



# Concurrent Presentations

**Thursday, October 3rd**

**1:00 PM-2:00 PM**

## **A1: Courageous Conversations 2: A Crucial Necessity**

**Leading**

*Denise Morian, DNP, RN*

Nurse leaders facilitate a healthy work environment. Unresolved conflict damages morale, relationships, teamwork, and patient care. Addressing conflict is an ethical duty of professional nurse leaders. Conflict engagement is required of leaders for safe patient care. Relational engagement preserves work relationships, fosters professional growth, and improves conflict competency.

## **Engaging Staff Nurses in Continuing Education—A Storytelling Approach**

**Educating**

*Lora Walter, DNP, RNC-NIC*

Engaging staff nurses in continuing education can be challenging for Nursing Professional Development Specialists (NPDS). Narrative pedagogy or storytelling enables the NPDS to engage staff nurses who are busy, feel they know the information already, and are disengaged from any type of required learning.

## **A2: EKG Virtual Reality: The New Frontier**

**Educating**

*Sherry Joachim, MSN, RN, CCRN-K; Karyn Cordes, BSN, RN, CCRN; Toufic S. Khairallah, APN, FNP-BC, PCCN, CHSE*

The traditional teaching modality of lecture and PowerPoint is outdated and does not meet the needs of today's learners. We recognized the need to update and innovate our standard electrocardiogram in-seat course; therefore we incorporated the lecture content into the virtual reality environment to promote active learning and student engagement.

## **A3: Future Nurse Project: What Kind Of Nurse Do You Want To Be, And How Will You Make It Happen?**

**Educating**

*Joy Pieper, MSN, RN, CNE, CCISM*

A method to target nursing student growth in the affective learning domain is presented. Final project submissions displayed tremendous introspection and student feedback included appreciation for having devoted time to focus on personal and professional goals for their chosen profession of nursing.

## **A4: Reenergize the Experienced Bedside Nurse? Challenge Accepted!**

**Educating**

*Patricia Dlouhy, MSN/Ed., RN-BC, CEN ; Lora Laszlo, MSN, RN, CEN, CPEN; Maria Roznik, BSN, RN, CEN*

Caution: Course contains innovative teaching and learning strategies that may intrigue learners to want to learn and ask for more! Methodologies include high fidelity simulation with specific facilitated debrief, modified flipped classroom, concept/body map completion and YouTube! Low budget competitive games, table top evolving case studies and reflection are reviewed.

## **A5: Mock Code Blue Simulations in the Medical Surgical Setting: A Collaborative Approach**

### **Collaborating**

Christine Yurik, MSN, APRN, AGCNS-BC, CMSRN; Amelia Mount, BSN, RN, CMSRN; Renate Szeltner, MSN, RN

To address the increasing number of cardiac arrests in the hospital setting, physician and nursing caregivers collaborated to initiate routine in-situ mock code blue on pre-selected medical surgical nursing units. This allowed caregivers to practice resuscitation skills and teamwork on a consistent basis as well as increased the survival rate.

## **A6: Psychometric Evaluation of the Nursing Students' Attitudes towards Nursing Education Research**

### **Questionnaire**

### **Educating**

*Sherry Burrell, PhD, RN, CNE; Jennifer Ross, PhD, RN, CNE*

While students' attitudes about nursing research are generally positive, little is known about their attitudes toward nursing education research. This presentation will discuss the development and psychometric testing of a new instrument to measure nursing students' attitudes towards nursing education research.

## **Student Nurses' Initial Clinical Experience, Attitudes, and Interest in Geriatric Nursing**

### **Educating**

*Lorraine Novosel, PhD, CRNP, AGPCNP-BC*

Few student nurses (SNs) who enter or complete a nursing program express interest in working with older adults (OAs) upon graduation. This cross-sectional study explored the relationship between baccalaureate SNs' first clinical experience, attitudes toward OAs, and preliminary interest in geriatric nursing upon graduation.

**2:20 PM-3:20 PM**

## **B1: Addressing Financial Aid Constraints: Disrupting Barriers for Associate Degree Nursing Students to Attain Their Bachelor of Science in Nursing**

### **Educating**

*Nina Trocky, DNP, RN, NE-BC, CNE; Linda Aveni Murray, DNP, CRNP-Ped*

Recruiting and educating a bachelor's prepared nursing work force requires a commitment to removing barriers from associate degree nursing (ADN) students' academic trajectory. This presentation describes the components of a university RN-to-BSN Dual Admission Program, operational elements of the financial support, and advisement processes supporting these students.

