Concurrent Session 3 | Thursday, September 13, 2018 | 8:30am-9:15am

3A. Applying for NLN CNEA Pre-Accreditation Candidacy

Theme: Teaching Excellence  
Session Type: Basics  
Presenters: Judith A. 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.

3B. Seamless Academic Progression: The Dual Enrollment Model

Theme: Leadership  
Session Type: Beyond Basics  
Presenters: Karen Thacker, PhD, RN, CNE, Alvernia University; Debbie Rahn, EdD, RN, Reading Hospital School of Health Sciences

Current nursing workforce mandates transformation of nursing education to promote higher levels of education. The Dual Enrollment Model allows two independent programs (diploma or ADN, and 4-year college/university BSN) to run simultaneously and in sync with each other, resulting in seamless academic progression to the BSN. The highly collaborative relationship achieved buy-in from faculty, administrators, alumni, stakeholders, accreditors, state board of nursing, and community.

3C. EZ Test Writer - Ensuring Standards of Test Construction Using Innovative Technology

Theme: Teaching Excellence  
Subcategory: Technology  
Session Type: Basics  
Presenters: Ruth Eckenstein, M.Ed, MSN, RN, Health Career Education Consulting

This session highlights an innovative technology method of developing test items using a standardized set of stems. Each stem is associated with testing and curriculum standards such as the AACN Essentials, NLN End of Program standards, NCLEX-Client Needs, QSEN Competencies, and the nursing process as well as a predetermined level of Blooms’ to aid in meeting the course’s test blueprints and objectives.

3D. The Effect of Faculty Training and Personality Characteristics on High Stakes Assessment in Clinical Simulation

Theme: Teaching Excellence  
Subcategory: Simulation  
Session Type: Beyond Basics
This presentation describes the results and conclusions of a nationwide study that investigated the impact of training and faculty personality characteristics on reliability among nursing faculty evaluating student performances in clinical simulation. Recommendations for training to achieve a shared mental model of student competency will be highlighted, as well as recommendations for further research.

3E. Interprofessional Readiness for Pandemic Flu

**Theme:** Interprofessional Education  
**Session Type:** Basics  
**Presenters:** Michelle McCarthy, DNP, RN, CPHQ, St. John’s College; Gloria Brummer, DNP, RN, CNE, St. John’s College; Nancy Semenza, PhD, RN, St. John’s College

Interprofessional students need to be prepared for when the next influenza pandemic occurs. This presentation demonstrates how interprofessional nursing, pharmacy and respiratory students meet interprofessional competencies through tabletop triage exercises, command center orientation, and ethical rationing of medication and resources. This knowledge is transferrable to other disaster/emergency situations.

3F. CNE Update: What’s New in the Certification World

**Theme:** Teaching Excellence  
**Session Type:** Basics  
**Presenters:** Linda Christensen, EdD, JD, RN, National League for Nursing; Larry Simmons, PhD, RN, CNE, NEA-BC, 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.

3G. WAG Shares the DOPE: Interprofessional Team-Developed Tools for Effective Writing of Course Assignments

**Theme:** Teaching Excellence  
**Session Type:** Basics  
**Presenters:** Lisa Singleterry, PhD, RN, CNE, Western Michigan University; Susan L. Caulfield, PhD, MA, MC, Western Michigan University; Paula Andrasi, EdD, MA, Western Michigan University

Frustrated by student writing? Wondering why no one seems to get the assignment? Nurse educators are not alone. An interdisciplinary team of faculty formed a Writing Assessment Group (WAG) that will demonstrate a process for the construction of course assignments. Participants will leave the session having practiced using the tool and will be able to apply it to their own work.
3H. Role Play in the Classroom: A Review, Practical Guide, and Exemplar

**Theme:** Active Learning  
**Session Type:** Basics  
**Presenters:** Rebbecca Nemec, MSN, RN, Metropolitan State University of Denver; Emily Brower, MSN, RN, Metropolitan State University of Denver; Jenny Allert, MSN, RN, Metropolitan State University of Denver

This session will provide a practical guide for role play implementation in classroom settings. It includes a brief review of literature, expert tips, a discussion of an exemplar, and an active application activity. This session is appropriate for all educators, including those who are intrigued at the possibilities of role play to educators who are looking to improve their own role play activities.

