1A. Implementing a Co-Curricular Care Model to Promote Nursing Students Learning Outcomes and Program Success

Theme: Transition to Practice  
Session Type: Basics  
Presenters: Linda Hollinger-Smith, RN, FAAN, ANEF, Chamberlain University; Carla Sanderson, PhD, RN, Chamberlain University

The importance of “soft skills” is in growing demand by employers to ensure nurses provide safe, competent care in a collaborative environment. This session describes development of a co-curricular Care Model providing pre-licensure BSN students with experiences and skills to enhance resilience, self-confidence, motivation, and learning strategies. Participants learn how to integrate such a model in their own program.

1B. Addressing the Gender Continuum

Theme: Teaching Excellence  
Session Type: Basics  
Presenters: Jennifer Castleberry, MEd, MSN, RN, CNL, University of West Georgia

Nursing students and educators need to understand the healthcare needs of transgender and gender nonconforming (TGNC) patients. This concept analysis defines gender continuum and discusses terms and attributes. Understanding the gender alternatives beyond male and female will lead to more culturally competent care, better patient outcomes, and a decrease in the health risks and disparities in TGNC population.

1C. Leading Faculty Scholarly Development within Nursing Programs: Overcoming Barriers and Promoting Growth

Theme: Leadership  
Session Type: Basics  
Presenters: Teresa Shellenbarger, PhD, RN, CNE, ANEF, Indiana University of Pennsylvania; Meigan Robb, PhD, RN, Chatham University

This session describes faculty led approaches used to support teaching and scholarly development of nurse educators. Common obstacles encountered regarding professional faculty role development and suggestions for addressing these barriers will be presented. In addition, steps for sustaining professional growth will be shared.

1D. Active Learning through Dialogue: Socratic Debriefing in the Classroom

Theme: Active Learning  
Session Type: Beyond Basics  
Presenters: Christine Sorrell Dinkins, PhD, Wofford College; Pamela Cangelosi, PhD, RN, Shenandoah University

The NLN Board of Governors (2015) called for debriefing across the curriculum. This presentation includes: a review of literature supporting debriefing as Socratic questioning across the nursing curriculum; an overview of Socratic method, principles and techniques; demonstrations of how these principles and techniques can be applied in the classroom; and discussion of challenges and rewards of trying Socratic debriefing.

1E. What Is the Global Network for Simulation in Healthcare and What Can It Do for Me?

Theme: Simulation  
Session Type: Basics  
Presenters: Mary Anne Rizzolo, EdD, RN, FAAN, FSSH, ANEF, National League for Nursing

The Global Network for Simulation in Healthcare, composed of thought leaders from leading international organizations and simulation industry executives, has developed an innovative toolkit for members to use to change the conversation around simulation – moving to simulation as a strategic solution to issues most important to decision makers. Join us for a
demonstration of the toolkit’s educational resources that can help you develop successful business cases for initiatives that can improve patient care and safety.

1F. Human Trafficking- How to Incorporate a Global Health Problem into Nursing Curricula

**Theme:** Global Initiatives  
**Session Type:** Basics  
**Presenters:** Diana Kovacic, DNP, RN, Cuyahoga Community College

It is estimated that 27 million people are victims of human trafficking (HT). Approximately 13% to 88% of HT victims have come into contact with a health care provider during their captivity. Educating nursing students about the complex issue of HT is essential to prepare them for practice. Recommendations will be made about how and when nurse educators can introduce this global health topic to nursing students.

1G. Opening the Door to Alternative Teaching Strategies for Home Health Clinical Experiences

**Theme:** Simulation  
**Session Type:** Basics  
**Presenters:** Morgan Yordy, DNP, ACNS-BC, RN-BC, Auburn University; Caralise Hunt, PhD, RN, Auburn University; Meghan Jones, MSN, RN, ACNP-BC, Auburn University

As healthcare continues to expand beyond the acute care setting, nurses must be equipped to meet the needs of patients in the community. Providing community clinical experiences for the baccalaureate student is an essential part of the curriculum; however, large cohort student placement for home healthcare clinical can be challenging. This presentation will describe alternative clinical teaching strategies for home health care implemented in an acute medical-surgical course.

