2018 OADN CONVENTION

POPULATION HEALTH
A Vision for Nursing Education

November 9th • 10th • 11th
LOEWS PHILADELPHIA HOTEL | Philadelphia, PA
**HOTEL**

Loews Philadelphia Hotel  
1200 Market Street  
Philadelphia, PA 19107  
**Hotel Phone:** 215-627-1200  
**Reservations by Phone:** 888-575-6397  
$219 Single/Double until October 18, 2018, or until the room block is full.  
*Make your reservation online by clicking here!*  
[Click here for Passkey Reservation](#)

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**TOWN HALL & AWARDS LUNCHEON**

Plan to attend the OADN Town Hall Meeting & Awards Luncheon on Saturday, November 10, 2018. During the Town Hall, you will hear about the activities of OADN over the past year. The Town Hall meeting will be immediately followed by the Awards Recognition Program.

The Awards Program will include the induction of the new Fellows to the Academy of Associate Degree Nursing and recognition of the OADN Educator of the Year and scholarship recipients. The Academy of Associate Degree Nursing (AADN) program recognizes associate degree nursing educators, and others committed to associate degree nursing education, who model exemplary dedication to nursing education and practice.

The Awards Program will also include the presentation of the OADN Foundation awards and scholarships, given to both faculty and students.

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**EXHIBITS**

Representatives from a wide array of industry partners will be attending to demonstrate their products and answer questions. You will learn about the latest products and services in nursing education and benefit from engaging with industry representatives who can keep you informed of developments in education, technology, software, publications and other products and services.

Travel through the OADN Exhibit Hall and get your “Passport“ stamped! Participating exhibitors will stamp your passport as you visit their booths. Collect all the stamps, and you will be entered into a drawing for various prizes! The winners will be announced at Sweet Treats with Exhibitors (must be present to win)!

**The Exhibit Hall will be open** Friday, November 9, 5:45 – 8:00 p.m., and Saturday, November 9:00 – 10:15 a.m., and 2:00 – 3:15 p.m.

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**CONTACT HOURS**

Contact hours will be awarded to those who complete their electronic evaluation forms for each session attended and the overall evaluation. Provider approved by the California Board of Registered Nursing, Provider Number CEP11439, for up to 23 contact hours.

**CONTACT HOUR BREAKDOWN**

**Pre-Convention**
- Workshop 100 (November 8) .................7
- Workshop 101 (November 8) .................4
- Workshops 200-203 (November 9 ).........4

**Convention**
- Friday, November 9 (Convention) ...........4
- Saturday, November 10 (Convention) ......5
- Sunday, November 11 Convention) ...........3

**Maximum Total (workshops and convention) .23**
# PRE-CONVENTION WORKSHOPS

**Thursday, November 8**

<table>
<thead>
<tr>
<th>Time</th>
<th>Workshop Information</th>
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<tbody>
<tr>
<td>7:00 a.m. – 5:00 p.m.</td>
<td>Registration Open&lt;br&gt;Pre-Convention Workshop (100) Leadership Excellence for Academic Development (L.E.A.D.)&lt;br&gt;Deborah Center, MSN, RN, CNS</td>
</tr>
<tr>
<td>8:00 a.m. – 4:30 p.m.</td>
<td>Pre-Convention Workshop (101) What’s Nice to Teach vs. What Must Be Taught for NCLEX Success&lt;br&gt;Tina Rayfield, MSN, RN, BS, PA-C</td>
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<tr>
<td>1:00 p.m. – 5:00 p.m.</td>
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**Friday, November 9**

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<tr>
<td>7:00 a.m. – 5:00 p.m.</td>
<td>Registration Open&lt;br&gt;Pre-Convention Workshop (200) Writing for Publication: Tell Us Your Story&lt;br&gt;Tracey Siegel, EdD, MSN, RN, CNE, FAADN</td>
</tr>
<tr>
<td>8:00 a.m. – 12:00 p.m.</td>
<td>Pre-Convention Workshop (201) Test Item Writing Three-Pack&lt;br&gt;Tim Bristol, PhD, RN, CNE, ANEF, FAADN</td>
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<tr>
<td>12:15 p.m. – 4:30 p.m.</td>
<td>Pre-Convention Workshop (202) Accreditation: From Novice to Expert&lt;br&gt;Nell Ard, PhD, RN, CNE, ANEF</td>
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<tr>
<td>5:00 p.m. – 5:45 p.m.</td>
<td>Pinot and Posters (207)</td>
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<tr>
<td>5:45 p.m. – 8:00 p.m.</td>
<td>Exhibit Hall Opening and Reception</td>
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# OFFICIAL CONVENTION BEGINS!

**Friday, November 9**

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<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>1:00 p.m. – 2:30 p.m.</td>
<td>Keynote Kickoff – Population Health: Nurses Safeguarding Communities in Times of Crisis (204)&lt;br&gt;Susan B. Hassmiller, PhD, RN, FAAN, FAADN</td>
</tr>
<tr>
<td>2:30 p.m. – 3:15 p.m.</td>
<td>Firestorm: Managing a Nursing Program During a Natural Disaster (205) Introduction by Linda Maclntyre, PhD, RN, Chief Nurse of the American Red Cross&lt;br&gt;Anna Valdez, PhD, RN, CNE, CFRN, CEN, FAEN</td>
</tr>
<tr>
<td>3:30 p.m. – 4:45 p.m.</td>
<td>Integrating the QSEN Competencies in Nursing Curricula: Strategies That Impact Student Learning (206)&lt;br&gt;Gerry Altmiller, EdD, APRN, ACNS-BC</td>
</tr>
<tr>
<td>5:00 p.m. – 5:45 p.m.</td>
<td>Pinot and Posters (207)</td>
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<tr>
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**Saturday, November 10**

