

ETHICS[®]

of Caring **Bro**

NATIONAL NURSING
ETHICS CONFERENCE

Conversations in Ethics

March 19-20, 2015
Hilton Universal City Walk
Los Angeles, CA

www.ethicsofcaring.org

Description & Registration

Program Planning Committee

The theme, "Conversations in Ethics," highlights how communication is vitally important to supporting ethics in clinical practice. The healing and caring of patients is directly affected by the way the healthcare team, the patient, and the family or surrogates relate to one another. Those relationships and communications can be challenged by a person's vulnerability, compromised capacity, inability to speak, being unrepresented, lack of knowledge, language differences, or feeling threatened due to power structures.

The conference provides an opportunity to learn from experts and one another, and to think about what we as nurses can do to improve communication and caring relationships. How do we listen? What do we voice? How should we respond? A review of the new ANA Code of Ethics for Nurses gives us an opportunity to further understand and assume our professional obligations, while a discussion of relationship-based care grounds us in the ethics of care.

The conference features expert speakers, small group breakouts, case analysis, and participant discussions all aimed at enhancing nurses' clinical practices through their ability to identify and address ethical issues. The intention is to motivate and empower each participant with knowledge, skills, and courage to speak confidently and to be creative and steadfast while tackling ethical challenges. Exploring ethics through the lens of relationship and dialogue advances professional practice beyond a sense of ethical duties to a realization of purpose.

To register, please visit

www.ethicsofcaring.org/registration

Standard Rates

Full Conference, Thursday & Friday:
Thursday ONLY:
Friday ONLY:

Early Before Feb 14	Regular Feb 15 - Mar 14	After March 14 or onsite
\$470.00	\$520.00	\$570.00
\$270.00	\$320.00	\$370.00
\$245.00	\$295.00	\$345.00

Sponsoring Organization Rates

Full Conference, Thursday & Friday:
Thursday ONLY:
Friday ONLY:

\$395.00	\$445.00	\$495.00
\$255.00	\$305.00	\$355.00
\$230.00	\$280.00	\$330.00

Full-Time Student Rates

Full Conference, Thursday & Friday:
Thursday ONLY:
Friday ONLY:

\$395.00	\$445.00	\$495.00
\$255.00	\$305.00	\$355.00
\$230.00	\$280.00	\$330.00

Registration includes daily breakfast and lunch

Full Conference Registration and Thursday Registration also include a reception

Cancellation/Refund Policy: Substitutions are welcome. Cancellations and requests for refunds must be made in writing by February 27, 2015. Refunds will be processed less a \$100 administrative fee. No refunds will be made after February 27, 2015 or for no-shows.

Hotel

Hilton Universal City Walk

555 Universal Hollywood Drive - Universal City, CA 91608

Reservations: (818) 506-2500

Special Conference Rate: \$159 per night + tax • Use group code NNEC

Katherine Brown-Saltzman,* MA, RN (NNEC Chair)
President, Ethics of Caring
UCLA Health System

Heather Fitzgerald, MS, RN (NNEC Co-chair)
Children's Hospital Colorado

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

Jennifer L. Bartlett, PhD, RN-BC, CNE, CHSE
Kennesaw State University

Elissa Brown,* MSN, RN, PMHCNS-BC
Vice-President, Ethics of Caring
Veteran's Health Administration, GLAHS

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

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

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

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

Beverly Fairbairn,* RN
Treasurer, Ethics of Caring

Linda Gorman,* MN, RN, PMHCNS-BC, CHPN, FPCN
Secretary, Ethics of Caring
Independent Consultant

Joan Henriksen Hellyer, PhD, RN
Mayo Clinic

Mona Mazraani,* BS
UCLA Health System

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

Douglas P. Olsen, PhD, RN
Michigan State University

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

Carol Taylor, PhD, MSN, RN
Georgetown University

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

* Ethics of Caring member



"The single biggest problem

in communication is the illusion that it has taken place."

