1A. Hail, Hail! The Gang’s All Here: Interprofessional Clinical Rounding Done Virtually
Primary Presenter: Elizabeth Speakman, EdD, RN, CDE, ANEF, Thomas Jefferson University
Category: Leading in Complex Organizations

This presentation will describe and discuss an innovative technology strategy employed by Jefferson Center of Interprofessional Education in collaboration with the colorectal surgical group at Thomas Jefferson University Hospital during patient clinical rounds. Although clinical rounding is not a new learning strategy, historically the composition of the learners is often limited to the number of interprofessional practitioners available in person. To increase the presence of interprofessional practitioners who were off-site, the faculty at Thomas Jefferson University used Google docs™, Google drive™ and Apple iPhones™ to connect via technology several interprofessional students at the bedside during clinical rounding. This presentation will underscore the value and role multiple professions have played in team-based care that is truly a patient-centered approach.

1B. Strategies for Success Veteran-Centered Program for Nursing Education
Primary Presenter: Diane Breckenridge, PhD, RN, ANEF, La Salle University
Category: Health Promotion, Including the Care of Veterans and Their Families

The case management and tutor roles of the Strategies for Success (SS) Program were expanded to determine areas of veterans’ concerns and problems to further identify risks to overcome their challenges to enhance success. The SS Risk Assessment Profile (RAPSS) was expanded to include a section for assessments and interventions to determine the challenges for veterans to overcome and increase access into pre-licensure nursing programs, progress, graduate, and pass the NCLEX-RN exam, leading to a more diverse, culturally competent nursing workforce.

1C. Exploring Doctoral Education: Implications for the Nursing Faculty Shortage
Primary Presenter: Kristina Thomas Dreifuerst, PhD, RN, ACNS-BC, CNE, Indiana University
Category: Application of Education Research

The shortage of US nursing faculty, particularly doctorally prepared, limits admission of students into nursing programs. The shortage forces schools to hire MSN and BSN nurses as faculty who often do not seek terminal degrees. Findings from a national study and the implications for schools and doctoral programs will be presented including the benefits, consequences, facilitators, and barriers associated with intent to seek doctoral education, preparation for teaching and intent to seek and stay in doctorally prepared faculty roles.

1D. Improving Clinical Judgment Using Demonstration During Debriefing
Primary Presenter: Amy Weaver, PhD, RN, CNE, Youngstown State University
Category: Application of Education Research
Instruction using demonstration has been a method used traditionally to teach skill performance. The use of a demonstration during debriefing that demonstrates the actions expected of the student during a simulated patient scenario has not been investigated. This study sought to determine if self-confidence, satisfaction, and clinical judgment improved in nursing students who received a demonstration as part of debriefing during simulation. Results showed that demonstration can be effective in developing clinical judgment and self-confidence.

1E. ABCs of Successful Accreditation: From Anticipation to Zelebration
Primary Presenter: Gail Baumlein, PhD, MSN, RN, CNS, CNE, ANEF, Franklin University
Category: Leading in Complex Organizations

From A to Z, learn everything you need to know to plan and execute a successful regulatory or accreditation review. This presentation will explore the ABCs of accreditation, including resources for planning and writing an outstanding self-study, preparing for the site visit, and conducting a stellar review, whether by a regulatory or accrediting agency. Practical tools, such as timelines, templates for document preparation, and e-portfolio software to host your exhibits will be showcased. Get ready to “zelebrate” your next visit.

1F. Shhh, Pass It On: Secrets to Successfully Mentoring Future Educators
Primary Presenter: Teresa Shellenbarger, PhD, RN, CNE, ANEF, Indiana University of Pennsylvania
Category: Leading in Complex Organizations

Successful transition from graduate student to educator requires essential knowledge, skills, and attitudes. This presentation will provide a description of the development and implementation of mentoring activities used with graduate nursing students in both traditional and virtual programs. Essential aspects needed by the mentor, mentee, and program will be discussed. The session will conclude with a review of lessons learned and recommendations for others wanting to know the secrets to successful mentoring of future educators.

1G. Debriefing Practices in Pre-licensure Nursing Programs: A National Survey
Primary Presenter: Mary Fey, MS, RN, CHSE, University of Maryland School of Nursing
Category: Creative Use of Simulation and Technology

This presentation will disseminate the results of a national survey of debriefing practices in accredited pre-licensure nursing programs in the United States. Characteristics and the simulation administrator of each school will be reviewed. Theory-based debriefing practices will be described. School and simulation administrator characteristics that influence the use of theory based debriefing will be discussed. Additionally, implications for the practice of simulation-based education will be explored.

1H. Do Poorly Behaving Nursing Students Become Poorly Behaving Nurses?
Primary Presenter: Susan Luparell, PhD, APRN, ACNS-BC, CNE, Montana State University
Category: Application of Education Research

Incivility is prevalent in both nursing and nursing education, and faculty often express concern that poorly behaving students will demonstrate similar behavior as practicing nurses. A descriptive study exploring faculty attitudes about student incivility, as well as their knowledge about poor student behavior, pre- and post-licensure, has been conducted. The study results will be reported in this session and implications for nursing education will be addressed.
11. South Street Clinic: A Virtual Non-Acute Care Clinical Replacement Simulation
Primary Presenter: Jone Tiffany, DNP, MA, RNC, Bethel University
Category: Innovations in Teaching and Learning

The purpose of this presentation is to discuss the findings of an educational research study to enhance clinical reasoning through virtual reality simulation (VRS). The design and implementation of the VRS will be reviewed, and the results of the study discussed. The participants will also engage in dialogue on the pros and cons of the use of virtual reality simulation as a clinical replacement option. The results of this study were surprising and shed some light on the need for experienced educators in the academic setting.

1J. Outcomes Following a Simulation of Living in Poverty
Primary Presenter: Teri Boese, MSN, RN, University of Texas Health Science Center at San Antonio
Category: Creative Use of Simulation and Technology

This presentation will describe a study assessing nursing practice strategies developed by students following an educational poverty simulation designed to increase students' awareness of challenges caused by poverty and health disparities. Significant differences in pre- and post-intervention scores were demonstrated on the Atherton Poverty Scale. On the Simulation Evaluation Tool, greater than 90 percent agreed that “participation helped me appreciate the challenges and decisions of patients who live in poverty.”

1K. Shared Language: Preparing to Learn Together for Teamwork and Communication
Primary Presenter: Deborah Lindell, DNP, RN, CNE, ANEF, Case Western Reserve University
Category: Innovations in Teaching and Learning

Faculty champions of interprofessional education (IPE) often experience challenges in providing opportunities for students to learn and practice teamwork and communication. We report implementation, and faculty evaluation of Team Tools, derived from TeamSTEPPS. Used intraprofessionally, Team Tools provide a shared language foundation to jumpstart teamwork and communication during IPE, and ultimately, clinical practice.

1L. As the Patient Turns: Bridging Theory to Practice
Primary Presenter: Kathy Mixson, JD, MS, RN, Collin College
Category: Creative Use of Simulation and Technology

The current nursing student, as a technologically sophisticated adult learner, demands real life applications in a multimedia learning environment to create a link between the material to be mastered and its application in the real world. This session will present a creative solution with minimal cost for simulating real life clinical application learning activities with low tech requirements and high tech appeal to the classroom.

