1. Cognitive Apprenticeship in Hospital Orientation for Newly Graduated Nurses  
**Theme:** Role Transitions  
**Session Type:** Basics  
**Presenter:** Betty Key, MSN, RN, CCRN, University of Alabama

Many newly graduated nurses cite the transition period from nursing student to practicing nurse as a time of challenge and uncertainty. Some researchers also believe that this time of stress and uncertainty has contributed to the high rate of turnover for newly graduated nurses. Cognitive apprenticeship is an instructional strategy that may help to facilitate this time of transition and help with confidence.

2. The Impact of Interprofessional Education in a BSN Program on RN Practice  
**Theme:** Interprofessional Education (IPE) and Practice (IPP)  
**Session Type:** Basics  
**Presenter:** Emma Kientz, MS, APRN-CNS, CNE, University of Oklahoma

This study explored the impact of a longitudinal interprofessional experience on subsequent RN practice. Using a quantitative research design, a convenience sample of nursing alumni who graduated from a BSN program were surveyed regarding their attitudes, beliefs, and behaviors related to interprofessional practice. Comparisons were made between those alumni who did and did not participate in the longitudinal experience.

3. To Pass or Not to Pass: Ethical Tension in Nursing Education  
**Theme:** Teaching Excellence Across the Curriculum  
**Session Type:** Beyond Basics  
**Presenters:** Brenda Kucirka, PhD, PMHCNS-BC, CNE, Widener University; Mary Baumberger-Henry, PhD, RN, Widener University

This qualitative grounded-theory study identified the ethical tension that occurs when faculty interacts in a stressful and ethical situation with nursing students. Learning to manage ethical tension may contribute to change factors that have a direct impact on modifying nurse academicians’ intent to leave and faculty shortage.

4. Community of Colleagues: An Academic Progression Model  
**Theme:** Teaching Excellence Across the Curriculum  
**Session Type:** Basics  
**Presenter:** Sharon Kumm, MN, RN, CNE, University of Kansas Medical Center School of Nursing
A Midwestern university and five community colleges formed a partnership to provide accelerated seamless academic progression. In the partnership model, students take the ADN and BSN courses simultaneously after they have completed bachelor of science prerequisites. Upon completion of both programs, students graduate with an ADN and BSN and are eligible to take the national licensure exam.

5. IPE Passport Program: Developing a Community of Interprofessional Colleagues
Theme: Interprofessional Education (IPE) and Practice (IPP)
Session Type: Basics
Presenters: Delois Laverentz, MN, RN, CCRN-K, University of Kansas School of Nursing; Elizabeth Young, MSN, RN, CEN, University of Kansas School of Nursing; Alyson Luckenbach, MSN, RN, PCCN-K, University of Kansas School of Nursing

A Midwestern university campus implemented an IPE Passport for the senior nursing students. The purpose of the IPE Passport Program is to develop nurses who are ready for IP collaborative practice at graduation. The students participate in multiple IPE experiences to develop their knowledge, skills, and attitudes toward interprofessional collaboration. Attitudes toward IP collaboration will be assessed.

6. Measuring Changes in Cultural Awareness, Sensitivity, and Behaviors Among Online Graduate Nursing Students
Theme: Basics
Session Type: Teaching Excellence Across the Curriculum
Presenter: Janet Levey, PhD, RN-BC, CNE, Concordia University Wisconsin

Graduate nursing programs are responsible for preparing nurse educators and practitioners for a high level of cultural competency to meet the health care needs of diverse populations (Marenco & Hart, 2014). Some graduate programs have developed cultural diversity courses with a short-term immersion experience which can impose barriers for some students based on finances and family and work schedule conflicts (Sagar, 2014). As a solution, the researcher created an online cultural diversity course using innovative teaching strategies as an alternative to the university’s required short-term global immersion course. A longitudinal study was used to measure the impact of a 16-week online course on graduate students’ perceptions towards cultural sensitivity and awareness, along with course objectives.

7. What Can Academic Educators Learn from New Graduate Nurses’ Experiences?
Theme: Role Transitions
Session Type: Beyond Basics
Presenters: Janet Lusk Monagle, PhD, RN, CNE, Northeastern University; Kathie Lasater, EdD, RN, FAAN, ANEF, Oregon Health Sciences University School of Nursing

Recent research revealed that transition to professional nursing practice is a global issue. Seventy-four new graduate nurses from both US coasts participated in a mixed-
methods, experimental study. Both quantitative and qualitative data were collected over the first year of practice. Qualitative data revealed four themes to provide guidance for educators to smooth the transition between academe and practice.

