A1-A: Are Faculty Ready to Teach Virtual Health: Preparing faculty to teach the next generation of nurses
Cara Gallegos, PhD, RN, C-EBP – Boise State University
Kelley Connor, PhD, RN, CHSE – Boise State University
Darci McCall, PhD, RN – Boise State University
Jason Blomquist, MAOL. BSN, RN, NEA-BC – Boise State University
Build Faculty Teaching Practice
Basics

Virtual healthcare technologies are becoming increasingly utilized. The literature on integrating virtual health skills into educational programming is limited. A descriptive study design was used to describe faculty knowledge and experience using virtual healthcare. Twenty-two faculty participated. Most respondents believe that virtual care improves access for patients and students should have training. However, few had used virtual technology in their practice and wanted further education.

A1-B: Telehealth in Education and Practice: A Collaborative Endeavor with Instructional Design
Joan Perl, MS, RN-BC - University of South Florida College of Nursing
Maria Cordeiro, DNP, RN - University of South Florida College of Nursing
Herica Torress Alzate, BSN, MSN, PhD, RN - University of South Florida College of Nursing
Tasha Brown, PhD, PMP - University of South Florida College of Nursing
Translating Evidence/Quality Improvement
Build Faculty Teaching Practice
Beyond Basics

Students desire active engagement with knowledge learned and creative ways to demonstrate their learning. As nurse educators, we need to equip them with the tools, knowledge, and skills needed to thrive in our rapidly changing work environments. We are at a strategic inflection point, where we can positively impact student learning and their success.
The virtual experience included a Telehealth Home Health module and incorporated a modified version of the iSOAP documentation framework.

A2-A: Knowledge and Attitudes of Nurse Educators Regarding Genetics Education
Jennifer Palmer, EdD, RN – The University of Alabama in Huntsville
Generating Evidence/Original Research
Build the Science of Nursing Education
Beyond Basics

A sample of 2,700 nurse educators whose programs were members of the Southern Regional Educational Board were sent an email survey consisting of the Genomic Nursing Concept Inventory (GNCI©) and additional survey questions. Only 25% of the nurse educators scored 18/31 or more correct on the GNCI© survey. Over half of respondents stated they had not

revised their courses to include genetics content as described by the Essentials of Baccalaureate Education in Nursing.

A2-B: Authentic Learning Enhances Clinical Application of Genomic Knowledge
Catherine Clarey-Sanford, PhD, RN, CWOCN – Michigan State University
Mary Smania, DNP, FNP-BC, AGN-BC, FAANP - Michigan State University
Kathleen Poindexter, PhD, MSN, RN, CNE. ANEF - Michigan State University
Generating Evidence/Original Research
Build Faculty Teaching Practice
Beyond Basics

This qualitative study explored BSN graduates' experiences with an online, case-based genomic course and longitudinal application to practice. This teaching methodology effectively enhanced self-confidence exhibited by the ability to educate and collaborate with others at the bedside. Additional findings included improved clinical reasoning and expanded ways of thinking.

A3-A: Addressing Cheating in Undergraduate Nursing Education
Erika Tabke, DNP, MA, RN – University of Texas at Austin School of Nursing
Translating Evidence/Quality Improvement
Building Faculty Teaching Practice
Basics

Cheating is rampant in U.S. BSN programs. Studies show that students who cheat in the classroom setting are more likely to engage in unethical behaviors in the clinical setting, creating an inarguable risk to patient health and safety. The aim of this QI project was to increase BSN students' understanding of academic integrity behaviors to decrease their likelihood of participating in academically dishonest behaviors.

A3-B: Using Concept Mapping & the MORAL Model to Enhance Ethical Decision-Making
Donna Rose, DNP, RN - Old Dominion University
Translating Evidence/Quality Improvement
Build Faculty Teaching Practice
Basics

In the face of the COVID pandemic, nurses are now, more than ever, finding themselves faced with novel ethical situations. These ethical dilemmas can lead to moral distress. There is an identified gap in nursing curricula regarding ethics education. Concept mapping, based on the MORAL model is an innovative teaching strategy that can be incorporated into undergraduate nursing education to enhance ethical decision-making.

A4-A: Mixed Reality Simulation: Facilitating Students' Communication Skills
Janice Foust, PhD, RN – University of Massachusetts Boston
Judith Healey-Walsh, PhD, RN – University of Massachusetts Boston

Yao Zhang, MD, PhD (Candidate) – University of Massachusetts Boston
Generating Evidence/Original Research
Build the Science of Nursing Education
Beyond Basics

A national initiative calls for enhancing nurses' role in primary care and increasing interprofessional collaboration to transform health care. This mixed methods study describes the feasibility and acceptability of a mixed reality simulation focused on developing students' communication skills. Preliminary findings reveal student strategies to develop and evaluate their empathic and interprofessional communication skills.

A4-B: The Effects of Multiple-Patient Simulation on Baccalaureate Nursing Students' Anxiety and Self Confidence: A Pilot Study
Jennifer Ross, PhD, RN, CNE – Villanova University, M. Louise Fitzpatrick College of Nursing
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

Multiple-patient simulation allows nursing students to care for several simulated patients simultaneously to support the development of essential leadership skills. This mixed-methods study explored the impact of multiple-patient simulation on nursing students' anxiety related to entry to practice, anxiety and self-confidence related to clinical decision making, and students' perceptions of multiple-patient simulation.

A5-A: Using Holistic Admissions to Redesign the Nursing Workforce
Claudia Grobbel, DNP, RN, CNL – Oakland University
Lynda Poly-Droulard, EdD, RN, CNE – Oakland University
April Thomas, PhD – Oakland University
Patricia Cameron, PhD, RN – Oakland University
Translating Evidence/Quality Improvement
Build the Science of Nursing Education
Beyond Basics

Holistic review admissions have been touted to meet the diverse healthcare needs of today's society by broadening the lens on the criteria used to determine valuable attributes of an applicant. This presentation includes the process one school of nursing used to redesign their admission criteria that includes an expanded GPA, an essay, references, and caring inventory with a discussion the results and the implications to the nursing workforce.

A5-B: Holistic Admissions Review: Use of a Rubric to Balance Experience, Attribute, and Academic Metric Criteria
Michelle DeCoux Hampton, RN, PhD – San Jose State University
Lynette Apen, DNP, RN, CNS, CNE – Evergreen Valley College
Generating Evidence/Original Research

Build a Diverse Nurse Faculty Workforce
Basics

Holistic admissions review is recommended by multiple national nursing and health professional education organizations to increase equity and inclusion in the health workforce and to reduce health inequities, but fewer than 50% of US nursing programs use it. Retrospective data were analyzed for 971 applicants. By capping academic metrics and doubling the weight of experience and the attribute criteria, there were no statistically significant differences between racial groups' overall scores.

A6-A: Nursing Student and Faculty Perceptions of Just Culture
Deana Hays, DNP, FNP-BC – Oakland University
Julie Kruse, PhD, RN – Oakland University
Translating Evidence/Quality Improvement
Build the Science of Nursing Education
Basics

The purpose of this project was to understand the effect of integrating the six core competencies from the National HIV Curriculum (NHC) on NP students' perceived knowledge in HIV care. The NHC is a comprehensive, evidence-based curriculum designed focused on HIV prevention and clinical care. We implemented the NHC over 5 semesters in two primary care NP programs. We found students who completed the NHC reported improvements in HIV related knowledge in all six core competencies.

A6-B: Creating Inclusive Classrooms
Millie Hepburn, PhD, RN, ACNS-BC – Pace University
Translating Evidence/Quality Improvement
Build Faculty Teaching Practice
Beyond Basics

While a diverse nursing workforce promotes patient safety, faculty historically do not possess the skill sets to create inclusive learning environments. A 360-degree evaluation revealed gaps in our understanding of power/control, influence/agency, and humility/respect. We developed pedagogically sound strategies to promote an inclusive learning space. Quantitative and qualitative results from our study will be shared.

A7-A: Safety Transition Education Practice (STEP): Students to RNs, Within Subject Analysis
Lisa Hromadik, PhD, RN – Indiana University of Pennsylvania
Danielle Walker, PhD, RN, CNE – Texas Christian University
Cheryl Smith, MSN, RN, CNE – Labette Community College, Kansas
Manisa Baker, DNP, APRN, RN, CCNS, CCRN-k – Purdue University Northwest, Indiana
General Evidence/Original Research
Build the Science of Nursing Education
Beyond Basics

The findings will be shared from the quantitative arm of the STEP study that examined self-reported safety knowledge, skills, and attitudes of students and RNs. This within subject, longitudinal study evaluated pre-licensure and then new to practice RNs, utilizing the SAQ measuring general safety attitudes in healthcare settings and the JCAT-NE/JCAT, a specific measure of just culture for academia and healthcare.

A7-B: From "Med Math" to "Medication Administration and Safety"
Traci Stewart, DNP, NP, ACNP-BC, ACHPN – University of Detroit Mercy
Saran Hollier, PhD, MSN - University of Detroit Mercy
Becky Nauta, Ph.D., RN, CNML, CNE, Caritas Coach - University of Detroit Mercy
Elaine Webber, DNP, PPCNP-BC, IBCLCDNP, PPCNP-BC, IBCLC – University of Detroit Mercy
Translating Evidence/Quality Improvement
Build the Science of Nursing Education
Basics

This is an ongoing quality improvement project to redesign a Med Math policy that aligns with The Essentials (AACN, 2021). The new policy maps competencies students are expected to meet throughout the BSN curriculum among three different tracts (accelerated, traditional & transfer programs). Consistent with QSEN Competency of Safety (2020), this policy focuses on minimizing the risk of harm by understanding factors that create a culture of safety vs previous focus on "calculation only".

A8-A: Exploring the Experiences of Nursing Faculty During the Coronavirus Pandemic: A Mixed Methods
Laura Sessions, PhD, MScN, RN, CNE – Towson University
Michelle Ness, PhD – Towson University
Hayley Mark, PhD, FAAN – Towson University
Bo Yang, PhD – Towson University
Generating Evidence/Original Research
Build a Diverse Nurse Faculty Workforce
Basics

In a national survey, we measured the impact of stress, resilience, compassion satisfaction, job satisfaction, and intention to stay in academia during COVID-19. Positive relationships exist between job satisfaction and compassion satisfaction and resilience. Stress and job satisfaction are negatively correlated. Feeling safe, supported by administration, and teaching online are associated with job satisfaction. State and Federal resources are needed to support graduate education in nursing.

A8-B: Using Critical Incident Videos to Address Nursing Faculty Challenges of Teaching in Prelicensure Programs: A National Pilot Study
Carla Randall, PhD, RN, CNE – University of Southern Maine
Cynthia Randall, DNP, RN, CHSE, CNE – University of Southern Maine
Generating Evidence/Original Research

Build the Science of Nursing Education
Basics

The Critical Incident Video (CIV) project is designed as a 3-phase mixed method longitudinal study that aligns with NLN research priorities by evaluating CIVs usefulness in preparing faculty to address teaching challenges. This study contributes to advancing the science of nursing education through instrument development and the formal development of nurse educators.

A9: Development and Assessment of Instrument in Nursing Education Research
Kristin McLaughlin, PhD, RN, CPNP-PC – Drexel University
Bette Mariani, PhD, RN, ANEF, FAAN – Villanova University
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics
Building the science of nursing education requires rigor in research design and measurement. To advance the science of nursing education, instruments should move beyond subjective design that brings self-bias in reporting. The use of instruments with demonstrated validity and reliability, supported by psychometric theory and evidence, and specific to measuring the phenomenon of interest are critical.

Friday, 3/31/2023, 8:30-9:15 am:

B1-A: Clinical Judgment and Informatics: Encoding Simulations Using the Omaha System
Marshall Muehlbauer, BSN, RN – University of Minnesota School of Nursing
Cynthia Bradley, PhD, RN, CNE, CHSE – University of Minnesota School of Nursing
Karen Monsen, PhD, RN, FAMIA, FNAP, FAAN – University of Minnesota School of Nursing
Jessica Sabrowsky, DNP, RN, FNP-BC, University of Missouri Sinclair School of Nursing
Generating Evidence/Original Research
Build the Science of Nursing Education
Beyond Basics

Clinical judgment is a critical nursing skill that can be developed through high-fidelity simulation, unfolding case studies, and standardized taxonomies. In this project, a simulation was transcribed using the Omaha System to encode nursing interventions. Prelicensure nursing students' ability to identify essential interventions was evaluated. The study findings and implications for nursing education will be discussed.

B1-B: Virtual Gaming Simulation: A Burgeoning Approach to Nursing Education
Natasha Nurse-Clarke, RN, PhD – Lehman College
Brenda Hernandez-Acevedo, RN, PhD – Lehman College
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

Virtual Gaming Simulation (VGS) is an innovative technology in nursing education that combines simulation-based learning with game-based elements. VGS has the potential to

improve students' engagement with simulation-based activities and to enhance the overall simulation experience. The purpose of this research is to determine the effects that VGS has on knowledge retention, student enjoyment, satisfaction, and confidence levels among undergraduate, pre-licensure nursing students.

B2: Collaborating to Conduct Multi-Site, Multi-Method, Longitudinal Nursing Education Research
Bret Lyman,
Tiffany Hood, PhD, RN, CNE – Weber State University
Daphne Thomas, DNP, RN, CNE, CHSE, CNML, CEN – Brigham Young University
Stacie Hunsaker, DNP, RN, CEN, CPEN, CNE, CNML, CHSE – Brigham Young University
Translating Evidence/Quality Improvement
Build the Science of Nursing Education
Beyond Basics

Building the science of nursing education requires theoretically sound, methodologically rigorous research. The National League for Nursing identified multi-site, multi-method studies as a strategy for achieving this objective. The authors formed a research collaborative to conduct a multi-site, multi-method, longitudinal study focused on developing a healthy, sustainable nursing workforce through nursing education.

B3: Studying the Cognitive Shift: Nurse Faculty Development and Brain-Based
Susan Forneris, PhD, RN, CNE, CHSE-A, FAAN – National League for Nursing
Barbara Patterson, PhD, RN, ANEF, FAAN – National League for Nursing
Generating Evidence/Original Research
Build Faculty Teaching Practice
Beyond Basics

The purpose of this descriptive research study was to determine the influence of neuroscience principles on nurse educators' teaching practice after being involved in a ten-week faculty development course. The findings contribute to an increased understanding of how neuroscience principles are perceived by faculty. Implications for this research contribute to the generation of an education framework for faculty moving to teaching with learning in mind (Meyer & Land, 2006).

