TLAC Conference Grant Program

Application for Grant: March 1, 2016

Dr. Terry Delpier, Tenured Professor, CTL Scholar, 2015-17
School of Nursing, 2308 NSF; tdelpier@nmu.edu; 227-1676

Conference: 2016 QSEN National Forum Conference
The New Frontier: Forging Partnerships for Lifelong Learning in Quality & Safety
Date: May 25 – 27, 2016
Location: Hyatt Regency Hill Country Resort and Spa, in San Antonio, Texas
Sponsored: The Quality and Safety Education for Nurses (QSEN) Institute

I am requesting a Teaching Learning Advisory Council (TLAC) grant to support travel to attend a nursing education conference, where I will also present a SoTL poster on teaching DNP students in a course on evidence-based practice (EBP). There are two purposes to this grant request. One is to improve my teaching of graduate and undergraduate nursing students as it relates to improving quality and safety in nursing. The second is to help me provide leadership and encouragement to other NMU faculty who are learning to use the Scholarship of Teaching and Learning (SoTL) process. Having the opportunity to present a poster on my SoTL project will broaden my experience as I champion the SoTL process with other NMU faculty.

Introduction – Nursing Education

Over a decade ago, in the first of a series of landmark reports, the Institute of Medicine (IOM, 2000), identified that patient deaths due to medical errors were the seventh most common cause of death in the United States, exceeding numbers due to car accidents, breast cancer, or AIDS. The report brought attention and urgency to the problem and recognized that the causes of many safety errors were rooted in fragmented systems of care and a code of silence. In their 2003 report, the IOM identified core competencies, formulated to move education in all health professions towards improving patient care outcomes; among those identified competencies was: “employ evidence-based practice.” Other IOM competencies include: provide patient-centered care, work in interdisciplinary teams, apply quality improvement, and utilize informatics.

In nursing the IOM mandate was addressed by the formation of the national Quality and Safety Education in Nursing (QSEN) Initiative which has developed a framework of competencies for both graduate and undergraduate nursing education (American Association of Colleges of Nursing QSEN Education Consortium, 2012). QSEN provides leadership in nursing education with the goal to improve the safety and quality of nursing care. The annual QSEN conference is dedicated to advance teaching in QSEN concepts. A QSEN conference provides an excellent way in which to learn new teaching strategies for all of the competency areas.

Attending this conference will allow me to improve my teaching in both undergraduate and graduate courses. Currently the conference schedule (Appendix C) lists only the keynote speakers; these are all well known in the field and sure to be inspirational. The concurrent sessions, which are not yet listed in detail, is where most of the usable clinic information will be. I last attended a
QSEN conference in 2011 and found the concurrent sessions to be very informative and helpful with classroom strategies and simulation scenarios. I anticipate the 2016 conference will be no less beneficial. The QSEN topics I will be most interested in pursuing information on will be: safety, informatics, and evidence-based practice.

The conference is also an ideal venue for me to share my SoTL poster with the results of teaching my DNP class Evidence Based Practice. The DNP course on which I conducted my SoTL project was a new course on EBP in the new DNP curriculum which was offered during the Fall 2015 semester. EBP is a subject that is critically important to clinical practice, yet is not always valued by students. My goal was to provide a relevant and meaningful course for students. The course was developed as a hybrid course using active learning strategies, and the course was recognized with an Academic Service Learning designation and IRB approval was obtained for the SoTL project. In the course, students were assigned to teams, each with a semester-long project of answering a health-related question for a community agency, using the EBP process. Teams were first formed by developing team contracts clarifying responsibilities and expectations. Students completed stages of the project as a series of structured individual and team assignments and reflections. Each team then completed a report and presentation for the class and for the agency. To elicit feedback on teaching strategies, students were surveyed using formative and summative strategies during and following the semester. Agency contacts were interviewed at the end of the semester for additional feedback and suggestions.

