Nurse Educator 2013 Session Descriptions

Workshop 1: Preparation for the NLN CNE Exam
Faculty: Linda Caputi, EdD, MSN, RN, ANEF, CNE

This preconference session is designed to prepare participants to take the Certified Nurse Educator Exam. The participant will have an opportunity to review the NLN nurse educator competencies and related content. The presenter will discuss the exam blueprint and provide tips about how to prepare for the exam. Example test items will be provided.

Objectives:
- Discuss the CNE test blueprint
- Identify important content in each area of the test blueprint
- Prepare a study plan for preparing for the CNE exam

Eligibility requirements for CNE Exam:
Option A: Must meet criteria 1, 2, & 3
1. Licensure: A currently active registered nurse license in the United States or its territories.
2. Education: A master’s or doctoral degree in nursing with:
   - a major emphasis in nursing education
   - nine or more credit hours of graduate-level education courses*
   Examples of acceptable courses include: Curriculum Development and Evaluation; Instructional Design; Principles of Adult Learning; Assessment/Measurement & Evaluation; Principles of Teaching and Learning, Instructional Technology
   Note: Graduate-level research or statistics courses do not count toward this requirement.
3. Experience: Two years or more of full-time employment** in the academic faculty role within the past five years.

Option B: Must meet criteria 1, 2 & 3
1. Licensure: A currently active registered nurse license in the United States or its territories.
2. Education: A master's or doctoral degree in nursing (with a major emphasis in a role other than nursing education).
3. Experience: Four years or more of full-time employment** in the academic faculty role within the past five years.

**full-time employment as defined by the institution
All eligibility criteria for initial certification must be met at the time of application.
For answers to questions about the eligibility requirements, please check our FAQ page:

Workshop 2: Online Platforms and Classroom Teaching: the Necessary Conversions for Effective Learning
Faculty: Paul Thomas Clements, PhD, APRN-BC; Karyn E. Holt, PhD, CNM, NCC

Attendance at this workshop will enhance and enrich participant nurse educators to meet the challenges of remixing and redesigning education to meet learner’s needs using constructivist learning theory, and adult learning theory. Using today’s tools for today’s schools, a personal toolkit will be assembled to providing the nurse educator with an armamentarium with which to facilitate learning.

Participants are encouraged to bring a selected syllabus that they are currently teaching in the classroom.

Objectives: At the end of presentation, participants will be able to:
- Explore the contemporary trends and issues related to the modalities of online learning environments in comparison and in contrast to classroom teaching
- Examine the nuances of the conversions of face-to-face curricula to online learning platforms
- Discuss strategies for enhanced development and implementation of online learning principles
Apply the above objectives to three course outcomes to produce selected online learning course objectives

**Workshop 3: The Art and Science of Developing Classroom Examinations**  
**Faculty:** Philip Dickison, PhD, RN  
The purpose of this workshop is to provide nurse educators with knowledge and skills related to the development of the NCLEX examinations which can be transferred to classroom activities designed to prepare pre-licensure nursing students for success as entry level nurses.  
Objectives:
- Describe the process utilized by NCSBN to write examination items for use on the NCLEX RN/PN examinations  
- Discuss how to utilize the NCLEX practice analyses and detailed test plans to assist with periodic curricular evaluation and development of classroom assessments  
- Explore the process used to set the NCLEX cut score and how to modify the standard setting process to help set classroom examination meaningful cut scores

**Workshop 4: Infusing Technology into Your Teaching**  
**Faculty:** Diane J. Skiba, PhD, FAAN, FACMI  
Higher education is facing many challenges, including the pressure on faculty to incorporate the use of new educational technologies into their teaching repertoire. This workshop will provide faculty with an opportunity to work in small teams to experiment with new technologies for the classroom. Objectives:
- To define and promote strategies for faculty to become digitally wise  
- To analyze the advantages and disadvantages of various educational technologies.  
- To develop one class exercise that infuses the use of educational technology into your classroom

**Workshop 5: Writing for Publication Made Ridiculously Easy**  
**Faculty:** Sharon Martin, PhD, MSN, RN  
This workshop provides hands-on experience with the steps to publish the first article.  
*A personal computer with internet capability is required for each participant. Participants should have basic skill in word processing, internet, and e-mail use.*  
Objectives:
- Identify personal myths and barriers to WFP  
- Identify where to publish  
- Develop one topic for an article for publication  
- Write and send online queries to journal editors  
- Evaluate editors’ responses to queries and determine how to respond appropriately  
- Develop a plan to write and submit the article for publication consideration

