

ETHICS

of Caring

SECOND NATIONAL NURSING ETHICS CONFERENCE

Cultivating Ethical Awareness: Moments of Truth

Sponsored by the UCLA Health System
and Ethics of Caring

March 21-22, 2013
Hilton Universal City
Los Angeles, California

www.ethicsofcaring.org

Welcome

Welcome to Los Angeles!

On behalf of the members of the 2013 Conference Planning Committee we want to welcome you to the second National Nursing Ethics Conference. For 20 years Ethics of Caring (EOC) in collaboration with nursing ethics leaders and healthcare institutions across Los Angeles and Orange County has been dedicated to exposing direct care nurses in the community to leaders in ethics. In 2011, EOC partnered with the American Nurses Association (ANA) for the first National Nursing Ethics Conference. That conference provided a phenomenal ethics education experience for nurses across the country. This year UCLA has teamed up with Ethics of Caring in hosting the conference. You all are joining us in making history as these first conferences create a wellspring of possibilities for nursing ethics.

This second national conference again brings together nursing professionals from across the country to focus on ethical issues that nurses face every day in their clinical practice. The planning committee has designed the program with the hope of creating an open moral space for reflection and dialogue about how we as nurses choose to respond to ethical challenges, whilst challenging the profession on assumptions about advocacy and moments of truth. Conference attendees will have an opportunity to learn from and engage with some of the most influential and widely respected experts in nursing ethics.

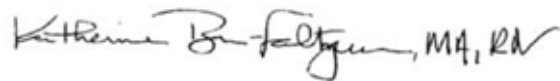
We hope this conference inspires you to reflect on the ethical nature of your practice and empowers you with the skills, courage and knowledge to speak confidently and to be creative and steadfast while tackling ethical challenges. Together we can transform nursing practice by helping nurses find their voices and speak to the values that make nursing one of the most trusted professions.

Thank you for being here. We hope you enjoy the conference, and we look forward to your feedback as it guides us in future planning.

Sincerely,



Lucia D. Wocial, PhD, RN
Nurse Ethicist,
Indiana University Health
Co-Chair, NNEC 2013 Planning Committee



Katherine Brown-Saltzman, MA, RN
Co-Director, UCLA Health Systems Ethics Center
President, Ethics of Caring
Chair, NNEC 2013 Planning Committee

**“The act of acting morally
is behaving as if ev**

Program Planning Committee

Katherine Brown-Saltzman,** MA, RN (NNEC Chair)
UCLA Health System

Laurie Badzek LLM, JD, MS, RN, FAAN
ANA, West Virginia University School of Nursing

Brenda Barnum,* BSN, MA, RN
Children's Hospital Los Angeles

Jennifer Bartlett, MSN, RN-BC, CNE
Bon Secours Richmond Health System, Bon Secours
Memorial College of Nursing

Elissa Brown,** MSN, RN, PMHCNS-BC
Veteran's Health Administration, GLAHS

Maureen Cavanaugh, RN, C-EFM, MS, MAHCM
St. Peter's Hospital

Anna Dermenchyan, RN, BSN, CCRN-CSC
UCLA Health System

Katherine DuBois, MSN, RN-BC
Children's National Medical Center

Theresa S. Drought,* PhD, RN
Kaiser Permanente, Woodland Hills Medical Center

Beverly Fairbairn,* RN (Ethics of Caring Treasurer)

Linda Gorman,* MN, RN, PMHCNS-BC, FPCN
Independent Consultant

Vicki D. Lachman, PhD, APRN, FAAN
Drexel University College of Nursing and
Health Professions

Donna McKlindon, MSN, RN, PMHCNS-BC
The Children's Hospital of Philadelphia

Clara Monroe, RN, CCRN, PCCN, CMC
Indiana University Health Methodist Hospital

Cynda Rushton, PhD, RN, FAAN
Berman Institute of Bioethics, Johns Hopkins University
School of Nursing

Marilyn J. Shirk,* MN, RN, CNS-BC
Cedars-Sinai Medical Center

Lauren Siri,* BSA
Conference Coordinator
UCLA Health System Ethics Center

Carol Taylor, PhD, MSN, RN
Georgetown University

Martha Turner, PhD, RN-BC
ANA, Uniformed Services University

Mary K. Walton, MSN, MBE, RN
Hospital of the University of Pennsylvania

Lucia D. Wocial, PhD, RN (NNEC Co-Chair)
Indiana University Health, Indiana University School of
Nursing

* EOC member - ** EOC Co-chair



everything we do matters.”
-Gloria Steinem

General Information

Conference Hotel

Hilton Los Angeles/Universal City
555 Universal Hollywood Drive
Universal City, CA 91608
(818) 506-2500

Registration

Room: Coatroom in the Sierra Foyer

Hours:

Wednesday, March 20 5:00 pm - 6:30 pm
Thursday, March 21 7:00 am - 5:00 pm
Friday, March 22 7:00 am - 1:30 pm

Conference Office and Presenter Check-in Hours:

Wednesday, March 20 5:00 pm - 6:30 pm
Thursday, March 21 7:00 am - 5:00 pm
Friday, March 22 7:00 am - 4:30 pm
All speakers and poster presenters must check in at the Coatroom in the Sierra Foyer

Poster Session Location:

Sierra Foyer

Conference Meals

Continental Breakfast: Thursday and Friday, the Ballroom Circle (weather permitting)
Lunch: Thursday and Friday, the Ballroom Circle (weather permitting)
Dinner: on your own

Hotel Dining

Cafe Sierra is located on the Lobby level.
Hours: 6:30 am - 10:00 pm
Breakfast: 6:30 am - 11:00 am
Lunch: 11:00 am - 2:00 pm
Dinner: 2:00 pm - 10:00 pm
The Lobby Lounge is open from 11:00 am - 1:00 am.
Room service is 24 hours

Emergencies

Dial "O" for the operator from any house phone or from your sleeping room and they will contact 911 and the security department.

