C. Telling a Story That Shows: A Refugee Simulation as an Educational Tool
Session Type: Basics
Subcategory: Technology
Theme: Active Learning
Presentation: Kyle Johnson, MSN, RN, CHSE, Texas Tech University Health Sciences Center

The simulation uses video vignettes to transport participants to a refugee camp and proceeds to follow the life of a young refugee. The audience will participate in several interactive components designed to highlight the importance of the refugee experience while providing opportunities for role-playing, reflection, and discussion. The audience will gain a deeper understanding of the challenges faced by refugees and the importance of compassion and empathy. The simulation will also promote critical thinking and problem-solving skills in a real-world context. This presentation will be a valuable tool for educators, nurses, and healthcare professionals who work with refugees or those who care about human rights and global health issues.
This presentation addresses the need to improve patient safety, the importance of collaborative practice, and the role of interprofessional education in promoting safe care transitions. We will discuss how to facilitate interprofessional learning in the clinical setting by creating opportunities for students from different disciplines to work together as a team. The session highlights a successful implementation of interprofessional education strategies that have led to improved patient outcomes and enhanced team collaboration. Through case studies and interactive activities, participants will gain insights into effective teamwork and communication in today’s healthcare environment.

**Summary:**
- Improved patient safety
- Enhanced interprofessional collaboration
- Case studies and interactive activities
on the effectiveness and relevance of the debriefing guide.

The aim of the session is to introduce a debriefing guide for use in MPS. The session will focus on improving priority setting, organizational skills, and delegation. By using the debriefing guide, participants will be able to enhance their communication skills and foster a collaborative environment among the team.

Educating nursing students to safely care for patients in a multiple-patient simulation environment is crucial for their development. The debriefing guide will be a valuable tool in this process, allowing for constructive feedback and learning opportunities.

The Communities of Practice (CoP) framework provides an effective means to bring together communities and academic nursing schools. In this framework, academic and community partnerships are engaged in dialogue to support students as they transition into practice. Students make critical contributions to the development of a new graduate survey process.

In 2017 Public Health Emergency was declared. How can we, as educators, help students struggling with addiction? The research data regarding peer-driven Collegiate Recovery Programs (CRPs) shows impressive outcomes including improved retention of faculty, help students struggling with addiction? The research data regarding peer-driven Collegiate Recovery Programs (CRPs) shows impressive outcomes including improved retention of faculty, and dynamic curricula, the NLN Leadership Institute comprises three, one yea programs that help nurses in education and practice develop strong leadership skills. This session will focus on the importance of leadership in the educational arena.

The Crisis in Thinking Has Reached the Tipping Point

The Crisis in Thinking Has Reached the Tipping Point

This presentation will discuss the development, challenges, and implementation of a new graduate survey process required a faculty, students, alumni, clinical agencies and internal university departments engaged in dialogue to participate. Outcomes will be discussed.

6F. Preparing Undergraduate Nursing Students in Primary Palliative Care: An Interactive Online ELNEC Curriculum

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This presentation focuses on writing valid/reliable survey questions for program implementation, and meeting outcomes.

6G. Multiple-Patient Simulation Debriefing Guide, Firsts

6G. Multiple-Patient Simulation Debriefing Guide, Firsts

This session will involve a WAG experience followed by discussion on the effectiveness of the debriefing guide.
9B. Enhancing Clinical Reasoning Through The Use of Public Health Virtual Simulations
Theme: Active Learning
Presenters: Annette T. Taylor, PhD, RN, CNOR, CAPA; Jody A. Swanson, MSN, RN, CNE; Virginia Tech; Marty R. Martin, DNP, RN, CNE, University of Kentucky
The presentation will discuss an innovative, virtual reality platform designed to support clinical reasoning for Public Health Clinical Reasoning. Research findings regarding this approach to community/public health clinical reasoning will be discussed, offering insight into the student perspective as well. Explore the potential of using virtual reality to design and augment traditional clinical reasoning.

9A. Forum for Doctoral Students: Becoming a Scholar in Nursing Education
Theme: Leadership
Presenters: Jone Tiffany, DNP, MA, RN, CNE, CNSE, ANEF, Bethel University; Kristina Thomas Dreifuerst, PhD, RN, CNE, ANEF, Marquette University
The NLN believes that the practice of teaching in nursing is不断发展 through dialogues that develop the knowledge and skills necessary to engage in scholarly content and research on meaningful learning. The session will focus on challenges that face new or aspiring doctoral educators and faculty in higher education, including faculty and student interest in student oriented research. The session will include presentations from successful candidates and students in full of their strategies for success and the importance of maintaining connections with others for ongoing research.

