Behavioral Objectives: The participant will

- identify a lecture objective;
- investigate a unique audio/visual teaching strategy to meet the lecture objective.

Nursing faculty wonder how they are going to teach everything needed in a nursing course, let alone everything needed in a lecture. Content that was once considered essential is now considered to be “nice to know” and has been reduced to the level of a lecture objective. Unfortunately, nursing history content has reached the nice to know status (or in some cases, irrelevant to the current curriculum). When the content is included, nursing history is condensed to only a partial class lecture.

Students understand that the bulk of the lecture content will be information pertinent to the “test”. They rationalize, rightly so, that six hours spent on fluid and electrolytes will be more important and tested more extensively than fifty minutes spent on nursing history. This faculty has had the experience of students indicating that Florence Nightingale’s main influence was during the Korean War (instead of the Crimean War). The dilemma is how to get students interested in the content and become actively engaged. While there are numerous ways of imparting information in the classroom setting (i.e. lectures, videos, PowerPoint presentations, group exercises), this faculty person utilized the Barbie™ doll to focus on the important events in nursing history.

These dolls are used to illustrate nursing history in the foundations course of a generic nursing program. A Barbie™ dressed in the 1961 uniform, Civil War Barbie™, Ken™, and Nurse Julia™ are used as visual aids to describe the:

- educational levels and accreditation issues of the time period to the present;
- supply and demand of nurses and the methods to meet those needs:
- Civil War and the resulting changes in American nursing education;
- Cadet Nurse Corps and the responsibilities of nurses during World War II and after;
- diversity in the profession of nursing;
- images of nurses portrayed in the media; and
- nursing traditions such as the cap, pin, and uniform.

References


AN INNOVATIVE CLINICAL ASSIGNMENT FOR STUDENT EDUCATORS:
IMPROVING HEALTH RELATED DECISION MAKING USING MENTAL
SIMULATION OF BEHAVIORAL CHOICES AND RESULTING CONSEQUENCES

Gayle Donahue, MSN, RN & Mary Lind Crowe, PhD (c), RN

After viewing this poster,

1. the viewer will be able to list three strategies that support mental simulation during patient education, and

2. the viewer will be able to identify a group setting in which dispersal of factual health related information and the sharing of differing viewpoints can facilitate the acquisition of decision making skills.

Providing health related education and decision support for participants in a court mandated, residential drug and alcohol treatment program creates an innovative clinical assignment for baccalaureate nursing students. In a group setting, senior level community health nursing students explore the health related decision making of chemically dependent men and women, by encouraging mental simulation of their choices and the resulting consequences.

Students conduct a literature review of a topic suggested by counselors at the facility and develop interactive holistic teaching plans with corresponding written materials addressing a relevant health behavior. Each hour long program encourages group participation and thoughtful dialogue about the choices surrounding the health behavior under discussion. Following presentation of factual information, participants discuss and consider their health related choices and decisions. Using factual information that builds upon the participants’ experiential knowledge, the student educators use three main strategies to encourage participants to envision the affective, motivational, cognitive, and behavioral outcomes of their health related choices. Those strategies are: (1) providing direct, factual information, (2) providing different options and (3) considering different viewpoints. In doing so, participants in the treatment program are encouraged to mentally simulate the outcomes of their choices.

Post-session evaluations have been positive. Counselors and participants in the drug treatment program have responded with comment such as a “good positive” and “good education”. Some participants indicated the factual information would assist in changing their health behaviors. An evaluation of the twelve weeks of educational programming provided by the student educators is planned. Counselors and group participants will be queried to identify changes in reported health behaviors, cognitive learning, or utilization of new decision making strategies.
A PROBLEM-BASED LEARNING APPROACH TO TEACHING EVIDENCE-BASED PRACTICE TO SECOND-DEGREE PRELICENSURE NURSING STUDENTS

Agnes DiStasi, DNP, RN, CNE & Kelly Simmons, DNP, RN

By the end of this session, the learner will be able to:

1. describe the concept of problem-based learning and its application to nursing education.

2. discuss the relationship between problem-based learning, leadership, and lifelong-learning.

A problem-based learning project was implemented in a pre-licensure second-degree Evidence-based Practice course at the College of Mount St. Joseph in Cincinnati. Students were expected, over the course of the 15-week semester, to engage in various stages of sequential group work culminating in a poster presentation at the College’s annual Celebration of Teaching and Learning. Intermittent course meetings consisted of both faculty and student presentations intended to facilitate an understanding of the evidence-based practice process and to allow for further independent work on each group project. Faculty members acted as facilitators of the various student group projects, providing ongoing critique and feedback as poster presentations were evolving. Course assignments included a) presentation of a proposed identified clinical problem, PICOT question, and change theory, b) appraisal of qualitative and quantitative evidence, c) completion of a review of evidence summary table, d) presentation of a reliable website or article used to develop the poster presentation, e) completed poster with accompanying abstract, f) peer evaluation, and g) presentation at the Celebration of Teaching and Learning. Additional teaching/learning strategies included guest speaker presentations. Speakers included a research nurse who presented about the application of evidence to bedside nursing, and entrepreneurs who spoke of utilizing evidence to identify a research-practice gap leading to the development of a clinical product. The final course meeting of the semester consisted of a group presentation day in which each group presented its poster to the class. Anecdotal feedback from students throughout the semester indicated initial anxiety, however overall satisfaction with the problem-based learning approach was expressed as the semester unfolded. Self-directed learning within the context of group work that was experienced by students as they learned about the evidence-based practice process could serve to promote leadership and lifelong learning in their future roles as professional nurses.
BUILDING GERIATRIC COMPETENCIES:
BRIDGING THE GAP BETWEEN CLASSROOM AND CLINICAL PRACTICE

Laura M. Goliat MSN, RN, FNP-BC & Patricia A. Sharpnack DNP, RN, CNE, NEA-BC

Behavioral Objective: The learner will be able to identify measures for integrating current best practice geriatric competencies into a bridged classroom-clinical program.

