1A. Paradigm for Learning, Education & Determining Graduation Efforts (PLEDGE)
Primary Presenter: Annette McClinton, PHD, RN, CNE, Prairie View A&M University College of Nursing

The PLEDGE grant builds on Prairie View A&M University (PVAMU) College of Nursing's (CON) record of success to increase access to baccalaureate education for licensed vocational nurses (LVNs). This innovative project was submitted and funded by Health Resources and Services Administration (HRSA) and addressed the expansion of program offerings of study for undergraduate students which served to decrease disparities in health outcomes in Texas. The PLEDGE project was designed to ensure an opportunity for LVNs to pursue continued education toward professional development and a bachelor of science degree. The project targeted cognitive and non-cognitive risk factors that are often barriers to adult learners and provided ongoing mentoring and reinforcement of teaching/learning strategies, which enhanced learners’ potential for success. Holistic teaching/learning strategies and mentoring activities were also integrated into learners’ weekly organized schedule via Competency Building Days (CBD). This project served as a model for HRSA and other academic units at PVAMU to replicate for developing strategies for adult learners.

1B. Interprofessional Collaboration: Making It Happen for RN to BSN Students
Primary Presenter: Mary Alkire, EdD, RN, Ferris State University

This presentation will illustrate how a RN to BSN senior level leadership practicum focuses on leadership development and interprofessional collaboration by integrating core competencies suggested in the 2011 “Core Competencies for Interprofessional Collaborative Practice.” Students learn, practice, and refine the essential interprofessional skills of collaboration, teamwork, communication, and values by leading an interprofessional team to develop, implement, and execute a project to solve a health care problem, need, or opportunity. Students demonstrate their growth in interprofessional collaboration competencies through reflective writing, discussion, written reports, and completion of the project. The presenter will share her experience designing and teaching this innovative course to RN to BSN students. Course assignments, learning outcomes, and student projects will be shared. Faculty interested in developing a similar course will be provided with recommendations from student and faculty perspectives. These include the opportunities for creative course development for interprofessional collaboration, merits of project based learning as a bridge to workplace leadership roles, challenges of developing projects to foster interprofessional collaboration within the time frame of a semester, and support for interprofessional projects within the realities of current health care or community settings.

1C. Advancing Health IT Competencies: Faculty Development Collaborative
Primary Presenter: Helen Connors, PhD, RN, FAAN, University of Kansas, School of Nursing

Assuring the maximum benefit of health IT on the quality, cost, and efficiencies of health care requires national efforts to integrate these technologies into nursing education. Yet, according to the Future of Nursing Report (2011), nursing faculty, who may lack knowledge, skills, and vision regarding new technologies, may pose the greatest barrier to health IT integration. As demand for electronic health records (EHR) and other technologies grows, nursing faculty need to become proficient at integrating these technologies into curricula. The Health Resource and Services Administration has offered funding, through the Faculty Development: Integrated Technology into Nursing Education and Practice Initiative (ITNEP), to establish innovative faculty development programs. The Health Information Technology Scholars (HITS) program, one of the
nine funded initiatives, is a collaborative among the nursing schools at the University of Kansas, University of Colorado, Indiana University, and Johns Hopkins University in partnership with the National League for Nursing. The purpose of the HITS program is to enhance faculty knowledge and skills in the use of simulated learning, informatics, telehealth, and eLearning. To date, 265 faculty members from more than 150 schools of nursing in 43 states have completed the program. This highly successful program has affected more than 10,000 students and other faculty across a variety of institutions.

1D. Using a Distance Education Format to Teach Evidence-Based Practice
Primary Presenter: Alyce Ashcraft, PhD, RN, CNE, ANEF, Texas Tech University Health Sciences Center

The design for evidence-based practice embraces the application of research findings coupled with other evidence types, decision-making processes, patient values, and clinical expertise. Faculty of the Texas Tech University Health Sciences Center School of Nursing recognized that conventional graduate-level research courses prepare students for the application of research findings but not the promotion of EBP tenets. As a result, a team of faculty initiated the development of an EBP course in distance education format, emphasizing the application of research findings merged with patient preferences and clinical expertise. Within the structure of the course, each team of learners develops a clinical question of interest using the PICOT format. This question provides the foundation for each of the other stages within the learning process. The question is used to select a guideline related to the topic area. Through the use of the AGREE II tool, the guideline is carefully evaluated to gauge the strength of the supporting evidence and stakeholder involvement. Ethical considerations related to the PICOT, clinical topic area, and clinical guidelines are conscientiously evaluated. The course concludes with the learners formulating practice-based recommendations on the appropriateness of the guideline for practice assimilation. The expected outcome of this course is for learners to move beyond being “guideline followers” and become “critical appraisers.”

1E. Communication and Patient Safety in Simulation for Mental Health Nursing Education
Primary Presenter: Roseann Regan, PhD, RN, APRN-BC, Gwynedd Mercy College

The Joint Commission on Accreditation of Healthcare Organizations (JACHO) found that 65 percent of medical sentinel events or medical errors are associated with communication breakdowns (Haig, K. M., Sutton, S., & Whittington, J., 2006; JACHO, 2005). In addition to JACHO, the Institute of Medicine, in the “Core Competencies for Health Care Professional Education,” recommends improvement in professional communication, collaboration, and a patient-centered approach to provide safety (Haig et al., 2006; Nadzam, 2009). Consistency of opportunities for students to practice their communication and collaboration skills is limited based on the variety of clinical experiences that are available, but simulation can provide consistency in students’ experiences. Students can practice giving a structured report, providing and receiving peer feedback, and obtaining patient feedback in a safe setting through a simulation experience. A structured hand-off shift report using a technique such as SBAR communication has been found to improve patient safety in health care environments. This podium presentation will discuss a simulation project to enhance the teaching of both therapeutic and standardized hand-off communication (SBAR) to mental health BSN students to promote patient safety.

1F. Step Two: Improving the Online Learning Environment for LEP Students
Primary Presenter: Melissa Myers, MSN, RN, CPN, Chamberlain College of Nursing

The purpose of this research is to uncover strategies to improve graduation success rates for limited English proficiency (LEP) nursing students in the online environment. This is the second phase of research done in this area. The number of LEP students in nursing programs is growing as more nursing programs adopt an international focus. Academic integrity continues to be a concern in the higher education environment and this research will examine how it relates to LEP students. It is believed that LEP students will be more successful if an educational environment is designed to assist the specific needs of these students. It is anticipated that the mentoring program that assists these students to successfully complete their baccalaureate degrees may be negated by growing attrition if additional support services are not forthcoming. In this next phase, we will be looking at suspected academic integrity concerns for all online RN-BSN nursing students compared to LEP students. The faculty managers will be recording all suspected academic integrity concerns. Once the data is collected and analyzed, strategies will be created to enhance understanding of academic integrity standards from both the student and faculty perspective.
1G. Problem-Based Learning Scenarios for Teaching Clinical Instructing Skills
Primary Presenter: Michelle Byrne, PhD, RN, CNE, CNOR, University of North Georgia

Clinical teaching is a critically important activity in promoting the health of our nation. It has been documented that often, clinical educators are among the least prepared or evaluated teachers but spend the most time with students. Problem-based learning (PBL) is best described as a student-centered instructional method in which students are given a complex problem to solve that contains no definitive solution. This presentation will outline how a problem-based learning strategy was used for teaching clinical instructing skills to experienced nurses in their second semester of an MS program with a major in nursing education program. Five undergraduate student clinical scenarios will be presented that will elicit knowledge, skills, and attitudes of academic clinical instructors. These problem-based scenarios will be used as stimuli for active audience participation promoting faculty development by identifying strategies that can be used in undergraduate or new graduate clinical instructing situations.

1H. Measuring Student Learning Outcomes for Ongoing Program Improvement
Primary Presenter: Linda Caputi, EdD, MSN, RN, CNE, ANEF, Professor Emerita, College of DuPage

A responsibility of nursing faculty is to develop a curriculum that provides students with the knowledge, skills, and attitudes necessary for current nursing practice. Faculty identify program student learning outcomes that address how students have accomplished that goal. However, faculty must assess student achievement of those identified learning outcomes to be confident that their curriculum has been implemented as intended. Although this assessment process is used to ensure individual student achievement of program student learning outcomes, it is equally important to use the data from these assessment methods for ongoing program improvement. This is a requirement for all levels of accreditation. Faculty often ask: What does that mean and how do you do it? This session provides an overview of processes used to address the use of data to drive changes for ongoing program improvement and gives examples of how to implement those processes.

