SREB Council on Collegiate Education for Nursing

2019 Annual Conference

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Dr. Benita Chatmon, 2019 Poster Exhibit Chair

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Title of Poster:

Student Perceptions of a Nursing Jeopardy Game

Description/Background: This poster focuses on the evaluation of the evidence-based practice of using gaming in the classroom to enhance student engagement and promote active learning through a nursing Jeopardy game. Use of games in nursing education began in the 1980's (Royse & Newton, 2007). Benefits of gaming in education are enhancement of active learning, development of critical thinking, and the addition of fun and excitement in the classroom. Research has been conducted comparing student outcomes from a lecture format versus gaming format for the attainment and retention of nursing knowledge. However, games should be linked to specific learning outcomes and tailored to meet course objectives. This evaluation of the nursing Jeopardy game examines student perceptions related to the facilitation of student learning and engagement.

Methodology: In a medical-surgical nursing course in a BSN curriculum, an end-of-course evaluation was administered along a nursing Jeopardy evaluation of student perceptions about the game. Six items were included in the evaluation of the game. The items were on a Likert scale ranging from four to zero, with zero being neutral. Measures of central tendency and variation were used to analyze the data.

Results & Evaluation: Thirty-nine students completed the evaluation. Students who completed the evaluation perceived that the Jeopardy game covered the material emphasized in class and was an effective way to reemphasize the lecture content.

Future Recommendations: Based on evaluation of the nursing Jeopardy game, results support the literature found on the use of gaming in nursing education. As new technology is being used in the classroom, student perceptions are important to determine which type of innovative strategy best correlates with learning outcomes and course objectives while promoting student success with NCLEX and nursing practice.

Poster Abstract # 2

Title of Poster:

Nursing's Knowledge of Nutrition, Obesity and Disease Risk

Background: The obesity epidemic is a global healthcare concern and is the fifth leading cause of death worldwide. Research indicates obesity is a direct etiologic factor in many chronic diseases. Dietary factors are the number one risk factor for disease and contribute to three of the four top causes of death in the United States.

Problem: Research suggests that nursing students and practicing nurses' lack understanding of the impact of nutrition on obesity and disease risk and do not know how to assess nutrition or educate about nutrition. Nutritional assessments are not an AACN Baccalaureate Education Essential, but The Joint Commission requires nutritional screening to be done on all hospitalized patients within 24 hours of admission. Nurses may be unaware of how to assess nutrition or educate on this topic due to lack of education in nursing school.

Purpose/Method: An evidence-based practice DNP project was implemented utilizing a mixed-method approach and a purposive convenience sample. The purpose was to assess practicing nurses' knowledge of: (a) the connections between nutrition, obesity, and disease risk, (b) nutrition for obesity prevention, and (c) effective ways to assess and educate patients about nutrition, obesity, and disease risk.

Results: Participating nurses' knowledge of nutrition, obesity and disease risk as well as how to do a nutritional assessment and educate about nutrition increased post-education. Recommendations: Based on the results of this project it might be necessary to educate practicing nurses including nursing faculty about the impact of nutrition on obesity and disease, how to utilize a nutritional assessment tool and how to educate patients about nutrition. Equipped with this knowledge, nursing faculty could teach this content to nursing students by incorporating nutritional assessment and nutritional education components into theory and clinical course assignments.

Title of Poster:

Development of an Objective Competency Based Skills Assessment Tool for Advanced Practice Nursing Students

Introduction: Meeting minimal levels of clinical competency continues to be the foremost-established starting point for all graduate Advanced Practice Registered Nurses (APRN's). The aim of this completed Doctorate of Nursing Practice (DNP) project was two-fold a) identify current clinical assessment practices for APRN's and b) develop a standardized tool with objective assessment methodology based on the APRN consensus model guidelines. Regulatory guidelines mandate that every APRN student must achieve specific practice core competencies in their specialty area prior to graduating from a masters-level prepared nursing program. Defining, assessing, and measuring competency is a serious challenge faced by APRN's educators (Kestin, 2015).

