Master’s Education Perspectives: Preparing Nurse Educators and Leaders to Embrace Change and Improve Practice

2017 Master’s Education Conference

Innovation Presentations

Friday, February 24, 2017
8:30 – 11:00 a.m.
American Association of Colleges of Nursing
Master’s Education Conference
Innovation Presentations
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8:30 – 8:55 A.M.
1. Mindfulness Centered Stress Reduction: An Intervention to Improve MSN Students' Stress; Karen Hande, DNP & Carrie Plummer, PhD ............................................ M103-104
2. An Academic Based Nurse Practitioner Fellowship Program: A Pilot Project to Ease Nurse Practitioner Transition to Practice; Hilary S. Morgan, PhD & Michelle L. Edmonds, PhD ........................................ M106-107
3. Using an Interprofessional Hotspotting Team to Uncover Needs and Determinants of Health for Chronically Homeless in a Housing First Model: Unique Master’s Care Management Practicum; Brenda L. Luther, PhD, Sara E. Hart, PhD, Susan Hall, DNP, Marilyn Luptak, PhD & Teresa A. Garrett, DNP ........................................ M301
5. Who Wants to be a Master Instructor; Roberta A. Raymond, PhD, Elizabeth M. Romeo, PhD, Carolyn Sipes, PhD, Rebecca J. Sisk, PhD, Cathleen Crowley-Koschnitzki, DNP, Elizabeth Fildes, EdD & Diana Meeks, PhD ........................................... M304
6. Online Communities of Practice: An Impact Study of a Masters Program in Health Professions Education; Deborah D. Navedo, PhD ................................................................. Marquis B

9:00 – 9:25 A.M.
1. Moral Distress: Preparing Nursing Students for Ethical Dilemmas in Practice; Liz Stokes, JD ................................. M103-104
3. Preparing Future Nurse Educators, Leaders and Scholars through an Inter-Professional Approach: Beyond the Boundaries of Traditional Curriculum Design; Loretta L. Bilder, PhD, & Tami J. Rogers, PhD ............ M301
4. Creating Excellence In Online Learning: Strategies To Enhance Student Engagement and Satisfaction; Paula Cooper Clutter, PhD ................................................................. M302-303
5. Best Practices for Development and Use of Scoring Rubrics; Robin Donohoe Dennison, DNP & John Rosselli, PhD ................................................................. M304
6. Student Perspectives about Group Work in Online Nursing Programs; Debra C. Hampton, PhD & Peggy El-Mallakh, PhD ................................................................. Marquis B
9:30 – 9:55 A.M.

1. Using the KSAs of Scholarly Writing to Improve Graduate Students’ Writing: The Role of the Nurse Educator; Elizabeth A. Gazza, PhD, Diane F. Hunker, PhD & Teresa Shellenbarger, PhD ......................................................... M103-104

2. The Lived Experience of New Graduate Nurse Practitioners Who Participated in an Academic-Based Fellowship Program; Michelle Edmonds, PhD & Hilary Morgan, PhD ................................................................. M106-107

3. Embracing Change in an MSN Program: Creating an Inter-professional Global and Rural Health Certificate Program; Wendy Thal, DNP & Emily Merrill, PhD ............................................................. M301

4. The Use of Collaborative Testing to Enhance Learning in an On-line Graduate Nursing Course; Paula M. Timoney, DNP & Terri A. Cavaliere, DNP .................................................................................................................. M302-303

5. Implementing a Minor in Informatics in a Nursing Leadership Master’s Program; Janice M. Jones, PhD .................. M304

6. Using VoiceThread to Promote Collaborative Learning in Online Clinical Nurse Leader Courses; Ola Fox, DNS .................................................................................................................. Marquis B

10:00 – 10:25 A.M.

1. But Can They Think Critically? Use of Self-Reflection in Clinical Courses; Kathleen C. Spadaro, PhD & Meigan Robb, PhD; .................................................................................................................. M103-104

2. Closing the Primary Care Work Force Gap with Innovative NP Educational Partnerships; Amy Fathman, DNP & Denise Gormley, PhD .................................................................................................................. M106-107

3. Bridging the Gap: Educating Nurses on How to Competently Care for the LGBTQ Population; Liz Stokes, JD & Sharon Morgan, MSN .................................................................................................................. M301

4. Designing Online Learning Environments that Facilitate Team-Based Learning; Jennifer L. Styron, PhD, Sheila C. Whitworth, DNP & Ronald A. Styron, EdD .................................................................................................................. M302-303

5. Leadership and Level of Education among Nurse Leaders; Debbie J. Drake, PhD .................................................................................................................................................. M304

6. Follow My Lead: Building Excellence with Mentored Co-Teaching for New Online Graduate Nursing Faculty; Lisa Hennessy, PhD, Diane Monsivais, PhD & Leslie Robbins, PhD .......................................................... Marquis B
10:30 – 10:55 A.M.