3I. An Innovative Educational Approach: Examining Global Healthcare in Undergraduate Nursing Education

**Theme:** Global Initiatives  
**Subcategory:** Technology  
**Session Type:** Basics  
**Presenters:** Jennifer Graber, EdD, APRN, CS, BC, University of Delaware; Jennifer L. Saylor, PhD, RN, University of Delaware

Across college campuses, international nursing experiences that enable students to gain a broader perspective on global healthcare issues have become increasingly popular and valuable to nursing students. This presentation highlights how to incorporate global healthcare into a nursing course. Nursing students benefit from gaining a global perspective in healthcare delivery before launching into professional practice.

3J. Video Simulation as Preparation for Nurse Preceptors in Practice: Addressing the Development of Clinical Reasoning in Pre-licensure Nursing Students and New Graduate Nurses

**Theme:** Transition to Practice  
**Session Type:** Basics  
**Presenters:** Elizabeth Herron, PhD, RN, CNE, James Madison University; Kelly Powers, PhD, RN, CNE, University of North Carolina Charlotte; Julie Pagel, University of North Carolina Charlotte

Pre-licensure students and new graduate nurses have little experience to guide clinical judgment. This session will highlight the importance of preparing nurse preceptors to enhance students’ and new graduates’ clinical reasoning. Evidence-based strategies to promote clinical reasoning will be presented and accompanied by video simulations that can help preceptors apply the strategies to clinical precepting scenarios.

**Concurrent Session 4 | Thursday, September 13, 2018 | 9:30am- 10:15am**

4A. Quantifying and Mitigating the Preparation-to-Practice Gap

**Theme:** Transition to Practice
Session Type: Basics  
Presenters: Joan M. Kavanagh, MSN, RN, NEA-BC, Cleveland Clinic

Seven years of data quantifying the preparation-to-practice gap will be shared. Programs targeted at developing elements of clinical judgment in new graduate nurses including recognition of a change in condition, evaluation of interventions and recognition of urgency have resulted from data analysis. The education tools used in these programs, applicable to both practice and academic settings will be shared.

4B. Achieving Teaching Excellence: Conducting Valid and Reliable Surveys - Writing Effective Survey Questions for Data Collection

Theme: Teaching Excellence  
Session Type: Beyond Basics  
Presenters: Debbie Rahn, EdD, RN, Reading Hospital School of Health Sciences

This presentation focuses on writing valid/reliable survey questions for program assessment/decision-making and meeting accreditation standards. Best practices for rating scales and survey question guidelines (multiple choice, matrix, rank) are discussed. An opportunity to practice survey question writing skills is provided.

4C. Clinical Nursing Instructors: Navigating Incivility in the Clinical Learning Environment

Theme: Teaching Excellence  
Session Type: Basics  
Presenters: Georgina Bagstad, RN, BN, Student Master of Nursing, University of Calgary

Incivility is an affront to nursing practice ethos. Incivility interferes with the learning and socialization of baccalaureate nursing students. Clinical nursing instructors (CNIs) have the immediate responsibility to mitigate the effects of such behavior. This presentation reports on how a selected group of experienced CNIs cope with such behavior and mitigate the effects of workplace incivility on students.