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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>7:00 a.m. – 6:30 p.m.</td>
<td>Registration Open&lt;br&gt;Breakfast Symposium Linking Oral Health with Overall Health: A Population Health Vision for the Future (300)&lt;br&gt;Erin Hartnett, DNP, APRN-BC</td>
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<tr>
<td>8:00 a.m. – 9:00 a.m.</td>
<td>Breakfast provided by New York University</td>
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<tr>
<td>9:00 a.m. – 10:15 a.m.</td>
<td>Break with Exhibitors</td>
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<tr>
<td>10:15 a.m. – 12:25 p.m.*</td>
<td>Breakout Session 1 (301) <strong>Two-hour session, includes 10-minute break.</strong></td>
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<tr>
<td>10:15 a.m. – 11:15 a.m.</td>
<td>Breakout Session 1 (302-307)</td>
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<tr>
<td>11:25 a.m. – 12:25 p.m.</td>
<td>Breakout Session 2 (308-313)</td>
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<tr>
<td>12:30 p.m. – 2:00 p.m.</td>
<td>Town Hall and Awards Luncheon Open to all registered attendees!</td>
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<tr>
<td>2:00 p.m. – 3:15 p.m.</td>
<td>Sweet Treats with Exhibitors</td>
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<tr>
<td>3:15 p.m. – 4:15 p.m.</td>
<td>Breakout Session 3 (314 - 320)</td>
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<tr>
<td>4:25 p.m. – 5:25 p.m.</td>
<td>Breakout Session 4 (321 - 327)</td>
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<tr>
<td>5:30 p.m. – 6:00 p.m.</td>
<td>Committee Meetings</td>
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**Sunday, November 11**

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<thead>
<tr>
<th>Time</th>
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<tr>
<td>7:00 a.m. – 12:00 p.m.</td>
<td>Registration Open&lt;br&gt;The Next Generation NCLEX (400)&lt;br&gt;Phil Dickison, PhD, RN</td>
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<tr>
<td>8:00 a.m. – 9:15 a.m.</td>
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<tr>
<td>9:30 a.m. – 10:30 a.m.</td>
<td>Breakout Session 5 (401-405)</td>
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<tr>
<td>10:45 a.m. – 11:45 a.m.</td>
<td>Panel Discussion: Gaps/Overlaps in Teaching QSEN Competencies in ADN and RN-BSN Programs (406)&lt;br&gt;Moderated by Gerry Altmiller, EdD, APRN, ACNS-BC&lt;br&gt;What Did We Learn? Convention Reflections&lt;br&gt;Michael Bleich, PhD, RN, FNAP, FAAN</td>
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PRE-CONVENTION WORKSHOPS

THURSDAY, NOVEMBER 8
Full-Day Pre-Convention Workshop (100) 8:00 a.m. – 4:30 p.m.

100
Leadership Excellence for Academic Development (L.E.A.D.)
Deborah Center, RN, MPA/HAD | Susan Moyer, MS, RN, CNSPH
This interactive one-day leadership development pre-conference will focus on tools and skills for nurses currently in academic leadership positions or aspiring to obtain a leadership position in academia. Content specific to nursing will be presented by expert faculty from the Colorado Center of Nursing Excellence. Subjects will include Effectively Communicating in Difficult Situations, Coaching in the Moment, Roles and Responsibilities of Human Resource Management and Healthy Boundaries and Resilency. Academic leaders will develop greater skills and expertise in communication and relationship management, leadership and professional development.

THURSDAY, NOVEMBER 8
Half-Day Pre-Convention Workshop (101) 1:00 p.m. – 5:00 p.m.

101
What’s Nice to Teach vs. What Must Be Taught for NCLEX Success
Tina Rayfield, MSN, RN, BS, PA-C
Educators want their students to have academic success, creating a safe, effective and competent nurse at graduation. According to statistics provided by the National Council State Board of Nursing, Associate Degree Nursing programs are struggling with low NCLEX pass rates. Can our graduates count on our institutions to meet their needs to be successful on the NCLEX-RN® and to meet the evolving needs of their new profession? What does it take to make sure that what is being taught in the classroom is meeting the current nursing standards?
The goals for this course include:
1. Identifying the current standards for new nurse graduates and where that evidence-based information may be found.
2. Describing a simplified structure using “SAFETY Y”: a model to evaluate what is covered in the classroom and what may need to be covered.
3. Describing a method to compare classroom teaching with current standards.
4. Determining ways to transform the classroom for new graduate success.
PRE-CONVENTION WORKSHOPS

FRIDAY, NOVEMBER 9
Half-Day Pre-Convention Workshops (200-203) 8:00 a.m. – 12:00 p.m.

200 Writing for Publication: Tell Us Your Story
Tracey Siegel, EdD, MSN, RN, CNE, FAADN | Edna Hull, PhD, RN, CNE
Writing an article and submitting to a peer reviewed nursing journal can be an intimidating and stressful experience for nursing faculty and educators. It is the goal of this four-hour workshop to explain the publication process to novice authors. The participants are required to bring an outline or draft of a potential article. This outline or draft will be critiqued by nursing peers, and feedback will be provided to participants by the Editor and Associate Editor of Teaching and Learning in Nursing (TELN), the official publication of the Organization of Associate Degree Nursing. As this session is designed as an interactive workshop, participants should bring a computer, tablet or other resources to assist them to participate fully. It is designed to be an interactive workshop; therefore, attendance is limited to 20 participants. (Note: Participation in the workshop does not ensure that the participant’s article will be accepted by TELN.)

201 Test Item Writing Three-Pack
Tim Bristol, PhD, RN, CNE, ANEF, FAADN
Blueprint + Item Development + Item Analysis = Success. The need to develop valid and reliable assessments is inherent in the job of every nurse educator. Through a focused blueprint, faculty can save time in exam development. We will explore development of a blueprint that will help you create the exam needed to ensure your students are ready. Next, we will dive into a process of creating test items that assess learning at the bedside. Since the NCLEX® is all about nursing practice, you will use a process of quickly developing questions that do the same. Finally, we will address the item analysis. You will leave this session with a clear plan on how to address questions that are questionable with data drive decisions.