1I. Nursing Internship Saudi Arabia: Needs and Implementation
Primary Presenter: Adel Bashatah, PhD, RN, College of Nursing, King Saud University

This presentation will address the history of Saudi nursing education, identifying the challenges of creating internship programs for Saudi nursing students. The Saudi Ministry of Health (MOH), in collaboration with the Ministry of Higher Education (MOHE), recommended that a baccalaureate of nursing should be the minimum required degree for nursing practice in order to improve the quality of nursing education. The standard baccalaureate nursing program at MOHE is five years long: four years of courses including the clinical rotations and one year as required nurse internship. The internship is offered through a partnership between an accredited acute care hospital and an accredited academic nursing program. The internship program was formed out of the desire of MOHE and MOH to help novice learners become more competent providers upon graduation. Yet many challenges such as a shortage of qualified preceptors, difficulties of clinical settings, and organizing the training process need to be addressed collaboratively to ensure success of the internship program.

1J. Creating Smartphone Apps to Teach, Track, and Engage
Primary Presenter: Kelley Connor, MSN, RN, CNE, Boise State University

Nursing faculty are often looking for creative ways to engage students and provide them with the skills needed to access information as practicing nurses. Current technology resources can potentially help students become better able to access, organize, and share information using methods that they can take with them into the clinical setting as practicing nurses. This presentation will describe three current technology options that serve to organize information, connect students, and keep faculty abreast of new information.

1K. Developing Admission Criteria: Does It Help Retention?
Primary Presenter: Kathleen Krov, PhD, RN, CNM, CNE; Raritan Valley Community College

The development of admission criteria begins with an examination of retention rates over a few years. A faculty committee was formed and completed a review of the literature. The evidence from the literature enabled faculty to identify potential criteria demonstrating evidence of success in nursing education. The
related poster will include what these criteria and the appropriate graphs, tables, or statistical analysis, obtained over the five year period of criteria development. Characteristics of students failing to complete the first year successfully will be provided. This information includes but is not limited to one-to-one interviews with each student. Final analysis will include faculty thoughts on the need for revision of the admission criteria. Also included are support strategies to promote academic retention and progression and enablers identified to promote the potential students’ acceptance into the program.

1L: Transforming the Classroom Through the Use of Agreements
Primary Presenter: Patricia S. Yoder-Wise, EdD, RN, NEA-BC, FAAN, ANEF

How is it possible to promote professional behavior and socialization into the role of professional without diverting time from learning to police behaviors? Creating and using agreements in the classroom provide the opportunity for educators and learners alike to meet professional behavior expectations. This session creates the opportunity to identify some of the disruptions and dissatisfactions faculty experience in the classroom and convert those issues into expected statements of behavior. These statements of behavior form the basis of a classroom agreement, which serves as the foundation for how educators and learners alike contribute to creating a positive classroom experience. In addition to identifying the dissatisfactions and creating agreement statements, participants will have the opportunity to learn the skills to implement the agreements effectively. As a result, participants will have the opportunity to draw comparisons between these agreements and the anticipated professional behavior standards expected of graduates in the clinical setting.

2A - 2K / Concurrent Sessions • Thursday, September 19 / 9:30 - 10:15 am

2A. LGBT Health Nursing Faculty Survey: Curricular Implications
Primary Presenter: Fidelindo Lim, MA, RN, New York University

As the health care needs of the LGBT population become increasingly important, health care professionals require appropriate academic and clinical training in preparation for the increased demand for culturally competent care. Nurses are of particular interest as they are the core direct care givers in many health care settings. The presentation explores the national climate around LGBT individuals and their related health needs. Educators and administrators who work with future nurses should work to ensure that they are fostering the development of knowledgeable practitioners who will be able to implement best practices in LGBT patient care. To better meet the needs of the LGBT population, a large urban private university initiated steps to revise its curricula across bachelor's, master's, and doctoral programs. We began the process by assessing faculty baseline knowledge as well as readiness to address LGBT issues and concerns in education, practice, and research. This presentation will discuss the findings from this faculty survey. Analysis of survey results will serve as the basis for planning faculty development programs and to align the curriculum with the above-mentioned national health priorities. Recommendations for nursing education and curricular reform will also be discussed.

2B: Nursing Student Anxiety in Simulation and Its Effect on Learning
Primary Presenter: Mary L. Cato, EdD, RN, Oregon Health & Science University

This presentation will share results of a study of students’ perceptions of learning in simulation. Simulation is a powerful learning tool, and students report that simulation causes a variety of emotional responses, with anxiety frequently being reported. The level of anxiety may affect the leaning that occurs. Literature addressing anxiety and its relationship to learning will be discussed as a framework for the study. The research, a dissertation for a doctoral program in education, was completed by spring 2013. The study site is a school of nursing in a large academic health center in the Pacific Northwest. More than 200 undergraduate nursing students are currently enrolled in the program. Simulation has been integrated into the baccalaureate curriculum over five years, and all students have multiple learning experiences each term in simulation. In this study, students in the undergraduate program will complete a survey asking them about how they felt in response to various elements or aspects of the simulation experience, with responses ranging from “very confident” to “very anxious.” Survey results were used to provide a structure for focus groups, in which students will be asked how their anxiety or confidence affected their ability to learn from the simulation experience. Students were asked what they do to manage their anxiety, and what support faculty can provide.
2C. The Nitty Gritty Principles of Balancing Student Rights and Academic Discipline  
Primary Presenter: Stephanie Turner, EdD, MSN, RN, University of Alabama

College and university faculty have a responsibility to understand and comply with the constitutional rights of the students while maintaining academic freedom on campuses. This must be done with extreme caution and based on an understanding of due process requirements, contract law, equal protection rights, freedom of speech rights, and ADA rights. Faculty and administrators must be diligent in treating all students equally; one student should never receive favoritism over another for any reason. Because equal protection cases are relatively common, care must be taken to accurately document all unsatisfactory work as objectively as possible. Faculty have a responsibility to uphold high ethical and moral standards and to be models of fairness for students. The purpose of this presentation is to help educators understand the pitfalls of academic discipline and help guide decision-making in order to avoid lawsuits and unnecessary court time. This presentation will provide real examples of litigation and will encourage participation in a case study to brainstorm and discuss possible solutions to common student/faculty issues.

2D. Teaching Readiness to Respond: A Simulated Mass Casualty Incident  
Primary Presenter: Crystal Shannon, PhD, MBA, RN, Indiana University Northwest

This presentation will discuss the traditional and non-traditional ways in which disaster nursing is taught to pre-licensure nursing students of nursing. Improving students’ confidence and ability to function in a large-scale disaster will allow them to take a more active role in community disaster preparedness. Methods such as simulation actively prepare faculty and students in disaster response and can offer added benefit to communities as they develop their own emergency management processes.

2E. Exploring PEEER Model® Use for Interprofessional Communication Education  
Primary Presenter: Darlene Welsh, PhD, RN, University of Kentucky

The PEEER Model, which advocates the use of plain language, engagement, empathy, empowerment, and respect during health care team-patient interactions was developed by an interprofessional (IP) health sciences faculty group. This evidence-based model currently provides the framework for IP learning activities with BSN, medical, and pharmacy student teams as they deliver patient care in an emergency department simulation at our university. An explanation of PEEER Model principles, examples of model use with IP student groups, and evaluation data from our educational activities are described.

2F. New Strategies for the Adult Learner Negotiating a Nursing Education  
Primary Presenter: Debrab Delos-Santos, PhD, RN, Brookline College

A description of the challenges of adult learners in nursing school is discussed as well as an analysis of the PASS program recently applauded by the NLNAC examiners upon their site visit. A discussion of the essential elements such as early identification, accountability, and connection to students affecting a peer consensus and a social contagion to be successful towards graduation is reviewed with case studies included.

