Pre-Conference Workshops

FULL-DAY WORKSHOPS
Thursday 8:00 am - 3:00 pm

WORKSHOP A
Nurse Educators - Leading Healthy and Vital Organizations in an Interconnected World
Presenters: Rebekah, O’Rourke, MApc, PGDip, PG Cert, BB (England); Janice G. Brewington, PhD, RN, FAAN, National League for Nursing; Katherine Harding, PhD, Clinical Psychology

Moving beyond boundaries challenges us to explore our boundaries in the mind. It also offers us the opportunity to gain a shared understanding of what we consider those boundaries to be and how they can be utilized as a resource for leaders. Which illusory boundaries serve the well-being of the larger system, and which create a sense of fragmentation, alienation, isolation, and hostility? To what boundaries do we cling and why? What are the fears behind releasing those illusions? What is our sense of relatedness to those who we perceive as on the other side of the boundary we have created in our mind? To what extent do these boundaries promote a sense of co-creation within a larger context, or to what extent do they feed fear, conquest, acquisition, and neediness? How does this understanding of boundaries suggest practices that serve the organizational essential purpose and well-being and those of the people within it? At this challenging workshop we will work with functional boundaries as a leadership resource. We will apply our lived experiences and our insights to practical actions in our roles and organizations so that they can be healthy and vital human systems.
WORKSHOP B
Get ‘Em Thinking Instead of Sleeping! Life Beyond the Lecture
Presenter: Linda Caputi, EdD, MSN, RN, CNE, ANEF

Use of phrases such as active learning and the flipped classroom has become commonplace in nursing education, resulting in a wide variety of definitions and approaches and even some confusion. This session will provide direction on what these terms mean, how to develop and implement learning strategies, and how to ensure that what you are doing supports what students are to learn, including achieving the expected level of thinking. You will leave this session with activities and tools you can use immediately to engage, and perhaps even excite, both your students and yourself.

WORKSHOP C
Legally Defensible Practice as an Academic Nurse Educator – 2017 Review and Update
Presenter: Linda Christensen, EdD, JD, MSN, RN, National League for Nursing

There has been a dramatic increase in the number of students filing a lawsuit against their college or academic program. Nursing students are following this trend and litigation against academic nurse educators and nursing education program is increasing. Academic nurse educators must be skilled health care professionals who are aware of the legal issues surrounding their health care practice, as well as skilled educators who are aware of the legal issues surrounding their role as an academic nurse educator. Learn the most frequent risk areas for academic nurse educators and strategies that can be used to decrease your risk of legal liability.

WORKSHOP D
Through the Looking Glass: Enhancing Student Learning
Presenters: Susan Gross Forneris, PhD, RN, CNE, CHSE-A; National League for Nursing
Kristina Thomas Dreifuerst, PhD, RN, CNE, ANEF; Marquette University College of Nursing

New nurses require well developed clinical reasoning skills in order to deliver safe, effective, and compassionate care. Educating our future practitioners demands the use of transformative strategies to develop critical reflection and clinical reasoning skills. In the continuing series of discussions around the 2014 NLN/INACSL vision statement, “Debriefing Across the Curriculum,” experts in simulation debriefing will provide a hands-on experience of how debriefing is transforming our learning spaces. This interactive workshop will highlight the skills needed to guide students to reflect on and use their content knowledge in the classroom, skills lab, and clinical environments. Your hands-on experiences will also include developing key teaching strategies in each of these areas as you learn to debrief across the curriculum.

Learning outcomes: define measurable objectives for success; discuss the essential elements of good debriefing; and demonstrate skills in guiding critical conversations in the following areas – classroom, skills lab, clinical/post-clinical.

WORKSHOP E
Big Data, Analytics, and Exploratory Data Analysis: Cutting Edge Tools and Techniques for Nursing Faculty
Presenter: Darrell Spurlock, Jr., PhD, RN, NEA-BC, ANEF, Widener University School of Nursing
Collecting, managing, and analyzing big data – large volume, complex data made possible through the ease of electronic collection – is an area of emerging importance in nursing and nursing education and an area where nurses and nurse educators need skill development to address existing knowledge gaps. This two-part pre-conference workshop will address identified knowledge gaps by introducing nurse faculty to the emerging concepts of big data, exploratory data analysis, and analytics as they relate to nursing and nursing education.

In part 1 of the workshop, principles of advanced survey design and electronic data collection will be addressed in depth – focusing on the “collecting” phase of the big data process. Attendees will learn best practices of electronic data collection for research, evaluation, and quality improvement-related purposes. Topics include user-focused design principles, use of innovative survey item formats, designing data collection forms for web, mobile, and other channels (e.g., SMS), techniques to improve survey response rates, and evidence-based strategies for sampling from large populations.

The focus of part 2 will be on exploring and analyzing big data collected from surveys or from other sources (e.g., learning management systems, college/university databases, electronic health records) with a focus on visual analysis, exploratory data analysis techniques, and on creating efficient data management workflows.

(Attendees are encouraged to bring their laptop computers for hands-on experience in working with large datasets to visually explore and make sense of the data.)

WORKSHOP F
Enhancing Learning Through Technology
Presenter: Jone Tiffany, DNP, MA, RN, CNE, CHSE, ANEF; Bethel University

Nurse educators are being challenged to adapt their teaching styles to meet the needs of the new generation of learners. The students entering higher education have grown up using technology in and out of the classroom. Using practical knowledge and hands-on experience, the workshop will focus on using technology and instructional methods to enhance student engagement and learning both in and out of the classroom.

Significant time will be allotted to demonstrate and practice using the latest educational technologies which include web-based resources, desktop resources, and online applications. Participants will leave with the knowledge to apply at least one new technology skill to their work setting; discuss ways that educational technology can support instruction and student learning; and demonstrate leadership by modeling the use of educational technology.

Objectives: 1) describe the use of emerging technologies that engage student learning; 2) discuss the benefits and challenges of integrating technology into learning; and 3) demonstrate the use of a variety of technologies used in nursing education.

(Participants should bring their smart phones, iPads, or laptops to this workshop.)

WORKSHOP G
The ABCs of Developing Program Systematic Evaluation Plans for NLN CNEA Accreditation
Presenter: Laurie Peters, PhD, MSN, RN
Interested in learning more about how to develop a systematic evaluation plan for your program? And how you can use the plan to help prepare your program for accreditation? When focused on continuous quality improvement, the process of evaluating your nursing program and pursuing accreditation can be a rewarding experience for faculty and administrators. This session will provide participants with a hands-on learning experience of how to create a systematic evaluation plan that is realistic, standards-driven, and helpful in preparing your nursing program to engage in the NLN CNEA accreditation experience. Special focus will be placed on the NLN CNEA standards, the evaluation process, and how to develop quality-focused program, faculty, and student outcomes for nursing programs of all types.

WORKSHOP H
Preparation Your Program for NLN CNEA Accreditation: Beginning the Journey
Presenter: Judith A. Halstead, PhD, RN, FAAN, ANEF; National League for Nursing

Are you preparing your program for initial accreditation? Do you have questions about how to plan and organize your program’s goal of achieving accreditation? This all-day session is designed for those nursing program administrators and faculty who are new to the accreditation process, and for those who are responsible for guiding a never-before accredited program through the initial accreditation process. Topics to be covered include applying NLN CNEA accreditation standards to your program; preparing faculty, staff, and students to participate in the accreditation process; and approaches to organizing the program’s self-study.