Background: Clinical education in nursing plays a critical role in assisting students with the integration of theory, evidence-based research and practice (Jerlock, Falk & Severinsson, 2003). With the number of people age 65 and older expected to grow from 39 million in 2008 to 72 million by the year 2030, nursing students must have access to faculty with geriatric expertise and be positioned in clinical environments that provide exceptional care to older patients (Wilson, 2010). Today’s nursing programs must prepare graduates with the skills required to provide patient-centered care that meet the needs of older adults (Wilson, 2010). However, clinical faculty may be unfamiliar with current research, best practices related to care of the aging client, and gerontological competencies integrated by faculty in the classroom setting. This dichotomy ultimately results in fragmentation of theory and practice goals.

Objective: The purpose of this research was to strengthen student application of theoretical knowledge related to the care of the older adult. A primary focus of this study was to improve student attitudes related to the care of the aging client, develop clinical reasoning and decision-making skills and contextualize concepts learned in the classroom by using best practice geriatric resources in the clinical setting.

Methods and Setting: Outcomes of sophomore level students in a baccalaureate nursing program were examined using standardized assessment and instructor-developed final examination scores. Student and clinical faculty attitudes were measured using Kogan’s Old People (KOPS) Scale using a pretest-posttest experimental design.

Interventions: Faculty teaching a medical-surgical course followed a prescriptive methodology for linking classroom content to clinical experiences. The Hartford Institute for Geriatric Nursing Try This Assessment series, Clinical Teaching Modules, and Geriatric Nursing Education Consortium (GNEC) podcasts were integrated into classroom and clinical teaching. Moreover, didactic faculty visited clinical sites, supported clinical faculty education and contributed to student learning, emphasizing geriatric education. Clinical faculty attended educational programs that promoted a strong geriatric knowledge base that augmented clinical assignments.
ENHANCING INTERVIEWING SKILLS THROUGH PORTFOLIO DEVELOPMENT

Raquel Rodriguez MSN, RN

Behavioral Objective:

1. The participants will be able to identify and use strategies for enhancing students' interviewing skills.

Overview: The Portfolio Development Day Seminars are intended to provide introduction and support to the Portfolio Development Process that takes place over a student’s experience at Bryant & Stratton College. Students will attend one seminar every semester for a total of four seminars. The portfolio development process is a series of seminars that will help the student transform documentation, of what they are doing inside and outside of the classroom, from a basic collection of materials into comprehensive evidence of graduation readiness and an effective employment tool. Over time, students should be able to take what is presented and adapt and apply it to their own situation. The end product will be referred to as The Professional Portfolio.

Organization: Each four-hour seminar is divided into five “activities.” Each activity includes a discussion, a practice activity, and time designated for reflection. It is important to note that each seminar is designed to build off the previous session as well as enhance classroom instruction.

Outcomes: Instructional segments of the portfolio sessions are supported with interactive activities designed to:

- Develop each student’s understanding of the Portfolio Process tied to the student’s progression through the nursing program.
- Utilize the Professional Portfolio to articulate knowledge, skills and behaviors related to nursing.
- Utilize the Professional Portfolio in a mock interview in front of 2-3 faculty members.

Setting: There should be either tables or desks available as some of the exercises require writing or drawing. It would be ideal if the room set up is changeable so as to allow flexibility depending on the types of activities planned for the day. Activities that require writing or drawing need tables; but for activities where role play or discussion is required, a circular or U-shaped arrangement of chairs is ideal.
E-PORFOLIO: USING TECHNOLOGY TO ASSESS PROGRAM OUTCOMES

Gail Baumlein, PhD, MSN, RN, CNS, CNE, ANEF & Melissa Popovich, DNP, CNL, RN

The viewer/learner will understand how using software that supports e-Portfolios can provide assessment data related to reporting student achievement of program outcomes.

Portfolio-based learning is an active learning strategy that is individualized, learner-centered and outcome oriented. In an effort to measure program outcomes, e-Portfolio software was evaluated and selected as a method to measure program outcomes for an online BSN completion program. Current literature has identified two primary structures for portfolio usage, spinal column and cake mix (Anderson, Gardner, Ramsbotham and Tones, 2011). This presentation focuses on the spinal column structure, aligning the portfolio with competencies required to meet program outcomes as one means of programmatic evaluation.

Standardized curriculum development with the collaborative efforts of instructional designers provided for a standard rubric incorporating program outcomes for evaluation. Student’s work is submitted via the e-Portfolio throughout courses as a requirement. The artifacts are then assessed using a standardized rubric to compare with programmatic standards.