2G. A Faculty Toolkit for Engaging Students in Community Participatory Research  
Primary Presenter: Yvonne Weideman, DNP, MBA, RN, CNE

Mention the words “research” or “scholarship” and many nursing students will shudder. Yet, nursing students have a natural curiosity about what they observe that lends itself to the development of research questions. For example, students working with underserved elementary children as part of a service learning course noted that many of the children were raised by their grandparents. The nursing students wondered what it would be like to be a grandparent raising grandchildren. The faculty wondered what it would be like for sophomore students to conduct a qualitative research study on the topic. This led to the conduction of a faculty-mentored, student-led community engaged research (FMSLCER) project that utilized Photovoice methodology. The experiences of the students, faculty, and community were so positive that a faculty tool kit was developed to assist faculty to engage students in FMSLCER. Tools included range from tips for engaging the community of interest, student training in the use of Photovoice, communication techniques for successful qualitative interviews, and data analysis to the dissemination of students’ results. This session will
expose participants to the key components of the faculty toolkit. By the end of the session, participants will have the knowledge, skill, and tools needed to successfully engage students in FMSLCER and nurture an interest in research and scholarship in the next generation of nurses.

**2H. PhD and DNP Nurse Scientists Mentor Bedside Nurses in Research**
Primary Presenter: Carol Esche, DNP, MA, RN, NE-BC, Rocky Mountain University of Health Professions

A PhD- and a DNP-prepared nurse collaborated to inspire bedside staff nurses in conducting evidence-based practice (EBP) and research projects to change clinical practice at the organizational and system level in a nine-hospital system. Using their complementary skills and expertise in translating, disseminating, and integrating EBP into clinical practice and in conducting original research, the nurse scientists led teams of staff nurses from identification of the burning clinical question, to a review of the literature and transitioning from an EBP project to a research study that included obtaining research funding. This model fostered staff engagement at the individual hospital level as well as at the system level as high-priority projects were implemented system-wide. Hallmarks of this model will be described, including methods to motivate bedside nurses to engage in research and best strategies for PhD- and DNP-prepared nurses to partner together to lead bedside nurses in the scientific process. This session will highlight EBP and research projects across the system.

**2I. Advancing Health via Curriculum Reform: Concept-Based Specialty Courses**
Primary Presenter: Karen Wons, MS, RN, CNE, Community College of Baltimore County

Nurse educators are examining ways to produce nursing graduates with clinical judgment skills needed to meet complex health care needs. One method receiving attention is the concept-based curriculum approach. Faculty teaching maternal-newborn, pediatric, and mental health courses may find concept-based teaching more challenging than their medical-surgical counterparts. This participative presentation will describe methods used, challenges faced, and outcomes achieved by AD specialty faculty who successfully adapted to a concept-based curriculum.

**2J. Practice Makes Perfect: Evidenced-Based Strategies Enhance Skill Retention**
Primary Presenter: Jennifer Ross, PhD, RN, CNE

During this session, participants will learn about a teaching strategy that combines QSEN competencies, evidence-based practice, and ACES Essential Nursing Actions. The activity works as a collaborative effort between students, faculty, and nursing staff. Students work with the staff to examine best practices and their relationship to the care of older adults. They present their findings in an all-day conference.

**2K. Creating Vignettes: Script Writing for Meaningful Simulation**
Primary Presenter: Patricia Bradley, PhD, RN, CNE, York University

This interactive workshop will present how vignettes can be created to support meaningful nursing student learning through simulation of a clinical experience. Elements of clear script writing and overview of how to approach topic selection, mode of presentation, use of actors, and production will be addressed. Simple to more complex presentation formats will be demonstrated. Example templates for novice script writers will be provided. The presentation will include ways to evaluate learning/ reflection such as students’ creation of vignettes.

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

**3A. Cooperation vs. Collaboration: And the Wisdom to Know the Difference**
Primary Presenter: Sally Weiss, EdD, RN, CNE, ANEF, Nova Southeastern University

Collaboration is a fundamental idea examined in health care practice. Not much is written regarding the developmental process of a pure academic-practice collaboration. Most academic-practice partnerships are rooted in cooperative efforts and are not true collaborations. In 2007, our nursing school developed a collaborative partnership with an urban hospital system to facilitate nursing students’ transition into practice. This partnership is unique as it focuses on collaboration as both a process and an outcome.
3B. Flipping Your Classroom Using Technology
Primary Presenter: Patricia Hanes, PhD, MSN, RN, CNE, Azusa Pacific University

In flipped learning, the order of lecture/classroom teaching is “flipped” or reversed with homework/assimilation assignments, allowing application to occur in the classroom while foundational information is acquired prior to class. Students able to complete class instruction at their own pace are able to control their learning and “own” the content. A literature search revealed little has been published on flipped teaching. Conceptual frameworks: Based on adult learning models; a new construct, Composite Cognition; theories of social learning; constructivist learning theory, Mayer's Cognitive Theory of Multimedia Learning, and Gardner's Theory of Multiple Intelligences. Methods/results: In a nursing theory course, materials were presented prior to class using various technologies with supplemental material available. In-class activities were directed towards students’ application of knowledge/material to client families in the classroom. Assimilation activities were conducted in a supported environment. Students performed better in formative and summative assessments than peers in traditional classrooms and reported increased satisfaction with this style of learning. Conclusions/implications: Flipped teaching allows for better learning by using class time for application rather than direct information presentation. Moving beyond traditional class boundaries allows for more instructional time and flexibility leading to improved learning outcomes.

3C. Cultural Characteristics of an NLN Center of Excellence: What Makes a High Performing Environment
Primary Presenter: Tona Leiker, PhD, APRN-CNS, CNE, National American University

The purpose of this study was to identify the cultural characteristics of a nursing education center of excellence. The primary research question was: What important factors constitute the culture of a nursing program previously determined to be a high-performing environment? Using naturalistic inquiry methods, one nursing program case study designated as a National League for Nursing Center of Excellence in Nursing Education™ was examined through an extended immersion experience. Following voluntary, informed consent, data collection occurred through prolonged immersion including six study visits, multiple observations, formal/informal interviews, and artifact/document review. Data collection continued throughout the research experience. Data analysis began with the first immersion experience and continued throughout the iterative reflexive process of naturalistic inquiry case study. This process provided understanding of the factors that constitute the cultural characteristics of a nursing education center of excellence. The most significant finding of the study was the importance of creating intentional caring relationships with key stakeholders while maintaining focus upon the mission and values of the profession, student-centered nursing program, and institution. A graphic representation emerged from the three themes and 12 patterns. This study’s results, “The Right Fit: Harmonious Alignment,” describe the cultural factors of one high-performing nursing program.

3D. Integrating Music Videos, PSAs, and Flash Mobs in a Geriatric Nursing Course
Primary Presenter: Rowena W. Elliott, PhD, RN, CNN, BC, CNE, FAAN, University of Southern Mississippi

In an effort to raise the interest, increase critical thinking, and enhance learning, students were instructed to provide an educational tool with older adults (65+) as the intended audience. The subject matter could be related to their physical, psychological, and/or sociological wellbeing and health. The assignment was presented in the form of a public service announcement, music video, or flash mob. This presentation will share the importance of incorporating media in nursing courses, examples of the assignments, and student insights.

3E. Leadership Lessons from Others: Native American Nurse Leadership
Primary Presenter: Martha C. Baker, PhD, RN, CENP, CNE, ACNS-BC, Mercy College of Nursing Southwest Baptist University

A research-based model of Native American nurse leadership was developed that captures the essence of what it means to be a leader in the “Indian Way.” The model demonstrates how Native American nurse leaders conceptualize the leadership role. It is strikingly different than the dominant societal perspective and
mainstream leadership theories. The model provides a student with a broader view of leadership that includes minority viewpoints.

3F. Advancing the Nation's Health Through Partnerships, EBP, and ePortfolios  
Primary Presenter: Janet Phillips, PhD, RN, Indiana University School of Nursing

Today’s complex health care system mandates fully competent BSN-prepared RNs to meet the critical needs for safe and quality care. This presentation will address how a state university created an innovative RN to BSN curriculum advancing the health of citizens throughout the state. It will outline how learning outcomes of this curriculum based on partnerships, evidence-based practice, and ePortfolios can be used to advance the nation’s health. Participants will discuss the learning outcomes and how to incorporate them into their own programs.

