



2020 ALSN VIRTUAL INTERNATIONAL CONFERENCE

A LOOK **BACK** TO MOVE **FORWARD**

→ *nurses taking the lead* ←

REGISTRATION FORM

NOVEMBER 12-14, 2020





# 2020 ALSN INTERNATIONAL CONFERENCE

ALSN is pleased to announce the 2020 ALSN International Conference (formerly INARC), will occur virtually. This conference serves as a prominent and unique forum for nursing educators, executives, administrators, and researchers from around the globe to learn and discuss current healthcare and system challenges. This year's theme is especially celebratory as it's ALSN's 50th year anniversary and 2020 marks the year of the nurse and midwife, A Look Back to Move Forward. We will showcase presentations and posters using science and innovation to impact (nursing) practice, policy and education learning from the past, the current pandemic and leading into the future. Authors submitted their work in the following categories: research, evidence-based practice, quality improvement and academic-service partnership innovations.

## WHO SHOULD ATTEND



Nursing academics, executives, researchers, health policy masters and doctoral students and emerging leaders. \*This conference can go towards clinical hours.

## CONTINUING EDUCATION CREDITS



This event has been submitted to the Ohio Nurses Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation. (OBN-001-91)

## CRITERIA FOR SUCCESSFUL COMPLETION



To obtain a Certificate of Successful Completion for this activity, the learner must complete the following criteria:

- Attendance of the full sessions
- Complete and submit the online evaluation form for each session attended.

## DISCLOSURES



The planners for this continuing education activity declare no conflicts of interest in the development and implementation of this educational activity.

All faculty/presenters for this activity have attested that she/he will provide the best available evidence for this content and present information fairly and without bias.



# SCHEDULE

THURSDAY, NOVEMBER 12



8:00 AM – 3:00 PM

VIRTUAL EXHIBIT HALL & RECORDED POSTERS

9:45 AM – 10:00 AM

OPENING REMARKS

**Dr. Nora Warshawsky, PhD, RN, NEA-BC, CNE, FAAN**

ALSN President

*Professor, Health Systems Department, College of Nursing,  
University of Central Florida*

10:00 AM – 11:00 AM

OPENING KEYNOTE

**Tener Veenema, PhD, MPH, MS, RN, FAAN**

*Professor, Johns Hopkins School of Nursing*

**Session Title: *Pandemic Facts & Leading Through Pandemic -  
Lessons Learned from the Past***

**Description:** To strengthen the nursing workforce during this response and for future pandemics and epidemics, it is critical we identify the gaps in nursing workforce development that have contributed to a lack of pandemic readiness. It is imperative that policy-makers, nurse educators, and the organizations and systems that oversee and provide health care understand the unique characteristics associated with nursing's role in health care and public health emergency preparedness, what activities are required to prepare the nursing workforce for these roles, and who is responsible for conducting, supporting, and maintaining those activities.

11:00 AM – 11:15 AM

COFFEE BREAK

11:15 AM – 11:45 AM

BREAKOUT 1

**Connie White-Williams, PhD, RN, NE-BC, FNAP, FAAN**

*Senior Director, Center for Excellence, UAB Hospital*

*Associate Professor, University of Alabama at Birmingham School of Nursing*

**Maria Shirey, PhD, MBA, RN, NEA-BC, ANEF, FACHE, FNAP, FAAN**

*Associate Dean, University of Alabama at Birmingham School of Nursing*

**Session Title: *Addressing Social Determinants of Health in an  
Interprofessional Collaborative Practice Clinic***

**Description:** This session will describe how an academic-practice partnership implemented a nurse-led interprofessional collaborative practice clinic with an overarching goal of improving health outcomes while decreasing hospital admissions and cost in underserved patients with heart failure. Addressing social determinants of health quickly became a crucial component in the care of the patients. We will describe the interventions utilized to address social determinants and improve health outcomes.

**Lucy Leclerc, PhD, RN, NPD-BC** (*Presenter*)

*Assistant Professor of Nursing, Kennesaw State University*

**Kay Kennedy, DNP, RN, NEA-BC, CPHQ** (*Co-Presenter*)

*Sr. Principal, Uleadership*

**Session Title: *Constructivist Grounded Theory: Critical Factors Influencing Leadership in Nursing***

**Description:** This session will describe how an academic-practice partnership implemented a nurse-led interprofessional collaborative practice clinic with an overarching goal of improving health outcomes while decreasing hospital admissions and cost in underserved patients with heart failure. Addressing social determinants of health quickly became a crucial component in the care of the patients. We will describe the interventions utilized to address social determinants and improve health outcomes.

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**Linda Cole, DNP, RN, APRN, CCNS, CPHQ, CNE**

*Assistant Professor, Cizik School of Nursing at UT Health*

**Lisa Boss, PhD, RN, APRN, CNS, CEN, CNE**

*Assistant Professor, Cizik School of Nursing at UT Health*

**Session Title: *The Benefit of Simulation to Develop Confidence to Conduct Crucial Conversations in Graduate Nursing Leadership Learners***

**Description:** The session will describe how simulation was used to enhance master's level learners' competency related to American Organization of Nursing Leadership (AONL) Nurse Manager core competencies: (1) foundational thinking skills and (2) relationship management and influencing behaviors when having crucial conversations. Scenario descriptions, methods, results, and lessons learned will be shared with the attendees.

**11:45 AM – 12:15 PM**

**BREAKOUT 2**

**Caitlin Marley Campbell, BSN, RN**

*PhD Student, University of Alabama at Birmingham School of Nursing*

**Session Title: *Frequency of Unfinished Nursing Care in a Southeast State***

**Description:** Nursing care is frequently left unfinished according to nurses around the world (Jones et al., 2015). However, the extent to which unfinished nursing care occurs in smaller U.S. states known for poor health outcomes, such as Alabama, is unknown (Campbell et al., 2020). This session will explore data collected in the Alabama Hospital Staff Nurse Study which included an assessment of unfinished nursing care as measured by the Perceived Implicit Rationing of Nursing Care instrument (PIRNCA). The frequency of unfinished nursing care, the most and least missed items, and factors associated with unfinished nursing care will be presented and discussed in this session.

