LEAP Conference: Embrace the Power of Nursing

Schedule-at-a-Glance

Pre-conference Activities

September 20:

7:30 am – 4:45 pm Pre-conference Evidence-based Practice Workshop*: Boise State University

*This event requires a separate registration and fees.

6:00 pm – 8:00 pm Pre-conference Networking Social: Riverside Hotel

For all LEAP attendees.

Day One

September 21, 2017

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<tr>
<th>TIME</th>
<th>SESSION 1:</th>
<th>SESSION 2:</th>
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<tbody>
<tr>
<td>07:30 – 08:00</td>
<td>Registration and Breakfast</td>
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<tr>
<td>08:00 – 08:15</td>
<td>Welcome, Introductions, Housekeeping, and Exhibitor Acknowledgements</td>
<td>How to Teach New Grads to Think Like a Nurse by Keith Rischer</td>
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<td>Deena Rauch, Randall Hudspeth, Tera Bybee, &amp; Rod Sanders</td>
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<tr>
<td>08:15 – 09:45</td>
<td>Keynote: Transforming the Nursing Profession for the 21st Century and Beyond</td>
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<td>Speaker: Keith Rischer</td>
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<td>The nursing profession as well as nursing education is in need of radical transformation. What are the current struggles and ways that educators and nurses think that are keeping the profession from realizing its full potential? Practical strategies and different ways of thinking that are needed to elevate the value of nursing will be share so that those who attend will be empowered and equipped to be the needed change!</td>
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<td>09:45 – 10:00</td>
<td>Break</td>
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<td>10:00 – 11:30</td>
<td>Active Learning Strategies in the Classroom by Patricia Pence</td>
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<td>How to Teach New Grads to Think Like a Nurse by Keith Rischer</td>
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Outline:
• Define Flipped active learning model.
• Explain key findings from *Educating Nurses* call for transforming nursing education.
• Describe steps to flipping a nursing lesson or course.
• Illustrate several active learning strategies used in a nursing classroom.
• Provide hands-on practice with active learning strategies.
• Allow time for question and answers.

Learning objectives:
• Describe elements of the flipped active learning model.
• Identify two approaches for flipping a lesson or a nursing course.
• Participate in an active learning strategy.
• Discuss how to incorporate active learning strategies in the nursing classroom.

Despite passing the NCLEX, many new graduates are not “practice ready” and struggle to recognize a problem and then manage it using the nursing thinking skill of clinical reasoning. This can lead to “failure to rescue” and adverse patient outcomes including patient death. Practical tools and strategies to improve clinical reasoning including a sequential step-by-step template developed by the presenter will strengthen the thinking of nurses and improve patient outcomes in the practice setting.

Learning objectives:
• Describe the key components of clinical reasoning.
• Explore how clinical reasoning strengthens a nurses’ practice and improves patient outcomes.
• Explain how clinical reasoning is utilized to make a correct clinical judgement.
• List the 12 sequential steps to identify the essence of clinical reasoning that a nurse uses in practice.

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<th>11:30 – 12:30</th>
<th>Lunch</th>
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12:30 – 2:00
**How to Transform the Classroom to Teach Students to Think Like a Nurse** by Keith Rischer

This presentation provides nurse educators with practical strategies and tools to implement transformational active learning that emphasizes clinical reasoning to practice nurse thinking in the classroom. It also addresses how a nurse educator needs to think differently about nursing education so student learning is strengthened.

**Professional Development Coaching** by Lesa Becker

Coaching is about helping another person develop and grow. A coach facilitates development by establishing a trusting relationship, practicing generative listening, asking powerful questions intended to understand another’s mental models, assisting another in generating solutions and establishing accountability for follow through. The International Coaching Federation defines coaching as:
and better prepare them for professional practice.

**Learning objectives:**
- Apply the foundational paradigm changes for nursing education advocated by Patricia Benner in “Educating Nurses” in the classroom setting.
- Describe the key components of clinical reasoning.
- Identify the structural components of a clinical reasoning case study to practice how to think like a nurse.

partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential. This presentation with outline a four-step model for coaching and will assist you in developing the core competencies of coaches.