**Keynote: Transformation of Nursing Education**  
**Faculty:** Geraldine Polly Bednash, PhD, RN, FAAN  
This presentation will provide attendees with a comprehensive overview of the transformations occurring in health care and the requisite changes in the education of professional nurses.  
Objectives:
- Discuss the transformative changes in health care and the system issues driving these changes  
- Discuss and analyze the financing, access, and quality issues that created this transformation  
- Explore professional nursing education transformation which has occurred as a result  
- Articulate recommendations for change in his or her own environment
Plenary 1: Using Disruptive Innovations to Prepare the Next Generation of Nurses

Faculty: Diane J. Skiba, PhD, FAAN, FACMI

For academic institutions to stay competitive and to prepare future generations of nurses that will work in a technology savvy health care environment that fosters consumer engagement, educators must embrace the use of disruptive innovations to foster learning. As more consumers engage in their health through mobile devices and health care institutions become learning healthcare systems based on data analytics, we must prepare our students to incorporate technologies to provide better and efficient care for individuals and populations.

Objectives:
- Describe the context of disruptive technologies and its impact on academia and health care
- Analyze the emerging technologies for their use in both the physical, clinical, and virtual world of nursing education
- Generate strategies to transform educational opportunities to meet challenges of nursing practice in the future

Session A: Teaching Excellence through Mentoring New Faculty

Faculty: Linda Caputi, EdD, MSN, RN, ANEF, CNE

With the graying of nursing faculty, many schools are experiencing a large exodus of experienced faculty. Many excellent nurses are moving into the faculty role with little experience in education. These new faculty need support from the organizations they are joining through the use of an excellent mentoring and orientation program. This session provides guidance on how to establish such a program including important elements to include.

Objectives:
- Describe the process for developing a mentoring and orientation program for new faculty
- Describe the types of information needed by new faculty
- Explain the importance of evaluating the mentoring/orientation process

Session B: Clinical Reasoning Case Studies Across the Curriculum for NCLEX Success

Faculty: Keith Rischer, MA, RN, CEN, CCRN

The presenter has developed and implemented clinical reasoning tools based on the work of Patricia Benner in her most recent book Educating Nurses in both the classroom and clinical settings that have been well received and promoted the learning of his students. The presenter’s approach has been “bridge the classroom and clinical divide” that Benner references in her book as a needed paradigm change in nursing education. This presentation will focus on the classroom setting and how an emphasis of clinical reasoning case studies can be an effective pedagogy to not only promote the clinical thinking of students but prepare them for the application/analysis level of thinking that is required to pass the NCLEX exam.

Objectives:
- Apply the foundational paradigm changes for nursing education advocated by Patricia Benner in Educating Nurses through the use of unfolding clinical reasoning case studies in the classroom
- Identify the NCLEX Client Needs categories and how they can be integrated into a clinical reasoning case study
- Construct your own clinical reasoning case study based on a template provided by the presenter that integrates client need categories from the NCLEX Test Plan
Session C: Competency: Assessing, Developing, Validating
Faculty: Bette Case Di Leonardi, PhD, RN-BC
This presentation will enrich participants’ understanding of competence, competency, and continuing competence. Participants will consider approaches to assessing, developing, and validating competency in their own practice settings.
Objectives:
- Identify current issues nurse educators face in the academic and practice setting related to competency assessment, development, and validation
- Distinguish among competence, competency, and continuing competence
- Explain sound methods for assessing, developing, and validating competence

Session D: Sim-Patient Satisfaction: How Would Your Stimulation Patients Grade Your Curriculum?
Faculty: Lorretta Krautscheid, PhD, RN
The purpose of this session is to discuss and understand how data from student simulation performance may be used to evaluate the collective curriculum.
Objectives:
- Discuss how simulation may be used to assess program and course outcomes and propose curricular revisions
- Visualize a recorded summative simulation that is used to benchmark aggregate student learning data
- Identify and list measurable outcomes that participants would like to track in their own curriculum

Session E: Online Learning: Strategic Selection of Bells and Whistles Can Make a Difference
Faculty: Karyn E. Holt, PhD, CNM, NCC; Paul Thomas Clements, PhD, APRN-BC
Nurse educators are charged with providing education to nurses that updates “how-tos” from clinical procedures to translating research into practice. In today’s online classroom there are a multitude of bells and whistles that may be used to complement understanding and provide meaningful use to both the nurse clinician and academician. During this session, we will explore a variety of tools and approaches to using those tools to arrive at meaningful use of the knowledge gained.
Participants are encouraged to bring a laptop and selected syllabus for an online course.
Objectives:
- Examine the phenomena of “Bells and whistles” (apps, software, etc.) for the online learning classroom
- Explore a variety of online teaching approaches to enhance bidirectional communication and experiences between faculty and online students
- Discuss time management strategies necessary to simultaneously enhance student success and address faculty workload issues

