BACK TO THE FUTURE: TEACHING & LEARNING IN THE DIGITAL AGE

Monday, June 13, 2011

7:30 – 8:30 AM
Registration

8:30 – 10:00 AM
ON THE HORIZON: EMERGING TECHNOLOGY CHALLENGES FOR NURSING AND HEALTH PROFESSIONALS EDUCATION
Speaker: Diane J. Skiba, PhD, FAAN, FACMI, Professor, University of Colorado College of Nursing, Aurora, CO
Description: This session will highlight the emerging technologies on the higher education horizon. These technologies and their potential application to nursing education will be presented. The connection between these emerging technologies and the recommendations from the Future of Nursing Report will be explored.

10:00 – 10:30 AM
Networking Break

10:30 AM – 12:00 Noon
CONCURRENT SESSION I: KNOW YOUR LEARNER

1. ATTENTION, MEMORY AND INQUIRY – THE DYNAMICS OF LEARNING IN THE DIGITAL AGE
   Speaker: John Olmsted, MA, MEd, Instructor in Psychology, Portland Community College, Portland, OR
   Description: The dynamic changes brought about by the digital age have created a paradigm shift in how our students are thinking, learning and processing information. This workshop will review the latest research and controversies regarding the effects of these changes on mental processing. It will discuss how these changes are affecting pedagogy and changes that educators are making to take the best advantage of new ways of learning.

2. GENERATIONAL SYNCHRONICITY: IMPROVING THE HEALTH CARE TEACHING ENVIRONMENT
   Speakers: Jennifer Gilhooly, RN, MS, CPNP, Adjunct Assistant Professor, Joseph Gilhooly, MD, Professor, Tracy Bumsted, MD, MPH, Assistant Professor, Department of Pediatrics, Doernbecher Children’s Hospital, Oregon Health & Science University, Portland, OR
   Description: A typical academic medical center has great generational diversity in its faculty and learners. This diversity can lead to significant conflict when the values shared by each generation are incongruent. Understanding generational attributes, behaviors, and values is only the first step toward a more successful and satisfying educational environment. A far more difficult task is translating this into practice by offering effective solutions to generational challenges that arise in everyday situations. By viewing conflicts that arise through a generational lens, health care
educators, at all levels, will be better equipped to actively design productive educational experiences for every member of the multigenerational team.

3. NEW PERSPECTIVES ON CULTURAL DIVERSITY
   Speaker: Michael Reyes Andrillon, BA, BS, Director of Multicultural Programs, Linfield College, Portland, OR
   Description: During this session we will discuss how cultural background can affect learning activities both in and out of the classroom setting. Several current and former nursing students from differing backgrounds will join our discussion to share their experiences and offer strategies to make nursing education more culturally relevant and inclusive.

12:00 – 1:00 PM
Lunch and Roundtable Topics

1:00 – 2:30 PM
CONCURRENT SESSION 2: DESIGN AND DELIVERY

4. BELLS, WHISTLES, AND PROPS: HOW TO CHOOSE THEM AND HOW TO USE THEM
   Speaker: Linda Felver, PhD, RN, Associate Professor, Oregon Health & Science University School of Nursing, Portland, OR
   Description: Props and metaphorical bells and whistles in the classroom can facilitate student learning or impede it, depending on how you select and use them. Participants in this interactive session will explore how to choose these strategies and how to use them in the classroom setting to optimize student learning.

5. OHSU EPIC: DESIGN FOR A WIDE RANGE OF LEARNERS
   Speakers: Stacy January, RN and Pamela Goodrich, MEd, MSN, RN, Nurse Educators, Oregon Health Science Hospitals and Clinics, Portland, OR
   Description: This session will feature a discussion of approaches to merge the potential conflict of skill spectrums of novice to expert nursing experience and degree of technology savvy in the mixed group electronic medical record training classroom.

6. ADAPTING THE OCNE CLINICAL EDUCATION MODEL TO THE PROFESSIONAL DEVELOPMENT OF NURSING STAFF
   Speakers: Mary Schoessler, RN-BC, EdD, Professional Development Specialist, Providence Portland Medical Center, Portland, OR; and Paula Gubrud-Howe, RN, EdD, FAAN, Associate Dean for Academic Partnerships, Technology & Simulation, School of Nursing, Oregon Health & Science University, Portland, OR
   Description: The model for clinical education in schools of nursing and nursing orientation programs has not changed in over 50 years. We are still teaching students and orienting new employees by placing them in ever more acute patient care settings, pairing them up with an extremely busy staff nurse and hoping that they get what they need to learn to become a competent practitioner. In staff development we have focused on preparing staff nurse preceptors to be better teachers yet have done little to change the model of teaching. The Oregon Consortium for Nursing Education (OCNE) Clinical Education Model identifies 5 different clinical education activities designed to develop nursing students’ clinical judgment, pattern recognition, psychomotor skill proficiency and build skills in relationship centered care, evidence based practice, ethical comportment, organizational skills, safe patient care and teamwork. The five clinical education
model elements are: intervention-skill based, case-based, concept-based, direct focused client care, and integrative experience. By employing these strategies in new hire orientation, we can dramatically improve new hire learning while decreasing the stress placed on the preceptor and the nursing unit. This presentation will describe how the OCNE clinical education model has been applied to new hire RN orientation at a large medical center in the Pacific Northwest.