3G. Blended Learning and Flipped Classrooms: Increasing Student Engagement  
Primary Presenter: Cynthia Bechtel, PhD, RN, CNE, CHSE, CEN, Framingham State University

The nursing faculty for a nationally accredited MSN program will share their success in developing an entire graduate program with flipped classrooms and blended learning format. Students are choosing the program for the flexibility of the online classes combined with personalized interactions in the classroom. Creative online modules provide students with faculty narratives accompanied by links to websites, videos, and readings in current evidence-based articles. Classroom time is devoted to student presentations, guest speakers, hands-on activities, debates, and lively discussions. The presenters will share student comments on the effectiveness of the teaching modalities and show examples of the courses.

3H. The Organization of Clinical Learning Environments and Student Outcomes  
Primary Presenter: Deborah DeMeester, PhD, RN, CNE, Indiana University School of Nursing

This presentation describes the results of a study exploring differences in the organization of clinical learning environments, the perceived effectiveness of the clinical experience, and student outcomes. Using surveys and performance on standardized tests, data were gathered from junior-level nursing students enrolled in clinical courses taught using a preceptor practice-education partnership model, a traditional clinical education model, or a hybrid model. A survey was used to elicit the perceptions of preceptors and faculty members.

3I. High Impact Learning Strategies: Beyond Nursing’s “One-Minute Survey”  
Primary Presenter: Elaine Leinung, DNP, RN, FNP-C, CNE, New York City College of Technology

This interactive workshop will showcase the use of an open-source digital platform as an innovative approach to infusing active and high-impact learning practices in nursing curricula. Demonstration, discussion, and reflection will show how nursing students communicate and collaboratively meet to learn, share ideas, and work. Nursing educators may creatively adapt and use online platforms in the classroom and clinical settings so students may go beyond use of the “one-minute survey” to enhance and advance the health of our nation’s populations.

3J. Building Multi-Agency Partnerships in Nursing: Lessons Learned  
Primary Presenter: Elizabeth Petit de Mange, PhD, MSN, RN, FNP, Villanova University College of Nursing

Forming partnerships to improve community health outcomes is often met with member enthusiasm followed by barriers such as miscommunication, competing agendas, interpretation of agency roles, cost, time, and feasibility. This presentation will describe tactical strategies utilized to navigate the twists and turns of these dynamic barriers. The content will include a discussion of lessons learned first-hand during the negotiation and development of a multi-agency demonstration grant to improve maternal child health outcomes.

3K. Meaningful Research Outcomes of Community Practice in a Developing Country  
Primary Presenter: Sylvia Loewen, MN, RN, University of Calgary

As part of a community health (CH) theory and practice course redesign, University of Calgary nursing educators questioned whether nursing student learning of core CH concepts (e.g., asset-based approaches,
social determinants of health, social justice, activism, and cultural safety) might be strengthened through an
intensive practice experience in a social and cultural environment in which students’ personal perspectives
and professional knowledge were deeply challenged. A research study was designed to explore nursing
students’ personal and professional learning outcomes when engaged in community health practice in a
developing country context. In 2011, eight third-year nursing students completed their CH practice hours
while immersed in the community of Maria Auxiliadora, Dominican Republic. Student data were collected at
four points via in-country, daily reflective journals; one week post-return individual interviews, a two-week
post-return focus group, and eight months post-return individual interviews. The data collected was a source
of valuable information about how CH nursing learning opportunities develop and are taught. The
presentation will include a description of the CH course, the design of the international learning experience,
the research results, and the applicability of this research to CH nursing educators and course design.

4A - 4K / Concurrent Sessions  • Thursday, September 19 / 3:30 - 4:15 pm

4A. New Nursing Student Boot Camp: An Immersive Orientation to Simulation
Primary Presenter: Maureen Tremel, MSN, ARNP, CNE, ANEF, Seminole State College of Florida

Nursing students, prior to the beginning of their first nursing course in the associate degree program, attend a
boot camp to prepare them for the rigors of nursing school. Faculty and second-year nursing students teamed
to write and conduct an immersive orientation to simulation to introduce entering students to clinical
simulation as a learning strategy. Participants will be provided with a description of the orientation program
and access to session videos, handouts, and evaluation tools to adapt to their own needs.

4B. Blacks in White: Characteristics of Successful African American BSN Nurses
Primary Presenter: Carmen Stokes, MSN, RN, FNP-BC, CNE, Eastern Michigan University

According to a 2010 joint statement released by the Tri-Council for Nursing, “action is needed now to put in
place strategies to build a stronger nursing workforce.” According to recent US Census Bureau reports
(2009), African Americans currently comprise the largest ethnic minority group, which is approximately 12.9
percent of the US population. However, the National Sample Survey of Registered Nurses (2008) indicates
that only 5.4 percent of the registered nurse workforce is African American. Retaining and graduating more
African American nurses could decrease the nursing shortage, as well as possibly decrease health disparities
(Bull & Miller, 2008). The purpose of this qualitative research study is twofold: to gain an in-depth
understanding of the lived experiences of successful female African American nurses who attended
predominately universities as students and to better understand the characteristics and attributes that allowed
them to not only survive, but thrive. The express goal of this research study is to shift the focus of nurse
educators toward African American nursing students’ strengths and attributes contributing to their success
and away from (perceived) weaknesses and barriers that cause students to be unsuccessful. Research findings
indicate that characteristics of success include positive K-12 education experiences, linguistic communication
skills, and use of specific study strategies for attaining nursing knowledge.

4C. Achieving New Heights in Faculty Performance: A Change Will Do You Good!
Primary Presenter: Lucille Gambardella, PhD, APN-BC, CNE, ANEF, Positive Transitions/Wesley College

The perfect storm of the continued implementation of the nation’s health care act, the Institute of Medicine
guidelines for changes in nursing education, and the increasing challenge of the inadequate supply of qualified
nurse educators warrants a second look at the role and performance of current and future nurse educators.
No longer can nurse educators rely on the standards of performance that were adequate in the past decade.
Gone are the days of 50-minute PowerPoint lectures, inflexible clinical and laboratory schedules, and rigidly
defined assignments with narrow objectives that limit the scope of learning. Today’s nursing faculty must
utilize limitless approaches in the classroom and clinical environments in order to meet the diverse needs of
nursing students. Therefore, faculty must be prepared to implement their role and have their performance
measured in new ways using new tools and new skills. The health care needs of the nation’s citizens present
new challenges, and faculty must be prepared to educate nursing graduates to meet these challenges with skills
and abilities that go far beyond previous expectations. If the bar must be raised as we prepare students in
institutions of higher education across the country, likewise the bar must be raised for faculty performance.
This lively and interactive presentation will provide faculty at all levels with the opportunity to explore new ideas, gain new skills, and introduce new tools that will foster change.

4D. Flipping the Classroom for Second Semester Baccalaureate Nursing Students
Primary Presenter: Susan Harrington, PhD, RN, Grand Valley State University

Two distinctly different teaching pedagogies will be used to deliver the same nursing curriculum content during the same semester to randomly assigned students. The flipped classroom and the traditional lecture-driven format will be compared. The intent is to transform the position of the teacher from simply dispensing facts into guiding knowledge acquisition.

4E. Advancing the Nation's Health Through Interprofessional Collaboration
Primary Presenter: Amy Bigham, DNP, RN, FNP-BC, Samford University

The Institute of Medicine Report upholds interprofessional collaboration among health care providers as the key to advancing the health of our nation. Nurses in all clinical areas and all levels of practice serve as the care coordinator for patient care activities, yet nursing education has historically done little to prepare graduates in collaboration of care. This presentation will explore innovations in teaching to promote interprofessional collaboration among undergraduate and graduate nursing students and other health care disciplines.

4F. Using Low-Fidelity Simulation as Student Preparation for Examinations
Primary Presenter: Anita Fennessey, MSN, RN, CNE, Abington Memorial Hospital Dixon School of Nursing

Most nurse educators experience the dilemma of trying to keep students focused on learning course content so that they can apply it in clinical settings. However, students are concerned with asking: “What is on the test?” During this session, the presenter will explore this new teaching/learning strategy and the process that is helping it evolve. Sharing experiences about how this strategy incorporates the various learning styles to improve critical thinking and test success will help other educators in facilitating student learning.