2A – 2L / Concurrent Sessions ▪ Thursday, September 18 / 9:30 - 10:15 am

2A. Legislation, Academia, and You
Primary Presenter: Carol Boswell, EdD, RN, CNE, ANEF, Texas Tech University Health Sciences Center
Category: Leading in Complex Organizations

In today’s health care environment, nurse faculty and students are desperately needed in the political arena. A national movement to encourage nurses to be at the table for decision-making has the support of the Robert Wood Johnson Foundation and helps to fulfill one of the recommendations from the Institute of Medicine’s
Future of Nursing Report. This presentation will focus on identification of gaps within nursing and politics, strategies for implementation through the use of self as an example, and recognition of selected nurse activists.

2B. Transforming Educational Culture Through a Model of Care  
**Primary Presenter:** Susan Groenwald, PhD, RN, Chamberlain College of Nursing  
**Category:** Leading in Complex Organizations

Though caring is at the heart of nursing, nursing literature documents the prevalence of incivility, bullying, and lateral violence in educational and practice settings. The presenter describes one educational institution’s initiative to create a culture of care that nurtures the values and skills needed for students to be leaders in improving patient care and work cultures of the future. The presenter will share the model, a comprehensive enculturation initiative involving students and faculty, as well as metrics used to measure outcomes.

2C. Impact of Simulation on Nursing Students’ Attitudes Toward Schizophrenia  
**Primary Presenter:** Stephanie Sideras, PhD, RN, Oregon Health & Science University  
**Category:** Application of Education Research

This presentation reports research findings on the impact of a two-phase simulation on student attitudes towards clients with schizophrenia. The simulations included an individual auditory hallucination simulation followed by a standardized patient interaction. Comparison of treatment and control groups found significantly lower negative perceptions of schizophrenic clients after the intervention. Providing real or simulated experience with schizophrenia may reduce student negative perceptions, leading to patient centered care and reduced stigma.

2D. Building Teams: Integrating TeamSTEPPS® in Nursing Program Curricula – Why We Need It and How We Do It  
**Primary Presenter:** Laura Goliat, DNP, MSN, RN, FNP-BC, Ursuline College  
**Category:** Innovations in Teaching and Learning

Team communication breakdown continues to be a major cause of all sentinel events (TJC, 2013). Developing effective interprofessional teamwork skills has been identified as one of the core competencies for inclusion in nursing programs to meet the needs of 21st century health care (AACN, 2011; IOM, 2011). Teamwork instruction in nursing programs lags dramatically behind actual practice needs and is rarely integrated into nursing curricula (Musson & Heimreich, 2004). A modified TeamSTEPPS program (evidenced-based team instruction) was delivered to senior level baccalaureate nursing students and resulted in improved teamwork attitudes. Presenters will discuss the TeamSTEPPS project and the subsequent development, design, delivery, and integration of level-appropriate TeamSTEPPS modules in a baccalaureate nursing program. Prescriptive modules for nursing program curricula will be shared with attendees as well as virtual collaborative blogs/forums where nurse educators can exchange ideas and strategies for future TeamSTEPPS integration.

2E. Innovative Approaches to Foster Faculty and Student Success: The “Story of Us”  
**Primary Presenter:** Kimberly Helms, DHEd, MSN, RN, COI, Jacksonville State University  
**Category:** Innovations in Teaching and Learning
The College of Nursing at Jacksonville State University has encountered many of the challenges common to other schools of nursing throughout the nation. Issues specific to the recruitment and retention of qualified faculty members abound in many schools and colleges. An innovative approach was taken by three nurse educators to address these issues. Though the journey to success has been challenging the positive outcomes have been well worth the effort. Three nurse educators embarked on innovative efforts to retain faculty and assist in professional development.

2F. Responding to the Increased NCLEX® Passing Standard
Primary Presenter: Linda Caputi, EdD, RN, CNE, ANEF
Category: Innovations in Teaching and Learning

Many nursing programs have been affected by the increased NCLEX passing standard. The literature reports many factors influencing students’ ability to pass the NCLEX; each school should consider which of these apply to their students, and then take action to change. This process takes time. However, while performing a complete analysis of factors, there are three interventions faculty can take immediately. This presentation shares these three factors and offers ways faculty can implement them immediately in their work to increase NCLEX pass rates.

2G. Maintaining Integrity and Exam Security in Nursing Programs
Primary Presenter: Kathleen Hopkins, MA, RN, CNE, Rockland Community College
Category: Innovations in Teaching and Learning

This session will discuss measures faculty can take to promote integrity and prevent cheating in nursing programs. High stakes nursing exams often lead students to depend on illicit behaviors to pass exams. Such behaviors and methods faculty can take to ensure exam security will be reviewed. Policies related to academic integrity are essential to deter cheating. Nursing department policies and procedures related to academic dishonesty will be outlined and reviewed.

2H. Using Google+ Hangout for Problems-Based Learning
Primary Presenter: Kimberly Shea, PhD, RN, University of Arizona
Category: Creative Use of Simulation and Technology

This presentation will provide a demonstration of nursing students using Google+ Hangout for meeting, problem solving, professional interaction, and evidence-based decision making. Learners will view the ease of recording and saving the meeting so that instructors can use it as an assignment that can be graded later. Educator tools for grading the group meeting as an individual assignment will be previewed.

2I. All Hands On Deck: An Interprofessional Approach to Mass Casualty Education
Primary Presenter: Crystal Shannon, PhD, MBA, RN, Indiana University Northwest
Category: Creative Use of Simulation and Technology

The ability of health care professionals to respond when called upon is a vital component to community disaster resilience. Decreased preparation of the health care team can place the community at risk. Continued efforts to engage interprofessional students in understanding basic emergency preparedness are required to increase awareness of interdisciplinary responsibilities and prepare entry-level health professionals to respond should a disaster strike.
2J. Complex Challenges of Program Restructuring
Primary Presenter: Tama Morris, PhD, RN, CNE, Queens University of Charlotte
Category: Leading in Complex Organizations

As schools of nursing address the Institute of Medicine’s call for 80 percent of nurses to be BSN prepared by 2020, many will be facing the decision to close diploma or associate degree programs. Walk with our school as we share our story of closing an associate degree program while growing our BSN and MSN programs. Like a family with a child in hospice, the needs of all programs must be met. Participants will identify critical decisions you will make and strategize the steps for this process.

2K. A Framework for Veteran Outreach in Master’s and Doctoral Nursing Education
Primary Presenter: Kelly Wolgast, DNP, RN, FACHE, Vanderbilt University School of Nursing
Category: Health Promotion, Including the Care of Veterans and Their Families

This presentation will describe a “how-to” process that resulted in a framework for outreach activities designed to garner the attention of prospective students while acknowledging and supporting the extensive talents that veteran and military students bring to the academic environment at Vanderbilt University School of Nursing. The presentation will also describe the framework details and actions related to recruitment, admissions and financial support, program flexibility, clinical placement, mentoring and outreach evaluation.

2L. The Flipped-Out Classroom: Have You Flipped Yet?
Primary Presenter: Tammy Vant Hul, MSN, RN, ACNP, CNE, Riverside City College
Category: Innovations in Teaching and Learning

Nurse educators have been charged with creating innovative learning environments that foster students’ higher-level cognitive skills needed to safely assimilate into constantly changing health care systems. In nursing education, a flipped classroom model can be used as a method for bringing simple or complex clinical situations into the classroom. Strategies will be provided for implementing a flipped classroom model. The goal of the presentation is to encourage educators to incorporate innovative methods without feeling flipped out.

