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INSPIRATIONAL KEYNOTE SPEAKER



PATRICIA E. BENNER, PHD, RN, FAAN, FRCN

Dr. Patricia Benner is a highly respected nursing theorist, educator, and author. Currently the Chief Faculty Development Officer for EducatingNurses.com, she has also penned many groundbreaking books, including *From Novice to Expert: Excellence and Power in Clinical Nursing Practice*. Dr. Benner was the Director of the Carnegie Foundation for the Advancement of Teaching's National Nursing Education Study — the first of its kind in 40 years. As Professor Emerita at the University of California San Francisco School of Nursing, Dr. Benner is an expert on the stages of learning and skill acquisition in nursing education and clinical practice, as well as an advocate for continuing education and professional development for nursing educators.

CONNECT WITH COLLEAGUES AND GET INSPIRED!

Nurse educators are challenged daily by the complex issues surrounding nursing education. Preparing students to become highly competent, knowledgeable, and confident members of the healthcare team — in rapidly changing education and clinical practice environments — requires innovation and creativity, as well as a solid, evidence-based foundation. Thinking outside the box, integrating technology and simulation, and emphasizing interactive teaching strategies assist in providing the tools for students to become high-level, critical thinkers. Join us to learn and be inspired by nationally renowned nurse educators who are making an impact on student and program outcomes. Meet colleagues from across the nation working with similar challenges, and find inventive solutions for you and your institution.

HIGHLIGHTS OF THIS PROGRAM:

- ▶ **Keynote Speaker Patricia E. Benner, PhD, RN, FAAN, FRCN**
- ▶ **Four dynamic half-day Preconferences**, each providing an opportunity for in-depth exploration of a hot topic in nursing education. Mix and match morning and afternoon sessions to best fit your educational needs. **New this year - a special additional discount if you register for both a morning and an afternoon Preconference.**
- ▶ Multiple opportunities to **interact with faculty**.
- ▶ **Conference "take-aways"** available to you after the conference for quick reference and renewed motivation to use the relevant information presented at the meeting.
- ▶ **Poster presentations** and exhibits of teaching strategies that can help promote quality, innovation, and efficiency in nurse education.
- ▶ The Second Annual **Elsevier Poster Awards** Winner(s) will be invited to present their posters at the 2017 Elsevier Faculty Development Conference.
- ▶ **Elsevier Leading Stars In Education (ELSIE) Awards**, recognizing peer-nominated faculty members who demonstrate excellence in nursing education in three categories.
- ▶ Can't attend in person this year? Then join us virtually by registering for the **live webcast** of the Main Conference.

Join us in exciting Las Vegas to relax, re-energize, and **get inspired** as you explore innovative approaches to the important work you do — educating nurses!

CONFERENCE OBJECTIVES

UPON COMPLETION, PARTICIPANTS WILL BE BETTER ABLE TO:

- ▶ Implement effective and innovative strategies to move students from knowledge-based learners to critical thinkers.
- ▶ Identify options for creative instructional delivery and course management.
- ▶ Integrate best practices in teaching and learning to improve student outcomes or advance nursing education.
- ▶ Develop strategies for using technology to engage students in active learning.
- ▶ Describe methods to effectively redesign, improve, and evaluate curriculum.

WHO SHOULD ATTEND

ANYONE INTERESTED IN NURSING EDUCATION:

- ▶ Nursing Faculty
- ▶ Deans of Nursing
- ▶ Staff Development Educators
- ▶ Clinical Nurse Educators
- ▶ Other Educators in Interdisciplinary Learning Settings

ACCREDITATION

Contemporary Forums is accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC) to provide continuing education for the healthcare team.

NURSES AND NURSE PRACTITIONERS	
PRECONFERENCES (EACH)	4 ANCC/ 4.8 CA BRN contact hours
MAIN CONFERENCE	13.25 ANCC/ 15.9 CA BRN contact hours

CONTEMPORARY FORUMS IS APPROVED BY THE CALIFORNIA BOARD OF REGISTERED NURSING, PROVIDER #04516.
(CA BRN CONTACT HOUR = 50 MINUTES)



EXCEPTIONAL SPEAKING FACULTY – GET INSPIRED!



SUSAN SPORTSMAN, PHD, RN, ANEF, FAAN

Dr. Susan Sportsman's rare mixture of educational, clinical, and business expertise has made her a well-known and highly sought-after consultant. Currently the Director of Academic Consulting Group, Dr. Sportsman has spent her distinguished career in pursuit of the best education for health professionals. Before entering academia, she worked as a clinician and administrator in several prominent healthcare organizations. Dr. Sportsman held faculty and administration positions in a number of Texas-based universities, most recently serving as Dean of the College of Health Sciences and Human Services at Midwestern State University in Wichita Falls, Texas.



JANICE I. HOOPER, PHD, RN, FRE, CNE

Dr. Janice I. Hooper was inducted into the NCSBN Fellowship of the Institute of Regulatory Excellence in 2012, and serves as Chair of the NCSBN NCLEX Examination Committee. She began a nursing career as an ADN graduate from Maryville University in St. Louis, Missouri. She holds a BSN, MSN (Nursing of Children), and PhD from St. Louis University. She was a nursing educator in the St. Louis area for over 20 years and served as Interim Dean for the College of Arts & Sciences at Webster University in St. Louis for two years. With her love for lifelong learning, she earned four additional masters degrees while teaching nursing. After a move to Austin, Texas, she joined the Texas Board of Nursing Staff as an Education Consultant in 2002.