First Aid

Dial "O" for the operator and they will contact the security department.

Business Center

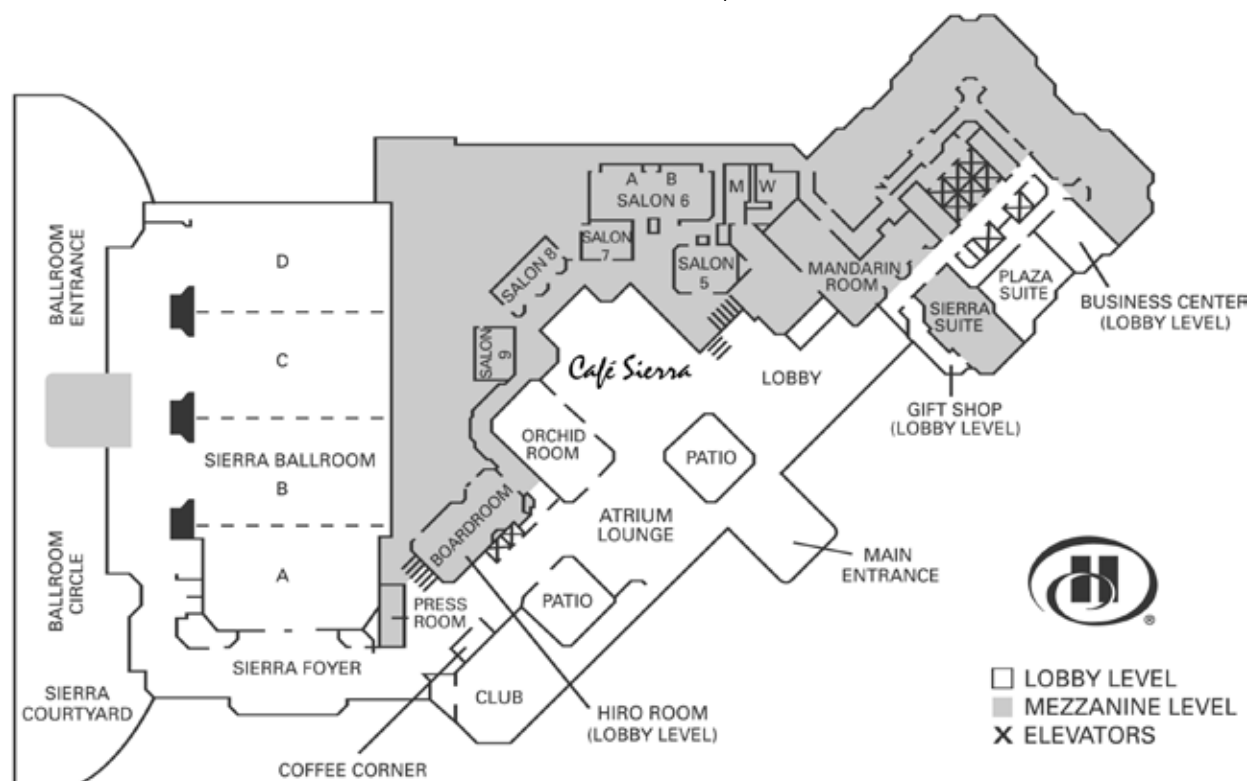
Located on the Lobby Level to the left of the Gift Shop
Extension: 35034
Open 24 hours with room key and credit card

Concierge Desk

Located on the Lobby Level next to the Front Door
Extension: 43
Open from 6:00 am - 10:30 pm

Chemical Sensitivities

Remember that an increasing number of people have chemical sensitivities. We ask that all conference attendees be mindful of this and not wear perfumes, aftershaves, other scented personal products, and no latex balloons or other latex products are allowed.



Continuing Education Guidelines

The Ethics of Caring (EOC) would like to thank the American Association of Critical-Care Nurses (AACN) for partnering to provide continuing nursing education (CNE) contact hours.

Conference Objectives

- Describe how ethical awareness in everyday nursing can enhance practice.
- Develop skill in addressing inter-professional, clinical, and organizational ethical challenges.
- Explain how moral sensitivity and capacity can empower nurses to fulfill their professional obligations and duties.
- Analyze situations that illustrate the practical application of ANA Code of Ethics for Nurses.
- Define what nurses can do to create an ethical climate in today's complex healthcare environment.

Contact Hour Credit

Participants earn 16 contact hours for the Ethics of Caring 2013 National Nursing Ethics Conference. AACN is an accredited continuing nursing education provider by the American Nurses Credentialing Center's Commission on Accreditation. AACN has been approved as a provider of continuing education in nursing by the State Boards of Nursing of California (#01036) and Louisiana (ABN12). AACN programming meets standards for most states that require mandatory continuing education contact hours for license renewal. Continuing nursing education credit is calculated on a 60-minute contact hour and is determined by the number of sessions a participant attends.

A continuing education recognition point (CERP) equals 60-minutes of continuing education. CERPs offer a wider range of learning activities and are recognized by the AACN Certification Corporation. Many state boards of nursing and other certification organizations recognize CERPs as meeting continuing education requirements. AACN recommends consulting with the state board or credentialing organization before submitting CERPs to fulfill continuing education requirements.

Disclosure

Conference participants must create an AACN ID number during the registration process. After the conference, participants should follow the prompts at 2013 CNE Evaluations to enter their program and session evaluations and print their certificate. This link can be found electronically at <http://ethicsofcaring.org/> under the CNE/Evaluation tab. Participants must complete both program and session evaluations to receive CNE contact hours. **Participants may enter their evaluation information online during the conference or at home until April 26th, 2013.**

Conflict of Interest

The nurse planners and faculty of the conference have identified only one actual/potential conflict of interest. This conflict will be disclosed by the faculty member at the beginning of that particular session.

Commercial support

No financial or in-kind support has been provided for this conference.

