

NurseThink[®] for Nurse Educators

Next Gen Learning

Fundamentals, NCLEX[®], and Beyond



February 18-20, 2021
Virtual Online Conference





Let NurseThink® Help You Prepare Your Students for the Clinical Judgment Skills Needed for Next Gen Learning!

Next Gen Learning is no longer optional for nursing students. Every class, lab, and clinical experience must help the student develop their own clinical judgment skills. This hands-on experience for faculty will give every educator at every level the opportunity to develop higher-order learning and assessment activities for students. Regardless of your type of curriculum or teaching style, you will walk away with tools you can use right away. Whether you are teaching Fundamentals or NCLEX® success, we have you covered. Emphasis will be placed on learning and assessment strategies that can be used in multiple environments.

Overall Conference Objectives

Upon completion of the conference, the participant will be able to:

- ✓ Develop evidence-based connections between clinical, simulation, and classroom learning.
- ✓ Create classroom and clinical learning activities that promote clinical judgment.
- ✓ Develop evidence-based learning experiences based on the NCLEX® Client Needs.
- ✓ Identify strategies that provide valid, reliable data for assessing student and program outcomes.
- ✓ Identify factors that create barriers to student success in the classroom and on NCLEX®.
- ✓ Analyze evidence-based tools and strategies for developing a culture of student success.

Home Kit

Each participant registered by January 26, 2021 will receive a Conference Home Kit. This home kit will include NurseTim® goodies, items to participate in the virtual hands-on sessions. Each registrant will also be given 30-day access to our NurseTim® webinar subscription.

Accredited Provider

NurseTim, Inc. is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.



CE completion criteria includes: payment of conference fee, attendance of the entire session, and submission of a completed evaluation tool. All faculty and planners at nursing continuing education activities are required to disclose to the audience (1) any significant financial relationships with the manufacturer(s) of any commercial products, goods or services and (2) any unlabeled/unapproved uses of drugs or devices discussed in their presentations. Such disclosures will be made in writing in the course presentation materials.



Nursing Contact Hours

Up to 18 hours of nursing continuing education will be awarded upon completion of CE criteria.

- ✓ **3.0** Pre-Conference: Learning and Assessment in Clinical
- ✓ **3.0** Pre-Conference: Test-Item Writing: Assessment Matters
- ✓ **3.0** Pre-Conference: Leadership Forum: Key Topics for the Chair/Dean/Director
- ✓ **3.0** Pre-Conference: Certified Nurse Educator (CNE®) Exam Prep for Certification
- ✓ **11.0** Main Conference: Next Gen Learning – Day 1 & 2
- ✓ **1.0** Poster Voting: Main Conference: Next Gen Learning – Day 1 & 2

Pre-Conference Thursday, February 18

Times are listed in Eastern Time.

8:30-11:45

Learning and Assessment in Clinical

Judith W. Herrman, RN, PhD, CNE, ANEF, FAAN

3 contact hours

The clinical area is where learning and thinking about nursing is practiced, reinforced, and solidified. Often, it is those faculty that are newest to the role that teach and evaluate in the clinical arena. This workshop will examine the challenges of clinical teaching, strategies to enhance teaching and learning, and ways to conduct meaningful formative and summative evaluation. The focus of the session is infusing clinical judgment into teaching and assessment practices.

8:30-11:45

Test Item Writing: Assessment Matters

Tim J. Bristol, PhD, RN, CNE, ANEF, FAAN

3 contact hours

This workshop will focus on the successful development, maintenance, and revision of test items and exams. We will explore strategies to create and revise questions for the purpose of identifying students' ability to implement safe and effective clinical judgment while providing care. Participants will practice using NCLEX®-related client needs, the nursing process, and quality and safety concepts to enhance the validity of test items. There will be an introductory exploration of item analysis and test blueprints as well. Bring test items to use as practice.

11:45 - 1:30

Lunch on Your Own

1:30 - 4:45

Leadership Forum: Key Topics for the Chair/Dean/Director

Anne Brett, PhD, RN & Stephanie W. Terry, PhD, RN, CNE

3 contact hours

Developing a culture of shared accountability is a challenge for even the experienced academic leader. As a leader you are a manager, coach, mentor and cheerleader for your team. This session will focus on some of the key factors to consider as an academic leader: building effective teams, fostering a healthy work environment, and leadership skills for success. Being an effective academic leader is an evolutionary process, not an event, and together we will explore opportunities for personal and professional growth.