8. Make the Most of Online Discussion Forums: Strategies for Faculty Success

**Theme:** Teaching Excellence Across the Curriculum  
**Session Type:** Basics  
**Presenter:** Susan Lynch, PhD, RN, CNE, UNC Charlotte

Online discussion forums are a common learning strategy in nursing education. To have successful online discussions, faculty must 1) develop skills in writing discussion questions that increase learner engagement and 2) develop strategies to manage discussion forums geared toward achievement of learning outcomes.

9. Standardized Patient Use in Gero-Focused Nursing Simulation: Variability in Cues Across Presentations and Meeting Simulation Objectives

**Theme:** Technology (including Simulation)  
**Session Type:** Basics  
**Presenter:** Jessica Madison, PhD, RN, Valley Medical Center

While nursing programs incorporate mannequins and live actors into simulation scenarios with students reporting simulation as a positive learning experience, much remains unknown about the ability for this emerging pedagogy. This research sought to examine the use of live actors in a Alzheimer’s disease-focused scenario and their ability to provide cues to the participants in an effort to meet the simulation objectives.

10. International Community as a Platform for Teaching Excellence in Nursing Education and Practice

**Theme:** Teaching Excellence Across the Curriculum  
**Session Type:** Basics  
**Presenters:** Pamela Mahan, PhD, RN, Armstrong State University; Katrina Embrey, DNS, RN, Armstrong State University

This poster is designed to encourage new and seasoned faculty to consider study abroad as an innovative learning tool. Experiences with offering study abroad for undergraduate and graduate nursing students will be presented. The poster will include risk management and safety aspects for students and the institution.

11. Survival Skills 101 – A Clinical Nurse Educator Primer Workshop

**Theme:** Role Transitions  
**Session Type:** Basics  
**Presenters:** Suzanne Malloy, EdD, MSN, San Jose State University; Peggy Mayer, MS, RN, San Jose State University

Academia is suffering losses of long-term nurse educators. A stop-gap method is to hire expert clinical nurses. New faculty face many challenges assimilating into their role
as a neophyte clinical educator. In August 2016, a two-day intensive new educator workshop was created as a pilot project. The project offered valuable insight and resources. This model could be used nationwide to capture an expert clinical workforce.

12. International Clinical Experiences for Board of Nursing-Required Clinical Contact Hours: A National Survey

Theme: Leadership and Systems Change
Session Type: Basics
Presenters: Tamara McKinnon, DNP, RN, APHN, Valley Foundation School of Nursing at San Jose State University; Joyce Fitzpatrick, PhD, MBA, RN, FAAN, FNAP, Frances Payne Bolton School of Nursing, Case Western University; Angela McNelis, PhD, RN, CNE, FAAN, ANEF, George Washington University School of Nursing

The overall purpose of this project is to describe the nature of international clinical experiences for required clinical nursing courses in US schools of nursing. All pre-licensure programs registered with their respective state boards, including associate degree, bachelor’s degree, diploma, and master’s entry, will be surveyed in the proposed research.

13. Plotting a Course for Masterful Teaching: The Characteristics and Behaviors of Master Teachers in Nursing

Theme: Teaching Excellence Across the Curriculum
Session Type: Basics
Presenter: Jacqui McMillian-Bohler, MSN, CNM, Spaulding University

This presentation will provide a description of master teachers in nursing. The results of the analysis of a study of master teachers in nursing can be used to identify personal characteristics and behaviors consistent with a master teacher practice. The presentation can help faculty develop a personal plan to move toward a master teacher practice.

14. LGBTQ...What Is a Provider To Do? A Primer for Health Care Providers to Provide Safe and Affirming Gender-Identity, Sexual Orientation, and Trans-Appropriate Care

Theme: Professional Nurse Educators in Practice Environments
Session Type: Beyond Basics
Presenter: Trish McQuillin Voss, ND/DNP, MSN, CNM, Frontier Nursing University

APRNs and RNs are often confused about differing health care needs for the LGBTQ community due to lack of training. 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 APRNs and RNs to provide appropriate care for this diverse population.
15. Offering a Systematic Approach for Nursing Programs to Fully Respond to a Student Suicide
Theme: Leadership and Systems Change
Session Type: Beyond Basics
Presenter: Ronda Mintz-Binder, DNP, RN, CNE, Texas Tech University Health Science Center School of Nursing

Student suicide is the number one cause of death in college and university students. A student nurse suicide is especially devastating, affecting an entire program, including faculty and staff. Critical incident stress management is proposed as a useful model for organizing a program-wide response to minimize the initial shock response and allow for emotions to be safely expressed, leading to a sense of healing for all.