**Introduction – Center for Teaching and Learning & SoTL**

Roots for SoTL are found in the descriptions of Scholarship of Teaching first defined by Boyer (1990) and later expanded on by others (Braxton, Luckey, & Helland, 2002; Glassick, Huber, Maeroff, 1997). Though the Scholarship of Teaching has been recognized as a form of scholarship, it has not always been clear exactly what it is or how to accomplish it. More recently, Felten (2013) sought to provide clarity by outlining SoTL principles. These principles appear to be gaining broader acceptance and are often listed as guidelines for the SoTL process:

- Inquiry focused on student learning
- Grounded in context
- Methodologically sound
- Conducted in partnership with students
- Appropriately public (peer reviewed)

In May 2015, I began my two year position as the Center for Teaching and Learning Scholar. In this position, I am involved with a number of programs supporting faculty. The initiative that I have chosen to champion is the Scholarship of Teaching and Learning, otherwise known as SoTL. In the Fall 2015 semester, I organized a CTL SoTL series of six presentations to raise awareness of the SoTL process. Currently, in the Winter 2016 semester, I have worked to cultivate interest in SoTL projects by sponsoring two SoTL Learning Circles: one for faculty to learn more about developing a SoTL project, the second, to support faculty in a writing group and work through the steps of completing their SoTL project.
Although I have a long history of scholarship related to teaching in nursing, I had not previously participated in an actual SoTL project. Because I am continuing promotion of SoTL as part of my CTL Scholar position, I feel it is important that I complete a SoTL project myself. Learn to walk the walk, as well as talk the talk, so to speak.

**Funding request**

*I am requesting the $1,500 grant to supplement my AAUP Professional Development funds* to attend the QSEN Conference to present a poster on a Scholarship of Teaching and Learning (SoTL) project that has been accepted for their May 2016 conference. Currently my AAUP funds are less than $400 and are inadequate for full support of this project (My personal funds are also at a low since I am on my eighth and final year of paying college tuition for my children).

My objectives for the conference:

- Attend conference sessions to improve my teaching in QSEN concepts, specifically in the areas of safety, informatics and evidence-based practice.
- Present my poster and network with conference attendees. My goal is to cultivate feedback and explore the possibility of developing a related manuscript.
- By presenting my poster, I will complete the last leg of a SoTL project, which is peer review. This will provide valuable experience as I work to engage more faculty in SoTL projects in my second year as CTL scholar.

**Eligibility and Criteria**

I am a tenured full professor teaching in the School of Nursing. I teach primarily Pediatric nursing in the curriculum. Currently I am the Center for Teaching and Learning Scholar (2015-2017).

**Interest in Teaching and Pedagogy**

I have a long history related to developing better methods of teaching in nursing. I started teaching pediatrics using case studies and later began developing simulations. This work led to a publication, textbook contributions, as well as several conference presentations:


- **6/2006** Two Presentations: 1) Cases 101: Learning to Teach with Cases and 2) “Home Grown” Computer Simulations, Drexel University: 2006 Nursing Education Institute, Providence, Rhode Island
2/2003 Poster Presentation: The Use of Case Studies in Nursing Education
Xi Sigma conference, Marquette, MI

6/1996 Poster Presentation: Case Studies in Nursing, co-presented with Professor Lisa Flood,
Nursing Education Conference, Washington D.C.

Conference Presentation
Most of my scholarship has thus far has been related to the “how to do it” phase of scholarly
teaching: sharing ideas or providing instructions. I have not previously completed an actual SoTL
project. Presentation at this conference will provide peer review of my first SoTL project. The
poster has been accepted (Appendix D).

Sharing with the University Community
I was awarded a TLAC Grant in 2012 to attend a national simulation conference (Conference report
available in Appendix E). I was not a presenter at this conference; I went with the intention of
learning more about simulations so I could increase the number of simulations I do with pediatric
students from two to four. Since the conference, I have been able to increase my pediatric
simulations to a total of five that occur in the 7 weeks of clinic. It has become a cornerstone for
how I teach pediatric clinics. I have shared all of my simulation scenarios with the other two
pediatric clinic faculty for their use. I use this to provide an example of my commitment to sharing
information. I expect to share specific QSEN teaching strategies that I learn with other nursing
faculty.

Presenting my poster at this conference will also allow me to gain experience in the SoTL process
so that I can better support faculty in learning about and using SoTL during my final year as CTL
Scholar. This will help me to be more effective in my CTL Scholar role.

