Increasing Nursing Student Engagement

Pershing South
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Nursing Student Engagement in the Classroom
Title of Abstract

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ABSTRACT

The purpose of this presentation will be to discuss the strategies that faculty have employed to increase student engagement and participation resulting in empowerment. With over 60 years of combined teaching experiences, the multidisciplinary presentation team will share some of their “best engagement strategies” in a lively and interactive format. Participants will be sure to take home new ideas to implement in their respective classroom settings.

In today’s nursing education world, students come from various backgrounds: economic, racial/ethnic, international, first generational, marital status, and gender. These differences pose unique opportunities for creative classroom engagement. Faculty recognizes the needs of this diverse student population to include mentorship, empowerment through encouragement, and active class engagement. This presentation will focus on strategies for student engagement. Avenues of engagement include a variety of activities in and out of the classrooms. On a broader scale engagement activities encompass the student organizations, peer mentoring, community service and activities to promote social and collaborative interaction between lower and upper level students. Within the classroom, students are exposed to a variety of activities that encourage introspection, self directed learning, interpersonal skills and team play, and the promotion of critical thinking skills.
Information Literacy for Lifelong Learning: Teaching Them to Fish Instead of Feeding Them

Century Ballroom B

Lorraine P. Buchanan, MSN, RN, Clinical Instructor, KU School of Nursing, Kansas City, MO; Heather Collins, MLS, Biomedical Librarian, A.R. Dykes Library; School of Nursing Liaison, University of Kansas Medical Center, Kansas City, KS; Sharon Kumm, MN, MS, CCRN, Clinical Associate Professor, University of Kansas, Kansas City, KS; Karen Tarnow, PhD, RN, Clinical Associate Professor, University of Kansas School of Nursing, Kansas City, KS
Time changes almost everything. The professional resources used today will change in less than five years. Likewise, as students graduate they lose access to daily support from knowledgeable faculty and a large medical library. Without tools and strategies for keeping up-to-date, recently instilled skills can quickly become outdated. The internet makes a wealth of legitimate information available to the masses at a touch of the finger; however students need to learn to navigate the sound, scholarly material published on Open Access venues as one way to stay current. An interprofessional team of various nursing faculty and the librarian liaison collaborated to empower students with lifelong information literacy skills— the ability to locate, evaluate, and effectively use needed information in an “ongoing, voluntary, and self-motivated” pursuit of knowledge (Department of Education and Science, 2000). Amidst the fast-paced changes in healthcare, educators can provide students with one constant—the ability to teach oneself.

In order to accomplish this, the interprofessional team collaborated to develop modules and multi-purposed resources which would be available online. Multidisciplinary competencies and standards formed the foundation to design lessons. This work builds upon the efforts of the New Literacies Alliance, a state-wide consortium of libraries working to develop an open-source new literacies curriculum based on the principles of MOOCs—massive open online courses. The components developed in conjunction with the nursing professors include open access, avoiding plagiarism, citation management, literature reviews, staying up-to-date, evaluating resources, and creative commons. Digital tools to encourage virtual communities of practice and collaborations and strategies for navigating large quantities of information will be shared. Through use of active learning participants will develop information literacy skills and review strategies that can promote lifelong learning.
Where do you Want to be Oiled First? Mentoring Lessons from Oz

Pershing East
Jeanne M. Sorrell, PhD, RN, FAAN, Senior Nurse Scientist, Cleveland Clinic, Cleveland Heights, OH; Pamela R. Cangelosi, PhD, RN, CNE, Associate Dean for Academics, Shenandoah University, Leesburg, VA
ABSTRACT

A nurse participant in our research study stated, “Please mentor me! Don’t just orient me.” Mentoring is an essential activity in the current fast-paced health care environment where nurses frequently assume new roles with little formal preparation. Lack of self-confidence in a new role can lead to frustration and withdrawal, creating increased costs for the institution and dissatisfaction for nurses themselves. In the Wizard of Oz, Dorothy astutely realized that her new friends, the Tin Man, Lion, and Scarecrow, were really quite self-sufficient – they just needed help to realize it. Tin Man longed for a heart but was actually filled with compassion. Lion thought he was cowardly but found that he possessed great courage. Finally, Scarecrow thought he needed a brain but through his friends’ help, he came to realize that he was very intelligent. We have found similar experiences in mentoring nurses. This podium presentation is based on our collaborative research in mentoring nurses in three areas: Clinicians learning new roles as clinical nurse educators; New graduates learning to find their place in clinical practice; and Nurses implementing clinical research at the bedside. In much the same way as Dorothy asked the rusty Tin Man, “Where do you want to be oiled first?”, our presentation will address strategies for “oiling” the process of nurses’ gaining new skills and self-confidence. Through discussion of research findings related to these areas, our aim is to identify practical strategies for coaching and mentoring nurses, helping them to find within themselves the heart, courage, and intelligence for success in their new roles.
Increasing the Diversity of the Nurse Workforce

Pershing West
Mary Powell, PhD, RN, CRNP, CDE, Associate Professor and Director, Graduate Nursing Programs, Neumann University, Aston, PA; Julia Anne Walsh, MSN, RN, Adjunct Professor, Nursing Workforce Diversity Project C-Results, Neumann University, Aston, PA
Increasing Nurse Workforce Diversity

Title of Abstract

Name of Primary Presenter and Credentials: Mary Powell, PHD, CRNP, CDE
Affiliation/Organization: Neumann University   City, State: Aston, PA

ABSTRACT
Cultural diversity has been a topic of interest as well as an imperative in nursing education programs and significant progress has been gained in enhancing the cultural awareness and cultural sensitivity of nursing faculty. However, the unique needs presented by the English as a Second Language (ESL) and underrepresented minorities (URM) student are often not well understood by predominantly white faculty nursing faculty. The purpose of this presentation is to discuss barriers to success and strategies for success among nursing students who are either ESL or URM in nursing or both.