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**Amy Richmond-Campbell, PhD, RN (Grantee)**

*Quality Nurse Specialist III for Vidant Health, East Carolina University*

**Diana Layne, PhD, RN, CPHQ**

*Assistant Professor, College of Nursing, Medical University of South Carolina*

**Session Title: *Exploration of the RN & NA Relationship & Patient Safety Culture***

**Description:** The objectives of this presentation are to present research findings

from a recent study aimed at examining Registered Nurse (RN) and Nursing Assistant (NA) perceptions of patient safety culture, evaluating the quality of RN-NA relationships and determining the relationship between relational quality of the RN-NA and perceptions of patient safety. A mixed methods design was used to evaluate RN-NA views about teamwork and associations between the relational quality of RN-NA dyads and perceptions of patient safety culture at a unit level were explored. The setting for this study was a large multi-hospital acute care health system in eastern North Carolina. Findings indicate demonstrative differences in the perception of relational quality between RNs and NAs.

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**Laura Caramanica, PhD, RN, CNE, CENP, FACHE, FAAN**

*Associate Professor, University of West Georgia*

**Lynn Gallagher-Ford, PhD, RN, EBP-C, NE-BC, DPFNAP, FAAN**

*Senior Director & Clinical Core Director, Helene Fuld Health Trust National Institute for EBP in Nursing & Healthcare, College of Nursing, The Ohio State University*

**Session Title: *Validity & Reliability of an Instrument to Measure Nurse Manager Competencies to Support Evidence-Based Practice by Clinical Nurses***

**Description:** Numerous studies validate the need for NM support by clinicians to engage in evidence-based practice, but most do not describe how this is achieved. This session will describe the findings of a Delphi Study whereby a panel of experts achieved consensus on a set of 22 leadership competencies that when used by nurse leaders in the conduction of their role responsibilities effectively supports clinicians to use evidence-based practice at the point of care.

**12:15 PM – 12:45 PM**

**LUNCH WITH EXHIBITORS - EXHIBITOR CHAT ROOM**

**12:45 PM – 1:00 PM**

**CHAIR YOGA VIDEO**

**1:00 PM – 1:30 PM**

**BREAKOUT 3**

**Recorded Posters – Poster Chat Room Open**

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**Todd Smith, PhD, MSHA, MBA, RN, NEA-BC**

*Assistant Professor, University of Alabama*

**Teresa Welch, EdD, RN, NEA-BC**

*Assistant Professor, The University of Alabama*

**Session Title: *Organizational-Level Financial Statements: Teaching Students Through Real-World Financial Statements***

**Description:** The American Organization for Nursing Leadership's (AONL's) Nurse Executive Competencies include five core competencies, including Business Skills, which includes the "understanding of healthcare financing." Specifically, the AONL's competencies include "analyze financial statements" within the competencies. In addition, Welch & Smith (2019) state that "financial competency... provides a measure of independence and critical thinking (that is) imperative for the successful nurse leader." Thus, understanding organizational-level financial statements is crucial for nurse leaders. This presentation will describe the process used to teach graduate-level nursing administration students about organizational-level financial statements through the exploration of real financial statements from a large healthcare organization.

**Clara Michelle Teter, DNP, APRN**

*Doctor of Nursing Practice, Bristol Hospice & Palliative Care*

**Session Title: Reducing Emergency Department Visit Rates in Hospice Patients Using Telemedicine**

**Description:** In this session, statistical analyses for an eight-week intervention project will be reviewed in which forty-four adults aged 35 years and older were educated on Doxy.me telemedicine application usage. Among the intervention group, the number of ED visits and the number of 911 calls decreased from 12 (54.5%) to 1 (4.5%) post-intervention. Paired samples t-tests show there were statistically significant differences in the number of ED visits and 911 calls between the two points in time. The project revealed that patients using the telemedicine hospice care application received timely delivery of hospice and palliative care services, reducing ED visits through early detection of symptom exacerbation. Reimbursable telemedicine visits for home palliative and hospice are feasible.

**1:30 PM – 2:00 PM**

**BREAKOUT 4**

**Recorded Posters – Poster Chat Room Open**

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**Beverly Quaye, EdD, RN, PHN, NEA-BC, FACHE**

*Assistant Professor; Coordinator, MSN Leadership Program,  
California State University Fullerton*

**Session Title: Screening, Brief Intervention, Referral & Treatment (SBIRT)**

**Training: Impact on BSN Students' Knowledge & Attitudes on Alcohol & Drug Use**

**Description:** Motivational interviewing (MI) is introduced and reviewed as an increasingly popular skill that empowers patients to adopt healthy behaviors and positively impact population health. MI is utilized in brief interventions specifically when screening for alcoholism and other drug disorders (AOD). Inclusion into required BSN curriculum equips emerging nurses to use this method upon entering the nursing workforce to help address current healthcare and system challenges.

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**Rosanne Raso, DNP, RN, NEA-BC, FAAN**

*VP & Chief Nursing Officer, NewYork-Presbyterian/Weill Cornell Medical Center  
Editor-in-Chief, Nursing Management, The Journal of Excellence in  
Nursing Leadership*

**Joyce Fitzpatrick, PhD, MBA, RN, FAAN, FNAP**

*Professor, Frances Payne Bolton School of Nursing,  
Case Western Reserve University*

**Session Title: Clinical Nurses' Perception of Authentic Nurse Leadership & Healthy Work Environment**

**Description:** This is a cross-sectional, descriptive, correlational study with 254 clinical nurses in a national sample using the ANLQ and CE-HWES instruments/frameworks together for the first time, finding a positive relationship between authentic nurse leadership (ANL) and healthy work environment (HWE). In this novel nursing model of authentic leadership, caring is an attribute that was valued by frontline nurses. Background variables were not significantly related to nurses' perception of the ANL of their manager or their work environment.

