Conference Program

New York City Nursing Education Consortium in Technology (NYCNECT)

Presents

6th NYCNECT Health Professions Education Conference & Technology Summit

William and Anita Newman Conference Center
Baruch College, The City University of New York

Wednesday, June 10, 2015
New York City Nursing Education Consortium in Technology (NYCNECT)

6th NYCNECT Health Professions Education Conference and Technology Summit

William and Anita Newman Conference Center
Baruch College, The City University of New York
151 E. 25th Street | New York, NY 10010

Wednesday, June 10, 2015
9:00 AM – 4:15 PM

Agenda

08:45  Check-in & Registration Opens  7th FL. ATRIUM
09:30 – 10:00  Opening Remarks  CONF. RM 750
10:00 – 11:30  Plenary Session  CONF. RM 750
   Timothy C. Clapper, PhD
   Using Technology to Reach your Learners: The Theory behind the Practice
11:30 – 01:15  Poster Presentations and Vendor Exhibition  LOUNGE
12:15 – 01:15  Lunch (Poster and vendor exhibitions ongoing)  LOUNGE / CONF. RM 750
01:20 – 02:30  Concurrent Panel Session 1  CONF. RM 750 & RM 763
02:40 – 03:50  Concurrent Panel Session 2  CONF. RM 750 & RM 763
03:50 – 04:15  Closing Panel Discussion: Next Steps to Building a Community of Faculty Scholars
               Poster Awards & Vendor Raffle  CONF. RM 750

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Wireless Access:
Join Baruch GUEST network
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Plenary Speaker

**Using Technology to Reach your Learners: The Theory behind the Practice**

Conference Rm. 750 | 10:00 – 11:30 AM

**Timothy C. Clapper, PhD**
President and Educational Consultant, TC Curriculum & Instructional Design, LLC
Adjunct Faculty, University of Colorado at Colorado Springs

Timothy C. Clapper, PhD is a Professor of Instructional Technology and an Education and Simulation Consultant. He spearheaded the opening of an 11-hospital medical simulation center, conducted a complete reorganization of a nursing simulation hospital, and advised/facilitated numerous simulation and teamwork projects worldwide. Using his unique brand of brain-based learning (BBL) and simulation, Dr. Clapper has developed and facilitated instruction for thousands of teachers, healthcare providers, and healthcare educators. In addition to improving the clinical skills of providers at numerous locations, the team-based courses that he developed were recognized by the Joint Commission as “best practices.”

Dr. Clapper is best known for his work in health care simulation, including his Saturation in Training model described in *Why Your TeamSTEPPS Program May Not Be Working*, his Conflict Theory of Medical Errors described in *In Situ and Mobile Simulation: Lessons Learned...Authentic and Resource Intensive*, and his approach to educating adult learners described in *Beyond Knowles: What Those Conducting Simulation Need to Know about Adult Learning Theory*. He is an American College of Surgeons Advanced Trauma Life Support Educator, and Public Member of the Accreditation Council for Graduate Medical Education (ACGME) Review Committee for Anesthesiology.
Poster Presentations

In alphabetical order by submitting author:

🌟 Amicucci, Bernadette; & Donahue, Nadine (York College). Digital clinical experiences to improve student learning in a nursing assessment course.

Baumann, Steven (Hunter College). Hybrid family nurse practitioner education in Haiti: An international collaboration model.

Kaye, Scott P. (CUNY Graduate Center). Utilization of an interactive educational newsletter.

McFarquhar, Claudette V. (York College); & Browne-Delaney, Shawne (Visiting Nurse Service of New York). Utilizing simulation technology to assess and intervene in blood transfusion reaction.

Meiri, Helena; & Hamilton, Tasha (Visiting Nurse Service of New York). Improving confidence in job performance among home care Interdisciplinary Care Team Managers.

🌟 Nichols, Jacqueline (Borough of Manhattan Community College); Ronca, Kathleen (Hostos Community College); Sutton, Elizabeth (Queensborough Community College); Nwabueze, Ursula Pearl (New York City College of Technology); & Naing, Kyaw (LaGuardia Community College). Evidence-based research simulation program for unemployed CUNY associate degree nursing graduates.

Reilly, Margaret; & Lavin, Joanne (CUNY School of Professional Studies). Clinical evaluation in nursing education: Use of standardized patients in health assessment.

