

A Concept Synthesis of Academically Dishonest Behaviors

Emily L. McClung MSN, RN

Behavioral Objective: Viewers will be able to identify and describe the taxonomy for dishonest academic behaviors.

Academically dishonest behaviors are ramped among college students today including those majoring in health disciplines like nursing. Because the effects of dishonest behavior extend beyond the walls of higher education and into the clinical setting, it is imperative that nurse faculty help students understand the detriment to self and others by engaging in dishonest behaviors.

In recent years there has been a surge of research conducted on dishonesty in academia, yet one thing remains unchanged. Students struggle to understand what faculty deem as academically dishonest behavior. Previously, academic dishonesty was thought to be only cheating and plagiarism. Today students engage in a variety of behaviors not only to improve their own academic standing, but as a side business. Academically dishonest entrepreneurs engage in dishonest behaviors such as selling papers and test questions in order to supplement their income.

Researchers have suggested that language and definitions are often fragmented, the reason for student misunderstanding. In an effort to address this gap in the literature, we conducted concept synthesis of academically dishonest behaviors to provide clarity and understanding of academic dishonesty. Eighteen categories of academically dishonest behaviors were identified and supported with inter-rater reliability.

Example categories include collaboration, noncompliance, perjury, and recycling. Collaboration is defined as working together with someone else on the *same* assignment when the assignment is not a group assignment. The purpose is to lessen the amount of work or effort necessary to complete the assignment. Noncompliance is defined as failing to follow set guidelines, rules, or stated expectations for assignments, or exams. Perjury means to create or provide false or inaccurate information; to make up or lie. Recycling is the reusing of all or part of one's own previous work.

This taxonomy of academic behaviors can help researchers develop theory and instruments, and generate future research. Faculty can use the taxonomy to better educate students about dishonesty episodes and ultimately reduce the incidence of dishonest academic behavior.

ADMINISTRATION AND EDUCATION JOINING FORCES TO IMPROVE PRECEPTOR EXPERIENCES: INNOVATIVE USE OF MSN SCHOLARLY PROJECTS

Tonya Breymier, PhD, RN, CNE, Jessica Cooper, BSN, RN & Sabrina Retherford, BSN, RN

Participants will:

- Analyze and evaluate best practices for use of preceptors in pre-licensure and new graduate nurse experiences.
- Discuss a formal nurse-development program for nurse preceptors.
- Discuss strategies for collaboration between practice and education entities to develop better preceptor experiences.

Abstract:

The nursing student is extremely impressionable and often apprehensive to begin their clinical rotation related to the expectations and demands of the program. A preceptor can provide an experience that either engages or discourages the student in the clinical arena. It is imperative that the preceptor is oriented and educated appropriately to provide the most adventurous and beneficial involvement with the nursing student for the actual care of a patient. Evidence from the literature regarding the roles of a preceptor, best practices with preceptorship, cost-effectiveness of preceptor utilization, and how disciplines other than nursing utilize preceptors for students and new graduates was evaluated. A partnership between student, school of nursing, faculty, nurse-preceptor and patient is imperative for a positive preceptor-based experience (Barker & Pittman, 2010). In the same vein, evidence also supports in-depth and properly trained preceptors for new graduates as they transition to practice (Haggerty, Holloway & Wilson, 2013). This poster presentation will share how two MSN students (administration and education) collaborated with their scholarly projects to evaluate policy and develop an orientation and training program for preceptors in pre-licensure programs as well as the practice arena for new graduates.

This innovative MSN scholarly project emphasized and encompassed the importance of education and practice collaborating and joining forces to enhance a better clinical education experience from pre-licensure through the first year as a new graduate nurse. The resultant preceptor development program can be utilized in all levels of education within schools of nursing and multiple areas of practice including hospitals, extended care facilities, homecare and community based practice arenas.

Barker, E., & Pittman, O. (2010). Becoming a super preceptor: A practical guide to preceptorship in today's clinical climate. *Journal of the American Academy of Nurse Practitioners*, 22(3), 144-149. doi:10.1111/j.1745-7599.2009.00487.x

Haggerty, C., Holloway, K., & Wilson, D. (2013, February). How to grow our own: An evaluation of preceptorship in New Zealand graduate nurse programmes. *Contemporary Nurse*, 43, 162-171. doi:10.5172/conu.2013.43.2.162

**AGE REALLY IS A NUMBER:
A READY-TO-GO CURRICULAR PLAN TO MEET THE NEEDS OF
A GROWING GERIATRIC POPULATION**

Patricia A. Sharpnack DNP, RN, CNE, NEA-BC, Laura Goliat DNP, RN, FNP-BC,
Kathleen Rogers, MSN, RN, & Barbara Lowery MSN, RN

- a. Participants will identify strategies to integrate care of the older adult in their curriculum.

The number of people age 65 and older is expected to grow from 39 million in 2008 to 72 million by the year 2030. Nursing faculty must prepare graduates with the skills necessary to provide patient-centered care that meet the needs of older adults. Nursing faculty collaborated to establish a targeted approach to developing student attitudes and competency in the care of the older adult across the curriculum. Innovative programs and approaches that were developed included: (a) simulated interviews using ACES patients, (b) a full curricular integration of ACES and Hartford Institute resources, (c) didactic and clinical geriatric assignments that developed the knowledge, skills and attitudes to deliver quality care to older adults, (d) an evidence-based student poster presentation symposium focusing on the older adult, (e) student-run clinical in-services educating staff about current geriatric resources, and (f) research that resulted in improved faculty and student attitudes towards the older adult. The faculty gained proficiency in both classroom and clinical teaching and were sensitized to the inclusion of geriatric resources at all levels of student education. Students developed the knowledge, skills and attitudes required to promote positive outcomes in clinical practice. Additional student outcomes include improved sensitivity to atypical clinical presentations of the older adult from a holistic perspective. This presentation will provide participants with a ready-to-go prescriptive curricular integration plan and select educational strategies used to promote student and faculty competencies in the care of the older adult.

THE AULTMAN/URSULINE PROJECT: JOINING FORCES TO ADVANCE STUDENT LEARNING THROUGH INNOVATIVE STRATEGIES FOSTERING MASTERY MODELING

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Laura M. Goliat, MSN, RN, FNP-BC, Janet Baker, DNP, APRN, CNS, ACNS-BC, CPHQ, CNE
& Mary S Cook, MSN, RN, CNS, CNE

Objective: The participant will be able to explore the use of structured teaching methodologies in presenting essential nursing concepts.

Nurse educators are continually exploring innovative ways to deliver didactic content that engages the student to a level in which they can then transfer the didactic course content to clinical application. Hence, a scripted interactive video recording on diabetes mellitus was developed to promote deeper understanding of diabetes concepts. The hypothesis is: does structured teaching methodologies result in transference of key diabetic management concepts into the clinical experience and deeper understanding of diabetes concepts. Aultman College and Ursuline College collaborated on this project utilizing a prescriptive lesson plan. Prior to diabetes lecture, students were given a pre-test on key diabetes concepts. During class all students watched a scripted interactive video recording on diabetes. While viewing the video, the students used a prepared worksheet for note taking. The video was stopped periodically for discussion.

One week after the diabetes class, all students participated in a high fidelity simulation focused on key concepts related to diabetic ketoacidosis/hypoglycemia in which they would be challenged to use the classroom lecture on diabetes. The same faculty presented the high fidelity scenario at both colleges. Following the scenario all students completed a post-test.

