



2021 Convention Breakout Sessions

Academic Paper and Journal Article: What is the Difference?

Anna Valdez, Ph.D., RN, PHN, CEN, CNE, CFRN, FAEN, FAADN; Mastorovich Melissa, DNP, RN-BC

In this session, presenters will discuss the differences between academic papers and publishable articles. We will explore whether a paper is suitable for publication and discuss tips for transforming your school paper into a journal article.

Accommodations and What to Do with Them

Cherie Rebar, PhD, MBA, RN, COI; Nicole Heimgartner, DNP, RN, COI; Carolyn Gersch, PhD, MSN, RN, CNE

Nursing faculty often question how to implement provisions for students with Americans with Disabilities Act accommodations. This session explores (1) institutional resources that must be available to qualified applicants/students, (2) descriptions of responsibility regarding accommodations; and (3) examples of ways to provide reasonable accommodations in a nursing education program.

Alternative Clinical Experience: ARC Blood Donor Ambassador

Mariann Harding, PhD RN CNE FAADN; Mary Cameron, MSN RN; Shelly Stefka, MSN RN

This presentation will provide attendees with an overview of the American Red Cross Blood Donor Ambassador program and how to incorporate the experience as part of an alternative clinical day. You will come away with the practical knowledge needed to implement a similar experience in your curriculum.

Analyze, Create, Evaluate: ACE Assignments for Acing Nursing

Kristina Petrey, MSN, RN; Yalanda Scalf, MSN, BSN, BS

We will share why allowing students to Analyze, Create, and Evaluate is an effective method of educational preparation and why your students will be able to use ACE as a tool to be successful in nursing courses NCLEX. This presentation is for any level of nursing faculty, and the ACE Assignment can be implemented immediately.

Breaking the Cycle of Inequity: Let's Change!

Ingrid Wilson, MSN, RN, CNE; Rosa Merez, BSN; Andrea Cathey, BSN

Equality ensures everyone receive the same amount of resources, but equity recognizes that some individuals need more resources in order to for them to be equal. DACC's Nursing Program initiated a project, Breaking the Cycle of Inequity: Let's Change! to help meet/ensure equity practices at school.

Color Outside the Lines: Creative Approaches to Developing Clinical Reasoning

Dianna Johnston, DNP, RN, NE-BC CNE; Kelly Simmons, DNP, RN, CNE

Graduates of nursing programs today are practicing in increasingly complex healthcare environments requiring higher order thinking skills. Practice partners identify gaps in students'

ability to transfer clinical knowledge to clinical reasoning. Faculty must create opportunities for students to apply classroom knowledge to clinical practice.

Competency Based Curriculum Redesign Providing a Creative Pathway

Raelene Brooks, PhD RN

There has been a long-standing call for radical reform in the methodology and delivery of nursing education. The competency-based education (CBE) curriculum is like the concept-based curriculum in that it provides a concise and focused approach in delivering nursing education. The CBE curriculum framework provides the flexibility for students who do not fit the typical profile of the college student. Often the 'traditional' student is identified as being in their late teens or early twenties, without children and taking classes full time. Non-traditional students tend to be older, with diverse backgrounds and life experiences, and may have children and jobs in addition to attending classes. These students must balance many different responsibilities and may not be able to afford to invest time or money on classes that do not provide them with a direct benefit.

Correlating Nursing Clinical Decision Making to NCLEX-RN® Outcomes

Susan Sanders, DNP, RN, NEA-BC; Rebecca Potter, PhD(c), MSIDT, MSN/ED, RN

A study was undertaken to correlate a student's ability to utilize a decision-making model to correctly answer NCLEX-RN®-style assessment items. The results were used to determine gaps in the student's ability based on their performance on steps in the decision-making model and their outcome on the NCLEX-RN®.

Creating a Virtual Leadership Simulation with the GNSH Patient Stories

Melody Bethards, EdD, MSN, RN, CNE, CHSE

Many nursing schools were forced to move content to virtual just as senior nursing students were scheduled to finish their semester. This session will describe the development of a virtual leadership simulation using the Global Network for Simulation in Healthcare (GNSH) Patient Stories.