3A – 3L / Concurrent Sessions • Thursday, September 18 / 2:30 - 3:15 pm

3A. New Certification Initiatives from the Society for Simulation in Healthcare
Primary Presenter: Mary Anne Rizzolo, EdD, RN, FAAN, ANEF
Category: Creative Use of Simulation and Technology

Certification is a highly valued mark of professionalism in nursing. The Society for Simulation in Healthcare launched their first certification, the CHSE, for health care simulation educators in 2012. Two additional certifications are in progress: CHSE-A for advanced simulation educators and CHSOS for technical and operational specialists. This presentation will describe the process for creating these certifications and provide information for those who wish to become certified.

3B. Development of an End-of-Life Course with a Service Learning Component
Primary Presenter: Stephanie Jeffers, PhD, RN, Widener University
Category: Innovations in Teaching and Learning
A review of the literature on registered nurses and nursing students shows that nursing education programs inadequately prepared nurses for end-of-life care. This lack of end-of-life education appears to be related to an increase in death anxiety of students and nurses, as well as negative attitudes towards dying patients. The combination of inadequate knowledge, skill, and poor attitude may adversely affect patient care at the end of life. The presenters developed a senior-level nursing elective with a service learning component to meet the needs of students who may be interested in hospice/palliative care or who have not had the opportunity to be present with a dying patient and the family. Achieving the service learning goals proved to be a challenge and the outcomes of this course will be discussed by the presenters. Additionally, teaching strategies to promote student reflection on course content and service learning activities will be reviewed.

3C. Narratives of Minority Nursing Faculty in Higher Education  
**Primary Presenter:** Kenya Beard, EdD, GNP-BC, NP-C, ACNP-BC, CNE, Hunter College/CUNY  
**Category:** Leading in Complex Organizations

Despite initiatives for improvement, minority nurses are starkly underrepresented in academia. This qualitative study used a narrative inquiry and critical theory design to explore the lived experiences of 25 African American nurse faculty. Salient themes emerged which could help inspire others to overcome challenges and persevere in academia. This session should help organizations implement strategies to strengthen minority faculty representation in higher education.

3D. Using Simulation Education to Advance Care Excellence for Veterans  
**Primary Presenter:** Maureen Tremel, MSN, ARNP, CNE, CHSE, ANEF, Seminole State College of Florida  
**Category:** Promotion of Health, Including Care of Veterans and Their Families

This workshop will enable educators to utilize and integrate the National League for Nursing Advancing Care Excellence for Veterans unfolding case scenarios and prepare standardized patients and student participants. The workshop will be interactive and selected video clips from the pilot will be shown to introduce the scenarios. Workshop presenters will guide participants through a review of NLN resource materials. Participants will work in groups to brainstorm strategies for implementation into nursing curriculum.

3E. Taking It to the Street – Introducing ACES in the Practice Setting  
**Primary Presenter:** Laureen Tavolaro-Ryley, MSN, RN, CNS, Community College of Philadelphia  
**Category:** Innovations in Teaching and Learning

During this session, presenters will share their experiences and demonstrate one of the information sessions. They will share the lessons learned and future plans for these information sessions that are focused on various groups of health care providers. Participants will be asked to brainstorm about how they and their students might engage their practice partners in learning more about the care of older adults. Presenters will relate activities to ACES Knowledge Domains and QSEN competencies.

3F. How Can Brad Pitt and George Clooney Help Build Clinical Reasoning?  
**Primary Presenter:** Elizabeth Crooks, DNP, RN, CNE, University of Alabama at Birmingham School of Nursing  
**Category:** Innovations in Teaching and Learning

A mixed methods approach was used to examine how art develops pattern recognition and clinical reasoning in baccalaureate students. Survey and focus group (N=11) data was analyzed to explore how two films,
“Ocean’s Eleven” and “Wit”; and the poem “Death be Not Proud” influenced student ability to recognize leadership behavior patterns. Students translated leadership patterns from the films to the health care setting but had difficulty relating a 16th century poem to practice. Implications for the use of art to build clinical reasoning will be discussed.

3G. Collaborative Testing as Post-Test Review

**Primary Presenter:** Andrea Centrella-Nigro, DNP, RN, CNE, Ramapo College of New Jersey  
**Category:** Application of Education Research

This action research project utilized collaborative testing as an intervention as an effort to improve student evaluations of the post-test review process and to facilitate student learning. First- and second-year students participated over one academic year. Student evaluations of the nursing courses demonstrated improved scores related to post-test reviews. Additionally, results of a focus group showed an overwhelmingly favorable response to the collaborative post-test review format. No improvement in NCLEX-RN scores was noted.

3H. Interpreting and Using Student Evaluations for Teaching Effectiveness

**Primary Presenter:** Betsy Kennedy, PhD, RN, CNE, Vanderbilt University  
**Category:** Leading in Complex Organizations

Student evaluations of instructors and courses can be subject to scorn, dismay, praise, enjoyment, or disregard by nursing faculty, however, evaluations are used for many important purposes. Multiple issues create difficulty for faculty, but a practical approach can be utilized. This presentation will provide a discussion of common issues with student evaluations, and a process for reading, interpreting, reflecting, and responding to student evaluations.

3I. Using Digital Stories to Increase Classroom Engagement

**Primary Presenter:** Karin Page-Cutrara, MN, RN, York University  
**Category:** Creative Use of Simulation and Technology

This interactive presentation will introduce the use of digital storytelling in undergraduate nursing education, describe the process of story development to engage students in the classroom, and review potential uses that align with entry-level practice competencies. This will include information on how digital stories can be used to portray various point-of-view topics, and issues such as cultural competence and transition to practice. Additionally, the potential for students to reflect and learn from personal interactions and experiences through the creation of their own digital stories will be discussed.

3J. A Systems Approach to Evaluation in Nursing Education

**Primary Presenter:** Joyce Griffin-Sobel, PhD, RN, CNE, FAAN, ANEF, SUNY Upstate Medical University  
**Category:** Leading in Complex Organizations

This presentation will describe development of an evaluation protocol in a college of nursing which allowed for tracking of program, student, and faculty outcomes in a systematic manner. Continuous monitoring and more informed quality improvement measures were enabled by development of the protocol.

3K. Deliberate Practice (DP) and Master Learning: What, Why, How, and Current Research

**Primary Presenter:** Suzan Kardong-Edgren, PhD, RN, CHSE, ANEF, Boise State University  
**Category:** Application of Education Research
The theory of deliberate practice for mastery learning is well known and widely used in music and sports. Medical faculty are embracing this theory but it remains nascent in nursing education. DP is built around the concepts of well-defined goals, immediate feedback, reflection on practice, and frequent continued opportunities for practice. We will operationalize the terms DP and mastery learning, explain why nursing educators might want to use this theory, and how its use might lead to better student learning and retention. This bi-national panel will present ongoing projects and studies using DP. We hope to inspire the audience to develop their own plans for using deliberate practice in their own teaching and research.