## **B2: Best Practices for Online Teaching**

### **Educating**

*Nicole Evanick, DNP; Robin Weaver, PhD, CNE, RN*

There are a variety of online teaching methods which can create an inviting atmosphere, promote connectivity and build a sense of trust to encourage learner engagement. The goal of our presentation is to assist educators in developing and organizing content into an effective online teaching format utilizing innovative practices.

## **Resuscitating Lecture for the 21st Century Classroom**

### **Educating**

*Agnes DiStasi, DNP, RN, CNE*

This offering will provide best practices for utilizing lecture in the classroom, along with a variety of active teaching/learning methods that promote student engagement. Nurse Educators will learn how to successfully incorporate lecture in the active learning classroom for the purpose of assisting students to develop clinical judgment.

## **B3: Building the Capacity of Nurses and Nursing Faculty in Underdeveloped Countries**

### **Educating**

*Brenda Spear, DNP, RN FNAP; Adele Webb, PhD, RN, FNAP, FAAN*

The preparation of nurses and faculty to implement the WHO's PEN interventions is paramount. We focus on work in Africa that assessed the capacity of nurses and faculty. Interviews of Ministers of Health, Nursing Program Directors, Hospital Administrators and WHO Representatives contributed to the data.

## **Collaborating with Rural Practice Partners to Provide an Undergraduate Primary Care Experience**

### **Collaborating**

*Heidi Mennenga, PhD, RN, CNE; Robin J. Brown, PhD, RN*

Registered nurses practicing to the full scope of their license in primary care may assist in meeting unmet healthcare needs. The purpose of this project was to collaborate with 13 rural practice partners to provide an undergraduate primary care clinical experience. By sharing this information, others may replicate similar opportunities.

## **B4: Learning Needs Assessment: Not Always What You Want, yet Getting What You Need**

### **Educating**

*Erin Lemler, MSN, RN, RN-BC*

Conducting a thorough learning needs assessment can assist the NPD practitioner in identifying knowledge, performance, process, and/or system gaps. Additionally, use of a learning needs assessment provides a framework to differentiate 'needs' from 'wants', allowing the NPD practitioner to be a good steward of organizational resources.

## **A Nursing Student Success Elective: Experience It as a Student!**

### **Educating**

*Margie Landson, MSN, CNE; Immaculata Igbo, PhD; Kathleen Straker, MEd*

Have you seen bright students struggling with their nursing courses? Through an ongoing elective, nursing students learn to apply evidence-based study strategies. Participate in an experiential session as a 'student' and learn some of these strategies. Also, hear students' responses to this insightful elective experience.

## **B5: Use of Standardized Patients to Teach Medical/Surgical Nurses Communication Skills for Behavioral Health Patients**

### **Leading**

*Catherine Skowronsky, MSN, APRN, ACNS-BC, CMSRN; Nichole Kelsey, MSN, RN, CHSE-A*

This presentation describes the development and presentation of a communication experience blending simulation with standardized patients with interactive lecture. The experience is designed for the medical/surgical nurse, either novice or experienced, to develop their communication skills when caring for patients with behavioral health diagnoses.

## **B6: Video-Based Competency Testing (VBCT) To Prepare BSN Students for Clinical Practice**

### **Educating**

*Ashley Badders, MSN, RN, CCRN; Lauren Patton DNP, RN, CCRN, CHSE*

Clinical competence is a critical requisite of undergraduate nursing education. Video-based competency testing is an approach to assess clinical competence in an objective, structured method and has the potential to serve as a summative assessment of critical thinking, clinical judgment, prioritization and delegation.

**Friday, October 4<sup>th</sup>**

**8:00 AM-9:00 AM**

## **C1: A Creative Approach in the Development of a Diverse Nursing Pipeline**

### **Collaborating**

*Daria Sheafe, MSN, RN; Sol Sanchez, BSN, RN*

The lack of diversity in the nursing staff at a large quaternary medical center prompted executive nursing leadership in collaboration with an education philanthropist from the community to explore options to address the issue.

## **C2: Authentic Learning to Build Knowledge and Skills for Interprofessional Practice and Community Engagement in Post-Licensure Baccalaureate Education**

### **Educating**

*Tammy Haley, PhD, RN; Lisa Fiorentino, PhD, RN*

In the quest for high-impact authentic learning experiences which facilitate student engagement and foster interprofessional collaboration, nurse educators must think beyond traditional settings. Addressing real world problems requires significant commitment. Using our model, you can design a multi-year project with achievable outcomes preparing students for practice using authentic learning.