2:00 PM – 3:00 PM

GENERAL SESSION

**Cynda Rushton, PhD, RN, FAAN**

*Anne & George L. Bunting Professor of Clinical Ethics, Berman Institute of Bioethics, School of Nursing  
Professor of Nursing & Pediatrics, Johns Hopkins University*

**Session Title: Ethical Issues in the COVID Pandemic:  
Implications for Practice & Education**

**Description:** The COVID-19 pandemic has created myriad ethical challenges for nurses and other clinicians. The consequences of these ethical challenges range from moral stress to various forms of moral suffering and the possibility of meeting them with in morally resilient ways. In this session, we will discuss the unique ethical challenges of the pandemic, examine the responses and consequences of them and explore ways to leverage our moral resilience to restore our integrity and well-being. Implications for leaders will be highlighted.

FRIDAY, NOVEMBER 13



8:00 AM – 4:00 PM

VIRTUAL EXHIBIT HALL & RECORDED POSTERS

10:00 AM – 11:00 AM

OPENING KEYNOTE

**Bonnie Jennings, PhD, RN, FAAN**

*Professor, Nell Hodgson Woodruff School of Nursing, Emory University*

**Session Title: Leading to Change, Changing to Lead:  
Past, Current & Future Frontiers**

**Description:** In this session, we will first identify select landmark events that have changed the context of care delivery since the 1960's. We will then chronicle the origin of the Council on Graduate Education in Administrative Nursing (CGEAN) and its segue into the Association for Leadership Science in Nursing (ALSN). Third, we will identify current leadership issues with a focus on turbulence and interdisciplinary practice. Lastly, we will use our superpowers to look into the future regarding opportunities for nurse leaders—many of which come from our past.

11:00 AM – 11:15 AM

COFFEE BREAK

**Joyce Fitzpatrick, PhD, MBA, RN, FAAN, FNAP**

*Inaugural Director, Marian K. Shaughnessy Nurse Leadership Academy  
Elizabeth Brooks Ford Professor of Nursing,  
Frances Payne Bolton School of Nursing, Case Western Reserve University*

**Session Title: Narrative Nursing: Empowering Nurse Leaders**

**Description:** Narrative Nursing is a formalization of storytelling from the point of care, a process for empowering nurses to capture and celebrate their leadership skills embedded within the nurse patient relationship. Nursing has a rich history of storytelling; experienced nurse leaders often share their caregiving stories with new recruits, and orient new nurses to the culture and moral values of the profession. Storytelling in nursing serves to highlight our shared values, and communicate the moral, ethical, scientific basis for our professional practice.

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**Sonia Udod, PhD, RN**

*Assistant Professor, University of Manitoba CANADA*

**Dean Care, RN, PhD**

*Professor, Brandon University CANADA*

**Session Title: From Coping to Building Individual Resilience:  
Nurse Managers in Rural Workplaces**

**Description:** The focus of this presentation will examine coping strategies identified by nurse managers in rural healthcare facilities in Western Canada, and describe the role of managers in activating individual resilience.

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**Jumanah Almusajin, RN, MSN, PhD(c)**

*PhD Scholar, School of Nursing, University of North Carolina at Chapel Hill*

**Session Title: Exploring & Understanding Saudi & Expatriate Nurses' Needs & Perceptions in Saudi Arabia**

**Description:** A pilot study to explore and understand nurses' needs in Saudi Arabia. This session will address nurses' individual needs and the challenges encountered by registered nurses in their workplace as well as expatriate nurses' cultural needs in Saudi Arabia and how the organizational leadership supports (or does not support) the nursing staff in meeting their needs.

**Margot Hedenstrom, PhD, RN, MBA, NEA-BC**

*Assistant Professor of Nursing, WellStar School of Nursing*

**LeeAnna Spiva, PhD, RN**

*Assistant Vice President, WellStar Health System*

**Session Title: Next Generation of Leaders: Developing & Evaluating the Effectiveness of a Nursing Leadership Mentoring Pilot Program**

**Description:** Next generation of leaders: Developing and evaluating the effectiveness of a Nursing Leadership Mentoring pilot program.



**Gloria Walters, PhD, RN, NPD-BC, CCRN-K**

*Nurse Scientist, Novant Health*

**Session Title: *Work Readiness of Newly Licensed Registered Nurses***

**Description:** This session will report the findings of a collaboration between academia and industry to investigate the work readiness of newly licensed nurses in a large healthcare system. This study builds upon decades of research about newly licensed nurses in a continuing effort to assist and encourage an easier transition to practice. Novant Health's residency program is accredited by the ANCC Practice Transition Accreditation Program® (PTAP).

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**Kathleen White, PhD, RN, NEA-BC, FAAN**

*Professor, Johns Hopkins School of Nursing, Joint Appointment,  
Johns Hopkins Carey Business School*

**Debra Hampton, PhD, RN**

*Professor, Assistant Dean, MSN, DNP Programs  
University of Kentucky, College of Nursing*

**Session Title: *Task Force on Criteria for Development, Implementation & Evaluation of Nursing Leadership Graduate Specialty Programs***

**Description:** The Association for Leadership Science in Nursing (ALSN) Board of Directors (BOD) identified a need for nationally-endorsed guidelines/criteria to guide the development, implementation, evaluation and review or accreditation of Nursing Leadership Graduate Specialty programs in the U.S. The guidelines/criteria will be used to evaluate Nursing Leadership Specialty Master's, Practice Doctorate, and Post-Graduate Certificate Educational Programs and serve as an adjunct to existing national accreditation standards. It is also expected that these guidelines/criteria may be used to guide the development of new Nursing Leadership Graduate Specialty programs and to conduct self-evaluation of new and existing programs.

