1A. Development of an Urban School District Health Screening Program as a Mechanism for Teaching Leadership, Research and Interprofessional Functioning

*Innovations in Teaching and Learning*

Marilyn J. Lotas, PhD, RN, FAAN, Case Western Reserve University

This session describes a school district-wide health screening program, funded by the Elizabeth Severance Prentiss Foundation. The program gave students from two schools of nursing and one medical school experience with research-related activities including protocol development and training, leadership development, interdisciplinary learning, community partnership building, and case finding and referral while providing significant service to the school district and surrounding community.

1B. Put to the Test: The Creation and Implementation of a Sustainable, Peer-Reviewed, Test Development Process

*Innovations in Teaching and Learning*

Tracy Ortelli, PhD, RN, CNE, ANEF, Galen College of Nursing

Presenters will describe the implementation of a test development process whereby faculty engaged in peer-review, item validation, comprehensive exam blue printing, and systematic item analysis. Outcomes of this process, which include curriculum revision and revised teaching strategies, will be described, along with the unanticipated benefits of increased teamwork, collaboration, and faculty development. Recommendations for ways in which faculty can implement this process will be offered.

1C/2C. The NLN Project to Explore Use of Simulation for High Stakes Assessment (This is a two-part symposium; you must register for both sessions.)

*Creative Use of Simulation and Technology*

Mary Anne Rizzolo EdD, RN, FAAN, ANEF, National League For Nursing; Pamela Jeffries, PhD, RN, FAAN, ANEF, Johns Hopkins University; Marilyn Oermann, PhD, RN, FAAN, ANEF, Duke University; Suzan Kardong-Edgren, PhD, RN, CHSE, ANEF, Robert Morris University

Participants will use a tool to score a student performance in a video recorded simulation. The discussion that follows will illuminate the challenges associated with high stakes in general, and the specific challenges associated with using simulation for high stakes assessment.

1D. Physical Assessment Using a Virtual Program

*Creative Use of Simulation and Technology*

Barbara Hulsman, PhD, RN, Indiana Wesleyan University; Darla Gowan, DNP, RN-BC, FNP-BC, Indiana Wesleyan University

This descriptive study examines the benefits of a virtual program to teach and learn physical assessment for two groups of graduate students – nursing education and nurse practitioner.
Nursing education students participated as part of an on-line course. The nurse practitioner students were in a blended course. Both groups used the virtual program to demonstrate knowledge and skills of physical assessment. The End of Course Surveys from the two groups are compared for their perception of learning.

1E. Addressing the Nursing Shortage of Perioperative Nurses: A Student Nurse Residency Program

*Transition to Practice*
Barbara Penprase, PhD, RN, CNE, ANEF, Oakland University; Lynda Poly-Droulard, MSN, MEd, RN, CNE, Oakland University

This presentation describes a creative student nurse residency program in perioperative nursing. The program includes 14 weeks of training focused on perioperative didactic content (28 hours) and perioperative nursing clinical experience (210 clinical precepted hours). The program introduces perioperative content that would normally be presented during the first three months of hospital orientation using active learning strategies such as simulation and flipped classroom.

1F. The Effect of a Formal Mentoring Program on Career Satisfaction and Intent to Stay in the Faculty Role for Novice Nurse Faculty

*Leading in Complex Organizations*
Stephanie Jeffers, PhD, RN, Widener University; Bette Mariani, PhD, RN, Villanova University

The transition from the role of a clinician to faculty in an academic setting can be challenging and stressful for novice nurse faculty. The purpose of this study was to explore the influence of a formal mentoring program on career satisfaction of novice nurse faculty. A total of 150 participants completed a survey and open-ended questions. Independent t-tests were computed to compare scores of the faculty who had participated in a mentoring program with those who had not.

1G. Living in Poverty: an Experiential Interprofessional Simulation

*Health Promotion (Including Care of Vulnerable Populations)*
Jorgia B. Connor, PhD, RN, Loyola University Chicago; Brother Ignatius Perkins, OP, PhD, RN, FAAN, ANEF, School of Nursing at Aquinas College

This presentation will describe how a large-scale poverty simulation was used as an interprofessional experience to engage students in understanding the influence of poverty on health and the individual’s capacity to self-manage illness. The experience was used to address values and ethics competencies, as participants confronted issues of social justice brought forth by this experience. More than 400 health professional students, faculty, and providers participated in five offerings on two campuses.

1H. Implementing a Computer-Based Testing Program? What You Need to Know to Be Successful

*Creative Use of Simulation and Technology*
Anne Krouse, PhD, MBA, RN-BC, Widener University; Barbara Patterson, PhD, RN, ANEF, Widener University

Simulating the NCLEX testing model throughout the curriculum through a computer-based testing system can have significant benefits for students. The implementation poses several challenges for nursing programs. This presentation will share the five-year experience of the
implementation of a computer-based testing program across undergraduate and graduate nursing programs. Key issues to be considered in the choice of a system and the successful implementation will be discussed.

1I. Preparing Clinical Instructors Through Simulation
*Creative Use of Simulation and Technology*
Caralise Hunt, PhD, RN, Auburn University; Amy, Curtis, MSN, RN, Auburn University; Teresa Gore, PhD, DNP, FNP-BC, NP-C, CHSE-A, Auburn University

Clinical instructors need orientation and support to provide quality clinical experiences to students. Simulation can enhance the ability of clinical instructors to facilitate learning in clinical settings. The purpose of this study was to utilize simulation in a clinical laboratory to prepare and support clinical instructors in the role of clinical teaching and increase confidence of clinical instructors to provide clinical education to nursing students.

1J. Opening Doors to Leadership: NLN Innovative Leadership Programs
Janice G. Brewington, PhD, RN, FAAN, National League for Nursing; Mary Anne Rizzolo, EdD, RN, FAAN, ANEF, National League for Nursing

Bringing together experienced professionals, a world-class faculty, and dynamic curricula, the NLN Leadership Institute comprises full-year programs that help nurse faculty develop strong leadership skills. This session will focus on the three programs: LEAD, the Leadership Development for Simulation Educators, and the Senior Deans and Directors Leadership Program. Outcomes will be discussed.

Concurrent Sessions 2
Wednesday, September 30

2A. Building and Sustaining a Program of Nursing Education Research Without Traditional External Funding
*Leading in Complex Organizations*
Suzie Kardong-Edgren, PhD, RN, CHSE, ANEF, Robert Morris University; Kathie Lasater, EdD, RN, FAAN, ANEF, Oregon Health and Sciences University

Many nursing doctoral programs actively dissuade students from pursuing research agendas in nursing education. Funding for educational research is limited, thus pursuing this path is not for the faint of heart. This session will describe how two recognized nursing scholars followed their passions, building and sustaining effective and focused educational research programs, without federal funding.

2B. Teaching Quality Improvement: Flipping to a Web Journey
*Innovations in Teaching and Learning*
Deborah Merriam, DNS, RN, CNE, Daemen College

Using a flipped classroom and a quality web journey provided an interactive, collaborative learning experience where RN to BS students learned to lead. Students participated in a flipped classroom approach where they were exposed to quality improvement principles. This was followed by the on-campus quality web journey that culminated as teams developed a PDSA cycle. As students saw the potential impact of PDSAs, they were empowered to lead and improve outcomes in their own practice.
2C/3C. The NLN Project to Explore Use of Simulation for High Stakes Assessment (This is a two-part symposium; you must register for both sessions.)

