11th Annual
International Nursing Simulation/Learning Resource Centers Conference

Saddle up for Simulation: Lasso the Best Simulation Ideas

June 20-23, 2012

Pre-conference Workshops June 20, 2012

San Antonio Marriott Rivercenter
101 Bowie Street, San Antonio, TX 78205
1-800-266-9432

Pre-Conference Educational Sessions Sponsored by
The International Nursing Association for Clinical Simulation and Learning

Conference Sponsored by
The International Nursing Association for Clinical Simulation and Learning
University of Texas Health Science Center San Antonio
and
Hallmark College
KEYNOTE SPEAKERS

Jennifer Arnold, M.D. is the Medical Director of Pediatric Simulation Center and Neonatologist in Texas Children’s Newborn Center. She is an Assistant Professor of Pediatrics, Division of Perinatal-Neonatal, Baylor College of Medicine. She completed her undergraduate degrees in Biology and Psychology at the University of Miami in Florida. She then completed her medical degree at Johns Hopkins School of Medicine in Baltimore, MD and graduated in 2000. She attended a Pediatric Residency Program at Children’s Hospital of Pittsburgh. During her fellowship in neonatology, she obtained a Master's of Science in Medical Education from the University of Pittsburgh. She is Board Certified in both Pediatric and Neonatal Medicine. She has spoken both nationally and internationally on healthcare simulation education and has made numerous speeches at venues such as the Texas Conference for Women, Shiners Hospital, March of Dimes and many more. She has received numerous awards including the Ray E. Helfer Award for innovation in medical education from the Academic Pediatric Association, Compassionate Doctor Recognition in 2010 and Patients' Choice Award for 2008, 2009 and 2010 from Vitals.com. She is an active member of the American Academy of Pediatrics, Academic Pediatric Association, Society for Simulation in Healthcare and is on the council for the National Association of Children's Hospitals and Related Institutions. On November 10, 2007, she was featured on the ABC Good Morning America, Weekend Edition. Jennifer spoke about the challenges she had to overcome and how she decided to initiate a career in medicine. She is now featured with her husband, Bill Klein, on TLC’s docu-drama, The Little Couple, which follows her personal and professional life. She has also appeared on television programs including Oprah, The Today Show, Dr. OZ, and The Doctors among others.

Randy Johnson, PhD is the Chief Patient Safety Officer for Baptist Health, Montgomery, AL and an Associate Professor of Aviation at Auburn University. He is a retired military aviator and participated in the development of Crew Resource Management (CRM) for the U.S. Coast Guard. His research interests include human factors and team decision-making. He introduced Synergistic Medical and Resource Team (SMART) Training to Baptist Health and assisted in the application of simulation to team training.

Beverly Malone, Ph.D., R.N., F.A.A.N is the Chief Executive Officer of the National League for Nursing (NLN), a membership organization for nursing education, development, and policy. Prior to the NLN, Dr. Malone was the General Secretary for the Royal College of Nursing of the United Kingdom, the largest professional union of nursing staff in the world. She also had the distinguished honor of serving as Deputy Assistant Secretary for Health, US Department of Health and Human Services, and before that as the President of the American Nurses Association. Dr. Malone served on numerous international, US Federal and state task forces, including the World Health Assembly, President Clinton’s Advisory commission on Consumer Protection and Quality in the Health Care Industry, and the Governor’s Task Force on the Nursing Shortage in North Carolina. Her academic career includes serving as Dean and professor at North Carolina A&T State University, School of Nursing, as well as positions with the Union for Experimenting Colleges and Universities and the University of Cincinnati, University Hospital. Dr. Malone has participated in various legislative activities and received many honorary Degrees and awards. She has published numerous writings and is on the Editorial Board of the Journal of Black Psychology, and the Journal of Professional Nursing, among others.
Whether it’s high-fidelity simulation, psychomotor skill education, or evaluation of learner performance, this conference offers it all. In the face of a major nursing shortage and funding challenges, the nursing simulation/learning resource center plays a critical role in nursing education and practice. Join us in San Antonio for a stimulating, exciting conference and Saddle up for Simulation: Lasso the Best Simulation Ideas. Participate in the leading forum for disseminating the latest information on simulation education. Come for the conference, stay for the fun.

Conference Objectives- Participants will have opportunities to:
- Experience the newest innovations in the nursing simulation/learning resource center, and re-visit some “tried-and-true” methodologies.
- Determine future directions for their simulation/learning resource centers.
- Explore strategies to integrate technology into curriculum and practice.
- Examine the challenges of managing nursing simulation/learning resource centers.
- Network with colleagues.

New This Year!
Raffle during the Last Session
Chance to win
1 of 2 iPads
or
1 of 2 Kindle Fires

KB Port and METI / CAE Healthcare have each provided an iPad and Pocket Nurse has provided 2 Kindle Fires for the raffle scheduled during the last session on Saturday. Each participant at the final keynote session featuring Dr. Beverley Malone will receive a ticket with a chance to win one of the iPads or Kindle Fires. You must be present to win.

Special Series: NLN/Jeffries Simulation Framework six concept sessions.
State of the Nursing Science: A Review and Update of the NLN/Jeffries Simulation Framework. This year's conference will feature a unique set of six concept sessions detailing the research project regarding the NLN/Jeffries Simulation Framework that began at last year's conference. The framework is the widely used and cited in nursing simulation literature. Since publication in 2007, few concept analyses of the major concepts have been conducted. These sessions will feature simulation experts reporting on a year-long project creating an organized and thoughtful appraisal of the literature.
We need your help! The process is now to the point that input from other educators/researchers is essential. Please join us in one or more of the concept sessions and provide your insights...help us identify what is known about nursing simulation and identify important future directions for research. Look for sessions identified as NLN-Jeffries Project.

WHO SHOULD ATTEND THE CONFERENCE?
This conference, a leading forum for nurse educators, researchers, nurse managers, and staff development professionals, provides the ideal environment to disseminate and gain current knowledge in the area of skills/simulation lab management and simulation enhanced education. Nurses and other healthcare professionals will have the opportunity to network with colleagues and exhibitors and discuss best practice, research, safety-related outcomes, competencies, and challenges.

CONTINUING NURSING EDUCATION:
Pre-Conference: This year INACSL has applied for continuing nursing education credit for all preconference sessions.
Nursing contact hours have been applied for through the Texas Nurses Association, an accredited approver of continuing nursing education by the American Nurses Credentialing Center’s Commission on Accreditation. Each session provides 3.25 contact hours.
Conference: This activity provides up to 14.25 nursing contact hours.
The UTHSCSA School of Nursing is an approved provider of continuing nursing education by the Texas Nurses Association, an accredited approver by the American Nurses Credentialing Center’s Commission on Accreditation.

Display of commercial products in conjunction with Nursing Continuing Education activities does not imply endorsement of the product/service by the American Nurses Credentialing Center (ANCC), Texas Nurses Association (TNA), The University of Texas Health Science Center at San Antonio (UTHSCSA) School of Nursing or the International Nursing Association for Clinical Simulation and Learning

SIMULATION LAB TOURS

In 2012, The University of Texas Health Science Center San Antonio School of Nursing completed construction of a State of the Art Simulation Center that serves as a leading-edge technological environment designed to advance nursing education and facilitate the much needed interdisciplinary, collaborative education model that is necessary within today’s healthcare teams (doctor, nurse, allied health partners, etc.). This center is an extension of an existing 3000+ square foot, 24 bay learning lab and inspires our students to become the next healthcare leaders in an innovative, “hands on” teaching facility where faculty may emulate authentic hospital and community health care environments and students can safely develop competencies for practice. The 7,281 sq. ft., 18 bed healthcare environment houses:

<table>
<thead>
<tr>
<th>3 Control Rooms</th>
<th>4 Bed - Adjustable Acuity Medical Surgical Unit</th>
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<tr>
<td>4 Bed - Same Day Surgery Center</td>
<td>2 Intensive Care Rooms</td>
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<tr>
<td>4 Bed – Pediatric Care Unit</td>
<td>3 Bay Emergency Room Center</td>
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<tr>
<td>2 Mother Baby Birthing/Post-Partum Suites</td>
<td>Home Care Environment</td>
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In addition, to having the latest high fidelity human simulator mannequins in each room, our center is equipped with high tech health care equipment including electronic medical records, pixus systems, and specialty hospital beds. This center also houses state of the art audio-video equipment allowing any simulated activity to be viewed real time via the internet or in one of the three debriefing areas that support the simulation center and learning laboratory. More importantly, with heightened attention to quality and safety being the driver of future nursing education models, this simulation center provides a site to train and instill confidence and competence towards patient centered, quality care.

Tour Objectives:

- Explore opportunities to enhance or support interprofessional learning through simulated activities.
- Identify opportunities and strategies for promoting community collaborations in education in a simulated environment.
- Discuss the incorporation of home health and same day surgery into a simulated environment.
**The School of Medicine  H-E-B Clinical Skills Center** opened in March 2005. The Center is approximately 13,000 square feet of dedicated educational space for teaching and assessing clinical skills utilizing simulation (standardized patients, manikins, task trainers, etc.). The Center is home to our standardized patient program. We employ the Objective Structured Clinical Examination (OSCE) and the Clinical Skills Examination (CSE/CPX) for both formative and summative student assessments. Manikin simulations and procedure skills workshops are also taught here.

The Center has 20 clinical examination rooms which mimic the clinical setting. There are also 2 manikin rooms for manikin simulations. Laptop computers outside the examination rooms are for student post encounter exercises. A one-way mirror allows faculty to observe student-SP interactions live. Two digital video cameras with audio capability record interactions for distance or postponed viewing. In addition to the traditional use of assessing data gathering and/or communication skills, these rooms are used for procedure assessments, interviewing workshops, and physical examination teaching and practice. Overhead paging controls timing of the activities. We use unique software to capture student performance and store videos.

Tour Objectives:
- Discuss the benefits of including standardized patients (SPs) in the simulation experience.
- Identify ways to recruit and hire standardized patients.
- Distinguish the best uses for SPs vs. manikins vs. task trainers across the nursing curriculum.