Students from Ursuline and Aultman were divided into clinical groups: an intervention group and a control group. The intervention groups were provided with a structured clinical assessment diabetes tool to be used during clinicals while the control group used the usual clinical tools. The goal of the structured clinical tool was to promote transference of diabetes concepts to a diabetes patient assigned in clinicals.

Additionally all students were asked to review three diabetes concepts related vignettes and identify what was done correctly or incorrectly in each of the three concept specific vignettes and retake the diabetes test. Data was collected on the pre-test posttests, the video recorded diabetes concept vignettes as well as specific test questions on diabetes. The results of the control group and the intervention group for all of these measures were analyzed and will be summarized to share identified difference in the control group and the intervention group related to use of the structured diabetes teaching methods.

**BREASTFEEDING EDUCATION PRESENTED TO STUDENTS BY AN
INTERNATIONAL BOARD CERTIFIED LACTATION CONSULTANT (IBCLC)
EARLY IN THE MATERNAL/NEWBORN SEMESTER HELPS STUDENTS PROVIDE
PATIENT TEACHING TO NEW MOTHERS AND THEIR FAMILIES**

Ruth Ann Mullen RN MSN IBCLC & Janeen Kotsch MSN/Ed, RN

Objectives

- The student will apply knowledge regarding importance of breastfeeding (lifelong health benefits to Mother and Infant) and incorporation of information on pumping to build a milk supply into an authentic teaching situation.
- The student will describe and demonstrate skin-to-skin, latch and positions to help make breastfeeding easier for Mothers and babies in an authentic teaching situation.

Kent State Salem College of Nursing students enrolled in Mother/Newborn course during their junior year of the BSN Nursing Program are taught to assist Mothers who are breastfeeding beginning their very first lecture in the classroom. This prepares them so they are able to assist new Mothers with breastfeeding in the clinical setting. These students get instruction from a Masters prepared International Board Certified Lactation Consultant, (IBCLC). They are taught to encourage the Mothers to breastfeed exclusively for the first six months adding complimentary foods as recommended by their pediatrician.

The American Academy of Pediatrics (2012) recommends every healthy infant receive breast milk as the number one choice of nutrition during the first four and one-half to six months of their lives. Breastfeeding is also recommended by the World Health Organization and UNICEF and the Centers of Disease Control.

Kent State Salem Campus received the Ohio Department of Health's Healthy Ohio Breastfeeding Friendly Business Award based on programs designed to help nursing Mothers on campus in August of 2013. Kent State University Salem is a lactation supportive campus who provides free breastfeeding education to students and staff by an on staff IBCLC.

Coaching Skill Acquisition of Ostomy Care with Nursing Students

Kathy Duke BSN, BA, RN, Molly Pierce BSN, RN, CWOCN &
Heather Janiszewski-Goodin, PhD., RN

Learning Objectives

- 1) Recognize which teaching strategies are best to coach nurses to provide colostomy care.
- 2) Appreciate the innovative teaching strategy of nurse coaching when working with nursing students or nurses.

Nursing students and sometimes registered nurses are challenged with providing patient education on a daily basis for a variety of care needs. More specifically, patients with colostomies can be especially challenging due to short hospital stays which decrease their time to grasp the new concepts of altered bowel elimination and disturbed body image. Coaching nursing students to be empathetic and skilled with colostomy care will enhance their confidence and competency, improving the quality of patient outcomes. Basic competency for nurses providing care for new ostomy patients should include holistic assessment, management of pouching system, and patient education.

Come join us on a caring journey of shared discovery to competent ostomy care.

DESIGNING AND FACILITATING WEBQUESTS IN NURSING EDUCATION

Renee M. Dunnington, PhD, RN & Mary F. Shook, BSN, RN

Objectives:

1. Identify the essential components of a WebQuest.
2. Recognize strategies to facilitate and enhance learner engagement WebQuests.

Topic and Relevance: WebQuests can be an effective way for nurse educators to utilize a technology enhanced, active teaching/learning strategy applicable for activities either inside or outside the classroom. WebQuests have been under-utilized in nursing curricula and may be efficacious for learning outcomes. Keys to a successful WebQuest are the design and the facilitation.

What is a WebQuest? WebQuests involve learners actively seeking out information through guided exploration of web-based resources. The purpose is to have learners discover and examine information designed around specific learning objectives. Through directive prompts and activities designed for the WebQuest, students analyze or synthesize information to gain deeper understandings often through culmination of an assignment or project.

Design and Implementation of WebQuests: A WebQuest is comprised of an introduction, task, process, resources, evaluation, and conclusion. There are two types of WebQuests: short term and long term. WebQuests can be structured as individual or collaborative learning activities. Key elements of design and facilitation impact learning outcomes. Poor design or instructor facilitation can lead to shallow engagement and distraction by students. Methods to decrease distractions and increase learner engagement in WebQuest for optimizing learning outcomes are presented. Resources for WebQuest design are presented.

Benefits of WebQuests: Critical thinking and collaborative learning are important cognitive activities that can be experienced through a WebQuest. The use of creative tasks and subtasks can emphasize higher order thinking skills, such as analysis, synthesis, and evaluation. Collaborative learning may also be fostered through WebQuests design and learning activities.

Challenges of WebQuests: There are times when a WebQuest is not an appropriate teaching strategy. Technology may pose challenges related to connectivity, availability or access to devices, and computer literacy among learners. The ability to locate appropriate, credible, web-based resources and the stability of web content may also be potential barriers to supporting learning objectives.

Conclusion: WebQuests provide nurse educators with an innovative approach to teaching. Well-designed WebQuests are based on information found on credible websites where the content is more current than textbooks. Use of relevant design and facilitation methods may also increase the efficacy of WebQuests in nursing education.

DISASTER DRILL SIMULATION PROVIDES INSTRUCTION THROUGHOUT THE COURSE CURRICULUM

Diane S. Hill MSN RN & Andrea Dickerson Corbisello, MSN, RN

Objectives

Incorporate disaster drill simulation as an innovative method of teaching core elements of nursing throughout the curriculum

Explore ethical decision making situations in a controlled environment.

In the fall of 2012, Kent State Salem College of Nursing students participated in an interactive disaster simulation. The purpose of this learning experience was to incorporate disaster drill simulation as an innovative method of teaching core elements of nursing throughout the curriculum and explore ethical decision making situations in a controlled environment. By incorporating community resources we were able to simulate a school bus accident with multiple injuries and fatalities.

Nursing fundamental students served as patients and family members. This role was designed to help students relate to the patient experience. Junior and Senior level nursing students participated as care givers, individualized to the class they were currently enrolled. Patient simulations included: pediatrics, geriatrics, obstetrics, trauma/code, and end of life care. Students enrolled in Leadership and Community courses served as disaster team leaders including: triage, incident command, mobilization of resources, and public relations. Debriefing for the students after the simulations was provided by faculty and critical care flight staff.

Based on debriefing and post simulation evaluations, students identified the importance of accurate assessment, patient status change recognition, and ethical decision making. The participating students expressed feelings of anxiety, stress, and being overwhelmed by mass patient need. As a result of the positive learning experience, this innovative teaching method will be an annual event providing students with an opportunity to experience each roll as they progress through the nursing program.