Creative Use of Simulation and Technology
Mary Anne Rizzolo, EdD, RN, FAAN, ANEF, National League for Nursing; Pamela Jeffries, PhD, RN, FAAN, ANEF, Johns Hopkins University; Marilyn Oermann, PhD, RN, FAAN, ANEF, Duke University; Suzan Kardong-Edgren, PhD, RN, CHSE, ANEF, Robert Morris University

Participants will develop strategies to create good practices for implementing high stakes summative evaluations. Lessons learned from the NLN Project to Explore the Use of Simulation for High Stakes Testing in Nursing Education regarding simulation design, preparing the testing environment, implementation (including use of video), selection of evaluation tools, norming, and training raters will guide the discussion.

2D. Building Bridges: Education to Practice with Interprofessional Simulation

Creative Use of Simulation and Technology
Lisa Rohrig, BSN, RN, Ohio State University; Janice Wilcox, MSN, RN, CNL, Ohio State University; Carolyn McClerking, MS, RN, ACNP-BC, Ohio State University; Stephanie Justice, MSN, RN, Ohio State University; Stephanie Burlingame, BSN, RN, BSN, Ohio State University; Lauren Porembski, BSN, RN, Ohio State University

An OSU interprofessional team developed a communication and teamwork simulation for students from nine health professional programs. Students in BSN and MSN nursing, medicine, pharmacy, social work, physical therapy, respiratory therapy, occupational therapy and medical dietetics programs participate in team rounding and collaborative patient planning. The program began in 2012 and more than 1,000 students have participated to date. Positive results are shown from the Readiness for Interprofessional Learning Scale.

2E. Walking the Walk: Integrating Evidence into Clinical Experiences

Innovations in Teaching and Learning
Leslie G. Cole, DNP, RN, University of Alabama Capstone College of Nursing; Olivia W. May, DNP, CPNP; University of Alabama Capstone College of Nursing

Nurses across the world are called to provide nursing care from an evidence-based practice (EBP) approach. A baccalaureate nursing program seeks to answer this call through integration of EBP into its curriculum. One course implemented a clinical project that allows students to link concepts of EBP into their own clinical experiences. This activity has resulted in policy changes, enhanced patient outcomes, reduced health care costs, and improved nursing practice in several community hospitals.

2F. Being Randy Adams: Training Standardized Patients to Portray War Veterans Suffering from PTSD

Health Promotion (Including Care of Vulnerable Populations)
Maureen Tremel, MSN, ARNP, CNE, CHSE-A, ANEF, Seminole State College of Florida; Marguerite Abel, MSN, RN, Seminole State College of Florida; Sean Daniels, BS, Seminole State College of Florida

This presentation will provide guidance to nurse educators interested in using standardized patients to portray war veterans suffering from PTSD such the NLN Advancing Care Excellence for Veterans unfolding scenarios. For standardized patients, portraying veterans with war-inflicted mental illness is challenging, and delivering a moving first person monologue and realistic improvised responses during simulated scenarios requires special training.
2G. Academic and Practice Collaboration for Success: The New Graduate Council

Transition to Practice
Elizabeth Campbell, MSN, RN, Lawrence Memorial Regis College Nursing and Radiography Programs; Thomas Gunning, BSN, RN, Hallmark Health System and Lawrence Memorial Regis College

This presentation will focus on issues shared by newly licensed nurses in a monthly transition program facilitated by an academic and clinical educator in a hospital system. All new RN staff have the opportunity to attend, and attendance is expected for 80 percent of the program. Responding to their feedback, changes were made to the orientation and support programs offered. Samples of outcome evaluation criteria will be provided as well as the value of the program in meeting Magnet designation criteria.

2H. Evaluating the Debriefer with the Debriefing for Meaningful Learning Evaluative Rubric

Application of Education Research
Cynthia Bradley, MSN, RN, Indiana University

Debriefing for Meaningful Learning (DML), an evidence-based debriefing method, promotes thinking like a nurse through reflective learning. Despite wide-spread adoption of DML, little is known about how well it is being implemented. To assess the effectiveness of DML implementation, an evaluative rubric was developed and tested. Results of this testing, and the implications for evidence-based teaching will be discussed.

2I. Student Perspectives regarding a Significant Nursing Education Issue: Student Evaluations of Courses and Instructors

Application of Education Research
Terry Valiga, EdD, RN, CNE, FAAN, ANEF, Duke University; Ashley Munteanu, BSN, RN, Duke University

Student evaluation of courses and teachers is commonplace in higher education. However, questions exist regarding this practice: What is evaluated? How qualified are students to do such evaluations? When are evaluations distributed? What factors influence response rates and the value of such feedback? This session will present findings from a systematic review of literature and focus group discussions with pre-licensure and graduate students regarding course and teacher evaluations.

2J. The Role of the Nurse Educator in Public Policy and Advocacy

Leading in Complex Organizations
Christine Murphy, MA, National League for Nursing

Each and every day, legislators address major policies affecting health care and nursing. Join the NLN at the 2015 Education Summit to discuss how the political landscape will likely influence public policy and the important role of the nurse educator in public policy. This interactive session will provide attendees with an overview of the political makeup of the US Congress, how Congressional dynamics influence the legislative process, pressing issues for Congress to address, NLN resources, and what nurse educators can do to engage as informed advocates.
3A/4A. ACES Clinical Concepts in Geriatric Nursing for PN and ADN Education: Bridging the Gap (This is a two-part symposium; you must register for both sessions.)

Innovations in Teaching and Learning

Elizabeth Fiscella, MS, APRN, GCNS-BC, Berkshire Community College

Today's health care workforce demands that our graduating nurses are more prepared than ever to care for the varying complexities of the rapidly growing geriatric population. Utilizing the NLN's ACE.S as the framework, this grant-funded workshop was developed to bridge the knowledge gap between graduation and practice for new LPNs and ADNs. Presentation of this workshop will help guide nursing educators to adopt this curriculum with minimal work. Information for seeking grant-funding will also be discussed.

3B/4B. Implementing a Veteran to BS in Nursing Program: Lessons Learned (This is a two-part symposium; you must register for both sessions.)

Innovations in Teaching and Learning

Rita D'Aoust, PhD, ANP-BC, CNE, FAANP, FNAP, University of South Florida; Alicia Rossiter, PNP-BC, FNP, FAANP, LTC USAFR, University of South Florida; John Clochesy, PhD, RN, University of South Florida; Elizabeth (Betty) Jordan, DNSc, RNC, FAAN, University of South Florida; Larry Braue, EdD, LTC US Army (retired), University of South Florida; Dianne Morrison-Beedy, PhD, FAANP, FAAN, University of South Florida

The V-CARE program was developed with federal funding to help service members use their education and training and provide a seamless education ladder. Academic credit is awarded for military education and training. Programmatic design will be reviewed. Lessons learned regarding program response, admission/application, student orientation/transition, veteran services, and faculty/clinical staff development will be examined.