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**Hallmark College Martha Fessler Memorial School of Nursing Simulation Lab** is a state of the art facility designed to accommodate small groups of nursing students. The College leadership recognized early in the planning phase for this new program that clinical space was scarce in the greater San Antonio area. They proactively incorporated simulation into each semester of the curriculum to supplement clinical resources. The 3,000 square foot lab and skills area provides a variety of experiential learning environments including:
- Six bed skills bay
- Five simulation rooms (general care, critical care, pediatric care, and flex room for home care/school nurse, etc.)
- Separate control room with wireless/hardwire options for VitalSims and SimMan
- Nurses station with EMR resource
- Medication room
- Storage room
- Utility room
- Separate debriefing area with LCD/SmartBoard
Simulations and skills practice employ several levels of fidelity including:
- Laerdal SimMan Essential
- Laerdal VitalSims (male, female, child, infant)
- Noelle Birthing simulator
- Static manikins
- A variety of task trainers
- A variety of durable medical equipment

Objectives for this tour are:
- Demonstrate integration of simulation scaled for a smaller school program.
- Discuss efficient and effective use of limited square footage.
- Demonstrate use of diverse simulator fidelity in a coherent program.
WEDNESDAY, JUNE 20, 2012
PRE-CONFERENCE

7:00 a.m. – 1:00 p.m.  
Pre-conference Attendee Registration Check-in  
(Breakfast provided for morning pre-conference registrants)

1:00 p.m. – 8:00 p.m.  
Conference Registration Check-in

6:00 p.m. – 8:00 p.m.  
Sneak Preview in Exhibit Hall

Participants have the opportunity to select a session in the morning and/or afternoon. Participants can attend half a day or the full day. To enhance these interactive session, the sessions are limited in size; confirmation will be based on availability at time of registration.

To receive CNE credit you must attend 90% of the session and complete a program evaluation.

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<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>8:30 a.m. – 12:00 p.m.</td>
<td><strong>Morning Pre-Conference Concurrent Sessions</strong></td>
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<tr>
<td><strong>Pre-con - A</strong></td>
<td>50 persons</td>
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<tr>
<td><strong>Boots, Chaps, and Cowboy Hats….. Making Simulation Real</strong></td>
<td>This interactive workshop will allow participants to increase their knowledge of environmental and manikin / patient moulage techniques to enhance the realism of their simulations. Participants will learn how to utilize these techniques, as well as heart and pig lungs, to enhance students understanding of difficult concepts. Fran Kamp MSN, RN, Georgia Baptist College of Nursing of Mercer University, Atlanta, GA; Teresa Gore DNP, FNP-BC, RN, Auburn University School of Nursing, Auburn, AL; Suzanne C. Brown PhD, DNP, RN, St. Francis Medical Center College of Nursing, Peoria, IL; Theresa A. Hoadley PhD, RN, TNS, Saint Francis Medical Center College of Nursing, Peoria, IL; Sherrill J. Smith, PhD, CNL, RN, CNE, Wright State University Dayton, OH</td>
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<tr>
<td><strong>Pre-con - B</strong></td>
<td>30 persons</td>
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<tr>
<td><strong>Standardized Patient (SP) Simulation: What You Need to Know to Find, Educate and Utilize SPs in Your Program</strong></td>
<td>This workshop will introduce participants to everything from finding SPs to using them to teach and assess clinical skills. SPs can be used at any level of nursing education. These special “simulators” provide real-world counterparts to manikin and task trainer simulations (hybrid simulations). You will leave this workshop with a plan for one teaching or assessment session using SPs and the blueprint to carry out your plan when you get back to your home institution. Mindi Anderson PhD CPNP-PC, ANEF, RN, UT Arlington College of Nursing; Diane Ferguson BSN, RN, UT Health Science Center San Antonio; Susan Scheid MSN, RN, The University of Texas at Arlington College of Nursing Smart Hospital(tm)</td>
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<td>Event</td>
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<td><strong>Pre-con - C</strong></td>
<td>50 persons</td>
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<td><strong>Pre-con - D</strong></td>
<td>40 persons</td>
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<tr>
<td><strong>Pre-con - E</strong></td>
<td>120 persons</td>
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<td><strong>1:00 p.m.– 4:30 p.m.</strong></td>
<td>Afternoon Pre-Conference Concurrent Sessions</td>
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<td><strong>Pre-con - F</strong></td>
<td>30 persons</td>
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<td><strong>Pre-con - G</strong></td>
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<td>Pre-con - H</td>
<td>50 persons</td>
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<td><strong>Using Structured Debriefing to Enhance Clinical Judgment Abilities in Simulation (Debriefing for Meaningful Learning© Tool)</strong></td>
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<td>The purpose of this workshop will be to describe the Debriefing for Meaningful Learning© (DML) method of debriefing, and discuss its influence on students’ clinical judgment abilities in clinical simulation. This debriefing strategy will be explained and attendees will have an opportunity to use it following an observation of a student scenario.</td>
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<td>Colleen Meakim MSN, RN; Bette Mariani PhD, RN, Villanova University College of Nursing, Villanova, PA.</td>
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<th>Pre-con - I</th>
<th>30 persons</th>
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<tr>
<td><strong>Manuscript Reviewing: A Process to Enhance Professional Development</strong></td>
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<td>This workshop will prepare you to be a knowledgeable journal reviewer. Attendees will review practice manuscripts and compare and contrast their reviews with others.</td>
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<td>Suzan Kardong-Edgren PhD, RN, ANEF, Washington State University, Spokane, WA; Andrea Dodge Ackermann PhD, RN, CNE, Mount Saint Mary College, Newburgh, NY</td>
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<tr>
<th>Pre-con - J</th>
<th>120 persons</th>
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<tr>
<td><strong>Brass Tacks of Simulation Performance Evaluation</strong></td>
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<td>This workshop will focus on (a) simulation tool development; (b) validity; (c) reliability testing for purposes of high stakes testing, formative evaluation, and research; and (d) strategies for rater training. Two researchers who have developed tools related to clinical performance in simulation will present their experiences in tool development and testing. Another researcher who completed in-depth studies of several simulation performance evaluation instruments will share some of the nuances of inter-rater reliability.</td>
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<td>Kathie Lasater EdD, RN, ANEF, Oregon Health &amp; Science University School of Nursing, Portland, OR; Janine Hinton PhD, RN, Scottsdale Community College, Scottsdale, AZ; Katie Adamson PhD, RN, University of Washington School of Nursing, Tacoma, WA.</td>
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**6:00 p.m. – 8:00 p.m.**

Exhibit Hall Sneak Preview. Take advantage of the early opportunity to check out the Exhibit Hall and see what you can expect for the conference.
CONFERECE SCHEDULE

THURSDAY, JUNE 21, 2012
7:00 a.m. – 6:00 p.m. Conference Registration
7:00 a.m. – 8:00 a.m. Breakfast in Exhibit Hall

8:00 a.m. – 8:30 a.m. WELCOME
Valerie M. Howard EdD, RN, Director of Development for the Health Sciences, Director-RMU Regional Research and Innovation in Simulation Education (RISE) Center, Robert Morris University-SNHS; President International Nursing Association for Clinical Simulation and Learning(INACSL)
Eileen Breslin, PhD, RN, FAAN, Dean, School of Nursing, University of Texas Health Science Center San Antonio.

8:30 a.m. – 9:30 a.m. KEYNOTE: Simulation for Pediatric Healthcare: Past, Present, and Future
Jennifer Arnold M.D., Texas Children's, Medical Director of Pediatric Simulation Center and Neonatologist, Texas Children's Newborn Center, Assistant Professor of Pediatrics, Division of Perinatal-Neonatal, Baylor College of Medicine.

9:30 a.m. – 10:30 a.m. Exhibit Hall Viewing & Refreshments
### Concurrent Session 1

<table>
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<tr>
<th>Select One</th>
<th>1-A</th>
<th>EDUCATION: ADVANCED SESSION</th>
<th>1-B</th>
<th>LAB COORDINATION AND MANAGEMENT: NOVICE SESSION</th>
<th>1-C</th>
<th>PRACTICE: NOVICE SESSION</th>
<th>1-D</th>
<th>RESEARCH: ADVANCED SESSION</th>
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<tr>
<td><strong>Simulation in Clinical Tutoring: A Remedy for Students at Risk of Clinical Failure</strong></td>
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<td><strong>Simulation Templates: Tool for Budgeting</strong></td>
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<td><strong>Simulation to the Rescue: Educating Emergency/Trauma Nurses</strong></td>
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<td>This session will provide an overview of a clinical tutoring program that uses simulation to address the specific learning needs of students identified at risk of clinical failure. It will describe the process for referral placement, the development of a tutoring referral policy and procedure, the design of individualized plans based on students learning issues and the process for providing objective feedback to clinical faculty. Using a case study approach, the effectiveness of this tutorial method will be presented.</td>
<td>Jennifer Mardin Small RN, MSN, Univ. of Massachusetts, Boston, MA</td>
<td>Have you been asked or just want to know for yourself how much you are spending in supplies for your simulation lab? Have you been asked to cut the budget or justify budget needs for your simulation lab? How do you plan for repairs or replacement of equipment? This session will help you answer these questions (and more) by showing how simulation templates can be used for developing a budget.</td>
<td>Cheryl Feken RN MS, Tulsa Community College, Tulsa OK</td>
<td>Aimee Littlejohn MSN, MHA, RN, CPN, CPEN; Don Krueger MSN, RN, CEN, Orlando Health, Orlando, FL</td>
<td>Heidi H. Schmoll RN, MSN-Ed; Katie A. Rohrbach RN, CEN; John Walker, BHS, Medical University of South Carolina, Charleston, SC</td>
<td>The Jeffries Framework of Simulation (2005) identifying five major constructs— teacher, student, educational practices, simulation design characteristics and outcomes—had its origins as an academic structure. Participants will discuss the singular term Student that was used to identify and refer to the participant in simulation. The review of the literature and concept analysis of how the type of participants in healthcare simulation has evolved to a broader view of the Student construct will be shared.</td>
<td>Mary Cato MSN, RN; Kathie Lasater EdD, RN, ANEF, Oregon Health &amp; Science University, Portland, OR; Carol Fowler Durham EdD, RN, ANEF, University of North Carolina, Chapel Hill, NC</td>
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### Roping in the Realism

This presentation will offer directions and demonstrations of different moulage techniques for live patients as well as simulators. Tips for moulage on a budget and various recipes will be shared with attendees.