1:30-4:45

Certified Nurse Educator (CNE®) Exam Preparation

Judith W. Herrman, RN, PhD, CNE, ANEF, FAAN

3 contact hours

This workshop reviews the major topic areas included in the detailed test blueprint of the CNE® exam. Attendees will become familiar with the organization of the exam and all the major topic areas. Emphasis will be placed on preparing for the exam, with strategies for understanding the competencies. Practice questions and group activities will be used throughout. Includes 60-day access to CNE® Prep online course by NurseTim®.

Conference Schedule

NurseTim.com/nextgen

Day One Friday, February 19 6.25 contact hours

Times are listed in Eastern Time.

8:00 – 8:15 **Welcome/Disclosures/Overview**

8:15 – 9:30 **The Next Generation of NCLEX®: What to Expect?**

Philip Dickison, PhD, RN, NCSBN Chief Officer

Increasing complexity in clinical practice has created an environment that is causing challenges for the new nurse. In response to this complexity, the National Council of State Boards of Nursing (NCSBN) is promoting a model of Clinical Judgment to guide us into a new era of assessment and learning. The Next Generation of NCLEX® is sure to build both intrigue and suspense. Through this hands-on session, participants will develop strategies to set the stage for creating a classroom of clinical judgment.

9:30 – 10:00 **Break/Posters**

Poster Abstracts – View and Vote Online in Your NurseTim® Account – Voting for 1.0 Contact Hour

10:00 – 11:00 **Next Gen Learning for Next Gen Nursing Faculty:
Clinical Judgment in Every Class, Lab/Sim, and Clinical**

Tim J. Bristol, PhD, RN, CNE, ANEF, FAAN and Karin Sherrill, MSN, RN, CNE, ANEF, FAADN

The ever-changing healthcare landscape necessitates a change in the educational experience of future professionals. In this hands-on workshop, participants will explore classroom, lab/sim, and clinical learning activities that help prepare students for the Next Generation of NCLEX® and, more importantly, for the ever-changing healthcare industry. Developing clinical judgment learning activities requires all educators to take a close look at the patient interaction and consider what concepts are involved. They next need to use clinical imagination to ensure that the learner can see the "bedside" in all that they are studying. Combine these strategies and your students will get to experience Next Gen Learning.

11:00 – 12:00 **Creative Teaching Strategies: Clinical Judgment Never Felt So Good**

Judith W. Herrman, RN, PhD, CNE, ANEF, FAAN

We know clinical judgment is critical, but how does clinical judgment fit with how we teach and how we learn? This session elaborates on the how's and why's of learning and examines the role of educator as facilitator and creator of the learning experience. By exploring new research into clinical judgment and learning, this session ensures that we use evidence-based practices as we design and implement creative teaching strategies and create effective learning environments for our learners.

12:00 – 1:00 **Break/Posters**

Poster Abstracts – View and Vote Online in Your NurseTim® Account – Voting for 1.0 Contact Hour

1:00-2:15 **Bringing Clinical to Class**

Tim J. Bristol, PhD, RN, CNE, ANEF, FAAN

Students need to see direct application of important concepts and content learned in lecture. This session will help faculty identify key opportunities to help students appreciate how didactic learning will apply in the clinical setting. Using readily-available clinical tools and instructional tools, faculty are able to create a learning experience that is both memorable and effective. Understanding the principles of realism, educators help students better retain vital concepts while keeping them engaged. Whether your class size is 20 or 120, this session will be an engaging experience of learning by doing.

2:15-2:30 **Break/Posters**

Poster Abstracts – View and Vote Online in Your NurseTim® Account – Voting for 1.0 Contact Hour

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Day One Continued Friday, February 19

Times are listed in Eastern Time.

2:30 – 3:15

Communication Matters: The Incivility-Student Success Connection

Karin Sherrill, MSN, RN, CNE, ANEF, FAADN & Anne Brett, PhD, RN

This active, hands-on session will provide foundational principles about communication with a focus on the unique needs of nursing faculty members. Success as an educator requires the ability to navigate the challenges presented by a high-stakes environment where students, educators, administrators, and the community they serve engage in constant interaction. Between misunderstandings, heated exchanges, demanding schedules, and an ever-changing clinical environment, communication success is the key to not just surviving, but more importantly, thriving.