DO NURSING STUDENTS CARE?

Denise M. McEnroe-Petitte, RN, MSN

Behavioral Objectives:

After hearing this presentation/reviewing this poster, the participant will be able to:

1. Discuss the differences between traditional and non-traditional nursing students.
2. Identify the need to have students with caring qualities enter into the nursing profession.

Abstract

The purpose of this study was to examine traditional and non-traditional nursing students to determine if there are significant differences in caring. A descriptive comparative design was conducted using a convenience sampling of nursing students in an associate degree nursing program in northeastern Ohio. A demographic survey and the Caring Efficacy Scale (CES) were given to the students to complete. Data was analyzed to determine the measures of central tendency including frequencies, means, and standard deviation (SD). Independent t-tests were used for the mean responses and standard deviations utilized to measure the dispersion of the data. The total number of students participating was 249. Traditional students were identified as 29.7% of the total while the non-traditional students were 70.3% of the group. The total scores for the CES of the traditional students were 157.24 with a SD of 13.31 and non-traditional students' total scores were 158.63 with a SD of 14.49. Results indicated that there were no significant differences identified between the two groups. Despite the findings, nurse educators must analyze the types of student who are entering nursing programs while assessing for those with caring as a part of their personality and interest for joining nursing. Without caring, patient outcomes may be affected. The results of this study indicates that caring, as the key to the nursing profession, is a needed attribute for those entering and pursuing care for individuals they are assigned to nurse.

Do You “Like” Your Nursing School?

Heather Von Glahn RN, BSN, Mary Grady MSN, RN, CNE, & Luceille Miller RN, BSN

Poster presentation Objectives:

- 1. At the conclusion of this poster presentation, the participant will have an increase in knowledge about social media pertaining to the college student.**
- 2. At the conclusion of this poster presentation, the participant will be able to identify ways that social media can be integrated into an educational setting.**

Advances in technology have changed the way our students communicate. Students are entering college with increased technology knowledge and capacity, as well as devices to use the technology. They have been involved in the digital age since infancy. They use social media to share their ideas, information, personal messages, and videos. Traditional teaching methods need to be augmented with today’s technology to accommodate the learning styles of this generation. Social media is a great tool and can be used effectively in the teaching and learning process.

Lorain County Community College School of Nursing has implemented the use of social media to enhance traditional teaching methods in three ways. Facebook is used as a central place for students to meet. They can ask questions, offer answers, discuss, and exchange information with each other. Twitter has been used effectively to update changes in schedules and to get quick messages to the mass of students, as well as highlight important reminders. Instagram has the benefit of 15 second videos, and has been used productively to highlight “bullet points” of clinical lab skills.

Student feedback has been very positive. The students stated that they independently already use social media, and like the idea of including it in the classroom setting. They also stated that they felt more engaged with school, and liked the quick reference of clinical skills and information that can easily be viewed and shared from their mobile devices.

This presentation will show how social media can be used in a school of nursing as an innovative teaching strategy for classroom and clinical teaching.

ELECTRONIC MEDICATION ADMINISTRATION SYSTEM

Christine Dalpiaz, MSN, RN & Deborah Vitantonio, MSN, RN

Behavioral Objective:

Become familiar with a college generated simulated Electronic Medication Administration System.

Alignment of teaching nursing skills that correspond with actual clinical practice is essential to achievement of student success and provision of safe patient care. Medication administration is a fundamental skill that is taught in the first semester of the Associate Degree Nursing Program at Lakeland Community College. A commercial academic electronic health record had been utilized in conjunction with computers on wheels to simulate medication administration in the Nursing Skills Lab. As the cost of using the commercial product became prohibitive, alternative methods to simulate an electronic medication administration record were explored. The Nursing Department and the Administrative Computing Department of Lakeland Community College joined together to create a web based medication administration delivery system using the campus portal, myLakeland. On this portal, a student may login to access the link to the Medication Administration Record. Once the student enters this system, a patient database is available to them which contain electronic medication records of multiple practice patients. Patient demographic and medical data including name, birthdate, medical record number, medical diagnosis and allergies are listed for each patient. Each practice patient's record also includes a list of medications to be administered with corresponding times. The students are instructed in the classroom and Nursing Skills Lab with instructor supervision on the process of safe medication administration. Using a computer on wheels, the student may then simulate medication administration on a mannequin and use the interactive screen to document the administration by the designated route. The practice patient record is reset daily to allow repeat practice sessions either on or off campus. Administrative access to this record by Nursing Skills Lab staff allows the system to be used for competency testing of medication administration as well as monitoring practice trends of individual students. This system requires no additional student fee and has been a cost effective alternative to a commercial product.

FLIPPED AND BLENDED FORMATS-ENHANCING TIME IN THE CLASSROOM

Kellie Adams, MS, RN & Tracy Coats, MS, RN

Objectives:

1. Identify the purpose and definition of Flipped and Blended formats.
2. Discuss how these formats are enhancing time in the classroom: application of knowledge

The Ohio University Chillicothe Associate Degree Nursing Program integrated flipping and bending techniques into a senior Medical Surgical Adult Nursing course and an Obstetric/ Pediatrics course. The transition from a traditional classroom format of course lecture to an application of knowledge environment motivated student's attendance and performance. For example, pre-class work was assigned, which included reading of chapters, reviewing assessment videos, and developing drug cards. The classroom activities shifted from traditional lecture to active learning strategies of group work, case studies, gaming, lecture check, and muddiest point. The poster presentation will include an example course "before & after" that includes specific strategies used, the time gained from application of knowledge in the class room, and methods of measurement of effectiveness.

FOSTERING A SUPPORTIVE CLINICAL LEARNING ENVIRONMENT: INCORPORATING STUDENT NURSE STRESS MANAGEMENT INTO NURSING CURRICULUM

Nancy R. Schroeder MSN, RN

Objective:

1. The purpose of this study is to identify interventional strategies that nurse educators may incorporate into nursing curriculum to assist students to modulate clinical stress. These stress modulating strategies are examined to evaluate learning and performance of the student nurse in the clinical setting

A disturbing trend identified nationwide in college student health is one of increasing student stress. Issues of well-being are a current concern across college campuses and other institutions of higher learning. An additional stressor solely associated with the student nurse is clinical experience. In order for student nurses to adequately care for their diverse patient populations, stressors must be managed. The student nurse must learn coping strategies to return and maintain their well-being to a state of equilibrium. The goal of nursing education is to provide nursing students with the theoretical knowledge and clinical experience to develop into entry level nursing professionals. Nursing educators need to examine interventions to assist the nursing student to cope and manage academic, clinical and the personal issues of stress. Twenty two senior students enrolled in a traditional Midwestern baccalaureate nursing program participated in this project.

IMPROVING NCLEX-RN PREPARATION FOR NEW GRADUATES: A FOUR-PRONGED APPROACH

Stephanie Reagan MSN, CNS, Stephanie Burgess BSN, MSN, CCRN,
Paula Kurre BSN, RN, & Carrie Stroup, MSN, RN

Objectives:

Nurse educators will identify innovative teaching strategies for improving NCLEX-RN success.

Nurse educators will recognize the importance of simulation as an active learning strategy in an NCLEX-RN review course.