1. Utilizing a Consortium Model to Advance Graduate Nursing Education; Lorinda J. Sealey, PhD & Helen M. Hurst, DNP ................................................................. M103-104

2. Beyond the Basics: Physical Assessment in the Experience Age; Dana E Brackney, PhD ......................................................... M106-107

3. Growing a Psychiatric Mental Health Nurse Practitioner Program from 0-130 in Three Years; Doris Van Byssum, APRN .................................................................................... M301

4. Driving a Car in a Foreign Land- The Need for Mentoring of Clinicians Transitioning to Online Faculty; Robin Gosdin Farrell, DNP, Kelli Whitted, DNP & Noreen Lennen, PhD ........................................................................ M302-303

5. Education Scholarship as a Capstone Course: The Nurse Educator Student’s Self-assessment of Synthesis of Knowledge in Nursing Education through the Implementation of Boyer’s Four Scholarship Domains; Stephanie S. Pierce, PhD ................................................................. M304

6. Teaching Online MSN Students Scholarly Writing: Innovative Approaches; Margaret Reneau, PhD ................. Marquis B
M103-104
Mindfulness Centered Stress Reduction: An Intervention to Improve MSN Students’ Stress
Karen Hande, DNP
Co-Presenter: Carrie Plummer, PhD
Vanderbilt University
Nashville, Tennessee

M106-107
An Academic Based Nurse Practitioner Fellowship Program: A Pilot Project to Ease Nurse Practitioner Transition to Practice
Hilary S. Morgan, PhD
Co-Presenter: Michelle L. Edmonds, PhD
Jacksonville University
Jacksonville, Florida

M301
Using an Interprofessional Hotspotting Team to Uncover Needs and Determinants of Health for Chronically Homeless in a Housing First Model: Unique Master’s Care Management Practicum
Brenda L. Luther, PhD
Co-Presenters: Sara E. Hart, PhD
Susan Hall, DNP
Marilyn Luptak, PhD
Teresa A. Garrett, DNP
University of Utah
Salt Lake City, Utah

M302-303
Building Professional Skills Through Innovative Online Teaching Strategies
Joanne Farley Serembus, EdD
Drexel University
Philadelphia, Pennsylvania
M304

Who Wants to be a Master Instructor
Roberta A. Raymond, PhD
Co-Presenters: Elizabeth M. Romeo, PhD
Carolyn Sipes, PhD
Rebecca J. Sisk, PhD
Cathleen Crowley-Koschnitzki, DNP
Elizabeth Fildes, EdD
Chamberlain College of Nursing
Downers Grove, Illinois
Diana Meeks, PhD
Chamberlain College of Nursing
Marietta, Georgia

Marquis B

Online Communities of Practice: An Impact Study of a Masters Program in Health Professions Education
Deborah D. Navedo, PhD
MGH Institute of Health Professions
Boston, Massachusetts
Mindfulness Centered Stress Reduction (MCSR) is a tool by which practitioners may promote improved physical and psychological health as well as quality of life. The purpose of this study was to examine the effect of a MCSR intervention on the perceived stress levels, mindfulness, and self-compassion of nursing students enrolled in an accelerated MSN Program. Forty-six participants were randomly assigned to the intervention group and 75 assigned to the control group. The intervention included twenty weekly sessions of training. The intervention increased the participants’ overall mindfulness. Ongoing research focuses on student incorporation of MCSR in the clinical setting.

Learning Objective: At the conclusion of this presentation, participants will be able to understand the Mindfulness Centered Stress Reduction intervention and how it may improve MSN students' stress.
Graduate nurse practitioners (NPs) face numerous challenges transitioning from registered nurse to advanced practice nurse including role identification, communication and teamwork. Because many NPs are hired individually in small practice settings, NP faculty at a small private university in northeast Florida developed an academic based Nurse Practitioner Fellowship designed to ease the transition to practice for graduating NPs. Effectiveness of the Fellowship was determined by the scores obtained on the Nurse Practitioner Role Transition Scale, administered before and after the Fellowship. FNP graduates overwhelmingly supported the value of the program and felt it eased their transition from RN to NP

Learning Objective 1: Recognize the struggles that newly graduated NPs face moving from the RN to NP role.