4D. NLN Coaching Course: Critical Conversations for Preceptors

Theme: Active Learning  
Session Type: Basics  
Presenters: Susan Gross Forneris, PhD, RN, CNE, CHSE-A, National League for Nursing; Amy Kline, MA, RN, CHSE, National League for Nursing

4E. The Crisis in Thinking Has Reached the Tipping Point

Theme: Teaching Excellence  
Session Type: Basics  

The ability of new RNs to think on entry into practice is at a crisis level. Only 23% of new graduates are capable, down from 34% a decade ago. Teaching thinking through patient
This session provides an approach for teaching students clinical judgment to prepare graduate nurses to improve patient outcomes. It's time for a change.

**4F. Introducing the Micro-Sim: Evaluating the Use of Simulation in a Large-Group Classroom**

**Theme:** Active Learning  
**Subcategory:** Simulation  
**Session Type:** Basics  
**Presenters:** Carol Kostovich, PhD, RN, CHSE, Loyola University Chicago; Patricia Bachmeier, MSN, RN, Loyola University Chicago; Daniel McNerney, Loyola University Chicago

Faculty teaching an Adult Health Nursing course developed and implemented a small-scale simulation, a “micro-sim”, to engage students in a large classroom setting. As a review for the final exam, a micro-sim was conducted using a standardized patient suffering from multiple diseases that were discussed during the semester. Pre-post tests using next generation NCLEX questions evaluated the effectiveness of the simulation.

**4G. Impact of Faculty Fatigue on Scholarly Productivity and Service**

**Theme:** Leadership  
**Session Type:** Beyond Basics  
**Presenters:** Ellen Poole, PhD, RN, CPAN, CNE, Chamberlain College of Nursing; Martha Spies, PhD, RN, CNE, Chamberlain College of Nursing

Guided by The Chamberlain Care © Model (Groenwald, 2018), findings of a cross-sectional, exploratory study which determined the degree of fatigue full time faculty members experience and the impact occupational fatigue on scholarship and service productivity are presented. Results suggest self-care strategies for fatigue reduction and increased mentoring and support for instructors may enhance productivity.

**4H. Public Policy- Midterm Elections & Health Care**

**Theme:** Leadership  
**Session Type:** Basics  
**Presenters:** Christine Murphy, MA, National League for Nursing

**4I. Exploring How a One-Time Hope Intervention Affects Standardized Exam Scores**

**Theme:** Active Learning  
**Session Type:** Basics  
**Presenters:** Alice L. March, PhD, RN, FNP, CNE, University of Alabama; Nancy Haugen, PhD, RN, Samuel Merritt University; Monika Gragg Wedgeworth, EdD, RN, CNE, University of Alabama; Joshua C. Eyer, PhD, University of Alabama

This presentation introduces hope theory and discusses potential changes in hope and selected variables (anxiety, goal orientation, coping, optimism, and self-efficacy) that may predict scores
on standardized exams. In addition, the connection between hope and those variables on students’ engagement in active learning will be explored.

4J. Applying the NLN CNEA Standards to the Accreditation Process

Theme: Teaching Excellence  
Session Type: Basics  
Presenters: Judith A. Halstead, PhD, RN, FAAN, ANEF, 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.

Concurrent Session 5 | Thursday, September 13, 2018 | 2:00pm - 2:45pm

5A. INACSL/NLN Collaborative: Enhancing Student Learning Using Debriefing Across the Curriculum-Part I

Theme: Simulation  
Session Type: Basics  
Presenters: Susan Forneris, PhD, RN, CNE, CHSE-A, National League for Nursing; Kristina Thomas Dreifuerst, PhD, RN, CNE, ANEF, Marquette University; Mary Fey, PhD, RN, CHSE-A, Center for Medical Simulation; Rachel Onello, PhD, RN, CHSE, CNE, CNL, University of South Carolina; Cynthia Sherraden Bradley, PhD, RN, CNE, CHSE, University of Central Missouri; Amy Daniels, MS, PhD(c), RN, CHSE, University of Maryland

Educating our future practitioners demands the use of transformative strategies focused on how to think like a nurse. In the continuing dialogue centered on the 2014 NLN/INACSL Vision statement Debriefing Across the Curriculum, this interactive workshop will highlight the necessary skills needed to guide students to reflect on and use their content knowledge in the classroom, skills lab, and clinical environments.