### **C3: Integrating the United Nation's Sustainable Development Goals into the Nursing Curriculum Collaborating**

*Michele Upvall, PhD, RN, CNE, FAAN; Geraldine Luzincourt, MSN, ARNP, FNP-C, CNE*

Nurse educators and students can have a global impact and contribute to meeting the United Nation's Sustainable Development Goals with local community experiences ('glocal') and these efforts are supported by international and national organizations. Didactic and clinical experiences illustrate creative strategies to develop global citizenship competencies.

### **C4: Making Math Meaningful: Collaboration between Nursing and Mathematics Faculty to Support Students' Understanding of Dosage Calculations**

#### **Collaborating**

*Gayle Watson, EdD, RN, CCNS, CCRN-K*

Nursing and mathematics faculty collaborated to create scenario-based clinical lab activities aimed at developing a deeper understanding of the dosage calculation process. This lab activity included support from both mathematics and nursing faculty to enhance understanding and confidence with dosage calculation in the clinical setting.

### **C5: Putting the Spark in Orientation: Making Experienced RN Orientation Worthwhile, Meaningful and Appropriate**

#### **Educating**

*Cindy Burke, MSN, RN, CMSRN*

An experienced Registered Nurse orientation program was modified using adult learning principals and integration of the learner's past experience. The lecture-based model was changed to an interactive seminar utilizing simulation, audience response devices, case studies, learning boards, games, and skits. Data analysis of participant feedback was completed to evaluate success.

### **C6: We Heard You: Responding To Learner Evaluations**

#### **Educating**

*Kimberly Brown, MSN, RN, CCRN-K; Jamie Stucky, MS, RN, CJCP*

Preceptor class equips learners to facilitate critical thinking and effective communication, verify competency and complete documentation. Attendee evaluations revealed that the existing class was perceived as too long, repetitious, and lacking in application. This session describes the process of responding to learner feedback to create a more meaningful learner experience.

## **9:20 AM-10:20 AM**

### **D2: Elevating the Role of the Charge Nurse: One Organization's Journey**

#### **Educating**

*Maryann Windey, PhD, MS, MSN, RN-BC; Dharani Sridharan, MS; Jennifer Higgins, MSN, RN, NEA-BC*

A six week Charge Nurse Leader development program was implemented in a large health care organization. The program was multimodal and included online and didactic content. Process changes were also designed to help with selection and assessment of charge nurse performance. Three levels of evaluation of the program were completed.

### **D3: Evidence-Based Quality Improvement (EBQI): So What for Nursing Education?**

#### **Educating**

*Kathleen Tennant, PhD, APN, RN*

The current emphasis for the DNP Project should be guided by the evidence-based practice quality improvement (EBQI) process and the effectiveness of the proposed change to guide practice and/or policy. Successful teaching includes an intimate understanding of the differences between innovative intervention research and the EBQI approach ('SO What' factors).

### **D4: Ready to Share Your Professional Successes in Print? Let's Start with a Publishing Plan**

#### **Leading**

*Joan Lockhart, PhD, RN, CNE, ANEF, FAAN*

A 'planning' approach to foster publishing offers nurses a familiar and practical tool to attain their writing goals. This presentation walks participants through a 10-step Publishing Plan, a tool that addresses key steps involved in preparing a manuscript. Participants can actively engage in this process using their own publishing ideas.

## **D5: Strategies for Increasing Nursing Student Engagement with Community Partners and Members of the Interprofessional Team**

### **Collaborating**

*Leslie Shank, MSN; Linda Romines, DNP, RN, FNP-BC; Tara Grier, MSN, RN*

Innovative strategies employed throughout the nursing curriculum provide students with unique opportunities for engagement with community partners and interprofessional team members. These methods allow students to gain experience and confidence developing relationships, identifying community health needs, and collaborating with others to improve patient outcomes.

## **D6: Unit Education - Tools and Tips to a Successful Program**

### **Educating**

*Jean Dockery, MS, RN, CRCST*

How does one develop a successful education plan for their unit while taking care of patients? Using actual tried and true tools along with humor you will leave this session with new energy to improve your current program or develop a new education plan for your area.

**10:50 AM-11:50 AM**

## **E1: Collaborating to Improve Healthcare Culture with the Education for Clinical Interprofessional Simulation Excellence Program**

### **Collaborating**

*Lisa Rohrig, RN, MS*

The Education for Clinical Interprofessional Simulation Excellence program incorporates students from eleven health professional programs including Nursing (BSN, CNL, ACNP), Medicine, Pharmacy, Social Work, Physical Therapy, Respiratory Therapy, Occupational Therapy, Speech Pathology and Medical Dietetics in a complex acute care scenario. More than 4,500 students have participated in seven years.