Ruppel, Halley (New York Simulation Center for the Health Sciences). Pediatric resuscitation quality improvement program.

Sutton, Elizabeth (Queensborough Community College). Integrating an academic electronic medical record into the Fundamentals of Nursing.

Villegas-Pantoja, Miguel A. (CUNY Graduate Center). Executive functioning, parenting and alcohol consumption in Mexican adolescents.

🌟 Recipient of NYCNECT Outstanding Poster Award
Concurrent Panel Presentations: At A Glance

<p>| SESSION ONE (1:20 - 2:30 PM) |</p>
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| **(1A) Distance & Hybrid Education in Nursing**  
Moderator: Margaret Reilly (CUNY SPS) | **(1B) Use of Technology in Patient Care & Community Outreach**  
Moderator: Alex Plavskin (Hunter College) |
| Virtual Office Hours using Blackboard Collaborate  
*Natasha Nurse (Lehman College)* | Heart-to-Heart: Use of Technology in Community Outreach  
*Abigail Lyons (Weill Cornell Medical College), Alex Plavskin (Hunter College)* |
| Use of Standardized Patients in Health Assessment: Simulation to Promote Cognitive and Social Presence  
*Margaret Reilly, Joanne Lavin (CUNY SPS)* | Community Interactive Video Conferencing (CIVIC): Use of Telehealth in Community Outreach  
*Jeff Zhu (Weill Cornell Medical College)* |
| Virtual Learning Environments: Hi-Tech and Hi-Touch  
*Kenya Harris (Bronx Community College)* | |
| Audience Discussion with All Panelists | Audience Discussion with All Panelists |

<p>| SESSION TWO (2:40 - 3:50 PM) |</p>
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| **(2A) Professional Development: Competencies Beyond the Classroom**  
Moderator: Eda Ozkara San (NYU) | **(2B) Innovations in Simulation and Clinical Education**  
Moderator: Donna Nickitas (Hunter College) |
| Hybrid Family Nurse Practitioner Education in Haiti: An International Collaboration Model  
*Steven Baumann (Hunter College)* | Digital clinical experiences to improve student learning in a nursing assessment course  
*Bernadette Amicucci, Nadine Donahue (York College)* |
| Evidence Based Research Simulation Program for Unemployed CUNY Associate Degree Nursing Graduates  
*Jacqueline Nichols (BMCC); Kathleen Ronca (Hostos); Elizabeth Sutton (QCC); Ursula Pearl NWABUEZE (CityTech); & Kyaw Naing (LaGuardia)* | |
| Mentoring New Faculty via Mobile Compatible Website  
*Marina Yuabova, Margarita Israilova, Natalya Fazylova (LaGuardia)* | Enhancing Medication Administration Skills Using Standardized Patients  
*Kellie Bryant, Natalya Pasklinsky, Megan Corley (NYU)* |
| Audience Discussion with All Panelists | Audience Discussion with All Panelists |
VIRTUAL OFFICE HOURS USING BLACKBOARD COLLABORATE
Natasha Nurse (Lehman College)

Every professor is responsible for doing weekly office hours. This is usually a time when students can come to ask any questions they may have or to address any concerns they may have. Oftentimes, online students may not be able to benefit from this opportunity because of other conflicts. Online students typically select this method of education due the flexibility it offers. They should be able to reap the benefits of Office Hours just like all other students. This problem may present a significant barrier to progression in their education. One solution to this challenge is Blackboard Collaborate. This is an innovative synchronous technology that is integrated into the Blackboard Learning Management System that allows professors to communicate with their students. Students log onto a Blackboard Collaborate session at a given time and are able to communicate with their professor and other colleagues. For the purpose of Office Hours, a professor can select a weekly date and time for their “Virtual Office Hours” and be available at that time for any student who may have a question or concern. Success with this method was measured through use of mid-term and final evaluations in a Fall 2014 online Nursing course. Students found this method to be very engaging and helpful. Feedback and suggestions provided by students included rotating dates and times of weekly Virtual Office Hours and using the live webcam more frequently, as opposed to a static picture. The idea of presence in an online course is well established as a factor that contributes to student success. The use of weekly Virtual Office Hours is a great way to enhance instructor presence in an online course.