3C. Hear Ye! Hear Ye! Foster QSEN Competencies through Courtroom Simulation

Innovations in Teaching and Learning

Mariann Harding, PhD, RN, CNE, Kent State University Tuscarawas; Sherry Troyer, MSN, RN, Kent State University Tuscarawas; Mistey Bailey, BSN, RN, Kent State University Tuscarawas

This presentation will describe using a courtroom simulation based on an ACE.S scenario with first-year students. The scenario emphasizes the importance of accurate documentation and providing wound care according to quality standards. We will recount developing and implementing the simulation and how, by emphasizing applying principles learned in the classroom to clinical practice, the simulation improved students' performance and fostered the growth of QSEN quality care and safety competencies.

3D. Building Interprofessional Relationships between Resident Physicians and Nurses Through a Shadowing Program

Application of Education Research

Heather Walsh, MSN, RN, PCNS-BC, CHSE, CPN, Children's National Medical Center; Adriane Jolly, MSN, RN, CPN, AE-C, PCNS-BC, Children's National Medical Center; Ellen Goldman, EdD, George Washington University

This presentation will describe the implementation and evaluation of a novel resident physician orientation program, a four-hour nurse shadowing experience conducted for pediatric residents in a freestanding children's hospital. Seven themes emerged: understanding the nursing role, identifying workflow challenges, developing personal relationships, feeling greater appreciation
for the nurse’s role and expertise, gaining technical skills, transforming practice, and spending time with patients.

3E. Assessment of Diagnostic Reasoning Using Digital Standardized Patients
*Creative Use of Simulation and Technology*
Kathleen Schachman, PhD, FNP-BC, Saginaw Valley State University

Digital standardized patients can facilitate the development and application of diagnostic reasoning skills in nurse practitioner students. Over time, students were able to refine their data collection and analytic skills, moving from a disorganized and overly broad approach to a more honed and focused interaction. This resulted in faster and more accurate assessments, cost-effective utilization of diagnostic studies, and increased confidence in diagnostic reasoning process.

3F. Hospital Simulation Days: A New Way to Enhance Learning Outcomes with Simulation
*Creative Use of Simulation and Technology*
Linda Carpenter, PhD, RN, CNE, FAAN, University of Texas Austin; Ronnie Stout, MBA, MSN, RN, University of Texas at El Paso

This session will explain how two schools worked together to enhance student learning with a new twist on simulation. One unique aspect is the practice of having nursing students in the hospital beds pretending to be patients, with an iPad and a script for the scenarios and a timeline of when they should complain, or start coughing, or even fall out of bed. Educational practices, design characteristics, outcomes, and faculty training will be included with Q&A at the end of the session.

3G. Enhancing Clinical Judgment and Critical Thinking Skills of Baccalaureate Nursing Students with Systems Engineering Education and Support
*Application of Education Research*
Vicki Simpson, PhD, RN, CHES, Purdue University; Sara McComb, PhD, Purdue University

A redesign of nursing education is needed to prepare students for changing roles and the needs of the health care system. This two-group-repeated-measures control trial investigated the impact of a clinical model that included a clinical scholar approach to evidence-based practice projects with one group also receiving systems engineering content and support. Results indicated that both groups exhibited improvements in the desire to find the best knowledge, ask questions, and follow the evidence.

3H. RN to BSN Transformation: How a Wisconsin Technical College and University are transforming the RN to BSN Career Pathway
*Leading in Complex Organizations*
Nancy Vrabec, PhD, RN, Milwaukee Area Technical College; Lisa Mihlbauer, MS, RN, IBCLC, CNE, University of Wisconsin Milwaukee; Doris Schoneman, PhD, RN, University of Wisconsin Milwaukee; Ebony Cobb, MA, RN, University of Wisconsin Milwaukee

This project highlights the successful collaboration between the ADN program at Milwaukee Area Technical College and the BSN completion program at the University of Wisconsin Milwaukee, through funding by the Milwaukee Area Workforce Investment Board. This collaboration addresses two Institute of Medicine 2010 recommendations: a) to prepare 80% of the nursing workforce at the baccalaureate level by the year 2020, and b) to increase the diversity of the nursing workforce in Wisconsin.
3I. Project TRIumph: A Liaison Nurse Model to Transform the Clinical Learning Environment

Transition to Practice
Mary Jane K. DiMattio, PhD, RN, University of Scranton; Catherine P. Lovecchio, PhD, RN, University of Scranton, Sharon S. Hudacek, EdD, RN, University of Scranton

This study compared a novel academic-service partnership model of clinical education with the traditional model in the community hospital setting. No differences were found on any of the measures, except for innovation, among students at one hospital. Path analysis supported propositions of the study’s theoretical framework, suggesting that BSN students’ professional nursing behaviors can be enhanced by an empowering clinical learning environment and strategies to enhance caring self-efficacy.

3J. Preparing Manuscripts for Journals: Learn the Process Today and Expand your Skills in an NLN Scholarly Writing Retreat

Application of Education Research
Marilyn J. Oermann, PhD, RN, FAAN, ANEF, Duke University; Leslie Block, BA, National League for Nursing

The session examines the process of writing journal manuscripts beginning with an idea through the submission of the paper. Tips are provided for selecting possible journals for submission and writing the manuscript. Guidelines for preparing different types of manuscripts will be examined, and participants will learn about resources for their writing including the NLN Scholarly Writing Retreats.

Concurrent Sessions 4
Thursday, October 1

4A/3A. ACES Clinical Concepts in Geriatric Nursing for PN and ADN Education: Bridging the Gap (This is a two-part symposium; you must register for both sessions.)

Innovations in Teaching and Learning
Elizabeth Fiscella, MS, APRN, GCNS-BC, Berkshire Community College

Today's health care workforce demands that our graduating nurses are more prepared than ever to care for the varying complexities of the rapidly growing geriatric population. Utilizing the NLN's ACES as the framework, this grant-funded workshop was developed to bridge the knowledge gap between graduation and practice for new LPNs and ADNs. Presentation of this workshop will help guide nursing educators to adopt this curriculum with minimal work. Information for seeking grant-funding will also be discussed.

4B. Implementing a Veteran to BS in Nursing Program: Lessons Learned

Innovations in Teaching and Learning
Rita D'Aoust, PhD, ANP-BC, CNE, FAANP, FNAP, University of South Florida; Alicia Rossiter, PNP-BC, FNP, FAANP, LTC USAFR, University of South Florida; John Clochesy, PhD, RN, University of South Florida; Elizabeth (Betty) Jordan, DNSc, RNC, FAAN, University of South Florida; Larry Braue, EdD, LTC US Army (retired), University of South Florida; Dianne Morrison-Beedy, PhD, FAANP, FAAN, University of South Florida

The V-CARE program was developed with federal funding to help service members use their education and training and provide a seamless education ladder. Academic credit is awarded for
military education and training. Programmatic design will be reviewed. Lessons learned regarding program response, admission/application, student orientation/transition, veteran services, and faculty/clinical staff development will be examined.