B4-A: An Emotional Self-Regulation Educational Intervention to Improve Self-Compassion of Nursing Students: A Feasibility Study
Tina Antill Keener, PhD, CPNP, RN, CNE – West Virginia University, School of Nursing
Tonya Thompson, MSN, RN - West Virginia University, School of Nursing
Kesheng Wang, PhD, MA, BS - West Virginia University, School of Nursing
Ubolrat Piamjariyakul, PhD, RN - West Virginia University, School of Nursing
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

Nurse educators must prepare students for the challenges and stressors of professional practice. The purpose of the study was to evaluate an educational intervention using emotional self-regulation techniques and biofeedback to improve the self-compassion of nursing students. The findings of this study demonstrate an educational intervention fosters self-compassion in nursing students.

B4-B: Nurse Educator Perspectives on Undergraduate Nursing Curriculum and Moral Courage Development
April Ciesielski, Ed.D, MSN, BSN, RN – Marywood University
Generating Evidence/Original Research
Build Faculty Teaching Practice
Basics

Newly licensed nurses may enter the profession unable to cope with morally distressing events. Experiences of moral distress negatively affect physical, emotional, and psychological wellbeing, and effects of moral distress on new nurses may result in job dissatisfaction, burnout, and abandonment of the profession. I Nurse educators' perspectives how undergraduate nursing curriculum addresses the topic of moral distress and strategies that can enhance moral courage were explored.

B5-A: Evaluating an Innovative Health Equity Curriculum
Melicia Escobar, DNP, CNM, WHNP-BC, FACNM – Georgetown University
Translating Evidence/Quality Improvement
Build the Science of Nursing Education
Basics

Racism and biases are forces that undermine equitable distribution of the social determinants of health resulting in health disparities. This descriptive analysis aimed to examine the impact of a health equity curriculum (HEC) on graduate clinical behaviors through evaluation of self-efficacy in patient-centeredness and behaviors/attitudes, norms, and control beliefs regarding health equity. The HEC may contribute to higher interest, preparation, and knowledge about health equity.

B5-B: Preparing BSN Students with the Future of Nursing in Mind
Jamie Robinson, PhD, RN, CNL – James Madison University
Erika Sawin, PhD, RN, FNP-BC – James Madison University
Christina Lam, PhD, RN – James Madison University
Tina Switzer, MSN, RN, CNL – James Madison University
Translating Evidence/Quality Improvement
Build the Science of Nursing Education
Beyond Basics
Primary care is the main point of healthcare access, but few nursing students are exposed to this setting. The HRSA-funded Undergraduate Primary Care and Rural Education (UPCARE) Project is a community-based academic-practice partnership that integrates primary care

education in a BSN program. Students gained insight into the RN role, payment systems, quality improvement and the role of the RN in advocacy.

B6-A: Nursing Education and Professional Identity Formation during COVID-19: Implications for Student and Nurse Retention

Kala Mayer, PhD, MPH, RN, CNE, MCHES – University of Portland
Arden McKown, BLS – University of Portland
Generating Evidence/Original Research
Build the Science of Nursing Education
Beyond Basics

The purpose of this study was to describe and understand professional identity from the perspective of first and fourth-year undergraduate nursing students and faculty at a private school of nursing in the Pacific Northwest. Major themes included: "lack of intention", "exposure", "nursing code of ethics", and "power structures." Recommendations for nursing education include enhanced focus on curricula strategies related to certain professional values over time.

B6-B: Cross Sectional Analysis of Nursing Student Experiences During the Pandemic

Jan Emory, PhD, RN, CNE – University of Arkansas
Thomas Kippenbrock, EdD, RN - University of Arkansas
General Evidence/Original Research
Build the Science of Nursing Education
Beyond Basics

Inequalities occurred during the pandemic and higher education was harshly affected by the disease. The relationship between cultural differences and stress are complex. The pandemic created a level of stress rarely experienced. The purpose of this cross-sectional study was to investigate the effects of COVID-19 and the pandemic on students' experiences across different races, genders, and ethnicities. The findings suggested nursing students reacted differently based on group identification.

B7-A: A Qualitative Analysis of Online Doctor of Nursing Practice Students' Perceptions of Effective Teaching

Meigan Robb, PhD, RN – Indiana University of Pennsylvania
Kathleen Spadaro, PhD, RN, PMHCNS – Chatham University
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

Student engagement is a factor that influences academic success of nursing students. Current research is limited regarding online Doctor of Nursing practice (DNP) students' perceptions of effective faculty involvement related to their engagement in learning. This qualitative study

explored DNP students' perceptions of effective methods used by faculty to help them learn and be engaged in the asynchronous online classroom.

B7-B: DNP Student Impressions of Synchronous Health Policy Learning Sessions
Charlotte Swint, DNP, MPH, FNP-BC, CNE – Frontier Nursing University
Translating Evidence/Quality Improvement
Build the Science of Nursing Education
Basics

DNP students seek meaningful learning experiences in their education program. By asking DNP students their opinions about teaching and learning experiences, faculty can gain value input to influence their chosen teaching practices. Social and teaching presence are increasingly important to students in an education world that is moving toward more asynchronous learning experiences. DNP students who can choose their own learning experiences will often make the time to attend synchronous sessions.

Friday, 3/31/2023, 9:30-10:15 am:

C1-A: Beyond the Shuffle: Virtual Reality to Improve BSN Student Confidence and Knowledge in Parkinson's Disease Care
Char Miller, DNP, APRN, CNP, CNE – Ohio University School of Nursing
Sherleena Buchman, PhD, RN – Ohio University School of Nursing
Rebecca Bryant, DNP, CNP – Ohio University School of Nursing
Generating Evidence/Original Research
Build Faculty Teaching Practice
Basics

A mixed methods study revealed statistically significant increases in BSN student knowledge and perceived competence in care of hospitalized patients with Parkinson's following an immersive virtual reality simulation. Qualitative analysis revealed five themes related to the virtual reality experience: feeling of being present in the scenario, appreciation for different perspectives, realism, engaged, and innovative.

C1-B: Virtual Poverty Simulation: Effect on Nursing Students' Attitudes Towards Poverty
Laura Gillis, DNP, RN – University of Central Arkansas
Translating Evidence/Quality Improvement
Build Faculty Teaching Practice
Basics

Nurses must be aware of the challenges low-income people face and the effects of poverty on health outcomes. Virtual simulation is an emerging, effective teaching strategy. The purpose of this study was to determine the effect of virtual poverty simulation on nursing students' attitudes toward poverty and low-income people. Results indicate an increase in empathy and understanding of challenges low-income people face.

C2-A: Global Nurse Educators' Perceptions and Understanding of Critical Thinking in Nursing Education
Susan Boyer, DNP, Med, RN, NPD-BC, FAAN – VT Nurses in Partnership
Erica Frank, MD, MPH, FACPM - University of British Columbia
Stacen Keating, PhD, RN – New York University
Hamdia Ahmed, RN, MSc, PhD – Hawler Medical University
Generating Evidence/Original Research
Build Faculty Teaching Practice
Basics

Critical thinking is a key component for nurses globally, however current literature lacks data on nurse educator perspectives on critical thinking in some geographic regions. This study evaluated perspectives on critical thinking of 544 nurse educators in Iran, Iraq, Jordan, and Turkey. While most agreed that critical thinking is a discipline-specific concept, definitions of critical thinking varied indicating need for critical thinking-related faculty development.

C2-B: Nursing Faculty as a Second Victim of Student Failure: A Mixed Methods Study
Nancy Frank, PhD, RN, CNE – Messiah University
Generating Evidence/Original Research
Build a Diverse Nurse Faculty Workforce
Basics

This mixed methods study examined nurse faculty's second victim distress related to student failure, subsequent turnover intention, absenteeism, or burnout, and support measures. Distress predicted workplace outcomes, and adequate support mediated burnout. Qualitative data revealed multifaceted actual and desired support measures, including emotional, adherence to standards, professional development, and student support.

C3-A: Is Competence Enough? A Multisite Assessment of Nursing Faculty Informatics Competency
Roberta Christopher, EdD, MSN, APRN, NE-BC, EBP-C, CAIF – Jacksonville University
Andrew Phillips, PhD, RN, FAMI - MGH Institute of Health Professions, School of Nursing
Mary Kennedy, MS, RN-BC – Northeastern University
Margaret Sipe, DNP, RN, NEA-BC, FNAP, FAONL - MGH Institute of Health Professions, School of Nursing
Generating Evidence/Original Research
Build Faculty Teaching Practice
Beyond Basics

The presentation shares highlights of a mixed methods study which explored the level of informatics competency in nurse educators in entry to practice programs. Recommendations are provided as a path forward through higher education, board certification, accreditation, academic clinical partnerships, professional practice, and educational research to bolster nurse educator informatics capabilities beyond basic RN competency.

C3-B: Targeting and Prioritizing Gaps in Nursing Informatics Education and Practice Perspectives

Mary Kennedy, MS, RN-BC – Northeastern University

Roberta Christopher, EdD, MSN, APRN, NE-BC, EBP-C, CAIF – Keigwin School of Nursing, Jacksonville University

Andrew Phillips, PhD, RN, FAMIA – MGH Institute of Health Professions

Margie Sipe, DNP, RN, NEA-BC, FNAP, FAONL – MGH Institute of Health Professions

Generating Evidence/Original Research

Co-Create Partnerships with Stakeholders

Basics

There are core competencies for informatics and healthcare technologies in professional nursing education. This study used a mixed-methods approach to explore gaps in nursing informatics education using psychometrically validated core domains as a framework. The study assessed the present informatics knowledge of educators and new nurse readiness against both recognized competencies in the literature and the informatics needs identified by employers hiring nursing graduates.

C4-A: Interprofessional Education: Blood Collection Teaching Intervention for RN-BSN Students Improving Patient Care

Diane Fox, EdD, LRT, MSN, RN, CNE – Eastern Michigan University

Teresa Mortier, PhD, MT (ASCP) – Eastern Michigan University

Generating Evidence/Original Research

Build Faculty Teaching Practice

Basics

Nurse educators have been engaged in interprofessional education recently for improving registered nurse education and this extends to RN to BSN education. The interprofessional team of an RN educator and a medical laboratory science educator created an exploratory, descriptive pilot study to examine the pre and post knowledge of RN to BSN students for preanalytical blood drawing practices. This teaching intervention teaches accuracy of blood drawing for optimal patient care and diagnostics.

C4-B: The Effect of a Multimethod Interprofessional Education Course on Prelicensure Nursing Students' Collaboration Skills

Stephanie Au, DNP, MSN, R, FNP-c – University of California, Irvine

Translating Evidence/Quality Improvement

Build the Science of Nursing Education

Beyond Basics

This project examined how an IPE course affected prelicensure nursing students' perceptions of socialization, collaboration, and readiness to function as part of a team. Results showed statistically meaningful mean and median increases in post-course scores. Four subscales were measured, each revealed post-course score increases. This project demonstrates how an IPE

course may positively impacts students' perceptions of socialization, collaboration, and functioning within a clinical team.

C5-A: Reflection Models During Simulation in Nursing Education: A Scoping Review
Amy Nagle, RN, MSN, CNE, CHSE – Purdue University
Karen Foli, PhD, RN, FAAN – Purdue University
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

Reflection is an essential component of simulation debriefing contributing to clinical judgment development in nursing students. However, the role of reflection in learning during simulation debriefings is unclear. This scoping review identified models and theories of reflection in nursing education and derived key attributes of reflection in simulation debriefings.

C5-B: Faculty Approach to Creating Significant Learning Experiences in Junior-Level Nursing Students
Stacey Hittle, MS, RN, CCRN – Stevenson University
Nikki Adepoju, MS, MSN, CNE, CNEcl – Stevenson University
Translating Evidence/Quality Improvement
Build Faculty Teaching Practice
Beyond Basics

The project was to develop students' clinical judgment skills using Fink's six categories of significant learning in junior-level nursing courses. The design of instructional content utilized principles of learning science and was guided by Fink's taxonomy of significant learning. Fink's framework offers a new approach to creating learning experiences for nursing students that promotes deep learning.

C6-A: Health Professions Educators Learn to Confront Racism and Bias During Virtual Simulation
Nikki Petsas Blodgett, PhD, RN, CHSE – Duke University School of Nursing
Valerie Howard, EdD, MSN, RN, CNE, ANEF, FAAN – Duke University School of Nursing
Beth Phillips, PhD, RN, CNE, CHSE – ATI Nursing Education
Margie Molloy, DNP, RN, CNE, CHSE – Duke University School of Nursing
Translating Evidence/Quality Improvement
Build a Diverse Nurse Faculty Workforce
Basics

The use of simulation, through trigger films, is an effective approach to faculty development with high levels of intent to engage in social justice. This educational intervention can be broadly implemented into onboarding or annual faculty training and strengthens our commitment to equity in diverse communities across health professions.

C6-B: Building Bridges: Advancing Cross Cultural Nursing Education and Exchange through Virtual Communities of Practice
Bette Bogdan, PhD, RN-BC, CCM, PHN – American College of Education
Claudia Mitchell, PhD, RN – American College of Education
Wayne Centrone, MD – American College of Education
Sara Reichard, EdS, MSN, RN – American College of Education
Translating Evidence/Quality Improvement
Co-Create Partnerships with Stakeholders
Basics

This presentation will examine a unique way to offer a meaningful, virtual way of connecting nursing students through cross-cultural exchange via distance learning. Through web-based, synchronous, and asynchronous learning, our research shows that nursing students advance their knowledge in global public health and enhance their commitment to a nursing career dedicated to working with underserved populations.

C7-B: The Impact of an Unfolding Case Simulation on Nursing Students' Clinical Judgment
Sharon Moran, DNP, MSN, MPH, RN, CNE – University of Hawaii at Hilo
Generating Evidence/Original Research
Build Faculty Teaching Practice
Basics

This project evaluated the impact of an unfolding case simulation on clinical judgment. A quantitative quasi-experimental, pre-posttest study design was used. The Skalsky Clinical Judgment Scale (SCJS©) measured clinical judgement before and after the simulation. The median score on the SCJS© significantly increased pre (m = 30.12, Md = 30) to post (m = 33.27, Md = 33) (p<0.001), with a medium effect size (r = 0.5).

C8-A: Collaborative Online International Learning: Impact on Nursing Students
Lisa Woodley, PhD, MSN, RN, CNE, CHPN – University of North Carolina at Chapel Hill School of Nursing
Beth Cosgrove, PhD, MSN, CPNP-PC - University of North Carolina at Chapel Hill School of Nursing
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

Guided by the cross-cultural alignment model, this study describes undergraduate nursing student experiences participating in collaborative online international learning (COIL) activities at two global partnership schools in the United States and Brazil. Results show that COIL can enhance student understanding of key global nursing concepts and culturally responsive care. Recommendations for future international collaborations are made.