3:15 – 4:15

An NCLEX® Review for Faculty: A Client Needs Approach

Stephanie W. Terry, PhD, RN, CNE & Judith W. Herrman, RN, PhD, CNE, ANEF, FAAN

NurseThink® is not optional. For your students to not only succeed on NCLEX®, but more importantly in practice, they will need to learn as if they were standing next to the patient. In this very UNIQUE NCLEX® Review Experience, you will become a student preparing for practice. This will give participants an opportunity to consider all that is involved in NCLEX® preparation. Join us as we share NurseThink® strategies much like students do in our programs. Practice NurseThink® strategies that help students learn and practice clinical judgment in clinical situations.

Day Two Saturday, February 20 4.75 contact hours

Times are listed in Eastern Time.

8:00 – 9:30

Breakout Session 1

A. Simulation Debriefing: Crucial Keys

Karin Sherrill, MSN, RN, CNE, ANEF, FAADN

Debriefing with simulation is a time for students to reflect on how to become better clinicians through thoughtful reflection. Using the Clinical Judgment Model developed by NCSBN, learn how to debrief in a way that allows your students an opportunity to make meaningful connections through the debriefing experience.

B. New Faculty Focus

Judith W. Herrman, RN, PhD, CNE, ANEF, FAAN & Stephanie W. Terry, PhD, RN, CNE

Becoming a faculty member is both exciting and scary! The essentials of the role, agency policies and practices, and characteristics unique to the educational environment may be difficult to discover, learn, and appreciate. This session provides practical information to facilitate your transition and success in academia!

C. Grading Papers and Care Plans

Anne Brett, PhD, RN

Evaluating learning activities is a critical step to promoting clinical judgment. Consider whether assignments are the way we have always done them or whether they encourage students to develop critical thinking skills for clinical decision-making, resulting in sound clinical judgment.

D. Concept-Based Curriculum and NCLEX® Success

Tim J. Bristol, PhD, RN, CNE, ANEF, FAAN

NCLEX® has always been conceptual. Understanding the conceptual focus of NCLEX® not only helps students learn, it also helps them develop habits of higher-order thinking and clinical judgment that are intricately connected to practice. This session will walk participants through this connection and show faculty how to make every learning experience conceptual based on NCLEX®. It not only shows the students relevance of what is being covered in class and lab, but also helps them make direct connections between the learning and clinical practice.

9:30 – 10:00

Session Break

Day Two Continued Saturday, February 20

Times are listed in Eastern Time.

10:00 – 11:30 Breakout Session 2

A. Laboratory Learning for Higher Order Thinking

Karin Sherrill, MSN, RN, CNE, ANEF, FAADN

How much lab time is spent with students demonstrating, observing, and evaluating? Skill practice and performance is a low order of thinking and does not demonstrate clinical judgment. Discover new approaches and ideas to transform your lab. Focus will be placed on practical strategies to make your lab into a clinical environment that is structured around the NCLEX® Clinical Judgment Model.

B. Student Retention and Success: Learning with Clinical Judgment is Key

Judith W. Herrman, RN, PhD, CNE, ANEF, FAAN

What separates your students who succeed and those who struggle? It is often the ability to apply knowledge to clinical situations and practice clinical judgment in the clinical and classroom setting. This session delineates unique, skill-based strategies that allow students to develop and practice clinical judgment. It also explores policies and procedures to support student achievement and ensure a safe nursing workforce.

C. Concept-Based Curriculum and Clinical Teaching

Tim J. Bristol, PhD, RN, CNE, ANEF, FAAN

Clinical practice is conceptual in nature. A nurse must always be able to identify conceptual cues and respond appropriately no matter where they are practicing. In this session, we explore how to help students make conceptual connections in clinical. Emphasis will be placed on the creation of learning activities that are manageable by all faculty in the clinical setting. Simulation learning will also be addressed from a conceptual perspective.

D. Curriculum: Is Your Program Ready for Next Gen?

Anne Brett, PhD, RN

When was the last time you took a good long look at your curriculum or do you just cut and paste to add the newest twist? Does your curriculum focus on developing clinical judgment thinking skills or does it just disseminate information? It's time to take a look at what and how learning occurs in every nursing program. This session will explore strategies for tuning up the curriculum to prepare graduates for the reality of clinical practice.