Method: A random sample of 30 board certified APRN's in the South Florida area and 23 accredited graduate nursing programs throughout the United States participated in this mixed method study. Data were collected thru an open-ended questionnaire; themes were identified and quantitatively evaluated using the SPSS software.

Results: Sixty percent of the variance was explained by three methods of competence assessment: 43% of participants used Job sample (defined as measuring clinical competence using real patients in job settings), 10% used a single skills measurement tool, and 7% used a portfolio method. Using the APRN consensus model, a single competency-based evaluation assessment tool was designed incorporating methods identified in the qualitative portion of this study.

Conclusion: Although a wide variety of instructional methods promotes pedagogical instruction in classroom settings, documentation and verification of clinical skills using a standardized single competency-based evaluation tool is either lacking or underutilized in the practice setting. Validating advanced clinical practice competency is a crucial component in promoting safe and effective clinical practice. This DNP project culminated the development of an assessment tool to address this need.

Poster Abstract # 4

Title of Poster:

Service Learning with Reflection: A Vehicle to Support Clinical Practicums

Purpose/Background: Service Learning (SL), an evidence-based educational pedagogy, promotes student engagement and active learning by connecting classroom concepts with real-world situations (Murray, 2013). Students in the baccalaureate gerontology course develop critical thinking and social awareness while participating in and reflecting on their experience (Brown & Schmidt, 2016). The Debriefing for Meaningful Learning method (Dreifuerst, 2015) is used as a guide to facilitate student reflection and learning.

Methods: Students self-select into groups of 5-7 members and spend 6-8 hours with older adults at a pre-approved location of their choice. The students share their experiences in a creative, online presentation and employ reflection using a reflection-in-action, reflection-on-action, and reflection-beyond-action framework (Dreifuerst, 2015).

Results: The qualitative analysis of student data *(n=117)* revealed gratitude for the experience. Reflection-In-Action themes included feelings of nervousness, insecurity, or hesitancy, and fear of ineffective communication skills and difficulty in relating to the older adult. Reflection-On-Action themes included realization they were prepared, increased confidence in their communication skills, recognition of the positive impact on both residents and students, and acknowledgement that the experience was informative and fun. Reflection-Beyond-Action themes included a feeling of fulfillment by bringing joy, greater appreciation for the older adult, the importance of communication (listening and avoiding elderspeak), and application of knowledge, skills, and attitudes learned to future nursing practice.

Implications for Nursing Education: Service learning with reflection is an educationally-sound teaching strategy used to meet course objectives. The Debriefing for Meaningful Learning method (Dreifuerst, 2015) maximizes the SL activity to course objectives and minimizes the distinction between the students' classroom and community learning roles (Howard & McKeachie,1993). Guiding students' reflection optimizes learning of "clinical reasoning and thinking like a nurse" (Dreifuerst, 2015). Therefore, service-learning experiences are a valuable tool that increases engagement, promotes active learning, and supports clinical practicums.

Title of Poster:

Marketization and Consumerism in Nursing Education: Perspectives of Nurse Educators

Purpose: The purpose of the study conducted December 2018 – January 2019 was to explore marketization and consumerism of pre-licensure nursing programs from the perspective of the nurse educator. The following research questions guided the study:
1) What are the lived experiences of nurse educators in a marketized higher education environment?
2) How are nursing education programs responding to consumerism from the perspective of the nurse educator?

Significance: Examining the effects marketization and consumerism on pre-licensure nursing programs yields insight into improved curricular design for faculty development, student-centered innovations in teaching design, and essential leadership attributes.

Methodology: The study was a qualitative, phenomenological approach with purposive criterion sampling. The inclusion criteria for the nurse educator required a minimum of 3 years of teaching experience at an accredited pre-licensure nursing program, with a minimum of a Master's degree in nursing (MSN), and currently teaching full-time. Semi-structured interviews were conducted in a location chosen by the participant. The sample size consisted of 9 nurse educators who on average graduated 30.4 years ago, had a total of 274 years of experience as registered nurses, and 120.5 years as nurse educators.