Abstract:

First time pass rates on the NCLEX-RN are a vital concern for nurse educators. Based on Lewin's change theory, faculty developed a four - pronged approach to improve NCLEX preparation. The four pronged approach consisted of a faculty driven review course, incorporation of active learning strategies, improved exit testing procedures and increased student accountability. Results of the study revealed an improvement in pass rates, from an 85.96% to 95.16% over a three year period.

Integrating Evidence-Based Practice into Nursing Curricula: An Experiential Learning Immersion for Faculty

Jacqueline M. Loversidge, PhD, RNC- AWHC &
Lynn Gallagher-Ford, PhD, RN, DPFNAP, NE-BC

Abstract

Objective:

- Discuss essential elements of an Evidence-Based Practice Immersion program preparing faculty with the requisite knowledge, skills, and abilities for integrating evidence-based practice into nursing curricula and courses.

Evidence-based practice (EBP) is a problem-solving approach to clinical decision-making in healthcare that integrates the best evidence from well-designed studies with a clinician's expertise, internal evidence from patient assessments and practice data, and patient preferences and values. The literature demonstrates that implementation of EBP leads to higher quality of care, improved patient outcomes, and decreased healthcare costs. However, nursing programs find integration of EBP into academic curricula challenging. Academic programs must transform in order to meet the Institute of Medicine (IOM) call to reform healthcare through education in order to meet the 21st century healthcare reform needs; this includes a mandate for 90% of clinical decisions to be evidence-based by 2020. In addition The American Association of Colleges of Nursing Essentials of Baccalaureate, Master's and Doctor of Nursing Practice education identify EBP as an essential curriculum element. It is imperative that educators understand EBP and methods for curricular integration to prepare graduates with the knowledge, skills, and abilities to acknowledge, implement and lead EBP initiatives in the clinical practice settings. A 3-day immersion program, designed for faculty in academic nursing programs, is described. The program purpose is to prepare nursing faculty to lead their academic colleagues in integrating EBP content, skills and experiences across nursing education curricula. Theoretical frameworks, evidence-based strategies and data from previous immersions for non-academics that guided program design are presented. In addition, data collection strategies and thematically summarized participant feedback are presented.

Interdisciplinary Mass Causality Training

Mary Grady MSN, RN, CNE, Jill Reiter MSN, RN & Dawn E Sgro, NREMT, EMS

Poster Presentation Objectives:

- 1. At the conclusion of this poster presentation, the participant will be able to: recognize the educational value of interdisciplinary teaching using simulation.**
- 2. At the conclusion of this poster presentation, the participant will be able to: identify ways that interdisciplinary simulation can be implemented in an educational setting.**

Changes in health care practices and advances in technology have brought about a radical need for restructuring health care education. Individuals entering health careers today have been involved in the digital age since infancy. Traditional teaching methods need to be augmented with today's technology to accommodate the learning styles of this generation. Students need to be taught in a way that will prepare them to perform in the changing health care environment.

Lorain County Community College professors from the areas of Nursing and Emergency Medical Services hosted an interdisciplinary mass causality training exercise. The college partnered with North Ridgeville Fire Department and Patton's Towing to create a realistic bus accident with over 20 patients with multiple traumatic injuries. The simulation began when a driver, distracted by texting, missed a stop sign and drove into a bus, hitting several pedestrians in the process. Over 50 Paramedic and Nursing students participated in the exercise utilizing disaster management skills.

Student feedback was positive. Students that were portraying victims stated that they appreciated seeing the patient's perspective and would reflect on that point of view in their health career. The students stated that they were impressed by the realism of the event and felt they were caring for actual patients. Students also stated that they gained perspective of what each discipline does for a patient.

The event has created an ongoing collaboration between disciplines at the college, has bridged the gap between practice and education through use of simulation (simulators and scripted patients), and has offered innovative ways to teach our next generation of health care responders. The interdisciplinary approach to education has proven to be invaluable to the students and faculty as they have gained knowledge of each discipline.

This presentation will provide tips about how a school of nursing can create a simulated disaster and provide ideas of how you might partner with interdisciplinary teams and the community.

INTERPRETIVE DESCRIPTION OF CLINICAL JUDGMENT WITHIN REFLECTIVE JOURNALS OF NURSING STUDENTS PARTICIPATING IN HIGH-FIDELITY SIMULATION

Michelle Bussard, RN, MSN, ACNS-BC, CNE, PhD Candidate

Objectives:

1. The learner will identify how reflective journaling can be used to assist pre-licensure nursing students in the development of clinical judgment.
2. The learner will identify the nature of clinical judgment development within reflective journals.

Clinical judgment is an essential skill needed by registered nurses and employers expect new graduate nurses to enter the workforce with established clinical judgment skills. Therefore, nurse educators must ensure that pre-licensure nursing students are developing clinical judgment while in nursing school. The research question for this study was; what is the nature of clinical judgment development as revealed in student reflective journals after participating in four progressive high-fidelity simulation (HFS) scenarios? This qualitative, interpretive description study reviewed reflective journals of 30 pre-licensure nursing students who participated in four progressive HFS scenarios during a medical surgical nursing course to identify the nature of clinical judgment development. The significance of this study was to identify an effective teaching/learning strategy to assist pre-licensure nursing students in the development of clinical judgment skills prior to graduating from nursing school. Tanner's Clinical Judgment Model and Lasater's Clinical Judgment Rubric (LCJR) provided a theoretical lens to guide the analysis of data for this study. Eight themes were identified in the reflective journals and include (a) expectations about the patient, (b) recognition of a focused assessment, (c) interpretation of medications, laboratory data, and diagnostics, (d) communication with the patient, (e) collaboration and interprofessionalism, (f) prioritizing interventions, (g) skillfulness with interventions, and (h) incorporation of skills and information into real patient situations. Findings of this study indicate that reflective journaling following progressive HFS scenarios may be an effective teaching/learning strategy to assist pre-licensure nursing students in the development of clinical judgment.

KOLB'S EXPERIENTIAL LEARNING THEORY: INSTRUCTIONAL DESIGN FRAMEWORK FOR TEACHING NURSING PROCESS

Cynthia J. Woodfield, DNP, RN, CNE

Learning Objectives

1. After reviewing the poster presentation, the participants will gain knowledge about instructional interventions focused on the nursing process
2. After reviewing the poster presentation, the participants will gain knowledge about Kolb's Theory of Experiential Learning and its application to nursing education

The purpose of this Quality Improvement (QI) project was to determine whether students are better able to learn the nursing process when Kolb's Theory of Experiential Learning (TEL) is used as a framework for instructional design. TEL was used to create the instructional intervention focused on nursing process. Although there were no statistically significant differences in pre and post-intervention nursing process knowledge survey scores the final *Nursing Process Rubric* scores achieved by students who participated in TEL inspired active learning strategies were significantly higher than their own pre-intervention scores ($t = -8.122, df = 49, p = .000$) and significantly higher than the final *NP Rubric* scores of those of students who did not participate. ($t = -5.956, df = 111, p = .000$). The TEL approach to instructional design fostered active learning and effectively enabled students to apply the nursing process. This research project fulfilled the requirements of a Doctor of Nursing Practice (DNP) degree completed through Duquesne University, Pittsburgh, PA.