**12:15 PM – 12:45 PM**

**LUNCH WITH EXHIBITORS - EXHIBITOR CHAT ROOM**

**12:45 PM – 1:00 PM**

**MUSIC BY SINGER-SONGWRITER TAYLOR TAYLOR**

**1:00 PM – 1:30 PM**

**BREAKOUT 3**

**Holly Wei, PhD, RN, CPN, NEA-BC**

*Associate Professor, Graduate Leadership Concentration,  
College of Nursing, East Carolina University*

**Session Title: *Nurse Leaders' Role in Promoting Nurse Resilience***

**Description:** This presentation aimed to identify nurse leaders' strategies to foster nurse resilience and ways to implement the strategies in clinical practice. Seven strategies are identified to cultivate nurse resilience. The strategies included: facilitating social connections, promoting positivity, capitalizing on nurses' strengths, nurturing nurses' growth, encouraging nurses' self-care, fostering mindfulness practice, and conveying altruism.

**Mary Anne Schultz, PhD, MBA, MSN, RN**  
*Professor & Informaticist, Department of Nursing,  
California State University-San Bernardino*

**Session Title: *The Precision Phenomenon in Healthcare***

**Description:** Despite technological, scientific and biological advances, awareness of and accompanying competencies for Precision Medicine and Precision Health remain flat. Nurse Leaders commonly lack the Knowledge, Skills and Attitudes (KSAs) necessary to launch this awareness and subsequent competencies, leaving nurses, including nurse scientists, ill-prepared to grasp the cross-disciplinary activities necessary to support the goals of the Triple Aim.

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**Bret Lyman, PhD, RN**  
*Associate Professor, Brigham Young University*

**Session Title: *Pre-Licensure Nursing Students' Experiences with Psychological Safety***

**Description:** Psychological safety is foundational to a healthy work environment conducive to organizational learning. Newly graduated Registered Nurses' experiences as pre-licensure students may impact their psychological safety as they transition to nursing practice, yet little is known about their nursing students' experiences with psychological safety. Findings from this study can guide nurse leaders and educators to create clinical learning environments that foster psychological safety.

**1:30 PM – 2:00 PM**

**BREAKOUT 4**

**Recorded Posters – Poster Chat Room Open**

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**Peggy Jenkins, PhD, RN, CNE**  
*Assistant Professor, Assistant Dean Graduate Program, Specialty Director iLEAD  
University of Colorado College of Nursing*

**Jacqueline Jones, PhD, RN, FAAN**  
*Professor, University of Colorado*

**Session Title: *Innovative Intraprofessional Doctoral Education: Agile, Participatory, Action Research***

**Description:** Participatory, agile, action research methodology was used to include voices of DNP and PhD nursing leadership students who took three courses together over three semesters. Verbatim transcripts from multiple data sources were analyzed using interpretive descriptive qualitative approach. Four key themes emerged describing doctoral nurse leader scholarship and model for collaboration.

**Lisa Boss, PhD, RN, CNS, CEN, CNE**

*Assistant Professor, Cizik School of Nursing at UTHealth,  
The University of Texas Health Science Center*

**Session Title: *The Use of Peer-facilitated Simulation for Teaching Advanced Leadership Skills in a Graduate Nursing Program: A Pilot Study***

**Description:** To best prepare MSN in Nursing Leadership graduates to effectively function in our complex, rapidly changing healthcare system, nursing faculty must create an innovative and active learning environment where learners develop advanced leadership skills. In this pilot study, we investigated the use of peer-facilitated simulation as an innovative and active learning approach to teaching advanced nursing leadership skills to graduate-level learners.

**2:00 PM – 3:00 PM**

**GENERAL SESSION**

**Cheryl Jones, PhD, RN, FAAN**

*Professor, The University of North Carolina at Chapel Hill*

**Session Title: *Nursing Now: How to Seize & Keep Nursing's (Local & Political) Voice as a Result of this Pandemic***

**Description:** This presentation will use the global Nursing Now movement and the Nightingale Challenge as context for discussing: 1) the COVID-19 pandemic; 2) opportunities and challenges for nursing and nursing leadership; and 3) how we can seize this important moment in our history to radically change health and health care in the future.

**3:00 PM – 4:00 PM**

**ANNUAL MEMBERSHIP MEETING**

*ALSN Board of Directors*

SATURDAY, NOVEMBER 14



8:00 AM – 2:00 PM

VIRTUAL EXHIBIT HALL & RECORDED POSTERS

10:00 AM – 11:00 AM

OPENING KEYNOTE

**Mary Ann Fuchs, DNP, RN, NEA-BC, FAAN**

*VP of Patient Care & System Chief Nurse Executive, Duke University Health System*

**Robin Begley, DNP, RN, NEA-BC**

*AONL Chief Executive Officer, AHA Senior Vice President*

*Chief Nursing Officer, American Organization for Nursing Leadership (AONL)*

**Session Title: Leadership Skills for this Pandemic With Emphasis on Workforce Support & Workforce Needs During & Aftermath of Crisis**

**Description:** Insights from Nursing Leaders: Through the COVID-19 Lens 8 months in to the COVID-19 pandemic, nursing leaders will share their perspectives on their experiences, as well as feedback from the field. What are the leadership lessons, skills required, workforce needs that will sustain us through this unprecedented time? Are there innovations/best practices that have emerged that nursing leaders can leverage as we plan for the post-COVID needs of our patients, communities and staff?