This presentation demonstrates the use of e-portfolio software to assess individual and aggregate student outcomes in program assessment. The audience will see various reports that are easily generated to demonstrate student achievement of discipline-specific accreditation standards.
EXPLORING ATTITUDES ABOUT MENTAL ILLNESS AND PSYCHIATRIC NURSING IN ASSOCIATE DEGREE NURSING STUDENTS
Kathy Holloway, MA, MSN, PC, RN

Introduction
It is well documented in professional literature that mental illness is surrounded by stigma, stereotypes, fearfulness and negative attitudes by the public and health care professionals alike (Emrich, Thompson & Moore, 2003; Hayman-White & Happell, 2005; Nordt, Rossler & Lauber, 2006). “Negative attitudes toward people with mental illnesses threaten the efficacy of their treatment” (Emrich, Thompson & Moore, 2003, p. 20).

“To improve the quality of care for people with mental illnesses, the attitudes of students studying nursing or other health care disciplines must be altered” (Emrich, Thompson & Moore, 2003, p. 20). Nurse educators must be facilitators of affective teaching and learning in nursing education (aesthetics) which involves a relationship between empathy, commitment, attitudes and professionalism (Shultz, C., 2009).

Purpose and Aims
The purpose of this IRB approved project was to explore the effect of Readers Theatre as a problem-based teaching strategy on the attitudes of associate degree nursing students related to mental illness. Readers Theatre is a teaching strategy implemented through the reading of a teacher constructed dialogue containing concepts to be learned. Students are randomly selected from the class to provide an unrehearsed reading of the dialogue which becomes a springboard to further in-depth discussion about the concepts.

Research Design and Intervention
The project used a pre-test, post-test design. The intervention was a Readers Theatre aesthetic teaching strategy developed by the author. Illustrative questions followed each scripted reading to facilitate discussion and individual learning in the affective domain.

Measurement
A 40-item pre-course and post-course tool identified as the Community Attitudes Towards the Mentally Ill (CAMI) Scale (Taylor & Dear, 1981) was administered to the associate degree nursing students prior to implementation of the teaching strategy and following the strategy. Studies have shown that the attitudes’ of student nurses “are representative of the broader population” (Emrich, Thompson & Moore, 2003, p. 21).

Setting and Participants
The participants (N=23) for this project were obtained from a convenience sample of students enrolled in a mental health nursing class at a community college in Ohio.

Behavioral Objective
The learner will gain an understanding for Readers Theatre use as a problem-based teaching method.
Behavioral Objective:
1. Identify methods to integrate informatics into an undergraduate curriculum

Objective: The purpose of this project was to integrate health information technology and meaningful use knowledge and skills into a nursing leadership course to promote the development of entry level informatics competencies for senior nursing students.

Background: The Institute of Medicine (2003) report recognized the importance of transforming healthcare provider education to improve patient outcomes with informatics identified as a core competency. An effect of this report was the Quality and Safety Education for Nurses (QSEN) project which provides a framework for the competency domain related to informatics (Cronenwett, 2007). The American Nurses Association (ANA) published informatics scope and standards for all levels of nursing, including entry level competencies (ANA, 2008). With the implementation of electronic health records, the evolving use of technology for clinical decision support, and the advancing use of technology tools to safeguard patient safety and promote quality patient care, the need for nursing students to develop robust information technology competencies is mandatory.

Methods: Faculty integrated topics associated with the application of Health Information Technology (HIT) and meaningful use criteria with an emphasis on the application of technology tools to deliver, manage, and evaluate patient care. The project utilized informatics resources and guidelines identified by the Quality and Safety Education for Nurses (QSEN), Technology Informatics Guiding Education Reform (TIGER), and the 2010 Institute of Medicine (IOM): Future of Nursing Education report. Incorporation of a simulation that included standardized patients and the use of health information technology were used to educate students about accessing and analyzing patient data. A one group pre-test, post-test of the nursing informatics competencies was completed prior to the informatics teaching simulation, which was compared to the informatics competency assessment completed following the informatics evaluation simulation.
IMPLEMENTING EVIDENCE-BASED PRACTICE INTO A DIPLOMA NURSING PROGRAM

Michelle E. Bussard, RN, MSN, ACNS-BC, CNE & Barbara A. Brunow, RN, MSN, MEd, CNS, CNE

Behavioral Objective:

- Identify a method to incorporate EBP into a nursing curriculum

Evidence-based practice (EBP) assists nurses in providing safe, effective, quality, patient-centered care while making appropriate clinical decisions (Newhouse, Dearholt, Poe, Pugh, & White, 2007). Adequate reimbursement for patient services may negatively impact healthcare institutions who do not utilize EBP in daily patient care. The American Nurses Association supports the use of EBP in its 2004 Scope and Standards of Nursing Practice (ANA, 2004). In anticipation of the future of nursing, the integration of EBP in patient care will be critical (Newhouse et al., 2007).

Evidence-based practice should be incorporated into each entry-level nursing course. The purpose of incorporating EBP early in the curriculum is to instill a sense of inquiry as more emphasis is placed on quality and safety indicators. A three-year diploma nursing program in northeast Ohio implemented EBP into their second-year nursing courses. Nursing students are introduced to EBP during their first nursing course – Nursing Foundations (NF). During the last month of NF, students are assigned two EBP articles. After reading each article, students answer questions in an online discussion forum and respond to two other students’ posts in a substantive manner.