Learning Objective 2: Understand the value that an academic based NP fellowship program can be for newly graduated NPs.
Background: Communities struggle to provide quality and coordinated healthcare for individuals experiencing chronically homelessness. Students need systems-level practicum experiences assessing needs and coordinating care for vulnerable populations. Program: The Housing First model provides homes and supportive services for chronically homeless. Working with a local housing agency, MS students in a interprofessional hotspotting team will investigate the drivers of health and intervene with care coordination strategies. Recommendations: A community-based hotspotting team can promote student learning about root causes of health and health care utilization for chronically homeless individuals and subsequently share this learning with their institutions.

Learning Objective 1: Design a community-based interprofessional practicum experience for Master’s students.

Master’s graduates are expected to participate in scholarship through presentation in written and oral form. Innovative online teaching strategies can be used to help students achieve these skills. Collaborative student teams, using interactive online tools develop an abstract and poster for presentation. This poster is presented to the class using an electronic bulletin board and voice tools. Group work is conducted in the Learning Management System (LMS) where students exchange and expand on files. Web conferencing connects them as they work together in real-time. This presentation will highlight project goals, teaching strategies, and achieved learner outcomes.

Learning Objective 1: Discuss implementation of an online assignment that will teach students how to create and present a conference abstract/poster.

Learning Objective 2: Describe the use of interactive online tools to carry out group work in the online classroom.
Master Instruction is an innovative pedagogy which supports and guides faculty to create an authentic learning environment that challenges and supports students in a master in nursing online program. Based on best practices in higher education, several principles were identified as critical to the online environment including student-centered, active-learning assignments and assessments. Integral to this process is creating a positive, participatory learning environment through deliberate use of evidence-based strategies to foster deep student learning. These master instructor practices were incorporated into online courses and a tool was developed for evaluation of faculty through peer review.

Learning Objective 1: Identify strategies for creating an authentic student-centered online learning environment

Learning Objective 2: Discuss methods for supporting and evaluating faculty through a peer review process utilizing Master Instruction principles
Online Communities of Practice: An Impact Study of a Masters Program in Health Professions Education
Deborah D. Navedo, PhD
MGH Institute of Health Professions
Boston, Massachusetts

Online graduate degree programs in nursing and health professions education have increased, and are designed to be accessible to full time working professionals. Yet little is known of the outcomes. Further, there is little known of the online nature of these programs and their impact on learning. This mixed methods project gathered impact data from key stakeholders to define the nature and significance of the outcomes. The Design Thinking framework informed the data sources, which included current scholars, alumni, and employers. Early results indicate that the interprofessional communities of practice have significant influence on the learners, and indirectly on patient care.

Learning Objective 1: Examine the nature of outcomes of interprofessional master’s program in education.

Learning Objective 2: Explore future directions for research as nursing invests further into interprofessional education.
M103-104
*Moral Distress: Preparing Nursing Students for Ethical Dilemmas in Practice*
Liz Stokes, JD
American Nurses Association
Silver Spring, Maryland

M106-107
*Nursing, Health and the Environment: Uniting Them to Improve Practice*
Stephanie M. Chalupka, EdD
Worcester State University
Worcester, Massachusetts
Co-Presenters: Candace Kugel, CNM
Amy Liebman, MPA
Migrant Clinicians Network
Salisbury, Maryland

M301
*Preparing Future Nurse Educators, Leaders and Scholars through an Inter-Professional Approach: Beyond the Boundaries of Traditional Curriculum Design*
Loretta L. Bilder, PhD
Co-Presenter: Tami J. Rogers, PhD
Rasmussen College
Fort Myers, Florida

M302-303
*Creating Excellence In Online Learning: Strategies To Enhance Student Engagement and Satisfaction*
Paula Cooper Clutter, PhD
Texas Woman's University
Houston, Texas

M304
*Best Practices for Development and Use of Scoring Rubrics*
Robin Donohoe Dennison, DNP
University of Saint Augustine for Health Sciences
Saint Augustine, Kentucky
Co-Presenter: John Rosselli, PhD
University of Saint Augustine
St. Augustine, Florida
Student Perspectives about Group Work in Online Nursing Programs

Debra C. Hampton, PhD

Co-Presenter: Peggy El-Mallakh, PhD

University of Kentucky
Lexington, Kentucky
Moral Distress: Preparing Nursing Students for Ethical Dilemmas in Practice
Liz Stokes, JD
American Nurses Association
Silver Spring, Maryland

Moral distress is defined as a condition of knowing the morally right thing to do, but institutional, procedural or social constraints make doing the right thing nearly impossible; threatens core values and moral integrity. Numerous studies have shown that nurses experience moral distress early in practice. Nurses often feel unprepared to deal with ethical dilemmas in practice and develop moral distress. Research has shown that moral distress can cause compassion fatigue, burnout and result in nurses leaving the profession. This presentation will provide methods for faculty to incorporate ethical dilemmas and prepare nurses to demonstrate moral resilience in practice.