16. Nursing Students Studying Abroad: Not a Luxury, a Necessity
Theme: Teaching Excellence Across the Curriculum
Session Type: Basics
Presenter: Aliria Munoz Rascon, MSN, RN, ATCN, CCRN, Arizona State University: College of Nursing and Health Innovation

It is time to debunk the myth that studying abroad is simply about receiving course credit while on vacation. When executed effectively, studying abroad can be an intensely meaningful and transformational experience for nursing students and educators alike. Learn how to develop a successful study abroad program for nursing students including teaching strategies, service learning, debriefing, and reflection.

17. The Impact of Master Instruction Pedagogy on Faculty Experiences, Faculty Perspectives, and Student Outcomes
Theme: Teaching Excellence Across the Curriculum
Session Type: Beyond Basics
Presenters: Chad O’Lynn, PhD, RN, CNE, ANEF, Chamberlain College of Nursing; Laura Fillmore, DPN, MSN, RN, CNE, Chamberlain College of Nursing; Candice Phillips, PhD, RN, APRN, CNM, CNE, Chamberlain College of Nursing

This mixed-methods study explored the impact of an innovative pedagogy, master instruction, had on faculty experiences and student outcomes. Patterns of benefits and challenges were discerned from the qualitative analysis. Small but significant positive correlations were noted between master instruction behaviors and student outcomes.

18. Successful Integration of Dedicated Simulation and Research Teams
Theme: Technology (including Simulation)
Session Type: Basics
Presenters: Shannon Parker, MN, RN, University of Calgary; Sandra Goldsworthy, PhD, RN, CNCC(C), CMSN(C), University of Calgary

At the University of Calgary a dedicated simulation team investigates and implements innovative educational methods. This team of simulation specialists and researchers
develops, facilitates, and evaluates simulations that are offered to small and large groups of students in lecture halls, small classrooms, and simulation suites. A research team uses international and interprofessional collaborations to inform teaching.

19. Achieving an Interactive Learning Partnership: Bring Your Classroom to Life
Theme: Teaching Excellence Across the Curriculum
Session Type: Basics
Presenters: Margaret Pearce, PhD, RN, CRNP-BC, Drexel University; Maureen Gonzales, MSN RN, CRNP, Drexel University

Today’s nurse educators have the difficult responsibility to create a classroom environment that addresses several learning styles. This presentation will illustrate the positive results of transforming the classroom into a collaborative learning environment where the focus is on learner-centered instruction. Faculty will learn the benefits and how to utilize a variety of interactive, hands-on methods to deliver complex concepts.

20. Peer Evaluation of Classroom Teaching Using the NLN Competencies for Nurse Educators
Theme: Teaching Excellence Across the Curriculum
Session Type: Basics
Presenters: Jill Pence, EdD, MSN, RN, CNE, Samford University; Amber Patrick, PhD, RN, CNE, COI, Samford University

Peer evaluation is an integral part of the promotion and tenure process, however it can be challenging to standardize the process. This presentation will show the development and implementation of a classroom teaching peer evaluation using the NLN Competencies for Nurse Educators.

21. Engaging Students in Community-Based Research
Theme: Interprofessional Education (IPE) and Practice (IPP)
Session Type: Basics
Presenters: Regina Phillips, PhD, RN, CNE, University of Maryland School of Nursing; Vicky Kent, PhD, RN, CNE, Towson University; Karen Williams Cooper, MSN, RN, Towson University

Students groan about taking nursing research and community health nursing; faculty must create excitement and demonstrate need for these areas. In this pilot project faculty, in collaboration with other interprofessional service providers, engaged students to identify needs of older adults living in subsidized housing, demonstrating the importance of collaboration, research, and community health nursing.

22. Addressing Diverse Learning Styles Through the Novel Use of a Computerized Adaptive Quizzing System
Theme: Technology (including Simulation)
Session Type: Basics
Presenter: Carmen Presti, DNP, ARNP-BC, University of Miami School of Nursing and Health Studies

To address students’ diverse learning styles, the use of a computerized adaptive quizzing system was shifted from a one-size-fits-all design to a tailored approach. Students were administered a diagnostic standardized exit exam, and results guided adaptive quizzing assignments, which were tailored to the student’s areas of weakness. Positive test results, student satisfaction, and challenges will be shared.