4G. Excellence in Leadership: Mentoring Emerging Nursing Scholars
Primary Presenter: Aida Egues, DNP, RN, APHN-BC, CNE, New York City College of Technology, CUNY

This presentation will showcase the characteristics of an educationally innovative program for faculty mentors to cultivate and guide nursing students as emerging scholars. Program goals, program components, student learning and research activities, and personal and professional outcomes will be presented so that nurse educators may build similar educational initiatives within their own institutions focused on advancing the profession as well as local, national, and global health landscapes.

4H. Advancing the Science of Research in Nursing Education: Contribution of the Critical Decision Method
Primary Presenter: Angela McNelis, PhD, RN, ANEF, Indiana University School of Nursing

The purpose of this session is to describe the critical decision method (CDM) interview and its utility for research in nursing education to generate evidence on the cognitive work of students during clinical education experiences. CDM is a promising approach to advancing the science of nursing education because it elicits data that are generally difficult to measure with standard tools. A student given conflicting advice and direction on caring for an elderly patient will be used to illustrate the use of CDM.

4I. Faculty-to-Faculty Incivility: Ways to Promote Collegiality and Community
Primary Presenter: Cynthia Clark, PhD, RN, FAAN, ANEF, Boise State University

Faculty-to-faculty incivility can devastate the academic environment, cause physical, psychological, and emotional harm, and negatively affect recruitment and retention. This interactive workshop will describe evidence-based strategies to build positive relationships, foster collegial workplaces, and enhance faculty recruitment and retention.
4J. E-Portfolios: Your One-Stop Shop for Program Assessment!
Primary Presenter: Gail Baumlein, PhD, MSN, RN, CNS, CNE, ANEF, Franklin University

E-Portfolios provide a powerful medium for student work and reflection, but also are a rich source of quantitative data for program assessment. At the touch of a button, robust reports are generated, reflecting individual and aggregate achievement of program and course outcomes and professional competencies. One college’s use of e-portfolios for total program assessment will be demonstrated.

4K. Academic Variables Impacting BSN Students Unsuccessful on Initial NCLEX-RN
Primary Presenter: Deborah Rushing, DNP, RN

Benefits include earlier identification of BSN students who are at risk for failure on the initial NCLEX-RN. Based on trending identifiable variables, faculty will gain insight to design and implement instructional plans that promote higher success rates on the initial NCLEX-RN. Remediation programs may be initiated earlier within the nursing program in order to increase the probability of success on the licensure examination.

5A - 5L / Concurrent Sessions ■ Friday, September 20 / 8:30 - 9:15 am

5A. Direct Admissions and the Student Selection Process at ASU
Primary Presenter: Cheryl Herrera, PhD, Arizona State University

This research demonstrates that the graduation rate and NCLEX-RN pass rate for the College of Nursing and Health Innovation at ASU is indicative of the success of the student selection process; nursing freshmen state that direct admission is the main reason they chose to attend ASU rather than a nursing program at another institution.

5B. Triangulating Competency and Concept-Based Curricula: Rationale and Strategies
Primary Presenter: Susan Hendricks, EdD, RN, CNE, Indiana University

This presentation describes the results of an 18-month reorganization of a large, multi-campus baccalaureate program in which both competency and concept-based planning were incorporated into a triangulated model for a nursing curriculum. Nursing curriculum development approaches have made a case for either competency-based or concept-based planning and organization. The strengths of each approach are described in the literature and presented in this workshop, along with some of the challenges associated with each model. A unique strategy for planning in which select competencies and concepts were organized together into meaningful series of courses is outlined. Participants in this workshop are guided through a series of several simulated planning activities that include visioning, competency and concept development, and triangulation of competencies and concepts. Strategies to work through common stumbling blocks associated with change and planning are woven into this interactive session, and tools for a triangulated curriculum organization are included.

5C. Empowering Undergraduate Faculty Using Organizational Change
Primary Presenter: Janice Neil, PhD, RN, East Carolina University

A group of faculty wanted to create a new curriculum that was led largely by graduate faculty. During the curriculum revision meetings, many undergraduate faculty felt they lacked power in the revision process. In response, using skills learned in communication training, an undergraduate faculty organization (UFO) was created. This presentation describes the steps taken, shares the results of a faculty survey regarding the UFO and perceptions of power, and discusses the implementation process that has kept communication lines open and dissention minimalized.
5D. Virtual Simulation and Serious Gaming: Are YOU ready? Your Students Are!
Primary Presenter: Gail Baumlein, PhD, MSN, RN, CNS, CNE, ANEF, Franklin University

The use of simulation in nursing education has grown exponentially in recent years. Literature supports the use of virtual clinical simulation and serious gaming to provide realistic clinical experiences for nursing students (Dutile, Wright, & Beauchesne, 2011; Jeffries, 2010; Skiba, 2008). Gaming theory supports the use of virtual gaming, and is used extensively in medical training as an effective pedagogy in teaching critical thinking skills (Haferkamp, Kraemer, Linehan, & Schembri, 2011). Today’s students are digital natives, with expectations that their learning experiences will mimic their real-world experiences. With the proliferation of online nursing programs, especially for nurses returning to school, the need has escalated for virtual clinical practice experiences that allow nursing students to demonstrate professional competencies. The purpose of this project was to examine the use of a virtual community and serious gaming in an online RN-BSN program. This presentation will describe a multi-faceted approach to using virtual pedagogy to support learning, as well as provide clinical practice experiences. Demonstration of several virtual programs will showcase implementation of learning experiences in the program. Also included is practical advice for implementation of virtual clinical applications as well as a description of how the use of virtual clinical activities and serious gaming meets accreditation requirements for clinical practice experiences.

5E. University and Health Care Delivery Collaboration for Transition to Practice
Primary Presenter: Ann Louise Smith, PhD, RN, CPNP, CNE, Cook Children’s Medical Center & Midwestern State University

For four years, Children’s Medical Center and four universities collaborated to develop a unique rotational 12-month transition program that would meet new nurses with the professional knowledge, clinical skill, values, and concerns that they bring from undergraduate nursing education and provide transition to both professional clinical practice and graduate education. Together, faculty from four academic schools of nursing and nurse educators from a health care delivery agency explored the foundation provided in undergraduate nursing education, built a framework that both guided new nurses through professional transition, and laid the groundwork for beginning graduate education. Building on undergraduate education, the rotational nurse residency provides broadening of clinical experience and creative pediatric education in the classroom is designed to foster critical thinking, and mentored clinical experience to support development of professional competency, confidence, and motivation for lifelong learning. Analysis of data collected at baseline, six months, and 12 months provides insight into how new graduates successfully navigate transition to both professional clinical practice and graduate education. Lessons learned in the collaboration benefitted both the undergraduate nursing programs as well as the further development of the residency.

5F. The Missing Pieces of the Leadership Puzzle
Primary Presenter: Hannah Anderson Hughes, MSN, RN-BC, CNE, Thomas Nelson Community College

The focus of this session is to explore the existential correlation and divergence between the leadership development imperatives identified in the IOM Report, the components of the NLN LEAD program, and the leadership skills taught in baccalaureate and master's-level nursing curricula. Emphasis is placed on the aspects of nursing leadership that have not traditionally been addressed. Finding the missing pieces of our leadership puzzle will begin thought exploration regarding how the profession can meet strategic leadership imperatives.

5G. How Technology and Touch Helped Diverse Students Weather Super Storm Sandy
Primary Presenter: Pamela Mahon, PhD, RN, CNE, NEA-BC, ANEF, Hunter-Bellevue School of Nursing

Increasing frequency of severe weather events has revealed the vulnerabilities as well as advantages of educational and social networking technologies. The storm of the century closed the nation’s oldest school of nursing, along with surrounding hospitals on the east side of Manhattan. For six weeks, all school functions were relocated to the college’s main campus and shoe-horned into one floor of the library. During this natural catastrophe, a nursing workforce diversity program, composed of educationally and economically disadvantaged students, was forced to confront educational technologies’ limitations in the aftermath of Super Storm Sandy and its destruction of electric, Internet, line phone, cell phone, and cable resources. A vulnerable student segment was suddenly at further risk. A new reliance and appreciation for social networking developed among faculty and staff as well as students. In addition, the concept of “high tech,
high touch” was unexpectedly revisited and cast in a new light. Technologies that worked and those that did not will be presented, as well as suggestions for the inevitable future storms to come.