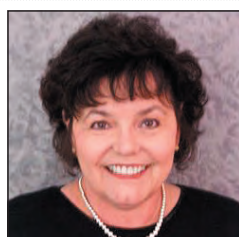
MARILYN H. OERMANN, PHD, RN, ANEF, FAAN

Dr. Marilyn Oermann is the Thelma M. Ingles Professor of Nursing and Director of Evaluation and Educational Research at Duke University School of Nursing. Dr. Oermann's scholarship focuses on nursing education, with an emphasis on both teaching and evaluation in nursing. She is completing a multi-site study on maintaining competence in CPR among nursing students, and she recently completed a feasibility study on the use of simulation for high-stakes testing. Dr. Oermann is the author or co-author of 15 books (several of which have won national awards) and more than 140 articles in peer-reviewed journals.



TIM J. BRISTOL, PHD, RN, CNE, ANEF

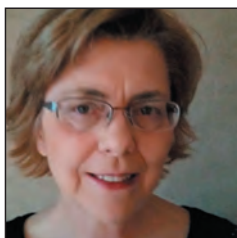
Dr. Tim Bristol is internationally known for helping faculty build the curriculum of the future. From conceptual learning to improving student outcomes and board scores, he works with thousands of faculty each year to bring the evidence base to life. His specialty is student success and retention, with an emphasis on curricular innovation and instructional design. Dr. Bristol has been inducted into the Academy of Nursing Education and holds the designation of Certified Nurse Educator.



LINDA ANNE SILVESTRI, PHD, RN

Dr. Linda Silvestri began her nursing career with a Diploma and Associate Degree, then received a BSN from American International College in Springfield, Massachusetts, and her MSN from Anna Maria College in Paxton, Massachusetts. Dr. Silvestri received her PhD in Nursing from the University of Nevada, Las Vegas (UNLV), and conducted research on self-efficacy and the predictors of NCLEX success. Dr. Silvestri established Professional Nursing Seminars, Inc., in 1991 and Nursing Reviews, Inc., in 2000. Both companies are dedicated to conducting review courses for the NCLEX-RN and the NCLEX-PN examinations and helping nursing graduates achieve their goals of becoming nurses. Today Dr. Silvestri is an expert consultant for HESI Live Review courses, and is the successful author of numerous review products.

EXCEPTIONAL SPEAKING FACULTY



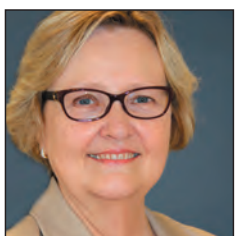
LINDA J. CAPUTI, EDD, MSN, RN, ANEF, CNE

Dr. Linda Caputi has been a top consultant, sought-after speaker, and prolific author in nursing education for more than 25 years. Throughout her career, she has won 10 awards for nursing education excellence, published over 30 books, articles, and instructional products for nursing students, and consulted with nearly 400 schools in 49 states and the District of Columbia. Dr. Caputi is Professor Emerita at College of DuPage and the President of Linda Caputi, Inc.



EILEEN T. O'GRADY, PHD, RN, NP

Dr. Eileen O'Grady is a certified adult nurse practitioner who has practiced in primary care for over two decades. In that role, she experienced a wide breadth and depth of humanity with disorders of the mind, body, and spirit. She has come to believe that what really prevents many of us from becoming well are lifestyles that do not support wholeness. She holds three graduate degrees from George Washington University and George Mason University in nursing and public health, as well as a PhD in nursing. Dr. O'Grady's work as a life coach is centered on revolutionizing self-care by using an evidence-based approach to get you where you want to go.



LINDA CHRISTENSEN, EDD, JD, RN, CNE

Dr. Linda Christensen, Chief Administration Officer for the National League for Nursing, is a nurse, educator, administrator, and lawyer. She has more than 35 years of experience in a variety of nursing education roles and settings, serving as program director, dean of nursing, and vice president of academic affairs. As a lawyer, she has practiced as a civil litigator, in-house attorney, legal writing instructor, and expert witness on various health and education related lawsuits. Dr. Christensen is an expert on legal issues in nursing education, including students taking legal action against educators, as well as how legislation and regulations impact the daily operations of educators and educational programs.



MICHELE L. DECK, MED, BSN, RN, LCCE, FACCE

Michele Deck is an award-winning author, educator, and speaker who is known for her innovative teaching methods in the field of healthcare education. She has been training educators and trainers full time for the last 28 years. In addition to authoring 12 books on innovative ways to teach nursing and healthcare content, Michele is the President and CEO of G.A.M.E.S. and CEO of Tool Thyme for Trainers.