USE OF STANDARDIZED PATIENTS IN HEALTH ASSESSMENT: SIMULATION TO PROMOTE COGNITIVE AND SOCIAL PRESENCE
Margaret Reilly, Joanne Lavin (CUNY School of Professional Studies)

Registered nurses returning to school to advance their education, run the gamut from new graduates to well experienced—from novice to expert. The challenge in many BSN completion programs is to integrate multiple levels of learner experience yet still offer opportunity for growth and development. Health Assessment, an increasingly important competency for nurses to possess, is typically offered as initial course in RN to BSN programs, and encompasses more than just physical assessment. Equally challenging is finding appropriate ways for registered nurse students to demonstrate competency in this area. A unique solution identified by one RN to BSN program was to employ the use of Standardized Patients (SP) for an end of course Simulation in Clinical Health Assessment. Although used regularly in medical education, use of SPs in nursing education has been limited. In this pilot project, a convenience sample of 60 registered nurse students participated in two randomly assigned SP encounters. Cases were developed in conjunction with nurse faculty clinical experts, an SP trainer and validated with SP actors experienced in this style of medical education. Students received feedback from the SPs on their communication, empathy and quality of health teaching skills. Sessions were recorded for evaluation by faculty of students’ examination skills, ability to address health issue, and accuracy of health teaching. To ensure the rigor of the evaluation, inter-rater reliability by three faculty was established with the use of the Creighton Competency simulation Evaluation of Instrument. Student evaluation of the positive benefit of the experience exceeded expectations.

VIRTUAL LEARNING ENVIRONMENTS: HI-TECH AND HI-TOUCH
Kenya Harris (Bronx Community College)
Modern technologies have transformed the way educators view and manage their educational communities; an instructor can go in two directions either hi-tech or hi-touch. The goal of this panel presentation is to discuss various ways of creating a virtual learning environment that interlocks hi-tech with hi-touch.

**1B Use of Technology in Patient Care & Community Outreach**

*Moderator: Alex Plavskin (Hunter College)*

*Room 763*

**Heart-to-Heart: Use of Technology in Community Outreach**

*Abigail Lyons (Weill Cornell Medical College); Alex Plavskin (Hunter College, CUNY)*

Heart-to-Heart is a community outreach program focused on bringing screening to communities in need. It mobilizes primary care screening to "bring the clinic to the community." The portable clinic provides free cardiovascular screening and patient counseling that includes: a total cholesterol panel, hemoglobin A1C, fasting blood glucose, blood pressure, BMI evaluation and client education provided by a nurse practitioner or a physician. The program uses portable technology to provide point-of-care testing, data collection, and opportunities for follow-up care.

**Community Interactive Video Conferencing (CIVIC): Use of Telehealth in Community Outreach**

*Jeff Zhu (Weill Cornell Medical College)*

Since 2009, Community Interactive Video Conferencing (CIVIC), has connected experts from Weill Cornell and partner institutions with underserved communities throughout New York City and Long Island. Connecting with audiences at faith-based institutions and community centers, it addresses preventive health and other topics in an interactive, town-hall-style format; its latest initiative provides "hands-only" CPR training in conjunction with the Ronald O. Perelman Heart Institute. Both CIVIC and Heart-to-Heart make a commitment to being a partner in addressing disparities in New York City.

**SESSION TWO (2:40 - 3:50 PM)**

**2A Professional Development: Competencies beyond the Classroom**

*Moderator: Eda Ozkara San (NYU)*

*Conference Room 750*

**Hybrid Family Nurse Practitioner Education in Haiti: An International Collaboration Model**

*Steven Baumann (Hunter College)*

The aim of this presentation and/or poster is to describe how Promoting Health in Haiti’s (PHH), a nonprofit-NGO founded by nurses, with support from Hunter College developed and operate two Hybrid FNP nursing master’s degree programs in Haiti. Haiti is one of the poorest countries in the world, and has one of the highest rates of infant and maternal mortality. It also has a dire shortage of nurses and physicians. Thus, there is a critical need for quality primary care, prenatal care and newborn care and graduate nursing education in Haiti. The method of the project involved partnering with the Episcopal University of Haiti (UNEPH), the Faculté des Sciences Infirmières de l’Université Épiscopale d’Haïti (FSIL) in Léogâne, and Hunter College, PHH is offering the first Master’s level Family Nurse Practitioner (FNP) program in Haiti, which opened in 2013. On April 1, 2015 PHH opened a second FNP program, in partnership with the University of Haiti; this is the first nursing program at this public university. The FNP programs are hybrid international collaborations. Faculty from the United States, teach 3 day intensive face-to-face all day classes, the remainder of the education is via distance learning, using Moodle. Thanks to the generosity of President Raab, of Hunter College, the students in the first FNP program have Hunter College email addresses and access to the electronic library resources of Hunter College.
Evidence Based Research Simulation Program for Unemployed CUNY Associate Degree Nursing Graduates

