: Technology (Including Simulation)
 Session Type: Basics
Presenters: Susan Buchholz, MSN, RN, CNE, Herzing University; Wakita Bradford, MSN, RN, CPN, Georgia State University/Perimeter College

The ESL (English as a Second Language) nursing student has many challenges in an intense academic program such as nursing. One challenge we identified in our nursing program was not only the translation element, but also an understanding of English phrases and idioms. We developed an application that defines various idioms and phrases that may be confusing for the ESL student.

20. Interprofessional Implementation of an Academic Electronic Health Record (AEHR)  
Theme: Interprofessional Education (IPE) and Practice (IPP)  
Session Type: Basics  
Presenters: Patricia Burke, PhD, RNC, CNE, Touro College; Rivka Molinsky, PhD, OTR/L, Touro College

This interprofessional project emerged as the end result of year-long meetings, evaluation, and selection of a web-based Academic Electronic Health Record (AEHR) system that supported multi-disciplinary programs (nursing, speech language pathologist, behavioral health, occupational and physical therapy). This project presents the evaluation, selection, and pilot implementation of an AEHR.

21. Fatigue as a Nurse and Patient Safety Issue: A Shiftwork Education Program  
Theme: Professional Nurse Educators in Practice Environments  
Session Type: Beyond Basics  
Presenter: Mary Carney, DNP, RN-BC, CCRN, CNE, Western Governors University

The role of fatigue as both a nurse and patient safety issue is largely unaddressed. This poster will present an evidence-based educational program for nurses and students on the topics of fatigue, shift-work, and circadian disruption, with an eye toward changing the “culture of fatigue” that exists in health care today.

Theme: Professional Nurse Educators in Practice Environments  
Session Type: Basics  
Presenter: Debra Carter, EdD, MSN, FNP, RN, University of Virginia's College at Wise

The purpose of this research is to conduct a systematic review of the literature to evaluate current pedagogy that incorporates safety initiatives throughout the baccalaureate nursing curricula. Nurse faculty will learn best practices on safety to incorporate into their courses. These approaches will help baccalaureate nursing graduates to better utilize safety initiatives and become change agents in direct care.

23. A Statewide Advisory Opinion on Simulation: How One School Has Remodeled Its Simulation Program  
Theme: Technology (including Simulation)
Session Type: Basics
Presenters: Tracy Chesney, MSN-Ed, RN, CNE, CHSE, Brookline College; Clarke Krugman, MSN, RN, CNS, NE, Brookline College; Nicole Meginbir, MSN, RN, ORNT, Brookline College

The presenters will share relevant and practical information regarding the components necessary to align a simulation program with developing evidence-based standards, guidelines, and statewide regulations. Viewers will see various strategies to instigate the advancement of quality simulation programs when faced with state-guided regulations coupled with limited resources.

24. I Finally Get It: Interprofessional Collaborative Practice
Theme: Interprofessional Education (IPE) and Practice (IPP)
Session Type: Basics
Presenters: Laura Clayton, PhD, RN, CNE, Shepherd University; Cara Burker, MSN, RN, Shepherd University

Providing opportunities for nursing students to learn interprofessional collaborative skills is essential for today’s health care environment. This is challenging for universities not affiliated with teaching hospitals or located in rural areas. However it can be done! The presentation will describe the diverse interprofessional experiences provided to our students who state their practice is forever changed.

25. Theater and Simulation: An Innovative Approach to Teaching Nursing Ethics
Theme: Technology (including Simulation)
Session Type: Basics
Presenters: Jennifer Coleman, PhD, RN, CNE, COI, Ida V. Moffett School of Nursing, Samford University; Tracey Dick, MSN, RN, CNE, COI, Ida V. Moffett School of Nursing, Samford University

An innovative teaching/learning strategy for teaching nursing ethics is presented. Nursing students produce, direct, and perform a series of one-act plays related to ethical and moral decision making. Nursing students provide the research, act out the short plays, and lead the audience in discussion of ethical issues relevant to nursing practice.