CONFERENCE FACULTY

Gerry Altmiller, EdD, APRN, ACNS-BC
Associate Professor
The College of New Jersey
School of Nursing, Health, and Exercise Science
Ewing Township, New Jersey

Marguerite Ambrose, PhD, ACNS-BC
Professor, Immaculata University
Immaculata, Pennsylvania

Patricia E. Benner, PhD, RN, FAAN, FRCN
Professor Emerita
Department of Social and Behavioral Sciences
University of California San Francisco School of Nursing
San Francisco, California

Tim J. Bristol, PhD, RN, CNE, ANEF
Consultant, Curriculum/Accreditations
Principal/Owner, NurseTim.com
Waconia, Minnesota

Linda J. Caputi, EdD, MSN, RN, ANEF, CNE
Professor Emerita, College of DuPage
President, Linda Caputi, Inc.
Consultant: Curriculum, Accreditation, NCLEX® Success, Test Item Writing
Glen Ellyn, Illinois

Kathryn Lynch Challenger, EdD, MSN, RN-BC, CNE
Clinical Instructor
University of Arizona
Tucson, Arizona

Linda Christensen, EdD, JD, RN, CNE
Chief Administration Officer
National League for Nursing
Washington, DC

Michele L. Deck, MED, BSN, RN, LCCE, FACCE
President and CEO, G.A.M.E.S.
CEO, Tool Thyme for Trainers
Baton Rouge, Louisiana

Marla Erbin-Roesemann, PhD, RN
Director and Professor
St. David's School of Nursing
Texas State University
Round Rock, Texas

Kathleen T. Heinrich, PhD, RN, FAAN
Scholarly Consultant & Writing Coach
K T H Consulting
Guilford, Connecticut

Nikole Hicks, PhD, RNC, CNE
2015 Poster Award Winner
Assistant Professor of Clinical Nursing
Program Coordinator, Graduate Certificate in Nursing Education
University of Cincinnati College of Nursing
Cincinnati, Ohio

Janice I. Hooper, PhD, RN, FRE, CNE
Lead Nursing Consultant for Education
Texas Board of Nursing
Austin, Texas

Margaret McCormick, MS, RN
Clinical Associate Professor
Towson University
Towson, Maryland

Cheryl L. Mee, MSN, MBA, RN, CMSRN
Manager of Faculty Development, Consultation, and Implementation Services, Elsevier Education
Philadelphia, Pennsylvania

Marilyn H. Oermann, PhD, RN, ANEF, FAAN
Thelma M. Ingles Professor of Nursing
Director of Evaluation and Educational Research
Duke University School of Nursing
Durham, North Carolina

Eileen T. O'Grady, PhD, RN, NP
Certified Nurse Practitioner and Wellness Coach
McLean, Virginia

Tricia O'Hara, PhD, RN
2015 Poster Award Winner
Associate Professor of Nursing
Francis Maguire School of Nursing and Allied Health Professions
Gwynedd Mercy University
Gwynedd Valley, Pennsylvania

Jobeth Pilcher, EdD, RN-BC
Nurse Education Specialist
Center for Learning Innovation and Practice
Baylor Scott & White Health
Dallas, Texas
School of Education Faculty for Capella University
Minneapolis, Minnesota

Linda Anne Silvestri, PhD, RN
Faculty, Salve Regina University
Newport, Rhode Island
Author, NCLEX® RN and PN Preparation Resources, Elsevier
Elsevier Consultant for HESI Live NCLEX® Reviews
President, Nursing Reviews Inc.
Henderson, Nevada

Angela Silvestri-Elmore, PhD, RN
Assistant Professor, Touro University
Las Vegas, Nevada

Susan Sportsman, PhD, RN, ANEF, FAAN
Director, Academic Consulting Group
A Service of Elsevier
St. Louis, Missouri

Ada Woo, PhD
Director of Measurement and Testing
National Council of State Boards of Nursing
Chicago, Illinois

PROGRAM PLANNING COMMITTEE MEMBERS

Gerry Altmiller, EdD, APRN, ACNS-BC

Linda J. Caputi, EdD, MSN, ANEF, CNE

Kathryn Lynch Challenger, EdD, MSN, RN-BC, CNE

Marla Erbin-Roesemann, PhD, RN

Cheryl L. Mee, MSN, MBA, RN, CMSRN

Susan Sportsman, PhD, RN, ANEF, FAAN

SENIOR PROGRAM MANAGER

Jeannine Strunk, BSN, RN
Contemporary Forums

INSPIRE OTHERS BY SHOWCASING YOUR SUCCESSES!



2016 Elsevier Leading Stars in Education (ELSIE) Awards

To show our ongoing commitment to nursing education, Elsevier honors the work of outstanding nursing faculty who show exceptional skill, innovation, and effectiveness in promoting student learning, professionalism, and self-confidence, as well as improving general student and program outcomes using creative teaching strategies. This annual award, presented in three categories, is based on peer nominations, with each entry reviewed and judged by a panel of experienced nursing education professionals.

FOR MORE INFORMATION, GO TO ELSIEAWARDS.COM

CALL FOR ABSTRACTS

WE WANT TO HEAR FROM YOU IF YOU HAVE SUCCESSFULLY IMPLEMENTED:

- ▶ Effective and innovative strategies to improve faculty practice
- ▶ Novel and useful ways to bridge the education-practice gap
- ▶ Techniques to improve student success and the application of knowledge
- ▶ Methods to effectively redesign, improve, and evaluate curriculum and program outcomes
- ▶ Theory-guided use of technology to engage students in active learning
- ▶ Options for creative instructional delivery and course management
- ▶ Plans for mentoring and professional growth within the faculty role
- ▶ Approaches for developing leadership capacity within your school or organization

Your colleagues would love to hear how you did it! Share your triumphs and achievements with your own poster presentation. Posters offer the perfect venue to network, exchange ideas, and improve the overall quality of nursing education for everyone at the conference. Gain the recognition you deserve for your work by being chosen to present your poster during this national conference!