202 Accreditation: From Novice to Expert
Nell Ard, PhD, RN, CNE, ANEF | Marsal Stoll, EdD, MSN
What knowledge do you have related to nursing accreditation? Are you a novice who does not have any prior experience with accreditation and need to understand the basics? Perhaps you have experience with nursing education and already have a basic understanding but need a refresher to move from being an advanced beginner to competent or even a proficient educator with regard to accreditation. Many nursing educators are new to education and the various processes, including nursing program accreditation, while others may be seasoned educators but new to the process of accreditation. As more state agencies begin to mandate that nursing programs have national specialized accreditation, faculty development related to nursing accreditation is needed. Additionally, it is important for faculty to understand the value of accreditation, such as a recent NCSBN study validating that graduates from accredited nursing programs outperform graduates of non-accredited programs.

This workshop will focus on providing an overview of the accreditation process for the novice and advanced beginner. The intent of the workshop is to discuss the differences between an approved nursing program and an accredited nursing program and to discuss the benefits of accreditation and the steps in the accreditation process. The session will also discuss challenging concepts related to accreditation, as well as provide information regarding the documentation/evidence necessary in the accreditation process. This session will assist individuals who consider themselves novices regarding accreditation to have a better understanding of the process and assist them in preparing for an upcoming initial/reaccreditation visit. Attendees should bring their questions related to accreditation.

203 Integrating Simulations for Vulnerable Populations into Nursing Curricula
Molly Kellgren, MSN, RN, CNE, CHSE | Amy Kline, MA, RN, CHSE
Comprehensive and evidence-based care for vulnerable populations is needed to effectively promote and improve the health and well-being of individuals and populations throughout the world. We will discuss the Advancing Care Excellence (ACE) framework, which provides context for learning activities that focus on essential knowledge and actions that are necessary for the care of vulnerable populations. The ACE framework provides free curriculum tools that can be used in a variety of environments. Population examples include seniors, persons with Alzheimer’s, veterans, persons with disabilities and their caregivers. Teaching strategies provided include monologues, unfolding cases, simulations scenarios, and additional resources. Participants should come prepared to discuss current gaps in their curriculum map related to the care of vulnerable populations and address how the ACE framework may be utilized.
FRIDAY, NOVEMBER 9

204
Population Health: Nurses Safeguarding Communities in Times of Crisis
Susan B. Hassmiller, PhD, RN, FAAN, FAADN
Susan B. Hassmiller, the senior adviser for nursing at the Robert Wood Johnson Foundation, will describe how nurses can take steps to improve the health of their communities and prepare for and respond to disasters. She will share examples from her 40 years of volunteer service with the American Red Cross.

205
Firestorm: Managing a Nursing Program During a Natural Disaster
Anna Valdez, PhD, RN, CNE, CFRN, CEN, FAEN | Peggy Walsh Goebel, PhD/DNSc, RN-C, FNP-C
In October 2017, Sonoma and surrounding counties were hit with the most destructive wildfire ever experienced in California. Over a period of a few hours, thousands of homes and businesses were destroyed. Tens of thousands of Sonoma County residents were evacuated from their homes, and makeshift shelters were filled with medically fragile people who did not have time to gather their medications or assistive devices. Two of the three large hospitals were evacuated in the first few hours of this multi-day fire, and the college was closed for two weeks. This presentation will discuss the challenges and successes experienced while managing an ADN program during a major disaster, including strategies used to manage lost clinical sites and instructional hours during the disaster. Lessons learned about communication, real-time response efforts, and disaster planning will be shared. The role of nursing faculty and students in disaster response will be also discussed, with an emphasis on the methods used to prevent loss of life and health complications in our community during this crisis event.

206
Integrating the QSEN Competencies in Nursing Curricula: Strategies That Impact Student Learning
Gerry Altmiller, EdD, APRN, ACNS-BC
This presentation will describe teaching strategies that support the QSEN competencies and demonstrate how they can be integrated into the curriculum. Important to this work is understanding integration is not teaching the six competencies; it is implementing purposeful activities designed to facilitate the learner in developing knowledge, skills, and attitudes needed to meet the competencies, and translating that learning into actions. This presentation will describe teaching strategies that support the QSEN competencies and demonstrate how they can be integrated into the curriculum, emphasizing where safety and healthcare improvement strategies should be introduced, where they should be reinforced with the student, and where they should be emphasized as an expectation of nursing practice. Participants will discover teaching tools and resources readily available that can be easily implemented into students’ classroom and clinical learning.

SATURDAY, NOVEMBER 10

300
Linking Oral Health with Overall Health: A Population Health Vision for the Future
Erin Hartnett, DNP, APRN-BC, CPNP | Judith Haber, PhD, APRN, BC, FAAN
The oral-systemic connection provides a perfect clinical exemplar for integrating population health in the curriculum and clinical practice of Associate Degree Nursing programs. The links between oral health and overall health of individuals, families and communities provide an opportunity for embedding a population health perspective in courses and interprofessional student clinical experiences across the lifespan. The future role of the Registered Nurse practicing in a transformed population health environment will be explored.

SATURDAY, NOVEMBER 10

301
Incorporating Population Health into Curricula and Outcomes Assessment
Sharon Beasley, PhD, RN, CNE | Keri Nunn-Ellison, EdD, MSN/ED, RN, CNE
Student growth is evident as they develop the communication skills necessary to interact with professional peers and organizations; develop the planning skills necessary to plan and implement large-scale health promotion activities; and learn to interpret and identify the data resources. As students develop these skills, they become increasingly self-aware, confident professionals. This is a two-hour session.
302
Stay Ahead of the Curve: Don’t Become a Malpractice Case Study
Kate Fox, VP
This session will enable nurses to understand the nature of malpractice claims, through the exploration of current claims data against nurses across the country. We will review the nature of claims, injuries and outcomes from both a risk and a fiscal perspective. We will also review claim scenarios as a didactic tool with a focus on risk management.