-George Bernard Shaw

Conference Hotel

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

Parking

Day self parking \$10 plus tax
Overnight self-parking \$12 plus tax

Registration

Sierra Foyer

Hours

Wednesday, March 18th 5:00 pm - 6:30 pm
Thursday, March 19th 6:45 am - 5:00 pm
Friday, March 20th 6:45 am - 1:30 pm

Conference Office and Presenter Check-in Hours

Wednesday, March 18 5:00 pm - 6:30 pm
Thursday, March 19 6:45 am - 5:00 pm
Friday, March 20 6:45 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 and Afternoon Refreshments: Thursday and Friday
Lunch in the Ballroom Circle (weather permitting)
Dinner: on your own

Hotel Dining

Cafe Sierra is located on the Lobby level.
Hours: 6:30 am - 9:00 pm (Thursday) & 10:00 pm (Friday)
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 "0" for the operator from any house phone or from your sleeping room and they will contact 911 and the security department.

First Aid

Dial "0" for the operator and they will contact the security department.

Business Center

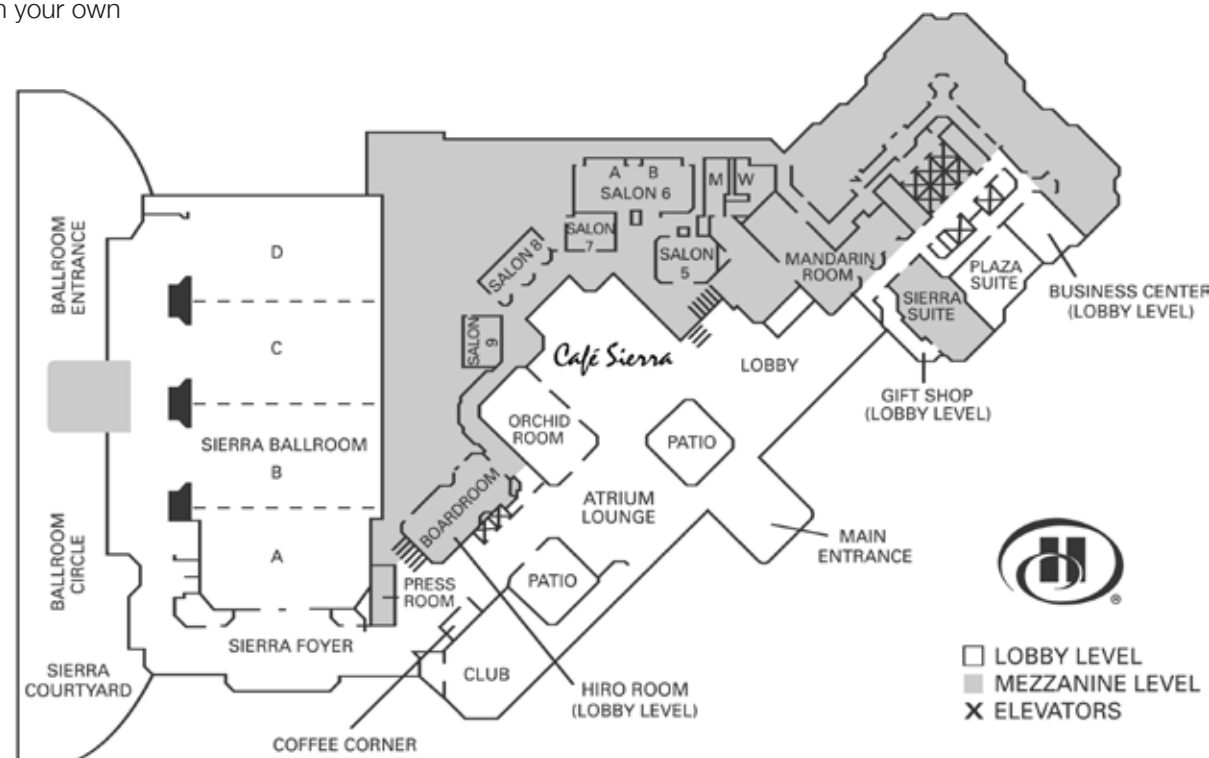
Located on the Lobby Level to the left of the Gift Shop
Extension: 35065
Open 24 hours with room key and credit card

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.