**Learning objectives:**
- Understand the power of mentoring and coaching in the development of others.
- Define coaching according to the International Coaching Federation: ICF defines coaching as partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential, which is particularly important in today’s uncertain and complex environment. Coaches honor the client as the expert in his or her life and work and believe every client is creative, resourceful and whole. Standing on this foundation, the coach's responsibility is to:
  - Discover, clarify, and align with what the client wants to achieve
  - Encourage client self-discovery
  - Elicit client-generated solutions and strategies
  - Hold the client responsible and accountable
  
  This process helps clients dramatically improve their outlook on work and life, while improving their leadership skills and unlocking their potential.
- Practice using 4 step process GROW model of coaching:
  - **Goal**
  - **Current Reality**
  - **Options (or Obstacles)**
  - **Will (or Way Forward)**

| 2:00 – 2:15 | Break |
2:15 – 3:45 | **Quality Simulation in Academic and Clinical Settings** by Kelley Connor and Rosemary Macy

This presentation will describe findings from the landmark National Council of State Boards of Nursing study substituting clinical experiences with simulation and recommendations for quality simulation. Jeffries simulation theory and the International Nursing Association for Clinical Simulation and Learning simulation standards will be explored. Participants will create scaled objectives for pre-licensed and licensed simulation participants and will practice debriefing using Tanner’s clinical judgement model.

**Learning objectives:**
- Describe the features of quality simulation.
- Create simulation objectives applicable to a pre-licensure participant and to a licensed participant.
- Identify two resources that can be used to create quality simulation scenarios.

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<th>3:45 – 4:00</th>
<th>Break</th>
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<td>4:00 – 4:30</td>
<td><strong>Idaho Board of Nursing Update</strong> by a representative from the Idaho Board of Nursing</td>
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6:00 – 9:00 pm: Celebrate Nursing Dinner*: Riverside Hotel

*This event requires a separate registration and fees.
### Day Two

**September 22, 2017**

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<th>Time</th>
<th>Session 1</th>
<th>Session 2</th>
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<tr>
<td>07:00 – 08:00</td>
<td>Registration, Breakfast, and Nurse Leaders of Idaho Membership Meeting</td>
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| 08:00 – 08:15 | Welcome, Introductions, Housekeeping, and Exhibitor Acknowledgements  
Deena Rauch, Randall Hudspeth, Tera Bybee, & Rod Sanders |  |
| 08:15 – 09:45 | Idaho Alliance of Leaders in Nursing Activity (IALN) Update for 2017  
by Randall Hudspeth |  
**Learning Objectives:**  
- To present the current IALN Organizational Chart detailing three business lines.  
- To describe the current status of the Idaho Nursing Workforce.  
- To describe the Idaho Nursing Action Coalition (INAC) activities supporting the Institute of Medicine recommendations.  
- To describe IALN state-wide special project activities.  |
| 09:45 – 10:00 | Break | Emotional Intelligence by Lesa Becker  
**Emotions are a great teacher and a terrible master.** When emotions rule, we become “hijacked” or overcome by the emotion. No doubt, we have all experienced this in our lives. These raw emotions occur in our reptilian brains, and our response is instinctively “fight or flight.” Rational thought is nearly impossible since rational thought occurs at higher levels of brain function. Awareness and choice can help us deal with our emotions so we can move beyond our instinctive responses and consciously, effectively manage our response to them. During this presentation, Dr. Becker will discuss the importance of understanding Emotional Intelligence and how it plays out in the work setting. This will allow you to manage your emotions and |
| 10:00 – 11:30 | Educating Idaho Nurses: Progress Towards the Institute of Medicine (IOM) BSN Recommendation  
Facilitated by Randall Hudspeth  
Panel: Ann Hubbert, Marian Underdahl, Jennifer Hackwith, Joan Simon, and Stephanie Orr |  
The 2010 IOM report on the *Future of Nursing* called for an 80% BSN workforce by 2020. Each state Action Coalition has worked towards this goal. Idaho has moved from 54% BSN in 2011 to 67+% BSN in 2017. This panel will discuss Idaho’s success strategies and identifies ongoing barriers to continued successful progress, equitable distribution of the RN workforce, and how to mitigate the challenges.  
**Learning objectives:** |
• Discuss the background of the IOM recommendation.
• Present national and state metrics relative to the current status toward the 80% goal.
• Discuss three successful programs in Idaho that promote the BSN, dual enrollment, RN to BSN and BSN second degree.
• Discuss ways that nursing leaders in practice can promote the BSN and motivate nurses to advance their education.
• Discuss barriers and mitigation strategies faced by agencies in rural Idaho that impact increased numbers of BSNs.