26. Does Disciplinary Literacy Have a Place in Nursing Education? Does It Affect Retention?
Theme: Interprofessional Education (IPE) and Practice (IPP)
Session Type: Beyond Basics
Presenters: Connie Cooper, EdD, RN, CNE, Galen College of Nursing; Lisa Peak, MSN, CNE, Galen College of Nursing

Disciplinary literacy as it relates to student success will be a key opportunity for the future of nursing education. Today’s students are entering college and schools of nursing less prepared and needing special skills and strategies to facilitate their understanding of the discipline. Disciplinary literacy can increase a programs retention and completion rates.
27. The Safe Transition of Nurse Graduates from Academia To Clinical Practice
Theme: Role Transitions
Session Type: Beyond Basics
Presenter: Armon Copeland, DNP-C, MSN, CCRN, LHCRM, Indian River Medical Center

The proposed support for recent nurse graduates is currently scarce, which can impact the operational viability of acute-care facilities. Patient care within the United States has become highly complex. Each year, medical errors lead to more than 251,000 patient deaths. A novice nurse transition program is being proposed to address this issue.

28. Nursing Mentorship: Clinical Coaching and Transitioning into the Professional Role
Theme: Role Transitions
Session Type: Basics
Presenter: Vincenza Coughlin, RNC-MNN, CNE, CLC, NYU Langone Medical Center

In an effort to facilitate new hires’ transition into the professional RN role, NYU OB Service has developed and adopted a mentorship program. The mentored relationship fosters a supportive environment that reduces anxiety, promotes staff satisfaction, enhances clinical performance, and improves the quality of patient care. Team morale is encouraged through staff participation, social gatherings, and personal partnerships.

29. Adult Nursing Students Persisting Toward Degree Completion: A Case Study of an RN to BSN Accelerated Program
Theme: Teaching Excellence Across the Curriculum
Session Type: Basics
Presenter: Margaret Delaney, EdD, APN, CNP, RN, Benedictine University

Student persistence is a substantial concern to many post-secondary institutions. Colleges and universities across the United States are paying close attention to retention rate data and other outcome measures centered on the issue. Premature student departure is especially distressing for nursing programs that are under pressure to supply and replenish the nation's nursing workforce, which is projected to need an additional one million nurses by 2020.

30. Emotionally Competent Behaviors and Nurse Bullying: Is There a Direct Link?
Theme: Professional Nurse Educators in Practice Environments
Session Type: Basics
Presenter: Michelle Doas, EdD, MSN, RN, Chatham University

Nurse bullying remains prevalent in nursing and nurse educators can create both awareness of and strategies for diminishing nurse bullying behaviors. A descriptive study exploring nurses’ attitudes about nurse bullying behaviors, as well as their knowledge about emotionally competent behaviors, has been conducted. The study results will be presented, including implications for nurse educators.
31. Overcoming the Barriers to Produce Scholarly Works with a Long Distance Writing Group
Theme: Teaching Excellence Across the Curriculum
Session Type: Beyond Basics
Presenters: Jessica Doolen, PhD, APRN, CNE, CHSE, University of Nevada Las Vegas Clinical Simulation Center of Las Vegas; Jennifer O’Rourke, PhD, APN-BC, CHSE, Marcella Niehoff School of Nursing Loyola University Chicago; Christine Pariseault, Villanova University School of Nursing

In nursing academia there is pressure to produce scholarly works. Educators are limited by time constraints and academic demands. A solution to these barriers is to form writing groups of simulation faculty from various institutions. We will share how this writing group came to be and how it is able to persist over time. We will describe in detail the successful development, organization, and procedures of our group.

32. Transitioning from a Systems-Based Undergraduate Nursing Curriculum to a Concept-Based Curriculum: A Faculty Perspective
Theme: Role Transitions
Session Type: Beyond Basics
Presenter: Susan Egger, PhD, MSN, RN, Thomas Jefferson University, Jefferson College of Nursing

This qualitative descriptive research study explores the transition process for undergraduate faculty from a systems-based traditional nursing curriculum to an innovative, concept-based nursing curriculum – the challenges, solutions, surprises, and rewards. The information from this research study can inform other faculty about the transition process to a new curriculum and the lessons learned.