11:30 – 12:30 Session Break

Call for Posters

Consider submitting a poster related to nursing education or evidence-based clinical judgment study with implications for nursing education. Abstracts will be peer-reviewed and participants chosen will be notified by January 15, 2021. Posters will be viewed virtually for this conference. Poster Presenters must be registered and attend the conference.



Conference Schedule

Day Two Continued Saturday, February 20

Times are listed in Eastern Time.

12:30 - 2:00

Breakout Session 3

A. Clinical Assessment: The Clinical Judgment Connection

Judith W. Herrman, RN, PhD, CNE, ANEF, FAAN

How can we assess clinical judgment and achievement of outcomes in the clinical area? The clinical assessment process is a complex blend of observation, anecdotal notes, written work, other assignments, and the clinical evaluation tool. These components, when framed from the lens of clinical judgment, provide a unique approach to formative and summative assessment. This session will provide hands-on practice with adapting and creating assessment strategies focused on thinking, clinical judgment, and safe nursing practice.

B. Pharm Fun for Faculty – Tune-up the Pharmacology Focus

Tim J. Bristol, PhD, RN, CNE, ANEF, FAAN

Integrated? Concentrated? Safety-focused? NCLEX®-focused? These strategies bring pharmacology into focus for students. Given that pharmacology is one of the more challenging parts of any curriculum, using focused learning can really help both students and faculty. Remembering that pharmacology is vital in all parts of the curriculum, regardless of philosophy, is what matters most. This session will help faculty identify strategies for bringing pharmacology to life in every classroom, lab, and clinical learning experience. By showing students how to holistically approach patient care, their ability to critically think through pharmacology concerns will improve.

C. Next Gen and Alternate Format Test Item Writing

Karin Sherrill, MSN, RN, CNE, ANEF, FAADN

Teaching students to take alternate format questions helps prepare them for NCLEX® success. Students traditionally perform poorly on these item styles and we have to consider the impact that Next Gen items will have on our students' ability to be successful. How will we prepare students for Next Gen items? This session will give some helpful suggestion for Next Gen testing.

D. Remediation Matters: A Sanity-Saving Approach

Anne Brett, PhD, RN & Stephanie W. Terry, PhD, RN, CNE

When it comes to remediation, there are two main principals to remember. The first is start early and the second is make sure the students are doing the work of a nurse. This session is designed to provide faculty strategies and tips for showing students how to identify their own personal gaps and needs in learning to promote success. As educators we know, "he who does the work, does the learning."

2:00 - 2:15

Wrap-up/Evaluations

For More Information and to Register:

NurseTim.com/nextgen

Conference Speakers

Comprehensive Bios Available Online

NurseTim.com/team



Anne Brett

PhD, RN

Dr. Brett has served at all levels of academia to include faculty, dean, and college president. She mentors faculty across the country in the areas of NCLEX® success, accreditation at all levels, and leadership.



Tim J. Bristol

PhD, RN, CNE, ANEF, FAAN

Dr. Bristol is a student success and retention specialist, focusing on classroom, lab, and clinical learning. He has worked with faculty and students at all levels internationally, making innovation in education accessible to over 900 nursing programs annually.



Philip Dickison

PhD, RN, NCSBN Chief Officer

Dr. Dickison, Chief Officer of Operations and Examinations for NCSBN, is responsible for advancing the mission and vision of NCSBN by ensuring programs and services related to the operations of the organization maintain the levels of quality and excellence that have become the hallmark of NCSBN.



Judith W. Herrman

RN, PhD, CNE, ANEF, FAAN

Dr. Herrman is a nurse educator with a passion for adolescents, nursing education, and creative teaching strategies. Experiences in pediatric staff nursing, nursing management, and nursing education provide contexts for current practice as a nurse educator, nurse researcher, and national speaker. Authoring several books has provided Judy with the opportunity to share strategies and information around the nation.



Karin Sherrill

MSN, RN, CNE, ANEF, FAAN

Karin Sherrill is a nurse educator with a passion for faculty development and student success. She teaches at Maricopa Community Colleges and Upper Iowa University, specializing in the integration of the flipped classroom and simulation across the curriculum. As a consultant, speaker, and author she has helped faculty nationwide.



Stephanie W. Terry

PhD, RN, CNE

Dr. Terry has over 20 years of nursing and nursing education experience, working in a variety of areas that include healthcare and community-based facilities, and the academic setting. Her areas of expertise focus on leadership, mentoring nursing faculty, and instructional development with an emphasis on active learning, retention and student success.