23. Student Engagement and Utilization of Student Resources
Theme: Teaching Excellence Across the Curriculum
Session Type: Basics
Presenter: Janice Price, PhD, RN, Ivy Tech Community College

Educators are challenged to provide tools to assist diverse nursing students persist to graduation. This study sought to determine if there was a relationship between the utilization of student resources and the student’s age, gender, ethnicity, and level in school. The study also sought to determine if the student’s perceptions of engagement and sense of belonging had any influence in utilization of student resources.

24. Strategies for Predicting Success in Nurse Practitioner Programs
Theme: Leadership and Systems Change
Session Type: Basics
Presenter: Angela Richard-Eaglin, DPN, MSN, APRN, FNP-BC, Duke University School of Nursing

A predictive correlational study showed statistically significant relationships among certain admission criteria and nurse practitioner program success. Findings from this research are congruent with the Institute of Medicine (IOM) initiatives and recommendations for the future of nursing.

25. Using a Virtual Learning Environment to Assist Undergraduate Nursing Students in a Pediatric Rotation to Better Understand and Apply Principles of Growth, Development, and Family-Centered Care to Their Clinical Practice
Theme: Teaching Excellence Across the Curriculum
Session Type: Basics
Presenter: Laura Robbins-Frank, MSN, RNC, APN, Loyola University Chicago

This poster will illustrate a virtual learning environment that assists pediatric nursing students to apply the theory of family-centered care, and child and adolescent growth and development to clinical practice using the My Virtual Child© program, in which students “raise” a child from birth to 18 years of age. Students engage in critical thinking about child and adolescent development by making decisions to raise their virtual child.

26. First Course: A Model to Improve Learner Persistence
27. Understanding the Experience of ESL Students in an Online RN-BSN Program: A Phenomenological Approach
Theme: Teaching Excellence Across the Curriculum
Session Type: Basics
Presenter: Sonique Sailsman, PhD, RN, Southern New Hampshire University

RN-BSN online programs enroll students from various cultural and ethnic backgrounds that speak English as a second language (ESL). This qualitative study used a phenomenological approach to explore the lived experience of 10 multi-cultural nursing students enrolled in an online program. Five themes emerged which offer nurse educators insight into the personal challenges and triumphs with online cultural integration.

Theme: Role Transitions
Session Type: Beyond Basics
Presenters: Tonya Schneidereith, PhD, CRNP, PPCNP-BC, CNE, CHSE, Stevenson University; Crystel Farina, MSN, RN, CNE, CHSE, Chesapeake College; Sabrina Beroz, DNP, RN, CHSE, Montgomery College

Nurse leaders report that new graduates are not prepared for practice. One strategy to combat this preparation-practice gap is through integration of simulation into nurse residency programs. This opportunity for formative assessment allows for development of more effective behaviors. For hospital educators, understanding and use of reliable and valid instruments is necessary for more consistent formative evaluation.

29. Innovative Strategies to Teach APA Format: Exemplar RN to BSN Programs
Theme: Teaching Excellence Across the Curriculum
Session Type: Basics
Presenters: Peggy Shaw, MSN/Ed, RN, Mount Carmel College of Nursing; Miriam Abbott, MA, Mount Carmel College of Nursing

Nursing students must master academic and professional writing skills. Adult students in an RN-BSN online program face many obstacles in acquiring these skills, among
them disinterest and traditional instructional texts considered not user-friendly. Faculty must develop innovative teaching tools to help adult learners become proficient in writing. The tools displayed include, videos, checklists, and templates.

30. Developing an Instrument for Evidence-Based Peer Review of Faculty Online Teaching  
**Theme:** Professional Nurse Educators in Practice Environments  
**Session Type:** Beyond Basics  
**Presenters:** Lora Shelton, DNP, FNP-BC, CNE, Samford University; Arlene Hayne, PhD, RN, COI, Samford University

Peer review in academia is used for professional development, annual evaluations, and promotion and tenure review. The purpose of this presentation is to present an evidence-based peer review instrument developed by faculty to assess faculty teaching and practice in the online environment. The instrument provides an innovative tool to ensure that peer review encompasses all aspects of the online teaching role.