“THE CONFERENCE WAS EXCEPTIONALLY MOTIVATING AND INSPIRING! I REALLY LEFT FEELING LIKE I HAVE TRULY FOUND MY CALLING AND LOOK FORWARD TO UTILIZING THE KNOWLEDGE I GAINED BOTH IN THE CLASSROOM AND IN MY LIFE.”

Lakisha Williams, MS, RN – Houston, TX

POSTER AWARD RETURNING FOR 2016!

The Review Committee will again recognize the most significant and valuable poster(s) with the second annual Elsevier Poster Award.

WINNER(S) WILL RECEIVE:

- ▶ A special commendation on their poster in the Poster Hall
- ▶ A certificate of achievement
- ▶ An invitation to present their poster in a concurrent session at the 2017 Elsevier Faculty Development Conference

IN ADDITION, THE PRIMARY AUTHOR/PRESENTER WILL RECEIVE:

- ▶ Complimentary 2017 conference registration
- ▶ Airfare
- ▶ Hotel accommodations

CO-PRESENTER(S) WILL RECEIVE:

- ▶ Complimentary 2017 conference registration

All abstracts accepted for presentation at the conference will be considered for this award, unless otherwise stated in the application. Winner(s) will be announced during the main conference award ceremony.

All poster authors will receive a discount on their 2016 main conference registration, as well as a coupon for use on a future Contemporary Forums meeting.

Poster applications are welcome from both teams and individuals. **Deadline is November 2, 2015.**

Submit your poster abstract today at efd2016.exordo.com

YOUR PARTNERS IN EDUCATION

Elsevier and Contemporary Forums are proud to provide nurse educators with the outstanding tools they have relied on for years. We continually strive to meet the needs of today's healthcare professionals and remain at the forefront of nursing education. Elsevier Faculty Development Conference 2016 reflects our constant commitment to being your preferred information source for all of your nursing education needs.

PRECONFERENCE A (Morning)

LET'S CUT TO THE CHASE! THE MOST IMPORTANT ASPECTS YOU NEED TO KNOW ABOUT A CONCEPT-BASED CURRICULUM

Linda J. Caputi, EdD, MSN, RN, ANEF, CNE

Every day there is more information available about using a concept-based curriculum for nursing education — from webinars, to conferences, to articles and books. With so much information being offered in many different ways, it can leave educators' heads spinning! This Preconference will provide the key must-have components of a CBC, including a flowchart of the way in which a student should be thinking in a CBC. The presenter will also role-model a classroom session based on a CBC approach.

UPON COMPLETION, PARTICIPANTS WILL BE ABLE TO:

- ▶ Describe the most important components of a CBC.
- ▶ Discuss how to incorporate those components into the CBC.
- ▶ Describe how to teach in a CBC.

SUNDAY, JANUARY 3

Preconference A Registration/Continental Breakfast - 7:00 A.M.

8:00 A.M.	Important Components of a Concept-Based Curriculum
10:00	Refreshment Break
10:15	Implementing the Components into the CBC
11:00	Role Modeling a Classroom Session in a CBC
12:00 P.M.	Questions & Discussion
12:15	Adjourn

PRECONFERENCE B (Afternoon)

CRITICAL THINKING TEST ITEM WRITING

Margaret McCormick, MS, RN

This workshop is an interactive, "hands-on" approach to writing, reviewing, and refining test items. Participants will work in teams (and provide feedback within and across teams) to focus on clinical application in questions, rather than recall of isolated facts. Guidelines will be given to help educators eliminate technical item flaws, avoid clues that benefit test-wise examinees, and recognize irrelevant item difficulty. A take-home "rubric" will be provided for improving item writing efficiency and quality of test items used for faculty-created examinations and preparing students for the NCLEX examination.

UPON COMPLETION, PARTICIPANTS WILL BE ABLE TO:

- ▶ Discuss the importance of exam planning and blueprinting.
- ▶ Identify a conceptual framework related to effective testing.
- ▶ Describe guidelines for developing critical thinking test items.

SUNDAY, JANUARY 3

Preconference B Registration - 12:00 P.M.

1:30 P.M.	Conceptual Framework Used to Guide the Development of Critical Thinking Test Items
2:15	Item Analysis
3:00	Refreshment Break
3:15	Constructing New Test Items
4:15	Improving and Editing Test Items
5:30	Questions & Discussion
5:45	Adjourn

PRECONFERENCE C (Morning)

FLIPPING THE CLASSROOM: FROM CLASS TO CLINICAL AND BEYOND

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

This Preconference will guide faculty in creating a foundation for active learning in all aspects of nursing education. These foundations include establishing an effective and consistent instructional design, with a focus on developing the lifelong learner. Direct application will help participants apply these foundational strategies to their current teaching assignment. Whether teaching in the classroom, lab, or clinical environment, we will explore the evidence base surrounding the 'flipped classroom,' looking for opportunities to turn every learning experience into just that, an experience.

UPON COMPLETION, PARTICIPANTS WILL BE ABLE TO:

- ▶ Discuss the evidence base of the flipped classroom.
- ▶ Identify two learning strategies that can be used in class and clinical simultaneously.
- ▶ Describe the impact the flipped philosophy will have on students and faculty.