HALF-DAY WORKSHOP
Thursday 8:00 - 11:45 am

WORKSHOP I
Interpreting Testing Results for Maximizing Impact on Teaching, Course and Curriculum Revisions, and Student Outcomes
Larry E Simmons, PhD, RN, CNE, NEA-BC; National League for Nursing

This workshop is designed to assist nursing education faculty to apply examination results beyond grades and course completion for the nursing student. Test results also provide rich information for faculty that should impact course evaluations and revisions, curriculum review, and enhancement of student outcomes. The content will address item analysis review of classroom testing, development and use of test blueprints, and test construction as the foundational basis for evaluation of student learning outcomes. The principles and concepts of standardized learner exams in nursing education will be discussed. The application of test results from standardized exams will be presented and put into action by the participants as a group experience. A clearer understanding of how the components fit together and application of the findings should result in the enhancement of student learning outcomes both in classroom and clinical experiences.
Concurrent Sessions

Concurrent Session 1
Thursday 3:30 - 4:15 pm

1A. Effective Teamwork and Collaborative Assignments in the Online Environment: Mastering the Challenges and Reaping the Benefits to Develop a Future Community of Colleagues
Theme: Teaching Excellence Across the Curriculum
Session Type: Basics
Presenters: Tonya Breymier, PhD, RN, CNE, COI, Indiana University East

This presentation will share evidence-based best practices and practical design of collaborative assignments as well as common sense support tools for success in the online learning environment to develop nurses toward effective teamwork and collaboration.

1B. BSN Students as Key Players in a University Employee Wellness Program
Theme: Teaching Excellence Across the Curriculum
Session Type: Basics
Presenters: Leslie Cole, DNP, RN, The University of Alabama Capstone College of Nursing

Overseen by nurse faculty, community health nursing students are key components of a university employee wellness program. Students perform health screenings and a variety of other services for this population. Student efforts have enabled the identification of health issues. This initiative promotes health in the local community while actively engaging students in the art of health promotion and disease prevention.

1C. Failing to Fail in Undergraduate Nursing: The Drive for Teaching Excellence
Theme: Teaching Excellence Across the Curriculum
Session Type: Beyond Basics
Presenters: Angie Docherty, NursD, MPH, RN, Oregon Health & Science University

A mixed-methods study showed that educators are failing to fail student nurses. The study, conducted in a baccalaureate and ADN consortium, suggests that a number of factors influence grading practices including conflict avoidance, rubric reliance, and
institutional rigor. To ensure integrity and excellence in all aspects of nursing education, transparent discussion, and solution-based research are required across the sector.

1D. How to Develop Self-Directed Learners  
Theme: Teaching Excellence Across the Curriculum  
Session Type: Basics  
Presenters: Maria Flores-Harris, DNP, RN, CNE, Kaplan Test Prep

For this presentation, the cycle of practice and feedback will be explained with in-depth explanations of the components of the cycle – practice, observed performance, and targeted feedback. Discussion of the importance of metacognitive skills, the use of formative evaluation, the development of a culture that values learning over performance, and the proper development of objectives will also be included.

1E. Technology Tools: Can We Make Learning Fun and Effective?  
Theme: Technology (Including Simulation)  
Session Type: Basics  
Presenters: Jodi Berndt, PhD, RN, CCRN, PCCN, CNE, College of Saint Benedict/Saint John’s University

This session will highlight several low-cost interactive teaching tools and web-based applications that can be used to engage students in critical thinking activities and facilitate learning while having fun. Strategies to embrace technology use in the classroom, laboratory, clinical and online settings will be shared and best practices will be identified.

1F. The Use of Social Media and Cybercivility Guidelines in Nursing Schools  
Theme: Technology (Including Simulation)  
Session Type: Beyond Basics  
Presenters: Jennie De Gagne, PhD, DNP, RN-BC, CNE, ANEF, Duke University School of Nursing

This study aimed to determine whether explicit guidelines regarding cybercivility in social media, online classrooms, and email correspondence are available to students in selected nursing schools. The findings of this study would help nurse educators and administrators formulate comprehensive and complete policies and procedures of cyberincivility, thereby facilitating a culture of cybercivility in nursing education.

1G. Interprofessional Preparation of Leaders In Health Professions Education  
Theme: Interprofessional Education (IPE) and Practice (IPP)
Session Type: Beyond Basics  
**Presenters:** Anne Belcher, PhD, RN, FAAN, ANEF, Johns Hopkins University; Toni Ungaretti, PhD, JHU School of Education

An interprofessional program for the development of leaders in health professions education will be presented. The collaboration among the disciplines of nursing, medicine, public health, education, and business will be described, with a focus on the strategic role of nurse educators in curriculum design and implementation, recruitment of faculty and students, and ongoing quality improvement.

1H. Teaching Innovations for Systems-Thinking in Graduate Programs for Nurse Educators  
**Theme:** Leadership and Systems Change  
**Session Type:** Beyond Basics  
**Presenters:** Janet Phillips, PhD, RN, ANEF, Indiana University; Ann Stalter, PhD, RN, Wright State University

This session will provide nurse educators with an evidence-based model on systems-thinking for leadership in system-based practice for a culture of health. The authors will present their NEW STEPS model, which advances systems thinking for quality and safety both locally and globally. Exemplary teaching strategies will be included to help nurse educators operationalize systems thinking in their curricula.

1I. Implementation of Just Culture in Student Progression Issues Using a Faculty-driven Algorithm  
**Theme:** Leadership and Systems Change  
**Session Type:** Beyond Basics  
**Presenters:** Tammy Spencer, MS, RN, CNE, ACNS-BC, CCNS, University of Colorado College of Nursing; Gail Armstrong, PhD, DNP, ACNS-BC, RN, CNE, University of Colorado College of Nursing; Laura Rosenthal, DNP, ACNP, FAANP, University of Colorado College of Nursing

In pursuit of implementing just culture, health care systems have adopted a standardized approach to analyze error in care. A model by David Marx categorizes error etiology to guide standardized responses and improve systems. An algorithm, based on Marx’s work, was created by nurse faculty to provide a process for decision-making about student progression issues. An overview and use of the algorithm will be discussed.

1J. Making Your #NLNVoices Heard in the New Congress  
**Theme:** Leadership and Systems Change  
**Session Type:** Basic  
**Presenter:** Christine Murphy, MA
In the first months of this new Congress, we’ve seen legislators bombarded with messages from constituents. How do your #NLNVoices stand out in a sea of messages from other vocal constituents and partisan politics? This session will explore what the new Congress looks like and the most effective ways to make your #NLNVoices break through the noise. It is designed to help you understand the inner workings of a Congressional office and constituent communications, pressing policy policies before Congress, and creative ways to reach Capitol Hill with #NLNVoices.

Concurrent Session 2
Friday 8:30 - 9:15 am

2A. Integrating QSEN Across the Curriculum: Teaching Strategies for Classroom and Clinical
Theme: Teaching Excellence Across the Curriculum
Session Type: Basics
Presenters: Gerry Altmiller, EdD, APRN, ACNS-BC, The College of New Jersey

This presentation will describe teaching strategies that support the QSEN competencies and demonstrate how they can be integrated into the curriculum. Participants will learn activities that emphasize the six QSEN competencies and discover teaching tools and resources that can be implemented in classroom and clinical teaching. Clinical evaluation instruments and the use of unfolding case studies will be discussed.