Jacqueline Nichols (Borough of Manhattan Community College); Kathleen Ronca (Hostos Community College); Elizabeth Sutton (Queensborough Community College); Ursula Pearl Nwabueze (New York City College of Technology); & Kyaw Naing (LaGuardia Community College)

This proposal is to develop and design an evidence-based simulation¹ program that will address clinical competency gaps for The City University of New York (CUNY) unemployed associate degree (ADN) graduates currently enrolled in an RN to BSN program. According to the CUNY Consortium of Nursing Programs Post-Graduate Outcomes Report (October 2014), CUNY ADN graduates in recent years, who passed the NCLEX Licensure Exam are still not employed as RNs eighteen months after they graduated. They report that of the spring 2011 graduates, 28% were noted to be unemployed.² Beginning in 2002, studies linked the percentage of RNs in a hospital with baccalaureate degrees to decrease patient mortality.³ In CUNY’s 2014 survey, 60% of recent ADN graduates whether they were working in their first job as an RN or not, were already enrolled in an RN to BSN program. Most of the online programs that are offered at several schools across the country do not have a clinical component. Therefore, the unemployed ADN graduate nurses enrolled in these programs are not reinforcing their clinical competency and reasoning skills, which is necessary to achieve safe and effective patient outcomes. Future employers of these novice nurses expect them to be competent in patient assessment and clinical decision making skills when providing care to their patients. Nursing faculty from four of CUNY’s Community Colleges will collaborate to address the issue of competency gaps among unemployed ADN graduates that are currently enrolled in an online RN to BSN program, with the use of high fidelity simulation. Each school will recruit ten recent graduates that are not working as an RN to participate in a one week program involving patient assessment and clinical simulation. The objective of the program is to evaluate their patient assessment skills, and validate their clinical decision making judgments. Shadow Nurse Software will be used to evaluate their patient assessment skills. Their clinical reasoning and critical thinking skills will be validated using the National League for Nursing (NLN) evidence based clinical simulations. At the completion of the program, participants will receive certificates of attendance or CEUs. The goal of the program is to increase the marketability of the ADN graduate in obtaining an entry level nursing position. Research will be conducted and results analyzed by a Research Analyst to evaluate the effectiveness and outcomes of the program, and to develop a full proposal for further funding.

Mentoring New Faculty via Mobile Compatible Website

Marina Yuabova; Margarita Israilova; Natalya Fazylova (LaGuardia Community College)

Mentoring is a significant and popular concept that is transformed into practice in fields of business and education to assist professionals to fit successfully into their new roles. Nowadays academic settings in the Health Sciences Programs show an increasing number of educators, among them a considerable amount of master’s and doctoral degree prepared faculty members, who are expected to be brilliant thinkers, decision makers, risk takers, change facilitators and effective communicators. Innovative recommendations and strategies are necessary in the field of health science education for mentoring new faculty members. Mentoring committee of health science department at LaGuardia Community College focused on developing a creative mentoring platform for newly hired faculty. This project has taken New Faculty Mentoring to next level through the creation of a mobile compatible website. The goal for this project is to create a mobile compatible website that will offer to new hired faculty a great deal of resources, which will help them to become successful educators. New hired faculty will have ability to access all of the following: syllabus development, student advisement, variety of teaching strategies resources and a wealth of information on professional development which will be available at any time and on any mobile device. With this new technology, junior faculty will have the advantage of step-by-step instructions on how to improve the quality of teaching, and work towards obtaining the most effective teaching techniques to ensure highest quality of information processing among students. Access to mobile compatible website will create a huge advantage for incoming professors. This new
technology will serve as a mentoring guide to substantiate the quality of information available to CUNY junior faculty.