C8-B: How do Haitian-Born Students Attending a U.S. Baccalaureate Nursing Program Perceived their Educational Experiences?
Magalie Alcindor, Ph.D., RN, PNP – York College
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

The Educational Experiences of Haitian-born Nursing Students
Aim. The study aimed to investigate how Haitian-born nursing students attending a full-time baccalaureate-nursing program in the United States perceived their educational experiences.
Methods. In a qualitative study the thematic analysis approach was used to discover themes.
Results. The themes discovered: challenging, learning strategies, and support.
Conclusion: Support coupled with new learning strategies proved to be helpful.

C9: Pilot of Feasibility Study? Understanding the Difference
Karen Morin, PhD, RN, ANEF, FAAN – University of Wisconsin-Milwaukee
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

Pilot studies, an important research strategy, can yield helpful information about proposed study procedures. Published pilot studies often fail to present this information. Experts have raised issues about information included in nursing education pilot studies, highlighting confusion about terms such as pilot or feasibility study. Clarifying the confusion is critical in moving forward the science of nursing education.

C10: Accurate Databases to Move Nursing Education Research Forward: How Do We Do It?
Janet Monagle, PhD, RN, CNE – MGH Institute of Health Professions
Nancy Spector, PhD, RN, FAAN – National Council of State Boards of Nursing (NCSBN)
Translating Evidence/Quality Improvement
Build the Science of Nursing Education
Basics

Nursing education research needs more quality, large multisite studies, particularly in view of the Next Generation NCLEX rollout and changing curricula focused on environment, other population topics as well as clinical judgment. Currently, such large studies are hampered by inaccurate databases. This session will explore the issues, share some possible solutions, and invite brainstorming from participants.

Friday, 3/31/2023, 10:45-11:30 am:

D1-A: Promoting Clinical Judgment Development in Undergraduate Clinical Nursing Education
Laura Calcagni, DNP, RN, CNE – Youngstown State University

Generating Evidence/Original Research
Build Faculty Teaching Practice
Beyond Basics

This session describes results of a quasi-experimental, longitudinal study which provides initial evidence towards the complete literature gap on student outcomes in clinical nursing education. Lasater Clinical Judgment Rubric scores were used to compare outcomes between participants engaging in standard clinical post-conference activities as compared to sessions with structured Active Learning Strategy facilitation.

D1-B: Exploration of Clinical Judgment within Junior Level Baccalaureate Students Utilizing a Modified Lasater Clinical Judgment Rubric
Christine Zamaripa, PhD, RN – Capital University
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

The purposes of this non-experimental exploratory study were (a) to explore the validity and reliability of the Modified Lasater Clinical Judgment Rubric (MLCJR) and (b) to objectively explore and measure clinical judgment within the cognitive domain using the MLCJR. The MLCJR was found to be a valid and reliable, objective instrument for evaluation of clinical judgment. This study presents beginning research supporting operationalizing of the NCSBN's Clinical Judgment Measurement Model.

D2-A: Using a Toolkit to Promote Interprofessional Collaboration among Nursing and Respiratory Therapy Students
Jennifer Hart, DNP, CRNP, FNP-BC – Salisbury University
Teena Milligan, MSN, RN – Salisbury University
Translating Evidence/Quality Improvement
Build the Science of Nursing Education
Basics

Utilizing an interprofessional collaboration toolkit with an integrated SPE is an effective teaching strategy to promote interprofessional learning among undergraduate nursing and respiratory therapy students. The toolkit provides students the opportunity to develop essential leadership competencies in a safe learning environment, and both nursing and respiratory therapy students are gaining irreplaceable hands-on experience necessary for future, team-based practice.

D2-B: Uncovered: A Co-curricular Approach to Establish Foundational Values for IPE
Tiffany Morris, DNP, MSN, RN, CNE – Elon University
Kim Stokes, DMSc, MHS, PA-C – Elon University
Generating Evidence/Original Research
Co-Create Partnerships with Stakeholders
Basics

Presentation of an innovative, evidence-based engaged learning activity to explore personal and professional values amidst first-year nursing, physical therapy, and physician assistant students. This co-curricular activity was chosen after a scoping review of literature of best practices for establishing foundational understanding of diversity, equity, and inclusive practices in health professions education.

D3-A: Social Empathy: The Pathway to Developing Change Agents and Advocates for Social Justice
Brenda Kucirka, PhD, PMHCNS-BC, CNE – Widener University
Doris Vallone, PhD, PMHCNS-BC – Philadelphia Veterans Affairs Medical Center
Generating Evidence/Original Research
Build Faculty Teaching Practice
Basics
Immersion programs foster social empathy. This study analyzed course impact papers from a social justice course taught inside a state prison using the inside out pedagogy. Findings suggest social empathy is a precursor to social justice advocacy. Themes included: transformation, empathy/connection, igniting passion/desire to advocate for social justice, and macro perspective shifts and insights.

D3-B: Reverse Role Simulation's Impact on Nursing Students' Ethnocultural Empathy
Fabiola Dias Lalande, DNP-NE, RN – Regis College
Generating Evidence/Original Research.
Build Faculty Teaching Practice
Basics

Cultural empathy is a vital element of cultural competence often not taught in formal nursing education. Assisting students in the development of cultural empathy may benefit students and patients. This study confirms that a reverse-role simulation, mirroring a fictitious foreign environment and medical approaches, can improve nursing students' ethnocultural empathy by placing them "in the patients' shoes." The researcher proposes using the intervention to change cultural competence education.

D4-A: Overcoming Math Anxiety Using Tutorials on Social Media
Mary Gaffney, EdD – University of South Carolina Aiken
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

First-semester pre-licensure nursing students commonly report math anxiety that negatively affects performance and accuracy and increases fear of patient harm. To overcome this, 60-second math tutorials are posted to Instagram several times each week. Content coordinates with skills lab activities. Math anxiety is measured at the beginning and end of the semester.

Data analysis is anticipated to show lower math anxiety and high satisfaction with tutorial format and delivery on Instagram.

D4-B: Nursing Student Self-Doubt: An Evolutionary Concept Analysis
Abdulazoz Almarwnai, Ph.D – Taibah University in Saudi Arabia
Generating Evidence/Original Research
Build the Science of Nursing Education
Beyond Basics

A deeper understanding of self-doubt in nursing students will provide clarity for nurse educators and allow recognition and intervention that ensures the delivery of high-quality nursing education. The method of Walker and Avant was used to analyze the concept of Self-doubt. Several attributes were revealed (a) low perceived capability (b) weak belief in one's ability (c) inability to cope with stress and (d) low expectation of success in their given tasks.

D5-A: Understanding Active Learning and Its Implication in Nursing Education
Monina Franco-Tantuico, MSN, RN, CNE, CCRN-a – Rutgers University
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

This presentation will discuss the outcomes of the active learning concept analysis using the Walker and Avant method (Franco-Tantuico, 2021). The attributes of the active learning are learner-centered; dynamic, meaningful, and engaging learning environment; bidirectional collaborative interaction between educator and learner; and ongoing constructive and nonjudgmental feedback. The identified antecedents include the educator's active learning expertise and the learner's capacity for higher order thinking. Active learning's desirable outcomes such as the learner's increased professionalism, critical thinking, lifelong learning, academic performance and trusting relationships; and the educator's heightened confidence, efficiency, and trustworthiness call for educator support as they become experts in its implementation. Sample cases as per the Walker and Avant method will be presented pertaining to simulation-based education.

D5-B: Pharmacology Course Redesign Using High-Impact Practices
Mary Collins, DHA, CRNA – The University of Southern Mississippi
Nina Mclain, PhD, CRNA – The University of Southern Mississippi
Translating Evidence/Quality Improvement
Build Faculty Teaching Practice
Basics

Active learning and high-impact educational practices, based on cognitive theory, were incorporated into a pharmacology course sequence. After course completion and entry into the clinical setting, qualitative data were collected from students and clinical preceptors. Improvement in students' ability to recall and apply concepts clinically was reported. Cognitive aids were identified as the most advantageous measure.

D6-A: Development and Testing of the Teaching Strategy Assessment Tool for Competency Based Education (TSAT-CBE)
Danielle Walker, PhD, RN, CNE – Texas Christian University
Beth Voterro, PhD, RN, CNE – Purdue Northwest
Rayna Letourneau, PhD, RN – University of South Florida
Monika Schuler, PhD – University of Massachusetts
Translating Evidence/Quality Improvement
Build the Science of Nursing Education
Basics

The Teaching Strategy Assessment Tool for Competency Based Education provides nurse educators with a valid and reliable tool to create and/or objectively evaluate current teaching practices to meet the new 2021 Essentials.

D6-B: Identifying Attributes of Foundational Competence: A Roadmap for the Future
Katie McDermott, MSN, MEHP, RN, CPNP-AC – Marquette University
Kristina Thomas Dreifuerst, PhD, RN, CNE, ANEF, FAAN – Marquette University
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

With the AACN endorsement of the Essentials comes the transition to a competency-based education (CBE). A traditional concept analysis was performed and included development of a conceptual model of Foundational Competence, or the competence of nursing students at the end of their educational program. The Foundational Competence model offers an operational definition and serves as a guide for educators informing pedagogical and assessment practices.

D7-A: Factors Affecting Success in Nursing School: Experiences of African American BSN Students
Jennifer Coleman, PhD, RN, CNE, COI – Samford University
Generating Evidence/Original Research
Build a Diverse Nurse Faculty Workforce
Basics

African American nursing students' perspectives of factors that affect success in nursing school are presented. Findings revealed the emergence of five themes from the data: (a) being invisible, (b) sense of isolation, (c) proving myself, (d) focus on school as protective, and (e) being misunderstood. Study results suggest that attention to identified retention factors may lead to strategies for graduation success.

D7-B: Evaluation of Race-Related Stress Among Minority Student Nurses

Keisha Lovence, DNP, MSN, ACNP-BC, RN – Eastern Michigan University
Generating Evidence/Original Research
Build a Diverse Nurse Faculty Workforce
Beyond Basics

Understanding stress- related to racism and bias among minority groups may help health care leaders develop program initiates centered on coping so that future nurses may transition well into the health care workforce. The aim of this study is to understand race-related stressors experienced by African American students in nursing programs. Results from this study will further future pilot studies understanding the relationship with race-related stress and coping.

D8-A: Creating Space for Safe Conversations to Engage Students in Learning
Janet Garwood – PNW
Translating Evidence/Quality Improvement
Build Faculty Teaching Practice
Basics

Mental health sites for clinical are becoming more difficult for faculty to secure. Many students can relate to mental illness by their experience living with or knowing someone close to them struggle with mental illness. Faculty can use carefully selected strategies and deliver quality remote learning experiences using small group discussions. Using documentaries related to mental illness can be an effective and safe way to engage students in learning about the effects of mental health.

D9: A Gender & Sexuality Informed Approach to Nursing
John Mikovits

D10: 'Because it has always been that way': How Brain Science Can Help Overcome Barriers to Advancing Nursing Education
Rachel Onello, PhD, RN, CHSE, CNE, CNL – University of South Carolina College of Nursing
Michelle Moulton, DNP, RN, CHSE, CNE, RYT-200 – National League for Nursing
Translating Evidence/Quality Improvement
Build the Science of Nursing Education
Basics

This special session will explore challenges to advancing nursing education based on current evidence and introduce ways in which brain science-based evidence within the nursing domain can help propel the advancement of nursing education. Participants will be invited to engage in conversation that considers forward-thinking strategies for generating evidence that serves as a catalyst for transformational teaching.

Friday, 3/31/2023, 12:45-1:30 pm:

E1-A: Tracking Clinical Judgment Across a Curriculum
Kelley Noll, Ph.D, RN, CNE, LCCE – Auburn University

Meghan Jones, MSN, CHSE, RN – Auburn University
Caralise Hunt, PhD, RN – Auburn University
Translating Evidence/Quality Improvement
Build Faculty Teaching Practice
Basics

Evaluation of clinical judgment activities is essential to ensure nursing students form and develop clinical judgment processes and the processes are enhanced throughout the program. With increased emphasis of clinical judgment on the Next Generation NCLEX and the new Essentials, it is important to ensure a variety of teaching strategies are utilized that promote quality, safety, and clinical judgment.

E1-B: Implementing Scripted Case Studies Post-Clinical: Supporting Clinical Reasoning and Judgment with an Academic-Practice Partnership

Angela Opsahl, DNP, RN, CPHQ – Indiana University School of Nursing
Kelli Roush, DNP, RN-BC – Indiana University School of Nursing
Marsha Hughes-Gay, PhD, MPH, RN, CNE – Indiana University School of Nursing
Maria Hines, DNP, RN, CNE, CCRN-K – Indiana University School of Nursing
Translating Evidence/Quality Improvement
Build Faculty Teaching Practice
Basics

There are limited opportunities for health professionals and students to engage in clinical decision-making related to diverse patient populations in rural practice sites. This study describes the utilization of unfolding case studies in the post-clinical day to develop clinical reasoning and judgment skills in undergraduate nursing students. A pretest-posttest design with the Health Sciences Reasoning Test Survey for quantitative feedback from participants was utilized to determine gains.

E2-A: Development of Professional Identity for Graduate-Entry Nursing Students: Initial Exploration Using Q Methodology

Joni Tornwall, PhD, RN – The Ohio State University
Sara Edwards, MS, APRN-CNP – The Ohio State University
Translating Evidence/Quality Improvement
Build Faculty Teaching Practice
Basics

Graduate-entry nursing students who are just beginning to form their professional nursing identities can experience confusion when balancing intensely science-based expertise with caring, leadership, and professional comportment. Q-methodology can facilitate new graduate-entry nursing students' exploration of their professional identity and help them build their unique nursing identities during their academic experience.

E2-B: Canadian and US Nursing Faculty Job Satisfactory and Intent to Stay During the Past Seven Years
Thomas Kippenbrock, EdD, RN – University of Arkansas
Generating Evidence/Original Research
Build the Science of Nursing Education
Beyond Basics

A non-experimental, survey research design was employed to examine nursing faculty's job satisfaction and intent to stay in US and Canadian universities. This study utilized a secondary data source, Collaborative on Academic Careers in Higher Education. The sample size was 746. Job satisfaction demonstrated statistically significant positive relationships with personal and family policies, collaboration, tenure clarity, institutional leadership, shared governance, and engagement.

E3-A: The Lived Experience of Full-Time Nursing Faculty in a PhD Program: Faculty to Faculty Incivility
Joan Krug, PhD, RN, CCRN, CNE-cl – Pennsylvania State University
Generating Evidence/Original Research
Build the Science of Nursing Education
Beyond Basics

The current study explored the experience of FTFI on full-time nursing faculty enrolled in a PhD program. A qualitative method using descriptive phenomenology guided the study. Six themes emerged: 1) culture, 2) feeling broken and self-doubting, 3) feeling set up for failure, 4) addressing, 5) coping, and 6) lessons learned.