5B. Coming Together to Learn: A Multi-Campus Approach to Interprofessional Education (IPE)

Theme: Interprofessional Education  
Subcategory: Technology  
Session Type: Basics  
Presenters: Cynthia Reese, PhD, RN, CNE, University of Illinois at Chicago; Kathleen J.H. Sparbel, PhD, FNP-BC, University of Illinois at Chicago

Implementing IPE for students from multiple campuses requires active communication, an organized faculty planning group, and broad faculty support to facilitate learning. Pre-IPE Day online learning activities and face-to-face interactive strategies help students develop IPE core competencies. Evaluation of course content, competency achievement, and simulation effectiveness guide future curriculum development.

5C. Update from the National Council of State Boards of Nursing
Theme: Teaching Excellence  
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. Faculty will hear about the work of NCSBN’s Nursing Education Metrics and Outcomes Committee and the data it is collecting to develop a predictive model for board of nursing program approval. NCSBN’s new Regulatory Scholars Program for graduate students, which includes a graduate experience at NCSBN, a paid internship program and a doctoral grant, will be featured. Resources for faculty will be highlighted.

5D. Evolution of a Professional Development Co-Curriculum in Nursing Education

Theme: Teaching Excellence  
Session Type: Beyond Basics  
Presenters: Anne Fink, PhD, RN, CNE, Villanova University

To ensure graduates are proficient in positively representing the University and themselves in the workforce, a professional development co-curriculum was created to increase student professionalism. Topics include communication, networking, job searching, image, interviewing, and more. This presentation will discuss creating a co-curriculum, overcoming barriers, selecting content, evaluating program outcome measures, and identifying opportunities for future expansion.

5E. Yes, and: Improv for Improving Classroom Teaching

Theme: Active Learning  
Session Type: Basics  
Presenters: Emily Chin, PhD, RNC, Loyal University of Chicago

Is there a unique way to have fun in class and facilitate learning? Improv is a form of live theater associated with the Second City and comedic performances. However, this art form also has rules and ways of communicating that can be applied to face to face teaching. This how-to session will present ways improv can be applied by nursing educators to energize learning and actively engage students in the classroom!

5F. Enhancing Graduate Nursing Education Students' Global Perspective with Video-Recorded International Nursing Faculty Interviews

Theme: Global Initiatives  
Session Type: Basics  
Presenters: Diana Bond, PhD, RN, CNE, East Carolina University; Carol Winters, PhD, MSN, RN, CNE, East Carolina University

The session is about a study of an online teaching strategy to increase the global perspectives of MSN-Nursing Education students. We created video-recorded interviews of nurses and nursing faculty from other countries. Our students viewed and discussed the video-recorded interviews. Change in students’ global perspectives was evaluated.
5G. Virtual Skills Sessions: Examining the Benefits of an Online Virtual Skills Lab for Undergraduate Nursing Students

**Theme:** Active Learning  
**Subcategory:** Simulation  
**Session Type:** Basics  
**Presenters:** Joanne Dunderdale, MSN, RN, Loyola University of Chicago; Carol Kostovich, PhD, RN, CHSE, Loyola University Chicago; Michael Hernandez, MSN, RN, Loyola University Chicago

This presentation will discuss the development, challenges, implementation, and evaluation of a pilot program that moves psychomotor skill practice from the traditional face-to-face learning lab to the virtual environment. Skill selection, supply portability and safety, cost, lab attendance, and student and faculty satisfaction will be addressed.