31. Cultivating Compassion in a High-Tech World  
**Theme:** Technology (including Simulation)  
**Session Type:** Basics  
**Presenters:** Cynthia Sherraden Bradley, PhD, RN, CNE, CHSE, University of Central Missouri; Sara Hoffman, MSN, RN, University of Central Missouri; Deborah Negus, MSN, RN, University of Central Missouri

Nursing is a caring discipline, yet patients report deficient compassionate care in health care encounters. Simulation has been widely used in nursing education, however little research demonstrates its effect on developing compassion. This study investigated the impact of unfolding case simulations of veteran care on compassion. Implications for teaching compassionate care using simulation and debriefing will be shared.

**Theme:** Teaching Excellence Across the Curriculum  
**Session Type:** Beyond Basics  
**Presenters:** Stephanie Sideras, PhD, RN, Oregon Health & Science University; Paula Gubrud-Howe, EdD, RN, FAAN, Oregon Health & Science University

This poster will present results from a study evaluating the inter-rater reliability of performance appraisal instrument designed for use in simulation. The tool assesses four elements of competence: clinical reasoning, skillfulness, safety, and patient-centered care. The instrument, its conceptual framework, how to implement it in simulation, and evaluate the work of students will be shown.

33. Identification of NCLEX-RN Predictor Variables: Monitored Through Nursing Program’s Systematic Evaluation Plan
**Theme:** Leadership and Systems Change  
**Session Type:** Basics  
**Presenters:** Linda Siktberg, PhD, RN, ANEF, Ball State University; Kay Hodson-Carlton, EdD, RN, FAAN, ANEF, Ball State University; Phyllis Chapin, MSN, RN, Ball State University

Nursing programs admit qualified students, yet some are not successful in meeting progression criteria or passing NCLEX-RN the first time. The presentation will demonstrate how the predictor variables predict NCLEX-RN pass rates and are monitored through the program’s systematic evaluation plan. The study is a retrospective correlational design using a sample of 1,032 baccalaureate graduates from a seven-year period.

**34. Use of Socratic Pedagogy to Improve Critical Thinking in New Graduate Nurses**  
**Theme:** Interprofessional Education (IPE) and Practice (IPP)  
**Session Type:** Beyond Basics  
**Presenters:** Jeanne Sorrell, PhD, FAAN, RN, Walden University; Christine Dinkins, PhD, Wofford College

This presentation focuses on inter-professional education from a unique perspective, using principles from philosophy to enhance learning in the clinical setting for new graduate nurses. Professors from philosophy and nursing engage participants in discussing how use of Socratic pedagogy can help to narrow the preparation-practice gap for new graduate nurses through enhancing critical thinking skills.

**35. A Caring Tone: Providing Audio Feedback to Online Learners**  
**Theme:** Teaching Excellence Across the Curriculum  
**Session Type:** Basics  
**Presenter:** Susan Stillwell, DNP, RN, CNE, FAAN, ANEF, University of Portland School of Nursing

Providing feedback is recognized as an effective teaching strategy. However, when educational programs are online, the tone of written feedback may be perceived by graduate students as negative, not informative, or not caring. Providing audio feedback is one technique that may mitigate this perception. Benefits and considerations for implementing audio feedback and lessons learned in a graduate course will be shared.

**36. The Effect of Interprofessional Pediatric End-of-Life Simulations on Communication and Role Understanding in Medical, Nursing, Pharmacy, and Public Health Students**  
**Theme:** Interprofessional Education (IPE) and Practice (IPP)  
**Session Type:** Basics  
**Presenters:** Jacqueline Stout-Aguilar, PhD, BSN, RN, University of Texas Medical Branch; Alison Pittman, MSN, RN, CPN, Texas A & M University College of Nursing; Bree Watzak, PharmD BCPS, Texas A & M University College of Pharmacy
Interprofessional education has been considered an important means of improving communication and interaction between health professionals. The impact of interprofessional pediatric end-of-life simulations has not been thoroughly addressed in the literature. This study has confirmed the positive effect of interprofessional simulation on communication and role understanding in health professions students.