E3-B: Relationship Between Staff Nurse Incivility and Undergraduate Nursing Student Sense of Belonging
Sarah Patel, PhD, RN, C-EFM – The University of Texas Rio Grande Valley
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

Sense of belonging is essential for nursing students to develop and grow
within the nursing profession. Unfortunately, incivility threatens the sense of belonging
in nursing students. This presentation discusses the relationship between staff nurse incivility and undergraduate nursing students' sense of belonging in nursing school, describes the presence of incivility undergraduate nursing students, and describes factors associated with incivility and sense of belonging.

E4-A: Lessons Learned: Photo Elicitation as a Tool for Program Evaluation
Megan Williams, EdD, MSN, RN, FNP 0 UNC-Ch School of Nursing
Translating Evidence/Quality Improvement
Build the Science of Nursing Education
Beyond Basics

Evaluation is an important component of any nursing education program to identify strengths and areas for improvement. The visual technique known as Photo-elicitation offers a new opportunity to better capture the participant experience for the important task of evaluation. Photo-elicitation is a core component of photovoice, which was first described in 1997 and is a form of community-based participatory research (Bugos, E., et al. 2014).

E4-B: Students' Perspectives of Unfolding a Case Study Throughout the Nursing Curriculum
Nila Reimer, PhD, RN, CNE – Indiana University Fort Wayne
Laurie Berghoff, DNP, MSN, RN, BCCV
Generating Evidence/Original Research
Build the Science of Nursing Education
Beyond Basics

To enhance students' thinking, we unfolded a case study across a traditional BSN program. The purpose was to develop the unfolding case study and obtain ideas for measuring learning outcomes. Eight categories of data for enhancing students' learning surfaced from focus group interviews. Embedding NCLEX style questions in the videos and providing students' reflection time provided methods for learning outcome evaluation.

E5-A: Assessing MSN Program Outcomes through a Capstone Experience
Brenda Elliot, PhD, RN, CNE – Messiah University
Kelly Dyar, Ed.D, RN, CNN, CNE – University of West Georgia
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

Evaluation of program outcomes through a capstone experience varies widely. An integrative review explored how MSN programs evaluate students' achievement of program outcomes through a capstone experience. A clear purpose, planning, and individualization support student learning goals and desired outcomes within a program of study. The best way to assess student achievement of program outcomes remains unclear.

E5-B: Effectiveness of a Hybrid Advanced Health Assessment Lab for Primary Care Advanced Practice Nursing Students
Mary Pfieffer, DNP, FNP-BC, CPN – Vanderbilt University School of Nursing
Kathryn Hayes, DNP, ANP-BC, CHFN – Vanderbilt University School of Nursing
Translating Evidence/Quality Improvement
Build the Science of Nursing Education
Beyond Basics

Traditionally, Advanced Health Assessment was taught face-to-face. Modifying to altering formats is a substantial change. The purpose was to evaluate the effectiveness of methodologies while maintaining an impactful course. Results showed all students passed in 2019, 2020 and 2021. Pass rates of head-to-toe assessments were compared: 95.1% in 2019

(face to face), 94.4% in 2020 (virtual) and 99.1% in 2021. In conclusion, the use of hybrid learning environment can be an effective pedagogy.

E6-A: Prelicensure Student Concerns Prior to their OB Clinical Rotation
Romana Hunter, DNP, RN, WHNP-BC, C-EFM, C-ONQS, CNL – Rush University College of Nursing
Jennifer Rousseau, DNP, WHNP-BC, CNE – Rush University College of Nursing
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

This study describes the concerns of prelicensure students prior to their prelicensure students in a master's entry program. When student concerns are known prior to clinical, strategies to reduce stress and improve the clinical learning environment for students can be adapted, so that they can be successful in the clinical and course.

E6-B: Introducing a "Brain" to Highly Anxious Novice Nursing Students to Obtain Essential Patient Information
Akiko Kobayashi, Ph.D., RN – Biola University
Generating Evidence/Original Research
Build the Science of Nursing Education
Beyond Basics

Novice nursing students (NSs) are highly anxious during the first clinical rotation and have difficulty identifying essential patient information. This study examined the effects of a simple patient data sheet, "brain," on novice NSs' ability of obtaining essential patient information. Utilization of "brain" helped improve NSs' ability of obtaining patient information, compared to the previous study without the use of "brain," especially during the latter half of the first rotation.

E7-A: Methods for Demonstrating High-Level Impact in Interprofessional Education
Deanna Reising, PhD, RN, ACNS-BC, FAAN, FNAP, ANEF – Indiana University School of Nursing
Derrick Garletts, MSN, MPH, RN – Indiana University School of Nursing
Generating Evidence/Original Research
Build the Science of Nursing Education
Beyond Basics

The purpose of this presentation is to describe the methods for demonstrating high-level impact outcomes from interprofessional education (IPE) interventions. The team will describe a comprehensive program for the development of research strategies to measure the outcomes of their longitudinal IPE program.

E7-B: An interdisciplinary service-learning approach to preparing the next generation of perinatal health professionals

Rhonda Lanning, DNP, CNM, IBCLC, LCCE, RN – University of North Caroline at Chapel Hill
Translating Evidence/Quality Improvement
Co-Create Partnerships with Stakeholders
Basics

This presentation describes an interdisciplinary, service-learning course that prepares students to serve the community as birth doulas. Students describe the positive impact of the course experience. The expansion of such interdisciplinary opportunities to prepare health professional students with the critical skills of active listening, providing a supportive presence, and meaningful service to the community should be explored in nursing curricula.

E8-A: An Academic-Practice Partnership & Transition to Practice Framework
Rayna Letourneau, PhD, RN – University of South Florida College of Nursing
Translating Evidence/Quality Improvement
Co-Create Partnerships with Stakeholders
Basics

The Excellence in Nursing Preceptorship-to-Hire program is a framework created to recruit and retain prelicensure nursing students to the nursing workforce by matching the student to a practice environment, providing support and socialization, and facilitating the transition from academia to professional practice.

E9-A: Evaluation of the Use of Pinterest as a Learning Tool in Undergraduate
Alicia Stone, Ph.D., RN, FNP – Molloy University
Generating Evidence/Original Research
Build the Science of Nursing Education
Beyond Basics

Using social media has become increasingly commonplace to convey information to the public. This study looked at the use of Pinterest to engage students in patient education and demonstrate an alternative format for student assignments.

E10: Advancing a Social Determinants of Learning Framework
Carla Sanderson, RN, PhD, FAAN – Chamberlain University
Generating Evidence/Original Research
Build the Science of Nursing Education
Beyond Basics

This session's purpose is to advance a nursing education framework, Social Determinants of Learning (SDOL), which is an actionable model to address learning disparities and expand learning opportunities to support nursing student diversity, equity, and inclusion. The SDOL framework identifies 6 socially imposed forces that are foundational to learning. Further development and testing the SDOL framework will support the goal of equitable education for all.

E9-B: Implementing Universal Design of Learning Principles to a Pre-Licensure Graduate Nursing Course
Cate Enstrom, DNP, AGACNP-BC, CNE – Vanderbilt University School of Nursing
Translating Evidence/Quality Improvement
Build Faculty Teaching Practice
Basics

Universal design focuses on making things accessible to all people. Universal design of learning (UDL) principles can be utilized in nursing education to promote a diverse and inclusive learning environment. UDL-influenced interventions, including a community discussion board, multiple ways to access course material and submit assignments, were added to a pre-licensure graduate nursing course resulting in improved learner accessibility, satisfaction, and engagement.

E10: Advancing a Social Determinants of Learning Framework
Carla Sanderson, RN, PhD, FAAN – Chamberlain University
Generating Evidence/Original Research
Build the Science of Nursing Education
Beyond Basics

This invited NERC Special Session presentation's purpose is to advance a nursing education framework, Social Determinants of Learning (SDOL), which is an actionable model to address learning disparities and expand learning opportunities to support nursing student diversity, equity, and inclusion. The SDOL framework identifies 6 socially imposed forces that are foundational to learning. Further development and testing the SDOL framework will support the goal of equitable education for all.

Friday, 3/31/2023, 1:45-2:30 pm:

F1-A: Optimizing Online Discussions: Using the DERAC Discussion Board Strategy
Helen Machelle Skinner, DNP, AGPCNP-BC – Northwest Missouri State University
Translating Evidence/Quality Improvement
Build Faculty Teaching Practice
Basics

Discussion boards are frequently used by faculty to mitigate students' feelings of isolation and to promote interaction, engagement with content, and reflection. The DERAC strategy was designed for use in discussion boards to enhance student and faculty engagement in an asynchronous online MSN program. The DERAC strategy was noted as a positive addition to the learning experience and has potential use in varied settings.

F1-B: Preparing Distance Learning Graduate Students: Effects of an Innovative Online Orientation Program
J. Michael Leger, PhD, MBA, RN – UTMB School of Nursing

Cyndi Ferris, MBA, MA, MS, PMP – UTMB School of Nursing
Hoang Nguyen, PhD – UTMB School of Nursing
Generating Evidence/Original Research
Build the Science of Nursing Education
Beyond Basics

Students in distance learning programs face hurdles to successful learning that differ from those of students in conventional programs. The MORE Program prepares new students for the realities of online graduate nursing education by offering a realistic preview of online courses and the entry-level skills needed for success in the program. Results have demonstrated that students who complete MORE have a higher graduation rate and a lower rate of withdrawal from graduate programs.

F2-A: Promoting Cultural Humility, Equity, Diversity, and Inclusion in Nursing Education through Virtual Simulation
Marian Lucktar-Flude, RN, PhD, CCSNE, FCNEI – Queen's University, School of Nursing
Jane Tyerman, RN, PhD, CCSNe – University of Ottawa, School of Nursing
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

Nursing students need opportunities to learn and apply concepts of cultural humility to safely care for and meet unique healthcare needs of individuals of all ethnicities, sexual orientations, and gender identities. We describe the development and mixed methods evaluation of virtual simulations as an effective and engaging strategy to educate nursing students about concepts related to equity, diversity, and inclusion.

F2-B: Adolescent SBIRT simulation and educational training model outcomes among undergraduate and post baccalaureate nursing students
Pamela Adamshick, PhD, RN, PMH-BC – Moravian University
Colleen Payton, PhD, MPH, CPH, MCHES – Moravian University
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

Traditional and post-baccalaureate nursing students participated in an adolescent SBIRT simulation. Students completed a pre-test, post-test 1, and post-test 2. Traditional students debriefed prior to post-test 2. There were significant increases in mean scores for attitudes, role security, confidence, competence, readiness, and scenarios/cases before and after the simulation (p<.005). The debrief didn't alter scores.

F3-A: Demographic Differences in Work-Life Balance in Prelicensure Nursing Faculty: A Mixed-Methods Study
Ryan Crawford, PhD, RN, CNE – Mary Black College of Nursing, USC Upstate

Tammy Barbé, PhD, RN, CNE – Mercer University
Generating Evidence/Original Research
Build a Diverse Nurse Faculty Workforce
Beyond Basics

Nursing faculty shortages continue to impact enrollment, and work-life balance has been identified as a potential concern for the recruitment and retention of nursing faculty. A mixed-methods study was conducted to determine if demographic differences existed in the work-life balance of prelicensure nursing faculty. Differences related to age and years of experience in nursing education were identified.

F3-B: Mentoring-as-Partnership: The Meaning of Mentoring Among Novice Nurse Faculty
Katie Busby, PhD, RN, CNE – University of Colorado, Colorado Springs
General Evidence/Original Research
Build a Diverse Nurse Faculty Workforce
Beyond Basics

Mentoring is recommended as one strategy to improve satisfaction and retention of novice nurse faculty. However, the meaning of academic mentoring varies widely among faculty. The purpose of this presentation is to describe the meaning of mentoring as described by novice nurse faculty (N=21). The thematic analysis revealed an overarching theme of mentoring-as-partnership and three sub-themes: (a) authentic communication, (b) enriching support, and (c) sharing knowledge.

F4-A: A Statewide Partnership to Address the Nurse Educator Shortage: 10-Year Outcomes
Lisa Seldomridge, PhD, RN, CNE – Salisbury University
Tina Reid, EdD, MSN, RN – Salisbury University
Nicole Hall, EdD, MBA, BSN, RN CNE – Salisbury University
Bradley Hauck, MSHE – Salisbury University
Generating Evidence/Original Research
Build a Diverse Nurse Faculty Workforce
Basics

With ongoing shortages in the RN workforce, the need for nurse educators has never been greater. Many initiatives to address the faculty shortage are underway including the Faculty Academy and Mentorship Initiative of Maryland, a hybrid educational program blending synchronous and asynchronous learning, simulations, and mentoring. This presentation reports 10-year outcomes of this statewide project.

F4-B: Applying a New Model to Professional Identity Formation…"I am a nurse educator!"
Shelly Amsberry, EdD, MSN, RN – University of Nebraska, Medical Center College of Nursing
Generating Evidence/Original Research
Build a Diverse Nurse Faculty Workforce
Basics

The purpose of this grounded theory study was to explore the professional identity formation (PIF) of nurse educators in pre-licensure Bachelor of Science in Nursing programs across the United States. The themes, subthemes, and theoretical model derived from this study are helpful to explore and foster the intentional PIF of nurse educators, so they can proudly and confidently say, "I am a Nurse Educator!"

F5-A: Exploring Factors Predicting NCLEX-RN Outcome: A Retrospective Pilot Study
Kelly Dyar, EdD, RN, CNN, CNE – University of West Georgia
Laura Phillips, Ed.D, RN, CNE – University of West Georgia
Diana Mindrilla, PhD – University of West Georgia
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

A pilot study identified factors that could predict an NCLEX-RN outcome. Preliminary findings indicate that the exam average in a specific nursing course and the raw score on the standardized comprehensive predictor exam were the strongest direct predictors of NCLEX-RN outcome, with indirect predictive relationships present between the NCLEX-RN outcome, three nursing course exam averages, and the nursing course GPA.

F5-B: A Quality Improvement Project for Nursing Education Remediation
Stephanie Store, PhD (c), FNP, RN – York College CUNY
Translating Evidence/Quality Improvement
Build the Science of Nursing Education
Basics

The quality improvement project that is being described is a nursing education course remediation that was implemented in a prelicensure undergraduate baccalaureate RN program in a northeastern urban community serving a diverse group of non-traditional students in the Fall semester of 2020.

F6-A: Graduating Nursing Students Preparedness and Level of Comfort in Caring for the LGBTQ+ Patient
Mark Hand, PhD, RN, CNE – East Carolina University
Stephanie Gedzyk-Nieman, DNP, RNC-MNN – Duke University School of Nursing
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

Nursing students must be prepared to care for diverse patient populations, including sexual and gender minorities. This was a national survey of graduating nursing students' preparedness and comfort level providing care for LGBTQ+ patients. Students indicated that LGBTQ+ health topics had been covered , but some required further attention. The majority

reported feeling prepared and comfortable to provide care for LGBTQ+ patients but did not attribute this to their academic nursing education.