10C. Building a Culture of Innovation and Entrepreneurship in Academic Nursing: Shifting Processes, Infrastructure, and Development for Clinical Nursing Adjuncts
Theme: Leadership
Presenters: Donna Badowski, DNP, RN, CNE, DePaul University; Tish Gill, DNP, MSN, National League for Nursing; Mary Cato, EdD, RN, Oregon Health & Science University
The faculty redeveloped their courses utilizing professional, student centered methods for delivery. A master plan for orientation and role development resources was developed. This presentation will address the keys to entrepreneurial success and how to build the venture within an existing academic enterprise that leverages targeted universities.

10B. Active Learning in the Affective Domain: A Catalyst for Engagement of Students
Theme: Active Learning
Presenters: Lena Choudhary, JD, MSN, RN, Montgomery College; Jasline Moreno, Montgomery College
This presentation will discuss how to conduct this type of transformative project, and will also discuss the importance of understanding the student perspective as well. Explore the potential of using active learning to design and augment traditional classroom experiences.

9I. Pragmatic Questions for Nurses Considering Professional and Research-Intensive Doctoral Education
Theme: Active Learning
Presenters: Mary Anne Rizzolo, EdD, RN, FAAN, FSSH, ANEF, University of Nebraska; Joy E. Griffin-Sobel, PhD, RN, , FAAN, ANEF, Washington State University
Participants will have an opportunity to ask questions of the experts on the unit team. The session will conclude with interactive small group discussions. The content of the unit team's presentation will be presented before the experts present.

8B. Enhancing Clinical Reasoning Through The Use of Public Health Virtual Simulations
Theme: Active Learning
Presenters: Annette T. Taylor, PhD, RN, CNOR, CAPA; Jody A. Swanson, MSN, RN, CNE; Virginia Tech; Marty R. Martin, DNP, RN, CNE, University of Kentucky
The presentation will discuss an innovative, virtual reality platform designed to support clinical reasoning for Public Health Clinical Reasoning. Research findings regarding this approach to community/public health clinical reasoning will be discussed, offering insight into the student perspective as well. Explore the potential of using virtual reality to design and augment traditional clinical reasoning.

5D. Evolution of a Professional Development Co-Curriculum in Nursing Education
Theme: Teaching Excellence
Presenters: Annette T. Taylor, PhD, RN, CNOR, CAPA; Jody A. Swanson, MSN, RN, CNE; Virginia Tech; Marty R. Martin, DNP, RN, CNE, University of Kentucky
A master plan for orientation and role development resources was developed. This presentation will address the keys to entrepreneurial success and how to build the venture within an existing academic enterprise that leverages targeted universities.

5C. Update from the National Council of State Boards of Nursing
Theme: Teaching Excellence
Presenters: Nancy J. Reynolds, PhD, RN-F, FANNA, National Council of State Boards of Nursing
This session will highlight the initiatives of NCSBN that are of interest to educators. Faculty will have the opportunity to ask questions of the experts on the unit team. The session will conclude with interactive small group discussions. The content of the unit team's presentation will be presented before the experts present.
10E. Scrambling the Active Learning Classroom: Achieving Balance between Traditional Lecture and The Flipped Classroom
Theme: Active Learning
Session Type: Basics
Presenters: Karin Roberts, PhD, RN, CNE, Assessment Technologies Institute

Graduates of nursing programs today are practicing in increasingly complex healthcare environments that require higher order thinking skills. Faculty are challenged to provide students with opportunities for deep learning to practice critical thinking and clinical reasoning skills in innovative ways. Balancing lecture and active learning opportunities is the foundation of the "scrambled classroom."

6G. Teaching Questioning: The Role of Verifying, Clarifying, and Challenging Orders on Medication Errors
Theme: Teaching Excellence
Session Type: Basics
Presenters: Tonya Schneidereith, PhD, CRNP, PPCNP-BC, CNE, CHSE, University of Maryland; Julie Poore, DNP, RN, Indiana University-Purdue University Indianapolis

Medication errors, a significant problem in health care, are addressed by nurse educators in both the classroom and the simulation lab. Through qualitative study, a relationship is suggested between medication errors and questioning perceived authority. By recognizing and overcoming the barriers that may inhibit or prevent students from questioning nursing care practices, questions, who to question, and when to ask questions, questioning is a responsibility of professional nursing care.