1H. Results of the 2017 QSEN National Faculty Survey

**Theme:** Teaching Excellence  
**Session Type:** Beyond Basics  
**Presenters:** Gail Armstrong, PhD, DNP, ACNS-BC, CNE, University of Colorado; Gerry Altmiller, EdD, APRN, ACNS-BC, The College of New Jersey

In 2017 a national faculty survey was conducted to assess the state of quality and safety education in pre-licensure nursing programs. The 2017 survey is the first reassessment since QSEN’s beginnings in 2005. This presentation outlines the findings of the national faculty survey and makes recommendations about the future of quality and safety education in pre-licensure nursing education.

1I. Power-Sharing: A Strategy to Enhance Student Accountability and Advocacy

**Theme:** Active Learning  
**Session Type:** Beyond Basics  
**Presenters:** Vivian Ott, PhD, RN, NE-BC, Purdue University Northwest

Team based decision making is a vital element of current nursing practice. Nurses need the ability to (a) hold themselves and colleagues accountable and (b) advocate for a healthy work environment. This session shares the results of a two-semester pilot of an innovative classroom management strategy power-sharing; a technique used to engage and empower students to determine course policies and practices.

1J. Test for Success: The Results and a Time to Celebrate!

**Theme:** Teaching Excellence  
**Session Type:** Basics  
**Presenters:** Margaret Rateau, PhD, RN, CNE, Robert Morris University; Carl A. Ross, PhD, CRNP, CNE, Robert Morris University; Janene L. Szpak, DNP, RN, Robert Morris University

The Test for Success (TFS) program was redesigned and implemented in 2011 in response to declining NCLEX first-time pass rates for graduates. Program components emphasize resources that facilitate concept mastery throughout the curriculum. Since implementing of the revised Test for Success program, NCLEX first time pass rates have increased from 78% in 2011 to 96% in 2017, exceeding both state and national averages.

#NLNSummit18
2A. Changing the Face of Capstone Courses: NLN’s Accelerating to Practice

**Theme:** Teaching Excellence  
**Session Type:** Basics  
**Presenters:** Barbara J. Patterson, PhD, RN, ANEF, National League for Nursing; Patti Allard, PhD, RN-BC, LMFT, University of Texas at Arlington; Meagan Rodgers, MSN, RN-BC, COPEN, University of Texas at Arlington; Molly Kellgren, MSN, RN, CNE, CHSE, National League for Nursing,

The NLN, in partnership with Laerdal Medical, developed the Accelerating to Practice (A2P) program, currently utilized by hospitals nationally, to better prepare novice nurses for transition to clinical practice. The NLN partnered with the University of Texas at Arlington (UTA) nursing faculty and Texas Health Resources’ clinical preceptors to integrate A2P in UTA’s senior capstone course. This session will discuss A2P’s integration in an academic setting and the feasibility of this program beyond the clinical setting.

2B. Improving the Health of Communities: Students as Leaders in a Community Clinical Health Promotion and Disease Prevention Immersion

**Theme:** Leadership  
**Session Type:** Basics  
**Presenters:** Christine Beck, PhD, PHCNS-BC, FNP-BC, CTN-B, St. Xavier University; Peggy Gallagher, EdD, RN, CNE, St. Xavier University; Zepure Samawi, PhD, RN, Fullbright Scholar, St. Xavier University

This presentation explores a community-based clinical immersion which prepares nursing students for roles in providing high quality care, effective teaching, and leadership in delivery of nursing services. Students collaborate with ethnically and linguistically diverse community groups to develop sustainable and culturally safe interventions to enhance adherence, self-care management, and linkages to health services.

2C. Exploring the Observer Role in Simulation: How Observers Assimilate and Retain Knowledge

**Theme:** Active Learning  
**Subcategory:** Simulation  
**Session Type:** Beyond Basics  
**Presenters:** Kyle Johnson, MSN, RN, CHSE, Texas Tech University Health Sciences Center

Different student roles are used in simulation such as the participant and observer. It remains unclear whether being a participant in simulation helps learners assimilate knowledge or if observers gain as much through debriefing. A new framework, Observational-Experiential Learning, was developed and tested in an experimental study exploring the relationship between student role in simulation and changes in knowledge.