F6-B: Queer Revolution: Disrupting the Gender Binary and Heteronormativity in Nursing Education
Tyler Traister, DNP, RN, CNE, NE-BC, OCN, CTN-A, MEDSURG-BC, NPD-BC — Quinnipiac University
Generating Evidence/Original Research
Build a Diverse Nurse Faculty Workforce
Beyond Basics

Current nursing practicing, healthcare, and educational institutions are rooted in heteronormative ideals and aligned along the gender binary. For those who fall outside these constructed sexual and gender norms, this results in an erasure of their existence and experiences. Through queer phenomenology nursing faculty can help build programs that promote radical inclusion of students and faculty which can then help promote inclusive and responsive care to all patients.

F7-A: Integration of Competency Based Technology to Improve Outcomes in Nursing Pharmacology: Quality Improvement Study
Carey Haugen, DNP, APRN, AGCNS-BC — Maryville State University
Translating Evidence/Quality Improvement
Build Faculty Teaching Practice
Basics

An interactive adaptive web-based pharmacology learning platform was added to a standalone nursing pharmacology course that utilized a flipped classroom approach. Students were assessed with a standardized pharmacology assessment tool and compared to students previously enrolled in the same course. The results of this study are encouraging because the intervention had a significant positive effect on nursing student learning.

F8-A: The Impact of a Mindfulness Meditation Intervention on Cognitive Test Anxiety and the Academic Performance of ADN Students
Kathleen Tenrreiro, MSN, APRN, CPNP-PC — Nova Southeastern University
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

Most nursing students have experienced test anxiety, and the cognitive form of test anxiety (CTA) leads to significant academic implications such as academic failure. A study was conducted to determine if mindfulness meditation training impacted CTA and the academic performance of associate degree nursing students. Nurse educators can use the significant findings when assisting nursing students in managing CTA.

F8-B: Progressive Measurement Of Associate Degree Student Nurses' Critical Thinking, Self-Efficacy, and Quality and Safety Competencies
Gina Palombo, PhD, RN, ACNS-BC – Mott Community College
Ronald Piscotty, PhD, RN-BC, CNE, FAMIA – University of Maryland School of Nursing
Candice Pickens, EdD, RN – Mott Community College
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

A quasi-experimental study conducted during the COVID-19 pandemic reported associate degree student nurses' critical thinking (CT), self-efficacy (SE), and quality and safety competencies (QSC) throughout program progression. SE and QSC significantly increased from pre- to post-measurement, partially supporting the hypothesis that competencies would increase as students progressed. CT did not significantly change.

F9: Predicting Success: Methods for High-Stakes Faculty Decision Making
Brandon Kyle Johnson, PhD, RN, CHSE – Texas Tech University Health Sciences Center
Translating Evidence/Quality Improvement
Build Faculty Teaching Practice
Beyond Basics

The purpose of this session is to explore using standardized exams in your nursing program and decision-making around binary options (pass/fail, progress/does not progress). It will take a deep dive into thinking about the meaning of standardized test scores and impact on students.

F10-A: Exploring undergraduate nursing students' perception and understanding of scholarly writing compared to faculty expectations
Jin Jun, PhD, RN – The Ohio State University
Macy Corley – The Ohio State University College of Nursing
Translating Evidence/Quality Improvement
Build Faculty Teaching Practice
Basics

This is a descriptive qualitative study that aims to explore the undergraduate nursing students' understanding of scholarly writing compared to faculty expectations. In doing so, we aim to identify similarities and differences between student writing knowledge and faculty expectations. Findings from this study will provide actionable evidence to develop tailed support for both students and faculties.

F10-B: Encouraging Undergraduate Nursing Scholarship in Pre-Licensure Students
Stacy Arriola, DNP, RN, CNE – University of Illinois Chicago Nursing
Virginia Reising, DNP, RN, PEL-CSN, PHNA-BC – University of Illinois Chicago Nursing
Translating Evidence/Quality Improvement

Build a Diverse Nurse Faculty Workforce
Basics

This presentation will describe the process of working with pre-licensure students to develop and disseminate a scholarly poster at a university research day. Students gained confidence in abstract writing, poster development and presentation skills. Engaging students in dissemination early in their career sets them up for success in promoting evidence-based practice across their career trajectory.

Friday, 3/31/2023, 3:15-4:00 pm:

G1-A: The Lived Experience of Racial/Ethnic Minority, First-Generation Nursing Students
Rodnita Davis, MS, RN, CNE – Notre Dame of Maryland University
Generating Evidence/Original Research
Build the Science of Nursing Education
Beyond Basics

Unfortunately, the current nursing workforce and the number of racially and ethnically diverse students in the educational pipeline are insufficient to overcome the relative underrepresentation in the nursing profession nationwide. This study's findings inform enhanced pedagogical approaches for nursing educators capable of enriching and supporting the success of racial/ethnic minority, first-generation nursing students and addressing systemic health inequities.

G1-B: Improving Nursing Academic Support Peer Coach Diversity for Student Success
Leigh Goldstein, PhD, RN, ANP-BC - The University of Texas at Austin School of Nursing
Lisa Costa, BSN, RN - The University of Texas at Austin School of Nursing
Amber Sherman, MSN, RN - The University of Texas at Austin School of Nursing
Translating Evidence/Quality Improvement
Build a Diverse Nurse Faculty Workforce
Basics

Improving diversity in a Peer Academic Coach (PAC) program for minority first-generation college (M-FGC) nursing students helps M-FGC students feel safer to seek out academic support. A three-month recruitment campaign for M-FGCS PAC members, improvements were seen, especially in Black and Asian PAC mentors. M-FGC student PAC participation is now at an all-time high with student enrollment increasing by 49%.

G2-A: Augmenting Clinical Post-Conference with Virtual Reality Simulations to Improve Pre-Licensure Nursing Students
Joshua Thomas, MSN, RN – University of Texas at Austin School of Nursing
Leigh Goldstein, PhD, RN, ANP-BC – University of Texas at Austin School of Nursing
Translating Evidence/Quality Improvement
Build the Science of Nursing Education
Basics

VR simulation is a new and promising technology that has the potential to be a useful stand alone or adjunct education tool. By using VR simulations as a clinical post-conference tool to increase student exposure to new pathologies and care plans, it is hypothesized that student practice readiness can be increased.

G2-B: Engaging Nurse Residents in Sepsis Education Utilizing a Repeat Escape Room Format
Gail Cudia, BS, MSN, PED-BC – Monmouth Medical Center
Krystal Blankenbaker, MSN, MEDSURG-BC – Monmouth Medical Center
Translating Evidence/Quality Improvement
Build the Science of Nursing Education
Basics

Sepsis bundle compliance nationally is less than 50%. Combine that statistic with the fact that new graduate nurses abruptly changed from in-person learning to virtual formats due to the COVID-19 pandemic, and hospitals face a significant learning curve with RN staff onboarding. This facility's Clinical Education team creatively addressed the challenge with their Med-Surg Nurse Residents. New nurses attend 2 interactive sepsis escape rooms spaced several months apart, with great outcomes.

G3-A: The Effect of Curricular-Wide TeamSTEPPS® Training on Nursing Students' Knowledge and Attitudes
Jennifer Ross, PhD, RN, CNE – Villanova University, M. Louise Fitzpatrick College of Nursing
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

Communication breakdowns lead to medical errors. Interprofessional teamwork training teaches nursing students the knowledge and skills needed to effectively communicate and collaborate with the interprofessional healthcare team to promote patient safety. This study explored the impact of curricular-wide integration of TeamSTEPPS® teamwork training on nursing students' knowledge and attitudes about teamwork.

G3-B: Enhancing Interprofessional Competencies and Communication through Interprofessional Simu
LisaMarie Wands, PhD, RN, CHSE, CNE – Nell Hodgson Woodruff School of Nursing, Emory University
Generating Evidence/Original Research
Co-Create Partnerships with Stakeholders
Basics

Prelicensure nursing and Doctor of Physical Therapy students participated in an interprofessional (IP) simulation designed to enhance IP competencies, specifically collaboration and communication. The simulation included DPT student delivery of an SBAR handoff report to nursing faculty, who assessed effectiveness of the handoff using the SBAR-

Learner Assessment tool. Student responses indicated increased positive perceptions of IP education and performance of IP competencies.

G5-A: Bridging the Classroom-Clinical Gap: Using a Structured Clinical Reasoning Model to Develop Clinical Judgement Skills
Meredith MacKenzie Greenle, PhD, RN, CRNP, CNE – Villanova University M. Louise Fitzpatrick College of Nursing
Translating Evidence/Quality Improvement
Build Faculty Teaching Practice
Basics

This intervention, tested in a medical-surgical course, aimed to address the classroom-clinical gap, and enhance students' clinical reasoning using stepped, unfolding case studies built on a structured clinical reasoning model. Using the Nurses Clinical Reasoning Scale, students scored significantly higher on clinical reasoning at end-semester than pre-semester (p<0.05). Eighty percent agreed that the intervention improved their ability to apply content to clinical practice.

G5-B: The Effects Of Rater Training on Interrater Reliability: A Randomized Selection Trial
Deborah Halliday, PhD, RN – Moravian University
Generating Evidence/Original Research
Build the Science of Nursing Education
Beyond Basics

An experimental quantitative pre and post-test comparative study was conducted with a convenience sample of 34 nurse educators from fourteen colleges and universities across the U.S. The study consisted of rating recorded simulations on a weekly basis over 6-weeks. The findings in this study demonstrated that the training platform developed for this study had a minimal effect on improving interrater reliability.

G6-A: Incorporating a Psychiatric Telehealth Simulation in a Family Nurse Practitioner Curriculum
Laura Smith, PhD, FNP-C, RN – Nova Southeastern University
Kimberly Sand, DNP, ANP-C, CNEcl, RN – Nova Southeastern University
Teresa Gore, PhD, DNP, FNP-BC, CHSE-A, FSSH, FAAN – Nova Southeastern University
Translating Evidence/Quality Improvement
Build Faculty Teaching Practice
Basics

Preparing Family Nurse Practitioner (FNP) students to manage behavioral health symptoms in a primary care setting is essential for best patient outcomes. FNP students must become familiar with patient interactions in person and virtually. Developing and implementing a telehealth behavioral health encounter using simulation guidelines is effective for addressing both needs. This simulation has received high evaluation scores as measured by the Simulation Effectiveness Tool- Modified.

G6-B: Telehealth Simulation to Achieve Learning Outcomes in Undergraduate and Graduate Nursing Programs
Brandy Strahan, PhD, RN, CNE – University of West Florida
Jill Van Der Like, DNP, RNC – University of West Florida
Tina Ho, DNP, MHA, RN – University of West Florida
Translating Evidence/Quality Improvement
Build Faculty Teaching Practice
Basics

Simulation has been shown to be an effective method for nurse educators to teach students communication, clinical reasoning, critical thinking, nursing interventions, and patient safety. The purpose of this pilot project was to pair undergraduate and graduate students for a telehealth simulation to meet course learning outcomes in both the undergraduate and graduate programs.

G7-A: Engaging patients as teachers in a baccalaureate nursing education program: A qualitative study
Madelene Ottosen, PhD, RN – Cizik School of Nursing at UT Health Center at Houston
Hildreth Eloi, DNP, MSN-Ed, RNC-MNN - Cizik School of Nursing at UT Health Center at Houston
Mandi Lyons, DNP, APRN, WHNP-BC, CHSE - Cizik School of Nursing at UT Health Center at Houston
Generating Evidence/Original Research
Build the Science of Nursing Education
Beyond Basics

This study explores how BSN students view nursing after an in-class seminar of patients sharing their maternity care experiences. A retrospective content analysis was done on students' reflection papers. Three themes emerged:1) awareness of nursing impact on patient/family well-being, 2) awareness of self-biases/emotions about maternal care, and 3) appreciation to hear patients' stories within their didactic coursework.

G7-B: Pandemic Footprints of Nursing Professional, Processing Early Experiences
Pamela Adamshick, PhD, RN, PMH-BC - Moravian University
Karen Groller, PhD, RN, CV-BC, CMSRN – Moravian University
Lori Hoffman, PhD, RN, CNL – Moravian University
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

For this qualitative research a purposive sampling of RN students independently completed reflective journals during course enrollment. RNs wrote their experiences as COVID-19 affected their lives. 15 students consented to share their journals for analysis. Using Thorne's

interpretive description, researchers identified the essence of pandemic footprints based on in-the-moment perceptions of nurses' pandemic experiences.

G8-A: Embracing Innovation: Utilization of Technology and Best Practices to Implement an Online Physical Assessment Course
Kaitlyn Burke, MS, RN, CCRN, CNEcl – University of Rochester School of Nursing
Tara Serwetnyk, EdD, RN-BC – University of Rochester School of Nursing
Lauren Lee, MS, RN, CNEcl – University of Rochester School of Nursing
Translating Evidence/Quality Improvement
Build Faculty Teaching Practice
Basics

This presentation will provide participants with key strategies to convert a traditional health assessment course to fully online with one Objective Structured Clinical Examination. Community of inquiry and other evidence-based theories and practices will be highlighted including application techniques, technology utilization, standardized assessments, and the role of the instructor.

G8-B: Building Health Assessment Skills through Service-Learning
Silvia Imanda, Ph.D., RN – University of Arkansas at Fort Smith
Translating Evidence/Quality Improvement
Co-Create Partnerships with Stakeholders
Basics

Clinical resources may be limited to many nursing programs. Thus, many first nursing courses with clinical components arrange them at a campus lab rather than at acute or long-term care facilities or community agencies. The purpose of this quality improvement project is to describe results from a co-create partnership with stakeholders using the service-learning model in a health assessment laboratory course.

G9: Make Data Collection Count: strategies for Ensuring Research Quality
Teresa Shellenbarger, PhD, RN, CNE, CNEcl, ANEF – National League for Nursing CNEA
Jennifer Chicca, PhD, RN, CNE, CNEcl – National League for Nursing CNEA
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

Nurse educators need to carefully plan and implement quality data collection strategies and use rigorous research techniques. This presentation will guide nurse educators as they strive to collect quality data for nursing research and program assessment and evaluation activities. Presenters will discuss sampling strategies, tool selection, and methods to combat common data collection challenges.

G10: Lessons Learned from a National Study on Civility, Incivility, and Bullying in Nursing Education
Cynthia Clark, PhD, RN, ANEF, FAAN – Boise State University
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

Academic incivility is a serious problem with a spill-over effect into the practice setting which negatively impacts worker and patient safety. A national study examined nursing faculty and administrators' perceptions of incivility and identified strategies to address the problem. Evidence-based strategies are offered to foster civility and healthy academic work environments, build positive relationships; and enhance well-being and career satisfaction.