Learning Objective 1: Analyze current research in moral distress in nursing students and novice nurses, to establish teaching methods for effective decision making and coping with moral distress, burnout, and compassion fatigue.

Learning Objective 2: Identify evidence informed strategies to assist nursing students to recognize moral distress and demonstrate moral resilience, through practices such as moral courage, supportive networks, root cause analysis and deliberate efforts to maintain an ethical work environment.
Environmental and occupational health (EOH) hazards are ubiquitous and poorly understood. Environmental hazards may be the ultimate threat to human health and occupational injuries and illnesses are the second costliest health condition. Nurses are uniquely positioned to recognize and prevent environmental and occupational hazards. AACN identifies clinical prevention, population health, and environmental health as essential for baccalaureate and master’s level nursing practice. This session presents strategies for incorporating EOH competencies recommended by AACN and the Institute of Medicine with examples from undergraduate and graduate education, and information and resources for addressing barriers to integrating this content.

Learning Objective 1: Identify the impact of EOH hazards on vulnerable aggregates and communities.

Learning Objective 2: Describe strategies for incorporating the EOH nursing competencies recommended by CCNE and the Institute of Medicine into the curriculum including practica and clinical experiences.
Preparing Future Nurse Educators, Leaders and Scholars through an Inter-Professional Approach: Beyond the Boundaries of Traditional Curriculum Design
Loretta L. Bilder, PhD; Tami J. Rogers, PhD
Rasmussen College
Fort Myers, Florida

The rapidly changing environment of higher education demands the use of innovative and creative strategies for development of graduate nursing curriculum and online graduate teaching strategies. Using inter-professional curriculum design and integration of real-world online learning experiences graduate nursing students participate in relevant, realistic, scholarly inquiry among networks of like-minded individuals. Through a unique, two tiered course project, an online scholarly, graduate professional network and a succinct letter of inquiry, students gain insight into real world scholarly experiences.

Learning Objective 1: Identify innovative curriculum design and online teaching strategies that provide real-world scholarly experiences.

Learning Objective 2: Appraise innovative online methods to establish graduate nursing professional, scholarly networks.
Faculty should incorporate best practices for online learning to enhance student engagement, satisfaction and course outcomes. Best practices in online teaching strategies used in graduate courses will be discussed. Innovative teaching strategies include story telling using videos of patient safety incidents and the use of training information from The Institute for Healthcare Improvement Open School. Evaluation methods include grading rubrics, informal student feedback and course evaluations. The Quality Matters rubric can be used to evaluate an online course. Embedding best practices in online strategies and various teaching strategies are beneficial to address the AACN Master’s Essential Competencies in graduate courses.

Learning Objective 1: Identify best practices in online teaching strategies to enhance student engagement and satisfaction.

Learning Objective 2: Increase awareness of the Institute for Healthcare (IHI) Open School courses and discuss strategies of how to incorporate the IHI courses within graduate nursing courses.
Learning Objective 1: Apply best practices for the development and use of scoring rubrics for the fair and objective scoring of assignments for summative evaluation.

Learning Objective 2: Construct an analytic scoring rubric for an assignment, such as a class presentation, essay, scholarly paper, case study, reflective journal or portfolio, using a described step-by-step method.
Few studies have focused on nursing students’ perceptions about group work in online courses. This descriptive study (n=217) addressed online RN to BSN, MSN, and DNP student experiences, preferences, and recommendations for group assignments. Content analysis was done to identify themes and categories. Challenges reported by participants included varying work styles, unequal participation, lack of timely response, time constraints, and relationship building difficulties. Factors that contributed to successful group projects included team member investments, organization, communication, and instructor involvement. Recommendations to enhance the effectiveness of online group work include clear assignments, socialization opportunities, instructor oversight, peer grading, and grading rubrics.

Learning Objective 1: To identify and describe student perspectives on the challenges of working in groups in online courses.

Learning Objective 2: To describe factors that promote nursing student success with online group work assignments
M103-104

*Using the KSAs of Scholarly Writing to Improve Graduate Students’ Writing: The Role of the Nurse Educator*

Elizabeth A. Gazza, PhD  
University of North Carolina Wilmington  
Wilmington, North Carolina  
Co-Presenters: **Diane F. Hunker**, PhD  
Chatham University  
Pittsburgh, Pennsylvania  
**Teresa Shellenbarger**, PhD  
Indiana University of Pennsylvania  
Indiana, Pennsylvania

M106-107

*The Lived Experience of New Graduate Nurse Practitioners Who Participated in an Academic-Based Fellowship Program*

Michelle Edmonds, PhD  
Co-Presenter: **Hilary Morgan**, PhD  
Jacksonville University  
Jacksonville, Florida