The second course (medical-surgical nursing) takes EBP to a higher level. Students care for patients two days a week in clinical. After their second day of clinical, the student researches an EBP article that is relevant to their patient’s care. The student reads the EBP article, summarizes the article, and explains it’s relevancy to the patient in an online discussion forum. Each student nurse responds to at least two other student’s posts in a substantive manner. At midterm, students create an EBP poster, based on one of the articles, describing the level of evidence and impact on nursing practice. Students work in teams of two to create a poster and one question for the post-test. The posters are presented to the hospital nursing staff, and continuing education credits are awarded to the nurses who view the posters and successfully complete a post-test.

Reference


INTEGRATION OF ELECTRONIC HEALTH RECORD SIMULATION IN UNDERGRADUATE NURSING CURRICULUM

Mashawna Hamilton, MSN, RN, Molly Johnson, MSN, CPNP, RN & Nicole Pennington, DNP, RNC

Objectives:

1. Discuss need and benefits of incorporating electronic health record simulation in undergraduate nursing curriculum.

2. Identify three methods to promote critical thinking utilizing electronic health record simulation in the classroom and/or clinical setting in an undergraduate nursing program.

Abstract:

Every aspect of healthcare in the United States has been significantly impacted by technological advances influencing informatics. Incorporating these advances in the delivery of nursing care has been found to improve patient safety and quality of care while simultaneously increasing work productivity. The Office of the National Coordinator of Health Information Technology has established a strategic plan to encourage the adoption of electronic health records by the year 2014. Leading nursing and healthcare organizations such as the American Association of Colleges of Nursing (AACN), the National League for Nursing (NLN), the American Nurses Association (ANA), and the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) also recognize the benefits and support implementation of an advanced national health care information technology agenda.

The advances in healthcare technology capabilities require nurse educators to evolve previous methods of instruction and incorporate new innovative methods which more accurately reflect nursing practice in today’s healthcare system. It is imperative nursing schools begin preparing students to use health information systems and integrate this content into the curriculum. Literacy and competency with health information systems is not an option for new RN graduates entering the workforce. Informatics competencies are integral components in competent nursing care. Accrediting bodies recognize the crucial role informatics serve in nursing and have established criteria for incorporating these concepts into curriculum.

Incorporating electronic health record simulation in nursing programs allows nurse educators opportunities to provide active learning experiences resulting in improved student outcomes for diverse learning styles. Engaging assignments both in the classroom and clinical arenas promote critical thinking and facilitate the student’s ability to synthesize complex data and improve clinical decision making.
IT TAKES A VILLAGE: A COLLABORATIVE MODEL FOR ONLINE COURSE DEVELOPMENT

Julie McAfooes, MS, RN-BC, ANEF & Lennie Davis, MSN, MS, RN, NEA-BC

Objectives:

1. Explain the phases of the collaborative model for online course development.
2. Describe the roles of the development team members including the program dean, subject matter expert, faculty manager, and web development manager.

Abstract:

This large college of nursing has developed approximately 40 online courses for its Second Degree BSN (prelicensure) program, RN-BSN option, MSN program, and DNP program. A collaborative model for online course development has been implemented for both new and revised courses, which is infused with best practices gleaned from evidence from research on online learning.

Initial development of online courses involved adjunct and on-campus faculty. In 2009, full-time online faculty members were hired to serve as subject matter experts (SME). Today, the online course development team includes the Program Dean (PD), who oversees the curriculum, analyzes student and program evaluation results, and advises the SME. The SME is responsible for gathering information pertinent to the course topics and developing the course content. The Faculty Manager (FM), who trains and monitors the visiting professors and adjunct faculty, provides feedback to the development team and educates the faculty regarding course changes. The Web Development Manager (WDM) serves as a liaison between the nursing faculty and the staff who build the online courses including the online project manager, instructional designers, copy editors, and programmers. The WDM also works with the SME to design media-rich, interactive learning experiences.

The 32-week collaborative model for online course development includes four eight-week phases that are pre-development, development, build, and review and repair. The model details each step of the development process.
LEADING CHANGE, EMBRACING TURBULENCE:
A METHODICAL APPROACH TO IMPROVING STUDENT OUTCOMES
Sandra Walker, MS, RN

Behavioral objective:

1. Participants will determine two specific areas of a nursing program where changes may be necessary to improve student outcomes.

A nursing program in East Central Ohio has experienced difficulty with its NCLEX pass rates. The associate degree nursing program has been in existence more than 30 years, and at this time admits and graduates students each quarter. Over the past 10 years the program has experienced less than optimal NCLEX-RN pass rates, with pervasive low rates in 2008, 2009 and 2010. This presentation highlights a multi-faceted approach to improving program outcomes, leaving no stone unturned in the process. Multiple contributing factors in the areas of student performance, faculty engagement, and curriculum in general will be discussed. The role of leadership – including both program administration and nursing faculty – will be emphasized. Key metrics will be discussed. It will be noted that although standardized testing is utilized in the program, these were not instituted as “gatekeepers” to prevent students from graduating. With an aggressive “no holds barred” approach, the program has achieved rapid and significant improvement in pass rates in a relatively short period of time.
OBJECTIVES: After viewing the poster, the participant will:

1. Explain the benefits of using multiple forms of technology as an addition to traditional lecture.
2. Discuss the opportunities and difficulties in designing animation of concepts for use in the classroom.