Stephanie Justice MSN, RN, Ohio State University College of Nursing, Columbus OH

### More than Skin Deep: Moulage Rashes, Burns, Blisters and Bruises!

Skin involvement is common in many different diseases or conditions and can provide important diagnostic clues or indicate the presence of other malformations. Moulage techniques used with patient mannequins will not only provide authenticity to simulation scenarios, but also provide a unique teaching tool designed to get students more deeply immersed in the simulation scenarios. Clinical instructors can create rare, subtle and dramatic skin manifestations to teach students how the skin can tell a story and provide vital clues for diagnosis. Every participant will have the opportunity to see, touch and smell the sophisticated original moulage techniques presented in a Moulage Skin Lab, which will include examples of various types of skin conditions both common and rare.

Becky Demazo, RN, PGN, MSN, California State University and the Rural Northern California Clinical Simulation Center, Chico, CA

### Concurrent Session 2

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<th>Concurrent Session 2</th>
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<tr>
<td><strong>Using Virtual Communities as Context for Education</strong></td>
<td><strong>ADVANCED SESSION</strong></td>
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<td>The purpose of this presentation is to introduce participants to virtual communities as a teaching application and provide exemplars of how this integrative teaching strategy can be used in the context of the simulation and clinical laboratory experiences. Specifically, it will include an overview of virtual communities, known student and faculty outcomes associated with virtual community use, teaching exemplars by experts from two different nursing schools, and a short interactive exercise with the participants to design an activity.</td>
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<td>Michelle Aebersold PhD, RN; Cynthia Fenske MS RN, University of Michigan School of Nursing-Ann Arbor, MI; Laura Gonzalez PhD, RN, University of South Florida.</td>
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### Simulation Using Virtual Reality: How Do I Do That?

This interactive presentation will showcase the use of virtual reality platforms to run simulations; discuss how virtual reality simulations are similar and different from simulations run in the physical environment; and take a look at the perceived barriers to this type of learning activity. In addition, the participants will be given an opportunity to view a virtual reality platform that will showcase how these environments really work. During this presentation the participants will be shown the tools necessary to run simulations in virtual reality platforms such as Second Life and will leave with a link to several free virtual world items.

Jone Tiffany DNP, MA, RNC-OB, Bethel University St. Paul, MN; Jane McKinley RN, ADN, Riverland Community College, Austin, MN

### Community and Alumni Volunteers Enhancing Simulation Fidelity and Quality across Curriculum: Lab Coordination and Management Perspective

This presentation will focus on the simulation lab coordination and management required for the successful operation of a volunteer client program. Tips and strategies will be shared for the development, organization, and day-to-day operations of the volunteer client program which requires over 600 volunteer hours each semester. Share ideas and learn how one program is addressing such issues as staffing, policy and database development, volunteer recruiting and marketing, scheduling, volunteer parking, collaboration with faculty and simulation lab personnel, budget, and evaluation of the experiences.

Kay Hodson Carlton EdD, ANEF, FAAN; Susette Bokelman BS, Ball State University, School of Nursing, Muncie, IN

### It's All About Planning: Implementing Simulation with Large Nursing Classes

Everyone recognizes that simulation takes planning. What happens when the number of students doubles? Simulation labs need to be prepared to design methods to accommodate growing enrollments and new innovative approaches to simulation in the curriculum. This presentation will focus on the planning and methods used to design a simulation involving two courses, a junior level course and a senior level course, to create an intra-professional simulation exercise related to assessment and leadership.

Martha Conrad RN, MSN; Linda Shanks PhD, DNP, RN; Kimberly Kerr MSN, RN-C; Rita Young MSN, RN, CNS; Jean Luckmeier BSN, MSTE, CPAN, RNC-OB; Loretta Reale LPN, University of Akron, College of Nursing, Akron, OH
12:40 p.m. – 1:45 p.m. Lunch (provided) & Exhibit Hall Open

TOURS for UT Health Science Center School of Nursing; Tours for UT Health Science Center School of Medicine Provides 2.5 Nursing Contact hours. Each tour will accommodate 50 participants (50 to School of Nursing and 50 to School of Medicine) Registration is taken on a first come first serve basis. There are a total of three 2 hour tours. You are required to register for the tour if you wish to be included; please do not register for any sessions during the tour time. You will be notified in advance if you made a tour and of the time of your tour. You are welcome to attend any sessions while not on the tour. Buses will be provided for transportation.

1:00 p.m. – 3:00 p.m.
- Tour A UT Health Science Center San Antonio School of Nursing
- Tour B UT Health Science Center San Antonio School of Medicine
- Tour C Hallmark College Martha Fessler Memorial School of Nursing Simulation Lab

2:00 p.m. – 4:00 p.m.
- Tour D UT Health Science Center San Antonio School of Nursing
- Tour E UT Health Science Center San Antonio School of Medicine
- Tour F Hallmark College Martha Fessler Memorial School of Nursing Simulation Lab

3:00 p.m. – 5:00 p.m.
- Tour G UT Health Science Center San Antonio School of Nursing
- Tour H UT Health Science Center San Antonio School of Medicine
- Tour I Hallmark College Martha Fessler Memorial School of Nursing Simulation Lab
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<tr>
<th>Hot Topic I:</th>
<th>NOVICE SESSION</th>
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| **Rope in those Scenario Writing Skills for Vocational Nursing Students**  
This presentation will discuss how to write a simulation scenario from the initial steps of establishing the purpose and learning objectives of the scenario to setting the goals for debriefing. A standardized writing tool to provide structure will be discussed as well as identifying current literature and texts to provide background information for the scenario.  
Korbi Kidd Berryhill, MSN, RN, CRRN; Tara Strawn, MSN, RN, Vocational Nursing Program, South Plains College, Lubbock, TX | |

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<th>Hot Topic II:</th>
<th>ADVANCED SESSION</th>
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| **Integrating Simulation throughout the Curriculum: Tales from the NCSBN National Simulation Study**  
The NCSBN National Simulation Study is evaluating the educational outcomes of 25% and 50% simulation use in place of traditional clinical hours. Representatives from the schools participating in the study will present their experiences of making 25% and 50% simulation use a reality across their curricula. The panel will present their experiences and lessons learned in scheduling, resource requirements, faculty response, student response, and their respective administration’s response. The panel will also discuss the unique challenges presented by each clinical course, how these challenges have been resolved, and the incidental/unanticipated lessons learned throughout the journey.  
Jennifer Hayden, MSN, RN, National Council of State Boards of Nursing (NCSBN), Chicago, IL; additional panel presenters from 4-5 schools TBA | |

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<th>Hot Topic III:</th>
<th>NOVICE SESSION</th>
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| **Get Your Ideas Published: We Did!**  
How do you go about writing an article and getting it published? Three experienced authors will share their own writing experiences with you. The Editor of Clinical Simulation in Nursing will explain the review and publishing process. Time will be provided for your questions.  
Suzan Kardong-Edgren PhD, RN, ANEF, Washington State University, Spokane, WA; Cynthia Thomas EdD, RNc, Ball State University, Muncie, IN; Teresa Gore, DNP, FNP-BC, RN, Auburn University School of Nursing, Auburn, AL | |

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<th>Hot Topic IV:</th>
<th>ADVANCED SESSION</th>
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| **Stampede Your Nursing Curriculum with Full Integration of Simulation Using Best Practices: An International Perspective**  
This presentation will critically analyze simulation integration across the nursing curricula in three universities worldwide noting the differences and similarities in implementation rationale, processes and outcomes, and map them against some standards of best practice in simulation. Examples will provide options for integrating simulation across their curricula.  
UK: Progressive use over the three year curriculum - from task trainers to high fidelity full immersive scenarios  
Switzerland: Specific simulation credited modules support the complete curriculum  
US: Simulation incorporated into all clinical courses with the revision of the curriculum to meet the new AACN Essentials of Baccalaureate Nursing  
Alan Platt RGN, MSc, PG Dip Ed, BSc (Hons), Northumbria University, Benton, Newcastle Upon Tyne; Patrick Van GELE, RN, MSNI, HAUTE ÉCOLE DE SANTÉ, VAUD, Lausanne Switzerland; Teresa Gore, DNP, CRNP, MSN, RN, Auburn University School of Nursing, Auburn, AL | |

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<tr>
<th>Hot Topic V:</th>
<th>NOVICE SESSION</th>
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| **Does Transfer of Learning Occur with Simulation**  
This presentation discusses transfer of learning with simulation. The completed study investigated the issue of transfer of learning of knowledge and skills by observing students in a standardized patient simulation and then in clinical practice. This study sought to learn if nurse practitioner students who participated in a simulation experience with standardized patients prior to entering their first clinical rotation demonstrated an increase in clinical competency in the clinical practice setting. It also sought to learn if students who participated in a simulation experience with standardized patients prior to entering their clinical practicum showed increases in perceived self-efficacy.  
Tonya Rutherford-Hemming, RN, EdD(c), ANP-BC, University of Pittsburgh School of Nursing, Pittsburgh, PA | |
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<tr>
<th>2:40 p.m. – 3:40 p.m.</th>
<th>Concurrent Session 3</th>
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<tr>
<td>3-A</td>
<td>EDUCATION: ADVANCED SESSION</td>
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<tr>
<td><strong>Guidelines for Creating and Implementing a Multiple Patient Simulation</strong></td>
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<td>The purpose of this presentation is to provide simulation educators at both educational institutions and/or hospital based clinical simulation labs with easy to use guidelines on how to create and implement multiple patient simulations for various participants and available resources. A multiple patient simulation allows greater breadth and depth within a scenario as well as contributing to the realism of a situation. Trisha Leann Horsley, MS, RN, Hines VA Hospital, Hines, IL; Linda A. Bensfield, MSN, RN, Loyola University Chicago Marcella Niehoff School of Nursing, Chicago, IL</td>
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| 3-B                  | LAB COORDINATION AND MANAGEMENT: NOVICE SESSION |
| **Round Up Your Simulation Center: Organizational Tips for the Lab Manager** |
| Nursing lab coordination and management can be like herding cats in the rapidly expanding world of simulation. Methods that have proven successful for "lassoing in" a busy simulation center will be discussed. Use of low cost or no cost solutions for scheduling will be demonstrated as well as methods for organizing, storing and tracking supplies. Lessons learned about hiring, training and managing student and part-time staff will be shared as well. Colleen Tingey RN, BS, Brigham Young University, College of Nursing, Provo, UT |

| **Other Duties as Assigned: The True Meaning when Running a Simulation Center** |
| Employees working in simulation are often heard saying “I never knew I would be doing this for this job.” Those unexpected tasks/duties are encompassed in one small phrase used on most job descriptions: “Other duties as assigned.” Although this ambiguous phrase will never truly be defined, creating accurate expectations are vital components to finding excellent employees that match the responsibilities of the position. This presentation will describe those other duties and explore ways to decrease unnecessary tasks and prepare a new employee or employer for what is to come when working in a simulation center. Tiffany L. Holmes, D.C., St. David’s School of Nursing, Texas State University, San Marcos, TX; Beth Hallmark, PhD, RN, Belmont University Gordon E. Inman College of Health Sciences and Nursing, Nashville, TN |
### 3-C  PRACTICE: NOVICE SESSION