Budget

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air Transportation (actual)</td>
<td>$613.20</td>
</tr>
<tr>
<td>Ground Transportation &amp; Parking (estimated)</td>
<td>$80.00</td>
</tr>
<tr>
<td>Lodging (reservation: 3 nights with taxes)</td>
<td>$630.45</td>
</tr>
<tr>
<td>Conference Fee (actual)</td>
<td>$325.00</td>
</tr>
<tr>
<td>Meals (estimate: 4 days x $32/day)</td>
<td>$128.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1776.65</strong></td>
</tr>
</tbody>
</table>

I hear, and I forget.... I see, and I remember.... I do, and I understand." ~ Confucius
Appendices

A. References
B. Curriculum Vitae: Terry Delpier
C. QSEN Conference Schedule
D. Acceptance email for QSEN conference: poster presentation
E. TLAC Conference Grant Report: August 2012
Appendix A

References


CURRICULUM VITAE

Terry Delpier DNP, RN, CPNP
Teresa L. Delpier

Work: #2308 New Science Facility
Northern Michigan University
(906) 227-1676
tdelpier@nmu.edu

Home: 914 W. Kaye Ave
Marquette, MI 49855
(906) 228-6860

Education
Oakland University
Rochester, Michigan
DNP 2007 Doctor of Nursing Practice

University of Washington
Seattle, Washington
MN 1989 Specialization: Pediatrics
Pediatric Nurse Practitioner Certificate

Nazareth College
Kalamazoo, Michigan
BSN 1979 Nursing

Certification
2015-present  Certification for Nurse Educators: CNE, National League for Nursing
1993-present  Pediatric Nurse Practitioner
National Certification Board of Pediatric Nurse Practitioners & Nurses
1990-1994  Pediatric Nurse Practitioner, American Nurses’ Association
2000-present  Pediatric Advanced Life Support, American Heart Association

Teaching and Academic Experience
8/91-present  Pediatric Nursing Faculty  Professor, 8/2006; Tenured, 8/1999
Northern Michigan University, Marquette MI

5/15-present  Center for Teaching and Learning Scholar
Northern Michigan University, Marquette, MI

Nursing Clinical Experience
8/01-5/13  Pediatric Consultant  MGH Women & Children’s Center, Marquette, MI
5/90 - 7/90  Pediatric Nurse Practitioner, Intermittent position  Seattle-King County Public Health Department, Seattle WA

6/89 - 9/89  Camp Nurse  Bay Cliff Health Camp, Big Bay, MI
9/86 - 7/90  Surgical Unit Nurse  Children's Hospital, Seattle, WA
8/83 - 8/86  Special Care Nursery Nurse  Marquette General Hospital, Marquette, MI
2/80 - 7/83  Pediatric Unit Nurse  Ingham Medical Center, Lansing, MI
5/79 - 1/80  Toddler Unit Nurse  Bronson Hospital, Kalamazoo, MI

Research Activities
In progress  Undergraduate Nursing Students Attitudes Toward Poverty. (NMU IRB HS16-716). Principal Investigator.
In progress  SoTL Project: Active Learning Strategies in a DNP EBP Course. (NMU IRB HS15-688). Principal Investigator.
2010-2011  Sugar Sweetened Beverage (SSB) consumption in rural adolescents. Rural research into adolescent SSB consumption. Research involved nursing graduate students using Smart Phones for data collection. (NMU IRB HS09-317) Principal Investigator, Dr. Wedin, Northern Michigan University, Marquette, MI. This project resulted in multiple presentations and published article.

2010  Investigated the impact of a study abroad program in Honduras on graduate nursing students. (NMU IRB HS10-370) Principal Investigator, Professor Eileen Smit, Northern Michigan University, Marquette, MI. Work resulted in a published article.


**Publications**


12/2002  Development of Joint Commission on Accreditation of Healthcare Organizations (JCAHO) Pediatric Medication Module, for Marquette General Hospital, Marquette, MI

8/1997  Item Writer for National Council Licensure Examination-RN (NCLEX) Certification Exam


1994-1996  National Certification Board of Pediatric Nurse Practitioners and Nurses (NCBPNP/N) Certification Self-Assessment Item Writer (3 years)

**Professional Presentations**

11/2015  Poster Presentation: Launch of an Interdisciplinary Poverty Simulation. Sigma Theta Tau Biennial Convention, Las Vegas, Nevada