M301

*Embracing Change in an MSN Program: Creating an Inter-professional Global and Rural Health Certificate Program*

Wendy Thal, DNP  
Co-Presenter: **Emily Merrill**, PhD  
Texas Tech University Health Sciences Center  
Lubbock, Texas

M302-303

*The Use of Collaborative Testing to Enhance Learning in an On-line Graduate Nursing Course*

Paula M. Timoney, DNP  
Co-Presenter: **Terri A. Cavaliere**, DNP  
Stony Brook University  
Stony Brook, New York
Implementing a Minor in Informatics in a Nursing Leadership Master’s Program
Janice M. Jones, PhD
University at Buffalo
Buffalo, New York

Using VoiceThread to Promote Collaborative Learning in Online Clinical Nurse Leader Courses
Ola Fox, DNS
Spring Hill College
Mobile, Alabama
Using the KSAs of Scholarly Writing to Improve Graduate Students’ Writing:
The Role of the Nurse Educator
Elizabeth A. Gazza, PhD
University of North Carolina Wilmington
Wilmington, North Carolina
Diane F. Hunker, PhD
Chatham University
Pittsburgh, Pennsylvania
Teresa Shellenbarger, PhD
Indiana University of Pennsylvania
Indiana, Pennsylvania

Master of Science in Nursing (MSN) students must develop the knowledge, skills, and attitudes (KSAs) of scholarly writing in order to improve practice through dissemination of knowledge. However, little is known about how writer development is facilitated in graduate programs. A national sample of MSN students revealed that students use evidence-based KSAs when writing, but not on a consistent basis. Students need robust writing support programs to ensure they engage in scholarly writing. Recommendations for nurse educators include strategies to increase MSN student use of the KSAs in order to prepare graduates to advance nursing through dissemination.

Learning Objective 1: Describe the role of the MSN nurse educator in facilitating scholarly writer development.

Learning Objective 2: Integrate the knowledge, skills, and attitudes of scholarly writing in MSN level nursing education programs.
Some employers offer NP residencies or “transition to practice” orientations, but they are rare. It is important to determine the benefits of offering an academic-based solution for a greater number of NP graduates prior to or concurrent with their first NP employment. The purpose of this qualitative study was to explore the lived experience of a unique academic-based NP Fellowship. Given that the topic of academic-based NP fellowships is scarce within the current literature, the implications from the findings in this study are promising for Nurse Educators to offer similar opportunities for their NP graduates.

Learning Objective 1: The learner will be able to verbalize 3 benefits reported by new Nurse Practitioner graduates who participated in an academic-based fellowship program.

Learning Objective 2: The learner will be able to identify 3 reasons why nursing faculty should assist their graduates in a successful transition to practice.
Embracing Change in an MSN Program:
Creating an Inter-professional Global and Rural Health Certificate Program
Wendy Thal, DNP; Emily Merrill, PhD
Texas Tech University Health Sciences Center
Lubbock, Texas

This presentation details the development of graduate level, inter-professional global health and rural community health certificate program within an MSN Program. The certificate program, a set of three core courses, a total of 12 credit hours, is designed to prepare professionals with in-depth knowledge to enhance the care of populations in underserved global and rural communities both at home and abroad. Healthy People 2020 and the United Nations Sustainable Development Goals guided the development of the program content. Discussion will include challenges encountered in implementing the programs, lessons learned, and strategies for success.

Learning Objective 1: Identify strategies for implementing a global and rural community health certificate program.

Learning Objective 2: Discuss outcomes of student projects and reflections of personal and professional growth.
The implementation of innovative teaching methods is necessary to engage learners and improve knowledge retention. Traditional teaching methods yield retention rates of 5-30%; participatory teaching methods result in average retention rates of 50-90%. Collaborative testing, a strategy that provides students with the opportunity to practice collaboration and enhance learning, was implemented in a Neonatal Pathophysiology on-line course. Exams are taken individually, then the same exam is taken in groups. Students must work together on the group exam and come to a consensus on each answer. It is proposed that collaborative testing will enhance student learning and knowledge retention. Results pending.

Learning Objective 1: Compare and contrast different teaching methodologies and their effectiveness in knowledge retention.

Learning Objective 2: Define and discuss the use of collaborative testing to enhance learning.
Informatics in nursing has become increasingly important for nurse managers and administrators. The widespread use of electronic health records coupled with the increasing use of telehealth services, puts nursing leaders in a unique position to couple leadership skills with informatics competencies. The University at Buffalo is developing a minor in the MS in Nursing Leadership and Health Care Systems in partnership with their department of Biomedical Informatics. The minor in informatics will not only complement but enhance the student’s understanding in the use of technologies to deliver care and data management strategies to improve patient care outcomes.