Data Analysis & Results: Colaizzi's method of data analysis revealed three themes 1) Job responsibility of participants in nursing education; 2) Evolution of nursing education; and 3) Job expectations vs. reality. The nurse educators all communicated the student's as well as themselves have a job associated nursing education. For the student it is to take an active role in learning, utilize resources available, identify the type of program to enroll in, monitor their investment, and recognize their accountability. For the nurse educator the job responsibility is to create a student-centered learning environment, meet accreditation criteria, and prepare students for a professional role. Results of second theme, Evolution of nursing education, revealed faculty who were students in a faculty-centered environment are now teaching in a student-centered environment. The transition to a more relaxed faculty/student relationship is challenging for some. The final theme Job expectations vs reality identified a perception by educators that students are not prepared for the workload a nursing education requires. Moreover, faculty are expected to "make students happy" and required to meet accreditation criteria, which does not always coexist. Faculty in the study verbalized a lack of support and sense of isolation from administration.

Recommendations
1. Examine the influence of age, gender, and years as a nurse educator on consumeristic perceptions.

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2. Examine the influence of age and gender of nursing students on consumeristic attitudes.
3. Explore the role of academic administrative leadership in nursing education decisions.

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Poster Abstract # 7

Title of Poster:

Development of the Student Practice Event Evaluation Tool (SPEET) by the North Carolina Board of Nursing

Background/Significance: The North Carolina Board of Nursing (NCBON) as part of its mission to protect the public sought to promote a Just Culture that supports critical analysis, constructive feedback and productive dialogue when errors or unanticipated outcomes occur among pre-licensure nursing students. The NCBON created the Student Practice Event Evaluation Tool (SPEET) as a forum by which nursing student practice events can be consistently and objectively evaluated using the Just Culture philosophy (JCP).

Purpose: The purpose of this evidence-based practice initiative was to develop a framework for nursing faculty to evaluate adverse practice events with consistency and fairness, while providing the opportunity to learn from mistakes and enhance patient safety.

Methods: Using a framework of Just Culture, the SPEET was developed to guide nursing faculty in categorizing student incidents as human error, at risk behavior, and reckless behavior. The SPEET was then piloted with 12 pre-licensure nursing education programs. Nursing faculty were provided on-site training on the JCP and use of the SPEET. NCBON Education Consultants were also available for informal discussion and problem-solving related to practice events during the pilot phase.

Outcomes: Over a one-year period, approximately forty practice events were evaluated using the SPEET. Survey results from pilot participants affirmed that use of the SPEET was consistent with the JCP, supported consistent evaluation of student practice events, and assisted faculty in determining the need for further action.

Recommendations: The SPEET supports nursing faculty to consistently apply expectations for accountability and behavioral choices, while treating individuals respectfully and fairly. Open communication in analyzing student practice events will assist nursing educators to better understand underlying causes of practice events which may inform evidenced-based practice initiatives and patient safety efforts. Expanded use of the SPEET will provide a standard by which nursing faculty and program leadership can work collaboratively to assure that adverse student practice events are resolved appropriately, fairly, and consistently by facilitating student learning using JCP.

Poster Abstract # 9

Title of Poster:

The lifestyle promoting behaviors, spiritual perspective and perceived stress among sophomore and senior baccalaureate nursing students at a HBCU

Background:

The educational journey that prepares students for the professional nursing role can be fraught with stress. As nursing students transition from one level of learning to the next, the ability to adapt to stressful situations while utilizing healthy behaviors and coping processes, can play a key role in the student's academic success.

The American Nurses Association's (ANA) "Health Nurse, Healthy Nation" initiative, underscores the importance of maintaining a balance of spiritual, personal, and professional well-being.

Purpose:

The purpose of this research study was two-fold: (1) to examine the relationship between lifestyle promoting behaviors, spiritual perspective, and perceived stress among sophomore and senior level baccalaureate nursing students enrolled in an accredited historically black college and university (HBCU), and (2) to determine which demographic characteristics were significant predictors of lifestyle promoting behaviors and perceived stress.