2B. To Explore the Usefulness of the NLN Structure for Critical Conversation in Promoting Critical Dialogue When Used in Debriefing After an IPE Disaster Preparedness Simulation
Theme: Teaching Excellence Across the Curriculum
Session Type: Beyond Basics
Presenters: Linda Glatts, MN, RN, Vancouver Community College; Shirley Clarke, MS, BSN, RN, Vancouver Community College

This project explored the contribution of the NLN debriefing tool, A Structure for Critical Conversation, to promote critical dialogue when used in debriefing following an interprofessional education (IPE) disaster simulation. The research evaluated the debriefing strategy used and determined its impact to encourage critical dialogue. “Debriefing the debriefing” brings forward new themes that can inform educators.

2C. The Lived Experience of Nursing Deans/Directors Accepting and Later Leaving Their Positions
Nursing deans/directors are essential mid-level leaders. The turnover of nursing deans/directors and loss of human capital limits a nursing program’s ability to achieve its mission and goals. This study explored the lived experiences of 10 nursing deans/directors who chose to accept and then later, to leave their positions. Themes identified, areas of satisfaction and dissatisfaction, and recommendations will be discussed.

2D. Hospice Simulation vs. Hospice Clinical: A Comparison of Two End-of-Life Teaching Strategies
Theme: Teaching Excellence Across the Curriculum
Session Type:
Presenters: Stephanie Jeffers, PhD, RN, Widener University; Dawn Ferry, APRN, CNP, CHSE, Widener University

Providing a hospice simulation or clinical experience may improve care of the dying patient. This study compares two teaching strategies to teach end-of-life care to nursing students, simulation and clinical. Attitudes toward dying patients were compared between the two groups. Students reported an increase in confidence with end-of-life care after the clinical experience.

2E. Using Apps at the Bedside to Decrease Errors
Theme: Technology (Including Simulation)
Session Type: Basics
Presenters: Nicole Delinski, MSN, CCRN, OSF Healthcare / SIMnext

Technology continues to transform and influence the modes of effective education in the health care arena. A growing workforce of new age innovators fill our institutions to provide our patients with safe and efficient health care. The use of quick and interactive apps proves to be an effective mode of education and training.

2F. Concept-Based Simulation: Using Technology to Make It Happen
Theme: Technology (Including Simulation)
Session Type: Basics
Presenters: Crystel Farina, MSN, RN, CNE, CHSE, Chesapeake College

Concept-based simulation is an innovative approach of using concept-based nursing theory in a unique format that applies to simulation. Transitioning to a concept-based approach, simulation educators can provide simultaneous multi-student simulations
using multiple disease processes under the same concept. The use of technology such as an iBook and an EMR enhances the simulation to provide a realistic experience.

2G. Creating Objective Assessments Using Evidence-Centered Design
Theme: Interprofessional Education (IPE) and Practice (IPP)
Session Type: Beyond Basics
Presenters: Sarah Corbitt, MBA, Western Governors University; Crisha Pugh, JD, Western Governors University; Mollie Nordgren, MSN/ED, Western Governors University

Evidence-centered design (ECD) creates a learning environment that can be substantiated. In a field such as nursing, it is vital for a nurse educator to know how the student is competent as well as have evidence of it. ECD can be used in a way to ensure competency through traditional exam questions, and we will show how this can be done.

2H. Nurse Leaders’ Perspectives: Bridging the Education-Practice Gap to Foster Civility and Positive Work Environments
Theme: Leadership and Systems Change
Session Type: Beyond Basics
Presenters: Cynthia Clark, PhD, RN, FAAN, ANEF, ATI Nursing Education

This timely session will highlight findings from an empirical study where 174 practice-based nurse leaders shared perceptions about factors that contribute to an adverse working relationship between nursing education and practice, essential skills to be taught in nursing education to foster civility, and effective strategies for nursing education and practice leaders to collaborate to foster healthy work environments.

2I. Cultures of NLN Centers of Excellence: Creating Community and Embracing Diversity in Nursing Education
Theme: Leadership and Systems Change
Session Type: Beyond Basics
Presenters: Tammy Stefek, DNP, RN, Tabor College; Tona Leiker, PhD, APRN-CNS, CNE, Chamberlain College of Nursing

Two qualitative research projects were completed to define cultural characteristics of the original NLN COEs. A conceptual model was developed and reviewed with the COE standards and one COE to confirm the model. A measurement tool was developed for nursing programs to assess and promote healthy academic cultures. This session will summarize research findings and describe next steps in developing a nursing program assessment.
2J. Transitioning Novice Nurses into a New Culture of Practice: Preliminary Findings

Theme: Teaching Excellence Across the Curriculum
Session Type: Basics
Presenters: Susan Gross Forneris, PhD, RN, CNE, CHSE-A; Molly Kellgren, MS, RN, CNE, CHSE; Amy Kline, MSN, CHSE

Drawing on the pilot experiences of hospitals across the country, this session will report the preliminary findings from the NLN Accelerating to Practice (A2P) program, developed in collaboration with Laerdal, involving both novice nurses and preceptor training programs. Outcomes focused on competency, retention, and culture change will be discussed. Participants will discuss challenges faced by novice nurses and preceptors and how educators can help with the transition to practice. The session will cover: educational interventions targeting known areas of risk with novice nurses transitioning into practice and development of effective coaching at the bedside. Pilot outcome findings with both novice nurse and preceptor cohorts will be discussed.

Concurrent Session 3
Friday 9:30 - 10:15 am

3A. Viewing Practice Through the Lens of Population Health: An Online Introduction Course
Theme: Teaching Excellence Across the Curriculum
Session Type: Beyond Basics
Presenters: Susan Deane, EdD, MSN, CNE, CNAC, CLN, SUNY Delhi; Jane Murdock, EdD, MSN, CT League of Nursing; Cynthia Holle, DNP, MBA, RN,

This presentation will highlight the development, content, and outcomes of a four-module online Introduction to the Population Health course offered by the Connecticut Nursing Collaborative Action Coalition, to prepare faculty and their students, as well as experienced nurses, to integrate evidence-based concepts of population health and wellness to support quality advancement of education and practice.

3B. "First, Do No Harm": Ethical Considerations in Service Learning
Theme: Teaching Excellence Across the Curriculum
Session Type: Basics
Presenters: Lisa Johnson, PhD, RN, CPN, Community College of Philadelphia

As service learning is increasingly integrated into college curriculums, it is essential that potential ethical dilemmas are considered prior to planning service learning experiences for students. This session will identify core standards for service learning,
how to assess for potential ethical dilemmas, how to resolve ethical dilemmas should they occur, and strategies to incorporate ethical awareness in students.

3C. How to Document Problematic Student Behavior: Dotting the Is and Crossing the Ts  
**Theme:** Teaching Excellence Across the Curriculum  
**Session Type:** Basics  
**Presenters:** Susan Luparell, PhD, RN, CNE, ANEF, Montana State University

Documentation woes got you down? If so, you are not alone. Many faculty find it difficult to document problematic behavior. Consequently, students may not be fully aware of how behavior needs to be amended or documentation may not be robust enough to withstand a student grade grievance. This interactive session will consider strategies for capturing problematic student behavior in a more meaningful way.