10H. The Impact of Collaborative Testing on Content Retention in Baccalaureate Nursing Students
Theme: Active Learning
Session Type: Basics
Presenters: Julie DeHaan, MSN, RN, Bethel University; Amy Witt, MS, RN, Bethel University; Bethany Gerdin, PhD, RN, Bethel University; Eleanor Tiegs, Bethel University; Lauren Bergman, Bethel University

Collaborative testing is an educational method promoting communication, fostering peer mediated learning, problems solving, and increased content retention. This research explores the addition of asking written rationales to collaborative testing affects overall retention in junior level baccalaureate nursing students.

7B. Integrating QSEN Competencies into Student Learning: Teaching Strategies for Classroom and Clinical
Theme: Teaching Excellence
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 curriculum. Participants will identify teaching strategies that can be implemented in their specific coursework to support student learning, emphasizing where safety and healthcare improvement strategies should be introduced, where they should be reinforced with the student, and where they should be emphasized as an expectation of nursing practice. 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.

7C. The Courage to Teach Authentically
Theme: Teaching Excellence
Session Type: Beyond Basics
Presenters: Brenda Kucirka, PhD, PMHCNS-BC, CNE, Widener University; Mary L. Baumberger-Henry, PhD, RN, Widener University

Faculty are confronted with ethical dilemmas involving students, disrespectful colleague actions, and administrative expectations that are often not understood and acknowledged as situations that demand moral courage. This session provides a framework that identifies behaviors that challenge moral courage needed to confront ethical dilemmas, reflect on one's behavior and feelings, and develop a satisfactory resolution.

Theme: Teaching Excellence
Session Type: Basics
Presenters: Carol Toussie Weingarten, PhD, RN, ANEF, Villanova University; Susan Meyers, MSN, RNC, CRNP, Villanova University; Linda Maldonado, PhD, RN, Villanova University

This interactive session will explain statistics related to multiple-choice item tests and their use in understanding a test as a whole, individual test items, and performance of a student group on a test. Participants will learn to calculate test identification parameters that can be used to determine the difficulty of a test, information to strengthen future multiple-choice items, and develop test anxiety.
7F. NLN's Newest Initiative ACE.C: Supporting Family Caregivers of Older Adults
Theme: Teaching Excellence
Session Type: Basics
Presenters: M. Elaine Tagliareni, EdD, RN, CNE, FAAN, National League for Nursing; Rita Choula, MA, American Association of Retired Persons; Terri Harvath, PhD, RN, FAAN, University of California- Davis; Susan Reinhard, PhD, RN, FAAN, American Association of Retired Persons

With generous funding from The John A. Hartford Foundation, AARP has partnered with the NLN, Nurses Improving Care to Healthsystem Elders (NICHE), the University of California, Davis and the American Journal of Nursing (AJN) to create teaching resources to deliver quality care to older adults and their family caregivers. Leaders from AARP and UC Davis will engage the audience in a discussion of the caregiving role, its importance to the nursing curriculum and provide an overview of resources currently available nationally.

7J. Fostering self-reflection and peer feedback skills for pre-licensure baccalaureate nursing students
Theme: Teaching Excellence
Subcategory: Simulation
Session Type: Beyond Basics
Presenters: Susan Prion, EdD, Med, MSN, BSN, RN, CNE, CHSE; University of San Francisco, Gregory DeBourgh, MS, EdD, University of San Francisco

Student-directed video validation of psychomotor skills is a student-centric experiential instructional strategy with an authentic task, defined standards for performance, and mandatory self-reflection and peer feedback. Students report increased confidence and competence by videotaping the individual psychomotor skills performance as a team, and learn to give and receive feedback through the required self-reflection and peer evaluation associated with the learning activity.

8A. Nursing Education Perspectives: Writing for the NLN Research Journal
Theme: Teaching Excellence
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 University College of Nursing Center for the Advancement of the Science of Nursing Education, Nursing Education Perspectives has evolved, with a greater emphasis on research in nursing education 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.