**Build It So They Want To Come: Establishing and Developing a Hospital Simulation Center**
Participants will describe different resources and explain simulation design concerns. Participants will discuss types of simulation customers and identify each group needs. Participants will describe how to build, implement and manage a simulation center with little or no budget.

Janet Sprehe  ARNP,CVRN, RN-BC,PCRN  VA Nursing Academy/USF College of Nursing, James A. Haley VA Hospital  Tampa, FL

**Simulation for Staff Nurses: Reaching Everyone!**
The aim of this presentation is to provide numerous examples of how simulation has been used across a hospital system to provide learning experiences for nursing staff. Examples will be provided for staff at all points along the novice to expert continuum and in all types of patient settings. Methods of incorporating these experiences into a staff schedule will be presented.

Kim Leighton PhD, RN, CNE, BryanLGH College of Health Sciences, Lincoln, NE

### 3-D  RESEARCH: ADVANCED SESSION

**Development of an Audit Tool for Evaluating Team Competency for the Simulation Procedure “Emergency Resternotomy” in the ICU Post Cardiac Surgery**
The creation of a low cost realistic mannequin and audit tool to measure team competency significantly improved team performance for the procedure, Emergency Resternotomy in the cardiac surgery ICU. Simulations have fundamentally changed the way the procedure is now performed at our institution. The time to get the chest opened decreased from 30 minutes in a real code to less than 7 minutes in the mock codes.

Margaret Kohn RN MSN; Sharon Valente, PhD APRN, FAAN, West LA Veterans Hospital Greater Los Angles Healthcare System Los Angeles, CA

**Measurement of Acquisition of Crisis Resource Management Skills Using Simulated Emergency Codes**
Crisis Resource Management (CRM) skills are essential to team function in healthcare settings. We report the impact of interdisciplinary simulation based Advanced Cardiac Life Support (ACLS) training and debriefing on perceived CRM skills. Participant's perceptions of teamwork and collaboration were measured. Statistically significant differences were found in participant attitudes about collaborative education and perceptions of team performance. Collaborative code scenarios with debriefing improve participant perceptions of both teamwork and competence in crisis management.

Carolyn Sue Witt, PhD, RN-BC, CCRN, CNE; Cynthia Herrick, MD; Michael Nasiak, MD; Jessica Doolen, RN,MSN; Kevin Gulliver, RN-BC,MSN, University of Nevada, Las Vegas and University of Nevada School of Medicine, Las Vegas, NV.

### 3-E  STaR - (Simulation, Technology & Resources): ADVANCED/NOVICE SESSION

**Adding Realism: Manipulation of Alarm Settings to Simulate Ventilation in a Scenario**
Providing realism in scenarios allows the participant to apply principals used in actual practice. Ventilators are available for operation during scenarios but constant alarm resonation prevents their use. The presentation describes in detail how to manipulate the ventilator settings to prevent constant triggering of the alarms and how to manipulate the scenario setting to prevent the participant from realizing the simulator is not being ventilated.

Gayla Miles RN MSN, Smart Hospital™, University of Texas at Arlington College of Nursing, Arlington, TX

**Quick Response Codes – Help Students by Giving them Information at the Point of Care.**
This presentation will demonstrate novel ways to incorporate Quick Response codes in the simulation lab. Methods presented include but are not limited to, equipment tagging, patient information at the bedside and retrieval of patient specific information at the point of care.

John Cornele, BSN, RN, EM-PT; Carol Okupniak, MSN, RN-BC; Kris Eden; Robert Feenan, IT, Drexel University, College of Nursing & Health Professions, Philadelphia, PA
3:40 p.m. – 5:00 p.m.  Exhibit Hall Viewing & Refreshments

5:00 p.m. – 7:00 p.m.  Hors D’oeuvres & Poster Reception

Objectives for the Poster Session:
- Explore strategies to integrate technology into curriculum and practice.
- Discuss current best practice education and research.
- Identify creative solutions for enhancing utilization of Simulation/Skills lab.

**THIS YEAR:** Monetary awards and recognition for the top 2012 posters. Judges will use a rubric to evaluate the poster presentations and the winners will be announced during the awards session on Saturday.

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**FRIDAY, JUNE 22, 2012**

7:30 a.m. – 8:30 a.m.  Breakfast served in Exhibit Hall

8:00 a.m. – 8:55 a.m.  International Nursing Association for Clinical Simulation and Learning (INACSL) General Meeting members and nonmembers welcome!!!

9:00 a.m. – 10:00 a.m.  Teaching Nurses to Fly

**KEYNOTE:** This presentation will emphasize the role of Crew Resource Management (CRM) in healthcare team training. Dr. Johnson will include evaluation of the similarities and differences between SMART Training and medical team programs built exclusively on Aviation’s CRM while exploring the role of medical simulation in team training.

Randy Johnson PhD, Chief Patient Safety officer, Baptist Health and Associate Professor of Aviation, College of Business, Auburn University, Auburn, AL.

10:00 a.m. – 11:00 a.m.  Exhibit Hall & Refreshments

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<th>11:00 a.m. – 12:00 p.m.</th>
<th>Concurrent Session 4</th>
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<tr>
<td>4-A</td>
<td>EDUCATION:</td>
<td>NOVICE SESSION</td>
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<tr>
<td>The Building Blocks of Understanding</td>
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<td>A desire to provide a rich learning environment which enhanced student understanding of mental health challenges faced by many individuals resulted in the incorporation of the Hearing Voices™ simulation. This presentation will outline how that simulation was conducted, supply and staffing considerations, and most importantly student response and evaluation of the simulation. The opportunity to strengthen relationships with community resources to enhance student learning also occurred through the involvement of the Calgary chapter of the Schizophrenia Society of Alberta presentation of “Starry, Starry Night” a play which is acted by volunteers who have been diagnosed with schizophrenia. Patricia V. Morgan, R.N. M.S.N; Yvonne Hayne, R.N. PhD, University of Calgary, Alberta Canada</td>
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<td>What? Simulation Lab with a Real Live Person! Using Standardized Patients in Psychiatric Clinical Simulations</td>
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<td>Participants will learn how faculty incorporated a psychiatric clinical simulation experience utilizing a standardized patient (SP) into the nursing curriculum. Presenters will outline the process of designing and implementing a psychiatric clinical simulation using a SP and will discuss strategies for conducting a debriefing session. Advantages of using a SP within simulation, lessons learned, and future plans will be discussed. Through viewing videotaped simulation sessions, participants will witness students gaining insight into the powerful role therapeutic communication plays in providing nursing care to those experiencing mental illness. Nancy Gibson, MSN, RN, CNE; Kathleen Blumberg, BSN, RN, College of Southern Maryland, La Plata, MD</td>
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### 4-B | LAB COORDINATION AND MANAGEMENT: ADVANCED SESSION

**It Takes More than a Cowboy to Design a State-of-the-Art Simulation & Skills Laboratory: The Planning & Design Process to Create a Center to Meet Today’s Needs and 20 Years Beyond**

This presentation will provide participants with a snapshot of some of the newest innovations in simulation center planning and design; by reviewing the latest trends in simulation and skills lab planning will help participants envision new directions for their own simulation center; will review the range of media and technology that can be incorporated in a simulation lab.

Leland J. Rockstraw Phd RN; Jonathan M. Fishman, AIA, BA, M.Arch, Drexel University, College of Nursing & Health Professions, Philadelphia, PA

### 4-C | PRACTICE: ADVANCED SESSION

**Understanding the Healthcare Simulation Development Lifecycle**

Simulation is gaining widespread acceptance in the field of healthcare, and many healthcare accreditation organizations are requiring simulation-based assessments in order for nurses and other clinicians to earn specialty certifications. The development of a reliable and valid healthcare simulation that is sustainable requires a lifecycle development methodology that is unique to healthcare. This presentation covers the healthcare simulation lifecycle model developed by the Veterans Health Administration’s (VHA) National Simulation Learning Education and Research Network (SimLEARN) Center located in Orlando, Florida. The SimLEARN lifecycle model can be used by the Department of Defense or civilian healthcare organizations to develop healthcare simulations that meet the core competencies and accreditation requirements of the healthcare industry.

Lygia Lee Arcaro, PhD, RN, BC; William Gaught, PhD, Dept of Veterans Affairs, SimLEARN Center, Orlando, FL

**WANTED: Partners for Sustainability; REWARD: For Wrangling Simulation Strategies to Drive Home Patient Safety & Competency**

Our facilities strive to integrate use of interdisciplinary teams to incorporate evidence based practice with skills and competency. Evidence-based practice is a paradigm shift from "How we do it" to "What difference have we made?" Stories from the trail involve collaboration without geographic boundaries. We will showcase programs where simulation methodologies were driven by patient safety data.