Saturday, 4/1/2023, 8:30am-9:15am:

H1-A: Simulation Best Practices When Repeating Scenarios
Kristen Zulkosky, PhD, MSN, CNE, RN – Pennsylvania College of Health Sciences
Dolores Minchhoff, DNP, CRNP – Pennsylvania College of Health Sciences
Lynne Dommel, MSN, RN – Pennsylvania College of Health Sciences
Generating Evidence/Original Research
Build the Science of Nursing Education
Beyond Basics

This presentation will discuss how repeating a simulation scenario affects student knowledge, satisfaction, self-confidence, and clinical competency. Learn whether students should switch roles between observer and active participant or whether staying in the same role contributes to larger improvements in clinical competency.

H1-B: Effects of blended simulation on critical thinking, satisfaction, and self-confidence in nursing students
Hyeran Park – Yonsei University
Ji-Young Yeo – Hanyang University
JuHee Lee – Yonsei University
Generating Evidence/Original Research
Build Faculty Teaching Practice
Basics

The current study explored the effects of blended simulation on critical thinking, student satisfaction, and self-confidence in nursing students. A blended simulation using HFS, and computer-based simulation was offered in the same scenario, caring for an acute heart disease patient. The overall score of critical thinking disposition was increased after learning the result of cluster analysis showed that the lower critical thinking group decreased in intellectual eagerness/curiosity.

H2-A: An Educational Intervention to Increase DNP Student Data Competence

Lisa Thomas, DNP, APRN, CNE – UTHealth
Madelene Ottosen, PhD, RN – UTHealth
Lisa Boss, PhD, EdD, APRN – UTHealth
Susan Stafford, DNP, RN – UTHealth
Translating Evidence/Quality Improvement
Build Faculty Teaching Practice
Basics

A novel teaching strategy for DNP students is described. A small group exercise required analysis of a de-identified survey dataset and visual presentation of findings. Student groups then surveyed nursing colleagues, reporting study methods and results. Self-reported research competency was measured pre and post intervention, with improvements seen in all subscales of the selected instrument following these activities.

H2-B: Methodologies that Effectively Refine DNP Project Proposals
Jacqueline Haverkamp, DNP, MBA, APRN, FNP-C – University of South Carolina
Laura Herbert, DNP, FNP-BC – University of South Carolina
Vera Polykova-Norwood, MEd – University of South Carolina
Alicia Ribar, PhD, FNP-BC – University of South Carolina
Translating Evidence/Quality Improvement
Build Faculty Teaching Practice
Beyond Basics

Purpose: To share teaching methodologies that effectively refine DNP students' project proposals, faculty developed a new DNP project proposal course that included low stake writing assignments with feedback to elevate student learning and performance. Results: The new course showed an increase in the number of successful DNP project defenses. Conclusion: Utilizing low stake teaching methodologies results in a streamlined approach to refine and complete DNP projects.

H3-A: The Clinical Assistant Program: A curricular Innovation to develop and refine students' leadership skills
Stacy Huber, EdD, MSN, RN, CNE – West Virginia University
Amanda Edwards, MSN, APRN, FNP-BC – West Virginia University
Amber Ziese, MSN, RN – West Virginia University
Tonya Thompson, MSN, RN – West Virginia University
Generating Evidence/Original Research
Build the Science of Nursing Education
Beyond Basics

The Clinical Assistant Program was a curricular initiative that was implemented to provide students enrolled in a leadership course opportunity to develop and refine essential leadership skills and connect leadership theories to clinical practice. The Clinical Assistant Program may be easily integrated into the curriculum of other four-year nursing schools to facilitate students' development and refinement of leadership skills and behaviors that are essential to the graduate nurse.

H3-B: Building a Strong Workforce: Toolkits for Developing Nursing Leadership Skills
Lisa Seldomridge, PhD, RN, CNE – Salisbury University
Translating Evidence/Quality Improvement
Co-Create Partnerships with Stakeholders
Basics

Teamwork and collaboration are among the six QSEN competencies for nurses (Boswell et al., 2021) but new nurses often lack opportunities to develop these skills within their nursing education programs. Toolkits focused on advocacy, conflict management, and interprofessional collaboration were developed for use with new nurses in a residency program. Results of three course offerings are reported with recommendations for improvement.

H4-A: Prelicensure Nursing Students' Attitudes toward Clinical Research, Education Research, and Pedagogical Research Participation
Jennifer Ross, PhD, RN, CNE – Villanova University, M. Louise Fitzpatrick College of Nursing
Sherry Burrell, PhD, RN, CNE – Villanova University, M. Louise Fitzpatrick College of Nursing
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

Many researchers cite low response rates, high attrition rates, and submission of incomplete data as barriers to conducting nursing education research with students. This convergent mixed-methods study explored nursing students' attitudes toward nursing education research and pedagogical research participation, as well as facilitators and barriers to nursing student participation in pedagogical research.

H4-B: Attitudes Toward Research Among Undergraduate Nursing Students in an Inquiry-Based Learning Environment
Donna Bunnaman, EdD – Brown's Town Community College
Quasheba Cummings, MEd – Brown's Town Community College
Gary Dunn, MEd – Brown's Town Community College
David Green, MEd – Brown's Town Community College
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

In an Inquiry Based Learning environment a Convergent Parallel Design was used to explore students' attitudes to Research in the Research Methodology at College A in 2019 and 2020. The Quantitative instrument; Revised Attitude Towards Research, Papanastasiou (2014) and the Qualitative data; Nominal Group Technique indicated that the students had a positive attitude towards research after being in the IBL environment. This has implications for the teaching of Research Methodology globally.

H5-A: Missed Connections: Co-Creating Opportunities for Information Literacy Partnerships
Katheryn Fernandez, PhD, RN-BC, AHN-BC – Capital University
Anita Slack, MA, MLIS – Kent State University
Translating Evidence/Quality Improvement
Co-Create Partnerships with Stakeholders
Basics

Nursing faculty often miss connecting and collaborating with librarians. Connections can build strong information literacy skills & evidence-based practice skills for nursing students. In addition to a scoping literature review, we have developed engaging, active strategies that build these skills in the classroom & the synchronous classroom for both undergraduate and graduate nursing students. In this session, we will show some of these strategies and the impact they have had on course outcomes.

H5-B: Integrating Information Literacy into Undergraduate Nursing Courses: A Collaborative Approach with Library Services
Brittany Sorrell, DNP, RN – Northern Kentucky University
Jillian Boyle, RN, MSN, BSN, SANE – Northern Kentucky University
Translating Evidence/Quality Improvement
Co-Create Partnerships with Stakeholders
Basics

This study looks to enhance the nursing student's knowledge of evidence-based practice through focused education on information literacy (IL). The current information ecosystem is dynamic and fueled from a variety of sources, many of which lack credibility or authority in the information they provide. Students must be able to create, retrieve, understand, and respect information and data to drive ethical practices in the profession and establish best practice.

H6-A: Resilience in Graduate Nursing Students During the COVID-19 Pandemic: An Integrative Literature Review
Joanne Masella, Ed.D, MSN, RN – Nova Southeastern University
Sherese Fralin, MSN, PhD (c) – Nova Southeastern University
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

The purpose of this integrative review was to examine the factors related to resilience of graduate nursing students during the COVID pandemic. There is a gap in the literature related to this topic. An Integrative Review was conducted using the search terms resilience, graduate nursing, strategies. The following resilience themes emerged: Adaptation, altruism, public acclaim, and perceived societal obligation. This is the basis for further study of resilience strategies in nursing education.

H6-B: New Graduates' Transition-to-Practice Amid the Pandemic
Kathryn Chachula, RN, BN, MN, PhD – Brandon University
Debra Dusome, RN, BA, Ex-AT, MA – Brandon University
Nadine Smith, RN, BN, MN – Brandon University
Generating Evidence/Original Research
Build Faculty Teaching Practice
Beyond Basics

New Registered Nurses (RNs) face formidable obstacles in their first year. Little is known about new Registered Psychiatric Nurses (RPNs). Using constructivist grounded theory, participants were found to be in a process of growing personal and professional self with three themes: Being thrown into the fire; Adjusting and adapting to the team environment; and Nurturing self and others. These implications will be discussed.

H7-A: Enhancing Prebriefing to Improve Undergraduate Nursing Student Clinical Skill Performance During Simulation: An Experimental Study
Kimberlee-Ann Bridges, Ed.D, RN-BC, CNL, CNE – Western Connecticut State University
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

Simulation can be used to support clinical skill mastery in students. Methods of prebriefing that may enhance student skill performance and learning require further research. This study demonstrates that a video demonstration of clinical skills viewed by students during the prebriefing phase of simulation significantly improves student learning and performance of clinical skills during simulation.

H7-B: Comparing Art-Enhanced Debriefing to Traditional Debriefing in Simulation
Suzan Kardong-Edgren, PhD, RN, ANEF, CHSE, FSSH, FAAN – MGH Institute of Health Professions
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

Art enhanced debriefing was used in a quasi-experimental cross over, mixed methods study design. Students participated in two scenarios, one with, and one without art cards. More words were spoken when debriefing with an art card (p=0.49). Key themes included: channeling feelings, making sense, and becoming.

H8-A: Using Kolb's Experiential Learning Cycle to Bridge the Gap between Classroom and Clinical Learning
Susan Piras, PhD, RN, CNE – Tennessee Tech University
Judy Duvall, EdD, MSN, CNE – Tennessee Tech University
Translating Evidence/Quality Improvement

Co-Create Partnerships with Stakeholders
Basics

Nurse educators struggle with strategies to help undergraduate students comprehend advanced patient-care concepts. Kolb's Experiential Learning Cycle has been demonstrated to increase critical thinking. To facilitate student learning using the four stages of the cycle, course faculty conducted Critical Care Nursing Rounds at a regional hospital immediately following the completion of the critical care didactic content.

H8-B: Teaching Videos to Prepare Nursing Students to Care for Aggressive Patients
Linda K. Reid-Kelly, JD, MSN, RN – University of Pittsburgh School of Nursing
Melissa D. Harlan, DNP, RN, ACNS-BC – University of Pittsburgh School of Nursing
Victor Bench, DNP, RN, FNP-C – University of Pittsburgh School of Nursing
Christoph Hudack – University of Pittsburgh School of Nursing
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

Nursing students experience patient aggression across healthcare settings. This study evaluated changes in undergraduate nursing students' self-efficacy in managing patient aggression. A convenience sample of 148 nursing students viewed educational videos and completed a self-efficacy survey. Self-efficacy scores increased significantly ($p < 0.01$) from pre- to post-intervention.

H9-A: An Exploration of Competence in the New Graduate Nurse
Elizabeth Van Horn, PhD, RN, CNE – Elon University
Lynne Lewallen, PhD, RN, CNE, ANEF – UNC – Greensboro
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

This mixed methods study explored the definitions and evaluation methods of competence in new graduate nurses via an online survey and qualitative interviews with nurse educators and preceptors. Competence definitions included patient safety, critical thinking, use of resources, self-awareness, and communication. Major themes identified were basic nursing care, big picture, communication, and personal characteristics.

H9-B: Preparing Undergraduate Nursing Students to Participate in EBP Upon Graduation
Samantha Schmitz, MSN, RN – Mount Carmel College of Nursing
Kathryn Sutherland, DNP, MAOM, RN, MEDSURG-BC, EVIDENCE-BASED PRACTICE (CH) – Mount Carmel College of Nursing
Translating Evidence/Quality Improvement
Build Faculty Teaching Practice
Basics

As educators, it is our duty to ensure we provide students with the foundational knowledge and skills required for them to be successful upon graduation. Clinical skills are often focused on, but what about the topic of evidence-based practice? In a senior-level transition to practice course, the instructors collaborated with a health system to develop an 8-week project that modeled what it would be like to participate in and present an EBP project once students graduated.

Saturday, 4/1/2023, 9:35am-10:20am:

I1-A: Preparing Future Nurses for Practice through Clinical Immersion
Wendy Moore, PhD, RN-C, CNE – Utica University
Andrea Palerino, MS, PNP-BC – Utica University
Katie Pawloski, MSN, RN, CMSRN – Utica University
Martha Desmond, DNS, ACNP – Utica University
Translating Evidence/Quality Improvement
Build the Science of Nursing Education
Basics

To keep up with rapidly changing healthcare systems, nurse educators must look at innovative new models of clinical education that will effectively prepare graduate nurses for practice. A clinical immersion model was implemented in an ABSN Program in which students experienced an immersion in each semester of the program. Students who experienced the clinical immersion model had high levels of confidence with nursing skills and roles and felt prepared for nursing practice.

I1-B: Healing Wounded Warriors
Angela Jukkala, PhD – Montana State
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

Virtually all nurses will provide care for Veterans regardless of their practice setting. As 85% of Veterans receive healthcare outside the Veterans Affairs (VA) system, ensuring that curriculum exposes students to concepts and experiences that will allow them to practice Veteran-centric nursing care is essential. The Psych Sim intervention has been co-created with the Veterans Community as an effective intervention to enhance nursing student knowledge and skill when caring for veterans.

I2-A: Improving the Quality of the DNP Project through a Faculty Development Initiative
Stephanie Rosser, DNP, APRN, ACNPC, CCRN-CMC, NEA-BC – UTMB SON
Sharron Forest, DNP, APRN, NNP-BC – UTMB SON
Kathleen Murphy, DNP, RN, NEA-BC, FAAN – UTMB SON
Translating Evidence/Quality Improvement
Build Faculty Teaching Practice

Basics

Increased enrollment of students in the DNP program outpaced the supply of qualified DNP faculty to guide students in the development of the DNP project. To address this issue, we developed a professional development program referred to as CHAIRS, an acronym for Collaborate, Hold Accountable, Inspire, Reinforce & Support, which is also a play on words as we refer to the students DNP project advisor as the project chair.

I2-B: Relationship Between Self-Directedness, Grit, and Compassionate Teaching in Doctoral Nursing Education
Lisa Ruth-Sahd, RN, DEd, CCRN, CEN, CNE, CCFP, ANEF – York College/Georgetown University
Krista White, RN, PhD – Georgetown University
Peggy Slota, RN, PhD – Georgetown University
Generating Evidence/Original Research
Build Faculty Teaching Practice
Beyond Basics

This presentation examines findings from the quantitative phase of a mixed method study that examined the relationship between self-directedness, grit, and compassionate teaching in doctoral education. While the literature is replete with strategies for increasing student accountability and engagement in undergraduate students, few articles focus on doctoral students or how innovative compassionate teaching strategies impact students' self-directedness and grit.