Non-endorsement of products or services

AACN's provider status refers only to CNE and does not imply that there is real or implied endorsement of any product, service, or company referred to in this conference

Contact hour credit for MFTs and/or LCSW

This course meets the qualifications for 16 hours of continuing education credit for MFTs and/or LCSW as required by the California Board of Behavioral Sciences (BBS Provider #: PCE 2401 (CE Provider: City of Hope National Medical Center/Beckman Research Institute).

Faculty

Laurie Badzek, LLM, JD, MS, RN, FAAN, is a Professor at the West Virginia University School of Nursing at the Robert C. Byrd Health Sciences Center in Morgantown, WV. She is also the Director of the American Nurses Association Center for Ethics and Human Rights in Silver Spring, MD. As an active scholar, she investigates ethical and legal health care issues. Her research in nursing ethics, family decision making, and end-of-life care has informed nurses and other health care providers contributing to their understanding of advance care planning. Additionally, her contributions to Genomics and nursing practice has been integral to development of the profession, from defining the essential genetic/genomic competencies for all RNs to serving as PI in the largest national study of nurses' knowledge in genomics. In her role as ANA Director of the Center for Ethics and Human Rights she is a national and international leader and spokesperson on ethics, genomics, and health care policy. She has created and implemented strategies to educate nurses about a critical public policy document, the ANA Code of Ethics and she has guided the development of numerous policy statements. In 2011, she was co-chair of the first substantive ANA cosponsored National Nursing Ethics Conference in decades. Dr. Badzek is a graduate of the West Virginia University School of Nursing and the West Virginia University College of Law. In addition, she received her MS in nursing education and LLM in health care law from DePaul University in Chicago, Illinois.



Elissa Brown, MSN, PMHCNS-BC, RN is a Psychiatry\ Mental Health Clinical Nurse Specialist at VA Greater Los Angeles Healthcare System. She received her BSN from the University of Illinois College of Nursing and her MSN from Washington University, St. Louis, Missouri. Her subspecialty is Geropsychiatry and currently coordinates a clinic and facilitates caregiver support groups. She is Co-Chair of the GLA Ethics Advisory Committee and is Vice-President of the Ethics of Caring, Los Angeles where she was on the planning committee for the 2011 co-sponsored first National Nursing Ethics Conference. Elissa is the President of the American Nurses Association\ California (ANA\CA) and President of the California Association of Psychiatric Mental Health Nurses in Advanced Practice (CAPNAP), an Affiliate of ANA\CA.

Katherine Brown-Saltzman, MA, RN is the Co-Director of the UCLA Health System Ethics Center and an Assistant Clinical Professor at the UCLA School of Nursing. She received her B.S.N. from Marquette University and her M.A. from Lesley College in Cambridge, MA. Since 1975, her clinical practice has been in end of life care; her work is now focused on ethics and her area of research is centered on nurses' early indicators in ethical issues. She is the co-founder of the UCLA Ethics Center, is a member of three ethics committees and Co-chairs the UCLA Medical Center's Ethics Committee. She has been active in developing interdisciplinary programs on sustaining self-care, moral distress, and ethics education. As the Co-founder of the Ethics of Caring, Katherine has established a non-profit that has been providing annual ethics conferences for Southern California since 1993. That conference became the model for the first National Nursing Ethics Conference in 2011, co-sponsored by the Ethics of Caring and the American Nurses Association, Katherine was the co-chair of the planning committee.



Anna Dermanchyan, RN, BSN, CCRN-CSC, is a Clinical Nurse III at the Cardiothoracic ICU in the Ronald Reagan UCLA Medical Center, Los Angeles, California. She is an active member of her unit practice council, co-chair of her performance improvement committee and the founding president of the American Association of Critical-Care Nurses (AACN) Chapter at UCLA. Anna received her Bachelor's of Science in Neuroscience from UCLA and a Bachelor's of Nursing from Mount St. Mary's College. She is a member of numerous professional organizations, including American Nurses Association, American Association of Critical-Care Nurses, Sigma Theta Tau International and the American Holistic Nurses Association (AHNA). Her professional interests include health policy, leadership, ethics, critical care and international nursing. Anna enjoys precepting new nursing graduates and serving as a mentor for her local Armenian youth organization. She has written several articles for the AACN chapter newsletters and has co-written the chapter on "The Art of Nursing: Aesthetic Knowing" with Dr. Barbara Dossey in the 101 Global Leadership Lessons for Nurses.

Theresa S. Drought, PhD, RN, is Director of Medical Bioethics at the Kaiser Woodland Hills Medical Center. She got her ADN degree from Merritt College in Oakland and her bachelor's, master's, and PhD from the University of California, San Francisco. She has worked in clinical ethics since 1992, training and chairing several hospital ethics committees. Her scholarship and publications address issues of professionalism, bioethics, multiculturalism, and end-of-life care. She served on the steering committees that established the ANA/California, the CalNOC project, and the Coalition for Compassionate Care of California. She has worked with the Markkula Center for Applied Ethics, the Virginia Department of Aging, and the Los Angeles County Public Guardian's Office to address issues around medical decision making for the publicly conserved. From 1996-2001, she was especially honored to serve on the ANA Task Force which developed the revised the Code of Ethics for Nursing. She is a Board Member of Ethics of Caring.





Linda Gorman, RN, MN, PMHCNS-BC, CHPN, FPCN has had a long career as palliative care Clinical Nurse Specialist at Cedars Sinai Medical Center. She served on their Bioethics Committee and ethics consultant for many years. She now works independently as author, lecturer and consultant. She is one of the original members of the Ethics of Caring from 1994. Linda is a past board member and past president of the Hospice and Palliative Nurses Association. She is co-author/editor of several books including: *Psychosocial Nursing Care Along the Cancer Continuum*, published by Oncology Nursing Press, which received the AJN Book of the year award in 2007 in psychiatric/mental health nursing; *Psychosocial Nursing for General Patient Care*, which received the AJN Book of the Year Award in 2008 in psychiatric/mental health nursing; and *Compendium of Treatment of End Stage Non-Cancer Diagnoses: Renal*, published in 2005 (2nd edition in press).