303
Complex Systems: Helping our Students Survive and Thrive in Health Care
Donna Hedges, PhD, MSN, MBA, RN, CNE
Health care as a Complex Adaptive System (CAS) is a dynamic and often chaotic environment that presents significant challenges to new associate degree nurses transitioning into acute care. With increasing nurse to patient ratios, higher acuity patients, and episodes of incivility, new nurses are confronted with difficult clinical and professional situations, which they may not be prepared to navigate. These situations are inherent in the transition into nursing practice. An examination of CASs, however, provides a broader organizational perspective of the challenges awaiting our students, and the literature does not adequately address this perspective in relationship to associate degree nurses. This interactive presentation focuses on identifying what constitutes a CAS, discusses the components of CASs that present challenges to new associate degree nurses, and explores potential strategies to adequately prepare our students for the realities of the post-licensure world. Session participants are invited to share their specific concerns regarding the effectiveness of current ADN curricula, as well as effective strategies used to prepare students for transition into practice. Session proceedings will inform both presenter and participants of the need for future research.

304
Infusion Therapy Education: It Is More Than Just Teaching a Skill
Marlene Steinheiser, PhD, RN, CRNI
During clinical care, many patients will require vascular access to receive medications or solutions. The practice of infusion therapy involves more than the skill of vascular access device insertion, administration of intravenous medications or vascular access dressing changes. As the complexity of patients in various clinical settings continues to increase, so do the challenges in educating future nurses. So what resources are available to guide education and practice related to infusion therapy? The purpose of this session is to: familiarize participants with infusion therapy education resources available through the Infusion Nurses Society (INS); review in part the current Infusion Therapy Standards of Practice; and identify possible ways to integrate infusion therapy education into existing curriculum. The use of interactive audience participation questions will also guide our discussion about the current Infusion Therapy Standards of Practice by providing examples for common encountered practices. The integration of infusion education into curriculum will be explored using the QSEN competencies as a guide. We will explore ways to implement the correlated QSEN competencies with INS standards of practice into clinical, simulation lab, and didactic experiences.

305
Increasing Population Health Awareness Using a Digital Clinical Experience
Friedman Princeton, CNM, MSN
The purpose of this presentation is to look at how one academic institution utilizes a course in Health Assessment to expose nursing students to a Digital Clinical Experience and broaden their understanding of Population Health Assessment. Upon completion of the Health Assessment course, students translate the knowledge gained through assessing individual patients and apply new knowledge to the broader population at-large. In creating a course utilizing several virtual standardized patients, the students are taught to complete a health history and demonstrate a complete physical assessment utilizing culturally congruent interview and assessment methods with patients of varying ages and using the appropriate technology. These newly acquired skills can be translated to population health assessment involving the broader population at-large.

306
Hybrid Simulation as Clinical Replacement
Mary Ernst, PhD, ARNP | Jane Musynski, MSN, CPNP, CNE
With maternal-child clinical sites at a premium, simulation has become a viable and necessary option in meeting clinical requirements for our nursing students. Seminole State College has implemented a hybrid simulation for the Maternal Child Nursing course that incorporates obstetric learning objectives and overall course and program outcomes. This presentation will demonstrate how specific course objectives are integrated into a simulation that meets the learning objectives and clinical hour requirements for students. The OB clinical replacement simulation meets course objectives using four sequential encounters, each building on the information and outcomes of the previous one. The encounters include care of the intrapartum patient and family, the birthing process, newborn assessment, and management of postpartum complications. The benefits of hybrid simulation (the use of technology and standardized participants) are enhanced realism and real-time exposure for students. Through the utilization of standardized participants, students are engaged in communication, collaboration, clinical decision-making, delegation and interaction with various healthcare team members.
307  
Academic Service Learning: Engaging Students with the American Red Cross  
*Linda MacIntyre, PhD, RN*  
This session will focus on the Academic Service Learning (ASL) as a teaching method that combines meaningful service to the community with curriculum-based learning. Colleges and universities partner with organizations like the American Red Cross and communities to foster an environment where students learn about themselves and the community by taking action through service. While providing volunteer service in their communities, students improve their academic skills by applying what they learn in school to the real world. They then reflect on their experience to reinforce the link between their service and their learning. ASL is a common requirement in nursing and public health curricula; however, students of any discipline can engage in and benefit from ASL.

SATURDAY, NOVEMBER 10  
Breakout Session 2 (308-313)  
11:25 a.m. – 12:25 p.m.

308  
Education Beyond Borders: Facing Challenges and Capturing Opportunities  
*Franklin Shaffer, EdD, RN, FAAN, FFNMRCSI* / *Brian Carroll, MA*  
In today’s global world, education is increasingly in demand from all corners of the world. Students are on the move, and educators are facing a growing number of challenges from various sectors. This session will provide a migration landscape, including facts and figures on countries of origin and destination. The presentation will describe major challenges educators and students will face and offer solutions rapidly competitive academic environment.

309  
Legislation Passed! "BSN in 10": Perspectives from Nurse Educators in New York State  
*Georgina Colalillo, MSN, RN, CNE* / *Maryann Magaldi, MS, RN, CNE* / *Patricia Kinneary, MS, RN, ANP-BC* / *Elizabeth Sutton, MS, RN, CNE*  
The long-awaited legislation “BSN in 10” was passed in New York State in December 2017. This sets into motion the potential to achieve the goal of a highly educated nursing workforce that will advance the health of the nation and global community. Academic progression has been advancing steadily over the past few years. Although nurses from underrepresented groups are more likely to graduate from associate degree programs, the 2015 National Nursing Workforce Survey indicates a 13 percent increase in newly licensed Registered Nurses (RNs) obtaining a BSN as their initial education. As this legislation unfolds in New York State and begins to be adopted by other states across the nation, a closer look at the issues and impact on stakeholders is necessary. New models of nursing education will be explored, including dual-joint enrollment. The barriers and facilitators of implementing academic progression initiatives and programs will be discussed.