We seek to increase faculty sensitivity to the needs of students and encourage faculty to serve as role models, to take an active role in advising students, and to promote an environment that helps assure success for every student. Evidence suggests faculty advisors for disadvantaged/underserved students play a crucial role in reversing the trend of significant attrition in these populations and that a genuine attitude of support and affirmation is the basic building block for successfully working with students who may not have found that support in previous experiences in institutions of higher learning.

The perceptions of faculty about the way ESL and URM students learn and what they see as difficult are significantly different. It is imperative to bring faculty and student perceptions closer together in order to provide effective teaching for such students and meet their special needs. Nursing faculty must revisit their teaching strategies. Failure of nontraditional students may not be due to their lack of academic abilities as students but rather it may be the inability of the institution to address their learning needs.

Developing effective teaching strategies for ESL and URM students is an ongoing process and differs with each group of students. The faculty must have knowledge of students’ previous experiences that have shaped their modes of learning. Many students come from groups that have not been able to fully participate in our society and the faculty must understand how these backgrounds affect relationships with teachers and classmates. Nursing faculty can begin to facilitate the education of these students by understanding the special problems they encounter in the academic setting. Nursing faculty may better serve the ESL and URM student, and advance the diversity of the workforce if we bring a fresh perspective on the courage and determination such students bring to their learning experiences as they overcome obstacles the majority of nursing faculty can only imagine.
Paving the Road to Postconference with QSEN

Pershing North
Heather M. Kendall, MSN, CCRN-CMC-CSC, Assistant Professor, Missouri Western State University St. Joseph, MO
Errors in the healthcare setting have devastating effects on patients, families and healthcare professionals. Nurses are on the front line of healthcare and play a central role in promoting quality and safety. The Quality and Safety Education for Nurses (QSEN) project is seeking to prepare nurses with the knowledge, skills and attitudes (KSAs) need to improve quality and safety of the healthcare systems in which they work. Clinical educators become an integral part of the implementation of the QSEN competencies in nursing programs. Lead nursing faculty are faced with the challenge of educating adjunct clinical instructors about the QSEN project. The development of a postconference curriculum can assist clinical instructors to implement learning activities that will help nursing students better understand the QSEN competencies and how they apply to the clinical setting. This presentation will provide the audience with the necessary tools to develop a QSEN based postconference curriculum for use in their courses.
A Dedicated Education Unit for 21st Century Nursing Practice

Century Ballroom A

Martha M. Scheckel, PhD, RN, Associate Professor and Director, Undergraduate Programs, Michigan State University College of Nursing, East Lansing, MI; Carol A. Dwyer, MSN, MM, RN, Vice President, Nursing, Sparrow Health System, Lansing, MI
A Dedicated Education Unit for 21st Century Nursing Practice

**Name of Primary Presenter and Credentials:** Martha Scheckel PhD, RN  
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**ABSTRACT**

The Dedicated Education Unit (DEU) is a model of clinical education first developed by Flinders University of South Australia School of Nursing. The original purpose of the DEU was to create academic-clinical partnerships designed to address the challenges of traditional models of clinical nursing education. Traditional models of nursing education have faculty to student ratios that can limit the facilitation of student learning, including students’ abilities to integrate theory and practice, and prepare for “real life” clinical practice. Conversely, DEUs promote a unit culture where unit staff members share responsibility for clinical nursing education by creating an educational environment that is “dedicated” to students’ clinical education. For instance, many DEUs are designed to prepare staff nurses to know and understand students’ clinical learning outcomes. A working knowledge of students’ learning outcomes prepares nurses to work directly with a faculty member from an academic setting to meet students’ learning needs.

During the past decade, DEUs have flourished across the United States, and many variations exist. Despite the number and variety of DEU models, few models articulate a vision that demonstrates congruency with current and future trends in nursing education, practice, and research. This presentation will describe the process one academic institution, in partnership with a regional medical center, is using to develop a DEU that is responsive to the needs of patients, families, and populations in the 21st century. The presenters will describe salient features of the model, including: a.) the concept of an embedded faculty member who facilitates student and staff education as well as evidence-based practice on the unit, b.) staff nurses who become “clinical mentors”, fostering an educational culture that is conducive to student learning, c.) the development of transitions of care learning modules that help student learn how to decrease post-hospital complications and hospital readmissions, and d.) the development of a milieu that ties together practice, education, and research through posing relevant and timely questions that are critical to advancing quality patient care, patient safety, and evidence-based practice.