11/2015  Panel Presentation: Experienced Nurse Faculty Leadership Academy (ENFLA) Sigma Theta Tau Biennial Convention, Las Vegas, Nevada

10/2011  Oral Presentation: The Effectiveness of a Student-Led Intervention on Sugar Sweetened Beverages in the UP of Michigan NAPNN Updates in Clinical Management Marquette, MI Co presenter: Melissa Romero


6/2010  Presentation: Integrating Information Literacy Across a BSN Curriculum, copresented with Dr. Nanci Gasiewicz and Dr. Lisa Flood, Drexel University: 2010 Nursing Education Institute, Myrtle Beach, South Carolina

3/2010  Presentation: “Pyloric Stenosis,” Marquette General Hospital, Marquette, MI PDF format of presentation available electronically on MGHS System.


10/2006  NMU Board of Trustee Presentation: SimBaby Demonstration


6/2005  Poster Presentation: “Teaching NICU Care: Little Babies, Big Challenges, Drexel University: 2005 Nursing Education Institute, Atlantic City, NJ

12/2003  Teleconference Presentation: Pediatric Assessment, Marquette General Hospital, Marquette MI
2/2003  Poster Presentation: The Use of Case Studies in Nursing Education
Xi Sigma conference, Marquette, MI
12/2002  Presentation of JACHO Pediatric Medication Module, Marquette General Hospital, Marquette MI
6/2002  Teleconference Presentation: Pediatric Fluid Management, Marquette General Hospital, Marquette MI
10/2001  Teleconference Presentation: Pediatric Assessment, Marquette General Hospital, Marquette MI
11/1999  Presentation: “Research Collaboration: Collision Course or Destiny,” co-presented with Professor Eileen Smit. Freshman Fellowship Seminar, Northern Michigan University, Marquette, Michigan
4/1997  NMU Presentation: Case Studies in Nursing Education
3/1993  Poster Presentation: Nursing Case Studies, co-presented with Professor Lisa Flood, NMU Faculty Conference, Marquette, MI

**Honors, Awards, Grants, Sabbaticals, & Scholarships**

2014-2015  Sigma Theta Tau International, Experienced Nurse Faculty Leadership Academy (ENFLA) Scholar
2014-2015  1 year Professional Development Sabbatical: Completed Certified Nurse Educator (CNE) certification and updated pediatric clinic skills (Bronson Hospital / Western Michigan University, Kalamazoo, MI)
4/2012  Co-recipient of NMU Instructional Improvement Grant: Pediatric Nursing Simulation: One year old Toddler Simulator, co-written with Professor Kristi Burdick. Grant funded for $3000.
1/2011  NMU Reassigned Time Award: MRSA Article
4/2010  Co-recipient of NMU Instructional Improvement Grant: Pediatric Nursing Simulation Program Proposal co-written with Professor Kristi Burdick. Grant funded for $3000.
2007-2008  1 year Sabbatical: Complete DNP program
First place Research Poster Award. Pediatric Nursing 20th Annual
Conference, Orlando, Florida

1999-2000 Co-recipient of NMU Faculty Research Grant: Caring for Adoptive Families
Proposal co-written with Professor Eileen Smit. Grant funded for $6000

1999-2000 College of Nursing and Allied Sciences Research Grant to support adoption
related research. Proposal co-written with Professor Eileen Smit. Grant
funded for $2000.

Pre-professional Human Service Providers – Early On Seminars.
Proposal co-written with Professors: Farral Belmore, MaeBelle Kessel,
Laura Reissner, Susan Larson, Stephanie Marcum, Karen Suksi. Grant
funded for $1,120

8/98-5/99 Member of Inaugural Lake Superior Leadership Academy class

Scholarly Activities: Reviewer (past 5 years)

12/13/15 Article Reviewer- "The Teacher-less Environment: A Model for Student-directed
Learning" Nursing Education Perspectives (NEP)

9/1/15 Article Reviewer- “Building a Sustainable Nationwide University Simulation Program
in a Resource-Poor Country through International Partnerships: Rwanda's
Experience” NEP Second Review

9/1/15 Article Reviewer- “Clinical Simulation in Pediatric End of Life Care” NEP Fourth
Review