SUNDAY, JANUARY 3

Preconference C Registration/Continental Breakfast - 7:00 A.M.

8:00 A.M.	My Students are Not Prepared
10:00	Refreshment Break
10:15	My Class Time is Too Short, My Clinical is Not Connected
12:00 P.M.	Questions & Discussion
12:15	Adjourn

PRECONFERENCE D (Afternoon)

THE TOP 10 CREATIVE TEACHING STRATEGIES FOR 2016: WHAT'S UP AND COMING?

Michele L. Deck, MED, BSN, RN, LCCE, FACCE

Let's face it, some nursing topics are more difficult to teach than others. In this hands-on session, participants will explore the top 10 challenging topics, including some of the most essential nursing skills, and discover innovative and creative ways to teach them that inspire deeper levels of thinking and engagement in students.

UPON COMPLETION, PARTICIPANTS WILL BE ABLE TO:

- ▶ Discuss the 10 nursing topics that are challenging to teach.
- ▶ Identify new hands-on approaches to teaching these topics.
- ▶ Describe ways to orchestrate dynamics to teach a variety of diverse learners.

SUNDAY, JANUARY 3

Preconference D Registration - 12:00 P.M.

1:30 P.M.	Top 10 Nursing Topics: Why These are Hard to Teach
2:00	Experience New Hands-On Methods
3:00	Refreshment Break
3:15	How To's and Logistics
4:15	Orchestrating Dynamics and Implementing New Ideas
5:30	Questions & Discussion
5:45	Adjourn



EXCELLENT CONFERENCE! WE ARE REWORKING OUR CURRICULUM AND THIS WAS JUST WHAT WE NEEDED TO GET ENERGIZED/EXCITED ABOUT IT. GREAT INFORMATION FOR CURRENT AND FUTURE TRENDS WITH PRACTICAL APPLICATIONS IN NURSING EDUCATION!

Carol E. Stewart MSN, FNP-C, CEN, CNE - Lakeside, AZ



MAIN CONFERENCE SCHEDULE

MONDAY, JANUARY 4

7:00 A.M.	Main Conference Registration/Exhibits/Posters Session/Continental Breakfast	
8:00	Welcome	Susan Sportsman, PhD, RN, ANEF, FAAN Jeannine Strunk, BSN, RN
8:05	KEYNOTE SPEAKER Integrating Classroom and Clinical Teaching by Focusing on Knowing That and Knowing How and When This presentation will focus on gaining and implementing teaching strategies regarding knowledge use as a form of productive thinking. Being a practitioner in nursing requires more than just applying knowledge; it requires productive situated thinking — actually using knowledge in a particular clinical situation. Situated thinking and action, at the heart of clinical reasoning in nursing practice, often requires situated coaching. Based on key findings from the National Carnegie Education Study, <i>Educating Nurses: A Call for Radical Transformation</i> , effective nurse educators bring clinical into the classroom and vice versa. The integration of knowing and implementing this style are central to excellent teaching in nursing. In this presentation, the integration of knowing the “that, how and when” will be illustrated with pedagogical examples including situated coaching.	Patricia E. Benner, PhD, RN, FAAN, FRCN
9:35	Refreshment Break/Exhibits/Posters Session	
10:00	Maintaining Competence in Clinical Skills: Need for Practice Nursing students need to practice skills to retain them, but all too often they have limited opportunities to practice beyond their initial learning. This session will examine evidence on skill decay and retention, deliberate practice, and practice schedules, and discuss the implications for teaching psychomotor skills in nursing.	Marilyn H. Oermann, PhD, RN, ANEF, FAAN
11:00	Clinical Instruction for the 21st Century: Making Every Clinical Day Count! Healthcare trends, such as the Affordable Health Care Act and the IOM Future of Nurses Recommendations, change the practice patterns of all nurses, and by extension, the learning opportunities required of students within the discipline. This presentation discusses the impact of such trends on the clinical experiences traditionally offered to students, and provides innovative clinical teaching-learning strategies that will enhance students' competence in the changing work environment. Participants will be given an opportunity to explore ways that student clinical assignments efficiently and effectively meets the needs of patients today and in the future.	Susan Sportsman, PhD, RN, ANEF, FAAN
12:00 P.M.	2016 ELSIE AND POSTER AWARDS CEREMONY Join us for this annual ELSIE awards ceremony as Elsevier recognizes the work of your colleagues who show exceptional skill, innovation, and effectiveness in developing student learning, professionalism, and self-confidence, as well as improving general student and program outcomes using creative teaching strategies. In addition, we will recognize the most significant and valuable poster(s) with the second annual Elsevier Poster Award.	Cheryl L. Mee, MSN, MBA, RN, CMSRN
12:30	Lunch Break	

During each Concurrent Session, four topics are presented simultaneously in separate rooms. Sessions are limited in size, and choices are assigned in the order received. Indicate your selections on the Registration Form.