Cynda Hylton Rushton, PhD, RN, FAAN is the Anne and George Bunting Professor of Clinical Ethics, Professor of Nursing and Pediatrics and Program Director, Harriet Lane Compassionate Care. She has a joint appointment in the School of Medicine in the department of Pediatrics, at the Johns Hopkins University. Dr. Rushton is Core Faculty of the Berman Institute of Bioethics and Co-Chair of the Johns Hopkins Hospital's Ethics Consultation Service. She also serves as a Clinical Nurse Specialist in Ethics and Program Director of the Harriet Lane Compassionate Care Program at The Johns Hopkins Children's Center. Dr. Rushton's scholarship in clinical ethics focuses on moral distress and suffering of clinicians, the ethical issues in family-centered care, pediatric palliative care, advance care planning for children, and conceptual foundations of integrity, respect, trust, and compassion.



Marjorie Kagawa-Singer, PhD, RN is a professor at the UCLA School of Public Health and Asian American Studies Center. Presently her research focuses on developing standards of cultural competence in health care research and practice and reducing disparities in health outcomes for populations of color, especially Asian Americans, Native Hawaiians, and other Pacific Islanders. Dr. Kagawa-Singer serves on multiple local, state, and national committees involved with issues of ethnicity and health care. She has published, lectured nationally and internationally, and taught extensively on issues in cross-cultural health care, cancer, pain, grief and bereavement, end of life decision-making, and quality of life. She also serves as consultant to community groups to reach underserved populations with cancer education and services.

Vicki D. Lachman, PhD, APRN, FAAN is a Clinical Professor at Drexel University College of Nursing and Health Professions, where she teaches ethics to master's and doctoral nursing students and is the track coordinator for the Innovation and Intra/Entrepreneurship in Advanced Practice Nursing. She serves on the ANA Ethics and Human Rights Advisory Board, two ethics committees, and is the editor for the ethics, law, and policy column for *MedSurg Nursing: The Journal of Adult Health*. Her seminal work, *Ethical Challenges in Healthcare: Developing Your Moral Compass* (2009) draws specific correlations between moral courage and quality of care. This book, her hundreds of other articles, and thousands of presentations comprise the pioneering work that led to her being selected as a Fellow in the American Academy of Nursing in 2011.



Carol Pavlish, PhD, RN, FAAN has taught nursing for over 30 years and gained Professor Emeritus status at St. Catherine University and is now an Assistant Professor at UCLA. Teaming with nursing clinicians and a nurse ethicist, she has planned and conducted nursing research in ethics for the past six years. She has published research results in several journals and, based on the research, developed two models. One intervention model guides bedside nurses to initiate dialogue and collaboratively work in ethically-difficult situations. The second intervention model is being designed to guide nurse managers in supporting health care professionals who are in moral distress. She and her co-authors are currently testing one model in clinical practice. Additionally, she works with the American Refugee Committee and conducts women's health and human rights research in East Africa. Based on those experiences she co-authored a nursing research textbook, *"Community-based Collaborative Action Research: A Nursing Approach"* which was honored with an AJN Book of the Year Award for 2011.

Tilda Shalof, BScN, RN, CNCC(C) has been a staff nurse in the Medical-Surgical Intensive Care Unit at Toronto General Hospital of the University Health Network, for the past twenty-eight years. She is also the author of the bestseller, *A Nurse's Story*, which has been translated into four foreign languages. Her latest book is *Opening My Heart - A Journey From Nurse to Patient and Back Again*. Tilda is an outspoken patient advocate, passionate nurse leader, dynamic public speaker, and frequent media commentator about nursing and health care.



Faculty

Sarah Shannon, PhD, RN is an Associate Professor, Biobehavioral Nursing & Health Systems, School of Nursing and an Adjunct in Bioethics & Humanities, School of Medicine at the University of Washington. Dr. Shannon's area of scholarship has focused on improving the health care team's communication with patients and their families around end-of-life care and disclosure of medical errors to patients. Dr. Shannon has expertise on the ethical issues of caring for seriously-ill and dying adults including end-of-life decision-making, clinicians' knowledge of the legal guidelines for abating life-sustaining therapy, care of families of dying ICU patients, and interdisciplinary conflict. She currently is an investigator on two NIH funded grants focused on improving communication between health care teams and seriously-ill patients and their families and one foundation-funded study focused on integrating interprofessional skills in professional education. Dr. Shannon is a long time member of several local hospital ethics committees. She is a regular faculty member of the annual Summer Seminar in Health Care Ethics course and a frequent local and national speaker on ethics.



Marilyn Shirk, MN, RN, CNS-BC is the Mental Health Clinical Nurse Specialist, Nursing Liaison at Cedars-Sinai Medical Center in Los Angeles. In this role, which she created in 1984, she provides support to nursing staff and other caregivers. She teaches and is consulted on a variety of work-related concerns, such as, interpersonal and psychosocial issues, teambuilding, stress management, and ethical decision-making. In short, she describes her role as "caring for the caregivers." In her career at Cedars-Sinai she has been honored for her contributions as Nurse of the Year, with the President's Award and the Morris Press Humanism Award.

Carol Taylor, PhD, RN, a Georgetown University Professor of Medicine and Philosophy, has a PhD in Philosophy with a concentration in bioethics from Georgetown University and a Master's Degree in Medical-Surgical Nursing from Catholic University. She now works closely with health care professionals and leaders who are exploring the ethical dimensions of their practice. She lectures internationally and writes on various issues in healthcare ethics and serves as an ethics consultant to systems and professional organizations. She is the author of Lippincott, Williams & Wilkins Fundamentals of Nursing: The Art and Science of Nursing Care, which is now in its 7th edition and co-editor of Health and Human Flourishing: Religion, Medicine and Moral Anthropology and the 4th edition of Case Studies in Nursing Ethics.