3D. Advancing Care Excellence for People with Disabilities Through Simulation  
**Theme:** Teaching Excellence Across the Curriculum  
**Session Type:** Beyond Basics  
**Presenters:** Bette Mariani, PhD, RN, Villanova University; Suzanne Smeltzer, EdD, RN, FAAN, ANEF, Villanova University; Colleen Meakim, MSN, RN, CHSE, Villanova University

The NLN has provided an opportunity to address the educational imperatives for care of people with disabilities (PWD) through Advancing Care Excellence for People with Disabilities (ACE.D). Unfolding cases provide a way for students to translate what transpires in the case study with PWD to a real clinical situation. This presentation will provide an overview of these cases about care of PWD who often receive inadequate nursing care.

3E. Multiple Patient Simulation Research: Evaluating the Impact of Simulation Preparation on Novice Nurses' Competence and Self-Efficacy in a Multi-Site Randomized Control Trial  
**Theme:** Technology (Including Simulation)  
**Session Type:** Beyond Basics  
**Presenters:** Ashley Franklin, PhD, RN, CCRN, CNE, CHSE, Texas Christian University; Stephanie Sideras, PhD, RN, Oregon Health and Science University; Caitlin Dodd, MSN, RN, CNE, Texas Christian University

According to the Nurse Executive Center, a major concern with novice nurses is their inability to manage multiple responsibilities and anticipate changes in their patients' conditions. This presentation will discuss the positive results from a study that evaluated the effect of three simulation preparation methods on novice nurses'
3F. Mobile Madness: Using Mobile Technology to Engage Students
**Theme:** Technology (Including Simulation)
**Session Type:** Basics
**Presenters:** Cara Gallegos, PhD, RN, Boise State University; Kelley Connor, MS, RN, CNE, CHSE, Boise State University

Mobile devices can be a useful strategy to help engage students while they learn course content. The purpose of this presentation is to describe faculty and student experiences using mobile technology. Nurse educators should explore technology as a teaching resource. This presentation will serve as a case study for faculty interested in using mobile technology in the classroom.

3G. Fostering Interprofessional Collaboration and Enhancing the Simulation Lab Through a Nursing/Engineering Partnership
**Theme:** Interprofessional Education (IPE) and Practice (IPP)
**Session Type:** Basics
**Presenters:** Janet Jackson, MS, RN, Bradley University; Amy Grugan, MSN, RN, TNS, Bradley University

A nursing/engineering partnership was established to improve and develop products for the simulation lab but evolved into a dynamic, interprofessional collaboration. As part of this interprofessional team, students were able to practice leadership skills, build relationships, and participate in research, development and marketing of products to enhance fidelity of simulations and improve student learning.

3H. Workload and Work Environment of Nurse Faculty
**Theme:** Leadership and Systems Change
**Session Type:** Beyond Basics
**Presenters:** Sandra Fights, PhD, RN, CMSRN, Ivy Tech Community College

The increasing shortage of nurse faculty and the understanding of the causes of and influences on their recruitment and retention are important to the future of nursing education. Work environment and workload are familiar discussions among nurse faculty. This session will discuss the relationship between the workload of nurse faculty and their work environment.

3I. Update from the National Council of State Boards of Nursing
**Theme:** Leadership and Systems Change
Session Type: Basics
Presenters: Nancy Spector, PhD, RN, FAAN, National Council of State Boards of Nursing

This session will highlight the initiatives at NCSBN that are of particular interest to educators. NCSBN’s APRN Education Committee’s recommendations on program approval will be presented. The report of the Nursing Education Trends Committee, which had representation from NLN, will be discussed and next steps will be outlined. Data from the NCSBN 2015 Workforce Study, particularly related to nursing education, will be reported. Resources for faculty, including our new booklet (free of charge) for last semester seniors and new graduates, will be featured. Don’t miss this informative session.

3J. CNE Update: What is New in the Certification World
Theme: Teaching Excellence Across the Curriculum
Session Type: Basics
Presenters: Larry Simmons, PhD, RN, CNE, NEA-BC, National League for Nursing; Linda Christensen, EdD, JD, RN, CNE, National League for Nursing

This session will present information on the current status of the NLN certification program. Eligibility, testing procedures, new developments, and renewal processes will be presented. Global certification issues will also be explored.

3K. Problem Solving for Better Health Nursing: Implementing a Successful International Program within US Schools of Nursing
Theme: Leadership and Systems Change
Session Type: Basics
Presenters: Joyce Fitzpatrick, PhD, RN, FAAN, Case Western Reserve University

The Dreyfus Health Foundation (DHF) launched Problem Solving for Better Health Nursing™ (PSBHN™) in 2002 to unleash the potential of nurses and nursing students in achieving better health and quality of life for all. PSBHN is now active in 15 countries worldwide, with 3 pilot sites in the US. This workshop will provide the basic skills for implementation of the PSBHN Model into nursing curricula at all levels.

Concurrent Session 4
Friday 2:00 – 2:45 pm

4A. Social Justice, Service Learning, and Reciprocity: The Power of Call and Response, Advocacy an Action
Theme: Teaching Excellence Across the Curriculum
Session Type: Basics
This presentation will explore the power of service learning and reciprocity in community partnerships that address social justice issues. Students partner with disenfranchised/vulnerable populations, embracing the role of nurse as change agent and advocate. Students and their community partners (local and global) work toward positive change and empowerment as they investigate social justice/advocacy needs in the community.

4B. Innovative Pedagogical Approaches to Teaching Undergraduate Nursing Research: Avoiding the Cursory Critique
Theme: Teaching Excellence Across the Curriculum
Session Type: Basics
Presenters: Jamela Martin, PhD, RN, CPNP, Old Dominion University

BSN-prepared nurses are expected to contribute to improvements in practice and patient outcomes, partially through participation in evidence translation. Yet many new graduates lack the confidence and skill to conduct EBP activities upon entry to practice. Could our pedagogical approach to EBP concepts be to blame? Avoid the cursory critique by engaging your students in learning designed to create, prepare, and excite.

4C. Scaffolding Death and Dying: Introduction of a "Peaceful" Death Early in the Nursing Curriculum
Theme: Teaching Excellence Across the Curriculum
Session Type: Basics
Presenters: Margie Molloy, DNP, RN, CNE, CHSE, Duke University School of Nursing; Beth Phillips, PhD, RN, CNE, Duke University School of Nursing; Ann Michelle Hartman, DNP, RN, CPNP, Duke University School of Nursing

This presentation will describe how nursing students were introduced to death and dying concepts within first semester courses. A four-part series was strategically delivered in which objectives spanned affective, cognitive, and psychomotor domains. Activities included classroom content, a peaceful death sim, and a debrief. Lessons learned and strategies will be shared to promote implementation in other schools.