3L. Enhancing the Curriculum Landscape: From Research to the Everyday Classroom
Primary Presenter: Susan Forneris, PhD, RN, CNE, CHSE, St. Catherine University
Category: Application of Education Research

The purpose of this symposium is to engage educators in dialogue on the challenges and successes in transferring research findings into the everyday classroom. This symposium will focus on how the findings of a multi-site educational research initiative informed three main areas of curriculum change. Active dialogue with educators will surround: 1) curriculum mapping of learning outcomes to achieve benchmarks; 2) active learning teaching strategies to engage students; and 3) overall faculty development to support curricular change.

4A – 4L / Concurrent Sessions • Thursday, September 18 / 3:30 - 4:15 pm

4A. Ready, Set, Go: Sophomore Capstone Scenarios Prepare Students for Clinical Experience
Primary Presenter: Jennifer Ross, PhD, RN, CNE, Villanova University
Category: Creative Use of Simulation and Technology

This presentation will focus on a project that included the development and implementation of formative simulation scenarios designed to prepare sophomore baccalaureate nursing students for their initial clinical experience by incorporating nursing content and skills from freshman and sophomore years. The goal of the sophomore capstone scenarios was to replicate four different patient encounters that would encourage clinical reasoning and application of nursing content and skills.

4B. Improving Care Coordination and Transitions with Competency-Based Education
Primary Presenter: Beth Ann Swan, PhD, CRNP, FAAN, Jefferson School of Nursing, Thomas Jefferson University
Category: Innovations in Teaching and Learning

The objectives of this presentation are to identify the dimensions of care coordination and transition management, describe the associated competencies including knowledge, skills, and attitudes, and discuss strategies to educate nursing students in support of developing team-based collaborative ambulatory practice environments that deliver quality and safe care that is patient and population centered.

4C. Improving Nursing Education Through Faculty Development in Technology
Primary Presenter: Donna Nickitas, PhD, RN, NEA-BC, CNE, FNAP, FAAN, Hunter-Bellevue School of Nursing, CUNY
Category: Leading in Complex Organizations

The City University of New York is the largest provider of nurses in New York City, graduating almost half of all newly licensed nurses. Yet, advancements in health care outpace faculty development on the successful incorporation of new technologies in health professions education. Learn how a CUNY-wide faculty
development consortium provides instruction in innovative pedagogy involving simulation, informatics, telehealth and other technologies as instructional tools to prepare students for today’s health care practice.

4D. Creation of a Neonatal Intensive Care Unit Simulation
Primary Presenter: Desiree Hensel, PhD, RN, PCNS-BC, CNE
Category: Creative Use of Simulation and Technology

The purpose of this pilot project is to create an NICU simulation, partially designed by students, and to evaluate the outcomes. Thirty, sixth semester students enrolled in a BSN program will participate in teams to prioritize care in a mock NICU in the spring of 2014. The NICU patients will include a baby with a chest tube, a preterm baby on antibiotics, a baby with a G-tube, and a baby going through drug withdrawal. Data from multiple sources, including student journals and the debriefings, will be used to evaluate the learning outcomes.

4E. Using Technology to Evaluate Everything from Classroom Papers to Clinical Careplans: Sanity and Efficacy are Possible
Primary Presenter: Karin Sherrill, MSN, RN, CNE, CHSE, ANEF, MaricopaNursing
Category: Innovations in Teaching and Learning

Faculty struggle with identifying and implementing best practices for grading papers and careplans. An exploration of evidence-based research in assessment and learning will reveal essential principles of feedback needed for nursing students in undergraduate and graduate programs. Comparison of electronic tools used to grade papers and careplans will include digital stamps, comments, audio recordings, and file sharing. Efficiencies will be explored that benefit both faculty and learners. Examples will be shared and strategies demonstrated.

4F. Student and Faculty Conduct During Course Exams
Primary Presenter: Carol Weingarten, PhD, RN, ANEF, Villanova University
Category: Innovations in Teaching and Learning

Student and faculty conduct during course exams can add risk to high stakes testing. An old process has existed in which students “sell” their request for question clarification during an exam to a proctoring professor who might then provide hints for answers to questions. This interactive session will discuss the process of viewing testing as teaching, address controversial challenges of student and faculty conduct during course examinations, and consider health promotion strategies that foster positive outcomes for both students and faculty.

4G. Community Experiences for Nursing Students in a School for Children with a Disability
Primary Presenter: Lisa Capps, PhD, APN, FNP-BC, Saint Xavier University School of Nursing
Category: Promotion of Health, Including the Care of Veterans and their Families

Community-based learning experiences during a community health nursing practicum for baccalaureate nursing students at a school for children with a disability were reflective of specific disciplinary learning objectives and mutually beneficial to the student and to the community partner. Incorporating school nurse and teacher perspectives with best practice evidence for autistic, cognitive, and learning disabilities, nursing students created instructional materials for students in grades pre-K through twelve on illness-specific concerns and health seeking behaviors, sustainable for use by community partners.
4H. Accelerated RN to BS Completion Model: Innovative, Feasible, and Successful
**Primary Presenter:** Raymonde Brown, PhD, RN, CNE, Penn State University
**Category:** Innovations in Teaching and Learning

The presentation will provide the nuts and bolts of developing, refining, and implementing an Accelerated RN to BS Completion Model. Six years of evaluative data supports that the model is innovative, feasible and successful. A how-to manual facilitates utilization by other schools of nursing.

Please note that the following three concurrent sessions are continuations of 3J, 3K, and 3L.

4J. A Systems Approach to Evaluation in Nursing Education
**Primary Presenter:** Joyce Griffin-Sobel, PhD, RN, CNE, FAAN, ANEF, SUNY Upstate Medical University
**Category:** Leading in Complex Organizations

This presentation will describe development of an evaluation protocol in a college of nursing which allowed for tracking of program, student, and faculty outcomes in a systematic manner. Continuous monitoring and more informed quality improvement measures were enabled by development of the protocol.

4K. Deliberate Practice (DP) and Master Learning: What, Why, How, and Current Research
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**Category:** Application of Education Research

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4L. Enhancing the Curriculum Landscape: From Research to the Everyday Classroom
**Primary Presenter:** Susan Forneris, PhD, RN, CNE, CHSE, St. Catherine University
**Category:** Application of Education Research

The purpose of this symposium is to engage educators in dialogue on the challenges and successes in transferring research findings into the everyday classroom. This symposium will focus on how the findings of a multi-site educational research initiative informed three main areas of curriculum change. Active dialogue with educators will surround: 1) curriculum mapping of learning outcomes to achieve benchmarks; 2) active
learning teaching strategies to engage students; and 3) overall faculty development to support curricular change.

5A - 5L / Concurrent Sessions • Friday, September 19 / 8:30 - 9:15 am

5A. The Flight Path for Clinical Education: Student Nurse Perceptions Comparing Traditional Clinical and Simulations Environments Toward Meeting Clinical Learning Outcomes
Primary Presenter: Tonya Bremier, PhD, RN, CNE, Indiana University East
Category: Application of Education Research

Attendees will learn to differentiate which clinical learning needs are better met in the traditional and simulated clinical learning environments, based on student nurse perceptions. Results from a descriptive, focus group inquiry from one Midwestern school of nursing that integrates both clinical learning environments throughout their curriculum will be shared. The research elicited three categories with themes in each category that supported or refuted whether clinical learning needs were met in each environment. While the student nurses supported the simulated clinical learning environment in meeting clinical learning needs was identified, they felt that particular clinical learning environments better met particular clinical learning needs. Attendees will leave with a sense of which clinical learning needs are best met in the traditional clinical learning environment and simulated learning environment based on student perceptions, providing a new design for rebuilding their clinical experiences and taking off with a new flight plan.