33. Empowering Student Transition to the Practice Setting
Theme: Role Transitions
Session Type: Basics
Presenters: Francisca Farrar, EdD, MSN, Austin Peay State University; Deborah Ellison, PhD, MSN, Austin Peay State University

Nurse educators are charged with preparing nursing students to transition to the practice setting. This role transition requires education about prevention of nurse fatigue and shift work sleep disorder. Case reports demonstrate symptomatology, complications, and measures to become a healthy nurse. Case reports review ethical responsibilities for the nurse to advocate for a healthy environment.

34. Course Design: Using Alignment to Ensure Students Meet Course Objectives
Theme: Teaching Excellence Across the Curriculum
Session Type: Basics
Presenter: Ruth Fiedler, EdD, PMHCNS-BC, CNE, Rush University College of Nursing
Using the nationally recognized Quality Matters Rubric for Higher Education design standards, viewers will learn how integral the concept of alignment is to course organization and the ability of students to meet course learning objectives. Measurable course and module/unit learning objectives or competencies form the basis of course alignment. Others include assessments, activities, materials, and technologies.

35. Out with the Old, In with the New, It’s the DEU (Dedicated Education Unit)
Theme: Professional Nurse Educators in Practice Environments
Session Type: Basics
Presenters: Sandra Foley, MSN, William Paterson University; Merrill Schuetz, MS, RN-BC, St. Joseph’s Regional Medical Center; Liliana Oscanoa, MSN, St. Joseph’s Regional Medical Center

Academia and service providers are being challenged by the IOM and AACN to critically examine the structures and processes for clinical education to consider the extent current experiences are preparing students for future practice. The presentation describes the development of an academic-practice partnership to implement a dedicated education unit for student learning outcomes grounded in current clinical reality.

36. A Novel Way to Enhance Nursing Students’ Affective Engagement: The Truth Is in the Fiction
Theme: Teaching Excellence Across the Curriculum
Session Type: Basics
Presenter: Leesha Ford, BSN, MSU College of Nursing

Break away from textbooks and journals and allow students to engage through relevant fiction to process multi-layer psychosocial concepts and influences. Connection through fiction can inform affective learning. Concept maps, community resource mapping, and discussion can deepen the connection to relevant knowledge in nursing care. Engage students and yourself with these project ideas and book lists. Shake off blah.

Theme: Teaching Excellence Across the Curriculum
Session Type: Beyond Basics
Presenter: Tracia Forman, PhD, RN, CNE, University of Texas Rio Grande Valley

This poster will present the results of a descriptive, quantitative analysis study comparing teaching, cognitive, and social presence in an accelerated versus semester-length online course using the Community of Inquiry Instrument.

38. Beyond the BSN Classroom to Service-Learning Partnership: Strategies for Success of Preschool Developmental Assessment Program
Theme: Teaching Excellence Across the Curriculum
Session Type: Basics
Strategies utilized for short-term planning and implementation of a developmental assessment program facilitated through a service-learning partnership between early childhood developmental centers and a BSN program are summarized. A foundational clinical framework, tools, program outcomes, and areas for improvement of future developmental screenings are identified.

### 39. Interprofessional Education: Online or In Person?
**Theme:** Interprofessional Education (IPE) and Practice (IPP)
**Session Type:** Beyond Basics
**Presenter:** Marilyn Frenn, PhD, RN, CNE, FTOS, FAAN, ANEF, Marquette University

Evaluation of interprofessional education learner outcomes for online and in person experiences is important. There were no significant differences for the total sample, but nursing and physician assistant students' scores were better for in person experiences. Further research is needed.

### 40. Breaking Down Silos: A Collaborative Approach to Interprofessional Education
**Theme:** Interprofessional Education (IPE) and Practice (IPP)
**Session Type:** Basics
**Presenters:** Susan Garbutt, DNP, RN, CIC, CNE, University of Florida College of Nursing; Linda Haddad, PhD, RN, FAAN, University of Florida College of Nursing

The Health Science Center in our large state university implemented a required yearlong interdisciplinary course for first year students in the Colleges of Nursing, Medicine, Dentistry, Pharmacy, Veterinary Medicine, Public Health, and Health Professions. This poster will describe how this course is taught and the collaborative initiative to develop multiple interprofessional high fidelity simulation scenarios.