4D. Use of Debriefing in Concept-based Learning Activities: Optimizing Integration of Theory and Practice in Care of Specialty Populations
Theme: Teaching Excellence Across the Curriculum
Session Type: Basics
Presenters: Ann Nielsen, PhD, RN, Oregon Health & Science University; Linda Brown, MS, RN, Oregon Health & Science University
In this presentation, use of debriefing in concept-based learning activities will be described. In order to orient to pediatric and neonatal specialty populations, students in a senior-level integrative practicum course examine key concepts of nursing care. Specific debriefing strategies to help students identify patterns between patients, connect theory with practice, and develop clinical judgment will be discussed.

4E. The Effect of Evaluator Training on Reliability of High Stakes Assessment of Student Performance in Simulation: Results of a Nationwide Experimental Study
Theme: Technology (Including Simulation)
Session Type: Beyond Basics
Presenters: Ann Holland, PhD, RN, Bethel University; Linda Blazovich, DNP, RN, CNE, St. Catherine University; Jone Tiffany, DNP, MA, RNC, CNE, ANEF, Bethel University

This presentation will describe the results of a nationwide, experimental study that tested the effectiveness of a training intervention in producing inter/intra-rater reliability among nurse faculty evaluating student performance in simulation. The study produced important conclusions about building a shared mental model and informs best practices in high stakes assessment.

4F. No Boundaries: Strategies for Creative and Student-Directed Online Learning Activities
Theme: Technology (Including Simulation)
Session Type: Basics
Presenters: Deborah Raines, PhD, EdS, RN, ANEF, University at Buffalo School of Nursing

Web-based technologies remove time, cost, and location barriers from experiential learning opportunities. Grounded in constructivist pedagogy, this presentation will share the process of moving beyond discussion boards, papers, and quizzes to make an online course an active and engaging activity. Having students explore beyond the walls of the classroom brings a real-world perspective to the material being studied.

4G. Stop Teaching in Silos: Comparing an Interdisciplinary to a Nurses Only Approach in Health Care Education
Theme: Interprofessional Education (IPE) and Practice (IPP)
Session Type: Basics
Presenters: Margaret McCormick, MS, RN, CNE, Towson University

Due to the complexity of medical care, it is important that health care professionals work together. This educational research project compares interdisciplinary to nurses only education. A clear understanding of how the health care team works is necessary
for collaboration. This can improve efficiency, effectiveness, and safety when caring for clients with complex health problems such as asthma and obesity.

4H. The Importance of Meaningful Faculty Recognition: What Our Faculty Are Telling Us
**Theme:** Leadership and Systems Change  
**Session Type:** Beyond Basics  
**Presenters:** Linda Hollinger-Smith, PhD, RN, FAAN, ANEF, Chamberlain College of Nursing; Susan Groenwald, PhD, RN, FAAN, ANEF, Chamberlain College of Nursing; Chad O’Lynn, PhD, RN, CNE, ANEF, Chamberlain College of Nursing

Meaningful recognition, both formal and informal, is an important part of motivating, rewarding, and retaining nurse faculty. The presenters will discuss results of an exploratory study of faculty’s perceptions of meaningful recognition. Receiving recognition in the following areas were rated as most important: excellence in teaching, overall job performance, and going “above and beyond” in their roles.

4I. Building Community/Elevating Teaching: Impact of Seeking NLN Center of Excellence Designation
**Theme:** Leadership and Systems Change  
**Session Type:** Basics  
**Presenters:** Theresa M. "Terry" Valiga, EdD, RN, CNE, FAAN, ANEF, Duke University School of Nursing; Helen Gordon, DNP, CNM, CNE, CHSE, Duke University School of Nursing

Personal stories and experiences will be used to describe how the process of applying for designation as an NLN Center of Excellence helped transform a faculty community and spotlight the importance of a school’s teaching/learning and faculty development missions. This session will address faculty and student engagement, generation of energy, heightened excitement about teaching/learning, and other significant outcomes.

4J. Applying the NLN CNEA Standards to the Accreditation Process
**Theme:** Teaching Excellence Across the Curriculum  
**Session Type:** Basics  
**Presenters:** Nelda Godfrey, PhD, ACNS-BC, FAAN, NLN Commission for Nursing Education Accreditation

This session will provide attendees with an overview of the NLN CNEA Standards for Accreditation. The interactive session includes a discussion of the standards, quality indicators, and the implications of the standards for nursing programs across the academic spectrum.
4K. Oral Health and Older Adults: Innovative Interprofessional Teaching Strategies

Theme: Interprofessional Education (IPE) and Practice (IPP)
Session Type: Basics
Presenters: Erin Hartnett DNP, APRN-BC, CPNP, New York University College of Nursing; Judith Haber, PhD, APRN-BC, FAAN, New York University College of Nursing

Oral health has a significant impact on the overall health and well-being of individuals across their life span. Among older adults, poor oral health is associated with pain, loss of teeth, poor nutrition, increased risk for systemic conditions, and serious morbidity and mortality in the case of oral cancer. The purpose of this presentation is to provide innovative interprofessional teaching strategies for faculty to integrate oral health into their curriculum for older adults.

Concurrent Session 5
Friday 3:00 – 3:45pm

5A. Formation of a Professional Identity as a Nurse: A Study of Nursing Values
Theme: Teaching Excellence Across the Curriculum
Session Type: Beyond Basics
Presenters: June Larson, EdD, MS, RN, ANEF, University of South Dakota

A professional identity is held by the nurse who has internalized the values and moral norms of the profession. The professional values of students in pre-licensure nursing education programs were measured using a tool based on the nursing code of ethics. Significant differences in the importance respondents placed on professional values were found to be related to type of nursing education program and age.

5B. Rethinking Student Writing Assignments: Findings from the Survey of Nursing Editors on Issues with Student Papers Submitted to Nursing Journals
Theme: Teaching Excellence Across the Curriculum
Session Type: Basics
Presenters: Maureen Shawn Kennedy, MA, RN, FAAN, American Journal of Nursing/Wolters Kluwer

The findings from a survey of nursing editors in the International Academy of Nursing Editors (INANE) about problems with papers submitted by students for publication to nursing journals will be reported in this session.
5C. The Lived Experience of American Indian Nurse Faculty: Sharing a Phenomenological Inquiry  
**Theme:** Teaching Excellence Across the Curriculum  
**Session Type:** Beyond Basics  
**Presenters:** Staci Quant, EdD, RN, Tulsa Community College

American Indian nursing educators, as minority health care leaders, have significant challenges and remarkable opportunities to impact health care delivery. Semi-structured interviews of American Indian nurse educators teaching full-time in US nursing schools revealed five emergent themes that will be shared with participants. Strategies for support of American Indian faculty and students will also be discussed.

5D. Using Simulation for Improving the Clinical Instructor's Teaching of Ethics to Students in Clinical Settings.  
**Theme:** Teaching Excellence Across the Curriculum  
**Session Type:** Basics  
**Presenters:** Cynthia Randall, DNP, CNL, RN, University of Southern Maine

Nurses who assume roles in clinical teaching may be competent in clinical skills yet have limited nursing education experience or knowledge in clinical instruction. The purpose of this project was to improve the educational experience of clinical instructors in the teaching of ethics to students in the clinical setting. Simulation was shown to be a successful strategy for faculty development.