2:00 P.M.	CONCURRENT SESSIONS #1	
	#11* Developing Active, MEANINGFUL Learning Strategies for the Classroom Active, meaningful learning strategies are at the heart of the “flipped” classroom and their use has been advocated for many years before we flipped the classroom. Many learning strategies are active, but not meaningful. This session offers an approach for faculty to use when choosing and/or developing active, MEANINGFUL learning strategies in their classrooms. Leave with a set of guidelines, as well as a number of active learning strategies you can use immediately.	Linda J. Caputi, EdD, MSN, RN, ANEF, CNE
	#12 Can Social Media Be Used to Promote Learning? Can Twitter be used as a learning strategy? Have you met Stella Bellman or Baby ANN? What could be learned from them? While limited research exists on the topic, social media has been used to promote learning. Participants will have the opportunity to learn how to tweet (if desired) and participate using social media, as well as to reflect upon and analyze how various forms of social media could potentially be used for educational purposes.	Jobeth Pilcher, EdD, RN-BC
	#13 Academic Integrity: Let's Add Three More P's to the Pod Is there anything left to say about academic integrity? Apparently, students are finding more and more creative ways to cheat. Why do students cheat and are we, as faculty, contributing without even realizing? Accountability for academic honesty lies on both sides of the desk. There are three P's of academic integrity — Prevention, Policing, and Punishment. In this workshop, we will add three more — Professionalism, Passion, and Practicality.	Marguerite Ambrose, PhD, ACNS, BC
	#14 Coaching is a TEAM Sport: Strategy for NCLEX® RN Success In any team sport, success depends not only on the performance of the players, but also on the effectiveness of the coach. This same principle can be applied to nursing education in which students are the players, the educator is the coach, and the NCLEX exam is the championship game. In this session, participants will examine a recent comparative research study on academic coaching, explore how to apply a newly identified model for academic coaching, and discuss the “Perceptions of the Coaching Experience” research tool — all with the goal of boosting students' NCLEX exam performance and leading the team to victory!	Tricia O'Hara, PhD, RN

* = Live Webcast Concurrent Session



3:15	Refreshment Break/Exhibits/Posters Session		
3:45	CONCURRENT SESSIONS #2		
	#21* Prop Up Your Presentations		Michele L. Deck, MEd, BSN, RN, LCCE, FACCE
	When teaching a difficult topic, sometimes words just aren't enough. This session will provide ideas and examples of how you can adapt your teaching to use props when presenting difficult-to-grasp concepts. Learn how visually enhancing your lessons with props can transform your learners from being "propped up" to being completely awake and engaged.		
	#22 Keep Your Collaborations Productive & Pleasurable Using Partnership Agreements		Kathleen T. Heinrich, PhD, RN, FAAN
	How many of your collaborations stay productive and pleasurable from beginning to end? If it's not 100%, you won't want to miss this session. Join us to practice four evidence-based steps for negotiating Partnership Agreements that keep collaborations with students, colleagues, bosses, committees, and clinical sites productive and pleasurable.		
	#23 Evidence-Based Practice: Interactive Teaching Strategies to Help Students Understand and Apply Nursing Research		Gerry Altmiller, EdD, APRN, ACNS-BC
	Evidence-based practice can be confusing and intimidating to nurses and nursing students. The idea of having to critique research as part of the process is daunting for many. This presentation will demonstrate teaching strategies that make the process of evidence-based practice easy to understand and do. Participants will learn strategies to teach this complex nursing work through participation in this interactive presentation.		
	#24 Debriefing: The Key to Simulation		Kathryn Lynch Challenger, EdD, MSN, RN-BC, CNE
	Debriefing after simulation allows students to critically examine and evaluate performance of self and peers; however, many educators struggle with how to conduct this critical aspect of simulation. This session provides participants with techniques for offering constructive feedback and guided reflection while encouraging student participation and building student confidence.		
5:00	Adjourn		
	* = Live Webcast Concurrent Session		

“ I REALLY ENJOYED THIS CONFERENCE – AS A NEW EDUCATOR I LEARNED SO MUCH FROM THE PRESENTERS AND WAS EXPOSED TO GREAT NEW TEACHING STRATEGIES AND WAYS TO HELP MY STUDENTS DEVELOP THEIR CRITICAL THINKING SKILLS. ”