Learning Objective 1: Describe the advantages of an informatics minor in a MS Nursing Leadership program.

Learning Objective 2: Describe the challenges in developing and implementing a minor in informatics with a MS Nursing Leadership program.
The movement to advance the Clinical Nurse Leader (CNL) as an innovative new role for meeting higher health-care quality standards continues with CNL programs offered online at colleges and universities nationwide. The challenge for nurse educators is to provide collaborative learning activities in an asynchronous online learning environment that can be considered isolating by default. This presentation reports on the experiences of 17 CNL students who used VoiceThread, a cloud-based tool that allowed them to communicate asynchronously with one another through voice comments for collaboration and sharing knowledge.

Learning Objective 1: Describe how the use of VoiceThread in asynchronous online CNL courses offered the opportunity for CNL students to gain experience in working together in small groups to negotiate and solve care process problems.

Learning Objective 2: Describe how the humanizing elements of VoiceThread enabled instructor and learners to communicate emotion, personality, and other nonverbal cues conducive to better understanding and interpretation of meaning when collaborating in an asynchronous on-line environment.
M103-104
But Can They Think Critically? Use of Self-Reflection in Clinical Courses
Kathleen C. Spadaro, PhD
Co-Presenters: Meigan Robb, PhD
Chatham University
Pittsburgh, Pennsylvania

M106-107
Closing the Primary Care Work Force Gap with Innovative NP Educational Partnerships
Amy Fathman, DNP
Co-Presenter: Denise Gormley, PhD
University of Cincinnati
Cincinnati, Ohio

M301
Bridging the Gap: Educating Nurses on How to Competently Care for the LGBTQ Population
Liz Stokes, JD
Co-Presenter: Sharon Morgan, MSN
American Nurses Association
Silver Spring, Maryland

M302-303
Designing Online Learning Environments that Facilitate Team-Based Learning
Jennifer L. Styron, PhD
Co-Presenters: Sheila C. Whitworth, DNP
Ronald A. Styron, EdD
University of South Alabama
Mobile, Alabama

M304
Leadership and Level of Education among Nurse Leaders
Debbie J. Drake, PhD
Indiana Wesleyan University
Marion, Indiana
Follow My Lead: Building Excellence with Mentored Co-Teaching for New Online Graduate Nursing Faculty

Lisa Hennessy, PhD
Co-Presenters: Diane Monsivais, PhD
Leslie Robbins, PhD
The University of Texas at El Paso
El Paso, Texas
The integration of clinical coursework in Masters programs supports the development of professional skill sets. Completing self-reflection activities in these courses can promote critical thinking and enhance professional nursing practice through encouraging students to explore their values, beliefs, and assumptions. This presentation will discuss best practice strategies for integrating self-reflection in clinical courses for online MSN students. Attendees will be provided examples of reflection prompts, strategies for evaluating reflection activities, and student feedback on the reflection process. Nurse educators can apply lessons learned from this session to their own institutions to increase MSN student competence in nursing practice.

Learning Objective 1: The learner will be able to summarize at least two benefits for using reflection in MSN clinical courses.

Learning Objective 2: The learner will be able to identify at least two strategies for promoting self-reflection in MSN clinical courses.
No nationally recognized educational strategies exist to help nurse practitioner (NP) programs create ongoing, recurrent clinical training opportunities. A strategy to identify appropriate NP student preceptors and link students with sustainable clinical placements that meet curricular standards was developed utilizing a standardized Clinical Liaison for Graduate Preceptorships (CLGP) communication plan. Implementation of the proposed CLGP role and communication pathway, in partnership with regional health care organizations, will better align NP student clinical education experiences with desired student learning outcomes in order prepare NPs to meet the diverse health needs of our citizens.

Learning Objective 1: Recognize the role of nationally certified NP program faculty to apply an understanding of student learning needs and emerging education delivery models throughout the clinical placement process in order to maintain the highest standard of NP education.

Learning Objective 2: Apply the Clinical Liaison for Graduate Preceptorships (CLGP) pathway concept to develop ongoing, sustainable educational partnerships that provide the best possible matches between student educational needs, clinical preceptors, and clinical sites.
Bridging the Gap: Educating Nurses on How to Competently Care for the LGBTQ Population
Liz Stokes, JD; Sharon Morgan, MSN
American Nurses Association
Silver Spring, Maryland

The LGBTQ community makes up approximately 5-10% of the U.S. population. By 2050, approximately 1 in 13 elders will identify as LGBTQ. Research has shown disparities are not caused by one’s sexual identity; rather, sexual orientation–related health discrimination and disadvantages create health disparities. The LGBTQ community faces many structural barriers including health care professionals with limited knowledge of culture and healthcare professionals’ bias. In the U.S., nursing students average only 5 hours of LGBTQ content in training. This presentation will provide tools, resources and case studies for educators to prepare students to competently work with this rapidly growing population.