5E. A New Method to Establish and Sustain CPR Skill Competency  
**Theme:** Technology (Including Simulation)  
**Session Type:** Beyond Basics  
**Presenters:** Margory “Margie” Malloy, DNP, RN, CNE, CHSE, Duke University School of Nursing; Nancy Rogers, MSN, RN, Carroll Community College; Jackie McColgan, MSN, RN, CNE, Springfield Technical College

This longitudinal multisite study evaluated the CPR skills of 300 nursing students using a resuscitation quality improvement (RQI) program that evaluated CPR competency coupled with a USAF-designed performance predictor optimizer (PPO) program. Deliberate practice with the PPO can predict skill decay and maintain CPR skills for most participants. Some participants require more time to maintain their skills.

5F. Multi-Patient Simulation Toolkit: Put It into Practice  
**Theme:** Technology (Including Simulation)  
**Session Type:** Basics  
**Presenters:** Nancy Sullivan, DNP, RN, Johns Hopkins School of Nursing; Sabrina Beroz, DNP, RN, Montgomery County Community College
The goal of this presentation is to introduce the MPS toolkit to nurse educators and provide hands-on experience in developing a multi-patient scenario. Participants will develop a three-patient scenario utilizing the template. The use of manikins or standardized patients in the scenarios will be evaluated. The observational checklist, debriefing, and evaluation of multi-patient simulations will be examined.

5G. Development of a Rural Interprofessional Academic Partnership
Theme: Interprofessional Education (IPE) and Practice (IPP)
Session Type: Beyond Basics
Presenters: Deborah Messecar, PHD, MPH, AGCNS-BC RN, Oregon Health & Science University; Joanne Noone, PhD, RN, CNE, Oregon Health & Sciences University; Tamara Rose, PHD RN, Oregon Health & Sciences University

A three-stage process was used to identify strategies for forming new rural academic partnerships, to develop an interprofessional course, and then evaluate the effectiveness of that course. Lessons learned about the process to formalize these partnerships and then implement a program of IPE can be used as a blueprint for developing these critical opportunities for other nursing programs located in rural areas.

5H. Making Mistakes: A Journey Toward Transparency
Theme: Leadership and Systems Change
Session Type: Basics
Presenters: Diane Rudolphi, MS, RN, University of Delaware; Jessica Madiraca, MSN, RN, CCRN-K, University of Delaware

The four-year journey and strategies used in initiating a student error, near miss event (ENME) reporting system in the med-surg clinical environment is reviewed. Student ENME data and common themes that emerged will be discussed. Challenges included fear and reluctance of both faculty and students to complete reports. Strategies will be outlined to address these challenges; the benefits are also reviewed.

5I. The Adapted Model of Institutional Support: Increasing Hispanic Student Retention, Graduation, and Professional Contributions
Theme: Role Transitions
Session Type: Beyond Basics
Presenters: Mary Lou Bond, PhD, RN, CNE, FAAN, ANEF, University of Texas at Arlington; Carolyn Cason, PhD, RN, FNAI, FAAN, University of Texas at Arlington; Jose Alejandro, PhD, RN-BC, MBA, CCM, FACHE, FAAN, Tampa General Hospital/South University
The Adapted Model of Institutional Support (AMIS), validated through research, yields two self-assessment instruments (ISA and PSA) for assessing institutional and academic program support for Hispanic student recruitment into and graduation from health professions education programs. Strategies for systematically using the model and its derived instruments will be presented along with examples of its use.

5J. *Nursing Education Perspectives: Writing for the NLN Research Journal*

**Theme:** Teaching Excellence Across the Curriculum  
**Session Type:** Beyond Basics  
**Presenters:** Joyce J. Fitzpatrick, PhD, RN, FAAN, editor; Linda J. Caputi, EdD, RN, CNE, ANEF, Innovation Center editor; Barbara J. Patterson, PhD, RN, ANEF, Research Briefs editor; Leslie Block, managing editor

As a centerpiece of the NLN/Chamberlain College of Nursing Center for the Advancement of the Science of Nursing Education, *Nursing Education Perspectives* is evolving, with a greater emphasis on nursing education research and innovation in teaching and learning. This session is for anyone who aspires to publish in the NLN journal or serve as a peer reviewer. Meet the editors and learn about the steps involved in publishing an article, from the idea stage through writing, peer review, and eventual publication, online and in print. Bring at least one idea for a journal article for feedback from the editors.

Concurrent Session 6  
Friday 4:00 - 4:45 pm

6A. *The Risky Business of High-Risk Students*

**Theme:** Teaching Excellence Across the Curriculum  
**Session Type:** Basics  
**Presenters:** Laureen Tavolaro-Ryley, MSN, CNS, Community College of Philadelphia; Carol Morarity, MSN, APNP-BC, Community College of Philadelphia; Jean Byrd, RN, MSN, Community College of Philadelphia

As nurse educators we are constantly straddling the line between retaining students and keeping NCLEX scores at an acceptable level. In this session the lessons learned in formulating a plan to increase the success of high-risk students will be revealed. And the voices of the students who participated in this journey will be heard. Finally the presentation will include a dialogue about the investment in embracing risk and helping students succeed.

6B. *Feedback Fizzle: Techniques for Preventing Disappointment, Frustration, and Disengagement with the Evaluation Process*
This session provides an overview of strategies that faculty can use to give students effective and efficient feedback about their work. Suggestions for the design, development, and delivery of feedback will be discussed.

6C. Clinical Failure of a Nursing Student: The Meaning and Experience for Faculty
Theme: Teaching Excellence Across the Curriculum
Session Type: Basics
Presenters: Amy Stoker, PhD RN, Western Pennsylvania Hospital School of Nursing

With an emphasis on quality and safety in the health care setting, nurse educators have an ethical responsibility to ensure that nursing students are competent to enter into practice. Despite this responsibility, educators often struggle with evaluation and the decision to fail when necessary. The enhancement of structured clinical evaluation, mentorship, and support of educators with the decision to fail is necessary.

6D. Help Them Stay So They Don't Go: A Pilot Study on Student Retention Strategies
Theme: Teaching Excellence Across the Curriculum
Session Type: Basics
Presenters: Carmen Stokes, PhD, FNP-BC, RN, CNE, University of Detroit Mercy

This presentation session will share best practices and lessons learned from a retention project implemented in a midwestern university's baccalaureate nursing program. This project, titled "Freshman Success Seminars," was originally piloted, but due to positive student appreciation and satisfaction scores, has evolved into a mandatory zero credit course required of all freshman nursing students.

Theme: Technology (Including Simulation)
Session Type: Beyond Basics
Presenters: Darrell Spurlock, PhD, RN, NEA-BC, ANEF, Widener University School of Nursing; Andrew Bobal, MEd, Widener University School of Nursing

Nurse educators are increasingly tasked with collecting, managing, and using data in research, program assessment/evaluation, and for internal operational purposes. This
symposium will provide attendees with knowledge and skills to efficiently collect, manage, and evaluate data collected via electronic data collection tools.

6F. Virtual and Standardized Patient Simulations as Scaffolding for Teaching Undergraduate Behavioral Health
Theme: Technology (Including Simulation)
Session Type: Basics
Presenters: Janet Willhaus, PhD, RN, CHSE, Boise State University; Beverley Lugo, MSN, RN, CCRN, Boise State University; Kim Copeland, MSN, RN, CHSE, Boise State University

Faculty will discuss the use of virtual and standardized patient simulations to teach undergraduate behavioral health nursing students. Results of a grant-supported study that created the opportunity for undergraduate nursing students to learn motivational interviewing and screening, brief intervention, referral to treatment (SBIRT) through the use of virtual and standardized patient simulations will also be shared.