Martha Turner, PhD, RN-BC NEA-BC retired in 2006 from Active Duty with the Air Force after 30 years. She served as the Program Director for International Health at the Uniformed Services University, Bethesda MD, and taught in the MPH and Ph.D. programs. Her teaching responsibilities included courses in International Health, Medical Anthropology, Ethics in Public Health and Public Health in Disasters, an on-line continuing education course. Currently she is the Assistant Director of the Center for Ethics and Human Rights at the American Nurses Association. Dr. Turner was Consultant for Healthcare Ethics to the Air Force Surgeon General from 1998 until 2006.

Mary Walton, MSN, MBE, RN is the Nurse Ethicist and Director, Patient and Family Centered Care at the Hospital of the University of Pennsylvania and an Associate Fellow of the University of Pennsylvania Center for Bioethics. She has a progressive history of leadership in academic health care settings. Her roles and responsibilities have included: Staff Nurse, Clinical Nurse Specialist, Manager for Clinical Nursing Systems, and Nurse Educator for MCH funded Pediatric Pulmonary Center training grant. She has provided leadership for an organizational initiative on cultural competency including overseeing development of an institutional strategic plan. Currently she is responsible for organizational initiatives focused on clinical ethics and patient-and family-centered care.



Lucia Wocial, PhD, RN has been a registered nurse since 1985. She is a graduate of the Oregon Health Sciences University School of Nursing (BSN, MSN and PhD). Her clinical background is neonatal intensive care, including 10 years as a neonatal Clinical Nurse Specialist. She has extensive experience doing clinical ethics consultation. She has published several articles in peer-reviewed journals, and spoken at local, regional, national and international conferences on topics related to neonatal nursing and ethics. She is currently the nurse ethicist and program leader in Nursing Ethics for the Fairbanks Center for Medical Ethics at Indiana University Health in Indianapolis, Indiana and an adjunct assistant professor at the Indiana University School of Nursing. She is a member of the committee on Clinical Ethics Consultation Affairs for the American Society for Bioethics and Humanities.

Schedule

Day 1 - March 21, 2013

Cultivating Ethical Awareness and Responsiveness

6:45-7:45

Continental breakfast • Ballroom Circle

7:45-8:00

Welcome • Ballroom

8:00-9:00

Hours: 1

001 • Opening Plenary • Caring - The Core of Nursing Ethics • Ballroom

Katherine Brown-Saltzman, MA, RN

Description:

Principle based language and an ethic of care perspective provides a more holistic framework for analyzing and discussing ethical concerns. An expanded view of ethics that includes a relational perspective will strengthen your ability to analyze and discuss ethical concerns. Join us to define the ethics of caring, explore the history of an ethic of care and learn to integrate these concepts into your ethical discussions.

Objectives:

- Recognize caring theories and constructs and how they are integrated into ethics.
- Explore Development of an Ethic of Caring.
- Utilize Case Presentation to demonstrate nursing's ethic of caring in clinical practice.

9:00-10:30

Hours: 1.5

002 • Keynote • Why Patient Advocacy is Hurting Patients • Ballroom

Sarah E. Shannon, PhD, RN

Description:

It is time to honor the historical benefits of patient advocacy while embracing skills and knowledge needed to move toward an interprofessional vision for clinical ethics. There is compelling evidence to suggest that a stance of "the nurse as the patient's advocate" may be contributing to serious harm for patients by undermining communication and teamwork among health care professionals. Together we will discuss the history of patient advocacy among all health professions, different types of communication failures, and the role of communication failures in patient deaths. We will create a vision for the nurse's role in ethics that transcends patient advocacy.

Objectives:

- Contrast the historical purpose of patient advocacy with the current health care challenges and issues.
- Examine personal experiences with and beliefs about being a patient advocate.
- Consider alternative models for ethical practice that transcend patient advocacy and apply to current practice setting.

10:30-11:00

Hours: 0.5

Poster viewing • Coffee and Tea Served • Sierra Foyer

11:00-12:30

Hours: 1.5

003 • Plenary • The Power (and Limits) of One • Ballroom

Carol Taylor, PhD, RN

Description:

Return to your practice newly committed to using your power to correct harmful situations in health care environments. Sometimes "bad things happen" that hurt patients, families and professional caregivers. Nurses are often aware of these situations yet fail to take corrective action. Multiple variables contribute to this failure including nurses' not "owning" their advocacy responsibilities. Reaffirm that advocacy is an essential element of professional nursing and develop effective strategies to bring about needed changes.

Objectives:

- Newly value the power nurses have to effect needed change in professional practice and the consequences of failing to act.
- Identify variables in practice settings that make it difficult if not impossible for nurses to bring about needed change.
- Critique strategies to successfully implement change.

12:30-1:30

Lunch served • Ballroom Circle

1:30-3:00

Hours: 1.5

Breakout sessions (six)

004 • When Something Bad Happens: Disclosing Errors as an Ethical Practice • Ballroom

Sarah E. Shannon, PhD, RN

Description:

Find out how to disclose errors effectively, what should be told, how to express an apology and who should be involved in a disclosure. This is particularly important for nurses on the health care team who are involved in errors but much less frequently involved in the disclosure discussions that occur among the medical team or between the team and the patient / family. We will address barriers to error reporting and disclosure, then practice basic skills for team-based error disclosure. Learn how to participate as active members of the health care team in promoting transparency around errors that occur in patient care.

Objectives:

- Describe current and emerging legal and ethical trends for transparency surrounding medical errors.
- Identify the key components of a team-based error disclosure process.
- Analyze how patient safety, transparency around errors, provider support and Just Culture concepts interact.

Schedule

Day 1 - March 21, 2013

Cultivating Ethical Awareness and Responsiveness (Continued)

1:30-3:00

Hours: 1.5

Breakout sessions (continued)

005 • Cultivating Compassion: Caring for the “Difficult” Patient or Family • Club Room

Cynda Hylton Rushton PhD, RN, FAAN

Description:

Nurses often lack a repertoire of responses for patients that are perceived to be “difficult.” Learn new ways of dealing with a “difficult” patient that preserve integrity and the therapeutic alliance. There is no need to sacrifice compassion in the midst of challenging situations.