2D. Using Infographics as Learning Tools in Nursing Education

**Theme:** Active Learning  
**Subcategory:** Technology  
**Session Type:** Basics  
**Presenters:** Nicole Custer, PhD, RN, CCRN-K, Indiana University of Pennsylvania; Joan M. Krug, PhD, Penn State Altoona

An infographic is a teaching tool that can be used to present written information in a visual way. Infographics are a unique way to convey concise information. Students today prefer teaching-learning materials that satisfy their visual needs. Upon completion of this session, nurse educators will have a basic understanding of how infographics can be used in nursing theory and clinical courses as teaching-learning tools.
2E. Instituting Holistic Admission Review in Nursing

**Theme:** Leadership  
**Session Type:** Basics  
**Presenters:** Ruth Wittmann-Price, PhD, RN, CNE, CHSE, FAAN, ANEF, Francis Marion University

Holistic admission review is a process to individualize and diversity a student body to provide more appropriate healthcare to diverse populations. This session will discuss the principles, myths, and advantages of implementing a holistic review process. The session will promote a discussion of how a School of Health Sciences started the process.

2F. An Interprofessional Approach to Mass Causality: University Student Participation with the School of Nursing

**Theme:** Interprofessional Education  
**Session Type:** Basics  
**Presenters:** Brenda Jones, PhD, CNM, FNP-BC, Lee University

Interprofessional education may be demonstrated through a mass casualty incident simulation sponsored by a school of nursing as an effective active learning tool. Collaboration with other professors and students across a university campus produces a learning environment conducive to allow students insights and ideas of how to transition from theory into practice regardless of the discipline of study.

2G. Best Practice Update on Use of Root Cause Analysis in Pre-Licensure Nursing Education

**Theme:** Teaching Excellence  
**Session Type:** Basics  
**Presenters:** Elizabeth Cooper, DNP, RN, CNE, CNL, University of San Francisco

This presentation will discuss the use of a Root Cause Analysis framework with pre-licensure nursing students, by the Quality and Safety Officer in a School of Nursing and Health Professions, as a method to enhance transparency and improve patient safety. The aim is to provide a rationale for using this strategy, to identify the steps of a root cause analysis, and to disclose barriers to its successful use.

2H. Taking a Walk in Their Shoes: A Refugee Simulation as a Gateway to Understanding

**Theme:** Active Learning  
**Subcategory:** Simulation  
**Session Type:** Basics  
**Presenters:** Kari Miller, MSN, RN, Anderson University; Sarah Neal, MSN, RN, Anderson University; Lynn Schmidt, PhD, RN, Anderson University

In order to effectively care for a displaced population, nurses must understand exactly who refugees are and what they have been through (Niles, Lim, Fanning, & Tavanier, 2016). In this large scale simulation students and faculty are networked together during the campus wide experience which includes interprofessional collaboration with global studies majors and social work majors. At the conclusion of the experience the debriefing process provides the learners with the opportunity to decompress, understand, and unpack the variety of reactions that occurred throughout the simulation.

2I. Using Socratic Mentoring to Enhance Critical Thinking in Nursing Transition to Practice

**Theme:** Transition to Practice  
**Session Type:** Beyond Basics  
**Presenters:** Kathryn Stuck Boyd, MSN, RN-BC, Cleveland Clinic; Joan M. Kavanagh, MSN, RN, NEA-BC, Cleveland Clinic; Christine Sorrell Dinkins, PhD, Wofford College; Jeanne Sorrell, PhD, RN, FAAN, George Mason University

Perceptions of nurse coaches and new graduate nurses (NGNs) were explored to identify how Socratic mentoring helps NGNs think critically during transition to clinical practice. Analysis of qualitative data identified the themes of learning through dialogue and building relationships for learning. Findings suggest that Socratic mentoring can be a valuable teaching/learning strategy for both academic and hospital settings.
2J. The Joy of...Work: Implementing the IHI Joy in Work Model with Nursing Faculty

**Theme:** Leadership  
**Session Type:** Beyond Basics  
**Presenters:** Delores “Dede” McCreary, MS, RN, CNE, Penn State Altoona; Suzanne Kuhn, PhD, RN, CNE, Penn State Altoona; Sharon Lacue, DNP, RN, CNE, Penn State Altoona; Jill A. Kargo, MSN, RN, CNE, Penn State Altoona; Marcia A. Satryan, MSN, RN, AOCN, CNE, Penn State Altoona

Penn State Altoona nursing program was one of 12 organizations that participated in the prototype testing of the IHI Joy in Work (JIW) Model. During the testing, the organizations involved worked with IHI and began implementation of the model. A five-member nurse faculty team led initiatives, which included all nursing faculty and staff. Organizational self-assessment identified “joy zappers” and “pebbles in our shoes” and barriers to joy, providing the catalyst for sustained improvement processes aimed at increasing joy in work.