### 41. Nurse Educator Enrollment in DNP Programs: Current Status, Challenges and Opportunities
**Theme:** Leadership and Systems Change
**Session Type:** Beyond Basics
**Presenters:** Donna Gauthier, PhD, RN, University of Louisiana at Lafayette; Helen Hurst, DPN, RNC-ON, APRN-CNM, University of Louisiana at Lafayette

Nurses with specialized knowledge and competencies fundamental to the academic educator role are essential to the profession and the need for doctorally prepared faculty members is nationally recognized. This presentation will discuss the results of a national study of DNP program practices regarding the admission of nurse educators without an advanced practice credential.
42. Fostering Confidence and Competence in Maternal Child Practice Through Simulation: Initial Results of a Multi-Phased Study Among Undergraduate Nursing Students  
Theme: Technology (including Simulation)  
Session Type: Basics  
Presenters: Sandra Goldsworthy, PhD, RN, CNCC(C), CMSN(C), University of Calgary; Zahra Shajani, MN, RN, University of Calgary; Carla Ferreira, MN, RN, University of Calgary

In this presentation, the results of a simulation intervention among undergraduate nursing students will be explored in relation to impact on knowledge, performance, and confidence in maternal child practice competencies. Next planned phases of the study will be described in addition to the implications of the results for education and practice.

43. Teaming Up for Quality: A TeamSTEPPS®-Based Hospital Orientation Program Project  
Theme: Professional Nurse Educators in Practice Environments  
Session Type: Beyond Basics  
Presenters: Laura Goliat, DNP, RN, MSN, FNP-BC, Ursuline College - Breen School of Nursing; Joan Kavanaugh, MSN, RN, NEA-BC, Cleveland Clinic Foundation; Patricia Sharpnack, DNP, RN, CNE, NEA-BC, ANEF, Ursuline College - Breen School of Nursing

Educators from a Midwest baccalaureate nursing program and major hospital health care system teamed up to develop a TeamSTEPPS-based orientation program. Viewers will gain working knowledge of this team-based orientation program, its importance for preparing effective teams for the delivery of high quality care, and the significance the collaboration had in building relationships between education and practice.

44. Transforming Nursing Students’ Clinical Reasoning Skills: Concept-Based Clinical Lessons and Learning Activities  
Theme: Professional Nurse Educators in Practice Environments  
Session Type: Basics  
Presenter: Lisa Gonzalez, MSN, RN, CNE, CCRN-K, College of Southern Maryland

Fostering clinical reasoning skills can be challenging. Learn how concept-based weekly lessons and clinical learning activities adapted from Tanner’s Clinical Judgment Model and the Lasater Clinical Judgment Rubric transformed clinical nursing education for Med-Surg 2 nursing students. Engaging activities and discussions helped deepen students’ understanding each piece of the clinical reasoning puzzle.

45. A Discovery of the Knowledge, Skills, and Attitudes Necessary to Make the Transition from Novice Nurse Educator to Expert Nurse Educator  
Theme: Roll Transitions  
Session Type: Beyond Basics  
Presenter: Lisa Harper, PhD, RN, Eagle Gate College
The transition from novice to expert nurse educator is achieved along a continuum, as skills are developed and competencies are recognized for their value to the progression of the novice nurse educator toward the goal of becoming an expert nurse educator. Considering that nurses are in short supply every effort should be marshaled to support, guide, and empower the novice nurse educator.

46. Using Q Methodology to Evaluate Attitudes in Nursing Education
Theme: Teaching Excellence Across the Curriculum
Session Type: Beyond Basics
Presenter: Desiree Hensel, PhD, RNC-NIC, CNE, RYT, Indiana University

Q methodology is a mixed-method research design used to quantitatively study subjectivity. This presentation will describe the theoretical basis and processes associated with Q methodology and illustrate how it can be used to measure student attitudes in nursing education research or program evaluation.

47. The Use of Simulation to Deliver Standardized, Interprofessional LGBTQ Content: A Case Study in Undergraduate Nursing Education
Theme: Interprofessional Education (IPE) and Practice (IPP)
Session Type: Beyond Basics
Presenters: Kirsten Hickerson, DNP, University of Pennsylvania School of Nursing; Anne Marie Hoyt-Brennan, MSN, University of Pennsylvania School of Nursing

LGBTQ patients have specific medical, cultural, and psychological needs and often nurse educators struggle to address this topic adequately. We developed an interprofessional simulation with standardized patient scenarios that included components of a comprehensive physical, social, and sexual health history.