## **E2: Decreasing Barriers to BSN Education: Introducing the Assessment Competency Evaluation**

### **Collaborating**

*Laura Goliat, DNP, APRN, FNP-BC; Connie Bowler, DNP, RN; Pamela L. Bonnett, DNP, RN, CNE*

Introducing the Assessment Competency Evaluation (ACE)! The ACE is an online competency evaluation that examines assessment and communications skills as well as the ability for students and nurses to recognize commonly-occurring critical events. Although used to waive health assessment in RN-BSN programs, the ACE can be used throughout nursing programs.

## **E3: Development and Utilization of a Holistic Integrated Plan to Advance Critical Thinking and Clinical Judgment in Nursing Students**

### **Educating**

*Emily Agee, MSN, RN; Chelcia Cantu, MSN, RN*

Critical thinking and clinical judgment are often developed through written care plans in the clinical setting. Through developing and utilizing a Holistic Integrated Plan, a concept-based care plan in a small group setting, nursing students verbalized advancement in ability to spontaneously assess and develop a patient-specific plan of care.

## **E4: Engaging Todays Nurse Learner: Integrating Innovative Educational Technology Design Strategies to Foster Improved Learner Engagement**

### **Educating**

*Renee Davis, MSN, RN-BC*

Improved learner engagement is an attainable yet formidable task in the world of advancing technologies and changing learner preferences. Learn how various educational technology platforms can be integrated into Nursing student or staff education, allowing for enhanced learner engagement, better content retention & overall improved learner and patient outcomes.

## **E5: Helping Learners Transition from No! to Know!**

### **Educating**

*Lora Laszlo, MSN, RN, CEN, CPEN; Patricia A. Dlouhy, MSN/Ed, RN-BC, CEN; Maria Roznik, BSN, RN, CEN*  
This course explores strategies that can be utilized to provide multidisciplinary education with positive knowledge retention outcomes, even across large healthcare systems.

## **E6: Leading Nurses in Transition through the Gap: An Innovative Approach to Transition into Practice Structures and Relationships**

### **Leading**

*Michelle Scortzaru, MSN, RN ; John J. Elliott, MNE, RN, CPN; Theodore W. Eyraud, BS, RN*

Newly graduated nurses experience transition shock, causing disillusionment and dissatisfaction. Our goal was to create a program to support residents throughout their critical first year. Residents now experience a streamlined standardized approach and report a more positive orientation experience, which equates to decreased turnover and millions saved in avoided costs.

**2:10 PM-3:10 PM**

## **F1: An Educational Intervention to Promote Civility in Nursing**

### **Educating**

*Robin Murray, MSN, RN*

Incivility undermines caring and professionalism and is incongruent with a caring profession. This innovative educational practice focuses on educating pre-licensure nursing students to recognize and address uncivil behaviors in self and others and evaluates the student's confidence and self-efficacy in their abilities to navigate uncivil situations when encountered.

## **F2: Reducing the Number of Cardiac Arrests in Paediatric Non-ICU Settings through Nurse-Led Collaborative and Innovative Paediatric RRT Team**

### **Collaborating**

*Noureen Danish, MSc HPM, BScN, RN ; Naureen Lalani, MSc NNP, BScN, RN; Zohra Abdul Malik, BScN, RM, RN*

Paediatric non-ICU in a Pakistan hospital had increasing trends of cardiac arrests with worrisome survival outcomes. Nurse leaders collaborated to initiate a rapid response team to prevent arrests by identifying early warning signs. Extensive training was held for nurses by members from various healthcare disciplines to integrate best practice care.

## **F3: Safety Trifecta**

### **Educating**

*Megan Thomas, MSE, BSN, BA, RN-BC; Chelsea Gall, BSPS, BSN, RN, CMSRN*

In acute care, concerns were identified with moving patients, preventing falls, and patient handling injuries. There were disparities in tools, scoring, and interventions. Thus, the educators met with the patient handling committee and physical therapy to develop a class to mobilize patients while keeping the nurse safe, and preventing falls.

## **F4: Selecting the Collaborative Improvement Model as a Best Practice for Revising a Nursing Curriculum**

### **Educating**

*Jamie Dunnum, MSN, RN, IBCLC, LCCE; Terresa Bubbers, DM; Martha Scheckel, PhD, RN*

The presenters will describe how faculty in an undergraduate nursing program evaluated models for a curriculum revision and selected and implemented the Collaborative Improvement Model. They will highlight how the model fosters faculty-faculty collaboration, promotes the Scholarship of Teaching and Learning, and underscores needs for an external facilitator.