7/15/15 Article Reviewer- “Using Simulation in Advanced Practice Nursing Education:
Exploring Student perceptions, Satisfaction, and Confidence” NEP

6/2015 Article Reviewer- “Clinical Simulation in Pediatric End of Life Care” NEP Third
Review

6/2015 Textbook Reviewer: Essential Health Assessment (by Thompson). Reviewed Chapter

4/2015 Article Reviewer- “Building a Sustainable Nationwide University Simulation Program
in a Resource-Poor Country through International Partnerships: Rwanda's
Experience” NEP

3/2015 Article Reviewer- “Clinical Simulation in Pediatric End of Life Care” NEP Second
Review

12/2014 Article Reviewer- “Clinical Simulation in Pediatric End of Life Care” NEP

9/2014 Article Reviewer- “The Philosophy Merleau-Ponty for Clinical Teaching” NEP

8/2014 Article Reviewer- “Increasing knowledge and clinical judgment in nursing student
medication administration” NEP Second Review

8/2014 Article Reviewer- “Facilitating nursing students’ appraisal of evidence” NEP Third
Review

7/2014 Article Reviewer- “Teaching graduate students evidence-based practice via distance
education” NEP Third Review

5/2014 Article Reviewer- “Facilitating nursing students’ appraisal of evidence” NEP Second
Review

4/2014 Article Reviewer- “Facilitating nursing students’ appraisal of evidence” NEP

3/2014 Article Reviewer- “Teaching graduate students evidence-based practice via distance
education” NEP Second Review

2/2014 Article Reviewer- “Increasing knowledge and clinical judgment in nursing student
medication administration” NEP

1/2014 Article Reviewer- “Teaching graduate students evidence-based practice via distance
education” NEP First review
12/2013 Article Reviewer- “An online evaluation about the effect of a personnel intervention pilot study for village doctors using electronic health records” *Primary Health Care: Open Access*

10/2013 Article Reviewer-“Engaging Precilicensure Nursing Students in Statistics to Prepare for Evidence-Based Practice” *NEP*

7/2013 Article Reviewer- “Measuring Confidence in Nursing Graduates within the Framework of the AACN Essentials” *NEP*


4/2013 Article Reviewer- “Setting up a School-Based Community Undergraduate Child Health Clinical Experience.” *NEP*

9/2012 Article Reviewer- “Through the Curricula Wormholes.” *NEP*

9/2012 Article Reviewer- “Evaluation of Nursing Central© as an Information Tool: Part I: Student Learning.” *NEP* Third Review

9/2012 Article Reviewer- “Evaluation of Nursing Central© as an Information Tool: Part II: Clinical Instructors.” *NEP* Third Review

8/2012 Article Reviewer- “Measuring Emotional Intelligence in Pre-Admission Nursing Students.” *NEP*

8/2012 Article Reviewer- “Through the Curricula Wormholes.” *NEP*

8/2012 Article Reviewer- “Evaluation of Nursing Central© as an Information Tool: Part I: Student Learning.” *NEP* Second Review

8/2012 Article Reviewer- “Evaluation of Nursing Central© as an Information Tool: Part II: Clinical Instructors.” *NEP* Second Review

5/2012 Article Reviewer- “Evaluation of Nursing Central© as an Information Tool: Part I: Student Learning.” *NEP* First review

5/2012 Article Reviewer- “Evaluation of Nursing Central© as an Information Tool: Part II: Clinical Instructors.” *NEP* First review

11/2011 Article Reviewer- “Engaging Students in Clinical Reasoning when Caring for Older Adults.” *NEP*

3/2011 Article Reviewer- 2nd Review: "Critical Thinking in Nursing Across Baccalaureate Educational Pathways: A Descriptive Study.” *NEP*

1/2011 Article Reviewer- “Critical Thinking in Nursing Across Baccalaureate Educational Pathways: A Descriptive Study.” *NEP*

**Service**

2016-present Extended Learning and Community Engagement (ELCE) Advisory Group

2015-present NMU AAUP Faculty Council Representative

2015-present NMU Senate Committee: Committee on Undergraduate Programs (CUP)

11/20/2013 Sigma Theta Tau International, 42nd Biennial Convention

Indianapolis, Indiana Volunteer moderator

2012-2014 NMU Nursing Department Graduate Committee

11/2012 Presentation for Student Nurse Association: Complexity in the Locker Room – The Threat of CA-MRSA in Adolescent Athletes