2:30 – 2:45 PM
Networking Break

2:45 – 4:15 PM
CONCURRENT SESSION 3: ASSESSING LEARNING

7. THE POWER OF RUBRICS IN CLINICAL SETTINGS: HOW TO CREATE AND USE
Speaker: Dannelle D. Stevens, Professor, Graduate School of Education, Portland State University, Portland, Oregon.
Description: All assessment communicates to students what is important to learn. Rubrics refine and clarify that communication while, at the same time, saving you grading time. In this session, you will learn how to create a rubric and use it effectively in clinical settings. Suggestion: Bring a written description of a student assignment you frequently use.

8. ASSESSING COMPETENCY IN SIMULATION ENVIRONMENTS
Speakers: JoDee Anderson, MD, Assistant Professor, Neonatology; and Paula Gubrud-Howe, EdD, RN, FAAN, Associate Dean for Academic Partnerships, Technology & Simulation, School of Nursing, Oregon Health & Science University, Portland, OR
Description: Measuring and monitoring proficiency of individuals and teams in simulation is dependent on the development of valid and reliable instruments. Presenters will describe the process used to develop instruments designed for use in simulation. Participants in this interactive session will use the Behavior Assessment Tool (BAT) an instrument a behavioral scoring tool for simulated pediatric resuscitation. The Oregon Simulation Clinical Competency Rating Scale (OSCCRs) will also be presented and participates will have the opportunity to use both instruments to rate student performance from digitally recorded simulation sessions.

9. ASSESSING LEARNING IN SIMULATION
Speakers: Jana Taylor, MS, RN, Professor of Nursing, Simulation Program Director, Linfield College School of Nursing, Portland, OR; and Stephanie Sideras, RN, PhD, Assistant Professor, Oregon Health & Science University School of Nursing, Ashland, OR
Description: This session will present two methods for linking student performance to high fidelity simulation assessment. The Reflective Practice Rubric is focused on how students meet curriculum outcomes and measures specific professional, interpersonal and team skills, clinical skill, clinical judgment and safety competencies. The second is the Oregon Simulation Clinical Competency Rating Scale (OSCCRs). Faculty will be provided with an opportunity to practice applying the OSCCRs to student performance in simulation.

Tuesday, June 14, 2011

7:30 – 8:30 AM
Registration
8:30 – 10:00 AM
**FOSTERING A CULTURE OF INNOVATION AND DIGITAL WISDOM IN EDUCATION OF NURSES AND HEALTH PROFESSIONALS**
Speaker: Diane J. Skiba, PhD, FAAN, FACMI, Professor, University of Colorado College of Nursing, Aurora, CO
Description: Technological advances are presenting many faculty challenges in higher education. Faculty struggle the rapid advancement of emerging technologies and their application to the teaching learning process. This presentation will focus on strategies to create a culture of innovation that fosters the faculty’s development of digital wisdom.

10:00 – 10:30 AM
Networking Break

10:30 AM – 12:00 Noon
**CONCURRENT SESSION 4: USING TECHNOLOGY FOR PRACTICE**

10. **SCITT: SIMULATED CODE INTERPROFESSIONAL TEAM TRAINING**
   Speakers: Cyndi Perez, MS, RN, CNS, CCRN, Nurse Manager, Cardiac Surgical ICU; and L. Michele Noles, MD, Assistant Professor, Department of Anesthesiology & Perioperative Medicine; Oregon Health & Science University, Portland, OR
   Description: This session will highlight an innovative approach to team training wherein physicians, anesthesiologists, respiratory therapists, and ICU nurses work and learn together during a mock code event. The goal of the Simulated Code Interprofessional Team Training (SCITT) is to train high performing teams to avoid and manage hazardous errors with the framework of complex and dynamic crisis situations. The training emphasizes Crisis Resource Management principles and ACLS protocols and takes place in situ with a high-fidelity simulation mannequin.

11. **INSTRUCTIONAL DESIGN CONSIDERATIONS IN BUILDING ONLINE COURSES**
   Speaker: Thomas Boudrot, EdD, Assistant Professor, Academic Technology, Oregon Health & Science University, Portland, OR
   Description: Online courses can be cursed with TMI (too much information) that confuse students and impede learning. In this session, considerations for creating online course content will be presented along with a look at actual courses both “before” and “after” a design makeover was performed. Time will be set aside for participant questions.