**LUNCH-N-LEARN:
A FACULTY DEVELOPMENT PROGRAM FOR INTEGRATING QSEN CONCEPTS**

Kathy J. Keister, PhD, RN, CNE, Ann M. Stalter, PhD, RN & Deborah Ulrich, PhD, RN

Behavioral Objectives:

1. The learner will identify Lunch-n-Learn as a strategy for faculty development.
2. The learner will describe the importance of faculty development for integration of QSEN concepts in undergraduate nursing curricula.

A faculty development program implemented over two academic years at a midwestern state university is described. The program was implemented as lunch-n-learn sessions to promote faculty development of Quality and Safety in Nursing Education (QSEN) within their undergraduate curricula. The impetus for educating faculty was to transform the undergraduate nursing curricula consistent with the Institute of Medicine Report (2001), *Crossing the Quality Chasm: A New Health System for the 21st Century*. As a pilot school for QSEN integration nationally, the purpose of the program was to develop faculty expertise in curricular design and teaching strategies in QSEN, while improving and redesigning undergraduate curricula from a quarter to semester format. In the first year, select faculty were identified as the College's QSEN champions and attended national train-the-trainer sessions. Subsequently, all nursing faculty were surveyed to assess readiness to learn and implement QSEN teaching strategies. After distributing the survey in three waves to faculty (N=52), the response rate was 25% (n=13). Results indicated faculty were unaware of the QSEN competencies and the national web site. Respondents indicated they were not integrating QSEN concepts in the classroom, laboratory, or clinical settings. In the second year, nine Lunch-n-Learn Sessions were offered; the best attended and received sessions were on the topics of Simulation, Evidence Based Practice, and Just Culture. Results of a second survey administered after implementation of the Lunch-n-Learn sessions are pending. Preliminary findings indicate an increase in faculty knowledge regarding QSEN competencies. Faculty are integrating QSEN competencies in the classroom, laboratory, and clinical settings. While the QSEN competencies are more evident in the curriculum, not all faculty have embraced the transformation of nursing education to include the QSEN initiative. Once the results are analyzed and confirmed, next steps may involve a mentoring and scholarship series focusing on QSEN, administrative support, and clinical partner participation.

MEDTAPP MENTOR: IMPROVING HEALTH CARE FOR MEDICAID CLIENTS

Pamela Rutar, EdD, MSN, RN, CNE, Maggie Jackson, PhD, MSW, BA,
Christopher Rennison, MEd, ACP, Lonnie Helton, EdD, LiSW-S, ACSW,
Vida Lock, PhD, RN-BC, Dean & Lori Arietta, MSN, RN

Objectives: After viewing the poster, the learner will:

1. Analyze key components of an example of an interprofessional model for learning.
2. Create curricula employing key components of the MEDTAPP Mentor model.

Caring for clients enrolled on Medicaid and other forms of medical assistance can be a challenge, causing a shortage of health care providers to service this population. Challenges for health care providers include low reimbursement rates, cultural issues, and a lack of resources.

The MEDTAPP Mentor program uses an interprofessional model to address knowledge gaps and to provide experience in caring for those enrolled on Medicaid. Students in nursing and social work are paired with same-discipline mentors in the field to gain hands-on clinical experience in providing care to the Medicaid population. In addition to the field work, students attend a series of seminars addressing topics related to caring for the Medicaid population.

The MEDTAPP Mentor program is partially funded by the Medicaid Technical Assistance and Policy Program (MEDTAPP) Health Care Access Initiative and is focused upon better preparation of health care professionals to meet the unique needs of the Medicaid population. Students participating in the program must agree to seek employment with providers that service the Medicaid population.

A pilot project was implemented in the spring of 2013, with 43 mentees from social work and nursing paired with social workers and nurses currently working with the Medicaid population in various settings in Northeastern Ohio. Students attended seminar sessions including:

- Description of Current Medicaid Programs and Qualifications for Enrollment on Each
- The Affordable Care Act and the Projected Impact on Care for the Underserved
- Quality Improvement Processes
- Issues Of Culture in Caring for the Medicaid Population
- Advocacy and the Medicaid Client

Students then applied principles learned in the seminar sessions to a field experience with a mentor. In total, nursing and social work students participated in over 1400 encounters with Medicaid clients in the duration of the program. Of the combined 40 nursing and social work students, all but one found employment with an employer that services Medicaid clients. Evaluations of the components of the program by the participants were overwhelmingly positive. Funding was again approved for years two and three, with plans to include other health care disciplines in the project.

MILLENNIAL STUDENTS' PREFERRED LEARNING STYLE: EVALUATION OF COLLABORATIVE LEARNING VERSUS TRADITIONAL LECTURE METHODS

Michelle L. Roa, PhD, MSN, RN

Behavioral Objectives

1. Identify millennial students' common characteristics in relationship to teaching methodologies and learning styles in nursing education.
2. Broaden existing pedagogical perspectives with evidence based teaching practices.

Background. Nurse educators are challenged with a new generation of students referred to as the Millennial generation. These millennial students, who have different learning style preferences, are testing the traditional pedagogical methods of nurse educators such as lecture. The social nature of millennial students coincides with the social constructivism theory that students learn in groups.

Purpose. The purpose of this quasi-experimental study was to examine if there was an improved retention of knowledge in millennial students who were taught by collaborative learning strategies rather than the traditional lecture method in an associate degree nursing program. Additionally, the study examined if learning by the students' preferred learning style resulted in a higher level of achievement on a comprehensive standardized examination versus learning by a nonpreferred style.

Theoretical Framework. The theoretical framework for this study was founded on the social constructivism theory suggesting students build knowledge through social group interactions.

Methods. The quasi-experimental study was conducted at an associate degree program in the Midwest. The nonprobability purposive sampling was utilized to examine the means of a comprehensive standardized examination and a learning styles preference assessment.

Results. The statistical analysis utilizing the analysis of covariance did not produce statistically significant findings in the differences in the comprehensive standardized examination score means between the students taught by the lecture method and students taught by the collaborative method when controlled for the cumulative grade point average. Additionally, the study did not find statistically significant differences in mean comprehensive standardized examination scores when taught by the students' preferred learning style versus being taught by their nonpreferred style.

Conclusions. Although not significant, the study did find students who were taught by the collaborative method had higher scores than those who were taught by the lecture method. In addition, learning styles preferences were not significant in determining academic success. The implications of the study are significant to nursing education by highlighting the importance of using collaborative activities and multiple teaching modalities.

MILLENNIANISM: TOOLS FOR THE 21ST CENTURY CLASSROOM

Jan Daily, BSN, RN, Shay Riker, BS, RN, BSN, Victoria Valena, MEd, PCC-S, RN,
Tammy Westbrook, RNC, BSN & Heather Janiszewski Goodin, Ph.D., RN

- 1) Learner will be able to evaluate emerging trends in nursing education.

- 2) Learner will be able to choose a technology to utilize in their area of nursing education.

Nursing education has evolved away from traditional teaching pedagogies. Educational methods need to engage the millennial learner and use the fullest capabilities that today's educators and technologies can offer. The onset of distance and mobile learning has created the demand for tools that could accommodate students even outside the conventions of a four-walled classroom. Web 2.0 technologies such as podcasting, video games, social media, and blogging are just some examples of advancements in teaching strategies available today. Voicethread is a form of podcasting that is accessible, cost-effective, and has shown to promote creativity and collaboration in delivering instruction and encouraging student participation. Video games, once seen as a detriment to learning, are gaining popularity with their promotion of critical thinking and problem-solving skills development. Educators are also adopting the use of social media spaces such as Second Life, in supplementing practice and fostering connections through virtual learning environments. Blogs allow for reflection and self-expression and may contain various media and links to other websites. As part of the Technology Informatics Guiding Education Reform (TIGER) Initiative, utilization of these emerging technologies enables nurse educators to deliver teaching and learning in a more effective, efficient, and engaging way.