Learning Objective 1: Identify methods to teach nurses to create an individual inventory of one’s own values, beliefs and cultural heritage and provide case studies and simulation to provide practical application of competent care for the LGBTQ community.

Learning Objective 2: Provide tools, resources, and skills to include in curricula that addresses the specific healthcare needs of LGBTQ individuals, as well as identify health disparities faced by this population including.
Designing effective online learning environments that encourage collaboration and community among learners can be difficult to achieve. When selecting Team-Based Learning (TBL), project faculty established that the use of the instructional strategy has been difficult to replicate in an online learning environment. Shifting the TBL model into an online environment with limited physical presence poses challenges yet with the proper tools can be accomplished. The project team utilized a number of state-of-the-art web-based technologies including the Comprehensive Assessment of Team Member Effectiveness (CATME), InteDashboard, and WebEx to execute TBL synchronously in an online learning environment.

Learning Objective 1: Distinguish the differences between a TBL structured and non-TBL structured Online Learning Environment.

Learning Objective 2: Review web-based technologies to support the use of TBL in an Online Learning Environment.
Leadership and level of Education among Nurse Leaders
Debbie J. Drake, PhD
Indiana Wesleyan University
Marion, Indiana

There is a plethora of data related to level of nursing education and patient outcomes; however, there is less information on the level of education and its relationship to nursing leadership. A quantitative, nonexperimental, descriptive design study was conducted to investigate the influence of education on the transformational leadership abilities of nurse managers. Statistical analysis suggest transformational leadership does have a significant correlation with level of education. The results of this study should impact curriculum in graduate Nursing Administration programs to ensure traits of Transformational leadership are integrated throughout course work.

Learning Objective 1: Explore correlation of educational level to the transformational leadership ability of nurse leaders.

Learning Objective 2: Discuss the implications on graduate nursing program curriculum of higher levels of education impacting transformational leadership among nurse leaders.
Follow My Lead: Building Excellence with Mentored Co-Teaching for New Online Graduate Nursing Faculty
Lisa Hennessy, PhD; Diane Monsivais, PhD
Leslie Robbins, PhD
The University of Texas at El Paso
El Paso, Texas

Background: The UTEP School of Nursing has offered 100% online MSN degrees since 2008. As our programs have grown we discovered that novice online faculty require guidance and support to provide successful learning experiences for students. Method: We have used mentored co-teaching strategies for five years to orient over twenty-five faculty to best practices in online teaching/learning. We’ll discuss the process, challenges, and outcomes of the approach. Specifically defining roles for experienced online faculty as mentor and novice online faculty as mentee is critical to successful implementation. Recommendations: Mentored co-teaching is an effective faculty development strategy for new faculty.

Learning Objective 1: Evaluate the efficacy of mentored co-teaching as a strategy to build success for new online graduate nursing faculty.

Learning Objective 2: Identify opportunities to incorporate mentored co-teaching strategies in graduate nursing programs.
M103-104
Utilizing a Consortium Model to Advance Graduate Nursing Education
Lorinda J. Sealey, PhD
Southeastern Louisiana University
Hammond, Louisiana
Co-Presenter: Helen M. Hurst, DNP
University of Louisiana at Lafayette
Lafayette, Louisiana

M106-107
Beyond the Basics: Physical Assessment in the Experience Age
Dana E Brackney, PhD
Appalachian State University
Boone, North Carolina

M301
Growing a Psychiatric Mental Health Nurse Practitioner Program from 0-130 in Three Years
Doris Van Byssum, APRN
University of St. Francis
Joliet, Illinois

M302-303
Driving a Car in a Foreign Land– The Need for Mentoring of Clinicians Transitioning to Online Faculty
Robin Gosdin Farrell, DNP
Co-Presenters: Kelli Whitted, DNP
Noreen Lennen, PhD
Troy University
Phenix City, Alabama

M304
Education Scholarship as a Capstone Course:
The Nurse Educator Student’s Self-assessment of Synthesis of Knowledge in Nursing Education through the Implementation of Boyer’s Four Scholarship Domains.
Stephanie S. Pierce, PhD
Louisiana State University Health Sciences Center
New Orleans, Louisiana
Marquis B

*Teaching Online MSN Students Scholarly Writing: Innovative Approaches*

**Margaret Reneau**, PhD
Saint Xavier University
Chicago, Florida
Budgetary constraints create substantial challenges to the continuation of programs with lower numbers. Strategies must be employed to maximize resources while ensuring program quality. A four university consortium provides a model for collaboration of shared resources, faculty and promotion of scholarship. This model, started in the 1980s, has facilitated the building of programs with high rates of completion and certification pass rates in nurse practitioner programs with significant enrollment numbers while supporting the continued offering of concentrations with lower numbers, such as nursing education. This presentation will give an overview of the consortium model including organization, structure and processes.