4C. Using Faculty Development Through SIRC to Support Simulation Education of Student Nurses

_Innovations in Teaching and Learning_

Connie Smith, MSN, RN, CNE, Galen College of Nursing; Sharon Wright, MSN, RN, Galen College of Nursing

Faculty development is critical to a successful and sustainable simulation program. Using the NLN/Jeffries Simulation Framework to improve faculty development will assist simulation programs to replicate the positive results seen in the National Council of State Board of Nursing study where more simulation hours are used in place of clinical hours. The NLN’s Simulation Innovation Resource Center (SIRC) site is an excellent source to develop faculty.

4D. Using Standardized Patient Simulation for Handling Ethical Dilemmas

_Creative Use of Simulation and Technology_

Linda Wilson, PhD, RN, CNE, BC, CHSE, CHSE-A, FAAN, ANEF, Drexel University

Human simulation using standardized patients provides a wonderful opportunity to create simulated situations that challenge undergraduate nursing students. One type of challenging situation is the handling of ethical dilemmas. This session will present the process for developing, implementing, and evaluating standardized patient simulation scenarios on ethical dilemmas. Example cases will include: 1) DNR status; 2) assisted suicide; 3) patient newly diagnosed with HIV; and 4) brain death and organ donation.

4E. Teamwork Training in Interprofessional Health Care Education Using Multi-Patient Simulation

_Creative Use of Simulation and Technology_

Kimberly Ernstmeyer, MSN, RN, APN-BC, Chippewa Valley Technical College

Crisis resource management principles were used to teach effective teamwork in interprofessional health care education using multi-patient simulation with a focus on communication and patient safety. Multi-patient simulations included more than 500 students from nursing, respiratory, radiography, and paramedic programs in collaboration with medical residents. Lessons learned from the design and implementation of this interprofessional simulation project will be discussed.

4F. Evidence-Based Teaching Practice in Nursing Education: Faculty Perspectives and Practices

_Application of Education Research_

Cindy Rierson, BAN, RN, St. Catherine University; Christine Brockway, BSN, RN, CCRN, CSC, St. Catherine University

This national study used an online survey to elicit nursing faculty perspectives and practices about evidence-based teaching practice (EBTP). Survey respondents included 551 nurse faculty and administrators from all degree programs who described how they use EBTP in nursing education and identified factors influencing their ability to use EBTP. Implementing sustained institutional, administrative, and collegial support for EBTP is needed to promote faculty effectiveness and student learning.
4G. Exploring Generational Differences among Faculty: Implications for Today and the Future

*Leading in Complex Organizations*
Melody Wilkinson, APRN, FNP-C, Georgetown University, Theresa Valiga, EdD, RN, CNE, FAAN, ANEF, Duke University

This presentation will help participants: a) analyze the impact of generational differences among faculty on approaches to teaching/learning and faculty collaboration; and b) suggest strategies to manage the issues and challenges presented by a multigenerational faculty who are teaching a multigenerational student body.

4H. I Just Wrote a Critical Thinking Test Item....or, at Least I Think I Did!?

*Application of Education Research*
Linda Caputi, EdD, MSN, CNE, ANEF, Linda Caputi, Inc.

Writing test items at an application and higher level is a major challenge for many nursing faculty. This skill must be perfected to provide reliable exams that evaluate students’ ability to think like a nurse – a major skill for practice and passing NCLEX. After conducting a synthesis of the nursing education and general education literature, the presenter will provide guidelines for writing such items. These can be used by faculty when developing test item guidelines as part of the faculty role.

4I. Evolution and Expansion of a Student Success Program

*Innovations in Teaching and Learning*
Ceil Flores, RN, PhD, CNE, University of Texas at Arlington; Lynn Cope, PhD, RN, CNE, University of Texas at Arlington

With more than 100 nursing programs in Texas, data show only 70 percent of enrolled students graduate. With the anticipated nursing shortage in 2020 and the drop in the NCLEX pass rate, innovative solutions are needed. The Student Success Program was implemented to improve NCLEX pass rates and was expanded to a comprehensive program to assist students at all levels. As a result of the program, students are identified early and persistence has remained above 90 percent.

4J. Re-thinking the PN Nursing Program Curriculum to Align with Current LPN/LVN Workforce Trends

*Leading in Complex Organizations*
Elaine Tagliareni, EdD, RN, CNE, FAAN, National League for Nursing; Patty Knecht, PhD, RN, ANEF, Chester County Intermediate Unit

The NLN framework for PN programs offers strategies to plan a futuristic curriculum that accounts for emerging evidence-based practice and can be accomplished in settings to better align with LPN/LVN workforce trends. Join us at this session to discuss the framework and consider ways to incorporate ideas into your curriculum. Discussion at this session will be beneficial to practical nursing educators/administrators and administrators developing innovative LPN to RN pathways.

Concurrent Sessions 5
Thursday, October 1
5A/6A. A Systems Approach to Evaluation in Nursing Education (This is a two-part symposium; you must register for both sessions.)

*Leading in Complex Organizations*

Joyce Griffin-Sobel, PhD, RN, FAAN, ANEF, SUNY Upstate Medical University; Pamela Mahon, PhD, RN, ANEF, SUNY Upstate Medical University; Lauren Germain, PhD, SUNY Upstate Medical University

Assessment and evaluation of program, student, and faculty outcomes require a systematic and comprehensive approach. This presentation will discuss a systems approach to assessment and evaluation in nursing education using a macro-level approach. An example of how a college of nursing was strengthened by development of an efficient and cost-effective evaluation protocol will be discussed.

5B/6B. Renewing the Trilogy of Nursing: Dignity, Freedom, Human Flourishing (This is a two-part symposium; you must register for both sessions.)

*Health Promotion (Including Care of Vulnerable Populations)*

Lynn Engelmann, EdD, MSN, RN, CNE, ANEF, Loyola University; Brother Ignatius Perkins, OP, PhD, RN, FAAN, ANEF, School of Nursing at Aquinas College

This symposium will present the trilogy of nursing (human dignity-freedom-human flourishing) as it relates to the nurse as the architect of healing. The presenters will address how practitioners and educators can collectively reclaim the trilogy of nursing so that nurses can fulfill the expectations of their own calling as architects of healing as well as the expectations of those entrusted to their care.

5C/6C. Threading Debriefing Across the Curriculum (This is a two-part symposium; you must register for both sessions.)

*Creative Use of Simulation and Technology*

Susan Forneris, PhD, RN, CNE, CHSE-A, National League for Nursing; Mary Fey, PhD, RN, CHSE, National League for Nursing

This symposium will help participants develop skill to assess their simulation practices against published standards, reviewing specific action items from the NLN Simulation Vision Statement for implementation in nursing programs. Part 1 will address using the Standards of Best Practice, Simulation from INACSL and the Accreditation Standards from SSH; participants will gain skill in evaluating their simulation program’s congruence with published standards. Part 2 will address how debriefing provides a means to develop clinical reasoning skills in nursing students.

5D/6D. Applying the NLN CNEA Standards to Your Program (This is a two-part symposium; you must register for both sessions.)