5H. Expanding Pre-Licensure Pediatric Clinical Experiences: NLN’s Advancing Care Excellence for Pediatrics (ACE.P)

**Theme:** Teaching Excellence  
**Session Type:** Basics  
**Presenters:** Mary Anne Rizzolo, EdD, RN, FAAN, FSSH, ANEF, National League for Nursing; Mary Cato, EdD, RN, Oregon Health and Sciences University; Erin Hartnett, DNP, APRN-BC, CPNP, New York University; Tonya Schneidereith, PhD, CRNP, PPCNP-BC, CPNP-AC, CNE, CHSE, University of Maryland; Lee-Anne Stephen, MN, RN, School of Homeopathy, Winfield British Columbia

Does your pediatric course cover the increasing impact of the social determinants of health on children? The newly developed NLN Advancing Care Excellence for Pediatrics (ACE.P) teaching resources focus on acute and community-based approaches to meet the special needs of children in the areas of: nutrition/obesity; oral health; preventive care, immunizations; mental health, autism, abuse. The session will discuss how the ACE.P unfolding cases and teaching strategies can be incorporated into a pediatric curriculum.

5I. Feeling, Undone: A Hermeneutic Analysis of Short-Term Respite Benefits for Nursing Education Personnel

**Theme:** Leadership  
**Session Type:** Beyond Basics  
**Presenters:** Laura Dzurec, PhD, PMHCNS-BC, ANEF, FAAN, Boston College

Findings of this study demonstrated that a planned respite experience facilitated co-worker interaction and improved attendees’ sense of satisfaction with the workplace and with their peer-to-peer interactions. Central to many of the individual responses was the significance of improvements in workplace camaraderie, clearly expressed by study participants as the most salient benefit of the respite experience.

5J. Integrating an Innovative Mental Health Strand Across the Curriculum

**Theme:** Teaching Excellence
Subcategory: Technology
Session Type: Basics
Presenters: Kathy Van Eerden, PhD, RN, CNE, Cardinal Stritch University; Kelly J. Dries, PhD, MSN, Cardinal Stritch University

A mental health strand and creative learning activities were developed across the Bachelor of Nursing (BSN) curriculum. A curriculum map, virtual family unfolding mental health case studies, an electronic mental health resource guide for children and adolescents, stigma research, and professional development for nurses and teachers will be shared. This project was funded by the Faye McBeath Foundation.

Concurrent Session 6 | Thursday, September 13, 2018 | 3:00pm-3:45pm

6A. INACSL/NLN Collaborative: Enhancing Student Learning Using Debriefing Across the Curriculum-Part II

Theme: Simulation
Session Type: Basics
Presenters: Susan Forneris, PhD, RN, CNE, CHSE-A, National League for Nursing; Kristina Thomas Dreifuerst, PhD, RN, CNE, ANEF, Marquette University; Mary Fey, PhD, RN, CHSE-A, Center for Medical Simulation; Rachel Onello, PhD, RN, CHSE, CNE, CNL, University of South Carolina; Cynthia Sherraden Bradley, PhD, RN, CNE, CHSE, University of Central Missouri; Amy Daniels, MS, , RN, CHSE, University of Maryland

Educating our future practitioners demands the use of transformative strategies focused on how to think like a nurse. In the continuing dialogue centered on the 2014 NLN/INACSL Vision statement Debriefing Across the Curriculum, this interactive workshop will highlight the necessary skills needed to guide students to reflect on and use their content knowledge in the classroom, skills lab, and clinical environments.

6B. Helping Male Combat Veterans Remain Focused on Their Objective: Achieving a BSN

Theme: Teaching Excellence
Session Type: Basics
Presenters: Kelly Dyar, EdD, RN, CNN, CNE, University of West Georgia

A dissertation research study explored the lived experience of male combat veterans as pre-licensure BSN students. This study revealed the essential nature of focused on the objective and themes describing supports, barriers, emotions, and frustrations experienced by the participants. Study findings along with practical pedagogical strategies to aid in supporting student veteran success will be presented.