310  
From Population Health to Person Centered Care: From Healthy Living to Healthy Dying  
*Mary Dickow, MPA, FAAN* / *Katherine Murray, RN, BSN, MA, FT, CHCPN(c)*  
Nurses are particularly well positioned to move diverse populations from a medical/illness driven model to one of wellness, prevention and care management. Additionally, nurses provide communities with improved access to health care and healthy outcomes. This is particularly important as our population ages and the challenges to healthy living and healthy dying change. As care continues to shift toward building healthier communities, innovative approaches to the preparation of nurses are required. This presentation will provide the broad rationale for integrating population health in nursing curriculum to drill down to a specific example of nursing’s unique role in caring for the dying person and their family. We need to respond to the changing ways people are living and dying and the importance of a palliative approach in caring for people with any life-limiting illness early in the disease process and across all settings. Care of the dying is every nurse’s responsibility. OADN members will contribute to the discussion of the need for innovative approaches to build the competence and confidence of nurses in the classroom and clinical settings. In addition, participants will discuss strategies for implementation in order to meet the needs of individuals, families and communities they serve.

311  
"Transitions of Care Across the Continuum" – The Inclusion of Population Health in a Concept Based Curriculum  
*Catherine Biesty, RN, MPA/HAD* / *Lisa Bagdan, PhD, RN, CNE* / *Michele Hewitt, MS, RN* / *Christine Jones, MS, RN*  
The focus of this concurrent session is to share strategies and tools utilized by faculty to integrate population-focused nursing concepts in an Associate Degree nursing curriculum. The experience of developing a course to prepare the graduate to practice across care settings will be shared, including the assimilation of population-focused nursing concepts of coordination, collaboration, and advocacy. This session will explain how to introduce the student to various health care delivery systems and policies that impact population health. Various didactic and clinical experiences, developed to enable students to support patients and families in the management of health through diverse health care settings, will be presented. Additionally, a tool to elicit a patient’s social determinants of health will be discussed. Participants will learn how the tool serves as a guide to engage students in interdisciplinary collaboration, promoting patient centered care. An example of a “Transitions of Care Across the Continuum” syllabus, including a course description, student learning outcomes and clinical experiences will be discussed. Samples of lesson plans, active learning and teaching strategies, methods for incorporating the concepts, and exemplars of population health will be presented.
312
Viewing Practice Through the Lens of Population Health: An Online Introduction Course
Constance Hotchkiss, MSN, RN | Brandon Soley, RN, BSN
A new paradigm of health care is emerging in this country in which multiple entities work together to better address upstream determinants of health, such as the availability of employment in a community; the availability of public transportation; affordable health insurance; access to health care providers; affordable and safe housing; the presence or absence of air pollution; crime; full-service grocery stores supplying fresh fruits and vegetables; and more. The new paradigm focuses on population health and calls for action to improve the health outcomes for all Americans despite their gender, race/ethnicity, socioeconomic status, disability status, sexual orientation, or geography. Nursing faculty, their students, and experienced nurses need to integrate the concepts of population health and wellness care into their educational or clinical practice to be able to deliver quality care within this new paradigm. The Connecticut Nursing Collaborative-Action Coalition, under a grant from the Robert Wood Johnson Foundation, developed a four-module, online continuing education course titled “Introduction to Population Health” to serve these nurses. The course provides an overview of the new paradigm and its impact on both practice and the health care delivery system. This presentation will describe the process used to develop the course and provide an overview of the course content, the learning activities used to engage participants in exploration of the content, and the outcomes of its pilot offering.

313
Advancing Care Excellence for Pediatrics (ACE.P): Introducing Population Health into Your Curriculum
Elaine Tagliareni, EdD, RN, CNE, FAAN | Mary Anne Rizzolo, EdD, RN, FAAN
The newly developed NLN Advancing Care Excellence for Pediatrics (ACE.P) unfolding cases address quality care of vulnerable children to better prepare the nursing workforce to meet the complex needs of children in community-based environments. Does your pediatric course cover the increasing impact of the social determinants of health (including environment, housing and access) to care of children? Do your students develop new perspectives and a greater understanding of the special needs of vulnerable children to reduce health inequities or disparities, the primary purpose of population health? These emerging health care challenges are essential in pre-licensure nursing programs to provide students with a solid education in the most recent, evolving knowledge of the special needs of vulnerable children. ACE.P teaching resources focus on community-based approaches to meet the special needs of children in the areas of nutrition/obesity, oral health, preventive care, immunizations, mental health, attention-deficit disorder, autism, and abuse. The session will engage the audience in a discussion about how the cases and teaching strategies can be incorporated into a pediatric curriculum.

314
Writing High-Level Test Items: Tips and Tricks to Save Time and Energy
Karin Sherrill, MSN, RN, CNE, CHSE, ANEF, FAADN
Faculty-created exams are continually under scrutiny by both the faculty and the student. Often, we measure our personal worth and teaching abilities on the outcomes of these exams. High-level test items that measure student learning are difficult to write and even more difficult to defend. This session will highlight simplistic ways of planning for exams and writing high-level items that will save you time and energy. Start feeling good about the exam you create! (Part one of two courses. Session 321 is a continuation of this course; you do not need to attend both.)

315
The Nuts and Bolts of Starting or Enhancing a Community Health Nursing Rotation at the Associate Degree Level
Mary Ann Rosa, GNP-BC, CDE, MSN, DNP-S
We teach such a course in the final semester of our ADN nursing program. We have developed projects that guide students through a seemingly impossible journey to understanding population health through a social justice lens. We use the QSEN framework of patient safety, teamwork and collaboration, evidence-based practice, safety, quality improvement and informatics. We have added in the value of professionalism, making that challenging transition from student to professional nurse possible.