MOVING STUDENTS FROM MEANINGFUL USE ...TO MEANINGFUL CARE: HELPING STUDENTS GAIN INFORMATICS COMPETENCIES!

Patricia A. Sharpnack, DNP, RN, CNE, NEA-BC, Laura Goliat, DNP, RN, FNP-BC,
Kimberly Dillon-Bleich, MSN, RN, CEN, Bonnie Fellows, MSN, RN &
Kathleen Rogers, MSN, RN, CNE

Behavioral Objectives:

1. Examine how meaningful use in health information technology impacts nursing education.
2. Explore ways to integrate meaningful use of the electronic health record into nursing education to prepare nurses for future clinical environments.

This presentation will highlight current health trends in information technology and information management. Information technology literacy will be discussed and the presentation will highlight information technology skill sets required of all nurses for future roles in technology enhanced work environments. Nurse educators will learn ways in which they can redesign nursing education strategies to prepare students with essential information technology skills that promote digital wisdom. Health Information Technology (HIT) meaningful use criteria will be explored with a summary of implications for nursing education. Information technology initiatives specific to nursing, nursing informatics will be reviewed. Those initiatives include 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. Exemplars on how to integrate information technology and informatics skills into learning experiences for students will be presented. At the conclusion of this presentation, participants will possess expanded knowledge regarding health information technology and possess the necessary tools to select, integrate and appropriately level electronic health record assignments into the curriculum in order to better prepare future nurses for active participation in the advancement of health information technology implementation.

Perceptions of Teaching Effectiveness of Part-time and Full-time Clinical Nursing Faculty of BSN Education

Kimberly DeSantis, Ph.D, RN

1. The session participants will examine clinical teaching effectiveness of full-time baccalaureate nursing faculty perceived by students to be different from part-time baccalaureate nursing clinical faculty in the areas of teaching ability, nursing competence, personality traits, interpersonal relationship, and evaluation.
2. The session participants will identify differences in the self-perceptions of clinical teaching effectiveness between full-time and part-time baccalaureate nursing clinical faculty in the areas of teaching ability, nursing competence, personality traits, interpersonal relationship, and evaluation.

ABSTRACT

The United States faces a critical shortage of full-time registered nurses, which is directly affected by the shortage of nurse educators. Many schools of nursing are already seeing the impact as qualified program applicants are being turned away due to the lack of qualified educators available to teach them. The trend has become to employ increasing numbers of part-time faculty who have a clinical focus in their education. There is much debate about the clinical teaching effectiveness of part-time faculty. One way to assess quality of education is to assess teacher effectiveness. The purpose of this quantitative, descriptive, study was to examine student and faculty perceptions of the clinical teaching effectiveness of part-time clinical nursing faculty as compared to full-time clinical nursing faculty. The study also identified the characteristics of effective clinical teachers as perceived by students, part-time clinical nursing faculty, and full-time clinical nursing faculty. The instrument used for this study was the Nursing Clinical Teacher Effectiveness Inventory, and students and faculty respondents from four schools of nursing in Central Indiana participated in the study. Results showed statistically significant differences in the clinical teaching effectiveness between full-time and part-time faculty. Full-time faculty were considered to be more effective clinical instructors. Faculty did not find any statistically significant differences in the clinical teaching effectiveness between full-time and part-time faculty. The top characteristics of effective clinical instructors were reported by both students and faculty as teaching ability and nursing competence. The findings of the study provide the basis for future research and highlight the complexities of determining effective clinical teaching.

THE PERKS OF DECLINING ESTROGEN: CREATIVE CLASSROOM STRATEGIES FOR TEACHING PHARMACOLOGY

Beverly Baney, MSN, RN

Objectives:

The Learner will

- Consider how the symptoms of peri-menopause, though the eyes of one nurse educator's experiences, may be correlated with improved creativity and innovation in the classroom.
- Explore fun strategies that may be used with nurses and nursing students to improve their pharmacology comprehension.

How did songs, limericks, humpty dumpty and plastic Easter eggs find their way into a Nursing Pharmacology classroom? This is the question that I began to ponder as a middle-age nurse educator who was personally immersed in the life transitional phase known as peri-menopause. It all began when I awoke at the all too early hour of 3:07 am, wide awake and sweaty, asking myself, "Why is it so difficult for nursing students to understand the four phases of pharmacokinetics?" After tossing off the covers and lying there for another hour, I found that soon I was making rhymes in my head about what those phases should mean to nurses administering medication to their patients. Before I knew what was happening a song about the phases of pharmacokinetics was written to the tune of the children's song "BINGO", you know the one about the dog! I presented the song to my pharmacology class the next morning, in exchange for the dark circles under my eyes, and to my surprise they actually sang it and seemed to enjoy it. As the months progressed, I found myself frequently mulling over pharmacology concepts and various drugs at 3:07 am and yet that hour of the morning seemed to be a gold mine for creativity and innovative ideas. Psychiatric drugs took on a whole new meaning when the children's story of humpty dumpty became the template for classroom activities. I would generously send my new ideas to my colleagues, some of whom suggested I try warm milk before bedtime or Lunesta to solve my insomnia. Nevertheless, I embraced this new discovery and believe I had uncovered one of the perks of declining estrogen. Today my pharmacology classroom has been transformed from endless power point slides to activities with props that engage students in the content and trigger the student to remember the key points about drug classifications. I guess I have learned to always look for the silver-lining in an otherwise bothersome phase of female existence. I still may be tired, but class is a lot more fun!

PROMOTING GRADUATE STUDENT SUCCESS: MENTORING EDUCATION PRACTICUM STUDENTS IN A VIRTUAL WORLD

Taryn Hill, PhD, RN & Cecilia Jane Maier, MS, RN, CNE

Objectives:

The learner will:

1. Identify the processes of mentoring online graduate students in a nursing education practicum course.
2. Consider application of this graduate student mentoring process to individualized settings.

Nursing encompasses profound professionalism, caring, compassion, and lifelong learning. Part of professional growth in nursing is through mentorship. For the nurse pursuing a graduate degree in nursing education, mentorship is necessary to transition from practice to education. Virtual mentoring of an online graduate student has both challenges and rewards. The purpose of this presentation is to outline one process utilized by two faculty members in mentoring students in an online Master of Science in Nursing program in the education track. This process is rigorous from start to finish and is best completed through the use of the proposed timeline. Mentors who engage in the activities outlined in this presentation will have better success in supporting growth of graduate nursing students in a virtual setting. The process not only builds the learner's knowledge base, but can also create a supportive relationship that can extend past the education practicum experience. The process is ever evolving and begins with the initial contact from the practicum coordinator. The relationship grows through pre-course briefing meetings during preview week with graduate student, graduate course faculty, and mentor; weekly to bi-weekly calls with graduate student and mentor; review and substantive feedback of graduate student work; continued development toward a final course project; and asynchronous mentoring through distance communication such as email. This transition includes the very important aspect of coaching the graduate student to think like faculty rather than like a student. Growth of both mentor and graduate student will be considered in this presentation.