Nursing Contact Hours Credits

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

Conference Objectives

1. Engage in conversations in ethics that foster therapeutic relationships with patients and families.
2. Engage in conversations in ethics that promote effective collaborative practice.
3. Explore the ethical elements of relationship-based care.
4. Describe methods of self-reflection that enhance person-centered caring.
5. Analyze situations that illustrate the practical application of the revised ANA Code of Ethics for Nurses.
6. Identify actions that promote ethically-grounded practice.
7. Discuss strategies for recognizing and affirming the personhood of patients who are unable to articulate their needs.

Accreditation Statement

AACN is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation. ANCC Provider Number 0012. AACN is approved by the California Board of Registered Nursing, Provider Number CEP1036 for up to 18.6 contact hours (50 minute contact hour).

Continuing Nursing Education (CE) and Continuing Education Recognition Points (CERPs)

Participants earn up to 15.5 continuing nursing education (CE) contact hours for attending the Ethics of Caring 2015 National Nursing Ethics Conference. Actual CE contact hours are calculated on a 60 minute contact hour and determined by the number of sessions a participant attends.

A continuing education recognition point (CERP) equals 60 minutes of education. CERPs, recognized by the AACN Certification Corporation, encompass a wide spectrum of continuing education activities attended by high acuity and critical care nurses. 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.

Successful Completion

In order to receive contact hours (CE) for this learning activity, a participant must:

- Be registered for the activity and pay any required fees;
- Be present no later than 5 minutes from the start of the learning activity and attend the entire learning activity.
- Complete and electronically submit the session and program evaluation forms. Conference participants must create an AACN ID number during the registration process. After the conference, participants should follow the prompts at 2015 CE Evaluations to enter their program and session evaluations and print their certificate. This link can be found electronically at <http://ethicsofcaring.org/> under the CE/Evaluation tab. Participants must complete both program and session evaluations to receive CE contact hours. Nursing participants may enter their evaluation information until April 17th, 2015.

Conflicts of Interest

The planners and presenter(s)/author(s) of this CE activity have disclosed all relevant financial, professional, or personal relationships with any commercial companies pertaining to this activity. When a potential conflict of interest exists, it will be disclosed at the beginning of the individual session.

Commercial/Noncommercial Support or Sponsorship

Many healthcare entities have provided financial or in-kind support for the educational activity. For a complete listing, please view: <http://ethicsofcaring.org/sponsors/>

Non-Endorsement of Products

The American Association of Critical-Care Nurses accredited provider status refers only to continuing nursing education activities and does not imply that there is real or implied endorsement of any product, service, or company referred to in this activity nor of any company subsidizing costs related to the activity.

LCSW/MFT Contact Hour Credits

This course meets the qualifications for 15.25 hours (7.5 hours on Day One; 7.75 hours on Day Two) 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

Brenda Barnum, MA, BSN, RN, is a neonatal intensive care unit Lead RN at Children's Hospital Los Angeles (CHLA). Her field of interest is pediatric and neonatal ethics. She is a member of the CHLA hospital Ethics Resource Committee, and also sits on the CHLA Stem Cell Research Oversight Committee. Brenda Barnum is also a member of the planning committee for the Ethics of Caring Conference held annually in the Los Angeles area, as well as the National Nursing Ethics Conference. She was one of four fellows chosen nationally to be a 2008-2009 Pediatric Nursing Leadership Fellow through the Pediatric Nursing Journal.



Jennifer L. Bartlett, PhD, RN-BC, CNE, CHSE, is an Assistant Professor of Nursing and the Simulation Coordinator at Kennesaw State University where she is directly involved in the development, implementation, and evaluation of simulation across the curriculum. She was awarded her PhD from the University of Nevada, Las Vegas in 2013. Her research interests revolve around nursing education, specifically simulation and technical innovation, ethics, curriculum development, and accreditation/program improvement. She trained and served as an ethics consultant in the Bon Secours Richmond system.