316
Positive Patient Outcomes: More Than a Degree
Sandra Walker, EJD, MS, RN
For nearly two decades, much has been written and published about nursing impact on patient outcomes, particularly in the realms of baccalaureate nursing education and staffing levels. Nursing leaders have focused on the bachelor’s degree in nursing as a remedy for poor patient outcomes, raising concern in some sectors that other nursing variables (such as understaffing, nurse burnout, horizontal violence and staff turnover) are being ignored. Given the progress toward baccalaureate-prepared and advanced practice nurses in the workforce, why has the incidence of adverse patient outcomes continued to rise? This presentation is a case study of one Midwest hospital, demonstrating achievement of significant positive patient outcomes in the presence of a nursing staff mix comprised predominantly of associate degree nurses. Current trends in patient outcomes will be reviewed, the role of organizational leadership in positive patient outcomes will be explored, and the value of associate degree nursing will be reinforced.
**317**

*Academic Progression in Nursing: The New Mexico Nursing Education Consortium Prelicensure Integrated BSN Model*

*Diane Evans-Prior, DNP | John Scarbrough, PhD, RN*

Nurses must obtain higher levels of education to meet the demands of a dynamic and ever-changing healthcare system (IOM, 2011). Rather than abandon the associate degree pathway, the New Mexico Nurse Educators Consortium (NMNEC) has developed a curriculum, in conjunction with four-year universities, that embraces the role of the community college and its importance in providing quality education to the community it serves. The statewide consortium has created a common core curriculum for both the associate and baccalaureate pre-licensure degrees. The statewide, population-focused curriculum has established partnerships between universities and community colleges to offer the BSN (Bachelor of Science in Nursing) coursework at community colleges across the state. Students earn their associate degrees and bachelor’s degrees concurrently in this model. Participants in this podium session will learn about the NMNEC educational model, its basic design and implementation, and how it has dramatically increased the number of BSN prepared nurses in the state. The session will include sharing and review of selected specific examples of curricular concepts found in the curriculum as they relate to population health across the lifespan. The presenters, who represent both the community college and university partner perspectives, will provide details on the integration, deployment, challenges, and ongoing review of the curriculum and collaboration as they continue to evolve (Institute of Medicine’s “Future of Nursing” Report, 2011).

**318**

*Interprofessional Education: Exploring the Journey Facilitating Collaboration and Teamwork Across Healthcare Professions in a Community College Setting*

*Linda Roy, PhD, MSN, ANP-C*

To help students learn to collaborate with other disciplines and work within a healthcare team, a community college in Northeastern Pennsylvania developed an Interprofessional Education (IPE) program within the Health Sciences Division. A committee was developed and led by nursing; the following healthcare professions were also involved: Medical Assisting, Dental Hygiene, Physical Therapy Assistant, Radiography, Surgical Technician, Medical Laboratory Technician, and Phlebotomy. Theater students were also included as standardized patients. The committee developed several learning opportunities for students and guidelines for faculty and students to assure consistency. This workshop will discuss the journey and how to overcome obstacles to develop meaningful learning experiences for students.

**319**

*Community Health and Global Health Become One: Population Health—Local and Global*

*Jane Greene Ryan, PhD, RN, CNM*

As healthcare moves out of the hospital into the community, nursing professionals are becoming more acutely aware of the complexity of community health needs. Concurrently, with increasing population mobility, “global” communities are increasingly more “local”. The purpose of this presentation is to describe the shifts made within one school of nursing’s exclusively online RN-BSN program to accommodate to this changing practice landscape. This presentation will discuss the specific strategies used and lessons learned when overcoming a variety of challenges we faced as we combined two separate courses, *Community Health and Global Health* into one new course: *Population Health: Local and Global*. We will share the population health framework we decided best captured our pedagogical model, as well as assignments associated with the four key concepts we wanted students to learn: 1) inequities of access; 2) social justice; 3) cultural competence; and 4) student-driven, evidence-based research.

**320**

*Population Health Starts in Your Community*

*Laureen Tavolaro-Ryley, RN, MSN, CNS | Tamika Curry, MSN, RN | Barbara McLaughlin, PhD, RN*

For more than 25 years, an urban community college has embraced the local community as a clinical learning opportunity for nursing students. Initially conceived as a means of offering Associate Degree Nurses experience in clinical sites outside of acute care environments, where employment as an AD nurse was limited, community-based care has emerged in the forefront of 21st century healthcare. The integration of community-based care into the associate degree curriculum has resulted in long term partnerships with community agencies, such as local schools, community centers, senior living facilities and clinics. It has provided students with opportunities to experience first-hand the impact of social determinants of health and offer health promotion/disease prevention services to residents in a wide age group. The shift in focus to health promotion has helped students to better understand the impact they can make in a global setting.

**SUNDAY, NOVEMBER 10**

**Breakout Sessions (321-327) 4:25 p.m. – 5:25 p.m.**

**321**

*Item Analysis in Three Easy Steps*

*Karin Sherrill, MSN, RN, CNE, CHSE, ANEF, FAADN*

Analyzing exams can be a daunting task. It often takes years to perfect the art of item analysis and acquire confidence. Many programs lack experts for mentoring and guidance causing educators to flounder. Knowing how to look at the numbers in three easy steps will quickly make you the program expert. It won’t be complicated or overwhelming once you know the steps to success. (*Second part of Session 314; you do not need to attend 314 to attend this one.*)
322
NEPIN – Continuing Momentum for Academic Progression
Tina Lear, MHA | Nelda Godfrey, PhD, RN, ACNS-BC, FAAN | Karen LaMartina, PhD, RN
The National Education Progression in Nursing (NEPIN) collaborative has convened for the purpose of advancing nurses to higher degrees. With a mission of fostering collaboration to ensure that nurses have access to higher levels of education and achievement, the vision of NEPIN is a diverse nursing workforce that optimizes the health of all Americans. Through the creation of a comprehensive national resource, dissemination of data, expansion of alliances, and promotion of successful methods, NEPIN will broaden and build on the momentum of the APIN (Academic Progression in Nursing) initiative. This presentation will provide attendees with an update of the current status of academic progression across the United States, an overview of successful models and lessons learned, a synopsis of the value of partnerships and roles necessary, and an understanding of NEPIN’s strategic plan for the year ahead.