5H. Exploring the Clinical Reasoning Skills of Pre-licensure and New-to-Practice Registered Nurses: Implications for Nurse Educators
Primary Presenter: Kristina Dreifuerst, PhD, RN, ACNS-BC, CNE, Indiana University

Nursing faculty work tirelessly to develop clinical reasoning in students to foster practice expertise and address patient safety issues. Yet, there is little evidence to guide curriculum, or document the influence of educational preparation on students’ acquisition of these skills. Similarly, there is little data about whether the achievement of these skills transfers to practice upon entry into the workforce. This session will report the findings from a descriptive, multi-site, repeated-measures study investigating the development of clinical reasoning in pre-licensure and new-to-practice nurses as well as RNs returning for a BSN. Three hundred nursing students from three paired associate and baccalaureate degree programs in the United States were followed from the beginning of their final year of school through the end of their first year of practice. Concurrently, 50 RN-BSN students with fewer than five years of nursing experience were followed from the beginning of their baccalaureate completion program through the end of their first year of practice after receiving their degree. Reasoning scores were compared within and between groups. This session will use the findings from this study to inform nurse educators about important curriculum priorities, teaching methods, and options for linking classroom and clinical experiences to help nursing students develop missing clinical reasoning skills, the evidence of these skills, and opportunities for future research.

5I. Certification for Simulation Health Care Educators: Process and Future Plans
Primary Presenter: Mary Anne Rizzolo, EdD, RN, FAAN, ANEF, National League for Nursing

The Society for Simulation in Healthcare, a multi-disciplinary, international society, created a Certification Committee in 2009 “to enhance healthcare education and patient care by recognizing, developing, and promoting excellence in the role of Healthcare Simulation Educator.” In December 2012 the Certified Healthcare Simulation Educator (CHSE) credential was awarded to successful candidates. This presentation will describe the process for creating the exam and discuss future plans for credentialing advanced practitioners in simulation.

5J. Tricks of the Trade: How to More Effectively Give Constructive Feedback
Primary Presenter: Susan Luparell, PhD, APRN, ACNS-BC, CNE, Montana State University

Occasionally student performance falls short of expectation and requires definitive feedback. To maximize the opportunity for student growth, faculty need to give feedback in a way that clearly delineates the area of weakness while motivating the student to improve. Unfortunately, many faculty feel unprepared to effectively deliver constructive feedback and may even be fearful of the students’ response to it. Skills learned in this workshop will assist the attendee to be more confident and effective when providing constructive feedback.

5K. The Older Adult Client as the Prototype Patient in an Integrated Curriculum: Taking Advantage of Their Co-morbidities and Complexity
Primary Presenter: Barbara McLaughlin, PhD, RN, CNE, ANEF, Community College of Philadelphia

Teaching in an integrated curriculum is both challenging and rewarding. For example, faculty are challenged by the task of including mental health and pharmacology content into discussions of medical/surgical topics. They are also rewarded by having the opportunity to show the connections and influences of many factors on each patient. The older adult presents the ideal patient to use as a prototype for discussion in the integrated curriculum. Older adult clients frequently have more than one medical diagnosis and a corresponding mental health issue. It is well known that polypharmacy and polyprovider issues are also present. This presents a complex situation that requires higher-level thinking and planning of care. Using the ACES framework as a guide, students and faculty can discuss the care of older adults across specialty areas. During this session, the presenters will demonstrate the use of a variety of teaching strategies that allow students and faculty to explore the complexity of the older adult population. As faculty struggle to find ways to teach students to put it all together, the older adult becomes the prototype for integrating chronic illness, functional disability, mental health issues, and end-of-life care. Presenters will also demonstrate the use of unfolding case studies and first person stories as a strategy for discussion with students.
6A. Incivility in Nursing Programs: Creating Environments to Promote Care  
Primary Presenter: Riah Hoffman, PhD, RN, Indiana University of Pennsylvania

Incivility has emerged as an increasing problem within nursing programs; it can be perpetrated by both students and faculty within the academic environment. This presentation will include implications from a mixed-method study that explored differences in students’ perceptions of student and faculty incivility across the various program types (diploma, associate, or baccalaureate). Findings encompass perceived uncivil behaviors, frequently occurring behaviors, and contributing factors to student and faculty incivility. In nursing education, incivility must be defined and addressed in order to promote an effective learning environment to create a collaborative workforce to advance the nations’ health. The study findings lead to numerous strategies that can be used by students, faculty, and administrators to prevent, address, and manage incivility in nursing education to ensure the production of nurses to provide safe effective nursing care to the community.

6B. The Art of Nursing: An IPE Model to Enhance Clinical Reasoning in Students  
Primary Presenter: Jeanne Walter, PhD, RN, FAAMA

VCU Art of Nursing brings together nursing faculty and art educators to research and design innovative, art-based educational programming for nursing students at Virginia Commonwealth University. Interprofessional education is central to our philosophy: by engaging in dialogue across disciplines, we move beyond the limitations of our expertise and expand our capacity for reflective practice. This presentation examines how our commitment to collaboration has shaped program philosophy and informed curriculum design.

6C. Essential Competencies of Preceptors: A Focus on Working with Nursing Students  
Primary Presenter: Janice Hoffman, PhD, RN

Based upon an identified need of nursing program deans and directors and agency stakeholders, a statewide online asynchronous preceptor program was developed and implemented. Focused on registered nurses working directly with entry-level nursing students in a variety of settings, this program is designed to increase the number and preparation of nurses available for all pre-licensure nursing programs. This presentation provides an overview of the planning, implementation, and evaluation of this interactive, student-centered preceptor program.

6D. Educational Technology in the Hands of Nurse Educators: Raising the Roof for Students and Faculty  
Primary Presenter: Kelley Connor, MSN, RN, CN, Boise State University

Nursing faculty are often looking for creative ways to engage students and provide them with the skills needed to access information as practicing nurses. Current technology resources can potentially help students become better able to access, organize, and share information using methods that they can take with them into the clinical setting as practicing nurses. This presentation will describe three current technology options that serve to organize information, connect students, and keep faculty abreast of new information.

6E. Addressing Education Challenges for Oncology Advanced Practice Nurses  
Primary Presenter: Janet Fulton, PhD, RN, ACNS-BC, FAAN, Indiana University

Advanced practice nurses, clinical nurse specialists, and nurse practitionerers are expected to provide care to persons with cancer and cancer survivors, and are being called to lead development of innovative models of care delivery. The APRN Consensus Model has created challenges in preparing advanced practice nurses in specialty practice areas. This presentation will describe the findings of a focus group composed of national advanced practice oncology nurse educators and explore options for meeting oncology specialty educational needs.
6F. Meaningful Use: Implementation of Academic Electronic Health Record  
Primary Presenter: Margaret Reilly, DNS, APRN, CNE, Queensborough Community College / CUNY

The QSEN initiative was developed in response to the IOM recommendations for implementation of core competencies for health care professionals and to address the challenge of preparing future nurses with the knowledge, skills, and attitudes necessary to continuously improve the quality and safety of the health care system. This project describes one pre-licensure program’s efforts over one year to implement a QSEN competency in informatics through the research, evaluation, and integration of an electronic health record system into the curriculum.

6G. Unfolding Cases and Resources to Advance Care Excellence for Veterans  
Primary Presenter: Mary Anne Rizzolo, EdD, RN, FAAN, ANEF, National League for Nursing

When First Lady Michele Obama and Jill Biden called for health care providers to find ways to provide better care for veterans, the NLN responded with a commitment to provide tools for faculty so they can better educate students in this important area. Using the existing ACES model, designed to promote better care for older adults, four unfolding cases, each containing an audio recording of a first-person monologue and three simulations, along with other materials, have been developed. The process of developing and piloting the unfolding cases will be outlined and samples of the unfolding cases will be demonstrated during the session. When complete, the cases will be available free-of-charge on the NLN website, and faculty are encouraged to modify them to meet the needs of their own curriculum. Other veteran-specific resources on the NLN website (such as annotated bibliographies, websites, and databases) will also be demonstrated.