Objectives:

- Define compassion and its relationship to ethics.
- Name 3 factors that result in patients or families being regarded as “Difficult.”
- Identify 4 strategies for remaining present when the patient or family appears difficult.

006 • Ethics Support: Models for Nurses at the Bedside • Sierra Suite

Katherine Brown-Saltzman, MA, RN & Carol Pavlish, PhD, RN, FAAN

Description:

Are you sometimes silent in ethically difficult situations? Do you lack the knowledge and confidence needed to enter ethics-based conversations with physician colleagues, patients and their families? Learn to recognize unfolding ethical conflicts early enough to promptly intervene, improve healthcare team communication and mitigate any deleterious effects such as moral stress and distress. Engage in using tools and models that will guide and improve your skills in recognizing, participating and resolving ethical issues through healthcare team collaboration.

Objectives:

- Recognize unfolding ethical conflicts, describe complexities of responding, and identify ways of improving healthcare team communication.
- Explore Contextual and Dynamic Model of Moral Action and recognize how it applies to nurses’ clinical practice.
- Describe CO:ADVOCATE Model and discuss future directions.

007 • Bioethics and End-of-life care: A 50 year journey • Hiro Room

Theresa Drought, PhD, RN

Description:

Are you frustrated or upset when patients or families decline palliative or hospice care? What do you do when they insist on treatment that seems without benefit and that you perceive will cause needless pain and suffering? Health care is undergoing a transition from a rescue orientation toward a new focus on palliative and end of life care. Learn to appreciate the influence of social changes and interpret the transitional state of health care practices to ease the sense of frustration and better support patients and families, even when the chosen path seems more difficult than it needs to be. Help your patients see that referral to palliative care does not mean we are giving up on them.

Objectives:

- List at least 4 key developments in society and bioethics that have influenced our understanding of good end-of-life care.
- Develop strategies for supporting patients and families to participate fully in making shared decisions regarding appropriate end-of-life care.

008 • Ethics 101: Making it real for nurses • Mandarin A

Mary K. Walton MSN, MBE, RN

Description:

When ethical issues are properly identified and addressed, the values of all members of the health care team are recognized and respected. When you recognize/identify the ethical dimensions of a nursing practice problem do you employ an ethical framework for decision making? Gain skill in giving voice to your values and presenting ethical concerns to the interdisciplinary team so that they can be addressed. Also gain skill in helping patients and families voice their health beliefs, values and preferences that inform their health care decisions.

Objectives:

- Describe how to identify an ethical issue.
- Describe how the ANA Code of Ethics informs nursing practice and nursing’s role on the interprofessional team.
- Identify two strategies for nurses to enact their advocacy role in the practice setting.

009 • Moral Courage: The Antidote to Moral Distress • Salon 6AB

Vicki D. Lachman, PhD, APRN, MBE, FAAN

Description:

You know you have moral courage, now learn how to demonstrate it using the Code of Ethics for Nurses. The acronym CODE will help you master an understanding of ethical obligations, become assertive in taking a stance and take risks even if they result in conflict. You already speak up on issues that threaten patient safety or patient care quality, so learn to better advocate for patients and demonstrate your moral courage.

Objectives:

- Define moral distress, moral integrity, moral wisdom, and moral courage.
- Using the acronym CODE identify the key skills needed to demonstrate moral courage.
- Analyze clinical and managerial arenas where moral courage is necessary for patient safety and quality.

Day 1 - March 21, 2013

Cultivating Ethical Awareness and Responsiveness (Continued)

3:00-3:15

Break • Coffee, Tea, and Sweets Served

3:15-4:30

Hours: 1.25

010 • Closing Plenary • Opening My Heart: The Risks and Benefits of Opening Yours • Ballroom
Tilda Shalof RN, BScN, CNCC(C)

Description:

Personal stories from front-line nurses can further public discourse about ethical dilemmas surrounding technology, allocation of scarce resources, end of life care, patient autonomy, and cultural diversity. Each of us has powerful stories to tell. It is imperative that we communicate the skills and knowledge we possess through the telling of true personal narratives. Demonstrate the powerful ways that stories can convey information that facts, figures, and research data alone cannot. I will use my story as an open heart patient to demonstrate practical ways to get started telling and sharing your own stories about being a nurse.

Objectives:

- Describe the importance of speaking publically about what we know and what we do as nurses, specifically recognizing story-telling as one of the best ways to do this.
- Reconnect with their passion for our profession through the telling of our nursing stories.
- Describe ways of telling their own nursing stories.

4:30

Reception and Poster session • Sierra Foyer

Join us in celebrating the twentieth anniversary of Ethics of Caring and the second NNEC.

Day 2 - March 22, 2013

Growing a Positive Ethics Climate

6:45-7:45

Continental breakfast • Ballroom Circle

7:45-8:00

Welcome • Ballroom

8:00-9:15

Hours: 1.25

011 • Keynote • Breaking the Silence: Every Nurse's Moment of Truth • Ballroom
Lucia D. Wocial, PhD, RN

Description:

Silence in health care, the impact is overwhelming and research suggests that health care providers must learn to voice concerns when they occur. You can bolster your courage and speak up when you see problems in health care delivery. Discuss the impact of remaining silent when faced with problems and ethically challenging situations in health care. Do you want to remain silent?

Objectives:

- Discuss nurses' professional obligation to take calculated risks in professional practice.
- Analyze the evidence for voicing concerns in ethically challenging situations.
- Identify strategies to bolster courage in ethically challenging situations.