323
Using Wound Prevention and Care as an Exemplar for Teaching Population Health in ADN Programs: Resources from the Why Wound Care? Initiative
Diane Krasner, PhD, RN, FAAN
Wound prevention and care is a unique exemplar for teaching population health to ADN students. Using actual wound patient cases, this presentation will demonstrate how faculty can illustrate population health concepts, such as the interprofessional team approach; coordination of care; and collaboration, holism and advocacy. This presentation will also introduce participants to the complementary resources for faculty, students and recent graduates that are available on the Why Wound Care? website (www.WhyWoundCare.com). All 25 chapters in PDF format of Chronic Wound Care: The Essentials e-book can be downloaded free of charge to faculty, students or recent graduates who register on the site.

324
Beyond Hospital Walls: Practical Strategies for Implementing Population Based Community Experiences into the Curriculum
Katherine Howard, MS, RN-BC, CNE | Mary M. Adams, MSN, CNE
The shift in healthcare toward primary healthcare and health promotion requires nurse educators to ensure that students learn to practice in collaborative partnerships in community settings (Carter, 2013). There is an increasing need to reach people before illness is apparent, rather than after illness has affected them. Since patients are discharged “quicker and sicker,” with much less time for learning and recuperation, nursing focus has needed to change to address the ongoing needs for patient follow up and support. Recognizing the need to prepare graduates for a more realistic approach to patient care across all settings, our four-semester ADN program implemented curriculum-wide community and population experiences. The students have independently designed and implemented significant formal and informal volunteer activities, as well as reported unexpected cognitive and affective gains. These experiences have provided a more holistic approach to caring for patients throughout the trajectory of health, illness and recovery.

325
i-Best/Diversity and Workforce Development
Georgina Murphy, MSN, RN | Ann Marie Jagiella, MSN, RN | Patrick Lohan, BS
The objective of this presentation is to explain how a consortium was created between Nursing and Learning Enrichment and College Readiness (LECR) at Moraine Valley Community College to minimize attrition among nursing students in their fundamentals course. Through a contextualized learning model implemented by an educational specialist, our first-semester nursing student pass rate went from 68 percent to 86 percent in one semester. The pilot program’s success resulted in the creation of a Step Ahead for Success (SAS) program to help our diverse nursing students to succeed. SAS is based on the Integrated Basic Education Skills Training (I-BEST) model, which aims to help retain students who might otherwise drop out. This presentation will explore the origins of the program, the development and integration of its pieces, the essential partnerships, challenges faced, and enhancements planned.

326
Population Health: The Role of the Associate Degree Nurse
Jose Alejandro, PhD, RN-BC, MBA, CCM, FACHE, FAAN | Bridgette Hudson, MSN, RN
Population health requires systems thinking among key stakeholders throughout the healthcare continuum. As such, it is critical for associate degree nurses to understand how they fit within population health models. Associate degree nurses are assuming roles outside of the traditional bedside staff nurse. Roles include case management, home health, community health, parish nursing and other types of nursing careers throughout the healthcare continuum. Associate degree nursing programs continue to produce more than 50 percent of all entry level professional nurses, and as such, many of these graduates are expected to assume roles through horizontal integration versus the traditional vertical integration within a hospital setting. Even though current literature continues to advocate for the baccalaureate prepared nurse as the entry level for professional nursing, we must continue to recognize the important role of Associate Degree Programs. Realistically, the ongoing nursing shortage will continue to require all types of nursing programs to collaborate with healthcare stakeholders in providing quality patient care, regardless of the practice setting. Teaching from a population health perspective will help students consider and explore how they can meet the diverse workforce needs of organizations across the continuum of care. Additionally, we need to consider how we can strengthen our approaches specific to preparing students to become less fearful of continuous healthcare change, be engaged participants in multidisciplinary teams, and ultimately change agents and leaders. Transforming our curriculum to this expanded perspective will add value to our Associate Degree Programs and expand employment opportunities for our students.
**Transforming Nursing Education: Utilizing Virtual (Digital) Simulations in Academic Nursing Courses and Programs**

Elaine Foster, PhD, MSN, RN | Jeffrey Caplan, BS, MBA

This session will explore nursing education transformation through the integration of virtual (digital) simulation into various nursing courses and programs. Several nursing schools collaborated with Healthcare Innovations to design multiple virtual learning experiences for nursing school students. Digital assignments are concept-specific and can be easily integrated into nursing courses and clinical training programs. Discussion will take place on how these digital nursing assignments and simulations were integrated into various nursing programs and nursing schools where they are used. Implications for transforming nursing education today and in the future will conclude this interactive session.

**SUNDAY, NOVEMBER 11**

**General Session (400)  8:00 a.m. – 9:15 a.m.**

**400**

The Next Generation NCLEX

Phil Dickison, PhD, RN

As an integral part of the health care team, nurses face many challenges resulting from rapid changes within the healthcare field. As the demand for nurses at all practice levels increases, entry-level nurses are expected to possess sound clinical judgment skills, along with their more experienced colleagues. In this session, the speaker will discuss NCSBN’s continued research on nursing clinical judgment and the associated measurement framework and work related to the Next Generation NCLEX.

**SUNDAY, NOVEMBER 11**

**Breakout Session (401-405)  9:30 a.m. – 10:30 a.m.**

**401**

The New NCLEX® – Are You Ready for 2019?