6H. Learning to Collaborate: Design & Evaluation of Interprofessional Education  
Primary Presenter: Karen Pardue, MS, RN, CNE, ANEF, University of New England Westbrook College of Health Professions

Concerns about patient safety and medical error are sparking interest in interprofessional education (IPE). This presentation will trace the background and history of IPE and examine pedagogical approaches that support this effort. Rewards and challenges associated with creating interprofessional learning experiences will be presented. Processes for championing educational reform and creating cultures to advance interprofessional competency development will be discussed.

6I. Nursing Communication Education: Standardized Patient vs. Student Evaluations  
Primary Presenter: Marian Grant, DNP, CRNP, ACHPN,

Standardized patients (SPs) are increasingly used to teach nursing communication skills. The University of Maryland analyzed their use in its bachelor of nursing and clinical nurse leader programs. From 2010 to 2012, 646 students participated in SP interviews. Per the SPs’ evaluations, students generally scored well. However, students rated themselves consistently lower than the SPs did. SPs are a valuable learning tool and more needs to be learned about the differences between their assessment and those of students.

6J. An Innovative Strengths-Based Program to Retain Hispanic RN-BS Students  
Primary Presenter: Aida Egues, DNP, RN, APHN-BC, PHCNS-BC, CNE, New York City College of Technology / CUNY

Strengths-based education requires nursing educators to intentionally and systematically discover, develop, and apply their own talents as they work to establish programmatic activities to help students do the same. Recognizing that there still exists a critical shortage of Hispanic nurses to address our nation's diverse health care needs, a faculty member designed an innovative extracurricular mentorship program focused on faculty-student strengths development to help retain Hispanic RN-BS students. This presentation will offer an overview of the approach to developing, implementing, and sustaining such a program as supported by pedagogical and cultural theory and literature. Reflection upon the program’s characteristics, as well as the benefits, challenges, and lessons learned will be provided.
6K. Transition to Teaching: An Orientation Series for New Faculty  
Primary Presenter: Louise Jenkins, PhD, RN, University of Maryland School of Nursing

Transition to Teaching is an orientation series for nurses new to the faculty role available to all new faculty members in Maryland. The goal is to help facilitate the transition from a clinical role to a faculty role. It is value-added to the complement the orientation programs offered by individual schools. Delivered as a hybrid offering, essential content includes aspects of academic institutions, nursing programs, the faculty role, and working with students. Outcome evaluation and lessons learned will be shared.

7A - 7K / Concurrent Sessions ● Saturday, September 21 / 9:45 - 10:30 am

7A. Using a Multiple Patient Simulation to Transition Seniors to Practice  
Primary Presenter: Kristy Chunta, PhD, RN, ACNS, BC, CMC, Indiana University of Pennsylvania

This presentation will discuss how a multiple patient scenario was used to develop communication, prioritization, and delegation skills in senior nursing students enrolled in a critical care clinical course. The presentation will focus on how simulation can cultivate these skills. Video clips of the scenarios from a simulated progressive cardiac care unit will be included. The presentation will conclude with students’ evaluation of the scenario and lessons learned for future implementation.

7B. IPE Collaboration Intensive: Planning, Implementing, and Evaluating  
Primary Presenter: Kathie Lasater, EdD, RN, ANEF, Oregon Health & Science University School of Nursing

The Institute of Medicine has strongly recommended interprofessional education (IPE) to promote patient safety and quality outcomes. One health sciences university offered a collaboration intensive/elective to senior medical and nursing students. Interprofessional teams facilitated role understanding using interactive pedagogies over a two-week period. This session will describe the processes and challenges of planning, delivery, and evidence-based evaluation of the course to explore lessons learned from this first foray into IPE.

7C. The New Normal: The Use of Clinical Adjunct Faculty: The Adjunct Perspective  
Primary Presenter: JoEllen Dattilo, PhD, RN, Mercer University

The widespread practice of hiring part-time adjunct faculty to support the clinical component of the undergraduate curriculum plan is evident in most nursing programs. Often, these individuals are master’s-prepared experts in their discipline. However, these advanced practice nurses are novice educators. Full-time nurse educators and administrators are challenged with the task of orienting these beginners to the faculty role. Insights and perceptions gleaned from clinical adjunct faculty may offer suggestions for developmental strategies.

7D. What’s In It for Them? Effects of Clinical Instruction on Hospital Outcomes  
Primary Presenter: Lisa Day, PhD, RN, CNS, CNRN, CNE, Duke University School of Nursing

In a partnership between a health system and four local schools of nursing, we developed and implemented a new model for clinical nursing education that takes ideas from the Dedicated Education Unit model and connects these with staff and unit development strategies. The goal is to meet the needs of students and faculty while contributing to staff development and improved patient outcomes. This presentation will describe the process of developing and implementing this unique clinical education model and report project evaluation findings.

7E. Intersection of Excellence and Quality in Nursing Education  
Primary Presenter: Deborah Merriam, MS, RN

It is imperative the education of professional nurses equip them to provide patient-centered, high-quality health care as the academic preparation of nurses is seamlessly interwoven with the quality of care provided. Qualitative research, using content analysis of final applications that earned re-designation as an NLN COE
in the category of “Creating Environments that Enhanced Student Learning and Professional Development,” revealed characteristics, similarities and differences in activities, initiatives, outcomes, and pedagogy.

7F. Integrating Teaching Courses into the PhD Curriculum
Primary Presenter: Ruth Fiedler, EdD, APRN, CNE, Rush University College of Nursing

Despite most nursing faculty spending a majority of their time teaching, it is the one area of Boyer’s Model of Scholarship that is lacking in doctoral education. One college of nursing requires that all doctoral students enroll in two courses that will prepare them to teach nursing students. Students consider how theory builds on methods and leads to outcomes (that is, educational theory → pedagogies → knowledge skill and attitudes). Student evaluations of the course have been overwhelmingly positive.

7G. Academic-Service Partnerships Through Evidence-based Projects
Primary Presenter: Susan Moch, PhD, RN, College of Nursing and Health Sciences University of Wisconsin

Academic-service partnerships between undergraduate students, faculty members, and clinical agencies provide the opportunity to obtain, evaluate, and implement research and disseminate evidence-based practice (EBP) outcomes. This presentation describes the benefits, process, and outcomes from five years of undergraduate student involvement in advancing health through EBP projects with three different clinical agencies. Evaluation demonstrated learning outcomes for students and staff and methods for evaluating health outcomes are underway.

7H. Flipping in Higher Education: Does It Work?
Primary Presenter: Judith Belanger, MSN/Ed, RN, CNE, University of Southern Indiana

The latest excitement in higher education has faculty “flipping.” Flipping is an interactive, reversed teaching model that engages students both in and out of the classroom. A flipped model provides enriched class time for robust, collaborative discussions that ideally meet the learning styles of the millennial student. This presentation will embrace the flipped model as a favorably teaching strategy and propose that a traditional faculty-led lecture is not living up to the expectations of millennial students.

7I. Teaching for Clinical Judgment: Using Failure to Rescue Case Studies
Primary Presenter: Christopher Garrison, MSN, ARNP, CNE, St. Petersburg College

Nurse educators are increasingly looking for ways to promote students’ critical thinking and clinical judgment. Failure to rescue is a concept that educators can incorporate into their classes to assist students to see how to interpret assessment data and take appropriate nursing actions to prevent complications. This presentation will describe the concept of failure to rescue, present the educator with a framework for integrating this concept into their teaching, and provide ideas and resources for developing unfolding case studies.

7J. Best Practices in Teaching with Technology in Interprofessional Education
Primary Presenter: Joyce Griffin-Sobel, PhD, RN, CNE, ANEF, Hunter-Bellevue School of Nursing / CUNY

While accrediting agencies and major reports such as the Institute of Medicine’s Future of Nursing (2011) call for nursing graduates to have competencies in the use of information management and patient care technologies, few schools of nursing have succeeded in integrating informatics into the curriculum. Best practices in faculty development in informatics will be demonstrated, including social media support, toolkits, partnerships, innovative pedagogical approaches, and others. Hands-on exercises in teaching informatics will be included.