Tricia Harrison MSN, RNC-NIC – Reno, Nevada

TUESDAY, JANUARY 5

7:00 A.M.	Exhibits/Posters Session/Continental Breakfast	
8:00	CONCURRENT SESSIONS #3	
	#31* Beyond the NCLEX® Exam: Connecting Test Preparation to Clinical Practice While NCLEX® exam preparation focuses primarily on passing the exam, it is also an excellent opportunity to prepare students for clinical practice. In this session, we will explore how fostering the type of critical thinking required to successfully answer NCLEX exam questions can help students understand the connection to clinical reasoning and develop the clinical judgment required for safe, effective nursing practice.	Susan Sportsman, PhD, RN, ANEF, FAAN
	#32 How to Turn Your Teaching Problems into the Scholarship of Teaching & Learning (SoTL) How often do you wish you could boost the scores on your teaching evaluations? Complain about what students are doing in your course? Or not doing? Join us to learn three simple steps for translating teaching problems into study findings that transform your teaching, improve your student evaluations, and turn you into a sought-after speaker and prolific author.	Kathleen T. Heinrich, PhD, RN, FAAN
	#33 Concept-Based Curriculum and Technology: A Sanity-Saving Approach As you consider conceptual learning, one crucial emphasis is on connecting learning: across the curriculum, across the lifespan, across classroom and clinical. Through the use of key instructional technology tools and strategies, faculty can help students maximize learning in a very efficient, yet enhanced format. Whether you teach in a concept-based curriculum, or are just interested in how to help improve conceptual learning for your students, this session will provide you with tools you can implement this semester (regardless of budget or skill level with technology).	Tim J. Bristol, PhD, RN, CNE, ANEF
	#34 Motivating Students Through Skillful Conversations Discover how to use skillful engagement to motivate students to take responsibility for their own success. In this session, we will discuss how coaching is both a methodology and a way of being that can significantly improve teaching and learning. You'll learn strategies for having skillful conversations that foster motivation, raise awareness, apply goal-setting theory, and build in student accountability.	Eileen T. O'Grady, PhD, RN, NP
9:15	Refreshment Break/Exhibits/Posters Session	
9:45	CONCURRENT SESSIONS #4	
	#41* Giving and Receiving Constructive Feedback: Communication Strategies for Educators Providing feedback to students is challenging work for nurse educators. Delivering and receiving feedback effectively are learnable skills and should be introduced early in pre-licensure education. Faculty can role-model this skill and influence the perception of feedback to be viewed as an opportunity so that students can learn to appreciate its value in clinical practice. During this presentation, we will explore challenges to giving and receiving so it can be constructive feedback, and ways to influence the perception of feedback, so it can be valued as an opportunity for self-improvement, optimal patient safety, and high-quality care.	Gerry Altmiller, EdD, APRN, ACNS-BC
	#42 Roundtable: Build Your Own Toolbox of Innovative Strategies What creative and innovative strategies do you use to enhance learning? Bring examples, including technological tools (such as apps), for sharing during small group discussions. CrowdSource the examples and build a repository of strategies for expanding your educational toolbox.	Jobeth Pilcher, EdD, RN-BC
	#43 The Electronic Medical Record in Clinical and Beyond This session provides practical methods for utilizing EMRs throughout the curriculum in clinical, skills lab, simulation, and the classroom for learning, assessment, evaluation, and remediation. Participants will leave the session with specific EMR teaching strategies.	Kathryn Lynch Challenger, EdD, MSN, RN-BC, CNE
	#44 Evaluating the "FITness" of Test Items with the Fairness of Items Tool (FIT) This presentation will discuss the development, validation, and implementation of the Fairness of Items Tool (FIT) for use by nurse educators as a component of the test development process to improve the quality of multiple-choice examinations. The FIT provides clear and concise guidelines for nursing faculty to use in developing unbiased test items and represents the best evidence for test item development.	Nikole Hicks, PhD, RNC, CNE
11:00	Lunch Break	

* = Live Webcast Concurrent Session





12:15 P.M.	The NCLEX® Exam: Perspectives on Improving Performance in 2016 This presentation will outline the basics about the NCLEX® examination with a description of the ongoing development of the examination for graduates of practical/vocational and professional nursing education programs and an explanation of the administration of the computer adapted test (CAT). Changes and updates to the RN NCLEX exam for 2016 will be addressed. A following discussion will focus on a Board of Nursing's response to a drop in the NCLEX since 2013 for many professional nursing programs and subsequent interventions to assist programs in the state to respond to the changing environment.	Janice I. Hooper, PhD, RN, FRE, CNE Ada Woo, PhD
2:00	Educational Law: Key Concepts for Today's Nursing Faculty In today's litigious society, students are seeking remedies through the legal system at an alarming rate when they have any issues with their education. As a result, nurse educators are faced with threats of being taken to court if they do not meet student demands. At the same time, more laws are impacting how educators and educational programs must operate. Discover the key concepts, and learn how to practice "defensive nursing education" in this engaging session designed to assist you in navigating this often confusing system.	Linda Christensen, EdD, JD, RN, CNE
3:00	Refreshment Break/Exhibits/Posters Session	
3:15	Prepare Your Students for the NCLEX® Exam Using Clinical Simulation Scenarios Identify strategies for preparing your students for NCLEX® exam success using clinical simulation scenarios. In this session we will explore a proposed model and mapping tool that incorporates major concepts and associated simulation activities. Participants will also examine evidence-based research related to the effectiveness of clinical simulation in the teaching and learning process and in meeting program objectives.	Linda Anne Silvestri, PhD, RN Angela Silvestri-Elmore, PhD, RN
4:15	The Wild West of Wellness: An Exploration of What Really Works Are stress and workload making your life unmanageable? Working in a busy, ever-changing educational environment can be overwhelming for nurse educators who often let their own health and wellbeing drop to a low priority. Led by a certified nurse practitioner and wellness coach, this energizing session will arm you with proven strategies to help you stay resilient, sane, and productive.	Eileen T. O'Grady, PhD, RN, NP
5:15	Adjourn	



CONFERENCE INFORMATION

Registrations must include full tuition payment to be accepted. Registrations faxed without payment will not be processed. Conference communications are sent via email. When registering, please provide attendee's best email address, as some emails are filtered and blocked. Since conference registration and hotel rooms are limited, early registration is advised.

	EARLY REGISTRATION (On/Before November 23)	REGULAR REGISTRATION (After November 23)
PRECONFERENCES (*Discount when you register for two!)	\$225 (Attend one) \$185 Each* (Attend two)	\$250 (Attend one) \$210 Each* (Attend two)
LIVE	\$545	\$595
WEBCAST (MAIN CONFERENCE ONLY)	\$425	\$475

- ▶ Out of consideration to registrants, children of any age and spouses may not attend the sessions.
- ▶ Your tuition includes continental breakfasts, refreshment breaks, Certificate of Attendance, and online access to posted presentation handouts before and after the conference. In addition, you will have complimentary access to the recorded sessions posted after the conference in your account at ContemporaryForums.com for one year.