2011-2014 NMU Senate Committee: Committee on Internationalization (COI)

2010-2012 Nursing Department Bylaws Review Committee Representative

2009-2010 MGHS: Pediatric Failure Mode & Effects Analysis Committee (FMEA)

2008-2012 NMU Nursing Department Executive Committee, 2009-2012 Chair
           2010: Faculty Evaluation Subcommittee  2010-2011: Chair
2005-2007  NMU Nursing Department Student Affairs 
           2005-2006: Secretary; 2006-2007: Chair
2006-2012  Marquette Area Public School, Family Life Advisory Committee
2005-2014  NMU AAUP Bargaining Council Representative
2003-2005  NMU Nursing Department Executive Committee  2004-2005: Secretary
2000-2006  NMU Senate Committee: Faculty Grants (FGC) 
           2002-03: Secretary; 2003-05: Co-Chair/Chair; 2005-06: Secretary
1999-2003  NMU Nursing Department Student Affairs 
           1999-2001: Secretary; 2001-2003: Chair
1999, Fall  Report on Experimental Laptop Computer Class:  UN100-Block 6
1998-present Nursing Department Evaluation Task:  NCLEX Reports Analysis
1998-2002  NMU First Year Programs Advisory Committee
1997-2001  NMU Retention & Recruitment Committee
1995-1999  NMU Nursing Department Undergraduate Curriculum Committee
1996-1999  NMU AAUP Bargaining Council Representative
1994-2000  NMU Senate Committee: Committee on Elections and Committees 
           1994-97: Secretary; 1997-99: Chair; 1999-00: Secretary
1995  NMU Study Committee: MOU #5, Secretary
1995-1997  Open Airways for Schools Instructor
1991-1995  NMU Nursing Department Student Affairs, 1993-94: Chair
1992-present Nursing Consultant, Bay Cliff Health Camp, Marquette, MI

Teaching Experience

Undergraduate Courses:

F02, W03, W04  AH 125  Clinical Assistant Skills: Directed Study
F01 – W14  NU201  Holistic Health Assessment (Theory)  [also: NE200]
F01 – W14  NU202  Holistic Health Assessment (Lab)  [also: NE200L]
W02 – W04  NE 202  Introduction to Nursing Skills (Lab)
W98, W99, W00  NE 334  Professional Nurse (Theory): LPN to BSN transition
W98, W99, W00  NE 335  Professional Nurse (Practice): LPN to BSN transition
F92, W93  NE 341  Nursing Care of the Expanding Family (Clinic)
F93 – W14  NU 331  Nursing Care of Children & Adolescents (Theory)  [also: NE381 & NE360]
F91 – W14  NU 332  Nursing Care of Children & Adolescents (Clinic)  [also: NE382 & NE361]
W01  NE 391  Transitions in Professional Nursing (Theory): RN to BSN
W01  NE 392  Transitions in Professional Nursing (Clinic): RN to BSN
W97  NE 411  Management Concepts in Nursing (Clinic): RN to BSN
W02  NE 435  Senior Nursing Seminar (Clinic)
F01, F02 - W06  NE 435  Senior Nursing Seminar (Theory)  Guest Speaker: Pediatric Review
Fall: 97-01, 2014  UN 100  Freshman Seminar
### Graduate Courses:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course ID</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>F08</td>
<td>NE 501</td>
<td>Nursing Science and Concepts of Nursing Practice (Online Theory)</td>
</tr>
<tr>
<td>S13</td>
<td>NE 506</td>
<td>Contemporary Issues in Professional Nursing (Hybrid)</td>
</tr>
<tr>
<td>F98, F99, F01</td>
<td>NE 541</td>
<td>Advanced Health Assessment (Theory) Guest Speaker: Pediatric Assessment</td>
</tr>
<tr>
<td>S10</td>
<td>NE 545</td>
<td>Primary Health Care Management: Study Abroad - Honduras</td>
</tr>
<tr>
<td>F15</td>
<td>NU 818</td>
<td>Evidence Based and Translational Methods</td>
</tr>
</tbody>
</table>
2016 QSEN National Forum Conference Schedule
WEDNESDAY, MAY 25