8E. Pharmacology and Clinical Decision Making: A Combined Course Design
Theme: Teaching Excellence
Session Type: Basics
Presenters: Jessica Price, MSN, RN, Lee University

Course design is discussed related to a new, concept-based pharmacology course with a focus on clinical decision making. A comparison study is described detailing efficacy of pharmacology content desaturation, student knowledge retention, and clinical decision making.

8F. Knowledge is Never Enough: What Students Must Do to Deliver High-Quality Healthcare
Theme: Teaching Excellence
Session Type: Basics
Presenters: Kenya Beard, EdD, AGACNP-BC, NP-C, ANEF, FAAN, City University of New York

The purpose of this session is to share how educators can lead a discourse that considers the intersection of race, poverty, bias, and health equity. Emphasis will be placed on six steps that facilitate race-related dialogues. Participants should come ready to share, if they can, their most challenging race-related dialogues. Educators who want to create a safe space to address bias and adopt practices that prepare future nurses to deliver high-quality healthcare, regardless of personal characteristics, will want to attend this session.
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9H. Understanding and Promoting Resilience in Pre-Licensure Nursing Students

Theme: Teaching Excellence
Session Type: Basics
Presenters: Lisa Thomas, PhD, RN, CNE, Lawrence Memorial Holyoke College

The phenomenon of resilience has recently gained recognition as an essential factor for the professional nurse. Nurse scholars have suggested that the promotion of resilience begins in nursing education to better prepare graduates for practice. Definitions, facilitators and barriers of student resilience will be presented. Strategies for nurse educators to promote resilience will be discussed.

9J. Universal Design in Nursing Education: Support, Leadership, and Active Learning

Theme: Teaching Excellence
Session Type: Beyond Basics
Presenters: Beth Marks, PhD, RN, FAAN, University of Illinois at Chicago; Bronwynne C. Evans, PhD, MSN, Arizona State University; Sarah H. Ailey, PhD, APHN, MS, Rush University; Michelle Block PhD, MS, RN, Purdue University Northwest

This presentation will reconceptualize the role of students with disabilities in health professions and the roles of students, faculty, and disability service professionals in the process. We will discuss how technical standards and Universal Design can foster successful transitions to practice for all students. Resources for accommodating and evaluating students in the classroom and clinical settings will be provided.

10G. The Coach Approach: Using a Process-Based Pedagogy in a “Writing for Publication” Course for Doctor of Nursing Practice Students

Theme: Teaching Excellence
Session Type: Beyond Basics
Presenters: Sigrid Ladores, PhD, RN, PNP, CNE, University of Alabama at Birmingham; Nancy Wingo, PhD, MA, University of Alabama at Birmingham; Jill Deaver, MA, MLIS, University of Alabama at Birmingham

Process-based pedagogy is gaining popularity in nursing curricula. In a Doctor of Nursing Practice (DNP) Writing for Publication course, instructors adopted a coaching mentality to guide students through the challenge of putting together a publication-ready literature review in 14 weeks. Students reported feeling supported throughout the writing process and better prepared to meet the requirements of the DNP program.

10I. Stewards of Children Education: Increasing Undergraduate Nursing Student Knowledge of Child Sexual Abuse

Theme: Teaching Excellence
Session Type: Basics
Presenters: Elaine Taylor, DHSc, APRN, PPCNP-BC, University of North Georgia; Heather Harris, FNP, University of North Georgia

Nurses are in a unique position to identify/intervene when child sexual abuse or trafficking is suspected. Sexual abuse is typically included in curricula under child or adult maltreatment, along with neglect. Human/sex trafficking is not routinely included in nursing curricula. The success of the Darkness to Light’s Stewards of Children Child Sexual Abuse Training with nursing students along with research results and an overview of this program and implications for nursing education will be reviewed.

10J. Evaluating Faculty Effectiveness in Simulation Education using the Peer Assessment of Debriefing Instrument

Theme: Teaching Excellence
Subcategory: Simulation
Session Type: Basics
Presenters: Jennifer Saylor, PhD, APRN, ACNS-BC, University of Delaware; Jennifer Graber, EdD, APRN, CS, BC, University of Delaware

Peer evaluation contributes to development of faculty skill in simulation debriefing. A new tool, Peer Assessment of Debriefing Instrument (PADI ©), measures faculty effectiveness in conducting a debriefing session after a simulation. The PADI © can be used to aggregate student evaluations with the constructs of the debriefing process to demonstrate effectiveness and excellence in teaching.