Debriefing the Test

Deborah Becker, DNP, RN, CNE; Catherine McDonough, MSN Ed, RN

Implementation of a comprehensive test debriefing strategy may be used to improve student learning and improve retention in nursing programs. Beginning with entry-level students provides a mentoring and supportive atmosphere in which the student will experience deeper learning to promote critical thinking and clinical judgment.

Dismantling Racism in Nursing Education 101

Claire Valderama-Wallace, PhD, MPH, RN; Alicia Swartz, PhD, MSN, PNP

This presentation will describe the aims, guiding principles, and efforts of the California State University East Bay Department of Nursing's Dismantling Racism in Nursing Education Task Force. We will discuss various efforts, our experiences during the planning, implementation, and evaluation, and our vision for the future of our department.

Diversity, Equity and Inclusivity in Nursing Education

Anna Valdez, Ph.D., RN, PHN, CEN, CNE, CFRN, FAEN, FAADN

This presentation will explore the concepts of diversity, equity, and inclusivity as they relate to nursing education. An overview of the DEI task force and efforts to address DEI at OADN will be provided.

Fostering Self-Care and Resilience

Cheryl McNamara, DNP, RN; Shawn McNamara, Ed.D., MSN, RN

This presentation will address the importance of nurses and nursing students participating in self-care activities. Stress places nurses at risk for burnout and stress related illnesses. One area hospital addressed this issue and implemented self-care activities. Findings from this initiative will support the need for promoting healthy behaviors in the workplace.

Healthcare Simulation Standards of Best Practice - New Title, Updates and New Standards

Liz Robison, EdD, MSN, RN, CNE, CHSE

International Nursing Association for Clinical Simulation & Learning (INACSL) publishes updates every several years on simulation standards of best practice to reflect the latest evidence. A major change in 2021 is the renaming of the standards and publishing of two new standards, Prebriefing and Professional Development.

Hybrid Standardized Patient Simulation for Teenage Suicidal Ideation

Jennifer Casperson, RN, MSN, CPN, CHSE

In response to the need to address pediatric mental health a hybrid simulation was developed with input from local teens. A teen standardized patient present on zoom and a high fidelity manikin for assessment were utilized. This method could be expanded to other mental health scenarios.

Implementing a University-wide Approach for Interprofessional Education (IPE) Using Virtual Simulation

Susan Riekert, MSN, RN, PhD(c); Patricia Simino-Boyce, PhD; Grace Ng, PhD

Recognizing simulation as an effective platform for promoting IPE, 25 faculty representing 19 health and human service disciplines across 14 campuses lead by the HHS university dean, rose above the surrounding chaos of the COVID pandemic to coalesce in Summer 2020, to develop, implement and evaluate a virtually-simulated IPE program.

Implementing Transformative Learning: Building Virtual Relationships to Transform the Remediation Process

Aundrea McNeil, DNP, RN; Cheryl Nitz, MSN, RN

During the COVID-19 pandemic, nursing faculty utilized the transformative learning theory as a framework to develop a new remediation process for the HESI Exit Exam. Collaborative relationships formulated and implemented strategies to remediate students in a virtual environment. The new process increased student success on the HESI Exit Exam.

Innovative Teaching Strategies for Community Nursing Clinical due to COVID-19 Restrictions.

Jennifer Dodge, MSN, RN; Karen Mittura, RN, MSN, CCRN, CNE

Germanna Community College, situated in a rural region of Virginia, continued to provide community clinical hours during the pandemic through a combination of in-person experiences at locations that included homeless shelters and free clinics and virtually via out-of-the box solutions that enabled students to have real-time communication experiences with members of vulnerable populations.

More Powerful Together: An unexpected partnership between nursing faculty and writing tutoring

Takenya McDonald, RN, MSN; Kelly Hernandez, Ed.D.

During these trying times we are recognizing how closely connected the world of health care and higher education is. An example of this close connection is the partnership between Learning Resources-Writing Services and the School of Nursing at one of the largest, most diverse community colleges in the nation.

NEPIN: Letting Data Tell the Story of Academic Progression

Tina Lear, MHA

Through the application of relevant data and metrics, this presentation will solidify the imperative to continue to pursue and promote academic progression pathways to ensure a more diverse, inclusive, equitable, and responsive nursing profession.