48. Nursing Students’ Perspectives on Social Media E-Professionalism in Undergraduate Nursing Programs
Theme: Technology (including Simulation)
Session Type: Beyond Basics
Presenter: Jennifer Hollman, MSN, RN, Capella University

Basic qualitative inquiry was utilized to gain nursing student insight on social media e-professionalism in undergraduate nursing programs. The major implication that arose from the data analysis was the need for nursing educators to understand the students’ perspectives. Understanding the perspectives may allow educators to better assess of the state of social media e-professionalism in their own nursing programs.

49. Multi-Patient Interprofessional Simulation: Student Perceptions of Team Interaction
Theme: Interprofessional Education (IPE) and Practice (IPP)
Session Type: Basics
Presenters: Barbara James, PhD, RN, Southern Adventist University; Joelle Wolf, MSN, Southern Adventist University; Ronda Christman, PhD, MSN, RN, Southern Adventist University
This mixed-methods study explored the perceptions of university students who participated in a multi-patient interprofessional collaborative practice simulation. Participants included 57 students from the schools of nursing (AS, BS, and APN), social work, and pre-med. The question that guided this study was: “How do students feel about their comfort level and interaction with other health professionals?”

Theme: Professional Nurse Educators in Practice Environments
Session Type: Beyond Basics
Presenters: Rachel Joseph, PhD, CCRN, West Chester University of PA; Sarah Derstine, West Chester University of PA; Micaela McSpadden, West Chester University of PA

A cross sectional study on health seeking behaviors of Indian immigrants in the United States found that complementary and alternative medicine and spirituality are integral to their health behaviors. Nurse educators must emphasize safe care while encouraging cultural competency among students. Knowledge of this cultural aspect can help eliminate drug interactions, improve patient safety, and enhance patient satisfaction.

51. Using Art to Promote Learning and Healing
Theme: Teaching Excellence Across the Curriculum
Session Type: Basics
Presenter: Maureen Kane, MSN, RN, CEN, Thomas Jefferson College of Nursing

This presentation will provide nurse educators with examples of actual teaching and learning activities that use the arts as learning tools. The active learning experience includes a variety of art forms to promote the development of essential skills that nurses need in order to deliver humane, holistic patient care.

52. Essentials of Clinical Teaching in Nursing: An Online Education Program for Graduate Teaching Assistants
Theme: Role Transitions
Session Type: Basics
Presenters: Pamela Karagory, DNP, MBA, RN, CNE, Purdue University School of Nursing; Karen Foli, PhD, MSN, RN, FAAN, Purdue University School of Nursing; Ruth Fiedler, EdD, APRN, PMHCNS-BC, CNE, Rush University, College of Nursing

The national shortage of nurse faculty continues to have a significant impact on meeting the demand for professional nurses. One strategy is to hire graduate teaching assistants (GTAs), who need to develop skills as clinical instructors. This poster describes a formal, structured, online clinical teaching education program that promoted successful GTA transition into the clinical instructor role.

53. Transformational Leadership: How Nurse Leaders Influence Health Care Today
Theme: Leadership and Systems Change
This project focuses on nurturing transformational leadership in baccalaureate nursing education. Cultivating the spirit of transformational leadership empowers the nurse, and can be recognized to occur at macro and micro levels (macro being the community of colleagues and micro being the individual student).

54. Engaging Students in Research: Decreasing Social Isolation in Independent Living Seniors Through Technology
Theme: Teaching Excellence Across the Curriculum
Session Type: Basics
Presenter: Dona Molyneaux, PhD, BSN, RN, ONC, MNS, Gwynedd Mercy University

Graduate nursing students participated in a pilot research with independent living seniors. The goal of this project was to determine if technology could decrease social isolation in this group of seniors. Barriers and benefits for both the senior participants and the students are illustrated. Findings will be shared as well as lessons learned by the nurse educator (teacher of this class).