37. Moulage Across the Curriculum
Theme: Teaching Excellence Across the Curriculum
Session Type: Basics
Presenters: Kelly Sutch, MSN, RN, CNE, CPN AHN-BC, Chamberlain College of Nursing; Robin Pugh, MSN, RN, Chamberlain College of Nursing; Emily Knapp, BSN, RN, Chamberlain College of Nursing

Moulage Across the Curriculum is a technique to improve skin assessment at every stage of the learning process. Utilized initially in the health assessment components of the curriculum, moulage is revisited in each course. In the senior year, students learn how to create their own moulage and create unfolding case studies to more deeply engage in the learning process.

38. The Student Perspective of Intentional Integration of Critical Thinking Instruction and Technology
Theme: Teaching Excellence Across the Curriculum
Session Type: Basics
Presenter: Ruth Swart, EdD, MHS, RN, University of Calgary

A mixed-methods study was implemented with undergraduate nursing students to determine beneficial critical thinking instructional strategies from their perspective. Critical thinking instruction was platformed on in-class and online technology. Students noted the intentional integration of critical-thinking instruction, subject-specificity, and applicability of learning to real life scenarios were beneficial to learning.

39. Using Adaptive Technology and Open Education Resources to Transform Nursing Education
Theme: Teaching Excellence Across the Curriculum
Session Type: Beyond Basics
Presenters: Ruth Tarantine, DNP, RN, CCRN-K, Colorado Technical University; Judy Komar, Colorado Technical University

To adequately prepare a nurse to succeed in today’s health care environment, education must be relevant and current. The utilization of adaptive technology in the classroom allows students to begin learning at their current level of competence; the delivery of relevant nursing content supported by current open education resources prepares a student to learn today and apply to practice tomorrow.
40. The Effects of Traditional Practicum Experiences on Nursing Student’s Attitudes Toward People with a Diagnosis of Mental Illness  
Theme: Teaching Excellence Across the Curriculum  
Session Type: Beyond Basics  
Presenter: Christine Turner, PhD, RN, CNE, Bon Secours Memorial College of Nursing

This study uses mixed methods to explore student attitudes toward working with people who have a diagnosis of mental illness. The Attitudes to Mental Illness Questionnaire is used as a pre- and post- measure (Luty, Fekadu, Umoh, & Gallagher, 1993). Themes will be developed from qualitative commentaries reflecting students’ feelings, thoughts, and perceptions of persons with mental illness and addiction disorders.

41. Development of a Clinical Teaching Peer Review Tool  
Theme: Teaching Excellence Across the Curriculum  
Session Type: Basics  
Presenters: Frankie Wallis, DNP, NP-C, COI, Samford University; Jennifer Coleman, PhD, CNE, COI, Samford University; Cyndi Cortez, DrPH, MSN, CPNP-PC, COI, Samford University

This presentation describes an innovative, evidence-based approach using selected NLN core competencies and INACSL clinical simulation standards in the development of a faculty peer review tool to gather data on clinical teaching to be used during the promotion and tenure process.

42. The Use of Clinical Simulation in the Family Nurse Practitioner Curriculum  
Theme: Technology (including Simulation)  
Session Type: Basics  
Presenters: Cynthia Weston, DNP, RN, FNP-BC, Texas A&M University; Kara Jones-Schubart, DNP, RN, FNP-BC, Texas A&M University; Sharon Cook, BSN, RN, Texas A&M University

This session will discuss the "how-to" of creating and implementing clinical simulation into family nurse practitioner (FNP) curriculum. Due to multiple factors, clinical sites are challenging to secure and maintain in nurse practitioner programs. The utilization of clinical simulation prepares FNP students for efficiency and effectiveness during clinical rotations which improved academic and clinical partnerships.

43. Accelerated Second-Degree BSN Graduates: Are They Ready for Professional Practice?  
Theme: Role Transitions  
Session Type: Beyond Basics  
Presenter: Gretchen Wiersma, DNP, MN, CPN, George Washington University

Results from this study of graduates from an accelerated second degree program one year after completion provided evaluative data for our program and a beginning
evidence base for others developing accelerated programs of study. From the information, adjustments within the curriculum might be imposed all to allow for a better transition to practice for the newly graduated nurses to ensure that they are ready for practice.

44. Using Two Types of Simulations to Teach Motivational Interviewing and SBIRT to Nurse Practitioner Students  
Theme: Technology (including Simulation)  
Session Type: Beyond Basics  
Presenters: Janet Willhaus, PhD, RN, CHSE, Boise State University; Jennifer Cline, ANP-BC, ACNP-BC, Boise State University; Dawn Weiler, APRN-ANP, BC, Boise State University

Motivational interviewing is a technique promoting patient-centered care. This poster will present how simulations delivered both online and with live standardized patients helped nurse practitioner students practice motivational interviewing in scenarios involving adolescents and substance abuse. Attitudes before and after the simulations were compared using the Substance Abuse Attitudes Survey.