LeAnn Schlamb RN MSN, Cincinnati VA Medical Center Cincinnati, OH; Kathleen Fisher MS CCRN CCNS APRN, Jesse Brown VA Medical Center Chicago, IL

### 4-D | RESEARCH ADVANCED SESSION

**NLN-Jeffries Project: Educational Practices Construct**

Jeffries framework (2005) identified five major constructs: teacher, student, educational practices, simulation design characteristics and outcomes. The educational practices construct has seven components including: collaboration, student/faculty interaction, active learning, diverse learning, feedback, time on task, and high expectations. An extensive literature review by three independent researchers revealed disparate uses of the educational practices terminology or, in some cases, that the terms were completely absent from the current literature. Consideration must be given to the use of alternative and consistent terminology and clear definitions when conducting research studies on simulation activities and when submitting the findings for publication.

Cindy Thomas EdD, RNc, CDONA, Ball State University, Muncie, IN; Laura Gantt PhD, RN, East Carolina University College of Nursing, Greenville, NC; Beth Hallmark PhD, RN, Belmont University College of Health Sciences and Nursing, Nashville, TN

### 4-E | STaR - (Simulation, Technology & Resources): ADVANCED SESSION

**Simulation is Within Your Reach**

Transforming a nursing skills lab into a high fidelity clinical simulation lab can be achieved with limited resources. The principles of briefing, cueing and evaluation strategies are fundamental aspects of a simulated clinical experience. Also, attention must be focused on Psychiatric/Mental Health Nursing being an integral part of the totality of the nursing student’s simulation experience.

Dina Faucher PhD, RN, APRNBC, ONC, CHt; Robert Lewis Hinton, Everest College, Henderson NV
12:00 p.m. – 1:00 p.m.  Lunch provided
12:00 p.m. – 1:00 p.m.  International members Lunch provided
12:00 p.m. – 1:00 p.m. Staff developers/Nurse Educator members Lunch provided
12:00 p.m. – 1:00 p.m. Final Exhibit Hall viewing

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<th>1:00 p.m. – 2:00 p.m.</th>
<th>Concurrent Session 5</th>
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<tr>
<td><strong>5-A</strong></td>
<td>EDUCATION:</td>
<td>NOVICE SESSION</td>
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<tr>
<td>Simulation Based Education: Spurring an Institution's Culture toward IPE</td>
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<td>This presentation will discuss an institution's journey in changing its culture toward interprofessional education (IPE). Simulation was used to assist this transformation by facilitating learners' acquisition of the expected competencies of interprofessional communication and collaboration. The purpose of this presentation is to illustrate how simulation can become the key methodology to integrate interprofessional behaviors, knowledge, skills, and attitudes into multiple curricula.</td>
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<td>Sharon Decker, PhD, RN, ANEF, FAAN, The F. Marie Hall SimLife Center; Cindy Acton, DNP, RN, NNEA-BC, Texas Tech University Health Sciences Center, Lubbock, TX</td>
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<td><strong>Breaking Bad News: An Interprofessional Simulation Experience</strong></td>
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<td>To integrate critical interprofessional skills into the curriculum, nursing and medical faculty and students from Johns Hopkins University created three simulations that addressed the topic of breaking bad news. The desired outcomes were to promote communication skills, foster teamwork, and strengthen the curriculum of each professional school. Students reported the experience helpful; they appreciated the opportunity to collaborate with another discipline and to practice communication skills. This presentation will describe the process of creating, piloting, and implementing these simulations and some of the lessons learned from this process.</td>
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<td>Diane S. Aschenbrenner MS, RN; Phyllis A. Naumann MSN, MA, ANP; Joyce Vazzano MS, ANP, GNP, Johns Hopkins University, Baltimore, MD</td>
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<th><strong>5-B</strong></th>
<th>LAB COORDINATION AND MANAGEMENT:</th>
<th>ADVANCED SESSION</th>
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<tr>
<td>No Cost, Low Cost Training and Communication Solutions for Lab Administrators</td>
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<td>The learner will be introduced to a variety of online tools that are free or low cost that allows the lab manager to orient faculty and or students to simulation activities, new procedures or other learning opportunities. These tools can be used in conjunction with the elearning system or between semesters when the course management tools are not available.</td>
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<td>Susan Beverung RN, MSN, Santa Fe College, Gainesville, Florida</td>
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<td><strong>The Business of Simulation – Roping It Together With Strategic Planning</strong></td>
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<td>The simulation environment can require significant amounts of creativity in managing financial resources. Many nursing faculty have been placed in coordinator roles in the simulation lab with minimal knowledge of how to plan or financially operate. Creating and implementing a strategic plan is critical. Knowing the vision of the lab, what resources will be needed and being prepared with the necessary data can provide the simulation coordinator the ability to better use financial resources when they become available.</td>
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<td>Megan McClintock, MS, RN, Denver School of Nursing, Denver, CO; Cheryl Feken, MS, RN, Tulsa Community College, Tulsa, OK</td>
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<th><strong>5-C</strong></th>
<th>PRACTICE:</th>
<th>NOVICE SESSION</th>
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<tr>
<td>Integrating Simulation into Hospital Nursing Orientation</td>
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<td>The UC Davis Center for Professional Practice nursing orientation simulation curriculum provides a series of evidence based educational scenarios to develop, sustain and advance clinical expertise. The scenarios are organized around a “simple to complex” learning sequence, building on previously acquired skills, knowledge, and attitudes. A break out session between scenarios concentrating on communication, safety and quality thus ensuring key concepts are integrated into practice. Hands on EMR documentation following the human patient simulation experience enables the learner to apply clinical concepts in a realistic experiential learning situation, and provides a bridge to apply learning to clinical practice.</td>
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<td>Karrin Dunbar RN, BSN; Elizabeth Radsliff MSN, PNP-BC, UC Davis Medical Center, Center for Professional Practice of Nursing (CPPN), Sacramento, CA</td>
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<td>Energizing Returning Nurses to Clinical Practice Utilizing Simulation Experiences</td>
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<td>This presentation will describe how simulation experiences offered returning nurses hands-on experience during an RN Refresher Course. While the course historically utilized lectures as the teaching methodology, simulation activities were used to substitute and supplement eight hours of lecture time. The nurses participated in three simulated experiences using high-fidelity human patient simulators. We will describe how we used simulation to engage nurses in &quot;refreshing&quot; their critical thinking and assessment skills.</td>
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<td>Penni Watts, MSN, RN; Nanci Swan, MSN, RN, University of Alabama (UAB) Birmingham, AL</td>
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### 5-D
**RESEARCH:**
**NLN-Jeffries Project: The Simulation Design Characteristics Construct**
The Simulation Design Characteristics team will present their preliminary findings related to this construct and its subcomponents (objectives, fidelity, problem solving, student support and debriefing) as well as engage participants in a facilitated discussion and identification of future directions for research in this area.
Jeffrey Groom, PhD, CRNA, Florida International University, Miami, FL; Deborah Henderson, PhD, RN, CNE, Ohio University, Athens, OH; Barbara J. Sittner PhD, RN, University of Nebraska Medical Center, Lincoln, NE

### 5-E
**STaR- (Simulation, Technology & Resources):**
**Easy as 1, 2, 3: Using One Handler to Program a Scenario**
Using the high fidelity manikin can be easily done with a small program. In this presentation speaker will show creating a scenario that has one handler with a simple menu to use with participants. This program could be used by almost anyone with simple instruction. In addition, the program will loop back to the beginning, so that there is no need to restart the scenario.
John G. Summerville RN, MN, Georgia Baptist College of Nursing, Atlanta, GA.

### 2:10 p.m. – 3:10 p.m.
**Concurrent Session 6**
**Select One**

### 6-A
**EDUCATION:**
**Defending the Alamo or your Simulation Lab? Make the Simulation Standards of Best Practice Work for You!**
Knowing information is valuable, but putting the information to use is often a challenge. In this session, strategies for making use of the Standards of Best Practice: Simulation published by INACSL in August 2011 will be provided.
Cheryl Feken RN, MS, Tulsa Community College; Colleen Meakim MSN, RN, Villanova University College of Nursing, Villanova, PA.

### 6-B
**LAB COORDINATION AND MANAGEMENT:**
**Creating Champions: A Tiered Approach for Faculty Development & Buy-In**
Simulation has emerged as a popular and effective teaching modality across the world in medical education. It is often a deciding factor for many perspective students in choosing where they go for their education. In spite of the growing expectation for simulation use, a lack of training prevents faculty from implementing it into curriculum. Come and hear how this pioneering approach to faculty development has led to increased organizational buy in and usage.
Jessica L. Kamerer MSN, RNC-NIC, Lancaster General College of Nursing & Health Sciences, Lancaster, PA

**“Herding Cats” and Other Techniques: Management of a Productive and Dynamic Nursing Skills Simulation Lab.**
Explore best practices in the day to day operations of a dynamic and productive nursing skills and simulation lab. With the explosive growth of human patient simulation in healthcare education, the management of the accompanying recourses needed such as personnel, equipment, supplies, space, technology and expertise can be challenging, to say the least. Come hear about lessons learned over the last decade as our simulation program has grown.
Lisa Rohrig RN, BSN; Stephanie Justice, RN, MSN; Stephanie Burlingame RN, BSN; Hilaneh Vandia RN, BSN, TLC, OSU College of Nursing, Columbus, OH
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<th>6-C</th>
<th><strong>PRACTICE:</strong> NOVICE SESSION</th>
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| **Using Simulated Patients to Identify and Manage Communication Gaps**  
Educators at Berkshire Health Systems (Pittsfield, MA) planned a retreat, using standardized patients, for medical residents in which verbal and nonverbal communication would be practiced, reviewed, critiqued, and enhanced. They were divided into several small groups, each with 4 or 5 members playing various roles; at the end of the given time period, each group discussed its scenario, and then all came together as a large group to reflect, ask questions, and discuss alternative methods of handling the interaction. The participants were then divided into new groups and to revisit the scenario using the discussion points and tools gathered in the previous sessions. All participants affirmed the value of this program, which allowed them to experience first-hand the angst of delivering or receiving unpleasant news and the potential responses faced, as well as practicing communication techniques that will enable them to be better equipped the next time such a difficult situation might be encountered.  
Rita M. Wick MSN, RN, Berkshire Health Systems, Pittsfield, MA |