Lecture, the primary form of course delivery, is time efficient, permits delivery of large amounts of content in a shorter time frame, and is the most efficient format for large classes. However, lecture allows for little student interaction; is not effective in developing critical thinking or clinical reasoning skills; and promotes passive learning.

Technology is an integral part of the lives of today’s student, specifically those born since 1981. For their entire lives they have been exposed to multiple forms of technology. These students spend a great deal of time online using computers and high tech cell phones as well as engaged in video games on Xboxes and PlayStations. When entering the classroom students expect that interactive forms of technology be incorporated into the learning process. However, rather than being challenged through active learning techniques provided through multiple forms of technology, students are primarily exposed to the lecture format (passive form) of course content delivery. By incorporating technology into content delivery in class, multiple learning styles would be addressed, students’ attention during class would be maximized, and active learning would be promoted.

This learning strategy of combining lecture content through case studies along with animation, changes the platform for course content delivery from that of passive (lecture) to active involving the following:

- Integration of real life scenarios demonstrating nursing care and assessment;
- Animation to illustrate difficult pathophysiological processes;
- Integration of multiple forms of technology to present complex material to meet different learning styles.
Mastering an Accelerated Nursing Program
Barbara T. Duane JD, MSN, RN

Objectives:

1. Identify a nursing curriculum developed to assist nursing students in the pursuit of higher-level nursing education.
2. Discuss the positive and negative components of an accelerated nursing program offering master level courses.

With the U.S. Department of Labor Projecting the need for more than a million new and replacement registered nurses by 2016, nursing schools around the country are exploring creative ways to increase capacity and reach new student populations. Accelerated nursing programs, while not new to nursing, are one of the fastest growing nursing programs. The American Association of Colleges of Nursing (AACN) reports that in 2008, 43 states plus the District of Columbia and Puerto Rico offered 218 accelerated baccalaureate programs. An additional 26 programs were reported to be in the development phase.

The American Nurses Association (ANA) continues to discuss requirements for entry into practice. With the 2015 referendum, a baccalaureate in nursing will in all likelihood become the minimum requirement for registered nurses. Additional emphasis is evident as nurses are encouraged to pursue advanced degrees to meet the 2016 projected nursing faculty shortage.

Nursing faculty at Capital University considered both of these directions when they developed their Capital Accelerated Nursing Program (CNAP). The existing Traditional Undergraduate Program (TUP) provided a proven basis for selecting and developing the coursework for an accelerated program. The faculty wanted to enhance the curriculum with the addition of master’s degree coursework coursework. This would allow CNAP graduates to move more quickly into advanced degree programs. It also would set the program apart from other central Ohio accelerated programs and encourage already highly motivated students, interested in advanced degrees, to apply to CNAP.

Since the graduation of the first class in 2008 approximately 10% of all graduates have pursued graduate education. Feedback from these students indicated that their graduate courses transferred into all interstate and intrastate programs with the exception of the Nursing Science and Theory course. Programs based upon a particular nursing theory accept this general theory course for elective credit. CNAP faculty has adjusted the curriculum to no longer require the Nursing Science and Theory course for graduation.
Objective: The participants will examine the findings of a research study on meaningful learning development in student nurses that compared two different care plan approaches.

Nurse educators have an important responsibility to prepare students for safe nursing practice. The National League for Nursing advocates the use of innovative, active learning strategies in the educational environment that offer meaningful learning opportunities for students. However, controversy exists related to the effectiveness of the traditional nursing care plan in promoting the development of meaningful learning, and clinical judgment in students. The purpose of this quasi-experimental study was to determine if there was a significant difference in meaningful learning development between baccalaureate nursing students who plan nursing care using a traditional nursing care plan, and those who use a concept map care plan.

The revised two-factor Study Process Questionnaire (R-SPQ-2F) was administered in a pre-test/post-test design. The participants in the spring quarter used a traditional nursing care plan and the participants in the fall quarter used a concept map care plan in the clinical setting with both groups completing four of the assigned care plans during the quarter. The R-SPQ-2F measured the deep approach or meaningful learning, and the surface approach or rote learning the student participants used during the quarter. The data revealed that there was no statistically significant difference in meaningful learning development between the two groups. Both groups primarily used the deep approach to learning that demonstrates an intention to understand and achieve competency of the information, and relate it to previously learned knowledge. Secondarily, both groups used a surface approach to learning that demonstrated the intention of memorizing essential, targeted information for the purpose of reproducing the information, for instance, on an examination. Both groups demonstrated more of an intention to do only what was minimally required by the end of the quarter.

There was a statistically significant difference between groups related to the effectiveness of the care plan preparation, level of satisfaction with the care plan process, and recommendation for use in the future. The concept map care plan scores were much lower than those for the traditional nursing care plan. Data in this study supports that both care plan methods have merit, although effective preparation for the use of either method is essential.
Objective: The viewer/learner will be able to identify the student perceptions of decreased anxiety and increased confidence when paired with another student in the clinical environment.