45. Mindsets, Goals, Sense of Belonging, and Students’ Approaches to Learning  
Theme: Teaching Excellence Across the Curriculum  
Session Type: Basics  
Presenter: Cheryl Williams, PhD RN CNE NP-C, Salem State University  
Students’ non-cognitive factors such as mindsets (fixed or growth), goal adoption, approaches to learning (surface or deep), and sense of belonging are often more predictive of academic success than traditional markers. This study introduces the Williams Learning Strategies Assessment Tool as a quantitative measure of students’ non-cognitive factors and their impact upon choosing effective learning strategies.

46. Preparing Advanced Practice Nurses (APNs) for Telehealth Practice  
Theme: Technology (including Simulation)  
Session Type: Basics  
Presenters: Pamela Willson, PhD, APRN, FNP-BC, CNE, FAANP, Texas State University; Susan Lee, PhD, MSN, RN, Texas Board of Nursing

This presentation describes how telehealth content was developed, implemented, and evaluated as part of a master’s Family Nurse Practitioner Program to prepare students for the application of telehealth care within their practice sites. Specific assignment exemplars will be reviewed.

47. Evaluating the Impact of Curriculum Innovation on Clinical Decision Making and Clinical Competence  
Theme: Technology (Including Simulation)  
Session Type: Basics  
Presenters: Aimee Woda, PhD, RN, BC, Marquette University; Penny Alt-Gehrman, MSN, RN, Marquette University
Supplementation of simulated learning experiences within a clinical practicum, along with increased health care experience, may improve clinical competency. The findings from this study suggest that offering increased exposure to patient care experiences resulted in graduating nursing students that performed better patient assessments, had increased clinical judgment, and provided safer care in the simulated environment.

48. Do Traditional BSN Programs Enable Progressive EBP Knowledge Development? Using Evidence to Inform Program Planning in a Concept-Based Curriculum
Theme: Teaching Excellence Across the Curriculum
Session Type: Basics
Presenters: Amy Wonder, PhD, RN, Indiana University School of Nursing; Rebecca Serfass, BA, Indiana University School of Nursing

This presentation will report findings from a study of 334 traditional BSN students in their final weeks of sophomore, junior, and senior years at two campus sites of a single nursing program in the Midwestern United States. The poster will focus on the importance of rigorous evaluation of EBP knowledge and how data can be used to inform the development and testing of programs and teaching strategies.

49. Caring for Colleagues: Successful Retention and Development of Novice Nurse Educators
Theme: Role Transitions
Session Type: Beyond Basics
Presenter: Mary Wunnenberg, MSN, Rutgers University-Camden

Orientation and enculturation through mentoring are crucial to retain and develop the workforce of nurse educators. This poster presentation will discuss the application of Mayeroff’s Theory of Caring and a feminist ethical approach for nurse educators to better care for colleagues, both those new to academia and those transitioning from a different institution.

50. The Effect of an Online Education Program for Mothers of Children with Atopic Dermatitis in South Korea
Theme: Technology (including Simulation)
Session Type: Basics
Presenters: Jebog Yoo, PhD, RN, Gyeongnam National University of Science and Technology; Jennie De Gagne, PhD, DNP, RN-BC, CNE, ANEF, Duke University School of Nursing

The purpose of this study was to evaluate the effects of the atopic care online education program on anxiety, care efficacy, and caring performance of the mothers of children with atopic dermatitis. The eight-week online education program for this population was found to be effective in anxiety reduction, care efficacy improvement, and caring performance enhancement of the mothers.
51. Teaching Policy Advocacy Through the Lens of Climate Change: The Role of Primary Care Providers  
Theme: Interprofessional Education (IPE) and Practice (IPP)  
Session Type: Beyond Basics  
Presenters: Carol Ziegler, DNP, APRN, NP-C, Vanderbilt University School of Nursing; Clive Mentzel, PhD, Vanderbilt University  

This poster will explore an innovative transdisciplinary teaching initiative designed to provide advanced practice nurses and other primary care professionals with the knowledge and skills to assess, empower, and politically advocate for individuals and communities facing climate-related health risks by exploring the intersections between primary care, climate change, health, social justice, and policy.