*Leading in Complex Organizations*

Judith Halstead, PhD, RN, FAAN, ANEF, National League for Nursing

This symposium will help nurse educators develop an understanding of the NLN CNEA accreditation standards and quality indicators. This open discussion will focus on applying the standards to nursing programs of all types. Implications of the standards for educators and administrators will be addressed.

5E. Improving Critical Thinking and Situational Awareness in Nursing Students Through the Use of Early Warning Scoring Systems

*Innovations in Teaching and Learning*
Modified Early Warning Scoring Systems (MEWS) scoring can facilitate nursing students' situational awareness of vital signs and basic nursing assessments. The MEWS score and accompanying algorithm help guide a nursing student to increase the frequency of assessments, trend vital signs, and identify subtle changes in patient condition in the context of the patients' individual clinical situation.

5F. WebQuests: What, How, and Why
Creative Use of Simulation and Technology
Laura Schwarz, DNP, RN, CNE, Minnesota State University, Mankato; Nancyruth Leibold, EdD, RN, PHN, LSN, CNE, Minnesota State University, Mankato

This presentation will 1) explain what WebQuests are; 2) describe how WebQuests may be used to teach nursing content; 3) disseminate the findings of a multisite study that sought to determine nursing students’ general perceptions of the WebQuest, and their specific perceptions of the effectiveness WebQuests as a teaching/learning strategy for nursing-related content.

5G. Building Blocks for Effective Scholarly Writing: Lessons Learned from the First Year of Implementing Writing Intensive Courses in an Online Graduate Nursing Education Program
Innovations in Teaching and Learning
Trish McQuillin Voss, DNP, MSN, CNM, Frontier Nursing University; Joyce M. Knestrick, PhD, FNP, FAANP, Georgetown University

Writing Across the Curriculum was re-introduced as a thread in the graduate curricula (MSN/DNP) at a distance nursing education program. All students are now required to pass a scholarly writing intensive course at the beginning of their program of study. This presentation will illustrate the outcomes from the first year of implementing the scholarly writing course in the writing intensive curriculum, including what worked and what did not, and the changes that were made to improve the course.

5H. Implementation of Concept-Based Learning in the Clinical Environment
Transition to Practice
Ann Nielsen, PhD, RN, Oregon Health and Science University

Using concept-based learning activities as part of the clinical education curriculum supports the connection of theory with practice and the development of clinical judgment in students. This presentation, based on findings of experiences described by educators and students during a multiple case study research project, will describe effective implementation strategies of concept-based learning in the clinical environment for undergraduate students.

5I. GuIDE to Increase Student Applicant’s Understanding of Competencies Needed for Successful Doctoral Education
Application of Education Research
Laura Taylor, PhD, RN, ANEF, Uniformed Services University of the Health Sciences; Mary F. Terhaar, DNSc, Johns Hopkins University School of Nursing; Angela McNelis, PhD, RN, ANEF, Indiana University
A retrospective review of declined doctoral applications revealed a misunderstanding of the importance of professional development and a well-considered research dissertation or capstone project. The "Guiding Initiative for Doctoral Education" program is a state-supported partnership to guide nurses in their preparation for doctoral education. The GuIDE focuses on increasing applicants' understanding of the competencies needed for successful doctoral education.

5J. Expanding Cultural Competence: Incorporating Lesbian, Gay, Bisexual, and Transgender (LGBT) Health Concepts into Nursing Curricula

*Health Promotion (Including Care of Vulnerable Populations)*

Donna Ignatavicius, MS, RN, ANEF, DI Associates, Inc.

This presentation will help faculty learn how to effectively teach students about lesbian, gay, bisexual, and transgender (LGBT) health, health promotion, and health care disparities. An evidence-based approach for taking a sexual history and communication techniques to ensure cultural competence will be shared. Learning outcomes for this session include how to utilize specific tools, strategies, and resources for incorporating essential LGBT content into undergraduate and graduate nursing programs.

Concurrent Sessions 6
Thursday, October 1

6A/5A. A Systems Approach to Evaluation in Nursing Education (This is a two-part symposium; you must register for both sessions.)

*Leading in Complex Organizations*

Joyce Griffin-Sobel, PhD, RN, FAAN, ANEF, SUNY Upstate Medical University; Pamela Mahon, PhD, RN, ANEF, SUNY Upstate Medical University; Lauren Germain, PhD, SUNY Upstate Medical University

Assessment and evaluation of program, student, and faculty outcomes require a systematic and comprehensive approach. This presentation will discuss a systems approach to assessment and evaluation in nursing education using a macro-level approach. An example of how a college of nursing was strengthened by development of an efficient and cost-effective evaluation protocol will be discussed. Both NLN and CCNE accreditation criteria will be used to illustrate evaluation programs.

6B/5B. Renewing the Trilogy of Nursing: Dignity, Freedom, Human Flourishing (This is a two-part symposium; you must register for both sessions.)

*Health Promotion (Including Care of Vulnerable Populations)*

Lynn Engelmann, EdD, MSN, RN, CNE, ANEF; Marcella Niehoff, Loyola University; Brother Ignatius Perkins, OP, PhD, RN, FAAN, ANEF, School of Nursing at Aquinas College

This symposium will present the trilogy of nursing (human dignity-freedom-human flourishing) as it relates to the nurse as the architect of healing. The presenters will address how practitioners and educators can collectively reclaim the trilogy of nursing so that nurses can fulfill the expectations of their own calling as architects of healing as well as the expectations of those entrusted to their care.

6C/5C. Threading Debriefing Across the Curriculum (This is a two-part symposium; you must register for both sessions.)

*Creative Use of Simulation and Technology*
This symposium will help participants develop skill to assess their simulation practices against published standards, reviewing specific action items from the NLN Simulation Vision Statement for implementation in nursing programs. Part 1 will address using the Standards of Best Practice, Simulation from INACSL and the Accreditation Standards from SSH; participants will gain skill in evaluating their simulation program’s congruence with published standards. Part 2 will address how debriefing provides a means to develop clinical reasoning skills in nursing students.

6D/5D. Applying the NLN CNEA Standards to Your Program (This is a two-part symposium; you must register for both sessions.)

Leading in Complex Organizations
Judith Halstead, PhD, RN, FAAN, ANEF, National League for Nursing

This symposium will help nurse educators develop an understanding of the NLN CNEA accreditation standards and quality indicators. This open discussion will focus on applying the standards to nursing programs of all types. Implications of the standards for educators and administrators will be addressed.

6E. Medications and Storytelling: Using the ACES Cases to Teach Pharmacology

Innovations in Teaching and Learning
Janet Willhaus, PhD, RN, CHSE, Boise State University School of Nursing

Pharmacology courses often occur in the first semester of nursing study and present a content learning challenge to students. In the first semester of nursing, students may have limited contact with patients making it difficult to understand the clinical application of pharmacology. To bridge this chasm, case studies adapted from the National League for Nursing Advanced Care Excellence for Seniors (ACE.S) materials can offer an opportunity to engage learners.