The proposed poster presentation will examine the undergraduate nursing student’s perception of being paired up in the clinical environment. Responsibility and commitment of the nursing faculty members is necessary to enhance and build a solid base for the students to build upon. Pairing students up in the clinical environment has decreased anxiety when caring for patients in the complex health care setting, such as critical care and pediatric rehabilitation. With the support of a peer, the student exhibits increased confidence that enhances their experience for team building when performing complex patient care. This concept allows the nursing student to focus on the patient and critical thinking skills, as well as affirm the knowledge they have obtained in the classroom. These nursing faculty members, with over fifty years combined experience, have witnessed a multitude of changes in the health care setting. The goal of this poster presentation is to examine the perception of the student related to this concept and examine and display the data collected. “Mentoring early in a nursing program has been shown to reduce student anxiety, provide a positive learning environment (Locken & Norberg, 2005; Sprengel & Job, 2004; Yates, Cunningham, Moyle, & Wollin, 1997); boost self-confidence (Sprengel & Job; Yates et al.); lessen confusion; and increase student interaction at various levels of the curriculum (Becker & Neuwirth, 2002; Sprengel & Job).” Improved retention rates and satisfaction among first semester clinical nursing students have also been observed with early mentoring (Colalillo, 2007; Dorsey & Baker, 2004). Nursing students are our future in healthcare, and with unique opportunities like pairing them up in clinical will build strong future leaders to pave the trail for future nursing students. Thank you for your consideration to present at the OLN Nursing Education Summit: Ohio 2012.
Learning Objectives:

(1) By the end of the viewing period, the learner viewing the abstract will recognize challenges faced by nurse preceptors leading students in the clinical setting.

(2) By the end of the viewing period, the learner viewing the abstract will explore potential barriers to effective clinical teaching in their own nursing program.

Continuous feedback collected from clinical facility liaisons and nurse preceptors working directly with final-quarter nursing students led the nursing program staff at a college in east-central Ohio to research and identify potential barriers to effective teaching between agency nurse preceptors and nursing students. A large portion of research and information available centered around nurses precepting other nurses as new employees but left out important concepts relating specifically to precepting students.

A continuing education course was developed using research and feedback from multiple clinical agency staff nurses serving as preceptors with students. The final course included topics such as: Ohio law and rule pertaining to definitions of preceptor, clinical experience, and supervision of students in the clinical setting; the roles of the preceptor, student and faculty member; reviewing and applying curriculum in the clinical setting; assessing student competency; beginning tasks of the nurse preceptor, student and faculty member; appropriate teaching strategies; standards of practice; and transition to practice initiatives.

The course content covers several applicable areas for nurse preceptors to better understand their role when working directly with and supervising students. The content of the course is also applicable to any nurse faculty member working with students in the clinical setting. Organizational strategies, law and rule, and teaching methodologies are appropriate for clinical teaching staff within a nursing program and can be offered to agency staff working with nursing students.
PROMOTING NCLEX SUCCESS:
A POST-GRADUATE MENTORING PROGRAM

Sandra Walker, MS, RN & Stacey Kinney, MSN, RN

Objective – poster session:

The learner will identify two strategies of post-graduate mentoring that are utilized to assist nursing graduates to successfully prepare for the NCLEX.

A nursing program in East Central Ohio has experienced difficulty with its NCLEX pass rates. The associate degree nursing program has been in existence more than 30 years, and at this time admits and graduates students each quarter. Over the past 10 years the program has experienced less than optimal NCLEX-RN pass rates, with pervasive low rates in 2008, 2009 and 2010. This poster session highlights a post graduate mentoring program which was implemented in 4th quarter 2010. The program administration recognized there was no formal method of ongoing support for the nursing graduates after program completion. Current evidence indicated that ongoing support and mentoring has been shown to improve graduate performance. All nursing graduates are enrolled in this program at no charge to the graduate. A faculty member is given load hours to manage the mentoring program, which includes resources and ongoing dialogue through an online learning management platform. The program is focused on keeping the student on track with NCLEX test preparation and timely testing. Since the program’s inception, NCLEX-RN pass rates have improved significantly.
SIMULATION AS THE TEACHER

Kathleen Gordon, MSN, RN, CNS, CNE

After viewing this poster presentation the participant will be able to discuss how simulation can be used in the classroom setting to teach didactic content.

Nurse educators are continually exploring different ways to deliver content. A new teaching strategy was instituted in an associate nursing degree program. Historically the use of simulation, an interactive learning approach, has been utilized as a component of a clinical/lab experience. Consequently there are numerous small groups of students with different facilitators, each focusing on different aspects of the scenario. The focus during the laboratory experience may be more on skills and less on critical thinking therefore faculty have expressed frustration when attempting to assess transference of knowledge. Faculty wondered if the use of simulation delivered in a more controlled setting with consistent facilitators would be more beneficial. A high-fidelity simulator was taken to the classroom so the students could actually care for a patient in congestive heart failure as their didactic learning activity. While skills were still performed, the focus of the delivery was on critical thinking or why are you doing what you are doing? The simulation coordinator and two course faculty members were present during the learning activity. All students had opportunity to perform a role, such as charge nurse, assessment nurse, medication nurse, observer, or critical thinkers. Specific to their roles, students performed different aspects of the nursing process. Debriefing was held after completion of the learning activity. The post experience evaluation indicated the majority of students would like more of this type of classroom instruction and described this activity as beneficial to their learning. The group also identified multiple concepts that they gained as a result of this experience.
SKILLS EVALUATION GUIDELINES FOR CONSCIENTIOUS FACULTY

Cindy Dowds, MS, RN, OCN

Objectives

1. Identify challenges of providing fair and consistent basic nursing skills evaluation.
2. Describe the development and implementation of a skills evaluation system that is valid, reliable, transparent, and easily replicated.