I3-A: Analysis of Nurse Practitioner Student Metacognition
Kathryn Holliday, DNP, CPNP-PC, CNE – SUNY Upstate Medical University
Justin Waryold, DNP, RN, ANP-C, ACNO-BC, GS-C, CNE, FAANP – SUNY Upstate Medical University
Translating Evidence/Quality Improvement
Build the Science of Nursing Education
Basics

This presentation will explore the use of strategic management simulations to gather metacognitive parameter data in nursing education and how the data gathered from such assessments can be used to enhance nursing education strategies. A description of how this data can be used to assist in meeting the AACN essentials will also be discussed.

I3-B: A Scoping Review of Retrieval Practice (Test-Enhanced Learning) in Nursing Education
Thomas Van Hoof, MD, EdD, FACMQ – University of Connecticut Schools of Nursing and Medicine
Catherine Leary, MSN, RN, RRT – University of Connecticut School of Nursing
Valori Banfi, MSLS – University of Connecticut
E. Carol Polifroni, RN, EdD, CNE, NEA-BC, ANEF – University of Connecticut School of Nursing
Generating Evidence/Original Research

The aim of the scoping review was to determine the status of retrieval practice, an evidence-based strategy to improve teaching and learning. Based on 25 studies, the authors found that retrieval practice is increasingly common in prelicensure education, but that methodologic limitations challenge replication and application efforts. The authors will present findings with recommendations to support additional research.

I4-A: Utilization of SNAPPS Model for Enhancing Oral Patient Presentations through OSCEs and Clinical Experiences for APRN Students
Mary Lauren Pfieffer, DNP, FNP-BC, CPN – Vanderbilt University School of Nursing
Anna Richmond, DNP, FNP-C, CPNP-PC – Vanderbilt University School of Nursing
Brittany Nelson, DNP, CPNP-PC – Vanderbilt University School of Nursing
Natasha McClure, DNP, PNP-BC – Vanderbilt University School of Nursing
Translating Evidence/Quality Improvement
Build the Science of Nursing Education
Basics

Oral patient presentations are an imperative clinical skill for APRN students. Utilization of OSCEs with the SNAPPS model is an approach to instructing presentations. A learning module was developed for FNP and PNP students. Students were evaluated at three points. Each timepoint students were meeting EPA milestones but overall evaluation show students meeting EPA competency. This module was effective in teaching the importance of a focusing oral patient presentations in clinical.

I4-B: Alliance for Clinical Transition Shares RN Competency Model
Susan Boyer, DNP, MEd, RN, NPD-BC, FAAN – VT Nurses in Partnership
Translating Evidence/Quality Improvement
Co-Create Partnerships with Stakeholders
Beyond Basics

The muti-agency/academic partnership created the Clinical Transition Framework, which provides clinical competency templates and coaching plans for all nursing specialties. Alliance for Clinical Transition members customize standardized templates instead of 're-creating the wheel'. With collaboration, academic agencies can use the same clinical competency requirements as hiring healthcare systems.

I5-A: Student Holistic Appraisal of Wellbeing and Success (SHAWS) scale Development
Melissa Hollis, MSN, RN-BC, CMSRN – University of Arizona
Cheryl Lacasse, PhD, RN, AOCNS – University of Arizona
Jessica Rainbow, PhD, RN – University of Arizona
Timian Godfry, DNP, APRN, FNP-BC – University of Arizona
Generating Evidence/Original Research

Build the Science of Nursing Education
Basics

This study aims to create a methodology for identifying students at risk for sociocultural determinants that impede academic success (decrease dropout rate) to guide personalized plans for success support. Creating personalized success based on the whole person assessment will involve intrusive advising techniques as a basis for mutual academic success goal setting and building professional resilience.

I5-B: Promoting Student Retention in a BSN Program: The Academic Supports
Samantha Juan, EdD(c), MSN, RN, CCRN, CHSE, CNE – Teachers College, Columbia University
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

The diversified teaching strategies and resources are essential to meet the learning needs of the diversified nursing students. The three levels of academic support of nursing faculty-assisted open lab, 1:1 interaction with a designated nursing faculty, and formative-approach remediation for the students at risk of failing were evident to support nursing students in passing their clinical course and increasing the retention rate in the nursing program.

I6-A: Collaborative readiness: Developing standards for formative assessment
Ruth Trudgeon, DNP, RN – Western University of Health Sciences
Dawn Stone, PhD, RN, ANP-BC – Western University of Health Sciences
Ivy Tuason, PhD, RN, FNP-BC – PIH California
Gwen Orozco, PhD, MSN.Ed, RNC-BC – Western University of Health Sciences
Translating Evidence/Quality Improvement
Build Faculty Teaching Practice
Beyond Basics

Teamwork and collaboration are essential skills for student nurses to practice and acquire to ensure safe, high quality patient care. This project assessed collaboration readiness in MSN Entry students through creation of criterion and norm referenced performance standards in a simulated setting. Results indicate use of such standards are an effective method of formative assessment for developing team-based competencies.

I6-B: Collaborative Testing and Student Satisfaction in an Undergraduate Nursing Behavioral Health Course
Sarah Llewellyn, PhD, RN, CNE – Boise State University
Tracee Chapman, MSN, RN, CEN, SANE – Boise State University
Translating Evidence/Quality Improvement
Build Faculty Teaching Practice
Basics

After using reflexive practice based on critical caring pedagogy, changes were made to testing practices in an undergraduate behavioral health course. A collaborative exam was pilot tested with positive results. Student satisfaction with the test and connection to both faculty and student colleagues were two of the outcomes. Lessons learned from this pilot led to other changes in the testing strategy and grading schema.

I7-B: Assessing Student Engagement in Clinical and Simulation Experiences in Prelicensure Nursing Education
Karrie Osborne, MS, RN – Ball State University
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

Student engagement is related to personal development and has a positive link to learning outcomes. The purpose of this study was to examine differences in student engagement in clinical and simulation experiences. Additionally, the study explored the influence of the instructor and academic burnout on student engagement in clinical education. Findings from this study help to inform best practices for nurse educators.

I8-A: Group Nobody Wants to Join: A Student-Led Peer Support Group After Course Failure (QI Project)
Megan Gross, PhD, MPH, RN – Messiah University
Michaela Miller, MUNS – Messiah University
Translating Evidence/Quality Improvement
Build the Science of Nursing Education
Basics

The purpose this quality improvement project was to assess a student-led peer support group for baccalaureate nursing students who have failed a nursing course. The PDSA process was utilized to enhance the student-led group after the initial Spring 2022 launch. The student-led peer support group is a multi-dimensional approach that includes emotional support, referrals, and connections to resources, and assists with the period of transition associated with having failed a nursing course.

I8-B: Effect of Individual Test Reviews on Pre-licensure Nursing Student Performance on Subsequent Tests and Course Success
Sloan Davidson, PhD, RN, CNE – University of Arkansas at Little Rock School of Nursing
Fairah Solomon, MSN, RN, CNE – University of Arkansas at Little Rock School of Nursing
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

Nurse educators use multiple methods of test reviews with nursing students to facilitate learning. The purpose of this study was to determine if a statistically significant improvement

was present between student scores on subsequent tests and attendance of one or more Individual Test Reviews (ITRs).

I10-A: A Learning Transfer Experience: Student Attitudes & Characteristics
Cathleen Evans, PhD, RN, CEN, CNE, NDHP-BC – Widener University
Teresa Lamarra, MSN, RN, CHSE – Widener University
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

Research on students' learning transfer attitudes and characteristic descriptions for a clinical simulation as a learning transfer experience can build the science of nursing education. Analysis of descriptions offers insight into the effects of a clinical simulation as a learning transfer experience. Optimal learning transfer is the ability to use previous learning in a time-distanced situation for decision-making and, ultimately, next actions.

I10-B: Determining the Difference Between Bedside vs Remote Observation in Patient Simulation; Which is More Engaging?
Gwen Leigh, RN, DNP, CNE – University of Louisiana at Lafayette
James Blakenship, MSN, APRN, FNP-C – University of Louisiana at Lafayette
Sharonda Johnson, MSN, RN – University of Louisiana at Lafayette
Arielle St. Romain, MSN, RN – University of Louisiana at Lafayette
Generating Evidence/Original Research
Build Faculty Teaching Practice
Basics

Observing patient simulation is passive; keeping observers engaged is challenging. This study is a mixed-method design with clinical nursing students. Senior nursing students became undergraduate researchers by conducting focus groups. Engagement, stress, critical thinking, confidence, and anxiety were studied. The results can assist faculty when developing simulation programs or incorporating simulations in courses.

Saturday, 4/1/2023, 10:35am-11:20am:

J1-A: Hybrid Concept Analysis: Peer Collaborative Clinical Decision-Making in Nursing Simulation
Thye Peng Ngo, RN, MSN, FNP, CNE, CHSE – Indiana University
Deanna Reising, PhD, RN, ACNS-BC, FAAN, FNAP, ANEF – Indiana University
Roxie Barnes, PhD, MSN, RN, CCRN, CHSE – Indiana University
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

A hybrid concept analysis was conducted to define peer collaborative clinical decision-making (PCCDM) among nursing students in simulation. Nineteen articles were reviewed, and 11 dyads of nursing students participated in virtual reality simulation and were interviewed. Data

were analyzed for themes, and five major themes and collaborative spaces/phases were identified to generate a more comprehensive definition of PCCDM.

J1-B: Evaluating the Use of an Escape Room to Reinforce APA Style
Justin McFail, MSN, RN, GERO-BC – Millersville University
Kelly Kuhns, PhD, RN, CNE – Millersville University
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

Virtual escape rooms as an educational tool have not been well studied. Escape rooms (ERs) have been shown to increase engagement from students and provide methods for enhancing learning, particularly of duller subject matters. This study was designed to create accountability for student learning, increase the rigor of educational ERs, and explore the use of an asynchronous online escape room. A quantitative, pre-post design study was used.

J2-A: Evidence-Based Mentoring/Coaching Program Provides Information, Belonging & Confidence to Nurses in Pursuit of Doctoral Education
Mary F. Terhaar, PhD, RN, ANEF, FAAN – Temple University, Nursing Program
Laura Taylor, PhD, RN, ANEF, FAAN
Translating Evidence/Quality Improvement
Build a Diverse Nurse Faculty Workforce
Basics

This presentation will showcase the impact of an innovative, evidence-based coaching program that supports exploration of career options for nurses seeking professional growth through the pursuit of doctoral education.

J2-B: Implementation of a Standardized National HIV Curriculum in a Primary Care Nurse Practitioner Program
Deana Hays, DNP, FNP-BC - Oakland University
Julie Kruse, PhD, RN – Oakland University
Translating Evidence/Quality Improvement
Build the Science of Nursing Education
Basics

The purpose of this project was to understand the effect of integrating the six core competencies from the National HIV Curriculum (NHC) on NP students' perceived knowledge in HIV care. The NHC is a comprehensive, evidence-based curriculum designed focused on HIV prevention and clinical care. We implemented the NHC over 5 semesters in two primary care NP programs. We found students who completed the NHC reported improvements in HIV related knowledge in all six core competencies.

J3-A: Don't Judge a Book by its Cover
Mary Francis, RN, PhD, ACNP – Widener University
Generating Evidence/Original Research
Build Faculty Teaching Practice
Basics

A research study was conducted seeking insight into the reading habits of students. The study was conducted across the University asking both faculty and students about the reading requirements in their classes. Many disciplines were represented: Nursing; Engineering, Education, Social Work, School of Hospitality and Business. The study sought to determine if students valued reading for class and what type of written data was their preference, reading from a printed book or online.

J4-A: Exploration of Faculty's Description of Baccalaureate Student Nurse Resilience: A Qualitative Study
Teri Tench, PhD, RN, CNE – Bon Secours Memorial College of Nursing
Generating Evidence/Original Research
Build Faculty Teaching Practice
Beyond Basics

The demand for registered nurses (RNs) is a significant issue in the United States and is projected to increase over the decade. A qualitative research approach was used to the gap in research on the faculty's perspectives on approaches to build student nurse resilience during the academic preparatory process.

J4-B: Creating Resiliency for Professional Nurses: Teaching Students Self-Care and Resilience
Kerry Young, MSN, RN-BC – Regis University
Andria Hinds, MSN, RN, CCRN, CCFP – Regis University
Ali Gordon, MSN, RN, CEN – Regis University
Translating Evidence/Quality Improvement
Build Faculty Teaching Practice
Basics

The purpose of this presentation is to share lessons learned from implementing a nursing student book club aimed at developing resilience for future nurses. Nurses have been experiencing high levels of stress and burnout since COVID-19. Self-care, when practiced regularly, can increase resilience, and hopefully decrease burnout. This book club serves as a framework for community unity, teaching students' evidence-based self-care skills, and developing personal self-care toolkits.

J6-A: An Exploration of Stress Among Nursing Students: A Qualitative Study Assessing Stress, Coping, and Quality of Life
Caroline LeBlanc, RN – Southeastern Louisiana University
Susan Prude, PhD, RN - Southeastern Louisiana University
Ashley Bordelon, RN, MSN – Southeastern Louisiana University

Dell Mars, RN, PhD – Southeastern Louisiana University
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

Stress is an increasing problem among nursing students. This qualitative study examined nursing students' stressors and coping mechanisms. Three themes emerged: 1) culture of nursing school, 2) nursing school impacts quality of life, 3) Coping Mechanisms. From these findings, the researchers concluded that nursing schools should incorporate coping education into their curriculum to produce resilient, successful nurses

J6-B: Understanding the Transition of BSN Students: A descriptive, longitudinal study used to assess EI, Depression, and Anxiety
Megan Gross, PhD, MPH, RN – Messiah University
Kristen Slabaugh, DNP, CRNP, FNP-C, CNE – Messiah University
Generating Evidence/Original Research
Build the Science of Nursing Education
Beyond Basics

The purpose of this study was to evaluate any association between depression, anxiety, and emotional intelligence on attrition of undergraduate nursing students. A descriptive, longitudinal design was used from 2019-2022. BSN students were surveyed twice a year from entry into a BSN program to graduation. Collected data included demographics, PHQ-2, GAD-7, and SSEIRT scores. A paired t-test was conducted to analyze change in total scores of PHQ-2, GAD-7 and SSREIT scores over the academic year.

J7-A: Nursing Students' Perceptions of Teaching Presence in Online Courses
Meigan Robb, PhD, RN – Indiana University of Pennsylvania
Kristy Chunta, PhD, RN – Indiana University of Pennsylvania
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

This quantitative descriptive study explored undergraduate and graduate nursing students' perceptions of teaching presence in online courses. Findings from this study suggest generational differences exist in nursing students' perceptions of teaching presence in online courses and their perceived value of the strategies used by faculty.

J7-B: Impact of Online Learning on Prelicensure Student Readiness for Practice
LisaMarie Wands, PhD, RN, CHSE, CNE – Nell Hodgson Woodruff School of Nursing, Emory University
Generating Evidence/Original Research
Build Faculty Teaching Practice
Basics

The COVID-19 pandemic resulted in nursing schools losing their clinical placements, and educators turned to online platforms for clinical teaching. At our school of nursing, students who utilized computer-based clinical simulation platforms in their program of study reported lesser readiness for practice than pre-pandemic peers. Students reported that online simulation activities were least effective in meeting learning needs as compared to in-person clinical or in-person simulation activities.