Methodology:

This descriptive, cross-sectional correlational research study was conducted with (N=91) first semester sophomore and first semester senior level baccalaureate nursing students enrolled in a HBCU. Data was collected using (1) a demographic questionnaire, (2) the Health Promoting Lifestyle Profile II, (3) the Spiritual Perspective Scale, and (4) the Perceived Stress Scale. The theoretical underpinning was drawn from Lazarus and Folkman's Transactional Model of Stress and Coping (1984).

Results:

A major study finding revealed that a statistically significant, negative correlation existed between lifestyle-promoting behaviors and perceived stress. Findings also indicated no demographic characteristics were predictors of lifestyle promoting behaviors and perceived stress

Recommendations:

Implementing holistic self-care and promoting healthier lifestyle behaviors are important implications for schools of nursing, and sheds light on the role that effective health promotion programs that emphasize stress management techniques, can play in preparing students to launch successful careers as "healthy nurses." Further, nurse educators should

ensure effective measures by developing a risk profile to capture those students that maybe at-risk for stress and academic attrition.

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Poster Abstract # 10

Title of Poster:

Autism Education and Family Nurse Practitioners

A completed evidence-based practice project.

Purpose: to assess and influence Family Nurse Practitioner's (FNPs) knowledge on assessing and referring children with signs of development delay, specifically associated with autism.

Description/ background/ significance section.
Autism Spectrum Disorder, a developmental disorder with life-long disability implications, is increasing in the United States (CDC, 2018b). Society is concerned because children with signs of autism are not being screened and referred for identification in the optimal time period. When children with autism are identified and enrolled in early intervention programs before age 36 months, they have the best chance to ameliorate the disability. Studies indicated that primary care NPs are in a critical community position to care for children who have delays. Family practice professional organizations guide NPs to identify and refer children with autism using standardized tools such as the M-CHAT-R . Even with this guidance and education, FNPs are not confident in their ability to provide ASD screening and referrals. FNPs requested more training.

Method: Two types of quantitative data were collected. First, survey data that compared the individual participants and the group against themselves. The project used a pre- and post-test without a control group design. The pre- and post-tests were the Johnson and Van Hecke (2015) and Knowledge About Childhood Autism Among Health Workers survey (Bakare, Ebigbo, Agomoh, & Menkiti, 2008). The second measure was referral numbers. The participants were asked for a count of children referred for atypical development four weeks before and four weeks after the education intervention

Results: There was an increase in scores for all the participants. This indicated a knowledge and self-efficacy average gain for the group at 28% and 50% with the two surveys. The post-post survey scores indicated maintenance of information. Referrals for children did not increase in four weeks.

Implications: FNPs want and need more education on autism, screening, and referral. This education should be included in their student training and reviewed during continuing education conferences. Research on how FNPs approach autism screening throughout the state should be collected.

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Poster Abstract # 11

Title of Poster:

P-TECH Nursing Pathway: High School to Associates Degree
to Bachelor of Science in Nursing Degree

Purpose: This poster provides an overview of the Pathways in Technology Early College High Schools (P-TECH) nursing pathway model, the course scope and sequence, and student progression.

Background: The demands for registered nurses (RN) continues and nurse educators are exploring ways to attract high school students to consider nursing as their profession.

Methodology: The original P-TECH model was modified to include the Bachelor of Science in Nursing (BSN) degree. Located in East Baltimore, high school students in P-TECH participate in an integrated program supporting seamless academic progression from high school diploma to Associates Degree in Nursing (ADN). P-TECH students wishing to pursue a career in nursing begin taking prerequisite courses at Baltimore City Community College (BCCC) the summer of their freshman year. Between five-six years from beginning high school, P-TECH nursing students will graduate with their ADN. With the addition of the University of Maryland BSN pathway, funded through the Nurse Support Program II grant, ADN graduates can matriculate into the RN-BSN program under the umbrella of the dual admission agreement (Health Services Cost Review Commission, n.d.). Racially diverse mentors, academic support, proactive advisement, learning about what nurses do, and receiving financial support, serve to improve career options and employment prospects for high school students living in Baltimore City.