5B. Creating Healthy Academic Workplaces: Powered by Civility and Teamwork
Primary Presenter: Cynthia Clark, PhD, RN, FAAN, ANEF, Boise State University
Category: Leading in Complex Organizations

Incivility in the academic workplace can have devastating effects on individuals, teams, and organizations negatively affecting faculty recruitment, retention, teamwork, and job satisfaction. This session provides a deepened and empirical understanding of workplace incivility and its impact on individuals, teams, and workplaces. The facilitator will present a step-by-step, evidence-based framework designed to reengineer the organizational culture by providing strategies for transformational change and detailing a clear pathway for achieving results.

5C. Nursing Is a TEAM SPORT: Sideline Coaching to Achieve NCLEX-RN Success
Primary Presenter: Tricia O'Hara, PhD, RN, Gwynedd Mercy University
Category: Application of Education Research

The findings, implications for nursing, and recommendations for nursing education and future nursing research from a descriptive comparative and correlational research study on academic coaching and NCLEX-RN success will be presented. This study supported a newly developed Model of Academic Coaching as well as a newly developed instrument used to measure students’ perceptions of the coaching relationship. The high NCLEX-RN exam first-time pass rate in this study is noteworthy as is the early scheduling of the exam.

5D. Age Really Is a Number: A Ready-to-Go Curricular Plan to Meet the Needs of a Growing Geriatric Population
Primary Presenter: Patricia Sharpnack, DNP, RN, CNE, NEA-BC, Ursuline College
Category: Health Promotion, Including Care of Veterans and Their Families

The number of people age 65 and older is expected to grow from 39 million in 2008 to 72 million by 2030. Nurse faculty must prepare graduates with the skills to provide patient-centered care that meet the needs of older adults. Nurse faculty collaborated to establish a targeted approach to developing student attitudes and competency in the care of the older adult across the curriculum. This presentation will provide participants
with a ready-to-go prescriptive curricular integration plan and select educational strategies used to promote student and faculty competencies in the care of the older adult.
5E. Building and Sustaining Long-Term Community Partnerships  
**Primary Presenter:** Barbara McLaughlin, PhD, RN, CNE, ANEF, Community College of Philadelphia  
**Category:** Leading in Complex Organizations

For nearly 20 years an urban community college has embraced the local community as a clinical learning opportunity. The integration of community-based care has resulted in partnerships with a variety of community agencies. It has provided students with opportunities to experience first-hand the impact of social determinants of health and offer health promotion and disease prevention. Participants will preview our updated video describing community clinical experiences and discuss the lessons learned over the past 20 years of integrating community-based care into an associate degree nursing program.

5F. A Working Model of Multiple Context Course Design  
**Primary Presenter:** Lori Candela, EdD, RN, CNE, FNP-BC, University of Nevada, Las Vegas  
**Category:** Innovations in Teaching and Learning

Nurse educators spend countless hours designing, developing, and refining their courses. Yet many still sense that something is not working or is missing or does not seem to fit. One solution is to reconsider how the process of course design and refinement are approached. This session will offer a practical, step-by-step working model for nurse educators to use in designing and refining their courses that considers the multiple contexts within and the course and beyond.

5G. Integrating Telehealth: An Excellent Teaching Strategy  
**Primary Presenter:** Mary Ann Rosa, MSN, RN, GNP, Queensborough Community College/CUNY  
**Category:** Creative Use of Simulation and Technology

Telehealth increases access to care, decreases costs, and improves clinical outcomes. As people live longer and chronic diseases increase, telehealth becomes an important strategy in disease management. This workshop will identify the role telehealth plays in health care today, and how telehealth can be incorporated across the nursing curriculum. Incorporating telehealth is an effective teaching strategy to meet the demands of graduating technology-competent nurses as well as confident and highly skilled clinical nurses.

5H. Connect! Evaluating Student Ability to Analyze and Synthesize Patient Data  
**Primary Presenter:** Barbara Yoost, MSN, RN, CNS, CNE, ANEF, Notre Dame College  
**Category:** Creative Use of Simulation and Technology

This interactive session introduces a tool for assessing student comprehension of complex patient needs and patient-centered care. Attendees will use their tablets or laptops, a software application, and unfolding case scenarios to engage in the student experience by entering and interpreting patient data, connecting its relevance, and developing patient-centered care plans that require rationales and evidence-based research citations. Strategies for how to integrate evaluation technology across the curriculum will be discussed.

5I. Preparation of a Practice-Ready Workforce: Integrating Team Competency Training and Authentic Simulation  
**Primary Presenter:** Kathleen Poindexter, PhD, RN, CNE, Michigan State University  
**Category:** Creative Use of Simulation and Technology

The purpose of this project was to assess performance of team-based skills among osteopathic medical students, and pre-licensure and graduate nursing students during participation in an interprofessional simulation event. The impact of performing team behaviors on progression of patient care and overall scenario outcomes were assessed.

5J. A Validation Protocol for Nursing Simulation Scenario Development
Primary Presenter: Janet O'Brien, MA, MEd, RN, CHSE, Arizona State University
Category: Application of Education Research

Participants will be able to apply a validation protocol for designing a simulation scenario as part of a nursing competency assessment process. A general rater feedback form that may be adapted for use with other scenarios and assessment instruments will be provided.

5K. Scripting for Cognitive Rehearsal and Effective Communication
Primary Presenter: Charlene Smith, DNS, WHNP, RN-BC, CNE, ANEF, Wegmans School of Nursing, St. John Fisher College
Category: Innovations in Teaching and Learning

The pedagogical use of scripting for cognitive rehearsal as a viable teaching strategy in meeting the challenges of effective communication in practice will be explored. Tips on designing case studies and script formats will be presented to illustrate how this technique is applied to specific clinical situations to address patient safety, incivility, conflict, and key encounters with patients and families.

5L. Teaching Students to Communicate Effectively with Returning Veterans: What Faculty Need to Know
Primary Presenter: Janice Aloi, DMH, RN, CNE
Category: Health Promotion, Including Care of Veterans and Their Families

The goal of this presentation is to provide faculty with the background and techniques conducive to the creation of a culture of openness between the nurse and the returning veteran, and thus effectively manage communication around topics that may be sensitive. Participants will gain an appreciation of the magnitude and depth of readjustment problems, along with the dysfunctional thoughts held by many veterans which create a barrier against healing. The presenter’s research findings which used social constructionist theory as a basis for meaning-making will be the framework for discussing the need for veterans to construct a personal narrative that is conducive to post-deployment adjustment. The use of a case study will exemplify the role of the nurse as collaborator in this process along with the dos and don’ts when communicating with veterans about their service.

6A - 6K / Concurrent Sessions • Friday, September 19 / 2:30 - 3:15 pm

6A. Mission Impossible: Increasing Confidence Through Multi-Patient Simulation
Primary Presenter: Catherine Mohammed, MN, RN, Chamberlain College of Nursing
Category: Creative Use of Simulation and Technology

This presentation will enhance the nurse educator’s ability to build multi-patient simulation scenarios that increase the clinical reasoning, judgment, prioritization, delegation, and socialization skills of the senior nursing student. Ideas will be presented as to how to include QSEN, NPSGs, Core Measures, and therapeutic communication for their future practice. In this manner, these advanced skills will assist in meeting the NLN’s Nurse Educator Competency 2: Facilitate learner development and socialization for the senior nursing student.