7:00 AM – 1:00 PM
REGISTRATION

9:00 AM – 1:00 PM
EXHIBITS

9:00 AM – 12:00 PM
PRECONFERENCE WORKSHOPS (Optional; additional fee)

1. Silver Solutions: Clinical Faculty Development
   KIMBERLY SILVER DUNKER, DNP, RN, Assistant Professor of Nursing, University of Massachusetts
   KAREN MANNING, MSN, CCRN, CHPN, RN

2. Safe & Sound Nursing Tools for Patient Centered Care
   MARY FOLEY, PhD, RN, FAAN, Director of Innovation and Research, UCSF School of Nursing
   KAREN CURTISS, Author, Safe & Sound in the Hospital: Must Have Checklists and Tools Founder, CampaignZERO, Families for Patient Safety

3. QSEN Quality Competencies: Connecting Academic and Nursing Practice
   CHRIS KOFFEL, PhD, RN, Nurse Researcher, ProMedica Center of Nursing Excellence
   KATHLEEN BRADLEY, DNP, RN, NEA-BC / Director of Professional Development

1:00 PM – 1:15 PM
WELCOME TO SAN ANTONIO

EILEEN BRESLIN, PhD, RN, FAAN, President, American Association of Colleges of Nursing
MARY DOLANSKY, PhD, RN, Director, QSEN Institute

1:15 PM – 1:30 PM
OPENING SESSION

GWEN SHERWOOD, PhD, RN, FAAN, Associate Dean & Professor, University of North Carolina at Chapel Hill

1:30 PM – 2:30 PM
KEYNOTE SPEAKER
Publishing the Best Practices for QSEN

MARILYN OERMANN, PhD, RN, ANEF, FAAN, Professor of Nursing, Director of Evaluation and Education Research, Duke University

2:30 PM – 3:00 PM
SPECIAL SESSION
“Round Em’ Up”

GERRY ALTMILLER, EdD, APRN, ACNS-BC, Associate Professor, The College of New Jersey
3:00 PM – 3:30 PM  BREAK/EXHIBITS
3:30 PM – 5:00 PM  CONCURRENT SESSION I
5:30 PM  SHUTTLE LEAVES FOR RIVERWALK & LA CANTERA
6:30 PM  SHUTTLE LEAVES FOR RIVERWALK & LA CANTERA

**THURSDAY, MAY 26**
6:30 AM – 7:00 AM  YOGA (complimentary; optional)
7:00 AM – 8:00 AM  REGISTRATION
                       CONTINENTAL BREAKFAST/EXHIBITS
8:15 AM – 9:00 AM  PATIENT SAFETY SPEAKER
                       JOHN JAMES, PhD, Patient Safety America
9:10 AM – 10:40 AM  CONCURRENT SESSION II
10:40 AM - 11:10 AM  REFRESHMENT BREAK/EXHIBITS
11:20 AM – 12:50 PM  CONCURRENT SESSION III
1:00 AM- 2:00 PM  LUNCH
2:00 PM – 2:30 PM  EXHIBITS
2:30 PM – 3:30 PM  TEXAS ADDRESS
                       COLE EDMONSON, DNP, RN, FACHE, NEA-BC, Chief Nurse Officer, Texas Health Presbyterian Dallas
                       CLIFF NORMAN, MS, Consultant, Associates in Process Improvement
3:45 PM – 4:45 PM  SPECIAL SESSION
                       Implementation Strategies
                       GAIL ARMSTRONG, DNP, PhDc, ACNS-BC, CNE, Associate Professor, University of Colorado College of Nursing
                       THERESA CHENOT, EdD, RN, Associate Professor, School of Nursing, College of Health Sciences, Jacksonville University, Jacksonville, FL
                       JUDY DIDION, PhD, RN, Professor and Dean, Lourdes University School of Nursing
                       CHRIS KOFFEL, PhD, RN, Nurse Researcher, ProMedica Center of Nursing Excellence
5:00 PM – 7:00 PM  POSTER RECEPTION
FRIDAY, MAY 27