11:00 AM – 11:15 AM

COFFEE BREAK

11:15 AM – 11:45 AM

BREAKOUT 1

**Susan Weaver, PhD, RN, CRNI, NEA-BC**

*Nurse Scientist, Hackensack Meridian Health*

**Session Title: The Administrative Supervisor Practice Environment Scale**

**Description:** This session will discuss the development and testing of the Practice Environment Scale (PES) for administrative supervisors who are the nurse leaders on the evening, night and weekend shifts. The 53-item Administrative Supervisor PES was created from the 44-item Nurse Manager PES. There was a significant positive correlation between the overall Administrative Supervisor PES and job satisfaction and healthy work environment. This new Administrative Supervisor PES, with reasonable psychometric properties, can be utilized by nurse leaders to examine and foster administrative supervisors' practice environments and subsequently enable supervisors to better support the staff in achieving improved nurse and patient outcomes.

**Elaine Hillin, RN, BSN, CNE, PhD(s)**

*Assistant Professor, Texas Tech UHSC, School of Nursing*

**Session Title: Workplace Violence: A Culture of Acceptance - The Nurses' Cognitive Adaptation to Workplace Violence**

**Description:** Violence against nurses is on the rise, and many hospitals have answered the call to keep nurses safe. Hospitals provide classes to teach nurses how to handle violent situations, including verbal and physical attacks. There

are state laws that state the consequences that a patient or visitor will be subject too if they are violent towards a nurse. With all of the support for nurses to keep them safe, nurses still do not report a violent act, verbal or physical, to their nurse leadership team. This project is to understand the reasons nurses still have for not reporting a violent act, it seeks to find out if nurses develop a cognitive adaptation to violence.

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**Susan McFarlan, DNP, RN, NE-BC**

*Assistant Professor, Webster University Department of Nursing*

**Session Title: An Experiential Educational Intervention Aimed at Nurse Managers' Knowledge & Self-Assessed Competence with Health Care Financial Management**

**Description:** Sue worked with a regional hospital in St. Louis to plan and develop leadership development seminars for nurse managers. Their nurse administrators used the AONE (AONL) Nurse Manager Competencies to assess their managers' baseline self-assessed competence with regard to each area of competence. Consistent with many nursing studies, indicating that many nurse leaders list financial management as the most difficult of the leadership competencies, these managers scored themselves below "competent" and lower than the other competency areas. This led to the development of an evidence based educational intervention and post-intervention assessment to determine effectiveness.

11:45 AM – 12:15 PM

**BREAKOUT 2**

**Roberta Pawlak, PhD, RN, NEA-BC**

*Professor, Henry Predolin School of Nursing, Edgewood College*

**Session Title: Hard-wired Interdisciplinary Teams: How One Children's Hospital Navigated the First Wave of the COVID-19 Crisis**

**Description:** The aim of this QI process was to establish a collaborative interprofessional approach to address one Children's Hospital's response to the care needs of patients and families, as well as staff safety needs, resulting from the COVID-19 pandemic in spring 2020. Through daily assessment during a rapidly-evolving COVID-19 response, it became clear that interprofessional teamwork was 'hard-wired' in response need to 'just in time' issues that arose. A collaborative effort that grew from Interprofessional work was emphasized and encouraged, seemingly unique to this setting compared to the 'parent' health care organization. The case shared will illustrate how this model of care coordination resulted in rapid-response decision-making with markedly deep inclusive input from all levels of care providers including leaders and front-line staff.

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**Amany Farag, PhD, RN**

*Associate Professor, College of Nursing, University of Iowa*

**Session Title: Nurse Fatigue Patterns: A Machine Learning Approach Based on Hidden Markov Model**

**Description:** Prolonged work hours coupled with intense physical and mental demands in a highly dynamic work environment have subjected hospital nurses to enormous fatigue. Fatigued nurses are at high risk of negative health outcomes and medication errors. Despite the plethora of studies assessing nurse fatigue

and its predictors, very few studies attempted to evaluate fatigue pattern among nurses and temporal changes of nurse fatigue between shifts. This information is needed to help managers make scheduling decisions. This study benefited from the advances in machine learning to address the knowledge gap and study aims.

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**Rachel Hand, MSN, RN, DNP(s)**

*DNP Student, Troy University*

**Session Title: *Sensitizing Acute Care Nurses' Attitudes Related to the Obese Patient: An Effort to Eliminate Weight-Related Stigma***

**Description:** Weight-related stigma is an ongoing problem in society and occurs in a variety of settings including social interactions and professional healthcare experiences. Weight-related stigma negatively impacts the patient experience and can be detrimental to the relationship between a patient and a healthcare provider. During this session, Rachel will discuss the methodology and results of her doctoral synthesis project, focusing on how a video intervention affects nurses' attitudes toward obese people. Implications for nursing practice will be present.

**12:15 PM – 1:15 PM**

**GENERAL SESSION**

**Donna Sullivan Havens, PhD, RN, FAAN**

*Connelly Endowed Dean & Professor, M. Louise Fitzpatrick College of Nursing, Villanova University*

**Session Title: *Insights for Academic Institutions on New Ways for Educating All Levels of Nursing Student (in partnership with service)***

**Description:** This keynote will introduce the concept of Positive Organizational Scholarship (POS) tools in practice, leadership, education and research and how Positive Organizational Scholarship in Healthcare (POSH) is being implemented to promote spiraling upward. POS tools and how they are being used will be reviewed including: Appreciative Inquiry (AI), Positive Deviance (PD) and Relational Coordination (RC).

**1:15 PM – 1:30 PM**

**GENERAL SESSION**

**Final Wrap Up – Announcements & Continuing Education Evaluations**



## POSTERS

### **Poster Title: Examining Work Environment & Personal Predictors of Nurse' Work-life Balance & Moderating Role of Self-leadership**

**Description:** The poster presents a study proposal on examining work environment and personal predictors of nurses' work-life balance and moderating role of self-leadership.