6G. Collaborating Interprofessionally in an Online Graduate Curriculum Course
Theme: Interprofessional Education (IPE) and Practice (IPP)
Session Type: Basics
Presenters: Mary Partusch, PhD, RN, CNE, Nebraska Methodist College

Graduate nurse educator students participating in online interdisciplinary curriculum development gain insight into collaboration across collegiate education, which serves them well in future role as educator. Working collaboratively with a health profession faculty, nursing and non-nursing courses were interfaced to foster student interdisciplinary collaboration. Feedback showed value of this learning experience.

6H. Creating Effective Faculty Teams that Include Distance Faculty
Theme: Leadership and Systems Change
Session Type: Basics
Presenters: Renee McLeod, PhD, APRN, CPNP, FAANP, United States University

Have you considered or are you delivering online education? Have you met with resistance from faculty to implement online curriculum? This presentation will discuss the forces driving educators to hire faculty at a distance, and how to develop a successful integrated faculty team. The five killers and nine factors for creating a successful virtual faculty team will be discussed including implications for human resources.
6I. Improving Bedside Nursing Education Through Utilization of Dual Role Nurse Practitioner/ Nurse Educator on the Night Shift  
**Theme:** Professional Nurse Educators in Practice Environments  
**Session Type:** Basics  
**Presenters:** Traci Morgan, MSN, RN, CRNP-AC, Children’s of Alabama; Paula Midyette, MSN, RN, CCRN, CCNS, Children’s of Alabama; Kyla Owen, BSN, RN, Children’s of Alabama  

The nursing shortage, particularly in critical care areas, has contributed to an unavoidable influx of new graduates. Nurse educators are present during dayshift; however, the new graduate nurses are assigned to the night shift. In our pediatric CVICU there was a great need for a nurse educator on night shift. We implemented a dual role NP/ nurse educator on the night shift to improve bedside nursing education.

6J. Opening the Door of Possibility with Strengths-Based Pedagogy  
**Theme:** Teaching Excellence Across the Curriculum  
**Session Type:** Beyond Basics  
**Presenters:** Brenda Juby, MN, RN, University of Calgary  

This presentation will introduce and review the results of an innovative faculty development pilot project that explored integrating strengths-based pedagogy with elements of relational inquiry tools in an undergraduate-nursing program. Findings from the project will highlight the strengths, challenges and usefulness/impact of a workshop on strengths-based teaching and learning (SBTL) in educating nurses.

6K. Applying for NLN CNEA Pre-Accreditation Candidacy  
**Theme:** Teaching Excellence Across the Curriculum  
**Session Type:** Basics  
**Presenters:** Judith Halstead, PhD, RN, FAAN, ANEF, NLN Commission for Nursing Education Accreditation  

This session will describe the policies related to applying for NLN CNEA pre-accreditation candidacy. The interactive session includes a discussion of the steps to the application process for pre-accreditation candidacy.

Concurrent Session 7  
Saturday 2:00 - 2:45 pm  

7A. Engaging, Supporting, and Retaining First-Year Nursing Students  
**Theme:** Teaching Excellence Across the Curriculum
Session Type: Basics
Presenters: Lisa Johnson, PhD, RN, CPN, Community College of Philadelphia

Nursing school attrition is a global problem for nursing programs. The literature identifies several factors that contribute to that attrition. This session will focus on one school’s approach to decreasing attrition by engaging and supporting students from multiple directions.

7B. Implementing Anti-Bias, Anti-Racist Pedagogical Strategies for Student Success
Theme: Teaching Excellence Across the Curriculum
Session Type: Beyond Basics
Presenters: Carmen Stokes, PhD, FNP-BC, RN, CNE, University of Detroit Mercy

“Achieving diversity and meaningful inclusion” is critical to promote excellence in nursing education (NLN, 2016, para 1). Even well-intentioned faculty can unintentionally participate in behaviors that impact student belonging and achievement. This oral presentation will assist nurse educators in outlining anti-bias, anti-racist pedagogical strategies for improving student success and disrupting patterns of inequity.

7C. Retrieval Learning: Enhancing Student Recollection and Application of Content
Theme: Teaching Excellence Across the Curriculum
Session Type: Basics
Presenters: Terry Throckmorton, PhD, RN, Elsevier/HESI
This presentation will provide an overview of the concept of retrieval learning with supportive research, resources, and strategies for inclusion in the curriculum. It will also include the results of one study using a mid-curriculum and exit exam in nursing programs.

7D. Opening Doors to Leadership: NLN Innovative Leadership Programs
Theme: Leadership and Systems Change
Session Type: Basics
Presenters: Janice G. Brewington, PhD, RN, FAAN; National League for Nursing; Susan Forneris, PhD, CNE, CHES-A, National League for Nursing

Bringing together experienced professionals, a world-class faculty, and dynamic curricula, the NLN Leadership Institute comprises three, full-year programs that help nurse educators and administrators in education and practice develop enhance strong leadership skills. This session will focus on the three NLN Leadership Institute programs: Lead, Leadership Development for Simulation Educators, and Executive Leadership in Nursing Education and Practice. Outcomes will be discussed.
7E. Promise Heights: An Innovative Approach to Community Health Clinical  
Theme: Technology (Including Simulation)  
Session Type: Basics  
Presenters: Jone Tiffany, DNP, RN, CNE, CHSE, ANEF, Bethel University

This presentation will showcase the use of a readily available, innovative, virtual reality technology created to support robust learning activities for public/community health clinical courses. It will explore the possibilities of using a virtual platform designed to replace and augment public/community health clinicals that are supported by learning theories and validated by evidence.

7F. The “Story of Me”: Using Digital Storytelling as an Admission Interview Technique in a BSN to DNP Program  
Theme: Technology (Including Simulation)  
Session Type: Basics  
Presenters: Myrna Williamson, EdD, MSN, RN, Jacksonville State University; Kim Helms, DHED, MSN, RN, COI, CFD, Jacksonville State University; Rebecca Peinhardt, DNP, RN, CNE, Jacksonville State University

Nurse educators on an admissions committee for a BSN to DNP program adopted the use of digital storytelling, "Story of Me," as a method for candidates to interview for admission. Candidates share their digital stories, including personal and professional beliefs, values, and goals. Deeper understanding is obtained through collaboration and critique by the committee using an objective scoring rubric as the basis for admission.

7G. An Interprofessional Practice Program that Makes a Difference to Patients: The Navigator Program  
Theme: Interprofessional Education (IPE) and Practice (IPP)  
Session Type: Beyond Basics  
Presenters: Deanna Reising, PhD, RN, ACNS-BC, FNAP, ANEF, Indiana University

Interprofessional education programs are growing in health professions education. This session will describe an innovative program where nursing and medical student teams conduct home visits for patients at high risk for readmission following discharge from a hospitalization. For patients in year one of the program, 30-day readmissions were reduced to 0 percent. Student teams were effective in creating positive patient outcomes.