(2B) Professional Development: Competencies beyond the Classroom  
Moderator: Donna Nickitas (Hunter College)  
Room 763

Digital clinical experiences to improve student learning in a nursing assessment course  
Bernadette Amicucci; Nadine Donahue (York College)

This session will inform participants about incorporating technology in the form of digital clinical experiences to enhance traditional teaching methodologies and extend nursing student learning and skill development in a nursing assessment course for both generic BSN and RN to BSN students. Nursing students are exposed to a variety of clinical experiences beginning in the first clinical semester. Typically, students begin by engaging in nursing laboratory settings practicing with each other, as well as mannequins, to practice and learn therapeutic communication and technical skills. The laboratory setting provides a safe and non-threatening environment, however it lacks the interpersonal engagement needed to develop empathy and interviewing skills that are needed as students enter the clinical sites with real patients. This presentation will discuss the process and outcomes of incorporating digital clinical experiences to a traditional nursing assessment course as a means to expand students’ learning and skill acquisition. The digital clinical experience provides students with the opportunity to interact with a client unlike their classmates, but not as high risk as in the clinical setting. Students engaged in planned weekly activities using digital clinical experiences in preparation for traditional college nursing lab sessions. Students interacted with the digital clients and performed assessments using a computer program. Opportunities for inter-professional communication, documentation and self-reflection were provided. This course revision was implemented in response to student learning needs and availability of technological resources to improve assessment skills in an entry level baccalaureate nursing program.

Enhancing Medication Administration Skills Using Standardized Patients  
Kellie Bryant; Natalya Pasklinsky; Megan Corley (NYU)

Use of Standardized Patients (SPs) has been widely used in the field of medicine since the early 1960’s, however the use of SPs in nursing education is a relatively new teaching modality. SPs can be used to develop and/or evaluate core nursing competencies such as patient care, nursing knowledge, critical thinking, interpersonal and communication skills, and professionalism. NYU College of Nursing began using SPs during the spring 2013 semester as a solution to address our student’s inability to administer medication in one hospital setting due to the implementation of a new Electronic Medical Record system. To ensure these students had the opportunity to practice and develop their medication administration skills, we created several medication administration simulation using SP’s. These simulation not only focused on students practicing administering medications but also encompassed performing a physical assessment, communication, critical thinking, and dosage calculation skills. Students were required to attend one session each semester and were evaluated by both the instructor and the SP’s. Students who did not successfully complete critical competencies during the simulation were required to attend a remediation session. Due to the overwhelming positive feedback from the students and the identification for the need for additional opportunities for students to practice safe medication administration skills, NYU College of Nursing required every student to complete a medication administration simulation each semester. Although the research is limited, there is evidence that the use of SPs in nursing education can enhance student’s communication skills, increases student self-confidence, encourages critical thinking, and decrease student anxiety. Additional research is needed to examine if the benefits of using SPs in a nursing program translates into improved patient care.
2015 Exhibitors and Program Sponsors

We wish to thank the following vendors for their participation and support. Please visit their tables to learn about their innovative products and services.

Presented in alphabetical order:

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We are able to aid in the teaching process and assess learners’ understanding of the material. We also offer written evaluations and/or one-on-one feedback to the learner. Our goal is to help in creating a safe, nonjudgmental environment, which is instrumental in the learning process.

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About NYCNECT

NYCNECT is a 5-year, Health Resources and Services Administration (HRSA)-funded mechanism for the Faculty Development: Integrated Technology into Nursing Education and Practice Initiative (Faculty Development: ITNEP). Led by Project Director, Dr. Donna Nickitas, CUNY faculty in our one-year professional development program participate in hands-on learning activities to develop competencies in innovative pedagogy and teaching strategies and teaching with simulation, informatics/Health IT, telehealth, and other health care and educational technologies.

NYCNECT trainees serve as “Transformers” at their home institutions by advising colleagues on the use of health care and educational technologies and by participating in a CUNY-wide consortium to improve nursing education through the use of effective teaching strategies, simulated learning, informatics/Health IT, telehealth and mHealth technologies. By creating a consortium of faculty from all CUNY schools of nursing, NYCNECT aims to strengthen nursing education at CUNY through innovative teaching and learner-centered uses of technology.

By increasing faculty expertise in use of simulation, informatics and telehealth, our ultimate aim is to equip our faculty with the skills and knowledge needed as educators to prepare nursing students for 21st century health care practice, and to contribute to the reduction of health disparities in under-served populations by preparing a diverse culturally competent nursing workforce.

Visit [www.nycnect.org](http://www.nycnect.org) for more information.

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