9:15-9:45

Hours: 0.5

Final Poster viewing • Coffee and Tea Served • Sierra Foyer

9:45-11:00

Hours: 1.25

012 • Plenary • The Privilege of Bearing Witness • Ballroom
Theresa Drought, PhD, RN

Description:

Is your practice task oriented? Are time pressures shifting your priorities and creating moral distress? For many, burn out and a loss of meaning in daily work create a struggle to retain the relational context of nursing practice. Join us to find out how to appreciate the rewards and personal demands of professional nursing practice while maintaining a sense of meaning and personal integrity. Learn to recognize the obligations inherent in nursing practice, appreciate the challenges those obligations present and develop strategies that support your core values and the relational context of practice. You really can sustain a sense of personal meaning in your practice.

Objectives:

- Articulate the underlying moral obligations of nursing.
- Identify how these obligations are incorporated into everyday patient care situations.
- Identify self-care strategies to support them in finding meaning and value in professional practice.

Schedule

Day 2 - March 22, 2013 Growing a Positive Ethics Climate (Continued)

11:00-11:15 Break with case discussion instructions

11:15-12:15 **013 • Case discussion (small groups) • See Breakout Session Rooms**
Hours: 1

Description:

In small groups we will practice the skills needed to effectively address the complex ethical situations that arise in the current healthcare environment. Develop comfort and master the skills you will use in inter-professional, clinical, and organizational ethical challenges. Come and listen, contribute and enjoy a conversation with your colleagues.

Objectives:

- Discuss the roles of the inter-professional team members.
- Analyze situations that illustrate the practical application of ANA Code of Ethics for Nurses.
- Differentiate the resources, mechanisms, and processes used while resolving ethical dilemmas.

12:15-1:15 Lunch served • Ballroom Circle

1:15-2:45 Breakout sessions (six)
Hours: 1.5

014 • Cultural Humility • Sierra Suite
Marjorie Kagawa-Singer, PhD, MA, MN, RN, FAAN

Description:

"Humility," are you proud to say you have it? "Cultural humility," learn what it really is. Reach into deeper levels of cognitive awareness and emotional understanding and then begin practicing this skill. Come find out what it means to have a level of cultural humility necessary to actually hear the needs of the patient and family from THEIR PERSPECTIVE and to RESPECT AND INTEGRATE this perspective into the design and administration of care.

Objectives:

- Define cultural humility.
- State that s/he will need to be self-reflective of one's own biases, predispositions and judgments.
- List 4 ways in which cultural humility can be cultivated and demonstrated.

015 • Ethics of Caring in Co-worker Relationships:

No Place for Bullies, Victims or Bystanders • Hiro Room

Elissa Brown, MSN, RN, PMHCNS-BC • Linda Gorman, RN, MN, PMHCNS-BC, FPCN • Marilyn Shirk, MN, RN, CNS-BC

Description:

Is bullying a problem in your health care setting? Are nurses often the target? If so it may impact patient safety, staff retention and wellbeing. We agree to uphold the Code of Ethics for Nurses in our relationships with one another, and hold each other accountable for maintaining a healthy work environment. With trusted colleagues we will define bullying, horizontal violence and incivility; describe behaviors associated with being the bully, the victim or the bystander; and identify resources and tools to effectively prevent, manage and respond to bullying.

Objectives:

- Identify the behaviors that indicate lateral violence/bullying.
- Discuss the consequences of unaddressed lateral violence, for the patient, nurse and organization.

016 • When Parents and Children Disagree on Goals of Care • Mandarin A

Lucia D. Wocial, PhD, RN

Description:

Informed consent in pediatric settings is complex. Knowing how to acknowledge and respect the emerging autonomy of older pediatric patients, particularly when they disagree with their parents' choices for treatments can be difficult. Discuss the strengths and limitations of procedural bioethics approaches and alternative models of ethical decision-making in the care of pediatric patients.

Objectives:

- Discuss the concept of assent in the care of pediatric patients.
- Discuss the compelling reasons to use a shared decision making approach in pediatric ethics dilemmas.
- Identify strategies for overcoming conflict between parents and children regarding health care decisions.

Day 2 - March 22, 2013

Growing a Positive Ethics Climate (Continued)

1:15-2:45

Hours: 1.5

Breakout sessions (continued)

017 • Leading Change from the Bedside • Salon 6AB

Laurie Badzek, LLM, JD, MS, RN, FAAN • Anna Dermenchyan, RN, BSN, CCRN-CSC

Description:

There are many local and national resources available to you as you become more knowledgeable and develop skills to resolve ethical issues in nursing practice from the bedside to the boardroom. Join us to learn about resources in your institutions and communities that will enable you to gain knowledge and skills to resolve ethical issues in nursing practice. You will better understand how involvement in nursing organizations and use of available resources can provide you with a stronger voice in order to advocate for yourselves and your patients.

Objectives:

- Identify resources that can empower nursing ethical leaders at the bedside.
- Identify benefits, and barriers to participation in profession organizations.
- Identify and discuss personal rewards and risks related to leading change.

018 • Connecting Values in the Context of Futile Treatment • Club Room

Carol Taylor, PhD, RN

Description:

"Medical futility," what is it? Together we will discuss why each definition of futility, with the exception of physiologic futility, involves value judgments; analyze proposals for resolving disputes over medical futility; and newly value the nurse's role in mediating values conflicts in the context of requests for futile treatment. Because you know your patients and their goals and know what is reasonable to expect of therapies, you are ideally positioned to negotiate the value conflicts when treatment seems futile. Gain knowledge and develop skill in mediating these conflicts and in accessing the available resources to change practice.

Objectives:

- Describe why each definition of futility, with the exception of physiologic futility, involves value judgments and depends on a subjective determination of when a given treatment justifies the risks of suffering, expense and failure.
- Analyze proposals for resolving disputes over medical futility.
- Newly value the nurse's role in mediating values conflicts in the context of requests for futile treatment.

019 • Resources to Support Ethical Practice in End of Life Care • Ballroom

Vicki D. Lachman, PhD, APRN, MBE, FAAN • Martha Turner, PhD, RN-BC

Description:

There are so many resources to help you as you work with patients and their families at the end of life. If you are not aware of the resources available to guide your practice join us to better identify, understand and use recently posted ANA position statements and other relevant documents, policies and legislation. You really can have the support you need to care for patients at the end of life.