Abstract

Competence in basic nursing skills is essential for student nurses, yet fair and objective skills evaluation is a challenging task for most nursing faculty. Evaluation inconsistencies among faculty are a source of undue stress for nursing students. Contributing factors are the independent development of evaluation tools by multiple faculty members, verbal questioning of students during psychomotor skills evaluation and unclear communication of critical steps that will result in the failure of a nursing skill. This poster presentation describes the development and implementation of a skills evaluation system that consists of: general practicum guidelines; skills station set-ups; evaluator instructions; student checklists; practicum evaluation tools; and repeat practicum information forms. The separation of cognitive tasks from psychomotor tasks, the development of critical elements, being as transparent as possible, and training faculty to use the evaluation system are all measures that have been taken to decrease student anxiety and increase student competency. The skills evaluation system can be seamlessly replicated by other nursing programs because it is easy to use, cost efficient, and easily revised and updated. A consistent, valid, and reliable method of evaluating basic nursing skills should be an integral component of every nursing program. An evidence-based, user-friendly skills evaluation system will lead to the delivery of safe, quality patient care, which is the ultimate goal of skills evaluation.
The nurse educator attending this presentation will identify creative teaching strategies to integrate into their current educational plans to enhance student learning in the lecture, lab and clinical area.

How can we educate students to become nurses who use critical thinking skills when providing care to their patients? The answer is to teach them to use critical thinking skills by making it a part of their education experience. Our project at Lorain County Community College was to integrate concepts from lecture, lab and clinical. The goal was to connect these three key areas and get rid of the disconnect that now exists between them. The project utilized case studies placed on the school’s Learning Management System. The students were given the opportunity to interact with a simulated patient online, as well as in lecture, clinical and the nursing laboratory settings. The concepts from the curriculum were introduced while following this patient and ended each week with simulation time in the nursing skills lab. The students were then given the experience of caring for this patient that they have learned so much about in lecture and clinical. To accomplish this integration of concepts and allow for time to critically think, the students were scheduled in cohorts so that continuity of the project could be maintained. All learning styles were accommodated with the use of simulation, case studies, lectures and group discussions. The main goal of this project was to have students who could understand the basic concepts of nursing education and how to apply this knowledge in practice. This project was also guided by the National League for Nursing Health Information and Technology Scholars program.
THE FOUR ROCKERS OF PATIENT SATISFACTION

Kathleen M. Lux, PhD, RN-BC, CHES

By the end of this presentation, the learner will be able to:

1. Discuss the relationship between patient and job satisfaction.
2. Identify three rockers of patient satisfaction.
3. State the purpose of scripting.

This program is designed to help staff nurses better understand how to improve patient satisfaction on the job. First, the relationship between patient and job satisfaction will be discussed. Second, the four most important factors for patient satisfaction with hospital stays will be addressed. These are pain control, call lights, successfully managing patient complaints and demonstrating care and concern for the patient. Appropriate nursing actions on how to improve patient satisfaction for each of these patient satisfaction rockers will be discussed. The AIDET introduction technique will be reviewed, scripting, managing up hospital personnel and rounding are some of the techniques discussed.
Behavioral Objectives:

1. Appreciate the use of video technology for teaching clinical reasoning skills.
2. Identify ways to integrate scenarios in teaching and evaluation educational strategies.

Background: Healthcare environments have changed from task-oriented to knowledge integration models. This restructured emphasis has intensified the need for nurses, the largest group of knowledge workers in healthcare, to develop greater proficiency in higher level thinking and reasoning abilities and in quality and safety competencies (Simpson & Courtney, 2002). Essential to the nursing process, critical thinking is theoretically defined as “the ability to collect, interpret, analyze, synthesize and evaluate information” (Maneval, Filburn, Deringer & Lum, 2011). To think critically, nurses must contextualize learning and become proficient at exploring diverse methods for management of patient care (Simpson & Courtney). Critical thinking skills cannot be cultivated through passive dissemination of theoretical content; therefore faculty must incorporate educational techniques that foster the ability to think in a critical manner (Tanner, 2006).

Purpose: The objective of this study was to foster development of critical thinking and clinical reasoning skills and quality and safety competencies through the use of videotaped clinical scenarios as a teaching and evaluation strategy.

Method: A pretest- post-test design was used to compare effectiveness of the teaching and evaluation strategy on final examination and clinical reasoning appraisal scores. The Creighton Competency Evaluation Instrument (CCEI) will be used to assess clinical reasoning skills.

Design: This project piloted the use of interactive audiovisual vignettes to teach and evaluate students’ critical thinking skills in critical care and leadership courses in both the traditional and second-degree accelerated nursing programs in a baccalaureate nursing program. Faculty collaborated to create dynamic videotaped clinical scenarios, or vignettes, to facilitate students’ application of knowledge. TeamSTEPPS resources were used to enhance application of quality and safety clinical competencies. Videotaped vignettes were edited for use as a summative evaluation tool. Students were expected to provide documentation of a situation analysis, submit potential solutions, and discuss rationale for their decisions based upon interpretation of the clinical scenarios. Benner’s (1982) “Novice to Expert Model” provided the conceptual framework guiding the study.
TRANSFORMING THE LEARNING ENVIRONMENT IN NURSING EDUCATION:  
STUDENT-CENTERED RATHER THAN TEACHER-CENTERED

Patty Roof RN-BC MSN/ED Doctoral Candidate

Learner will be able to differentiate between student-centered and teacher-centered learning environments.