Learning Objective 1: Explain the consortium model including organization, structure and processes.

Learning Objective 2: Recognize the consortium model as a strategy for maximizing graduate nursing education resources.
Health assessment is a direct care core course in MSN education. This case example demonstrates how graduate faculty coach MSN students to perform an integrated health assessment using evidence based health and risk assessment instruments, case studies, discussion forum prompts and Shadow Health® web-based Digital Clinical Experiences™. The case includes graduate core and functional core content such as genomics, ethics, critical decision making and patient education to strengthen the health assessment performance. Attendees will experience small group activities to develop discussion forum prompts and educational activities. Experience innovative online materials (open access and proprietary) to improve your health assessment course.

Learning Objective 1: Integrate graduate core, care core and functional core content of MSN essentials into advanced health assessment course.

Learning Objective 2: Integrate web based resources and discussion prompts to strengthen educational preparation for advanced health assessment performance.
Growing a Psychiatric Mental Health Nurse Practitioner Program from 0-130 in Three Years
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There is a shortage of prescribing mental health providers across the nation. This deficit can be lessened by educating nurses to be Psychiatric Mental Health Nurse Practitioners (PMHNPs). A Health Resources and Services Administration (HRSA) grant provided funds to market a PMHNP program and to award living expense stipends to students interested in working with 16-25 year olds. By alleviating the financial burden of marketing, and giving $10,000 living stipends, the university grew a PMHNP program from 0-130 students in three years. More programs need to be developed in order to decrease the provider deficit.

Learning Objective 1: Identify marketing strategies to reach your target population and to bring interested individuals to registered students.

Learning Objective 2: Develop a program by using case studies and practice guidelines, and by integrating a review course into the final semester.
Teaching in a program online rather than in a traditional classroom has been equated to driving a car in a foreign country. You know how to drive and may have been doing so for years, but suddenly someone changed the rules. Regardless of the method of the journey to academia, the concept of online learning can be a ‘hazard ahead’ sign for many institutions of learning. The GPS navigator recognizes a detour for technology. Maintenance and fine tuning of a car ensure safe and quality of driving mechanics. Faculty being introduced to online learning require the same sort of ‘tune up’.

Learning Objective 1: Be able to simulate scenarios to allow new faculty to learn the mechanics of various teaching and learning styles, practice skills, and acquire competency in online learning environments.

Learning Objective 2: Be able to map the steps involved in navigating the cog and wheels for transitioning new faculty to the world of academia, online learning, tenure and promotion.
Education Scholarship as a Capstone Course: The Nurse Educator Student’s Self-assessment of Synthesis of Knowledge in Nursing Education through the Implementation of Boyer’s Four Scholarship Domains
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The nurse educator student is required to build scholarship knowledge throughout the program of study, using Boyer's four domains of educational scholarship: discovery, integration, application and teaching. Each student is required to self-assess the level of ability in each of the four domains and work together with a faculty preceptor to develop and implement a practicum project based on the results of the self-assessment and an evidenced based scholarship development plan. Under the guidance of the preceptor the student has the opportunity to design a personal practicum experience, meeting course outcomes, that is consistent with the student's scholarship development plan.

Learning Objective 1: By the end of the presentation, nurse educators will be able to verbalize understanding of how to create and implement an individual practicum experience for nurse educator students consistent with a self-assessment of an evidenced based scholarship development plan.

Learning Objective 2: By presentations end, nurse educators will be able to verbalize understanding on how to design personal practicum experiences, meeting course objectives, for nurse educator students, in each of the four areas of education scholarship: discovery, integration, application and teaching.
Grading online student written assignments can be laborious, and sometimes loathsome, but it does not have to be. This presentation will cover how to ease the faculty workload while still providing meaningful online MSN student feedback on written assignments. Students can and do learn scholarly writing in the online classroom. The key is faculty feedback for improved writing technique, versus only grammar and APA corrections. Developing online MSN student academic writing skills contributes to meeting the MSN essentials II-2 and III-5 which refer to “professional writing”.

Learning Objective 1: After the presentation, participants will be able to discuss the most important aspects to focus on when providing online MSN student paper feedback to facilitate scholarly writing.

Learning Objective 2: After the presentation, participants will examine ways to effectively grade online MSN student papers while managing faculty work load.