6B. The Dark Side of Dissemination: Predatory Journals
Primary Presenter: Alyce Ashcraft, PhD, RN, CNE, ANEF, Texas Tech University Health Sciences Center
Category: Leading in Complex Organizations

Scholarship is a required faculty role expectation for promotion and tenure and publications are one type of scholarship used to document role expectations. The purpose of this presentation is to compare and contrast
6A. Enhancing the Learning Environment of Nursing Students Through Interprofessional Collaboration
Primary Presenter: Laura Fillmore, DNP, MSN, RN, Chamberlain College of Nursing
Category: Innovations in Teaching and Learning

This program is an overview of the implementation of an interprofessional co-faculty model in an online pre-licensure nursing course. The model paired nurse faculty with physicians and pharmacists in a nursing science course. The student perception of the interprofessional model is evaluated by satisfaction and perceived enhancement of the learning environment.

6D. Translation to Practice: Fostering Leadership in Quality and Safety Through EBP and Interprofessional Systems Thinking
Primary Presenter: Janet Phillips, PhD, RN, ANEF, Indiana University
Category: Leading in Complex Organizations

There is a critical need for evidence-based practice (EBP) leadership to redesign systems of care to better serve patients in today’s complex health care environment. Nurse graduates of degree-completion programs (RN-to-BSN) are poised for leadership due to their recent education and nursing practice experience. Innovations in curricular design related to EBP projects, systems thinking, and translation to practice for needed changes in quality and safety will be presented. A cutting-edge systems thinking tool for measuring learning outcomes in the RN-to-BSN curriculum and a future research study will be highlighted. An interactive discussion with session attendees will provide opportunities for planning and evaluating innovative curricula to include EBP projects and interprofessional systems thinking.

6E. Utilizing Disaster Preparedness to Promote Interprofessional Education
Primary Presenter: Jerry Livingston, PhD, RN, CHSE
Category: Creative Use of Simulation and Technology

This presentation will attempt to disseminate the knowledge gained by a major health science center on how to build a better working environment among health care workers in different fields, such as medicine, nursing, pharmacology, and pre-hospital personnel. Since the Joint Commission has found that 80 percent of preventable medical errors are directly related to breakdown in communication during patient hand-offs. It is imperative that health care professionals start addressing this shortcoming in our education systems.

6F. An Evidence-Based Prototype Instrument to Guide Clinical Evaluation
Primary Presenter: Martha Tanicala, EdD, RN, Eastern Michigan University
Category: Innovations in Teaching and Learning

This presentation describes Phase II activities of a five-phase research project to develop evidence-based protocols for evaluation of nursing student clinical behaviors. The clinical scenarios in the survey instrument were developed using the themes of safety, communication, thinking, and standards and ethics that emerged from the Phase I focus groups. This project was funded by the NLN’s Nursing Education Research Grants Program and Sigma Theta Tau International, Eta Rho Chapter.

6G. Active Learning with Pecha-Kucha (Japanese for chitchat)
Primary Presenter: Michelle Byrne, PhD, RN, CNE, CNOR, University of West Georgia
Category: Innovations in Teaching and Learning

characteristics of conventional, open source, and predatory journals to help authors select the most applicable and timely peer-reviewed journal for publication. Of particular concern for this presentation is an understanding of how to identify trustworthy open source journals and avoid predatory journals.
This presentation will address best practices and research for using *pecha-kucha*, a quick presentation format, in academia. The implementation and outcome evaluation of using *pecha-kucha* in a nursing theory course will be shared with the audience. Student and faculty feedback and recommendations will be identified to promote best practices. *Pecha-kucha* has possibilities for use with both online and face-to-face instructional strategies, as well as a strategy for professional development for nurse educators.

6H. Three Ts: Temptations, Tips, and Technology for Online Nurse Educators  
**Primary Presenter:** Amy Minnick, MSN, RN, Chamberlain College of Nursing  
**Category:** Application of Education Research

An increasing number of nurse educators are teaching partially or entirely online. Often nurse educators who are new to the role are not prepared for these responsibilities, and “don’t know where to begin.” This presentation by an experienced online nursing faculty member and a faculty manager will discuss the three Ts: temptations, tips, and technology applications that have been compiled through surveying those who teach online for a nursing college with a large student enrollment.

6I. Nursing Students Improving Health in Ecuador: Research in a Global Service Learning Course  
**Primary Presenter:** Sheri Palmer, DNP, RN, CEN, Brigham Young University  
**Category:** Health Promotion, Including Care of Veterans and Their Families

A global service learning course has been the background to conducting research in Ecuador for five years. Improving anemia prevalence among poverty stricken children has been the goal. Success and challenges in using nursing students in an international community based participatory research will be shared. Statistical analysis of results of the CBPR interventions will also be discussed.

6J. The Elephant in the Room: The Shortage of Academic Administrators and Leaders  
**Primary Presenter:** Arlene Hayne, PhD, RN, Samford University  
**Category:** Leading in Complex Organizations

The purpose of this presentation is to describe the current shortage of academic administrators, the preparation of higher education leaders, and one school of nursing's innovative approach to the education of academic administrators in the DNP program. The presented curriculum and outcomes address the NLN vision of doctoral preparation for nursing academic leaders.

6K. Building a Community of Faculty Through Curricular Program Evaluation in a DNP Program  
**Primary Presenter:** Jennifer Embree, DNP, RN, NE-BC, CCNS, Indiana University School of Nursing  
**Category:** Leading in Complex Organizations

The use of ePortfolios as a structure for curricular assessment is well documented in many professions. In this nursing program, it is used to demonstrate professional proficiencies and competencies associated with the eight DNP essentials. Faculty design and build courses in conjunction with instructional designers and other faculty. Developing the ePortfolio-supported curricular assessment, with course assignments mapped to ePortfolio matrices, allows faculty to gain a broad conceptualization of the curriculum as a whole. Faculty also appreciate the importance of building a faculty community that owns the DNP curriculum and values a culture of assessment. To engage DNP faculty in the assessment process, DNP program coordinators requested recommendations of key features of the ideal assessment process.

6L. A Comprehensive Interprofessional Education Program: Innovation in Action  
**Primary Presenter:** Deanna Reising, PhD, RN, ACNS-BC, ANEF, Indiana University  
**Category:** Application of Education Research
Interprofessional education has been a needed and growing trend in health sciences education. The focus of this presentation is to present a multi-stepped, multi-year program involving nursing and medical student teams. Teams are retained for two years as they demonstrate interprofessional communication and collaboration skills in a variety of simulated and practice settings. The presentation will highlight design and evaluation strategies, as well as lessons learned for future implementation.

7A - 7K / Concurrent Sessions • Saturday, September 20 / 9:45 - 10:30 am

7A. Curricula Redesign: Changing the Face of How We Care for Older Adults  
**Primary Presenter:** Vivienne Friday, EdD, Iowa Western Community College  
**Category:** Innovations in Teaching and Learning

Many nursing programs lack meaningful geriatric content. The Millennials and Generation Xers have mixed perceptions of older adults and lack the skills to provide meaningful care to this group. In this session the presenter will demonstrate how a didactic and clinical nursing course infused with gerontological content and presented with innovative NLN ACES teaching strategies such as movies, games, music, and reminiscence resulted in more positive perceptions of older adults among nursing students.