Anne Basting, PhD, is an educator, scholar, and artist whose work focuses on the potential for the arts and humanities to improve our quality of life as communities and individuals. For over 15 years, Basting has developed and researched methods for embedding the arts into long term care, with a particular focus on people with cognitive disabilities like dementia. Basting gives keynote addresses across the world on the power and potential of creative engagement. Basting was Founding Director of UWM's Center on Age and Community from 2003 to 2013, where she fostered partnerships between scholars, students, and service providers, and translated applied research into innovative educational tools including manuals, films, and social media. In 2013, Basting returned to the Department of Theatre to focus on integrating her research and creative practice into teaching. Her teaching focus includes Performing Community, Playwriting, Storytelling, Play Analysis, and Creative Engagement in Health Settings.



Elissa Brown, MSN, PMHCNS-BC, RN, is a Psychiatry/Mental Health Clinical Nurse Specialist, retired after 38 1/2 years in the VA. 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. She helped start and then coordinated a Geropsychiatry clinic and facilitated caregiver support groups. She was Co-Chair of the GLA Ethics Advisory Committee for many years. Elissa is Vice-President and an original member of Ethics of Caring; she has served on the local and national conference planning committees. Elissa is past President of the American Nurses Association\California (ANA\CA) and current Director for Practice. She is on the ANA Nominating Committee and Bylaws Committee. She is President of the California Association of Psychiatric Mental Health Nurses in Advanced Practice.



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 BSN from Marquette University and her MA 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. As the Co-founder and President 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. Katherine has been the co-chair of the planning committee.



Donna Casey BSN, MA, RN, FABC, NE-BC, received her ADN from the State University of New York, BSN and MA in Clinical Biomedical Ethics from the University of Virginia and has started the journey towards Doctorate in Executive Nursing Practice from the University of Nevada. She has over 25 years of professional nursing experience including clinical practice, education and leadership. Donna is also the co-chair of the CCHS Ethics Committee providing leadership in education, policy and clinical consultation. Donna was appointed to serve on the (ANA) Ethics Advisory Board where in collaboration with the ANA, she contributes to the body of knowledge designed to address ethical issues at the state, national and international level, develops and disseminates information about and advocates for public policy and assures that objectives regarding ethics and human rights are addressed both within and external to ANA.



Anna Dermenchyan, RN, BSN, CCRN-CSC, is a Clinical Quality Specialist at UCLA Health in Los Angeles, CA. She received a Bachelor's of Science in Neuroscience from UCLA in 2004 and a Bachelor's of Nursing from Mount St. Mary's College in 2008. Anna started her nursing career in the Cardiothoracic ICU at the Ronald Reagan UCLA Medical Center where she cared for the transplant and surgical patient population for five years. Anna's professional interests include leadership, health care ethics and policy, quality and patient safety, critical care, work environments and global health. She is a member of numerous professional organizations, including American Nurses Association (ANA), American Association of Critical-Care Nurses (AACN), Sigma Theta Tau International (STTI), Society of Critical-Care Medicine (SCCM), and Association of California Nurse Leaders (ACNL). She has completed an Evidence-Based Practice Nursing Fellowship program and Lean Academy at UCLA. Anna currently leads, facilitates, and implements improvement initiatives within the Department of Medicine at UCLA.



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 Code of Ethics for Nursing. She is a Board Member of Ethics of Caring.



Kathy DuBois, MSN, RN-BC, is a certified Professional Development Specialist and has worked in the department of Nursing Education and Professional Development at Children's National in Washington DC since June 2007. She has been with Children's National for over twenty years and has held a variety of positions in both clinical and administrative nursing roles. Kathy has had a passion for nursing ethics since early in her career and has taken advantage of many opportunities to enhance her expertise and skills. She has held the position of the Ethics Nurse for the Clinical Ethics Committee at her facility for over 8 years and recently completed the first national program for Pediatric Bioethics out of the University of Missouri in Kansas City.