Results: Currently, four P-TECH nursing pathway students are on track to begin their ADN fall 2020 and 15 spring 2021.

Implications for Nursing Education: Developing high school students' interest in nursing expands our ability to meet the needs of a diverse RN workforce in the state of Maryland. This is critical because nurses tend to practice in the state where they complete their nursing education (Health Resources and Services Administration, 2017).

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Poster Abstract # 12

Title of Poster:

Lightly Embalmed Cadavers Bridge the Nursing Skills Gap
from Manikins to Humans

Objective: Urinary catheterization and nasogastric tube (NGT) insertion skills are commonly taught to nursing students through simulation. Students complete "skills check-offs" and are expected to progress immediately to live patients. However, barriers exist when bridging the gap from manikin to human. The anatomy of manikins is obvious, lacking both realistic anatomical landscapes and proper tactile feedback. This novel study used a lightly embalmed cadaver (LEC) to explore whether a more realistic learning environment increased student knowledge and skills.

Methods: Following IRB approval, 108 first-semester BSN students completed theory instruction and simulated experiences using manikin/task trainers for Foley catheterization and NGT insertion. Student volunteers completed a subsequent LEC training session as an observer or inserter and completed pre- and post-session surveys regarding their knowledge and ability, preference for LEC versus manikins, and realism of the LEC models.

Results: The LEC NGT session was cancelled after 14 students because the gel for NGT insertion collapsed the nasal passage. The LEC Foley session included 50 students: 39 attempted Foley insertion and 11 observed. Data was analyzed using two sample t-test. The LEC session was rated as being significantly more valuable ($p<0.01$), more realistic ($p<0.001$), helped apply knowledge ($p<0.001$), develop reasoning skills ($p<0.001$), increase decision-making ability ($p<0.01$) and increase confidence ($p<0.001$) compared to the manikin session alone. The LEC session developed perceived technical skills of both inserters (5.0/5.0, LIKERT) and observers (4.7/5.0; $p>0.05$). The majority agreed/strongly agreed that LEC sessions should be used either instead (86%) or after manikins (96%) and was vastly preferred by students (84%).

Conclusions: This study demonstrates the feasibility of using LEC as an adjunct to

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simulated procedural training exercises for nursing students. The LEC model proved effective in bridging the skills gap from manikin to human patients.

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Poster Abstract # 13

Title of Poster:

Competency Performance Exam Grading Tool

Background/Significance

As opportunities for students to interact with patients in clinical settings decrease, utilizing lab or simulation to gain skill competency becomes more critical (Ross, 2015). Level One students at the Baylor University Louise Herrington School of Nursing (BULHSON) are required to pass a Competency Performance Exam (CPE) before their first clinical rotation. Prior to Summer of 2016, the CPE was scored as pass/fail with students being successful if all sections on the check-off sheet were met. If students were unsuccessful on their first attempt, they could retest on the failed sections, but a 2-point final course grade deduction was applied. Students were required to attend open lab and two faculty assessed each student on the CPE retake. This resulted in increased faculty manpower hours as the Level One nursing class grew, and increased stress for the students since first time failure rates continued to be high (30%). In its previous checklist format, the CPE check-off sheet, which did not specify skillset indicators, also allowed for faculty subjectivity, thereby, decreasing inter-rater reliability.

Methodology

A graded CPE tool was piloted with the FastBacc (Accelerated Second Degree) Level One students, Summer of 2016. The grading criteria was developed from the Safety Guidelines for Skills as presented in the course textbook, *Fundamentals of Nursing* (9th ed.) by Potter and Perry (2017). Partial points were not given, allowing for increased inter-rater reliability. With the new graded format there were no second attempts offered, reducing both student stress and faculty manpower hours.

Results/Outcomes/Evaluation

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Implementation was successful, with all students passing their CPE for the piloting semester. Faculty and students express that the tool is easy to understand and use, and student stress has decreased. Additionally, the graded tool identified students who may need more time to increase skill competency before stepping into the clinical arena.