7B. Use of Standardized Patients with Disabilities in an Undergraduate Program  
**Primary Presenter:** Suzanne Smeltzer, EdD, MSN, FAAN, Villanova University College of Nursing  
**Category:** Creative Use of Simulation and Technology

This presentation will describe the integration of standardized patients with disabilities in an undergraduate nursing curriculum. Strategies used to integrate disability-related content without disrupting the existing curriculum will be described along with the positive outcomes that have resulted from the project. The rationale for the project and specific strategies used to effect change in student learning experiences to improve nursing care of patients with disabilities will be discussed and described in a panel presentation.

7C. Misuse of Social Media by Nursing Students: Legal and Ethical Issues  
**Primary Presenter:** Susan Westrick, JD, MS, RN, CNE, Southern Connecticut State University  
**Category:** Leading in Complex Organizations

Social media misuse by student nurses may result in breaches of patient confidentiality, exposure to lawsuits, boundary issues, and impairment of program integrity. For students, academic or disciplinary actions may result. Exploration of these topics provides a foundation for nurse educators to facilitate learner development and professional socialization for students. Two recent law cases that illustrate extreme misuse by nursing students will be discussed. Strategies to prevent these negative effects will also be addressed in order to promote e-professionalism.

7D. Professionalism Rubric Development and Integration: Creating a Learning Environment to Foster Professionalism in Nursing Students  
**Primary Presenter:** Susan Bonis, PhD, RN, Bryant & Stratton College  
**Category:** Innovations in Teaching and Learning

Use of a professionalism rubric can positively affect unprofessional student behaviors, while improving student grade point averages, standardized test scores, student satisfaction, and attrition rates. Successful development and integration of the professionalism rubric are dependent upon several factors, including careful development using best evidence, consideration for student characteristics, faculty compliance, administrative support, and consistent follow-through.

7E. Evaluation of Students During Human Patient Simulation: What's It Worth?
Primary Presenter: Haley Strickland, EdD, RN, CNL, University of Alabama  
Category: Creative Use of Simulation and Technology

This presentation will describe a study focusing on assessment of nursing students’ clinical judgment skills during human patient simulation using an evaluation rubric. Similarities and differences between faculty and students’ self-assessment, as well as the relationship between clinical judgment rubric scores and national standardized nursing exam scores, will be examined. Lastly, the presenter will discuss how human patient simulation influences baccalaureate nursing students’ clinical judgment competency level.

7F. Addressing Culturally Hegemonic Interactions to Improve Student Recruitment  
Primary Presenter: Shawn Kneipp, PhD, RN, ANP-BC, APHN-BC, UNC-Chapel Hill  
Category: Leading in Complex Organizations

Culturally hegemonic practices are embedded in everyday social cues and interactions that locate nursing as a subscript to (typically) medicine. Students considering nursing as a career are often left uncertain how to respond during these encounters. We describe a focused mentoring session that helps students respond to these encounters in constructive ways using the concept of counter-hegemony. Student evaluation ratings of the session have been overwhelmingly positive, and suggest the session content makes a positive impact on recruitment.

7G. Innovative Community Placements: Diversifying Students Experiences  
Primary Presenter: Ruth Trudgeon, MSN, RN, PHN, Western University of Health Sciences  
Category: Health Promotion, Including Care of Veterans and Their Families

The Community Health Nursing curriculum was modified to explore the role of innovative clinical placement (ICP) to provide nursing students with comprehensive clinical experiences in a climate of decreasing traditional sites. A group of students completed a community health rotation in a transitional housing complex. Learning activities were designed in collaboration with community members to meet both the diverse health care needs of the population and students’ clinical requirements.

7H. Perioperative Partnership: Collaboration for Enhanced Student Learning  
Primary Presenter: Lois Orndorf, MSN, CRNP, CNE, Pennsylvania State University College of Nursing  
Category: Creative Use of Simulation and Technology

The perioperative simulation project was created to enhance participative clinical learning moving from passive observation in OR settings. To further student understanding, a flipped learning environment was created in a surgical suite. Interactive, hands-on, perioperative activities were led by experienced OR staff. Faculty guided post-operative scenarios including failure to rescue simulations addressed teamwork, prioritization, communication, and safety. Planning process, scenario development, and student reflections will be presented.

7I. A Multidisciplinary Approach to Improve RN-BSN Students’ Writing Outcomes  
Primary Presenter: Sandra Hines, PhD, RN, WHNP-BC, Eastern Michigan University 
Category: Application of Education Research

Faculty discuss their experiences preparing students to meet writing expectations. Writing and nurse faculty collaborations at two institutions resulted in development of courses intended to introduce RN-BSN students to discipline-specific academic and professional writing. Faculty will share how the courses originated and evolved at each university. Using assessment data, faculty will show how the courses have facilitated professional writing and student awareness of the many dimensions of professional practice and personal self-efficacy.
7J. Innovative Interprofessional Clinical Experiences for Nursing Students in the Community: Faculty-in-Residence Creating Change  
**Primary Presenter:** Launa Rae Mathews, MS, RN, COHN-S, Oregon Health & Sciences University School of Nursing  
**Category:** Innovations in Teaching and Learning

The Interprofessional Care Access Network (I-CAN) has created an innovative academic-practice model that addresses Triple Aim outcomes in collaboration with community partners in underserved neighborhoods. Faculty-in-residence act as change agents by coordinating interprofessional teams of students that address service gaps and barriers related to social determinants of health, provide care management, and facilitate access to resources for underserved individuals and populations.

7K. The Effectiveness of SecondLife© on the Students Acquisition of Knowledge  
**Primary Presenter:** Mark Melgar, UST, SN, University of Santo Tomas  
**Category:** Creative Use of Simulation and Technology

Second Life (SL) is used in different fields of nursing. Due to limited studies on its use, the researchers made use of SL to determine its effectiveness on providing knowledge of the intraoperative principles to nursing students. A pre-test and post-test design was utilized in the study involving 30 students with no OR shifts and OR orientations. The control and experimental groups made use of the handout and SL, respectively. Twenty-five-item questionnaires were then given. Results then showed SL as an effective means providing knowledge.

7L. Nurse-Scholar-Residency Program: A Model for Seamless RN to BSN Completion while Developing Clinical Competence  
**Primary Presenter:** David Rabinowitsch, DNP, MS, RN, CHTP/I, CNE, New Jersey City University  
**Category:** Innovations in Teaching and Learning

This workshop discusses experiences of a Nurse-Scholar-Residency Program that is a new initiative in an underserved community. By offering the stepping stones – diploma/AS and then the BSN, accessibility to a bachelor’s degree is increased. This program is based on collaboration between academic institutions and their clinical partners. The participants are able to complete their BSN in about one year post licensure, obtain additional certifications (i.e., IV, ACLS), and gain clinical experiences to help them obtain jobs even in specialty areas.