6:30 AM – 7:00 AM  YOGA (complimentary; optional)
7:00 AM – 8:00 AM  REGISTRATION
                  CONTINENTAL BREAKFAST/ EXHIBITS
8:00 AM – 9:30 AM  CONCURRENT SESSION IV
9:45 AM – 11:00 AM ENDNOTE SPEAKER
                 Nursing Advancing Healthcare Quality and Safety
                 LINDA BURNES BOLTON, DrPH, RN, FAAN, Vice
                 President, Nursing and Chief Nursing Officer, Cedars-
                 Sinai
11:00 AM – 11:15 AM CLOSING SESSION
                 MARY DOLANSKY, PhD, RN, Director, QSEN Institute
11:15 AM – 11:30 AM EVALUATION (Online) & ADJOURN
Dear Terry Delpier,

Congratulations, your abstract was accepted as a poster presentation at the 2016 QSEN Forum: The New Frontier: Forging Partnerships for Lifelong Learning in Quality and Safety to be held May 25-27, 2016 at the Hyatt Hill Country Resort and Spa, San Antonio, Texas. Your presentation information is as follows:

Thursday, May 26, 2016
5:00 PM - 7:00 PM

Abstract Title: Immersion in Active Learning Strategies for a Meaningful DNP Evidence-Based Practice Course

Please note that the Poster Session and Reception is scheduled for Thursday, May 26 from 5:00 – 7:00 pm. You may set up your poster(s) between 2:00 and 4:30 pm on May 26. The QSEN staff will be available for assistance during this time. Double sided poster cork boards, 4 feet high x 8 feet wide, will be set up for your use. Posters must be taken down after the Poster Reception or will be at risk for disposal.

At the bottom of this message is a personalized Access Key that allows you to log in to the Presenter Information System for the 2016 QSEN National Forum. The system utilizes tasks specific to your presentations and roles in the Forum to collect the required information from you. Note that each task has its own due date, and it's important to complete the tasks by their due dates. Please log in as soon as possible to begin performing your tasks.

All presenters must register for the conference.

Sincerely,
Rachel Grdina
QSEN Conference Administrator

cc: Mary Dolansky, PhD, RN
Appendix E

TLAC Conference Grant Program
Grant Report: August 2012

Dr. Terry Delpier, Tenured Professor
School of Nursing, 2308 NSF; tdelpier@nmu.edu; 227-1676

Conference: June 20-23, 2012
11th Annual International Nursing Simulation/Learning Resource Centers Conference
Sponsored by: The International Nursing Association for Clinical Simulation and Learning (INACSL), San Antonio, Texas

Thank you very much for the opportunity to attend the 11th Annual INACSL conference. The programs surpassed my expectations and I was able to accomplish all of my goals.

The National League for Nursing (NLN) is conducting an intense review of literature and concept analysis on nursing simulation, referred to as the NLN Jeffries Simulation Framework. The research group presented their initial findings at the conference. This work will serve to guide much future research in nursing simulation. There were many presentations related to demonstrating the effectiveness of simulations as a method to increase student learning. This is an area I intend to pursue. Overall, attendance at the conference was a very effective method of learning the most recent updates to the field.

I attended several practical sessions on moulage, the art of making skin and body secretions realistic. When a student pulls back a patient gown, it is far more effective if the student sees a “rash” rather than the instructor saying “pretend he/she has a rash”. Simulation is much more believable if the manikins look the part.

The best parts of the conference were the presentations with practical ideas on creating and using simulation scenarios. Based on ideas from the conference, I was able to develop a method of debriefing that will better encourage students reflection. I was also able to obtain several examples of pediatric simulations that I will use to improve and to expand the number of simulations that I use. I currently use 2 simulations per group in a 7 week class. My plan is to use 4 simulations per group beginning Fall 2012.

Expenses
My expenses were somewhat greater than my original estimates, in part because I decided to attend the preconference sessions to maximize my learning.

<table>
<thead>
<tr>
<th>Category</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air Transportation</td>
<td>$527</td>
</tr>
<tr>
<td>Ground Transportation</td>
<td>$34.50</td>
</tr>
<tr>
<td>Lodging</td>
<td>$981.25</td>
</tr>
<tr>
<td>Conference Fee</td>
<td>$755</td>
</tr>
<tr>
<td>Meals</td>
<td>$192</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$2,489.75</strong></td>
</tr>
</tbody>
</table>

Thank you again for the outstanding opportunity!