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CANCELLATION POLICY

Cancellations must be made by phone or in writing. A \$75 processing fee will apply. No refunds will be issued for cancellations received or postmarked on/after **December 4, 2015**. However, tuition paid, less the \$75 processing fee, may be applied to a future Contemporary Forums conference of equal or greater value. No refunds for "no-shows."

If this meeting is canceled for any reason, including labor strikes or acts of God, liability is limited to a full refund of registration fees.

ADA NEEDS & SPECIAL REQUESTS

If you require special arrangements at this conference, call (800) 377-7707, at least 30 days prior to the conference.

METHOD OF PAYMENT

Make payment by check (payable to Contemporary Forums and enclosed with Registration Form), Visa, MasterCard, Discover, American Express, or Purchase Order. A \$30 fee is charged for any returned check. Personal checks are NOT accepted at the conference. Purchase orders must be received with registration by the conference date, and include the P.O. number, invoice address, tuition, approval signature, contact name, email address, and phone number.

QUESTIONS?

Contact Contemporary Forums at (800) 377-7707, M-F, 8 am - 5 pm (Pacific Time) or email: info@cforums.com



CONFERENCE LOCATION: LAS VEGAS

Viva Las Vegas! It's impossible to resist the excitement of the neon lights, the shrieks of delight from jackpot winners, and the glitz and glamour of the hotels on the strip. A Disneyland for adults? You bet — and Las Vegas is so much more! Dine at restaurants inspired by the world's greatest collection of chefs — *Wolfgang Puck*, *Emeril Lagasse*, *Bobby Flay*, and *Thomas Keller*, just to name a few. Treat yourself to a world-class show, including a choice of five *Cirque du Soleil* productions, the *Blue Man Group*, and *Jersey Boys*. Make sure to also consider the variety of well-known headliners from the worlds of music, comedy, and magic during your stay.

Don't miss the *CityCenter* complex located in the heart of *The Strip*, a blend of sleek architecture and public miniparks, with walkways and art throughout. You'll find luxury hotels, a casino, and *Crystals*, a three-story retail center whose shape resembles the multi-faceted surface of a quartz crystal.

There's never a dull moment in Las Vegas. Watch the volcano erupt at the *Mirage*, don't miss the rousing pirate battle at *Treasure Island*, marvel at the dancing waters display at the *Bellagio*, take a romantic gondola ride through the canals of the *Venetian*, or dine at the top of the *Eiffel Tower at Paris*. For a break from *The Strip*, take a day trip to *Hoover Dam* where you'll be impressed with the power of the mighty *Colorado River*.

At the newly renovated *Tropicana*, you'll find luxury rooms offering comfort, style, and sophistication, with open floor plans, premium amenities, plush new mattresses, and modern technology such as 42" LCD TVs and iHome clock radios with universal docking stations. An enticing casino awaits, offering all the best Las Vegas games, including your favorite slots and table games, a state-of-the-art race and sports book, and an award-winning rewards program. Share a meal with friends at a variety of restaurants, ranging from an Italian trattoria to a steakhouse to a 24-hour café. Other highlights include the addition of Mandara Spa, a modern spa and fitness center. The Tropicana is a proud recipient of TripAdvisor's Certificate of Excellence and the Travelocity Excellence Award for two consecutive years.

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Resort Fee

Room reservations are subject to a daily resort fee of \$10. Resort fee includes daily in-room high speed internet access on one device, fitness center access, and two bottles of water upon check-in.

To obtain the special group rates, **make your reservation before December 11, 2015**. Rooms may sell out before this date, so be sure to make your reservation now. After the release date, call the hotel as rooms and group rates may no longer be available.

For room reservations, call (888) 381-8767 and inform them you are attending the **Contemporary Forums — Elsevier Faculty Development Conference**. Request a confirmation number and written confirmation of your reservation. Reservations must include a first night's deposit.

Contact the hotel regarding cancellation policy. For arrivals after 3:00 p.m., call the hotel on the day of travel to reconfirm reservations.

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Choose ONE category in each section that best applies to you. If you have multiple roles, select the one that occupies the majority of your time. Use "Other" only if none of the choices apply to you.

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- ☐ ADN Program
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3. YEARS IN NURSE EDUCATION

- ☐ 1
- ☐ 2-3
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- ☐ 8-10
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- ☐ State College/School
- ☐ Technical College
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- ☐ Other: _____

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- ☐ Preconference A (January 3 - Morning)
- ☐ Preconference B (January 3 - Afternoon)
- ☐ Preconference C (January 3 - Morning)
- ☐ Preconference D (January 3 - Afternoon)
- ☐ Main Conference (January 4 - 5)

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☐ Main Conference

OR

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CONCURRENT SESSIONS SELECTION

(Monday afternoon, January 4 & Tuesday morning, January 5. See Conference Schedule) Please indicate the numbers of your choices below.

#1 (Monday 2:00 p.m.) _____

#2 (Monday 3:45 p.m.) _____

#3 (Tuesday 8:00 a.m.) _____

#4 (Tuesday 9:45 a.m.) _____

PAYMENT SUMMARY (#2V)

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