**Evaluating the Effectiveness of Simulation to Increase Clinical Judgment in Patient Care Situations using a Multidisciplinary Approach**  
Learning to work effectively within a team is a vital component of patient care. At Avera McKennan Hospital, simulation sessions involve nurses, pharmacists and respiratory therapists working together to care for a patient who is heading toward a crisis and may end up in respiratory or cardiac arrest. This presentation will discuss implementation of an interdisciplinary simulation program and how scenarios are used to promote communication and teamwork focusing on quality patient care.  
Lynn White RN, MSN, CNS, Avera McKennan Hospital and Augustana College, Sioux Falls, SD; Darcy Sherman-Justice MS, RN, NE-BC, Avera McKennan Hospital, Sioux Falls, SD |

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<th><strong>RESEARCH:</strong> ADVANCED SESSION</th>
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| **NLN-Jeffries Simulation Framework Project – Outcomes Construct of Simulation Education**  
This session is one of six breakout sessions from the NLN-Jeffries Simulation Framework Project. The ‘Outcomes in Simulation Education’ team will present preliminary findings related to this construct and the underlying concepts (cognition/knowledge, skills performance, learner satisfaction, clinical judgment/reasoning and self-confidence). Participants will be engaged in a facilitated discussion in this area and future directions for research will be identified.  
John M. O’Donnell DrPH, RN, CRNA, University of Pittsburgh, Pittsburgh, PA; Tracy Levett-Jones PhD, RN University of Newcastle, Callaghan, NSW; Sharon Decker PhD, RN, ANEF, FAAN, Texas Tech University Lubbock, Texas; Valerie M. Howard EdD, RN, Robert Morris University, Moon Township, PA |

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<th>6-E</th>
<th><strong>RESEARCH:</strong> NOVICE SESSION</th>
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| **A Simulation to Assess and Care for Women Veterans Experiencing Post Traumatic Stress Syndrome (PTSD) following Military Sexual Trauma**  
The prevalence of Post Traumatic Stress Disorder (PTSD), is becoming increasingly common in women Veterans. While the rate at which women Veterans are diagnosed with this disorder is similar to their male counterparts, the causes and the symptoms vary greatly. This presentation will describe a simulation which was conducted with an actual women Veteran with knowledge of PTSD. Findings suggest incorporating Veterans with personal knowledge of PTSD improves the authenticity of the simulation and opportunities for students and Veterans to connect with each other.  
Jaime Huffman, PhD (c); Bonnie Harmer PhD, Saginaw Valley State University, University Center, MI  

**Effectiveness of a Second Life® Simulation for Undergraduate Mental Health Nursing Students**  
This presentation describes an educational innovation for undergraduate mental health nursing students using a Second Life virtual simulation. In a virtual world setting, students create an avatar and interview clients with schizophrenia or major depression in their homes. Quantitative and qualitative survey data collected over two semesters (n=126) will be presented and interpreted.  
Lori Kidd PhD, RN, CNS; Samantha Knisley BSN, RN; Karyn Morgan MSN, RN, CNS, University of Akron College of Nursing, Akron, OH |
Friday Evening  
June 22, 2012  
Special Event  
Are you ready for some Texas two Stepping and an Old Fashioned Texas Barbecue?

Dress is casual. Come comfortable and/or wear your wranglers, boots and hat, no horse required. Motor coaches will take us to the Texas Hill Country and the Knibbe Ranch a fifth generation, 1000 acre working ranch that offers a genuine Texas experience for you to enjoy and remember. This is a great opportunity to relax and network with your fellow simulation peers in a fun and casual environment!!

- Hay wagons are waiting to take you and your friends on a short ride to pre-historic Indian digs and across the creek to Knibbe Knoll. Where you’ll see the ranch’s “Tiger Stripes” breed cattle, some of Texas’ finest longhorns, white tailed deer, axis deer, beautiful cardinals, soaring hawks, but finally the breathtaking view of the panoramic Hill Country spreads before you for hundreds of miles.
- Line up for a Texas Barbecue where a talented trick roper greets us.
- After dinner get ready as we kick into high gear with line dance instructors and great county music. †
- Get up close and take your picture with a Real Texas Longhorn Steer
- Friends and family welcome to attend at the same rate as participants.

$105/person covers it all. Reserve your ticket today for this event! Select this great opportunity at the time of conference registration. Payment includes bus ride to and from ranch, dinner, and ranch entertainment.

Bus will depart Marriott Hotel at 4:15PM; Arrive back at the hotel around 10:00 PM

View what we have planned:  
http://www.nursing.uthscsa.edu/ce/inacsl.aspx
click on the What to do in San Antonio button
8:00 a.m. – 9:00 a.m. | Concurrent Session 7 | Select One
--- | --- | ---
7-A | EDUCATION: NOVICE SESSION | Targeted Simulations: Enhancing Pediatric Clinical Rotations
New graduates are expected to be competent in recognizing deteriorating patient condition, yet they may not have had those experiences during assigned clinical hours. Although BSN students are placed in busy, tertiary care facilities, our results indicate that they have virtually no experience with pediatric critical events. Targeted simulation can assist in filling gaps found in the current clinical education landscape.
Susan Pauly-O’Neill, RN, PNP-BC, DNP, University of San Francisco School of Nursing and Health Professions, San Francisco, CA

Caring for the Child with Asthma: A High Fidelity Simulation Teaching Moment
Asthma, considered the most common chronic disease in children, has seen an increase in prevalence, morbidity, and mortality (Linzer, 2007) and is the third leading cause for children’s admission to a hospital. During nursing school it is difficult to ensure each student cares for a child with an acute asthmatic event. Therefore a high fidelity simulation (HFS) experience, using an expert created case study, was chosen to provide pediatric nursing students the opportunity to use their skills and abilities to care for a child with severe asthmatic symptoms in an emergency department. Students and faculty believe HFS is helpful and effective in achieving course outcomes and promotes students’ learning in a safe environment that reflects “real world” experiences.
Debra Ann Mills, RN, MS, College of Nursing, Brigham Young University, Salt Lake City, UT

7-B | LAB COORDINATION AND MANAGEMENT: NOVICE SESSION | Blazing a Trail to Build a Simulation Program
The purpose of this presentation is to share our experience with hiring both an education specialist and simulation technician. We have experienced failures in the hiring process which lead to the applicant leaving the simulation program at the end of the orientation program. The simulation program has developed a hiring process to assist in selecting the best candidate. This process utilizes the simulation process including a written test, presentation, an interview and a simulation. After the candidate an extensive orientation program was developed and has made a positive impact. This presentation will describe the process and theories used to create the new hire process, its implemented and the tools used.
Tom LeMaster, RN, MSN, Med, REMT-P; Jenn Manos, RN, BSN, Center for Simulation and Research, Cincinnati Children’s Hospital, Cincinnati, OH

The “Given Circumstances” Model for SP Training: Theater and Nursing Unite!
Come and learn how to expertly train your Standardized Patients through the "Given Circumstances" dramatic training model. This presentation, delivered in part by an expert Theater faculty member, will discuss a collaborative funded effort between two different university schools (Nursing and Communications), and demonstrate the "Given Circumstances" method with incorporation of interactive role-play and video clips. Implementing this method in your SP program can enhance realism and improve outcomes related to your standardized patient training program. Tips for securing funding for your program will be provided.
Valerie Howard EdD MSN RN, RMU Regional RISE Center; Ken Gargaro PhD, Pittsburgh Musical Theatre, Robert Morris University Moon Township, PA
### 7-C  
**PRACTICE:** ADVANCED SESSION  
**Before the Code Team Arrives: Insitu Simulations for Non-Code Team Staff**

High fidelity simulation has been recognized as an effective method for educating and assessing competence of medical emergency/code teams. But what about the first 3 minutes of an event, before the code team arrives? Since January 2010, in-situ code simulations for non-code team staff have occurred on every unit/every shift/every quarter at a large urban trauma center. This session describes our process, outcomes, lessons learned, and provides tips to create a similar program in your facility.

Gail Johnson, MS, BSN, CCRN, CPHQ; Krista Kipper, BSN; Stacy Chew, MSN, BSN, OCN, HealthPartners Institute for Medical Education, St. Paul, MN

### 7-D  
**RESEARCH:** ADVANCED SESSION  
**State of the Nursing Science Summary: A Review of the NLN/Jeffries Simulation Framework**

This presentation will review the results of a year-long analysis of the NLN/Jeffries Simulation Framework. The findings from simulation experts who investigated each concept will be shared along with their recommended revisions to the framework. The process that was undertaken to conduct this large scale review will be explained as the presenters provide a roadmap for simulation researchers to advance the science of simulation.

Patricia Ravert, PhD, RN, CNE, ANEF, FAAN, Brigham Young University, Provo, UT; Julie McAfooes, MS, RN-BC, ANEF, Chamberlain College of Nursing, Downers Grove, IL

### 7-E  
**RESEARCH:** ADVANCED SESSION  
**Finding Their Way: Preparing Nurse Educators of the Future in Human Patient Simulation**

Imagine the ideal process and preparation for nurse educators finding their way in the world of nursing education embracing high-fidelity simulation. Administrators, educators, simulation leaders and support team members interested in the enhancement and growth of their simulation programs should attend this session to further explore this context. Significant factors necessary for the future success and sustainability in the preparatory efforts of clinical simulation in nursing will be identified. Participants will also deliberate on the strategic elements nurse educators require to entice and engage learners within their own simulation environments.

Jayne Smitten, RN, PhD(c); Dr. Florence Myrick, RN, PhD, University of Alberta, Edmonton, Alberta, CANADA

**Developing Nurse Educator Competency In The Pedagogy Of Simulation**

The purpose of this project was to evaluate the preparation to use simulation for novice and experienced faculty using the NLN Nurse Educator competencies, and Rogers’ Diffusion of Innovation as frameworks. Two individualized approaches were implemented tailored to needs of seasoned faculty who were new to simulation, and novice faculty. Results included high satisfaction, the development and testing of several scenarios, and increased utilization of simulation across the curriculum.