Objectives:

- Identify resources supportive of bedside nursing practice at end of life.
- Define terms used to describe ethical practice at end of life.
- Apply resources to end of life ethical cases.

2:45-3:00

Break • Coffee, Tea, and Sweets Served • Sierra Foyer

3:00-4:15

Hours: 1.25

020 • Closing Plenary • Transforming Moral Distress into Healing and Resilience • Ballroom

Cynda Hylton Rushion PhD, RN, FAAN

Description:

As nurses, we experience moral distress, but sometimes we are not sure how to address it. We will begin with a discussion of the causes and consequences of moral distress. During this session, we will focus on how to identify and respond to morally distressing situations in a way that promotes resilience and integrity. You will leave with strategies designed to transform moral distress.

Objectives:

- Identify 4 sources of moral distress.
- Discuss the consequences of moral distress.
- Identify strategies for transforming moral distress.

4:15

Closing and evaluation • Ballroom

Poster Sessions

- 1.** The Relationship Of Adverse Events, System and Individual Characteristics With Moral Distress For Registered Nurses
Erica Lewis
- 2.** Moral Distress within the Critical Care Team
Marquet Johnson
- 3.** Ethics Mentors; A Hospital Wide Transformation
Donna Heinrich
- 4.** Simulation-Based Education in Ethics Education
Kathryn Wilt
- 5.** "Both Sides Now...": Educational Ethics On the Front Line
Gabriela Kaplan
- 6.** Increasing Nurses' Ability To Address Ethical Issues In Practice Through Unit Ethics Champions
Marilyn Shirk
- 7.** Ethics Of Care: Reverence For Life. Albert Schweitzer's Ethical Principle, Bioethical Consultation, and Bedside Nursing
Jochen Strack
- 8.** Enhancing the Role of the Nurse in Code Status Discussions to Improve Quality of Care and Decrease Moral Distress
Susan Wood
- 9.** Moral Distress, Work Engagement and The Effects Of Focused Reflection In The Intensive Care Unit
Catherine Gadbaw
- 10.** Tell Me Your Story: Ethics Education In a Medical Intensive Care Unit
Robin Hermann
- 11.** Ethical Issues Perceived By Clinical Ethicists
Marcia Bosek
- 12.** Ethical Challenges Supporting Nursing Teams Coping With Moral Distress
Lynnda Zibell Milsap
- 13.** Identifying Moral Courage In Perioperative Nursing: A SWOT Analysis
Carrie Fredericksdorf
- 14.** Withdrawing Life Sustaining Treatment From Patients Without Decisional Capacity and Without a Surrogate Decision Maker
Frances Ward
- 15.** Creating Policy, Nursing Management Of The Adult Research Patient
Elizabeth Leonard
- 16.** The Role Of An Ethics Consultant In Nurturing Ethics Proficiency Among Bedside Nurses
Anita Tarzian
- 17.** Nurse Managers' Moral Distress In The Context Of The Hospital Ethical Climate
Rebecca Porter
- 18.** Informed Consent In Clinical Practice
Jennifer Bartlett
- 19.** APRN Intended Actions Toward Patient Directed Dying
Marcia Bosek
- 20.** Performance Review As a Tool To Integrate Ethics Into Clinical Practice
Donna Casey
- 21.** The Ethical Mandate For Inter-Professional Collaboration: Bringing Collaboration Into The Classroom
Judith Jarosinski
- 22.** Withdrawal Of Life-Sustaining Therapy: Ethical Issues Faced By Families
Debra Wiegand
- 23.** Embracing Ethical Challenges In The Care Of Children With Autism Spectrum Disorders In The Medical Setting
Eileen Walters
- 24.** The Effect of A Work-PLACE Based Education Program
Nancy Powell
- 25.** Advanced Care Planning Before Aggressive Cancer Treatment Begins
Joyce Neumann
- 26.** Bioethics in Palliative Care
Lesli Leder
- 27.** Simulating Ethics; Practicing Responsiveness To Ethical Dilemmas
Julia Graham
- 29.** Ethics Rounds- Clinical Cases From The Student Nurse Perspective
Sarah Vittone
- 30.** Promoting An Awareness Of Ethical Nursing Through a Nursing Ethics Council
Anne Verrastro
- 31.** Nurses' Perceptions Of Personal Risk In Initiating Ethics Interventions
Joan Henriksen-Hellyer
- 32.** Moral Distress: A Lesson For Advocacy In The Heat Of The Moment
Nadeane Jackson
- 33.** Integrating Ethics In Nursing Curricula - An Inter-Active Poster Session
Anita Tarzian
- 34.** An Empirical Framework For Ethics Education In Baccalaureate Nursing Programs
Mileva Saulo Lewis
- 35.** Championing Nurses' Involvement In The Hospital Ethical Climate
Nora Roan
- 36.** Creating Nursing Champions Of Interdisciplinary Ethics Education: Ethics Nurse Liaisons At Children's Hospital Colorado
Heather Fitzgerald

Details

Room: Sierra Foyer

Thursday, March 21

10:30-11:00

4:30-6:30

Friday, March 22

9:15-9:45

Session Number: 021

Contact Hours: 3

Objectives

- Describe how ethical awareness in everyday nursing can enhance practice.
- Develop skill in addressing inter-professional, clinical, and organizational ethical challenges.
- Explain how moral sensitivity and capacity can empower nurses to fulfill their professional obligations and duties.
- Analyze situations that illustrate the practical application of ANA Code of Ethics for Nurses.
- Define what nurses can do to create an ethical climate in today's complex healthcare environment.

Poster Abstract Reviewers

In addition to members of the planning committee, the members of the American Nurses Association Ethics Advisory Board assisted with the review of submissions for consideration of poster presentations:

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Albert Camus

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