J8-B: Omani Undergraduate Nursing Students' Perception of Training Programs and Knowledge on Palliative Care: A Nationwide Survey
Eilean Victoria Lazarus Rathinasamy, RN RM, MSN, Ph.D – Sultan Qaboos University
Joshua K. Muliira, RN, DNP – School of Nursing, Ball State University
Ephraim C. Mirafuentes, RN, MSN – College of Nursing, Sultan Qaboos University
Generating Evidence/Original Research
Build the Science of Nursing Education
Beyond Basics

A descriptive cross sectional research design with the total of 276 nursing students, conveniently selected from nursing institutions in Oman. The study instituted palliative care questionnaire to assess the level of palliative care knowledge. Results: The mean score on the PEACE-Q was 59.3%. A score of 59.3% out of 34 indicates moderate knowledge of level. Conclusion: The study findings strongly support the integration of palliative care in the undergraduate nursing curriculum.

J9-B: Innovating to Advance Student Learning Opportunities in Ambulatory Nursing
Linnea Benike, DNP, RN, PCCN-K – University of Minnesota
Michelle Enos, MSN, RN, NE-BC – Mayo Clinic
Translating Evidence/Quality Improvement
Co-Create Partnerships with Stakeholders
Basics

Nurse educators are being challenged to revise and reimagine nursing curricula with greater attention to spheres of care beyond inpatient settings. Strong academic practice partnerships can address this challenge. An online teaching innovation rooted in active learning and focused on leadership in ambulatory care can provide nursing students with early exposure to nursing leadership in ambulatory spheres of care.

J10-A: The Clinical Coach Role to Support Student Success in Clinical Practice Learning
Sandra Filice, RN, Ph.D – Humber College
Amy Jackson, RN, MN – Humber College
Stefanie Santorsola, RN, MScN – Humber College
Rebecca Pereira, BA, MA – Humber College
Generating Evidence/Original Research
Build Faculty Teaching Practice
Basics

The clinical coach role was created to support the identification and implementation of effective teaching and learning strategies that result in the student delivery of safe nursing care and successful achievement of the clinical course outcomes. Since its inception the coaching program has supported student success in practice and this presentation is result of a study that examined the efficacy of the role and its value to student learning and clinical teachers work.

J10-B: The Clinical Education Double Loop Self-Regulated Learning and Teaching Model
Sandra Filice, RN, Ph.D – Humber College
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

Clinical education through Self-Regulated Learning (SRL) lenses articulates two roles for clinical teachers: self-regulated learner and teacher. Teachers as self-regulated learners are practice experts and as self-regulated teachers support excellence in clinical education. This presentation will describe a model of self-regulated clinical teaching and addresses how clinical teachers' effectiveness could be improved if they embrace a self-regulated teacher role.

Saturday, 4/1/2023, 11:35am-12:20pm:

K1-A: Assessing the Learning Environment in Nursing Education: A Five-Year Report
Margaret (Betsy) Babb, PhD, RN, CNE – Vanderbilt School of Nursing
Mary Ann Jessee, PhD, RN – Vanderbilt School of Nursing
Mavis Schorn, PhD, APRN, CNM, CNE, FACNM, FNAP, FAAN – Vanderbilt School of Nursing
Regina Russell, PhD – Vanderbilt School of Medicine
Generating Evidence/Original Research
Co-Create Partnerships with Stakeholders
Beyond Basics

Nursing student experiences in the learning environment can have profound effects on learning outcomes and future patient engagement and interactions with other healthcare professionals. This presentation includes cross sectional, longitudinal results, and trends from 5 years (2018-2022) of evaluating the learning environment in one school of nursing with student participants across programs and levels.

K1-B: Learning During Uncertain Times: The Student Voice
Amber Young-Brice, PhD, RN, CNE – Marquette University, College of Nursing
Heidi Paquette, PhD, NNP-BC - Marquette University, College of NursinG
Jackie Christianson, MSN, FNP-C, CNE - Marquette University, College of Nursing
Generating Evidence/Original Research
Build Faculty Teaching Practice
Beyond Basics

Over the past two years, nurse educators have noticed decreased levels of student engagement. The overarching aim of this qualitative descriptive study was to explore student perceptions of learning during continued uncertainty to:

a) examine what learning means
b) better understand what is most useful for learning
c) determine challenges to learning
d) explore priorities that may compete with learning
e) explore what support means to students and their learning engagement

K2-A: Creating a Perioperative Externship for Nursing Program with Clinical Stakeholders
Linda Flores, MSN, RN – Western University of Health Sciences
Martha Soto, RN – Pomona Valley Hospital Medical Center
Mary Lopez, PhD, MSN, RN – Western University of Health Sciences College of Graduate Nursing
Translating Evidence/Quality Improvement
Co-Create Partnerships with Stakeholders
Basics

Western University of Health Sciences collaborated with area hospitals to develop the Perioperative Externship for Nurses program, providing nursing students with extensive experiences in the perioperative and procedural areas. Upon hire, new graduate perioperative nurses' orientation times decreased from 9 to 5 months, and the workforce increased by 5 perioperative nurses who continue to work in perioperative services.

K2-B: BSN Student Perceptions of Changes to Clinical Rotation Timing and the Impact on Student Learning: A Qualitative Descriptive Study
Sharon Jones, PhD, RN, CNE – Indiana University South Bend
Kristy Ludy, MSN, RN, CNE – Indiana University South Bend
Generating Evidence/Original Research
Build Faculty Teaching Practice
Basics

BSN student perceptions of changes to clinical timing (length of shift, days per week) were explored in this qualitative, descriptive study. Students in their second medical surgical rotation responded to an open-ended question on their course evaluation related to timing of clinical. Content analysis yielded four themes: Apply Learning, Overwhelming, Rhythm, Goldilocks Shift. Findings from this study contribute to foundational knowledge related to clinical education.

K3-A: The Clinical Assistant Program: A curricular Innovation to develop and refine students' leadership skills
Stacy Huber, EdD, MSN, RN, CNE – West Virginia University
Amanda Edwards, MSN, APRN, FNP-BC – West Virginia University
Amber Ziese, MSN, RN – West Virginia University
Tonya Thompson, MSN, RN – West Virginia University
Generating Evidence/Original Research

Build Faculty Teaching Practice
Beyond Basics

The Clinical Assistant Program was a curricular initiative that was implemented to provide students enrolled in leadership course opportunities to develop and refine essential leadership skills and connect leadership theories to clinical practice. The Clinical Assistant Program may be easily integrated into the curriculum of other four-year nursing schools to facilitate students' development and refinement of leadership skills and behaviors that are essential to the graduate nurse.

K3-B: Collaborative Processes to Establish a Faculty Development Course Promoting Diverse, Equitable, and Inclusive Learning Environment
Sally Carlisle, DNP, MSN(ed), RN, CNE – Chamberlain University
Translating Evidence/Quality Improvement
Build Faculty Teaching Practice
Basics

CUL110: Creating a Culturally Inclusive Learning Environment was developed through collaboration of subject matter experts, instructional designers, and a faculty development expert using backward design and grounded in Camphina-Bacote's Process of Cultural Competemility in the Delivery of Healthcare Services. The resulting course is organized in three domains: Classroom Management, Teaching Strategies, and Assessment/Evaluation.

K4-A: Graduate Nursing Immersive Underserved Clinical: Project Outcomes
Jenny O'Rourke, PhD, APRN – Loyola University Chicago
Translating Evidence/Quality Improvement
Build a Diverse Nurse Faculty Workforce
Basics

Nurse practitioners practicing in primary care provide a higher proportion of care in uninsured communities than physicians. We will share outcomes from a HRSA funded program with the primary purpose of strengthening and enhancing the education of NP students to meet the needs of underserved communities with a primary focus on mental health and substance use disorders. Students had more favorable attitudes toward the poor and those with substance use disorders post-training.

K4-B: Enhanced Curriculum Alignment to Improve Clinical Decision-Making Among Dual Midwifery-FNP Students
Julia Steed, PhD, APN, FNP-BC – Vanderbilt School of Nursing
Translating Evidence/Quality Improvement
Build the Science of Nursing Education
Basics

Dually certified nurse-midwife (CNM) and family nurse practitioner (FNP) students are prepared to deliver comprehensive care to diverse individuals from preconception through adulthood. This quality improvement project aimed to apply enhanced curriculum alignment strategies to improve deficits in clinical decision-making among dual students. Implications of this project are broad and wide-reaching as dual CNM-FNP programs seek to fill gaps in access to primary care across the nation.

K5-A: Planning and Implementation of a Telehealth Simulation with a Communication Focus in Undergraduate Nursing Students
Antonea' Jackson, PhD, RN, CNE – Prairie View A&M University
Issac Smith, PhD, RN – Prairie View A&M University
LaQuisa Winters, MSN, RN – Prairie View A&M University
Sharisse Hebert, DNP, RN – Prairie View A&M University
Translating Evidence/Quality Improvement
Build the Science of Nursing Education
Basics

In 2020 as COVID-19 reached the US, strategies to mitigate community spread included stay-at-home orders and social distancing. This project focused on planning and implementing a telehealth approach for simulation, concentrating on communication, clinical reasoning and decision-making necessary for developing these critical competencies in nursing students The project aim was to provide simulation activities utilizing telehealth to augment FTF clinical experiences for nursing students.

K5-B: Telehealth Classroom Pilot Senior Population Health Students
Mary Polchert, PhD – Marian University
Christine Laurent, PhD – Marian University
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

This presentation shares a pilot implementing a telehealth classroom activity in population health. ZOOM breakout rooms were used with dyads of nursing students physically separated to imitate the privacy of a screen interaction and office space. Following a scripted scenario, students were provided prompts and cues to question their "client" about stress and then provide tailored health promotion strategies. Afterwards a debrief and reflective essay provided feedback for future iteration.

K6-B: Do Graduating Nursing Students Ask Significantly More SDOH Questions at the Bedside than New Students: A Quality Improvement Study
Amy Bowser, PhD, MEd – University of Pittsburgh School of Nursing
Megan Kazakoff, BSN, RN – University of Pittsburgh School of Nursing
Translating Evidence/Quality Improvement
Build Faculty Teaching Practice
Basics

This quality improvement study aimed to identify SDOH questions nursing students ask patients at the bedside and determine if graduating students' questions indicated a broader assessment of SDOH. Findings from a convenience sample of 436 students with 1200 questions indicated students asked more questions about Economic Stability and Neighborhood and Built Environment than the other SDOH domains. One recommendation is for students to use SDOH assessment tools at the bedside.

K7-A: Wellness Promotion Quality Improvement Project
Jacqueline Cantor, DNP, PMH-CNS-BC, APRN – Central Connecticut State University
Translating Evidence/Quality Improvement
Co-Create Partnerships with Stakeholders
Basics

The Wellness Promotion Quality Improvement (WP QI) project's aim was to bring evidence-based wellness promotion practice through physical activity (PA) using the World Health Organization (WHO) (2020) guidelines to community-based Psychiatric Mental Health Advanced Practice Nurses (PMH-APRNs) to improve mental health care and provider self-care.

K7-B: Burnout and Psychological Capital in BSN Students in Clinical Rotations
Kathleen Horan, PhD, APRN, CNE – Rutgers University
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

This presentation will discuss a completed quantitative study surveying 129 baccalaureate nursing students. The purpose was to examine levels of Psychological Capital (PsyCap), and burnout in the sample, as well as their perceived stressors related to nursing education. The students were found to already be exhibiting signs of burnout and that levels of PsyCap were protective against it. Ideas regarding support of nursing students to build PsyCap and manage stressors will be discussed.

K8-A: Faculty Perceptions of Transitioning to Competency-Based Nursing Simulation
Heather Cole, MSN, RN, CNEn – The University of Alabama Capstone College of Nursing
Ellise Adams, Ph.D., CNM – The University of Alabama in Hunstville
Generating Evidence/Original Research
Build Faculty Teaching Practice
Basics

The new AACN Essentials call for competency-based evaluations for entry-level and advanced-level nursing education. One method of evaluating competency performance is simulation-based learning. This study aimed to determine the perceptions of nursing faculty regarding the transition to competency-based student evaluations in the simulation setting. While faculty

are ultimately supportive and value this transition, this study revealed that providing standardization is imperative for this transition.

K8-B: The Experience of Baccalaureate Clinical Nursing Faculty Transitioning to Remote Clinical Teaching During the COVID-19 Pandemic
Christine Pariseault, PhD, RN, CEN – Widener University
Michelle McKay, PhD, RN, CCRN – Villanova University
Generating Evidence/Original Research
Build the Science of Nursing Education
Basics

Experiential clinical learning in undergraduate nursing education allows for fusion of knowledge with practice. The COVID-19 pandemic necessitated an abrupt transition from in-person educational experiences to emergency remote clinical teaching. The purpose of this study was to describe the experiences of baccalaureate nursing clinical faculty who transitioned from in-person clinical to emergency remote clinical teaching.

K9-A: My Dog, My Hero: A Digital Storytelling Project Engaging Students in Research
Beth Pratt – Florida Atlantic University
Cheryl Krause-Parello, PhD, RN, FAAN – Florida Atlantic University
Patricia Liehr, PhD, RN – Florida Atlantic University
Sydney Hardison – Florida Atlantic University
Generating Evidence/Original Research
Build Faculty Teaching Practice
Basics

Research in nursing education is critical to advance nursing practice, transform healthcare, and shape policy. In an experiential learning project, students paired with veterans to co-create a digital story about the military experience and the impact of a dog in their life. Students engaged with veterans in the research process and learned communication skills which are essential to prepare the next generation of nurses.

K9-B: Teaching and Facilitators of Learning Transfer in VBSN Programs: Faculty Perspectives
Katie Chargualaf, PhD, RN, CMSRN – University of South Carolina Aiken
Brenda Elliot, PhD, RN, CNE – Messiah University
Deborah Sikes, DNP, RN, CNE – Texas Tech University Health Sciences Center
Generating Evidence/Original Research
Build Faculty Teaching Practice
Basics

Veterans Bachelor of Science in Nursing (VBSN) programs increased enrollment/progression/graduation of student veterans (SV). A mixed-methods design explored VBSN teaching experiences and facilitation of learning transfer. Personal/family military experience enhanced faculty comfort teaching SVs. Veterans as nurse faculty or SV liaisons support SVs and enhance learning. Increasing cultural sensitivity to SVs is essential.

K10: Quality Improvement and Research: What's the Difference?

Crystal Murillo, PhD, RN, CHSE-A, ANEF, FAAN – University of South Carolina College of Nursing