Jeanette McNeill, RN, DrPH; Ramona Parker, PhD, RN; Julie Nadeau, PhD, RN, University of the Incarnate Word, San Antonio, TX; Lu Pelayo, PhD, RN, Alamo Colleges, San Antonio, TX
### Concurrent Session 8

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Details</th>
<th>Presenters/Institutions</th>
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<tbody>
<tr>
<td>9:10 a.m. – 10:10 a.m.</td>
<td><strong>EDUCATION:</strong> Using Unfolding Cases in Simulation to Focus on the Care of Seniors</td>
<td>Teri Boese MSN, RN, International University of Nursing/University of Medicine and Health Sciences, St. Kitts, West Indies; Mary Cato MSN, RN, Oregon Health &amp; Science University School of Nursing, Portland, OR; Cynthia Reese, PhD, RN, CNE, Lincoln Land Community College in Springfield, IL</td>
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<td><strong>LAB COORDINATION AND MANAGEMENT:</strong> How The Sim Lab Was Won!</td>
<td>Kathy Hetzler APRN-BC, MSN, OCN, FCN; Becca Cartledge RN, MSN, FCN; University of Indianapolis, Indianapolis, IN</td>
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<td><strong>Making Maximum Use of Resources through Organizational Efficiency</strong></td>
<td>Cristina Richards BSHA; Ellen Cram, PhD, RN, University of Iowa College of Nursing, Iowa City, IA</td>
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### 8-C
#### PRACTICE: ADVANCED SESSION

**Bringing Clinical Orientation into the 21st Century with the Use of Simulation**

Using simulation as a strategy to augment learning for PCTs and RNs during orientation can improve the knowledge and skills necessary for providing competent and safe patient care in their new role. This session will discuss the development, implementation and evaluation of teaching strategies that replace traditional didactic teaching with interactive and simulation activities. Simulation scenarios were created after reviewing real events and provided opportunities to practice skills and critical thinking considered essential for patient care within a pediatric hospital setting. Pre and post simulation questionnaires show increased skill, knowledge and improved confidence for these new health care professionals.

Peggy Conroy BSN, RN; Beth Hankamer MSN, RN, CAPA, St. Louis Children’s Hospital, St. Louis, MO

**One Small Step for a Student Nurse, One Giant Leap to a Registered Nurse: Using Simulation to Assist the Transitioning Nurse**

The Graduate Advancement Program (GAP) is a yearlong program for all new nurses entering the Cone Health System. In response to participants’ requests for more active learning strategies, simulation was integrated into this program. A series of simulations were developed and incorporated into the curriculum, spanning the range from orientee with preceptor to working with an interdisciplinary team to becoming a preceptor coaching a new nurse. This presentation will discuss the development and incorporation of this program as well as overcoming new nurse resistance to simulation.

Sarah Clark, RN, MSN, CCRN; Kristin McLamb, RN, MSN, Cone Health, Greensboro, NC

### 8-D
#### RESEARCH: NOVICE SESSION

**Measuring Effective Teaching in Simulation: Development of the Student Perception of Effective Teaching in Simulation Scale**

The Student Perception of Effective Teaching in Clinical Simulation Scale (SPETCS) is a reliable and valid instrument developed to measure teaching behaviors specifically in simulation contexts. This instrument is based on the Jeffries/NLN Simulation Framework. The SPETCS can serve as a tool for the assessment, evaluation and feedback in the ongoing professional development of nurse educators who use simulations in the teaching/learning process. Recommendations for use of the instrument and possible interpretation of results will be presented.

Cynthia Reese PhD, RN, CN, Lincoln Land Community College, Springfield, IL

**The Effectiveness of Human Patient Simulation on Nursing Students’ Transfer of Learning**

The workshop will cover quantitative research in the area of transfer of learning and clinical competence using nurse observers/raters. The results of the research provided evidence that students were able to transfer knowledge and skills learned from the HPS setting to the traditional clinical setting. The results also indicated that students' perceived clinical competence and actual competence was enhanced following human patient simulation clinical. The presenter will share the results and tools used in the data collection process.

Tera Kirkman, EdD, MSN, RN, University of North Alabama, Florence, AL

### 8-E
#### RESEARCH: ADVANCED SESSION

**NLN Project to Explore Use of Simulation for High Stakes Assessment – Phase 3**

The National League for Nursing (NLN) is conducting a 3 year project to evaluate the feasibility of using simulation for high stakes assessment in pre-licensure RN programs. Phase 1 began by gathering experts in the use of simulation in nursing and medical education, along with experts in outcomes assessment and clinical judgment for a two-day Think Tank meeting. These experts identified end-of-program outcomes that are amenable to assessment through simulation, outlined scenarios that could be designed for that purpose, and provided recommendations for their implementation. In Phase 2, two expert teams were created: one team developed four simulation scenarios with three parallel forms for each scenario that were piloted at schools across the country; a second team constructed the research plan, reviewing existing tools and modifying them based on the results of pilot, and designed the training for the evaluators to insure inter-rater reliability on the tools. Based on feedback and data provided by pilot schools, the scenarios were revised. Videotaped scenarios from the pilot were used train evaluators and the scoring instruments were modified until inter-rater reliability on scoring was achieved. Field testing then took place at geographically diverse schools of nursing across the country that represents different types of RN pre-licensure programs. Performance of students in videotaped scenarios will be scored by evaluators during the summer of 2012. Study findings will inform recommendations made to the nursing education community regarding (a) the use of simulation for high-stakes evaluation in nursing education and (b) areas for future research related to this practice.

Mary Anne Rizzolo, EdD, RN, FAAN, ANEF, Consultant, National League for Nursing; Pamela Jeffries, PhD, RN, ANEF, FAAN, Johns Hopkins University School of Nursing, Baltimore, MD; Suzan Kardong-Edgren PhD, RN, ANEF, Washington State University, Spokane, WA
<table>
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<tr>
<th>Time</th>
<th>Session</th>
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<tr>
<td>10:30 a.m. – 11:00 a.m.</td>
<td><strong>Concurrent Session 9</strong></td>
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<tr>
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<td><strong>EDUCATION:</strong></td>
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<tr>
<td>9-A</td>
<td>Incorporating TeamSTEPPSTM Tools in Simulations and Education: Creating a Culture of Transparency and Safety</td>
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<tr>
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<td>This presentation will discuss creating a culture of teamwork, communication and transparency utilizing TeamSTEPPS tools and strategies into educational activities and culture.</td>
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<td>Toufic S. Khairallah (T.K.), RN, BSN, PCCN; Marie Lehman, RN, BSN; Ruth Arms, RN, BSN, CAPA; Denise Turnbull, RN, MSN; Nicole Steenrod, RN, MSN, OSF Saint Francis Medical Center, Peoria, IL</td>
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<td><strong>NOVICE SESSION</strong></td>
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<tr>
<td>9-B</td>
<td>Simulation Based Learning Environment (SimBLE) Architecture: The Fidelity Continuum</td>
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<td>The question of the importance of fidelity in simulation based learning receives a variety of responses, depending on who you ask. This question also applies to the environment in which simulation techniques are employed. Does the space have to look like a real ICU, emergency department, or operating room, and what are the benefits if it does or does not? This presentation will examine designing fidelity into learning environments, discuss the benefits and drawbacks of high fidelity spaces, and help attendees understand where their Simulation Based Learning Environments should fall in the Fidelity Continuum.</td>
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<td>Damian A. Henri, RA, LEED AP, Bostwick Design Partnership, Cleveland, OH</td>
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<td><strong>NOVICE SESSION</strong></td>
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<tr>
<td>9-C</td>
<td>The effect of Human Factors on Medical Errors</td>
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<td>The purpose of this presentation will be to demonstrate and examine the role of human factors in error causation and how modifications may prevent errors. Human factors explore how people interact with tasks, machines, computers, and the environment with the consideration that humans have limitations and capabilities.</td>
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<td>Jared Kutzin, DNP, MPH, RN, EMT, Saint Barnabas Medical Center, Livingston, NJ; Barbara DeVoe, DNP, FNP-BC, North Shore LIJ Health System, Lake Success, NY</td>
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<td><strong>ADVANCED SESSION</strong></td>
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<tr>
<td>9-D</td>
<td>The NCSBN National Simulation Study</td>
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<td>The NCSBN National Simulation Study is a multi-year, multi-site study evaluating the use of simulation as a substitute for time in traditional clinical experiences. Ten schools across the US randomized their fall 2011 cohort of incoming nursing students to receive clinical as usual, 25% simulation in place of clinical or 50% simulation in place of clinical. This presentation will describe the study design, student assessments and evaluation tools being used throughout the study, the simulation framework and debriefing methodology utilized by the study schools, and how students are being monitored to ensure the program objectives are being met. Study findings will provide evidence for State Boards of Nursing as they decide the acceptable level of simulation use within their respective states.</td>
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<td>Jennifer Hayden MSN, RN, NCSBN, Chicago, IL; Pamela Jeffries, PhD, RN, FAAN, ANEF, Johns Hopkins University; Suzan Kardong-Edgren, PhD, RN, ANEF, Washington State University, Spokane, WA</td>
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<td><strong>ADVANCED SESSION</strong></td>
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<td>9-E</td>
<td>Five Partners, Eleven Simulations, One Massive Event: How We Lassoed and Saddled Up For the Most Amazing Interprofessional Education Learning</td>
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<td>Attendees will learn about the inter-institutional collaborative model created to develop, implement and evaluate Interprofessional education (IPE) using simulation-based modules for mannequin, standardized patient and virtual world learning environments. To disseminate preliminary research findings obtained from a large scale IPE simulation event. 5 Partnering Institutions are the University of Alberta, NAIT, NorQuest College, MacEwan University and Alberta Health Services.</td>
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<td>Colette Foisy-Doll, RN, BScN, MacEwan University, Edmonton, AB, Canada; Dr. Sharla King, PhD, University of Alberta, Edmonton, AB, Canada</td>
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</table>
11:05 a.m. – 11:45 a.m.  International Nursing Association for Clinical Simulation and Learning Poster Awards, Clinical Simulation in Nursing Journal Awards and Research Grant Announcements