**Ahmed Al Saaidi, MSN, RN, PhD(c)**

*PhD Candidate, University of Iowa, College of Nursing*

**Amany Farag, PhD, RN**

*Associate Professor, College of Nursing, University of Iowa*

### **Poster Title: Academic-Clinical Collaborations in Nursing Research**

**Description:** The aim of the study was to compare characteristics, resources, benefits, and outcomes of academic-clinical collaborations based on perceptions of nursing researcher leaders from academic, clinical and joint employer sites. Of 120 (60 academic, 53 clinical, and seven joint-employer) respondents, differences were found in formalized collaborations, priority for active collaborations, use of directors of evidence-based practice or informatics and librarian and research positions. Collaborating sites had executive leadership support, greater engagement of clinical nurses, and more co-authored publications and abstracts accepted at national meetings.

**Nancy Albert, PhD, CCNS, CHFN, CCRN, NE-BC, FAHA, FCCM, FHFSA, FAAN**

*Associate Chief Nursing Officer, Nursing Research & Innovation, Cleveland Clinic Health System & CNS*

**Esther Chipps, PhD, RN, NEA-BC**

*The Ohio State University Wexner Medical Center, The Ohio State University College of Nursing*

**Co-Authors:**

**Issac Briskin, MA**

**Ann Falkenberg Olson, PhD, RN, FNP BC, WHNP BC, FAANP**

**Linda Liu Hand, PhD**

**Michelle Harmon, PHD, RN**

**Mary Heitschmidt, RN, PhD, APN, CCRN**

**Colleen Klein, PhD, APN, FNP-BC, OSF**

**Sharon Morrison, MS**

**Pamela Rutar, EdD, MSN, RN, CNE**

**AkkeNeel Talsma, PhD, RN, FAAN**

**Poster Title: What Difference Does It Make to Have a More Educated Workforce?**

**Description:** Realizing that Texas provides a distinctive and innovative prospect to investigate the outcomes of the DNP, including strengths and weaknesses of this leadership role, the qualitative research determined to look at the results from a focus group session conducted at one West Texas hospital who has a strong group of DNP employees.. The aim for the project was to identify the impact of the Doctor of Nursing Practice (DNP) role for those individuals holding that degree.

**Carol Boswell, EdD, RN, CNE, ANEF, FAAN**

*Professor, James A. "Buddy" Davidson Charitable Foundation Endowed Chair for Evidence-Based Practice, Co-Director, Center of Excellence in Evidence-Based Practice, Texas Tech University Health Sciences Center, School of Nursing*

**Joyce Batchellor, DNP, RN, NEA-BC, FAAN**

*Professor, Texas Tech University Health Sciences Center School of Nursing*

**Co-Authors:**

**Ronda Mintz-Binder, DNP, RN, CNE**

**Patricia Allen, EdD, RN, CNE, ANEF, FAAN**

**Poster Title: Faculty's Role in Developing Resilience in Emerging Nursing Leaders**

**Description:** This poster will describe how resilience was incorporated into a nursing leadership master's level course.

**Linda Cole, DNP, RN, APRN, CCNS, CPHQ, CNE**

*Assistant Professor, Cizik School of Nursing at UT Health*

**Poster Title: Holistic Admission: What Nurse Leaders Need to Know**

**Description:** Our poster is focused on the holistic admission criteria associated with admission to an undergraduate nursing program. Specifically, we applied the theory of planned behavior to holistic admission criteria and nursing course grades, and RN predictor scores and tested the conceptual framework adapted from the theory of planned behavior.

**Suja Davis, PhD, RN**

*Assistant Professor, School of Nursing, University of North Carolina at Chapel Hill*

**Jennifer Alderman, PhD, RN, CNL, CNE, CHSE**

*Assistant Professor, School of Nursing, University of North Carolina at Chapel Hill*

**Co-Authors:**

**Jennifer Alderman, PhD, RN, CNL, CNE, CHSE**

**Cartherine Zimmer, PhD**



**Poster Title: Approaches Used by Nurse Residency Program Staff to Enhance Transition to Practice: A Secondary Analysis**

**Description:** This descriptive qualitative study is a secondary analysis of interviews with preceptors, educators, and mentors/leaders. The aim is to identify the techniques and strategies that they use to provide meaningful support to newly licensed registered nurses (NLRN) in a nurse residency program (NRP).

**Carrie Doss, MSN, RN, AGNP-C, CNOR, PhD Student**  
*PhD Student, University of North Carolina Greensboro*

**Co-Author:**  
**Nancy Hoffart, PhD, RN**

**Poster Title: Understanding the Peer, Manager, and System Influence on Patient Safety: A Unique View of the Hospital Survey on Patient Safety Culture**

**Description:** The purpose of this study was to describe the peer, manager, and system influence on perceptions of patient safety as predictors of unit grade and perceptions of non-punitive response to errors. Manager and peer factors were found to have the greatest influence on perceptions of patient safety. Managers have the greatest role in creating cultures that promote non-punitive response to error.

**Thompson Forbes III, PhD, RN, NE-BC**  
*Assistant Professor, East Carolina University College of Nursing*

**Joan Wynn, PhD, RN, CPHQ**  
*Clinical Assistant Professor, East Carolina University College of Nursing*

**Poster Title: Front Line Nurse Manager Leadership and Organizational Learning**

**Description:** Clarifying the role of front-line nurse manager leadership in organizational learning will help inform best practices in leadership, leader development, and fostering organizational learning. The primary purpose of this study is to better understand the relationship between front-line nursing leadership and organizational learning. A secondary purpose of the study is to explore how other factors associated with organizational learning relate to each other and to nursing leadership.