## **F5: Socratic Mentoring of New Graduate Nurses to Address the Preparation-Practice Gap: A Qualitative Research Study**

### **Collaborating**

*Christine Sorrell Dinkins, PhD; Kathryn Stuck Boyd, MSN, RN-BC; Joan Kavanagh, DNP, RN, NEA-BC*

Socratic mentoring (SM), through questioning and metacognition, may foster development of clinical judgment in new graduate nurses (NGNs). A qualitative study of preceptors and NGNs engaged in SM demonstrated that SM can be effective for assessing and developing clinical judgment in NGNs and for building a beneficial mentor-mentee relationship.

## **F6: Use of Simulation to Promote Students' Continued Skills Competency**

### **Educating**

*Mariann Harding, PhD RN CNE; Shelly Stefka, MSN, RN; Samantha Bonaduce, MSN, RN*

The purpose of this presentation is to relate a strategy for promoting nursing students' psychomotor skill performance using simulation scenarios specifically developed to assess continued competency.

**4:00 PM-5:00 PM**

## **G1: Dedicated Education Unit (DEU): Maximizing Clinical Space in a Small Town**

### **Collaborating**

*Linda McQuiston, PhD, RN; Robert Owegi, DNP, RN, CNE*

The execution of a Dedicated Education Unit (DEU) Model in a rural area can come with multiple challenges including limited clinical resources, inadequate number of qualified DEU nurses, and the limited flexibility of students' schedules to accommodate their DEU practicum. Challenges can be overcome with perseverance, dedication, and ingenuity.

## **G2: Developing Clinical Readiness through Simulation: An Innovative Approach for Pediatrics**

### **Educating**

*Jamie Kozel, MSN, RN, CPN; Annette Coates, MSN, RN, CPNP-PC, PCNS-BC; Nicole Petsas Blodgett, PhD, RN*

The purpose of this presentation is to describe the use of pediatric simulation experiences to enhance clinical readiness among undergraduate nursing students for pediatric clinical experiences. This innovative educational strategy helped prepare nursing students for pediatric clinical experiences and has significant implications for nursing education.

## **G4: Professional Identity in Nursing: Leading for Broader Impact**

### **Leading**

*Nelda Godfrey, PhD, ACNS-BC, FAAN*

Understanding the drivers of developing a sound, positive professional identity can enable teachers and leaders to have a positive effect on the individual nurse and the overall profession. This interactive session details international think tank results and strategies for forming and fostering professional identity in the discipline of nursing.

## **G5: Teaching Nursing Students to Think: A Clinical Intervention to Increase Clinical Reasoning**

### **Educating**

*Jaime Huffman, PhD, RN*

This presentation will describe a clinical intervention which addressed the development of clinical reasoning abilities in first semester nursing students. The groups who received the intervention developed foundational clinical reasoning abilities and were better able than the non-intervention groups to identify patient needs and appropriate nursing actions.

## **G6: What Is Going on With My Patient? Who Is More Confused, You or the Patient?**

### **Educating**

*Amanda Kleckner, BSN, RN, CMSRN*

Delirium is a medical emergency that requires prompt intervention and treatment. Nurses are the key in quick identification, treatment and management of these patients. Simulation can assist as an educational process that allows for a unique learning experience.

**Saturday, October 5<sup>th</sup>**

**10:05 AM-11:05 AM**

## **H1: So, You Have Decided to Take a Nursing Certification Exam**

### **Educating**

*Margie Landson, MSN, RN, CNE; Kathleen Straker, MEd*

This session will guide participants through a step-by-step process of preparing for a nursing certification exam. Using evidence-based techniques (Straker and Kelman, 2007), participants will leave the session with a Personal Study Plan and strategies that, if followed, will yield a strong chance of success.

## **H2: AIDET Simulation: Communication at Its Best**

### **Educating**

*Denise Morian, DNP, RN*

HCAHPS scores reached a low of 17. Low fidelity simulation with video recording was utilized to engage staff in improving communication. This program raised awareness of the units HCAHPS scores, unit dynamics, individual staff performance, and responding appropriately to a patient concern resulting in a steady improvement in scores.