6F. Integrating Interprofessional Education in Nurse Practitioner Curriculum Utilizing Standardized Patients and Simulation Experiences for Training

Transition to Practice
Susan VanBeuge, DNP, APRN, FNP-BC, CNE, FAANP, University of Nevada, Las Vegas; Carolyn Yucha, PhD, RN, FAAN, University of Nevada, Las Vegas

Providing experience working with interprofessional teams better prepares NP students to transition to practice. Using a complex geriatric case in an IPE learning experience, NP students learn to the roles of other professions and coordinate and plan patient-centered care while demonstrating the NP role to other participants in the IPE learning environment.

6G. Important Distinctions Between the Practice of Teaching, the Scholarship of Teaching and Learning, and Nursing Education Research in Academic Environments

Leading in Complex Organizations
Kristina Thomas Dreifuerst, PhD, RN, CNE, ANEF, Indiana University School of Nursing; Amy Wonder, PhD, RN, Indiana University; Angie McNelis, PhD, RN. CNE, ANEF, Indiana University; Pam Ironside, PhD, RN, FAAN, ANEF, Indiana University; Darrell Spurlock, PhD, RN, NEA-BC

The practice of teaching, the scholarship of teaching and learning, and nursing education research are important to academic tripartite roles. This session will review the concepts and
give examples of each including a new framework that academics, mentors, and review committees can use to direct faculty how to choose between them. The presenters will involve the audience in a discussion about how the discipline can best respond to growing needs for these professional contributions to nursing education.

6H. Visual Thinking Strategies in Nursing Education  
*Innovations in Teaching and Learning*  
Meg Moorman, PhD, RNC, WHNP, Indiana University School of Nursing; Katie Busby, RNC, MSN, Indiana University School of Nursing

Visual thinking strategies (VTS) use art to foster discussions that can increase observational skills. This small multisite study compared first-year nursing students exposed to VTS to a control group, then compared normal newborn assessments by both groups. Quantitative and qualitative data will be presented and participants will experience VTS during the session. Potential future uses for VTS in nursing education will also be discussed.

6I. Faculty Development: A Tool Kit for Simulation Educators  
*Innovations in Teaching and Learning*  
Molly Kellgren, MSN, RN, CNE, St. Catherine University; Christine Thomas, PhD, RN, West Chester University; Deborah Rojas, MSN, RN, University of Northern Colorado; Vivian Gamblian, MSN, RN, CHSE, Baylor University; Sara Manning, MSN, RN, CHSE, Roberts Wesleyan College; Lisa Sievers, MSN, RN, CNE, University of Texas Health Science Center at San Antonio

This presentation will share a unique resource created for nurse educators to further their simulation knowledge. The three components of this online resource are: an evaluation tool to determine areas of strength and areas for development; an analysis of the role of the simulation educator, using Dr. Benner's novice-to-expert model as a framework; and links to resources to further the educator's knowledge. Work was created by members of the NLN's Leadership Program for Simulation Educators (2014).

6J. Ebola Treatment Center Virtual Learning Environment and Education Model  
*Creative Use of Simulation and Technology*  
Linda Carl, EdD, RN, Chamberlain College of Nursing; Dee McGonigle, PhD, RN, CNE, FAAN, ANEF, Chamberlain College of Nursing; Kathy Hunter, PhD, RN, Chamberlain College of Nursing; Jamie Gibbs, RN Student, Chamberlain College of Nursing; Kellany Cadogan-Noland, RN Student, Chamberlain College of Nursing; Sherri Drayton, RN Student, Chamberlain College of Nursing

In 2014, fear of an Ebola pandemic spread to the United States. The Chamberlain College of Nursing incorporated the global crisis into a safe and accessible 3D virtual practicum learning experience. The model was created by an interprofessional team and shows how web-based simulation and technology promote student-shared values, beliefs, and world views that provide the wisdom to engage in decision-making in the interest of the public good.

**Concurrent Sessions 7**  
**Thursday, October 1**

7A. Combining the Power of Simulation and Cognitive Rehearsal to Foster Civility in Nursing: A Multi-Year Initiative  
*Creative Use of Simulation and Technology*
Workplace incivility has a negative impact on patient safety, teamwork, and job satisfaction. Nursing students must be enlightened about the effects of incivility and prepared to address it. This session describes how a problem-based learning (PBL) approach – ranging from a written case study, to "live" scenarios using Standardized Participants (SPs), to producing a YouTube video – was combined with the power of cognitive rehearsal to help students identify and address incivility in the workplace.

7B. The Development and Implementation of a Post-Baccalaureate Nurse Residency Program: An Academic-Practice Partnership Model

Application of Education Research
Donna Glynn, PhD, RN, ANP, Simmons College, Steward Healthcare; Judith Wendt, MSN, RN, VA Boston Healthcare System

The VA Boston Healthcare System (in conjunction with the Northeast Region VA Nursing Alliance) has developed and implemented a Post-Baccalaureate Nurse Residency Program. The goal is to provide recent graduate RNs with a structured transition from entry-level, advanced beginner to competent professional nurse. Through the interprofessional collaboration of the VA and the academic partners, the program bridges baccalaureate education and professional nursing practice.

7C. Conclusions of a Board of Nursing Appointed Task Force Study Charged to Develop a Guideline for Optimal Clinical Instruction in Texas Nursing Programs

Application of Education Research
Janice Hooper, PhD, MSN, RN, FRE, Texas Board of Nursing; Kristin Benton, MSN, RN, Texas Board of Nursing

A board-appointed task force was charged with developing a guideline describing optimal clinical instruction in pre-licensure nursing programs in Texas. The guideline was based on a literature review, current issues facing programs in the state, findings from a statewide survey, and an analysis of program use of clinical hours. Final recommendations included reevaluating faculty to student ratios in clinical, revising clinical evaluation tools, and increasing time dedicated to simulation.

7D. Teaching End-of-Life Care Using Simulation

Health Promotion (Including Care of Vulnerable Populations)
Peggy Shaw, MSN/ED, RN, OCN, Mount Carmel College of Nursing

Seventy percent of Americans die in hospitals and nursing homes. Nurses must manage end-of-life symptoms, communicate effectively with health care team members, assist with decision-making and treatment plans, and prepare the family for death. Few students are exposed to curriculum and clinical situations related to death and dying. High-fidelity simulation is an effective teaching strategy to bridge this educational gap.

7E. Describing Faculty Simulation Debriefing Practices: The Simulation Debriefing Study

Application of Education Research
Annette Waznonis, MSN, RN, Saint Louis University School of Nursing

A qualitative descriptive, embedded mixed methods study was conducted to obtain a rich description of simulation debriefing practices as reported and described by faculty who use
debriefing in simulation with traditional, baccalaureate nursing students in the United States. The presentation will include study findings, implications for faculty who teach with simulation to lessen gaps between practice and the best practice standard for debriefing, and recommendations for future research.

7F. The "Ins" and "Outs" of Retirement

Leading in Complex Organizations
Betsy Frank, PhD, RN, ANEF, Indiana State College of Nursing, Health, and Human Services; Anne Belcher, PhD, RN, FAAN, ANEF, Johns Hopkins School of Nursing

This interactive presentation will explore various options for faculty planning for or in retirement who wish to remain active in nursing education. It will draw on the experiences of the authors, who are technically retired, but still remain active in teaching and other academic duties. We will ask those in attendance to consider: 1) why retire; 2) when to retire; and 3) how to choose, if any, the level of continuing academic and professional engagement.