QSEN into Practice at Southwest General in Middleburg Heights, Ohio

MJ Krivanek, ME Campobasso, B Weese

Background: Current healthcare delivery systems have a goal to improve the quality and safety of health care. To meet this goal at Southwest General, a 358 bed suburban hospital in Middleburg Heights, Ohio, the nursing clinical educators are at the foreground of implementing QSEN (Quality and Safety Education for Nurses).

Purpose: The presentation will include a description of the hospital setting and the integration of the six QSEN competencies into the orientation checklists, annual education competencies, nursing education and policy initiatives.

Description: Three clinical educators were hired and tasked with coordinating the integration of the QSEN competencies into practice. Competencies have been infused into orientation checklists, educational programs, scope of service documents, nursing policies and guidelines. Patient Centered Care is enhanced through: the Teach-Back Methodology for all patient education; Cultural Diversity Resources for nursing; a Patient Portal... Teamwork and Collaboration is evident in: the Nursing Standards Committee; Nursing Councils with front line staff; “Safety in Numbers” Skills Fair... Evidence Based Practice is adopted through the use of Lippincott On-Line; Lexicomp On-Line Medication Resource... Quality is evident in our standardized RN Orientation Checklists; participation in our daily noon safety huddles... Safety is promoted through a house-wide Nursing Skills Fair; noon safety huddles... Informatics is promoted through Pyxis, Discern Sepsis Alerts, Discharge IPOC (Interdisciplinary Plans of Care). Using the QSEN framework sends an important message to all nurses and interprofessional teams. Future plans are to integrate QSEN throughout the nursing orientation process.

Summary: QSEN into practice facilitates a focus on quality and safe delivery of patient care at Southwest General. The competencies promote the elevation of nursing practice and promote a culture of improvement to achieve optimal clinical outcomes.

RN TO BSN: ONE HOSPITAL'S CARING APPROACH

Stephanie Kubitza, MSN, RNC & Lucinda Cave, MSN, RN-BC

Objectives:

1. Learners will identify important considerations for an AD RN when selecting a BSN program.
2. Learners will list the benefits of peer networking for ADNs when selecting a BSN program.

The Institute of Medicine (2010) recommends that 80% of registered nurses possess a BSN degree by 2020. American Nurses Credentialing Center supports this goal and strategically monitors educational levels of nurses in Magnet designated hospitals and those seeking designation. Many RNs currently possess ADNs and will require influential support in deciding to seek a BSN degree. As part of a Master's degree capstone project and in collaboration with a MSN preceptor, a hospital-based website "RN to BSN and More" was created containing several educational resources for employed nurses. The website includes brief video-taped interviews with nineteen registered nurses from diverse practice settings who graduated from a variety of RN/BSN degree completion programs. These interviews provide a glimpse into the challenges and successes of work/life/school balance issues encountered by nurses who obtained their BSN degrees. These nurses are available as internal resources and can be contacted by potential BSN students. The website contains links to in state nursing programs for those who may want to pursue a BSN, MSN, PhD and/or DNP. For nurses on their initial journey to a BSN, the website contains a power point titled, "RN to BSN: Charting Your Course" which highlights multi-faceted considerations for an adult choosing to return to school. Education, methods of communication, and lifestyles have changed immensely over the last three decades. Creation of this website is one action taken by the hospital to provide peer support for professional development of nursing staff. An online evaluation tool is available for users to rate the content of the website and to improve it for future users.

SCHOOL OF NURSING AND SCHOOL NURSING – A WIN-WIN COLLABORATION

Debora L. Geis, MS, RN, CNE

Behavioral Objectives:

Through attending the poster presentation, participants will have:

1. Increased understanding of the benefits of service learning for both nursing students and the community.
2. Insight into how service learning projects can be incorporated into other nursing instructional settings.

Over the past several years, pediatric acute care census has been declining, making the availability of clinical experiences for nursing students a challenge for nursing programs. In Fall Semester, 2013, the Rhodes State College Nursing Division implemented the decision to exclusively utilize community settings for pediatric clinical experiences instead of acute care facilities. At the same time, a local school nurse pursuing a master's degree in nursing requested to have a pediatric nurse educator preceptor, to fulfill her practicum requirements. Through collaboration, a service learning project involving nursing students participating in vision and hearing screening for the kindergarten students at a local elementary school was developed. The result was a "win-win" experience that met the needs of both the nursing school and the community.

Nursing students were prepared by completing an online learning module and assessment exam regarding the Ohio Department of Health standards for vision and hearing screening in schools as well as the various tests that would be performed. Upon arrival to the school, nursing students and the clinical instructor were oriented to the actual screening equipment and documentation forms. Having a clinical instructor present at the site not only met the Ohio Board of Nursing requirements of clinical supervision, but also allowed the school nurse to attend to other responsibilities throughout the day. In addition, a greater number of nursing students were able to participate and more children were able to be screened by having a clinical instructor on site to supervise. The actual screenings occurred over a 4 day period. A total of 15 nursing students participated in screening 210 kindergarten students.

Student learning outcomes included opportunities for communication with children, observation of developmental characteristics, and the mastery of new psychomotor skills and procedures in a community setting. Outcomes for the school included the completion of all required screenings for kindergarten students in a timely manner. As a result of this service learning project, more area schools will be partnering with Rhodes State College Nursing Division in future semesters.

STUDENT PERSPECTIVE ON PEER MENTORING IN THE SKILLS LAB

Amy Rockwell, MSN, RN & Dawn Wikel, MSN, RN

Objective: The learner will be able to explore junior and senior nursing students' perspective on peer mentoring during a skills lab review.

Students frequently express feelings of heightened stress and anxiety when being observed by faculty during practice of foundational nursing skills. In accordance with the Quality and Safety Education for Nurses (QSEN) competency of teamwork and collaboration, we chose to implement a skills lab review utilizing senior nursing students as the peer mentor for junior nursing students. The purpose of this study was to determine if students felt the peer mentoring experience was beneficial to their learning. During the skills lab review, seniors observed the juniors during practice of previously learned skills and offered suggestions for improvement regarding technique, efficiency, and dexterity. Faculty members were present throughout the lab to promote active participation and maintain continued productivity. The sample consisted of sixty diploma nursing students (32 juniors and 28 seniors) who completed an anonymous survey reflecting on their perspective regarding the lab experience. Results of the study include: ninety percent of the participating students evaluated the peer mentoring skills lab review as beneficial to their learning; seventy five percent of the students reported an interest in future mentoring activities; fifty three percent of the junior nursing students felt more comfortable reviewing skills with senior students versus faculty; and ninety two percent of the senior students felt the juniors were receptive to their direction as a mentor. Findings of this study indicate that both junior and senior nursing students benefit from mentoring learning activities.

TEACHING NEW FACULTY TO “LIVE IN THE GRAY”: LESSONS LEARNED

Jamie Leslie, PhD, Gail Burns, DNP, & Susan Johnson, PhD

Behavioral Objectives:

Viewers will be able to identify strategies to help new faculty “think in the gray.”

Viewers will have the opportunity to appraise a tool to help them become more aware of their own ability to think in the gray.