## **H3: Creating Classrooms without Borders: Faculty Rounding on Clinical Sites**

### **Collaborating**

*Laura Goliat, DNP, APRN, FNP-BC; Patricia A. Sharpnack, DNP, RN, CNE, NEA-BC, ANEF; Debbie Keresztesy, MSN, RN*

Medical-surgical faculty rounded weekly on students at clinical sites with specific criteria for handoffs, assessment performance and assignments to achieve weekly outcomes. Results suggest that course instructor rounding with guidelines and rubrics to achieve course outcomes at clinical sites may help enhance the educational experience and decrease the theory-practice gap.

## **H4: Interprofessional Simulation with Diverse Health Professions: It Really Works!**

### **Collaborating**

*Delois Laverentz, MN, RN, CCRN-K; S. Renee Hodgkins, PhD, MT(ASCP)*

A Sim-IPE had 383 learners and included: clinical laboratory science (CLS) and health administration (HA). Inclusion of CLS and HA was initially challenging, however, it provided a richness to the simulation and allowed the learners to have a face to face interaction with professions that they indirectly work with daily.

## **H5: Opioid Management: Education across an Enterprise**

### **Collaborating**

*Denise Rismeyer, MSN, RN, RN-BC*

An online education module was developed by a multidisciplinary workgroup to address the identified knowledge gap related to opioid prescribing guidelines at a large academic institution. The learning management system was utilized to assign the required education module to identified staff across all sites of the organization.

## **H6: Preparing Bachelor of Science Nursing (BSN) Students to Reduce Hospital Readmissions and Improve Patient Outcomes**

### **Educating**

*Dawn Worman, DNP, RN-BC, NE-BC*

Healthcare organizations are engaging bedside nurses to improve patient outcomes and decrease readmissions, yet undergraduate nursing curriculum may not adequately prepare nurses to take an active role in readmission reduction. The readmission gap analysis assignment provides skills BSN nursing students can apply to improve patient outcomes and decrease hospital readmissions.

**11:35 AM-12:35 PM**

## **I1: Critical Incident Videos: An Innovative Teaching Method to Assist with the Educational Development of a Clinical Instructor**

### **Educating**

*Carla Randall, PhD, RN, CNE; Cynthia S. Randall, DNP, RN, CNL, CHSE*

The purpose of this project was to develop an innovative teaching method using Critical Incident Videos (CIV) to improve nursing education practices. Participants will view CIV and role play responses to challenging teaching situations. Using this strategy with debriefing, staff nurses will be better prepared to teach within clinical environments.

## **I2: Holistic Integration of Student Support Strategies for Pre-licensure BSN Programs**

### **Collaborating**

*Lana Watson, DNP, RN; Carrie Shaver, MA*

The expansion of IUPUC's student support services for pre-licensure students has provided greater opportunity to students to be successful in the program, built confidence in their capability to perform as the BSN prepared nurse, and helped to create a safe entry-level BSN prepared nurse who is trained to lead.

### **I3: Increasing Student Perceptions of Learning in a Baccalaureate Pathopharmacology Course**

#### **Educating**

*Elaine Hannigan, MSN, RN, CNE; Jan E. Davis, MSN, RN, CNM*

The rapid increase in the number and complexity of pharmaceutical therapies has resulted in a need for innovative teaching strategies for undergraduate, pre-licensure nurses in Baccalaureate Nursing Programs. Interval adaptive quizzing for active retrieval is a recommended educational tool that demonstrates high student satisfaction and improved student knowledge transfer.

### **I4: Leading the Improvement of Clinical Judgment in Nursing Students**

#### **Educating**

*Janis Barner, MSN, RN, CHPN; Elaine Little, PhD, RN; Ben Martin, MSN, RN*

NCSBN identifies nursing clinical judgment (NCJ) as the top priority skill for nurses (NCSBN, 2018). The aims were to: 1) Discuss overview of clinical judgment, 2) Educate faculty on how to apply clinical judgment within nursing programs, and 3) Provide examples of clinical judgment in nursing courses within the curriculum.

### **I5: Inspiring and Motivating: Telling the Nursing Professional Development Story**

#### **Leading**

*Mary Harper, PhD, RN-BC; Patsy Maloney, EdD, RN-BC, NEA-BC*

Create your own strategies to advocate for the NPD specialty — either through telling your stories, collaborating with academic partners to include NPD content in graduate nursing curriculum, or using the history of the specialty to identify the unique contributions and value of the NPD specialty within your practice environment.

**Sunday, October 6<sup>th</sup>**

**9:30 AM-11:30 AM**

### **J1 & K1: Research in Nursing Education Workshop**

#### **Leading**

*Christian N. Burchill, PhD, MSN, RN, CEN*

Come learn about ways to improve research in nursing education. Participants should come with a potential research question so that they can work with an experienced nurse scientist in developing a focused, rigorous research question, design, and analysis plan.