6C. Using Technology to Create a Community in Online Education

Theme: Technology
Session Type: Basics
Students undertaking online education can often feel isolated, resulting in student frustration and lack of effort. Online educators can use technology to combat feelings of isolation and build a community of learners. In this presentation participants will learn about different forms of technology that can be utilized to create a community for online students and strategies for effective use.

6D. Identifying Needs in Nursing Education: Outcomes from a Global Leadership Forum

**Theme:** Global Initiatives  
**Session Type:** Beyond Basics  
**Presenters:** Elizabeth Madigan, PhD, RN, FAAN, Sigma Global Nursing Excellence; Dr. Cathy Catrambone, PhD, RN, FAAN, Rush University

Nursing as a global profession challenges educators to meet competency expectations from many countries. Insight from literature can help address these gaps, but a 2015-2016 global listening tour allowed key nursing stakeholders to coalesce their learning and practice needs into actionable strategies to be used by nursing educators globally. This session reviews by region the strategies and the process used to obtain them.

6E. Stop Adjunct Clinical Faculty Turnover: A Structured Three-Pronged Outcome Plan

**Theme:** Leadership  
**Session Type:** Beyond Basics  
**Presenters:** Carolyn Yoder, DNP, RN, CNE, University of Saint Francis

A Midwestern university used a three pronged quality improvement approach to build a clinical faculty development program to integrate new clinical faculty into clinical courses with faculty, student and clinical agency satisfaction. In partnership with the Connecticut League for Nursing, the program employed the CT Clinical Faculty Course. Retention increased to 100 percent for participants in year one of the program.

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

**Theme:** Active Learning  
**Session Type:** Basics  
**Presenters:** Polly Mazanec, PhD, ACNPC, AOCN, ACHPN, FPCN, Case Western Reserve University; Pam Malloy, MN, RN, FPCN, American Association of Colleges of Nursing; Rose Virani, RNC, MHA, OCN, FPCN, City of Hope

Millions of Americans and their families are struggling with serious illness and are in need palliative care. Nursing students, educated in primary palliative care, can become competent to meet this growing demand. The new ELNEC-Undergraduate Curriculum trains future registered nurses to practice at their highest level by preparing them to provide palliative care across all clinical settings and across the life-span.
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 questioning, educators can help students learn how to form questions, who to question, and when to ask questions. Questioning is a responsibility of professional nursing care.

6H. Transitioning the Novice Nurse Practitioner: Impact of Residency Programs

Theme: Transition to Practice
Session Type: Basics

The transition from the classroom to practice can be daunting for the novice nurse practitioner (NP). With the current climate and the uncertainty of the future of health care, the need for more nurse practitioners continues to grow. A milieu for a seamless transition into practice is of utmost importance. This presentation will provide innovative teaching strategies for use in NP residency programs.

6I. Transformative Academic-Practice Partnerships: Communities of Practice

Theme: Active Learning
Session Type: Beyond Basics
Presenters: B. Iris Padilla, PhD, FNP-BC, Duke University; Kathryn E. Kreider, DNP, APRN, FNP-DC, Duke University

The Communities of Practice (CoP) framework provides an innovative method in establishing collaborative learning and engagement between communities and academic nursing schools. The CoP is a social organizational structure that facilitates learning through interactions and relationships. This presentation highlights the journey of one graduate nursing program as a CoP is developed and implemented.

6J. After the 911 Call: Nursing Students, Care Coordination, Social Determinants of Health and Interprofessional Teamwork

Theme: Interprofessional Education
Session Type: Basics
Presenters: Claire McKinley Yoder, MS, RN, CNE, Oregon Health and Science University; Mary Pesch, Oregon Health and Science University
This innovative academic-practice partnership between a school of nursing and a city fire department decreases 911 calls and unmet health needs. EMS personnel refer clients meeting specific criteria to the program and nursing faculty and students intervene to remove barriers and engage clients in their health care, and connect clients with local community resources and services. Students participate in care coordination, interprofessional teams, and tackle social determinants of health.