7H. Impact of Academic Nurse Educator Certification on Personal, Professional, and Program Outcomes
More than 680 nurse faculty members and administrators across the US responded to a survey examining the value of academic nurse educator certification. Results of the modified PVCT-ANE Tool for academic nurse educators and response themes about the impact of certification on teaching, academic roles, and student outcomes will be shared. Participants will collaborate to identify implications of the data.

This session will describe partnerships between a school of nursing and low-income senior housing providers. Its purpose was to develop new community clinical sites for nursing students to conduct home visits that enhance service coordination and support quality care in low-income senior housing communities. Findings on the impact of these activities on client health goal attainment will also be presented.

This session will focus on the importance of leadership succession planning in academic nursing education. Now more than ever, the profession of nursing, and specifically schools of nursing, need a plan to develop and support junior faculty on a path to leadership roles in academic nursing.

This session will describe partnerships between a school of nursing and low-income senior housing providers. Its purpose was to develop new community clinical sites for nursing students to conduct home visits that enhance service coordination and support quality care in low-income senior housing communities. Findings on the impact of these activities on client health goal attainment will also be presented.
This session will focus on identification of substantive issues in nursing education that are in need of scholarly attention; areas in which research is ongoing; and challenges that face current and prospective doctoral students and faculty who are committed to nursing education scholarship. Presenters will highlight issues such as finding a program and mentor fit, selection of a research topic, finding funding, dissemination of research, and what happens once you graduate. Participants will be encouraged to establish connections with one another for ongoing mutual support.

Concurrent Session 8  
Saturday 3:00 - 3:45 pm

8A. Writer's Success: An Innovative Program to Improve Graduate Nursing Students' Academic Writing Performance  
**Theme:** Teaching Excellence Across the Curriculum  
**Session Type:** Beyond Basics  
**Presenters:** Virginia Seno, PhD, RN, Chamberlain College of Nursing; Jill Walsh, DNP, RN, NEA-BC, CEN, Chamberlain College of Nursing

This symposium will provide nuts and bolts for educators interested in developing a writer’s success program for graduate nursing students. Theoretically grounded frameworks that support writing program development will be provided. Writing program facets include: a) live writing support calls, (b) writing coaches, c) writing course, and d) faculty development. A deeper look into the faculty development facet will be provided.

8B. Creating a Curriculum Crosswalk: An MSN Education Program Exemplar  
**Theme:** Teaching Excellence Across the Curriculum  
**Session Type:** Beyond Basics  
**Presenters:** Yolanda Hyde, PhD, RN-BC, OCN, CNE, University of North Carolina at Greensboro; Elizabeth Van Horn, PhD, RN, CNE, The University of North Carolina at Greensboro; Yvonne Ford, PhD, RN, The University of North Carolina at Greensboro

This presentation will describe the process of creating a curriculum crosswalk for an online MSN education program that includes the essentials of master’s education in nursing, the NLN Competencies, and the concepts from the school of nursing’s conceptual framework. Examples from a crosswalk will be provided. Participants will leave with the tools necessary to create a curriculum crosswalk in their nursing programs.

8C. I Want to be a Nurse and School Counselors’ Perceptions of Nursing: A National Study
Nursing is facing a knowledge shortage as many senior nurses retire. Sustainable recruitment strategies that cultivate a timely well-educated nurse workforce are needed. Our model has examined creating regional informational alliances between nurse educators and school counselors who are uniquely poised to influence and appropriately develop potential nurses. An examination of our model will be conducted nationally.

8D. Human Patient Simulation Improves Knowledge, Critical Thinking Skills, and Pediatric Clinical Competencies of Senior BSN Students

Theme: Technology (Including Simulation)
Session Type: Beyond Basics
Presenters: Mary Ann Witt, PhD, CPNP, College of Mount Saint Vincent; Arlene Smaldone, PhD, CPNP, CDE, Columbia University School of Nursing

This randomized controlled study demonstrated that human patient simulation using six NLN scenarios in acute and chronic pediatric conditions significantly improved BSN students’ affective, cognitive, and psychomotor learning compared to students that received traditional education. Intervention subjects demonstrated competency in safe medication administration, delegation, prioritization, collaboration, and communication.

8E. Creative Clinical Solutions: Integrating Complex Simulation Clinicals in Senior-Level Curriculum

Theme: Technology (Including Simulation)
Session Type: Basics
Presenters: Mary Smith, MSN, RN, CNE, University of North Carolina at Charlotte

Faculty authored complex medical surgical simulation scenarios integrated into the senior-level curriculum over an eight-year period have fostered student confidence, and promoted prioritization and team work. Students spend three clinical days caring for three acute clients from admission to discharge.

8F. What Do Nursing Students Know about Evidence-Based Practice?: A National Study of EBP Knowledge Across Academic Levels

Theme: Teaching Excellence Across the Curriculum
Session Type: Beyond Basics
Presenters: Amy Hagedorn Wonder, PhD, RN, Indiana University School of Nursing; Darrell Spurlock Jr., PhD, RN, NEA-BC, ANEF, Widener University School of Nursing
Rigorous evaluation with a valid, reliable, objective measure is needed to effectively gauge what nursing students know about EBP. This presentation will report results from a cross-sectional, descriptive, correlational study (N= 700) across levels in nursing education. Associated implications for programs, courses, teaching strategies, and ongoing research will also be discussed.

8G. Shattered Assumptions: Comparing Feuds from West Side Story and Nursing Education
Theme: Leadership and Systems Change
Session Type: Beyond Basics
Presenters: Rose Schwartz, PhD, RN, Widener University

Like the Sharks and the Jets from West Side Story, nurse faculty and student nurses with disabilities (SNWDs) sometimes feud. Their feuds involve differing assumptions about reasonable accommodations. A lens to analyze the feud between faculty and SNWDs is the theory of shattered assumptions. Disability services play a role in the shift of assumptions that ultimately benefit, faculty, SNWDs and the nursing profession.

8H. The Impact of Job Satisfaction and Institutional Support on Doctorally Prepared Faculty's Intent to Leave Nursing Academia
Theme: Role Transitions
Session Type: Beyond Basics
Presenters: Elizabeth Florez, PhD, RN, DePaul University, School of Nursing; Young-Mee Lee, PhD, RN, DePaul University, School of Nursing; Nadia Spawn, MS, RN, DePaul University, School of Nursing

The aim of this study was to examine factors related to intent to leave nursing academia amongst PhD- and DNP-prepared nursing faculty. A total of 146 doctorally prepared nurse faculty responded to the national online survey. Results indicated that older faculty, PhD-prepared faculty, and lower reported that levels of job satisfaction significantly determined intent to leave academia.

8I. GuiDE: An Innovative Program to Facilitate Nurses’ Pursuit of Doctoral Education
Theme: Role Transitions
Session Type: Beyond Basics
Presenters: Laura Taylor, PhD, RN, FAAN, ANEF, Daniel K. Inouye Graduate School of Nursing; Hayley Mark, PhD, FAAN, Towson State University; Angela McNeilis, PhD, RN, FAAN, ANEF, George Washington University School of Nursing

GuiDE provided master’s-prepared nurses and APRNs with the knowledge and skill to advance their careers and the profession. We have now offered the program across the
United States and Internationally. With more than 30 percent of participants applying and being accepted to a doctoral program, and 57 percent of nurses being of minority status, we are confident that GuIIE contributes to the building of future nurse faculty across the nation.