**9:30 AM-10:30 AM**

### **J2: Aftermath of Hurricane Michael: Reflections of Nursing Students**

#### **Leading**

*Shawna Missy Mason, DNP, FNP-BC*

A phenomenological approach guided qualitative research project focused on nursing students affected by Hurricane Michael. Study revealed commonalities and themes from the nursing students' experiences. Students discussed challenges including emotional, professional and academic issues after the storm and identified examples of nursing faculty involvement and assistance.

### **Impact of LGBTQ Cultural Competence for Registered Nurses**

#### **Educating**

*Tyler Traister, DNP, RN-BC, OCN, CHPN, CNE, CTN-A*

Nurses play a pivotal role in the competent care of LGBTQ people. Few studies have proven the role that education has on nurses' attitudes and knowledge about LGBTQ people. This research study shows the importance of incorporating LGBTQ education into nursing education to help improve care of this vulnerable population.

### **J3: Cohort Model of Recruiting Nurses to a DNP Program**

#### **Collaborating**

*Renee Ingel, PhD, MSN, RN*

Recruitment to DNP programs is competitive. Collaboration between alumni, healthcare systems, and academic institutions to develop a cohort of DNP students from a single healthcare system benefits all to meet the challenge of increasing doctorally prepared nurses.

## **Leading a Sustainable New PhD Program in Nursing**

### **Leading**

*Karen Foli, PhD, MSN, RN, FAAN*

Our profession faces a shortfall of nurses' enrollment in research-focused, terminal degree (PhD) programs. In the fall 2017, an immersive, on-site PhD program was launched in a large university, non-academic health center.

The presenter will describe how several challenges post-launch were overcome through strategic leadership and management efforts.

## **J4: Elevating Unit-Level Orientation: A Feedback Workshop for RN Preceptors**

### **Educating**

*Julie Sobolewski, MSN, CPN, RNC-NIC; Maureen Washock, BSN, RN, CPN; Lisa Talarico, BSN, RN*

The role of the preceptor is crucial to the success of the newly hired nurse. We have created an interactive workshop using multiple modalities to increase the confidence and effectiveness of our unit based preceptors.

## **Every Nurse's Responsibility to Protect the Profession**

### **Educating**

*Mary Rodgers Schubert, DNP, MPM, RN*

In the next 10 - 15 years nursing will experience a great influx of new nurses, and an even greater exodus of seasoned nurses. The exodus may leave knowledge and expertise voids. New nurse orientations may not be seamless. During these transitions, every nurse must act to secure the profession.

## **J5: Implementation of the Provider Bull's-Eye: A Tool to Guide Clinical Reasoning and Communication for Nurse Practitioners**

### **Educating**

*Tammy Zaworski, DNP, RN, APRN, CPNP-PC, EMT-I*

Arduous clinical reasoning and ineffective communication are identified transition to practice barriers for NPs that may impact patient outcomes and healthcare cost due to patient care errors, delays and NP turnover from poor practice perceptions. The Provider Bull's-eye Tools has the capacity to reduce these transition to practice barriers.

## **Validated Simulation Evaluation Tool for Multidisciplinary Training**

### **Educating**

*Heather Perez, MSN, MBA, BSN, RN-BC*

Facilitator training is required to improve total course preparation, instructor delivery, evaluation and examination, and clinical practice. Evidence supports hand-on training as more beneficial than on-line training to adjust to active learning styles, practice pedagogical methods, and serve as coaches and experts.

## **J6: Preferred Teaching/Learning Strategies for Graduate Nursing Students in Web Enhanced Courses**

### **Educating**

*Rose Hoffmann, PhD, MSN, RN, CNL*

Graduate students have shown an increase in online course enrollment. There is limited data on preferred teaching methods. Sixty-six graduate students completed a demographic and preferred teaching strategy survey. Participants identified similar preferred and effective teaching strategies including voice over PowerPoints, simulation, case studies, guest speakers and communication with faculty.

## **Round and Round We Go: Utilizing Post Conference Clinical Rounds to Improve Clinical Judgment**

### **Educating**

*Carrie Stroup, DNP, RN, CNE*

This study examined the effectiveness of clinical rounds as a post conference strategy in the development of clinical judgment. Quantitative data demonstrated an increase in mean scores in clinical rounding groups ( $n=33$ ;  $+0.76$ ). Qualitative data revealed increased problem-solving ability and risk identification among students who participated in clinical rounding.