7G. Jackpot! Strategies for Promoting Effective Digital Learning Communities

Creative Use of Simulation and Technology
Teresa Shellenbarger, PhD, RN, CNE, ANEF, Indiana University of Pennsylvania; Meigan Robb, PhD, RN, Chatham University

Nurse faculty may face numerous difficulties when delivering effective distance education. This presentation will discuss challenging patterns of student participation in online education and offer best practice strategies to promote an effective teaching-learning environment. This session will also review successful design approaches, netiquette guidelines, e-tivities, and faculty facilitation methods to enhance the digital learning community.

7H. Improving LGBT Health Expertise: Guidance for Nurse Educators

Innovations in Teaching and Learning
Patti Rager Zuzelo, EdD, RN, ACNS-BC, ANP-BC, FAAN, Drexel University College of Nursing and Health Professions

Lesbian, gay, bisexual, and transgender (LGBT) people’s health care needs are inadequately and, likely, incorrectly addressed in nursing education. This can contribute to health care heterosexism and homophobia. Nurse educators have an obligation to use available tools and resources to increase their LGBT content expertise, transform nursing educational experiences to ensure high-quality care for LGBT people, and promote authentic engagement with LGBT students.

7I. From Research to Practice: Using Dedicated Education Unit Research to Inform Clinical Evaluation and Curriculum Design

Application of Education Research
Launette Woolforde, EdD, DNP, RN-BC, North Shore LIJ Health System; Deborah Murphy, MSN, RN, Adelphi University, School of Nursing and Public Health

Current clinical evaluation doesn't effectively consider frequency of performance, partial vs full completion of skills, or observed vs participatory experiences. Experiential learning and deliberate practice literature highlight the major differences in learning associated with varying levels of learner engagement. Using a research design, educators were able to more comprehensively evaluate clinical experiences of nursing students and connect them to course goals and objectives.
7J. Issues and Trends in Professional Certification: CNE Research

Application of Education Research
Larry Simmons, RN, PhD, CNE, NEA-BC, National League for Nursing; Linda Christensen, JD, MSN, RN, CNE, National League for Nursing; John Lundeen, MSN, RN, CNE, Samford University

This session will present issues and trends associated with professional certification. Current research findings regarding the Certified Nurse Educator will also be presented.

Concurrent Sessions 8
Friday, October 2

8A/9A. Basic Guidelines to Test Construction and Item Writing (This is a two-part symposium; you must register for both sessions.)
Innovations in Teaching and Learning
Larry Simmons, RN, PhD, CNE, NEA-BC, National League for Nursing

This symposium will engage participants in the identification, use, and rationales for test item writing guidelines commonly used in professional testing. Practical tips, critique of test items, and practice of rewriting identified items will assist participants to immediately apply the situation.

8B. Innovative RN to BSN Simulation Education Option for South Carolinian Veterans
Creative Use of Simulation and Technology
Ruth Wittmann-Price, PhD, RN, CNS, CNE, CHSE, ANEF, Francis Marion University; Crystal Graham, MSN-Ed, CHSE, Francis Marion University

Francis Marion University is recruiting veterans to complete their BSNs through an innovative track. The project has a one-day simulation experience using four original scenarios to replace a three-credit course. It evaluates attributes that veterans have already learned and are important for BSN nurses. This project will recruit 10 veterans each academic year and use knowledge gained during their prior military service to participate in evaluative competency-based simulation experiences.

8C. Big Data and Analytics in Nursing Education and Practice
Transition to Practice
Elizabeth Ritt, EdD, MSN, RN, CNE, NEA-BC, Benedictine University

The nurse who is competent in the use of "big data" and analytics is equipped with the technological skills to solve complex problems. Analytics provides all members of the interprofessional team with the data necessary to drive decisions with the goal of improving quality, reducing cost, and achieving expected outcomes. Practical and innovative teaching strategies such as scenarios, evaluation of national data sets, and group discussion will be implemented throughout the presentation.

8D. Evidence for the Use of EKAN (Evidence-Based Practice Knowledge Assessment in Nursing)
Application of Education Research
Darrell Spurlock, PhD, RN, NEA-BC, Mount Carmel College of Nursing; Amy Wonder, PhD, RN, Indiana University School of Nursing
The 20-item EKAN, developed using a modern measurement model, has produced robust evidence of content and construct validity. The EKAN is an efficient, objective measure of EBP knowledge available for use in research and educational contexts. Nurse educators will benefit from a measure that enables assessment of EBP knowledge development among students, across courses, and at the program level.

8E. Student Immersion in Family Violence and Child Welfare: An Interprofessional Educational Experience
*Health Promotion (Including Care of Vulnerable Populations)*
Max Veltman, MSN, RN, CPNP-PC, Boise State University

The prevalence of family violence, both domestic violence and child abuse, has increased to a point where nursing education must include this topic within the curriculum. Attendees at this presentation will learn about a unique partnership between an academic institution, a state child welfare agency, and a nationally recognized domestic violence center that has resulted in a multi-semester clinical experience for undergraduate nursing students hoping to work with high-risk families after graduation.

8F. Mentoring as a Strategy to Retain African-American Nursing Students in Pre-licensure Nursing Programs
*Application of Education Research*
Linda Howe, PhD, CNS, CNE, University of Central Florida

Despite a focus on attrition and graduation rates among ethnic minority students in higher education since the 1960s, there is still a lack of diversity in graduates from pre-licensure RN programs. This is also evident among nursing educators. Research indicates that mentoring, long identified as a factor that contributes to academic success, remains a key characteristic to successfully retain students from minority backgrounds. This session will highlight perceptions of African-American students and strategies that have incorporated mentoring to decrease attrition of in an undergraduate nursing program.

8G. Teaching with Trigger Films - Short Clinical Situation Films to Improve Patient Care
*Creative Use of Simulation and Technology*
Veronica Amos, PhD, CRNA, PHCNS-BC, University of Maryland

Trigger films are short audio-visual reenactments of real-world scenarios that depict typical clinical situations with patients or colleagues. The vignettes used are scenarios that often can have a negative outcome. There are two vignettes shown of two to five minutes. The first contains a crisis-oriented event that is handled incorrectly. The second vignette replays the same event but shows how to effectively and safely manage it.

8H. Concept Based Learning + Principles of Nursing Care = Academic Excellence: The Principle 4.0 Project
*Innovations in Teaching and Learning*
Kenya Beard EdD, CNE, GNP-BC, NP-C, ACNP-BC, Jersey College; Susan Robb, MSN, RN, Jersey College

See how one school responded to the call for a radical transformation in education by creating the Principle 4.0 (P4) program. The P4 program is an innovative tool that integrates concept-based learning with principles of nursing care. The principles stem from the science of nursing,
8I. Strategies for Developing State Legislative Fellowships in Nursing Programs
_Innovations in Teaching and Learning_
Sharron Crowder, PhD, RN, Indiana University School of Nursing

Nursing faculties are increasingly aware of the importance of student engagement in health policy. Yet, the focus is often on teaching about health policy; few courses integrate policy skills development. This session provides practical strategies for faculty to develop state legislative fellowships. The fellowships support student engagement and preparation for influencing health policies. Students’ reflections will be examined and implications for future innovation and research explored.