Learner will be able to use self-reflection to assist in the movement toward implementing a student-centered environment.

Current nursing literature is flooded with acknowledging the need to transform the learning environment in nursing education. In order to make this shift, nurse educators need to have a clear understanding of the differences between teacher-centered and student-centered environments. Other obstacles that have hindered the shift have to be realized and tackled so educators can promote and transform nursing education environments successfully. This presentation will captivate participants while providing a clear understanding of the two environments. Engaging the educators in the presentation through self-reflection will assist them in taking steps toward making the transformation.
OBJECTIVES: Upon completion of this discussion participants will be able to:

1. Discuss strategies for effectively incorporating audio into online and face-to-face courses.
2. Describe the process and equipment needed to create, record, edit, and store podcasted audio formats.

E-learning through audio podcasting is recognized as an effective means of communicating information to learners and stimulating engaged learning. MP3 podcasting offers portability and flexibility for both learner and teacher. This presentation focuses on how to prepare for, record, edit, and store audio podcasts. Instructional, design, and audio goals will be identified along with strategies to use in successfully integrating podcasting into learning experiences. The basic equipment needed to create individual podcasts and strategies for incorporating the podcasted content into existing online or face-to-face courses is described. The process for developing and using continuous asynchronous podcasting paired with a PowerPoint presentation is explained. The software program Audacity is demonstrated as one free internet resource available for use in editing initial recordings or to use in revising/updating recordings at a later time. The benefits, challenges, and issues associated with effectively integrating audio into e-learning experiences will be illustrated from student and teacher perspectives.
Use of Faculty Portfolios to Demonstrate Competence in Nursing Education

Deena F. Collins, MSN, RN, CNS, CNE

Behavioral Objective
1. The learner will verbalize an understanding of the role of a teaching portfolio in assessing competence of nurse educators.

Abstract

In the literature, portfolios have been described variously as collections of work, a portable mechanism for evaluating competencies and selection of work compiled over a period of time and used for assessing performance or progress.

A variety of professions, including higher education, have used portfolios for many years as a method of demonstrating competence. In recent years, nursing has begun to use portfolios to demonstrate competence. More recently, nursing education has begun to look at using portfolios to demonstrate competence as an educator.

Faculty at a hospital based school of nursing decided to use the National League for Nursing (NLN) Core Competencies for Nurse Educators to assess faculty competence. Teaching portfolios were initiated as a vehicle for this. Guidelines for the portfolios were established, which included: a current curriculum vitae, development of a statement of a teaching philosophy, reflective writing about how each competency was met and artifacts to support the assertion that the competency was met. Educational programs were provided to faculty and each full time faculty member then began to develop a teaching portfolio.

A review of portfolios at the end of one year revealed that 50% of teaching portfolios addressed all eight competencies and 70% of faculty expressed/demonstrated difficulty with competency 7 – Engage in Scholarship. Educational programs were offered based on the need for understanding competency 7 and faculty continued to develop and refine their portfolios for another academic year.

A faculty survey and audit of portfolios at the end of the second year revealed that all faculty addressed all competencies and competency 7 was more fully addressed by all faculty. In addition, over 50% of faculty expressed more comfort with development of portfolios and 100% of faculty expressed increased understanding of demonstrating competency 7.

This project demonstrated that the NLN Core Competencies are useful for assessing competence in nurse educators.
UTILIZING ADVANCED ORGANIZERS IN NURSING LECTURES TO PROMOTE CRITICAL THINKING

Amber Essman, MSN, RN, CNE, CFRN

At the end of this session the participant will be able to:

✔ Describe the learning strategy of Advanced Organizers during nursing lectures

✔ Be able to identify the framework for active learning during lecture

✔ Propose questions to foster an active learning environment utilizing advanced organizer format

The National League of Nursing (NLN, 2005) Transforming nursing education position statement calls to nurse educators to be innovative in teaching practices with the use of current research. Ausebel’s theory of subsumption provides a theoretical framework to expand the role of concept maps as advanced organizers in the didactic setting. Application of Subsumption theory in nursing education may lead to innovative “advanced organizers” to facilitate learning and critical thinking skills in numerous levels of nursing education by utilizing an organizational guideline developed by expert nurse educators. This format facilitates creativity, synthesis of new knowledge, and can create an active learning environment to engage student’s in their learning of new concepts across their nursing education. An advanced organizer can be presented during didactic instruction and utilized as a collaborative learning activity for the student throughout the lecture process. The lecture of specific concepts should be presented and the advanced organizer utilized after each concept with active engagement of student input. The faculty will utilize a white board to construct the concept map utilizing various blocks of color or shapes to promote graphic details. An overall class discussion or group format can be utilized. Collaborative class efforts to develop the advanced organizer have received positive reviews from students in previous cases demonstrated during the author’s utilization of this method over the last three years. It has previously been utilized by the author during lectures, review sessions, and as individual or clinical assignments. Although a new strategy to nursing education, advanced organizers present advanced clinical reasoning and offers a template for novice nurses to develop higher order thinking by creating the organizer. It offers promising organizational skills, evidenced-based care, and critical analysis for nursing graduates. Utilization of advanced organizers/concept maps can assist nursing faculty in assisting nursing students to acquire the ability to critically analyze, perform, and advocate for their future clients.