**Bret Lyman, PhD, RN**  
*Associate Professor, Brigham Young University*

**Co-Authors:**  
**Marisa Biddulph**  
**Grace Hopper**

**Poster Title: Mechanisms of Organizational Learning: An Instrument Development Study**

**Description:** Organizational learning is "a process of positive change in the collective knowledge, cognition, and actions within an organization, which enhances the organization's ability to achieve its desired outcomes". To facilitate this process, an instrument for measuring mechanisms of organizational learning was recently developed. The purpose of this study is to test the reliability and validity of this research instrument.

**Bret Lyman, PhD, RN**  
*Associate Professor, Brigham Young University*

**Co-Authors:**  
**Emily Smith**

**Poster Title: Inter-Organizational Learning in the Context of Patient Transitions of Care:  
A Multi-Site Case Study**

**Description:** Transitions of care can be improved through inter-organizational learning. Nurses are leaders, primary care providers, and direct care providers in many healthcare settings, and play a critical role in fostering inter-organizational learning. The purpose of this study is to offer nurses guidance for fostering inter-organizational learning related to transitions of care.

**Bret Lyman, PhD, RN**

*Associate Professor, Brigham Young University*

**Co-Authors:**

**Morgan Horton**

**Grace Hopper**

**Marisa Biddulph**

**Poster Title: Co-Designing Safe Nurse Staffing Guidelines for Emergency Departments**

**Description:** This presentation describes a participatory action research (PAR) project that included nurse researchers, a regional health authority, a nurse' union, and direct care staff and leadership from two emergency departments (EDs) for the successful co-design, implementation, and evaluation of new ED staffing guidelines.

**Sonia Udod, PhD, RN**

*Assistant Professor, University of Manitoba*

**Joan Wagner, PhD, RN**

*Assistant Professor, University of Regina*

**Co-Authors:**

**Lois Berry, PhD, RN**

**Maura MacPhee, PhD, RN, FCNEI**

**Poster Title: Nurses at the Frontline of Patient Safety in Hospitals: Analysis of Patient Safety Grade**

**Description:** Patient harm contributes to an estimated 400,000 deaths in the U.S. only, and it costs over billions of dollars each year also costs the loss of trust in health systems, in governments, and in social institutions. Reducing patient harm and improving the culture of patient safety have been national healthcare priorities since the institute of Medicine report of 1999, To Err is Human, but patient safety incidents still occur on a daily basis. This study supports that to improve the patient safety culture, the interventions of reducing nurse burnout and improving practice environment should be considered.

**Aoyjai Montgomery, PhD, BSN**

*Postdoctoral Fellow, School of Nursing, University of Alabama at Birmingham*

**Patrica Patrician, PhD, FAAN**

*Professor and Rachael Z. Boot Endowed Chair, Colonel, US Army (Retired), School of Nursing, UAB, The University of Alabama at Birmingham*

**Poster Title: Team Learning & Safety Culture in Perioperative Hospital Units: Understanding the Nursing Unit Leader Perspective**

**Description:** Perioperative meso-level nurse leaders (MLNLs) operate at the space between direct patient care and administration where hospital policy decisions are made. Thus, perioperative MLNLs play a vital role in achieving healthy work environments that foster interprofessional teamwork and safety culture. This poster will present findings from the 2017-2019 ALSN (formerly CGEAN) Early Career Grant Award study that examined how perioperative MLNLs view their role and experiences in promoting team learning and building a culture of safety.

**Heather Nelson-Brantley, PhD, RN, NEA-BC, CCRN-K**

*Assistant Professor, University of Kansas, School of Nursing, Program Director, Leadership, Center for Healthcare Quality Research & Data Science*

**Co-Author:**

**Joanna Veazey Brooks, MBE, PhD**

**Poster Title: Longitudinal Comparison of Nurse & Patient Outcomes in Military Hospitals**

**Description:** This poster will describe and compare longitudinal changes in patient and nurse outcomes in military hospitals over a 4-year period. Following implementation of a novel nursing practice framework, the work environment and job satisfaction significantly improved, and mortality, readmissions and failure-to-rescue decreases, but the improvement in patient outcomes was not statistically significant.

**Patricia Patrician, PhD, RN, FAAN**

*Professor & Rachel Z. Booth Endowed Chair, School of Nursing, The University of Alabama at Birmingham*

**Co-Authors:**

**Pauline S Swiger, PhD, RN, CNL, CMSRN**

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**Danielle Olds, MPH, PhD, RN, CIC**

**Dheeraj Raju, PhD, MSIE, MS**

**Colleen Anusiewicz, BSN, RN**

**Carla Dickinson, MHA, PhD, RN**

**Poster Title: An Interdisciplinary Framework for Palliative & Hospice Education & Practice**

**Description:** The poster describes a quality improvement initiative which developed and defined a conceptual framework for education and practice within a hospice and palliative care organization. A shared visual model depicts the concepts, values, and best-practices of an inter-disciplinary hospice and palliative care team. The presentation describes the importance of the framework and provides lessons learned throughout the process.

**Angela Prestia, PhD, RN, NE-BC**

*Director, Trustbridge Hospice/Adjunct FAU*

**Susan MacLeod Dyress, PhD, RN, AHN-BC, NE-BC HWNC-BC**

*Associate Dean, Kennesaw State University*

**Co-Author:**

**Susan MacLeod Dyress, PhD, RN, AHN-BC, NE-BC HWNC-BC**

**Poster Title: Faculty-oriented Online Teaching Effectiveness Scale (OTES): Preliminary Instrument Development**

**Description:** Online teaching is integrated into nursing education but offers significant challenges to faculty teaching online. Researchers developed the Online Teaching Effectiveness Scale (OTES) and will present the developed scale items and initial psychometrics in this presentation. Although additional psychometric validation is needed, these results provide the foundation for future instrument testing, enhance faculty skill in self-evaluating their teaching effectiveness in online courses, and promote outcome evaluation to strengthen teaching-learning processes.