Gray thinking, openness to diverse perspectives and uncertainty, is an essential ability that new nursing faculty members do not always practice and may not be introduced to while orienting to the new faculty role. The ambiguity associated with gray thinking can prompt such discomfort that faculty are inclined to resign from their positions. The authors present a model to engage faculty in finding the middle ground between black and white thinking. Promotion of gray thinking occurs with heightened self-awareness, education and support, and self-reflection. A test of gray thinking provides a tool for self-awareness of one’s own comfort with gray thinking. Discussions about test analysis and classroom management are recommended to provide education and support for gray thinking. Self-reflection for gray thinking is encouraged by addressing this important element in annual evaluations. If faculty think in the gray, they will be more likely to cultivate this necessary capacity in their students.

TRANSCULTURAL SELF-EFFICACY IN ACCELERATED NURSING STUDENTS

Juanita Reese Kline, PhD, RN, CNS

Objective: The learner will be able to describe the influence of cultural educational offerings on transcultural self-efficacy perceptions of nursing students enrolled in an accelerated second-degree nursing program.

As the nation experiences increased diversity among the populace, new models of education are required to educate future health care providers. Employers emphasize the need for these providers to have competencies in attitudes, skills, and knowledge to meet the needs of a diverse patient population. The National Center for Cultural Competence (2013) describes cultural competence as a developmental process that occurs over time. As faculty support this development among students, changes in students' attitudes, skills, and knowledge regarding cultural competence become part of the graduate's educational outcomes. Cultural competency is a required core component of the American Association of College of Nursing (2008). Additionally, the National League for Nursing (2009) called for the transformation of nursing education to prepare nurses who can work in a diverse society. The Institute of Medicine (2011) supports advancing cultural competence among nurses based on an increasingly diverse society. Jefferys' (2010) cultural competence and confidence (CCC) model was used as the theoretical framework for this study. The model incorporates the construct of transcultural self-efficacy (TSE) as a factor that influences the enhancement of cultural competence. Formal education on transcultural concepts and TSE throughout the educational experience is thought to influence the skills necessary to provide culturally congruent care. This study incorporated interventions throughout the accelerated second-degree nursing program. The interventions included a conference in the fall and spring with nationally known transcultural nursing scholars. Culturally relevant course outcomes were included in all nursing course syllabi. Students completed clinical paperwork where an intentional focus was placed on cultural assessment. Culturally enriched patient simulation experiences were completed in coursework across the curriculum. Opportunities for additional cultural immersion experiences were available outside of the classroom. Statistically significant changes were demonstrated in self-efficacy scores for the overall and three subscale average scores suggesting that the educational interventions impacted students' self-efficacy perceptions related to cultural competence.

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TURN FANTASY INTO REALITY: WORK THE MAGIC OF GRADUATE STUDENTS AND THEIR SCHOLARLY PROJECTS FOR YOUR SIMULATION PROGRAM!

Tonya Breymier, PhD, RN, CNE & Annette Schuerman, BSN, RN

Objectives:

- Identify the critical needs of your current simulation program.
- Describe an innovative use of graduate student scholarly projects to meet those needs.
- Evaluate graduate student learning outcomes in addition to simulation program outcomes and how the use of graduate student scholarly projects can be utilized to advance a simulation program.

Abstract:

The 2010 IOM report elicited a movement in nursing education that prompted attention toward nursing education reform. Additionally, nursing education is influenced by movements such as the Quality and Safety Education for Nurses (QSEN), the American Recovery and Reinvestment Act for Health Information Technology and the meaningful use for Electronic Health Records (EHRs), as well as increasing awareness of the benefits of simulation for nursing clinical education. Simulation has been used as a vehicle for the integration of QSEN standards as well as application, practice, and implementation of EHRs. The current economic downturn and challenges facing higher education with budgeting creates several barriers for schools of nursing to strategically plan for the use of simulation and has schools searching for the resources to support simulation programs. Attendees will identify the critical needs for their current simulation program; describe the innovative use of graduate student scholarly projects to meet those needs; and, evaluate graduate student learning outcomes in addition to simulation program outcomes and how the use of graduate student scholarly projects can be utilized to advance a simulation program.

This presentation will demonstrate how one simulation program was resourceful and utilized a graduate student scholarly project to advance the goals of a simulation program by integrating EHRs into simulation, including faculty development. The advantages and step-by-step guidelines will be shared toward integrating graduate student scholarly projects and how this resourcefulness saves time and money for tightly-budgeted simulation programs. The disadvantages and limitations of using graduate students will also be explored and how these were both overcome to result in a positive and resourceful experience for all...turning fantasy into reality!

Using Healthcare Collaboration to Enhance Nursing Education

Camille Leadingham MSN, CNE, ANP, BC

Description:

Ohio University-Chillicothe (OUC) partnerships with healthcare facilities enhance student nurses learning environment

Objectives:

1. Describe how community partnerships can facilitate nursing education.
2. Describe how using a virtual hospital simulation enhanced learning.

Abstract:

Nursing is a practice discipline that requires the nursing student to link theory to practice. OUC has developed a variety of partnerships with its healthcare clinical facilities. These facilities provide state of art the real world technologies to enhance nursing education. The PACCAR Medical Education facility has provided non-traditional creative space for nursing students at OUC for the past year. Second year nursing classes are held off campus at the PACCAR Medical Education facility. The unique opportunity for students to learn in the virtual hospital setting has inspired engagement and real world practice opportunities for faculty teaching. The virtual hospital provides high fidelity human patient simulators that challenge students to apply theory to practice within a safe environment. Students attend lecture then immediately get the hands on opportunity to apply the learning.

This poster will introduce technologies (human patient simulation) for teaching hands on skills within a non-traditional off campus facility. The poster will include visual examples of how the virtual hospital is linking theory to practice for both students and faculty.

VISUAL ETHNOGRAPHY: ENGAGING STUDENTS IN A CREATIVE QUALITATIVE EXPERIENCE

Jacqueline Owens, PhD, RN, CNE & Sharon See, MSN, RNC-OB

Objectives

1. Identify foundational elements of visual ethnography.
2. Describe strategies for implementation of visual ethnography into a variety of nursing courses.

Abstract

This poster will include an introduction to visual ethnography, which is the art and science of using visuals to represent a culture. This fun and innovative approach to teaching helps students gain experience with qualitative methodology by using ethnographic methods as a guide to formulate a topic of cultural inquiry; collect data using photography and media images, observation, and interviews; and synthesize the data into themes. The overall goal of the visual ethnography project is for students to gain a beginning understanding of qualitative research traditions using a field-based, manageable, and hands-on approach. Specific student learning outcomes are 1) Describe ethnography as a qualitative research tradition to seek new knowledge, and 2) Create a visual representation of a culture using visual ethnography as a guiding framework. The teaching strategy incorporates didactic content and collaborative, hands on practice activities. Working in small groups, students learn to create a research question, collect data in the field, perform basic data analysis, and disseminate the findings of their work.

This presentation describes a plan for incorporation of the visual ethnography project into four different types of courses: an honors seminar, a public health course, a cultural immersion course, and a research methods course. The description illustrates a range of opportunities that include varying degrees of pedagogical complexity and both undergraduate and graduate student participants. Information about student tools used in the implementation of this strategy is provided, including examples of a project plan and analysis grid. Examples of student projects illustrate the achievement of learning outcomes in a variety of applications.