12. **STRATEGIES FOR PREPARING NURSING STUDENTS AND NURSES TO USE ELECTRONIC HEALTH RECORDS (EHR)**
   Panel Members and Products being featured:
   - David Dale, MSN, RN, CNS, Nursing Instructor, Mt Hood Community College School of Nursing, Gresham, OR – Featuring: NurseSquared
   - Mary Oakes, RN, MSN, Simulation Program Manager, University of Portland School of Nursing, Portland, OR – Featuring: Cerner AES (Academic Electronic Solution)
   - and Aaron De Clerck, Simulation Operations Manager, Linfield College School of Nursing, Portland, OR – Featuring: Neehr Perfect
   Description: This session will expose attendees to software programs currently used in colleges and hospitals to train nursing students and nurse employees to use Electronic Health Records (EHR). This “show-and-tell” session will be interesting to nurse educators in the academic and/or...
hospital based settings. We believe the better prepared nurses are in the use of EHR’s, the more time they can spend at the bedside.

12:00 – 1:00 PM
Lunch and Roundtable Topics

1:00 – 2:30 PM
CONCURRENT SESSION 5: TECHNOLOGY BUFFET I

13. PREZI: AN EASY AND ENGAGING PRESENTATION TOOL
   **Speaker:** Anna M. Johnson, MS LIS, Faculty Librarian/ Instructor, Mt Hood Community College, Gresham, OR
   **Description:** Prezi (http://prezi.com) is an online tool that lets you design a presentation on an endless blank canvas instead of as a series of slides. When you can “fly” to any point in your presentation, your audience is instantly engaged by the dynamic display of information. In this hands-on session participants will create a Prezi after a brief demonstration of this intuitive tool’s capabilities.

14. USING SECOND LIFE TO MIMIC REAL LIFE
   **Speaker:** Diane J. Skiba, PhD, FAAN, FACMI, Professor, University of Colorado College of Nursing, Aurora, CO
   **Description:** Most faculty immediately think of gaming when virtual worlds are described in education. Come and learn how numerous schools in nursing and health care use Second Life as a virtual environment to learn about nursing. The session includes a demonstration of the CU Virtual Hospital and its use in teaching healthcare informatics.

15. EFFECTIVE USE OF DISCUSSION BOARDS IN ONLINE COURSE MANAGEMENT SYSTEMS
   **Speaker:** Thomas Boudrot, EdD, Assistant Professor, Academic Technology, Oregon Health & Science University, Portland, OR
   **Description:** In this session the presenter will review current research regarding the effective use of online discussion boards and show actual student work to highlight best practices. Questioning strategies, degrees of cognitive difficulty, rubrics for scoring and guiding student behavior and related topics will be covered. Time will be set aside for participant questions.

2:45 – 4:15 pm
CONCURRENT SESSION 6: TECHNOLOGY BUFFET II

16. USING SOCIAL MEDIA TO CONNECT, INTERACT AND LEARN
   **Speaker:** Diane Skiba, PhD, FAAN, FACMI, Professor, University of Colorado College of Nursing, Aurora, CO
   **Description:** The impact of social media in education, health care, business and our personal lives is well documented in the literature. Come learn how social media can be used to create an interactive learning community and help connect students, faculty, alumni and experts.

17. COLLABORATING AND TEACHING USING WEBINARS
   **Speakers:** Cat Vogt, Distance Learning Program Coordinator, Mt. Hood Community College, Gresham, OR; and Diane Bauer, MS, RN, CNS, Faculty & Clinical Placement Team Leader,
Baccalaureate Completion Program for RNs, Oregon Health & Science University School of Nursing, Portland, OR
Description: Elluminate Live!® and Adobe Connect ® are easy-to-use online collaboration systems that allows everything from two-way audio, multipoint video, and shared whiteboards to application sharing, interactive recording, and breakout rooms. They offer fantastic interactive learning environments that not only enhance your classroom, whether face-to-face, hybrid or online, they offer a new way of reaching students for advising, tutoring, library services and much more.

18. ENHANCING CLINICAL EFFECTIVENESS THROUGH THE USE OF HAND-HELD DEVICES
Speaker: David Dale, MSN, RN, CNS, Nursing Instructor, Mt Hood Community College School of Nursing, Gresham, OR
Description: Technology innovations can help you become a more effective and efficient clinical instructor. This hands-on session will teach you how to upload documents to your hand held devices such that you can:
• Have resources available for guiding students in making clinical decisions;
• Have student clinical evaluation tools at your finger tips to record student accomplishments or areas to improve; and
• How to synchronize your hand-held device to your laptop/desktop computer.

4:15 PM
SESSION CONCLUDES