Learning objectives:
• Understand the contribution of Peter Salavoy, John Mayer and Daniel Goleman to the field of emotional intelligence and interpersonal communication.
• Recognize how emotional intelligence (EQ) is more important than intelligence (IQ) in achieving success in a work environment.
• Define the five elements of Emotional Intelligence and how they impact our day-to-day work: self-awareness, self-regulation, motivation, empathy, and social skills.
• Inspire emotional management and emotional intelligence for yourself and your coworkers.

**11:30 – 12:30** Lunch

**12:30 – 2:00** The Boise State Global Citizenship and Social Responsibility Class as an Interdisciplinary Teaming Exemplar by Karen Breitkreuz

Professor Breitkreuz co-teaches this 3-credit class at Boise State University that is open to all students on campus. This class brings together undergraduate students from various disciplines to experience and challenges and opportunities related to multidisciplinary collaborative approaches. The class includes a 10-day service trip to Belize. Prior to departure Professor’s Breitkreuz (Nursing) and Songer (Engineering) review concepts in global poverty.

30-Minute Power Sessions: Challenges and Opportunities with Clinical Rotations facilitated by Tera Bybee and Rod Sanders

Learning objectives:
• To describe and define challenges that exist with student clinical placements.
• To present RN/BSN clinical options that align with the Idaho Board of Nursing and program outcomes.

Clinical Learning Opportunities in Idaho: Where are Student Nurses and Where can they go? by Michelle Critchfield
social inequity, cultural intelligence, servant leadership and interdisciplinary teaming. Dr. Breitkreuz will share exemplars from this class that can be used by nurses, to promote successful outcomes in a variety of academic and practice settings.

Learning objectives:
- Participants will describe the 360 Degree Global Ed Framework and principles used in teaching the Global Citizenship and Social Responsibility class at Boise State University.
- Participants will describe opportunities and challenges for interdisciplinary teams.
- Participants will describe how the use of Cultural Intelligence concepts can enhance multidisciplinary teams, and can be applied to patient care.
- Participants will describe three tools that promote growth in interdisciplinary teams.

Multiple factors affect clinical opportunities for nursing students including the national nursing shortage, increased enrollment in nursing programs, and decreased student capacity at clinical facilities. Forward thinking nurse educators can utilize innovative clinical modalities while continuing to explore traditional clinical experiences to educate and train future nurses. An overview of currently utilized clinical experiences will be presented as well as new research related to the efficacy of night shift clinical learning.

Learning objectives:
- Review of literature related to current clinical learning opportunities for nursing students.
- Review of current clinical practices of nursing education programs in Idaho.
- Presentation of Research conducted on night shift learning.

Concurrent Enrollment Task Force by Tracy Flynn

I. Concurrent enrollment programs (CEPs)
   A. Definition
   B. Description of alternate pathways
II. History of CEPs
   A. Across the country
   B. Within Idaho
III. Concurrent Enrollment Task Force (CETF)
   A. Composition
   B. Objectives
   C. Activities
   D. Future Plans
Learning objectives:
• Participants will describe the benefits and challenges of concurrent enrollment task forces (CEPF).
• Participants will identify who represents their college/university on the concurrent enrollment programs.
• Participants will understand the short and long-term goals of the CETF.

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<td>Break</td>
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| 2:15 – 3:45| Creating a Culture of Health by Randall Hudspeth and Ron Pfeiffer  
This presentation describes how Idaho’s engagement with past Robert Wood Johnson Foundation programs that promote health for Idaho citizens has led to engagement with the Culture of Health (COH) initiative. Dr. Pfeiffer will showcase two innovative COH programs and their results that have significant impact on health in the broader community.  
Learning objectives:  
• Describe the COH concept.  
• Review the journey that resulted in the COH initiative nationally and for Idaho.  
• Describe how COH concepts are being evidenced in Idaho. |
| 3:45 – 4:00| Evaluations and Adjournment      |