7K. Engaging Nursing Students in Learning: E-Books in the Classroom
Primary Presenter: Mark Hand, MSN, RN, CNE, East Carolina University

Students who actively participate in their education learn more. E-books offer a wide range of options to increase the interactivity of nursing curricula, thereby promoting increased engagement in course material and more time on task. Combining e-books with other facets of digital technology, we can encourage engagement and effective learning in our students. Audio clips, videos, games, hyperlinks, and assessments are just a few
of the ways e-books keep students coming back for more. Whether content is required, supplemental, or remedial, e-book content is highly engaging and immediately accessible. By addressing a range of learning styles, e-books are valuable to students, affordable and effective, and available in a variety of platforms for e-reader devices. This session will discuss a pilot project that was conducted with a group of undergraduate nursing students in the use of e-books in the first semester of the undergraduate nursing program.

8A - 8K / Concurrent Sessions • Saturday, September 21 / 10:45-11:30 am

8A. Interprofessional Clinical Rounding with Nursing, Medical, and Pharmacy Students: Creating Opportunities to Communicate and Collaborate on Patient-Centered Care
Primary Presenter: Elizabeth Speakman, EdD, RN ANEF, Thomas Jefferson University

This presentation will highlight the results of an innovative approach to interprofessional clinical training where nursing, medical, and pharmacy students engaged in a shared clinical experience as a method to increase quality patient-centered care.

8B. Health Care Reform and Curriculum Design
Primary Presenter: Carol Boswell, EdD, RN, CNE, ANEF, Texas Tech University HSC School of Nursing

The Affordable Care Act (ACA) is rapidly coming to the health care arena. Schools of nursing need to carefully consider the changes that need to be made in the curriculum to address ACA requirements. The role of nurses at multiple levels will need to incorporate innovative strategies for meeting the new demands of the ACA. This presentation will examine ACA policy changes as they apply to the educational process and the work environment.

8C. Developing Faculty Through an Online Faculty Resource Center
Primary Presenter: Carol O'Neil, PhD, RN, CNE, University of Maryland School of Nursing

One strategy for increasing the number of nurses who will be prepared to function effectively in a faculty role is an online faculty resource center. Through federal and state funding, the University of Maryland School of Nursing developed a center that will guide, support, and facilitate networking and collaboration among Maryland’s faculty. The development, evaluation, and expansion of the center will be discussed. This information will provide a reference for nursing faculty and/or provide a prototype for replication.

8D. LPN to BSN: The ABCs of Program Development
Primary Presenter: Linda McKay, MSN, RN, Fitchburg State University

Educators from Fitchburg State University and Worcester State University, in collaboration with Assabet Valley Regional Technical Practical Nurse Program, Bay Path Regional Technical Practical Nurse Program, and Montachusett Regional Vocational Technical Practical Nurse Program, have developed an accelerated LPN to BS in Nursing Program. The IOM report recommendation of an 80 percent BSN workforce by 2020 compels LPNs to continue their education not only to RN but to BSN. The 2012 Massachusetts Board of Registration in Nursing reports that there are 21,358 active LPN licensees that may benefit from this model. Few avenues exist for the LPN to BSN and current pathways do little to recognize the education and experience of the practicing LPN. This innovative program provides the LPN with 18 college credits after passing the NLN ACE challenge exams. Credits from previous course work can be transferred eliminating repetition of courses and providing a seamless transition to the baccalaureate degree. The LPN brings a diverse population into nursing that otherwise would not have had the opportunity to enter the profession. The LPN as entry into practice affords low income persons, single parents, career changers, and new immigrants an option for quick admission to the workforce, while the LPN to BSN program allows them to continue their education while working as nurses. The authors will share their research and development from the last four years with the hope that other schools will replicate the program.
8E. Perceptions of Institutional Supports for Ethnically Diverse Students
Primary Presenter: Mary Lou Bond, PhD, RN, CNE, FAAN, ANEF, University of Texas at Arlington

This presentation will describe the findings of a research study entitled “Institutional Supports for Diverse Student Populations: Perceptions of Hispanic and African American Students and Program Faculty.” Using the Adapted Model of Institutional Support (Bond, Cason & Gray, 2006) as a framework, four instruments were used to collect data from minority students in Texas, their faculty, and administrators. Differences between faculty and student perceptions were profound in the areas of needed financial support and a welcoming environment.

8F. Accommodating Nursing Students with Disabilities in Clinical Courses
Primary Presenter: Terri Ashcroft, PhD, RN, University of Manitoba

Nurse educators must provide reasonable accommodation for students with disabilities in clinical courses. However, balancing accommodations with patient safety in the practice setting is seen as difficult. This presentation describes how our baccalaureate program met this challenge. Participants will gain a toolbox of approaches for assessing how disability affects learning and accommodating a range of disabilities in clinical courses. This innovative approach improves student success and reduces faculty concern about students with disability.

8G. Making the Most of Technology to Create and Sustain Online Discussions
Primary Presenter: Mary Alkire, EdD, RN, Ferris State University

Students and faculty spend many hours engaged in discussion in online classrooms. Thus it is the nurse educator’s responsibility to ensure that the online discussion environment is built upon current evidence and best practices as well as responsive to technology available for online discussion. This workshop will present current evidence-based practices and models that promote high quality online discussions, critical thinking, and reflective practices. Brookfield and Preskill (2005) dispositions for discussion will be utilized as a framework to discuss opportunities for promoting student and faculty engagement in an environment of respect and collaboration. In this workshop, participants will learn how online discussion can be utilized to build knowledge, share experiences, and develop a reflective approach to professional practice. Participants will be introduced to the ABCs of creating and sustaining online discussions: active preparation, being present, and consideration and reflection. The use of technology to create pre-discussion activities, discussion prompts and questions, discussion journals, and rubrics will be presented. Participants are asked to bring samples of current discussion materials they would like to further develop and refine during this workshop time.

8H. Preparing Practitioners Through Standards of Best Practice for Simulation
Primary Presenter: Carol Durham, EdD, RN, ANEF, University of North Carolina at Chapel Hill

The Standards of Best Practice: Simulation (International Nursing Association for Clinical Simulation and Learning, 2011) is a resource for common terminology, rationale, outcome, criteria, and guidelines providing a framework for research, development, and proposals to leadership and potential donors. This presentation will assist the participants to better understand the standards and their application to their educational endeavors using simulation.

8I. Evaluating the Knowledge of Those Who Teach: CNE Candidates’ Performance
Primary Presenter: Tracy Ortelli, PhD, RN, CNE, ANEF, Galen College of Nursing

In 2005, the NLN established the certified nurse educator (CNE) credential in an effort to recognize academic nurse educators’ specialized knowledge, skill, and expertise. To date, information about CNE candidates’ first-time performance on the examination has not been formally studied. This original research analyzes the first-time performance of 2,673 academic nurse educators who took the CNE examination between September 28, 2005 and September 30, 2011. This presentation will provide an overview of the first-time pass rates and performance in each of the six CNE examination content areas based on educational preparation, years of full-time faculty employment, highest degree earned, employment setting by program
type, and academic rank. This presentation will also discuss implications of the study and offer recommendations for nursing practice, nursing education, policy, and research.

8J. Creative and Collaborative Strategies to Facilitate Student Retention
Primary Presenter: Janice Smith, PhD, RN, CNE, Shenandoah University

Strong relationships with campus resources and services to facilitate student success were essential to progression and retention outcomes for nursing students. Creative strategies in collaboration with these services were used with the objective of building a relationship with each student from entry into the nursing major to graduation. The goal to begin early in the program to assess each student for existing positive success skills and areas needing enhanced development to successfully navigate the nursing curriculum and improve retention.

8K. Developing Metacognitive Skills Through Clinical Simulation
Primary Presenter: Maureen Tremel, MSN, ARNP, CNE, ANEF, Seminole State College of Florida

Clinical simulation is used to demonstrate decision-making (Jeffries, 2005). Metacognitive strategy instruction is effective in improving decision-making performance (Batha, 2009). Metacognition can be developed by providing learners with knowledge of cognitive processes, experience in using cognitive and metacognitive strategies, and evaluating the outcomes of their efforts (Livingston, 2003). Knowledge of experiential learning theory and application to the patient care experience through simulation can help nursing students “learn how to learn.”