Session F: Lessons in Liability: The Good, the Bad and the Ugly
Faculty: Pauline Ladebauche, MSN, BS, RN
Despite recent local, state and national efforts to improve patient safety, many errors that result in serious injuries or death continue to occur. Many of these errors lead to malpractice lawsuits that may involve nurses. Nurses can use information from this presentation to implement a proactive approach to promote patient safety and limit their own professional liability.
Objectives:
- Discuss the six elements of malpractice
- Identify common areas of nursing liability in clinical practice
- Identify risk management strategies to prevent malpractice case
- Discuss the use of social media as a professional nurse
Plenary 2: Student Moral Distress: Cultivating Awareness and Resilience

Faculty: Carol Taylor, PhD, MSN, RN

Students are not immune to moral distress. All that is required is a moral agent facing a moral dilemma, believing that he or she knows the right thing to do, yet is not able to do it because of internal or external obstacles. Given the moral complexities in health care today, moral distress is hardly a rare event and will likely become only more common. This session will use student experiences that engendered moral distress to explore how faculty can promote ethical awareness and resilience in students.

Objectives:
- Describe the experience of moral distress and its consequences
- Identify some of the causes of moral distress
- Discuss strategies for how moral distress might be avoided and how it might be addressed when it occurs
- Explore strategies faculty can use to cultivate ethical awareness and resilience in students

Session G: Teaching Spiritual Care: Core or Elective Competence for our Graduates

Faculty: Carol Taylor, PhD, MSN, RN

What does it mean to be a healing presence in today’s society? How many of us use the term “healer” to describe us? To what degree do we value our vocations to heal people and cultures? To what degree do our lifestyles support this vocation? In this session we will explore the faculty’s role in teaching students how to help others meet the three universal spiritual needs: Meaning and purpose, love and belonging, and forgiveness.

Objectives:
- Identify three universal spiritual needs
- Define spirituality, healing, and spiritual care
- Describe spiritual care and related professional responsibilities

Session H: Simulation and Clinical Faculty Development: Rehearsing and Refining Clinical Teaching Practices

Faculty: Lorretta Krautscheid, PhD, RN

The purpose of this session is to show how simulation may be used to teach and evaluate clinical faculty in their role as nurse educators.

Objectives:
- Describe how simulation may be used for clinical faculty to learn, practice, and receive feedback on clinical teaching practices
- Describe how to operationalize clinical faculty development simulations in your academic setting

Session I: Faculty to Faculty Incivility: Where are the Lessons Learned?

Faculty: Anya Peters, PhD, RN, CNE

The purpose of this presentation is to share novice nurse faculty members’ experiences with faculty to faculty incivility in academia and to discuss how these experiences impacted their decision to remain in academia.

Objectives:
- Identify and explore faculty experiences with incivility in higher education
- Analyze how these experiences may affect retention of nursing faculty
- Provide examples of how academic nurses deal with uncivil faculty to faculty interactions
Session J: Innovations with Low-Tech Teaching Strategies: Classroom and Clinical

Faculty: Denise Baxter, EdD, APRN, CNE; Christine Grunewald, MS, BSN, RNC

The purpose of this session is to examine innovative low-tech teaching strategies that can and should be used to enhance learning for nurses and to educate nursing students.

Objectives:
- Determine advantages and constraints in using innovation to guide active teaching.
- Compare and contrast several innovative teaching strategies for large classrooms and small classrooms.
- Formulate several innovative, low tech strategies to maximize learning with meaningful post conferences.
- Discuss the benefits of post conference learning.

Session K: Vulnerability Risk Assessment and Workplace Violence

Faculty: Paul Thomas Clements, PhD, APRN-BC

The motivational intent of interpersonal violence and sudden traumatic death continue to have increasing interest for contemporary academic and healthcare. There is an ongoing need to expand the identification and understanding of forensic nursing-based theoretical tenets, with translational application to practice, to enhance assessment and intervention relative to bio-psycho-social risk-factors.

Objectives:
- Examine contemporary knowledge concerning intrapsychic and interpersonal risk factors for disturbing and violent behavior in academic and healthcare settings
- Explore important facets and factors, including social attitudes and perceptions, relative to vulnerability/violence risk assessment
- Explore the significant importance of thorough assessment (and reporting) of identified risks as the foundational step toward prevention, and operational intervention in the academic and healthcare setting