11:45 a.m. – 12:00 p.m.  2013 Conference announcements sponsored by the International Nursing Association for Clinical Simulation and Learning (INASCL)

12:00 p.m. – 1:00 p.m.  Empowering Change through Nursing Leadership

ENDNOTE: Using the recommendations of the IOM Report on the Future of Nursing as a backdrop, this presentation will explore the concepts of power and leadership as means to effect change within our constantly evolving health care environment. It will explore several types of leadership behaviors useful in the realization of transformation, and also identify blockades to empowerment. Beverly Malone PhD, CNE, Chief Executive Officer of the National League for Nursing (NLN)

Double bonus: Enjoy the fantastic Endnote presentation and pick up your lucky raffle ticket as you enter the final session for the opportunity to win: One of the iPads donated by KB Port and METI / CAE Healthcare or One of 2 Kindle Fires donated by Pocket Nurse Pocket Nurse. You must be present to win
AIRPORT: Our host city airport is the San Antonio International Airport
http://www.sanantonio.gov/Aviation/default.asp

GROUND TRANSPORTATION
GO Airport Shuttle, San Antonio International Airport's authorized and single shared-ride shuttle service. Shuttles depart from 7 a.m. to 1:30 a.m. daily to downtown hotels every 15 minutes. Passengers may purchase tickets at the airport's baggage claim area.
Ticket rates are $19.00 per person to downtown hotels or $34.00 for a roundtrip ticket. Service to other residential or commercial areas is available and rates vary by zone.
Book online and receive an additional discount. Online rates are $17.00 to downtown hotels and $32.00 for a roundtrip ticket. https://goairportshuttle.com/reservations
Major Credit cards are accepted. For more information call 210-281-9900.

Taxi cabs are available at the lower level curbside, outside of baggage claim, at Terminal A & B. For assistance, please contact the Airport Ground Transportation Agent wearing an airport badge. Fare to San Antonio downtown Riverwalk hotels are approximately $25 to $29 (U.S.) per taxicab. (Up to 6 may share a cab, as both luggage and passengers fit.)

HOTEL AND RESERVATIONS:
Conference host hotel:
San Antonio Marriott Rivercenter
101 Bowie Street, San Antonio, TX 78205
Or call 1-800-266-9432

The San Antonio Marriott Rivercenter offers everything an adventurous conference attendee could want. You will find diverse cuisine and numerous restaurants within walking distance. This hotel combines southern hospitality, a relaxing spa with customer service that's second to none and wonderful shopping opportunities.
Book your hotel online, a dedicated booking website has been created for our event so you will be able to make, modify and cancel your hotel reservations online, as well as take advantage of any room upgrades, amenities or other services offered by the hotel. Please click on the following link:
https://resweb.passkey.com/Resweb.do?mode=welcome_gi_new&groupID=3536880
-  $165 (plus tax 16.75%) for Standard single/double per night
  - Please add $20 for each additional person in the room.

The special rate is guaranteed for reservations made before May 28, 2012 or until the room block is filled. Rooms remaining after this date will be returned to the hotel’s general inventory and the group rate will not be available.

SPECIAL ACCOMMODATIONS: All facilities are accessible to persons with disabilities. Please call The San Antonio Marriott Rivercenter at 1-800-266-9432 to describe your special needs. In order to assure accommodation, please call at least two weeks before the program. If you have special needs related to conference meals, please contact The University of Texas Health Science Center at San Antonio via email to gutierrezc8@uthscsa.edu at least two weeks prior to the conference.

PERSONAL COMFORT: For personal comfort in rooms, please bring a sweater or light jacket. Dress for the conference is casual.

<table>
<thead>
<tr>
<th>Pre-Conference Fees</th>
<th>June 20, 2012</th>
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<tr>
<td></td>
<td>AM or PM</td>
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<tr>
<td>INACSL Member</td>
<td>$80</td>
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<tr>
<td>Non INACSL Member</td>
<td>$100</td>
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### CONFERECE FEES  JUNE 21-23, 2012

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<tr>
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<th>Early Fees Until May 3, 2012</th>
<th>Regular Fees Until June 1, 2012</th>
<th>Late Fees June 2, 2012-onsite</th>
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<tr>
<td>INACSL Member</td>
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<td>Non INACSL Member</td>
<td>$595</td>
<td>$650</td>
<td>$725</td>
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Payment (check/credit card) must be postmarked/made by the cut-off date. Additional fees will be collected during on-site registration for the difference in registration, in order for admittance to the conference.

**INACSL MEMBERSHIP BENEFIT:** Join the International Nursing Association for Clinical Simulation and Learning (INACSL) for **$95**, at the time you register, and receive a discount on registration, see below for detail in the Fee Schedule. For information on INACSL membership go to: [www.inacsl.org](http://www.inacsl.org)

**Texas Hill Country and the Knibbe Ranch - Friday, June 22, 2012**
$105/person (includes transportation, BBQ Dinner and Entertainment)
Tickets are not refundable and are non-transferable.

### CONFERENCE REGISTRATION INSTRUCTIONS

**Step #1**
1. Click link to register [https://www.surveymonkey.com/s/11thINACSL](https://www.surveymonkey.com/s/11thINACSL)
   a. (or copy and paste link into your web browser)
2. Complete each registration question carefully.
3. All questions require an answer.
   a. If an answer is not provided then you will not be able to advance to the next page.
   b. An error message will appear at the question that is missing an answer.
4. Click DONE at the bottom of the Survey Monkey to advance to Payment Page.
   a. If you do not click done all information is lost.

**Step #2**
1. Complete the Payment Page
2. Provide registrant’s Name, Phone & Email
3. Select the items you are paying for: Pre-Conference; Registration; INACSL Membership; Discount Code; Social Event
4. These items will total up
   a. Verify Amount
   b. You can click previous to go back and make a change!
5. Choose Credit Card or Check Payment

**Credit Cards**
1. Payments must be made online at the time you register.
2. Credit cards are serviced through the PayPal site.
   a. You DO NOT have to be a member of PayPal
      i. Once on the PayPal site look for the **Credit Card Option** and follow instructions. We cannot take your credit card over the phone and we cannot charge your credit card any other way.
3. If someone else besides yourself will be paying with a credit card for your registration, complete Step # 1 (survey monkey) and email them this link to make payment [http://www.uthscsa.edu/sonpay/paypage.aspx](http://www.uthscsa.edu/sonpay/paypage.aspx)
   a. It is important to register first, and then have the payer reference your name on the Payment Page, so we can match payment to your registration.
Checks
1. Click payment by check  
2. PRINT the Payment Page and MAIL with the Check  
3. Your check must be post marked by due dates listed above!  
4. Make check payable to UTHSCSA School of Nursing  
5. MAIL TO ADDRESS: follow directions on Payment Page to view address to UT Health Science Center in San Antonio.  
6. DO NOT MAKE CHECK PAYABLE TO INACSL

If you require a W9 form, email mcgoon@uthscsa.edu
The UT Health Science Center at San Antonio’s Federal Tax ID # 74-1586031.
Purchase orders cannot be accepted. We are unable to complete any vendor setup forms.

Important: registrations are required to be completed online. Phone registrations will not be taken. You can print the survey monkey for your registration information before you click DONE, but this is not a requirement.

REGISTRATION CONFIRMATION:
Confirmation and RECEIPT OF PAYMENT - of your completed registration will be sent via email upon RECEIPT OF PAYMENT. If you are registering less than 2 weeks before the program, or if you do not receive a confirmation email within 2 weeks of submitting payment, email gutierrez8@uthscsa.edu or call the Office of Continuing Nursing Education, UT Health Science Center at San Antonio School of Nursing (210) 567-5054 to make an inquiry.

ATTENDANCE POLICIES:
Attendee Cancellation, Substitution, Refund
The conference registration fees are refundable, minus a $100 processing fee, if your cancellation is received via email to gutierrez8@uthscsa.edu no later than Friday, May 18th, 2012. After this date, under no circumstances will refunds be granted. No refunds or credits will be given to “no shows.” Refund paperwork is processed after the conference (no later than 30 business days). Attendee substitutions are allowed, but notification must be made in writing.

Guest Attendance Policy
All conference activities (including educational sessions, meal functions, exhibit hall, etc.) are exclusively reserved for conference attendees. Non-registered guests (including children, family members, colleagues, etc.) are not allowed in the conference areas. Badges provided at registration are required for entrance into all functions and will be strictly enforced.

CNE Conference Modification or Cancellation
CNE reserves the right to modify the course’s schedule or program as necessary. CNE also reserves the right to cancel this conference, in which case a full refund of the registration fee will be provided. We are unable to refund any travel costs (flight, hotel, etc.) in the case of CNE cancellation.
Recording and Photography Clause
CNE reserves exclusive right to record (audio and video) and/or photograph all conference proceedings for use in marketing materials, presentations and course content sales.

The Office of Continuing Nursing Education cannot be held responsible for the cost of a non-refundable airline ticket or flight change in the event of a course cancellation or the rescheduling of the program. Upon registering in any continuing Nursing Education activity, the participant agrees that the University of Texas Health Science Center at San Antonio and their affiliates, and all personnel associated with the program are not responsible or liable for any injuries or other damages sustained by the attendee in connection with the scheduled activity, and the participant hereby releases each of them from any claims against them arising directly or indirectly from any such injury or damage. The registered participant grants permission to the Office of Continuing Nursing Education (and its designees and agents) to utilize the participants image, likeness actions and/or statements in any live or recorded audio, video, or photographic display or other transmission, exhibition, publication, or reproduction made of, about, or at, the activity without further authorization or compensation. Participants may not use video or audio recording devices during the program or scheduled event. Registering for any continuing Nursing Education Activity constitutes acceptance of these terms.

FURTHER INFORMATION REGARDING THE CONFERENCE:
UT Health Science Center at San Antonio School of Nursing
Continuing Nursing Education
Email: mcgoon@uthscsa.edu