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Poster Abstract # 14

Title of Poster:

**Equipping student nurses with the requisite knowledge and skills
to promote and protect the health of diverse populations through
creative population health learning opportunities**

Purpose: To help nurse educators effectively promote student engagement and active learning through creative and meaningful population health learning opportunities.

Background: Community-public health nurses play an integral role in decreasing health disparities and improving health outcomes among diverse and vulnerable population groups. Recent efforts to decrease healthcare expenditures and meet other contemporary challenges, have led experts to focus on social determinants of health and promotion of population health. Nurses are central to these efforts, and nursing education is challenged to equip new nurses with the required knowledge and skills to promote and protect the health of all populations.

Description: Baylor University Nursing Faculty have developed population health clinical learning experiences that afford students with opportunities to explore determinants of health, linkages between poverty and health, health literacy and cultural competency. These assignments challenge students to consider nursing's role in improving health outcomes among diverse and underserved individuals, families and groups.

Outcomes: Students' verbal and written feedback describes these as enjoyable and meaningful learning opportunities. Overall course satisfaction has increased as indicated by students' final course evaluations.

Two exemplars will be presented, *Meeting Nutritional Needs of Culturally Diverse, Low-Income Populations and Food Deserts and Social Determinants of Health.* These assignments facilitate active learning by giving students opportunities to gain first-hand experiences responding to individual and societal needs.

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Recommendations: The teaching strategies have been successfully implemented at one large nursing school. Multiple faculty have deemed the assignments to be effective and several cohorts of >500 students have found these to be enjoyable and meaningful learning experiences. The recommendation is for implementation on a broader scale involving more nursing schools, faculty and students.

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Poster Abstract # 19

Title of Poster:

An Effort to Boost Novice and Experienced Nurse Educators' Success

Many Schools of Nursing's Deans and Directors throughout the nation find themselves hiring novice nurse educators for a wide variety of reason such as expansion of their nursing programs, retirement of nursing faculty, and presentation of other opportunities for experienced nursing faculty. Deans and Directors for Schools of Nursing in Tennessee are faced with the same challenge. As a result, the Tennessee Deans and Directors for Schools of Nursing have made a commitment to help novice nurse educators, in particular, to be successful in their new role. These Deans and Directors know the specific needs of novice nurse educators they are hiring and essential topics that these nurse educators must become familiar with in order to be successful.

In 2017, the Deans and Directors for Schools of Nursing in Tennessee developed the Tennessee Nurse Educator Institute. In its third year, the Tennessee Nurse Educator Institute is offered annually before the start of the academic school year. The purpose is "to provide knowledge and skills for the novice nurse educator and a refresher for more experienced faculty." Initially, it began as a two-day activity but since has been expanded to three days. Topics include valuable information for the novice nurse educator such as writing test items and analysis; a perspective on surviving the first year as a novice nurse educator; designing a curriculum; engaging students in the 21st century; the importance of the RN-NCLEX blueprint; the basics of clinical teaching; teaching with simulation; evaluation methods for didactic and clinical courses; developing a syllabus; and the importance of program evaluation.

Since the launch of the Tennessee Nurse Educator Institute, the total number of nurse educators attending the institute is 195. At the end of the three-day educational activity, nurse educators complete an evaluation to ensure the institute is its goals. In addition, participants are asked for input on what they felt helped them the most, the strengths and weaknesses of the program, and future topics to include. Responses from the evaluations have been overwhelmingly positive. Participants completing the survey was n = 133. Results of the evaluations from the three years showed the following: 98% (131/133) of the participants strongly agreed or agreed that the purpose of the conference was met, the information received will help them be more effective in their position, and they could use the information they learned right away; and 97% (129/133) of the participants strongly agreed or agreed the conference met their expectations. No barriers or

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obstacles have been encountered in achieving the program's goal. The Tennessee Deans and Directors for Schools of Nursing plan to continue with the institute every year to help meet the needs of novice and more experienced nurse educators. When nurse educators are given the proper tools to be successful, nursing education is ultimately advanced with outcomes consonant with excellence. The goal is to make sure that nursing educators are using evidence-based practice when teaching future nurses.