**Onboarding Nursing Students through Safety Simulation Partnership with Clinical Affiliate
Jennifer Mepham, RN, BS, MSN; Jennifer Smith, RN, MSN, MBA**

A collaborative partnership between an acute care hospital and an ADN program used simulation during the first day at the clinical site, in order to enhance students' understanding of institutional expectations regarding therapeutic communication and safety procedures. Students reported increased confidence in the clinical setting through pre- and post-simulation surveys.

**Pandemic Pedagogy: Developing an Online Nursing Course on the Fly
Randelle Sasa, PhD, MA, RN-BC, CMSRN, CCRN; Tina Bayer, MS, RN, ANP-BC; Carlene Byfield, DNP, RN; Chung Chun Tse, MS, RN, CCRN**

This workshop will offer strategies on how to develop a fully online clinical nursing course expeditiously. Three aspects of pandemic pedagogy in nursing will be discussed: (1) delivering effective didactics in a virtual classroom, (2) finding alternatives to in-person clinical experiences, and (3) ensuring that student assessments are valid, reliable, and just.

**Remote and Engaged-Creative Online Strategies for Simulation and Learning
Sami Rahman, MEd, MSN, BSN, RN; Denise Guadagnino, BSN, RN**

"Remote learning is driving me crazy!" said almost everyone some time or another over the past year. Join us as we discover ways to creatively take an online platform beyond face-to-face demonstrations to engaging simulation events to create a connecting experience. Learn how to insert immediate feedback in a remote world.

**Service Learning: Exploring Social Determinants of Health and Reciprocating Learning
Teaessa Chism, MN, CCRN-K**

Nursing education needs to be innovative as we strive to increase the diversity of the workforce, address clinical shortages and prepare future nursing leaders to create solutions to address health care disparities. Global service learning and creative reciprocate learning can serve as opportunities to examine social determinants of health and diversity.

**Simulation to Promote Management of Client from Hospital to Home.
Cristine Eudy, DNP-C, RN, FNP, CNE; Lori Brown, MSN, RN, CNE**

The associate degree nursing student has limited opportunity to be involved in the process of transitioning the client from acute care to home. A simulation using a standardized client was developed to help the student develop a holistic, thorough and individualized discharge plan of care.

**Social Mission in Nursing Education: Using the Social Mission Metric for Your Nursing Program
Nicole Barnett, DHSc, MBA, RN, CNL; Sharon Goldfarb, DNP, RN, FNP-BC**

In this session, we will discuss the history of social mission in health education and how it is transforming health education at every level. We will look at the work of Dr. Fitzhugh Mullan and the Beyond Flexner Alliance (BFA). We will explore examples of how social mission is used in the associate degree nursing program and provide approaches for increasing social mission educational strategies. The session will conclude with a brainstorming and questions and answers.

**Striving to Remove Bias from Your Curriculum
Beth Phillips, PhD, RN, CNE, CHSE**

This presentation will examine the evidence of existing bias in nursing curricula and reinforce the need to create a more equitable and inclusive nursing curriculum. This session is made possible through the exclusive support of ATI, whose Thought Leadership Series has been specially designed and presented for OADN members.

Supporting Student Success and Improving NCLEX-RN® Pass Rates through Implementation of a Concept Based Curriculum

Susan Andersen, MS, RN, CNE; Kathy Eblen, MSN, RN, CCRN; Donna Igtavicius, MS, RN, CNE, CNEcl, ANEF

Programs with pass rates less than the national standard often find many contributing factors negatively impacting student success. Building solutions for these problems is challenging and time consuming. This presentation will provide interventions for supporting student success and improving NCLEX-RN® pass rates through implementation of a concept-based curriculum.

The Key to Clinical Success: Creating a Faculty Mentoring Program

Jennifer Fritzges, DNP, RN, CNE, CNEcl

The purpose of this presentation will be to describe strategies used in a clinical faculty mentoring program. The presenter will describe how these strategies were implemented and provide tools for participants to use in their own programs. After initiation of this program, clinical faculty satisfaction and retention has improved.

Why So Few . . . in Nursing?

Julio Santiago, DNP, RN, CCRN, VA-BC; Michael Taylor, MSN, RN, CEN, CMSRN

Presentation will focus on how the creation of a chapter of American Association of Men in Nursing is being used to address diversity and inclusion in a community college nursing program. Presenters will review current data and address ways to deal with inequity issues in nursing programs.