## **Students' Perspectives of Critical Thinking during Clinical Experiences**

### **Educating**

*Julie Senita, PhD, MSN, RN*

Study revealed nursing students' perspectives of critical thinking during clinical experience. Implications include emphasis on strategies that maximize critical thinking, the need for instructor training, and improved discourse between students and instructors. Efforts to maximize learning within clinical experiences are of utmost importance due to limited clinical space and opportunities.

**10:45 AM-11:45 AM**

## **K2: Burnout and Resilience among Advanced Practice Nursing Students**

### **Educating**

*Char Miller, DNP, ANP-BC, CNE; Sherleena Buchman, PhD, MSN, RN*

The aim of this study was to investigate burnout among registered nurses (RNs) pursuing a Master of Science in Nursing (MSN) degree by exploring whether MSN students' self-reported stressors in work and personal lives are indicative of burnout, and whether MSN students experience protective factors associated with resilience.

## **Increasing Clinical Specialty Certification for Registered Nurses: Engaging Nurses in Strategies for Success**

### **Educating**

*Aimee Smith, BSN, RN, PCCN; Rachel Lipnicki, BSN, RN, PCCN*

This QI project outlines successful strategies to overcome barriers and improve specialty certification rates among clinical nurses. A collaborative effort with peer coaching, resources and exam vouchers have increased registration and certification rates.

## **Organizational Politics, Nurses' Stress, Burnout Levels, Turnover Intention and Job Satisfaction**

### **Leading**

*Denise McEnroe-Petitte, PhD, MSN, BSN, AS, RN*

Research exams the influence of organizational politics perceptions on nurses' work outcomes (job satisfaction, work stress, burnout and turnover). Findings of this study may provide a valuable perspective of this organizational issue and could assist policymakers and nurse administrators in formulating interventions that could minimize the effect of workplace politics.

## **K3: Interprofessional Collaborative Wellness Program for Nursing Students**

### **Collaborating**

*Michele Tanz, DNP, APRN, FNP-BC; Linda Garner, PhD, RN, APHN-BC, CHES*

The well-being of nurses is fundamental to the health of our nation; therefore, wellness should be promoted in nursing students. A quality improvement project implemented an interdisciplinary wellness program (nursing, health promotion, and dietetics). Qualitative themes identified increased empathy, motivation for healthier lifestyle choices, and awareness of health promotion techniques.

## **The Use of Standardized Participants as Healthcare Providers in Simulation**

### **Collaborating**

*Jennifer Ross, PhD, RN, CNE*

Interprofessional education is important for professionals at the pre-licensure level, but this is difficult for schools of nursing that are not affiliated with a medical center or allied health college. For this project, a standardized participant was trained to portray a physical therapist in an undergraduate nursing simulation scenario.

## **K4: Standardized Rubrics: A Tool for Individualized Assessment of Student Learning**

### **Educating**

*MaryDee Fisher, DNP, RN, CPN; Julie Slade, DNP, RN*

The focus of this presentation will be to describe the incorporation of a standardized Discussion Forum rubric to evaluate independent and collaborative student learning within the online learning environment. Attendees will leave with clear indications for developing a standardized analytic rubric, knowledge on design steps, and innovation ideas for implementation.

## **K5: Simple ABG Interpretation Just for You**

### **Collaborating**

*JJ Valdez, BSRC, RRT-ACCS; Carol Boswell, EdD, RN, CNE, ANEF, FAAN*

A knowledge base of arterial blood gas (ABG) interpretation is a subject that plagues nurses at any experience level. A tool was created to interpret simple ABGs. When using the tool, the results have shown nurses were accurate with their interpretations and were able to interpret faster with the tool.

## **Waste with Me: Exploring an Educator's Role in a Controlled Substance Wasting Quality Improvement**

### **Project**

#### **Leading**

*Chelsea Gall, BSPS, BSN, RN, CMSRN*

The educator role is explored in a quality improvement initiative that has historically failed. Collaboration with an educator resulted in an innovative approach to change inappropriate wasting practices ingrained as a cultural norm. The hospital's vulnerability and willingness to tackle controlled substance wasting was rewarded with overwhelming results.

## **K6: Creative Curriculum Delivery: Engaging Nurses In Knowledge, Skill, and Practice**

### **Educating**

*Kristen Council, MSN, RN, CCRN; Cheryl Rockwell, MSN/Ed., RN, CCRN-K; Allison Sampson, MSN/ed, RN*

As educators, we are challenged with engaging learners in a multigenerational workplace. Listen to this innovative team share their secrets in creativity to guide and teach new graduate RNs alongside seasoned nurses in escape rooms, games, charades, and various role plays.