Concurrent Sessions 9
Friday, October 2

9A/8A. Basic Guidelines to Test Construction and Item Writing (This is a two-part symposium; you must register for both sessions.)
_Innovations in Teaching and Learning_
Larry Simmons, RN, PhD, CNE, NEA-BC, National League for Nursing

This symposium will engage participants in the identification, use, and rationales for test item writing guidelines commonly used in professional testing. Practical tips, critique of test items, and practice of rewriting identified items will assist participants to immediately apply the situation.

9B. If We only Knew! The Nuances of Developing an Interprofessional Educational (IPE) Program Between Medical Students and Nursing Students
_Innovations in Teaching and Learning_
Jane Paige, PhD, RN, CNE, Milwaukee School of Engineering; Sue Korek, MAEd, Medical College of Wisconsin; Judy Radtke, MS, Medical College of Wisconsin; Carly Ademi, Student Nurse, Milwaukee School of Engineering - School of Nursing

As academic programs develop and implement interprofessional education, planning, foresight, creativity, collaboration, and mutual respect are vital. The Milwaukee School of Engineering - School of Nursing and the Medical College of Wisconsin share experiences and the nuances of development of such an IPE program.

9C. Best Practices for Teaching Critical Thinking: Results of an Interprofessional, Multi-Site Study
_Application of Education Research_
Deborah Lindell, DNP, RN, CNE, ANEF, Case Western Reserve University; Amy Sullivan, EdD, Carl J. Shapiro Institute for Education and Research, Beth Israel Deaconess Medical Center; Lynn Jaffe, ScD, OTR/L, FAOTA, Florida Gulf Coast University; Grace Huang, MD, Harvard University, Beth Israel Deaconess Medical Center

Critical thinking (CT) is required to provide safe, patient-centered care. Thus, it is essential to teach CT in health professions education. There is a gap in literature on best practices for teaching CT. We report results of a multi-site, interprofessional, qualitative study on how expert
faculty teach CT. A framework with four themes, associated categories, specific factors and strategies, and definitions emerged from analysis. Participants will discuss how to apply the findings of this study in their teaching.

9D. Using NLN ACE.S cases to design Interprofessional Education (IPE)

*Creative Use of Simulation and Technology*

Martha Conrad, MSN, RN, University of Akron; Leann Schaeffer, MA, RD, LD, LNHA, University of Akron; Rita Young, MSN, RN, CNS, University of Akron

NLN ACE.S cases are well developed activities, including simulations, that support teaching about care of older adults. Interprofessional collaboration and communication are critical foci in contemporary health care and need to be embedded into nursing education. The NLN ACE.S cases provided the foundation for developing an interprofessional faculty team to design an interprofessional education event including simulation.

9E. The Lived Experience in the Clinical Setting of Nursing Students with Disabilities

*Health Promotion (Including Care of Vulnerable Populations)*

Amy Luckowski, PhD, RN, CCRN, Widener University

More student with various disabilities are being admitted into universities and nursing programs. There is little research on or resources for faculty on how to best manage these students. This qualitative research study explored the lived experience of students with disabilities. Students offered insight into their experiences as well as suggestions for faculty to improve the management of clinical education.

9F. Teaching and Assessing Interprofessional Communication Skills with the ISBAR

*Interprofessional Communication Rubric: A Multi-Site, Feasibility Study*

*Application of Education Research*

Cynthia Foronda, PhD, RN, CNE, Johns Hopkins University; Mary Lamb, DNP, RN, Shanghai Institute of Health Sciences; Kim Tinsley, MSN, RN, CNE, North Arkansas College; Brent MacWilliams, PhD, ANP, University of Wisconsin-Oshkosh; Heather Walsh; MSN, RN, PCNS-BC, CHSE, CPN, Children's National Medical Center; Jessie Daniels, MA, BSN, RN, National American University

This session will describe a multi-site research study that tested feasibility of a rubric designed to measure nurse-to-physician communication in simulation. We will describe steps of conducting a multi-site simulation study and discuss the reliability and validity of the rubric. The authors will present a data-based approach on how to teach, measure, and evaluate nurse-to-physician communication in simulation.

9G. Using Low-Cost Technology for a High Impact on Student Learning

*Creative Use of Simulation and Technology*

Jone Tiffany, DNP, RN, CNE, Bethel University; Ann Holland, PhD, RN, Bethel University; Kathleen Tilton, DNP, RN, CDE, CNE, Bethel University

This session will provide an overview of a variety of emerging technologies that can be enhanced and adopted as teaching strategies to use in and out of the classroom. Bring your laptop or iPad to this fast moving, interactive experience. The participant will leave this session with a list of free tools to flip the classroom and make the teaching/learning experience more interactive for your students.
9H. Academic Incivility & Cyber-bullying: Prevalence and Management Strategies  
*Leading in Complex Organizations*
Debra Shelton, EdD, APRN-CNS, CNE, ANEF, Northwestern State University; Jamie Davis, MSN, RN, Northwestern State University; Marie Thornton, MSN, RN, University of Louisiana at Monroe; Sandy Bailey, MSN, RN, University of Louisiana at Monroe; Melissa Madden, MSN, RN, Northwestern State University

Academic incivility is an ongoing problem that nursing programs are facing. A gap in knowledge exists on incivility in the online environment commonly referred to as cyberbullying. This symposium will describe incivility and cyberbullying in one nursing program - ASN and BSN (traditional classroom) and in RN to BSN, and MSN (online learning environments). The symposium will end with a discussion of one program's strategies to identify, manage, and handle incivility and resources for intervention and preventions.

9I. Students as Standardized Patients: An Academic and Clinical Collaboration  
*Creative Use of Simulation and Technology*
Margaret-Rose Agostino, DNP, MSW, RN-BC, CNE, IBCLC, Association of Women's Health, Obstetric & Neonatal Nurses, Delaware Section; Sharon Mills Wisneski, PhD, RN, Delaware State University

An academic and clinical collaboration, the Maternal Transport Nurse Course strives to improve perinatal outcomes for women transported via ambulance between facilities; enhance competence and confidence of nurses designated to care for these clients, and promote overall nurse/patient safety during transport. The course has a live transport simulation with senior student nurses as standardized patients, a unique service-learning opportunity.

9J. Sustaining Diversity in Nursing Education  
*Leading in Complex Organizations*
Virginia Adams, PhD, RN, National League for Nursing

Educational institutions must graduate providers who have the capacity to meet the health care needs of all communities and individuals, including those of various abilities, ages, cultures, ethnicities, gender identity, political and religious beliefs, race, socioeconomic status, or other attributes. Institutional leaders must create academic environments where diverse faculty, staff, and students can flourish. Strategies to sustain diversity and inclusion will be discussed.