8A - 8K / Concurrent Sessions • Saturday, September 20 / 10:45 - 11:30 am

8A. Enhancing Satisfaction with PBL: Comparison of Swiss and US Nursing Students  
**Primary Presenter:** Anne Belcher, PhD, RN, AOCN, FAAN, ANEF, Johns Hopkins School of Nursing  
**Category:** Innovations in Teaching and Learning

Students experiencing problem-based learning often express a desire for some form of information sharing, i.e., lecture, at the beginning of their program of study, in order to enhance their satisfaction with this strategy. A Swiss and a US school of nursing collaborated on a project using a podcast as a learning strategy for students participating in a PBL module in order to determine whether the use of podcasts increases satisfaction while maintaining a focus on self-directed learning and team work, as well as attainment of module objectives.

8B. Creating a New Future for Nursing Education in New Mexico  
**Primary Presenter:** Nancy Morton, MS, RN, CNE, University of New Mexico  
**Category:** Leading in Complex Organizations
The New Mexico Nursing Education Consortium, a project funded by the RWJF Academic Progression in Nursing, addresses the challenges faced by nursing education providers across the nation as described in the *Future of Nursing* report. A consortium of nurse educators collaborated to develop a statewide, concept-based ADN/BSN curriculum plan.

### 8C. Simulation, Academia, and Partnerships: An Unfinished Symphony
**Primary Presenter:** Joyce Miller, DNP, RN, WHNP-BC, FNP-BC, Texas Tech University Health Sciences Center - School of Nursing  
**Category:** Creative Use of Simulation and Technology

A local partnership between academia, an acute care facility, and the community culminated in a state-of-the-art simulation center. The background efforts for visualizing the foundation to culmination of a physical simulation center beyond issues and challenges will be discussed. This presentation will show how an entire community embraced the need for complex organizational requirements to bring about the simulation center.

### 8D. Releasing the Phoenix Within Our Students
**Primary Presenter:** Linda McQuiston, PhD, RN, Indiana State University  
**Category:** Creative Use of Simulation and Technology

The IOM has suggested that nursing leadership transform from individuals giving directions to one of collaboration. QSEN competencies designated for future nurses focus on teamwork and collaboration. One leadership course integrated a peer coaching experience to facilitate communication, teamwork, delegation, and critical thinking for graduating senior students as a method of demonstrating understanding of their own strengths as professional nurses.

### 8E. Novel Approaches to EBP: Reality or Familiarity
**Primary Presenter:** Sharon Cannon, EdD, RN, ANEF, Texas Tech University Health Sciences Center  
**Category:** Innovations in Teaching and Learning

While the term and expectation for EBP have become commonplace in health care, a recent research project (N= 145) identified several gaps and challenges related to EBP skills and attitudes among practicing nurses. The concerns directly related to the skills needed to implement EBP effectively will be examined. In addition, the attitudes held by practicing nurses will be considered as recommendations for curricular management are provided.

### 8F. ACES Cases in All Sorts of Places
**Primary Presenter:** Sue Simpson, MSN, RN, MiraCosta College  
**Category:** Creative Use of Simulation and Technology

Clinical simulations and experiences provide students with opportunities to apply theoretical concepts, improve clinical judgment, and broaden clinical skills in a variety of care environments. Infusing the NLN ACES Cases into the classroom, simulation lab, and online environment with innovative and collaborative methods enhance student learning by bringing the cases to life. Three different cases will be demonstrated in three different learning environments: lecture, simulation lab, and online.

### 8G. Keeping Our Adjunct Nursing Faculty: Strategies Beyond Orientation
**Primary Presenter:** Lisette Santisteban, MSN, RN, RNC-OB, New York City College of Technology/CUNY  
**Category:** Leading in Complex Organizations
The shortage of nurse faculty in many areas necessitates hiring adjunct faculty who often lack the necessary preparation to transition from the role of the clinician to that of the faculty member. From a systematic review of the literature and from extensive experience, the presenters will share their findings regarding effective strategies aimed at the retention of adjuncts. Session attendees will be encouraged to share in innovative ideas and strategies that go beyond basic orientation to dedicated mentoring as a process that better establishes a sustainable career for nurse educators in the adjunct faculty member role.

8H. Readers Theatre: Improving Care for the Mentally Ill
**Primary Presenter:** Kathy Holloway, DNP, RN, CNE, Ameritech College  
**Category:** Health Promotion, Including Care of Veterans and Their Families

Have you ever tried to teach your students about caring for persons with chronic mental illnesses and are met with blank stares? Do your students ever appear hesitant in the clinical area? Incorporating a Readers Theatre problem-based teaching strategy into your classroom may help alleviate these difficulties and improve client care. Readers Theatre scripts may provide a beginning introduction to, and an appreciation for, client and family experiences. It is well documented in professional literature that mental illness is surrounded by stigma, stereotypes, fearfulness, and negative attitudes by the public and health care professionals alike. Nurse educators must be facilitators of effective teaching and learning in nursing involving a relationship between empathy, commitment, attitudes, and professionalism.

8I. Service Learning Related to Communication, Collaboration, and Investigation
**Primary Presenter:** Joyce Sizemore, MS, RN, Collin College  
**Category:** Health Promotion, Including Care of Veterans and Their Families

The presentation will involve the steps to set up a service learning project as well as examples of the scenes investigated. At the end the video will be shown that brings sessions together.

8J. Evidence-Based Effective Practices for Online Teaching and Student Learning
**Primary Presenter:** Margaret Reneau, PhD, RN, Saint Xavier University  
**Category:** Application of Education Research

This presentation is focused on evidence-based effective practices of online teaching in the nursing classroom. The presentation reviews the effective practices for online teaching to maximize student learning and retention in a nursing program. The audience for this presentation is anyone currently in nursing education involved with online teaching as administrators or those directly teaching students.

8K. A Baccalaureate Weekend/Online Program: A Research-Based Education Model
**Primary Presenter:** Susan Chaney, EdD, RN, FNP-C, FAANP, Texas Woman’s University  
**Category:** Application of Education Research

The goals of this research-based project were to increase the number of registered nurses available for employment in Texas, enhance the availability of nursing as a career choice to working individuals with a BS or BA degree through a weekend/online program, demonstrate how a partnership between a nursing program and health care organizations (Baylor University Medical Center, Parkland Health and Hospital System and Methodist Healthcare System) can benefit all organizations through a sharing of resources and expertise.

8L. Students as Health Coaches: Lessons Learned
**Primary Presenter:** Kim Decker, MSN, RN, CNS, Indiana University School of Nursing, Bloomington Campus  
**Category:** Health Promotion, Including Care of Veterans and Their Families
To facilitate the implementation of health coaching in an innovative clinical course, a qualitative study was completed using a sample of 60 entry-level baccalaureate nursing students at a large Midwestern university. The researcher queried foundational health coaching methods, implementation of health coaching principles, and assessment of health coaching outcomes. Data analysis provided insight in ways the health coaching methodology could be improved, including guidance for participant selection, supplemental health coaching approaches, and ongoing faculty education. The presentation will share the findings from this study and assist faculty in facilitating health coaching implementation in clinical courses.

8M. Do Nursing Faculty Really Know What They Think They Know?
Primary Presenter: Tracy Ortelli, PhD, RN, CNE, ANEF
Category: Application of Education Research

Since their development in 2005, the Core Competencies of Nurse Educators © have been used for a variety of purposes, including the development of the CNE examination detailed test blueprint and nursing education research. This presentation will highlight significant findings about nurse educators' perceptions about core competency attainment compared to actual demonstrated knowledge via the CNE examination. In addition, insights will be offered about how perceptions and knowledge may influence the delivery of high quality nursing education.