Tim Bristol, PhD, RN, CNE, ANEF, FAADN

Clinical judgment is not a destination; it is a journey. With 2019 comes a new NCLEX-RN® test plan. As we think of the work of the National Council of State Boards of Nursing (NCSBN), we know that they strive to assess whether the ADN/ASN graduate has the clinical judgment skills that are necessary for today’s complex healthcare environment. We need to begin now helping prepare our students for that journey and the NCLEX®. In this session, we will explore all Eight Client Needs from the NCLEX-RN® test plan, with the goal of developing effective learning strategies for our students. The emphasis will be on strategies that can be used in class, lab, simulation and clinical.

**402**

Overcoming Challenges to Teaching Population Health

Susan Sportsman, PhD, RN, ANEF, FAAN

For much of nursing’s recent past, the focus of education has been to prepare graduates to care for individual patients and their significant others, primarily in a hospital setting. In 2016 the National Advisory Council on Nurse Education and Practice (NACNEP) suggested that in today’s environment, “healthcare organizations need nurses capable of gathering and analyzing population-level data, promoting wellness and disease prevention in the community, adopting and disseminating best practices for population health and identifying patients who may benefit from greater outreach efforts to promote health screening and related primary care services.” Nursing education must respond to this challenge. This presentation will outline active learning strategies to prepare students for competencies integral to population health, including coordinating with interprofessional teams, recognizing epidemiologic patterns and addressing the related needs, emphasizing the value of the care provided through effective evaluations, and providing nursing care in ambulatory care delivery models (Calhoun & Harris, 2016). In addition, the presenter will provide a framework to integrate these competencies throughout the curriculum to avoid content related to population being addressed as a “one-time thing” in the curriculum. Finally, the group will explore potential challenges to making these changes to the curriculum and developing effective methods to meet them in order to walk away from the presentation with practical “next steps” for integrating population health into their curriculum.

**403**

Advocacy Beyond the Bedside

Mary Kay DeMarco, PhD, RN, CNE

The American Nurses Association (ANA) definition of nursing includes the role of advocacy. Learning how to advocate for patients and population health is critical for every nurse, yet many RNs and student nurses lack the basics of public policy. This presentation will provide an overview of nursing advocacy at the state level and demonstrate active learning projects designed for the nurse generalist. Attendees will participate in a brief exercise designed to demonstrate advocacy for state level public policy. Examples will also be presented to demonstrate how nurses’ scopes of practice can be protected while maintaining interprofessional collaboration.
Supervised Home Visits as a Didactic Tool to Promote Population Health

Randelle Sasa, MA, RN-BC, CMSRN, CCRN

Supervised home visits are a humanistic and versatile tool to teach nursing to students, much as it is an efficacious and cost-effective means to deliver health care. Incorporating home visits into students’ learning activities is a positive stride toward attaining population health. This presentation aims to: (1) re-discover supervised home visits by nursing students as a didactic tool to promote population health; (2) identify possible learning objectives, strategies/activities and evaluation methods related to the home visit; and (3) explore potential pitfalls and challenges in implementing supervised home visits in the nursing curriculum.

Food for Thought: Tips on How Nurse Educators Can Be Change Agents in Leading Population Health Initiatives

Judy Mitchell, MSN, RN | Dawn Latham, MSN, RN

Nurses of all backgrounds and experiences have the ability to improve the health and well-being of the population. Because we are known as leaders of communities, it is crucial for nurse educators to teach both nursing students and the general population about the importance of health and wellness promotion prior to disease onset. The challenges lie in matching a passion with a health need of the community and then empowering community partners to play active roles in the implementation of a program. Trigger your enthusiasm to start your own sustainable population health and wellness program and spark passion in your students to do the same. The example program focuses on improvement of immediate food insecurity needs by providing participants with food and promotion of long-term nutrition sustainability through family nutrition and budget education. Community partners include associate degree nursing students from a local community college, a cooperative extension service, an elementary school Family Resource Center, area churches, and active members of the community. The program utilizes concepts found in the American Association of Colleges of Nursing (AACN) Essential VIII of Master’s Education in Nursing; Neuman Systems Model of primary, secondary and tertiary intervention; and national legislative initiatives to end childhood hunger.

SUNDAY, NOVEMBER 11
General Session (406) 10:45 a.m. – 11:45 a.m.

Panel Discussion: Gaps/Overlaps in Teaching QSEN Competencies in ADN and RN-BSN Programs

Moderated by Gerry Altmiller, EdD, APRN, ACNS-BC
Panelists: Karen Goldschmidt, PhD, MSN, RN | Ann Stalter, PhD, RN, MEd | Tamella Livengood, MSN, FNP | Carol M. Wiggs, PhD, RN, CNM, AHN-BC | Tim Bristol, PhD, RN, CNE, ANEF, FAAADN | Madelyn Danner, MS, RN, CCRN, CEN, CNE

This panel will allow participants to gain an understanding of Quality and Safety Education for Nurses (QSEN) competency integration into the curriculum as it relates to academic progression. The RN-BSN QSEN Task Force reached out to the ADN QSEN Task Force to inquire what work they were doing regarding QSEN integration into ADN curricula. RN-BSN Task Force members discovered gaps and/or overlaps may exist in what nurse educators are teaching students about QSEN and how this pathway differs from traditional undergraduate education. Key questions guide the discussion regarding curriculum development will be discussed. The panel will include members from both national QSEN Task Forces: ADN and RN-BSN. Both task forces agreed to collaborate with one another to discover where each is in integrating QSEN into the curriculum and to begin to discuss ways on how to provide seamless educations for those who earn the ADN and opt for the RN-BSN education pathway.

What Did We Learn?
Michael Bleich, PhD, RN, NEA-BC, FNAP, FAAN

An interactive reflection and recap of the lessons, ideas and inspirations gained from the convention.