**Yvonne Smith, PhD, APRN-CNS**

*Assistant Professor, Kent State University College of Nursing*

**Yea-Jyh Chen, PhD, RN**

**Co-Author:**

**Andrea Warner-Stidham, PhD, RN**

**Poster Title: Nurses' Contributions to Board Governance**

**Description:** Nurses possess knowledge and skills that are transferrable to board work and offer unique perspectives that enhance board governance. The number of nurse board members is slowly increasing, however, concerns around board member effectiveness exist. Study findings, including nurses' perceived effectiveness as board members, overall satisfaction with their board work and their greatest contributions will be shared in this presentation.

**Yvonne Smith, PhD, APRN-CNS**

*Assistant Professor, Kent State University College of Nursing*

**Co-Authors:**

**Kimberly Cleveland, JD, MSN, RN, C-MBC**

**Lynette Phillips, PhD, MSPH**

**Poster Title: Understanding Burnout: In Nursing, Across Health Professions & Within A Primary Medical Clinic**

**Description:** Rising burnout rates among health care providers are cause for alarm for health care community wellness and work life balance and increases in medical community burnout threatens to harm the health and safety of patients and health care team members with high burnout levels are themselves at high risk for health concerns. Recent research suggests the need for better assessing burnout measures, with burnout research exploring burnout as a spectrum with multiple burnout profiles, rather than burned out or not. The results of this study indicate that nurses experience burnout differently than do faculty (physicians), staff, or even residents (physicians-in-training) and nursing leadership can use this knowledge to have a more individualized response to nursing burnout, one that may differ from other group interventions to burnout.

**Todd Smith, PhD, MSHA, MBA, RN, NEA-BC**

*Assistant Professor, The University of Alabama, Capstone College of Nursing*

**Teresa Welch, EdD, RN, NEA-BC**

*Assistant Professor, University of Alabama*

**Co-Authors:**

**Catanya Stager, PhD (ABD)**

**Nathan Culmer, PhD**

**Teresa Welch, EdD, RN, NEA-BC**

**Poster Title: Time Out! A Nurse-Led Initiative for Antibiotic Stewardship**

**Description:** Increasing inappropriate antibiotic utilization has resulted in antibiotic resistance. Antibiotic stewardship (AS) programs have been shown to reduce usage of antibiotics and improve resistance patterns. Nurses are uniquely positioned to participate in AS and should be trained on its importance, including the risks of utilizing unnecessary antibiotics and the importance of tailoring and discontinuing therapy when possible.

**Natalie Southern, BSN, RN, CCRN**

*Nurse Clinician, Emory University Hospital*

**Emily O'Conner, RM, MSN, CNL**

*Nurse Clinician, Emory University Hospital*

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**Matthew Bennett, BSN, RN, CCRN**

**Marybeth Sexton, MD, MSc**

**Benjamin Albrecht Pharm.D., BCIDP**

**Melody Rice, DNP, APRN, AGACNP-BC, CCRN**

**Poster Title: The Impact of Resiliency Education on Burnout & Retention in Newly Graduated Registered Nurses**

**Description:** This poster discusses the results of an evidence-based process improvement project to introduce resiliency education into a nurse residency program to reduce burnout and improve retention of new graduate RNs. Six resiliency tools were introduced to nurse residents through a mix of in-person and online delivery. Data on participant burnout and resiliency was collected pre- and post- education.

**Katie Thomas, DNP(c), BSN, RN**

*Adjunct Faculty, University of Tennessee, Knoxville*

**Poster Title: The Work Environment from Dusk to Dawn**

**Description:** A descriptive cross-sectional study was conducted to examine night shift clinical nurses' and administrative supervisors' work environment and job satisfaction. Utilizing the AACN Healthy Work Environment Assessment Tool (HWEAT), the administrative supervisors who worked at Magnet hospitals had a significantly better overall HWEAT score than supervisors who worked at non-Magnet hospitals ( $t(113) = 2.80, p = .006$ ). There was a significant positive correlation between the overall HWEAT score and job satisfaction ( $r = 0.38, p < 0.01$ ) for administrative supervisors ( $n = 124$ ) and job enjoyment ( $r = 0.66, p < 0.01$ ) for clinical nurses ( $n = 182$ ).

**Susan Weaver, PhD, RN, CRNI, NEA-BC**

*Nurse Scientist, Hackensack Meridian Health, Ann May Center for Nursing*

**Poster Title: Competency Based Curriculum Development for the Nurse Leader**

**Description:** The goal of our MSN degree program is to prepare qualified and caring nurses to face the challenges of the future in nursing. This presentation highlights key elements and the strategic process to successful development of an accredited program.

**Teresa Welch, EdD, MSN, RN, NEA-BC**

*Assistant Professor, University of Alabama*

**Todd Smith, PhD, MBA, MSHA, RN, NEA-BC**

*Assistant Professor, Capstone College of Nursing, The University of Alabama*

**Poster Title: Competency-based Education: Understanding FTEs & Nursing Hours Per Patient Day**

**Description:** Understanding FTEs and Nursing Hours Per Patient Day. As a difficult concept to understand for new nurse leaders, the concepts of NHPPD and FTE's are presented in an unfolding case study that allows participants to engage and apply them.

**Teresa Welch, EdD, MSN, RN, NEA-BC**

*Assistant Professor, University of Alabama*

**Todd Smith, PhD, MBA, MSHA, RN, NEA-BC**

*Assistant Professor, Capstone College of Nursing, The University of Alabama*



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## ABSTRACT REVIEW TASK FORCE 2020

In addition to the Education Committee, ALSN thanks the task force members who reviewed abstracts. These nurse leaders and ALSN members shared their expertise and time identifying the selection of offerings to make this year's annual conference a success – Thank you!

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