Heather Fitzgerald, MS, BSN, RN, serves as Clinical Nurse Ethicist at Children's Hospital Colorado. She co-chairs the hospital ethics committee, co-leads the ethics consultation team and chairs the ethics liaison committee, a group of nurses and other clinicians recruited from the in-patient and ambulatory settings who serve as ethics resources in their respective units. Heather's clinical background is in the neonatal ICU, a setting ripe with ethical complexity, which sparked her interest in the ethical foundations of patient care. Heather is on the faculty at The Center for Bioethics and Humanities at the University of Colorado and serves as a facilitator in the core ethics and professionalism curriculum at the CU School of Medicine. Heather holds a BA, BSN and MS in Health Care Ethics.



Timothy Godfrey, SJ, DNP, RN, PHCNS-BC, is a Jesuit priest and is Assistant Professor of Nursing at the University of San Francisco in the School of Nursing and Health Professions. Dr. Godfrey teaches community health nursing, as well as ethics and social policy to doctoral nursing students and master of public health students. He has also worked as a public health nurse in East St. Louis, IL; ministered as pastor of St. Patrick Parish in West Oakland, CA; and served as director of campus ministry at Georgetown University. His research focus is on nursing ethics and health policy, particularly in regards to addressing health disparities. He is similarly interested in the on-going mission of Catholic health care within the US.



Gitte HanssenKoksvik, MA, is a PhD candidate Social Anthropology at the Norwegian University of Science and Technology. She received her MA in Philosophy from the Universite Jean Moulin in Lyon France. She has explored and presented on ethical issues such as, Human and Machine: a phenomenological approach to human existence in the ICU and the moral-ethical quandaries of research observation in the clinic. Her presentation at the International Conference on Clinical Ethics Consultation in Paris in 2014 inspired the NNEC Planning Committee to invite her as a keynote speaker for the 2015 conference.



Joan Henriksen-Hellyer, PhD, RN, has been a registered nurse since 1994. Her bedside nursing positions included pediatric cardiology and pulmonary and home infusion. She served as the clinical nurse educator for several years at a rural hospital. Joan earned her PhD in theology and ethics from the University of Iowa and joined Mayo Clinic as a post-doctoral fellow in bioethics. She currently serves in the Program in Professionalism and Ethics as the coordinator for the clinical ethics consult service.



James Hynds, PhD, LLB, MTh, is the Senior Clinical Ethicist at UCLA's Healthcare Ethics Center, Director of the UCLA Clinical Ethics Fellowship Program, Vice Chair of the UCLA Santa Monica Hospital Ethics Committee and Visiting Assistant Professor of Medicine at the David Geffen School of Medicine at UCLA. He comes from Glasgow, Scotland where he graduated from Law School at the University of Glasgow. Thereafter he lectured in Scots Law at Bell College Hamilton, Scotland. He went on to study philosophy and theology at Blackfriars Hall, Oxford University, England. He later received a Master degree in theology and the Post Graduate Certificate in Education (Religious and Theological Studies) from the University of Glasgow. In 2000 He received his Ph.D. in Healthcare Ethics (with a specialization in medical ethics) from St. Louis University, Missouri, USA. Dr. Hynds completed a Post Doctoral Fellowship in Clinical Ethics and thereafter a Senior Post Doctoral Fellowship in Clinical Ethics at the Joint Centre for Bioethics at the University of Toronto, Canada. Dr. Hynds has been at UCLA since fall 2006.



Karen Jones, MS, BSN, RNC-NIC, has been a NICU RN for 30 years, 26 of which she has served as a clinical coordinator. She has been a member of the Children's Hospital Colorado ethics nurse liaison committee since its inception in 2004 and is the lead for the NICU unit-based ethics effort.



Mary Koloroutis, MSN, RN, is known as an innovator, creator, and gifted facilitator. She enjoys inspiring people to recognize their unique gifts and the sacred trust inherent in the work of caring. She achieves results by identifying and using the existing strengths and capacities of individuals and groups. One of Mary's most far-reaching programs, Re-Igniting the Spirit of Caring, helps members of the health care team transform their workplaces into cultures where responsibility prevails, relationships thrive, appreciation is openly expressed, and caring and healing are the foundations of each working day.



Charlotte Lawson, MS, BSN, RN has been a nurse at Children's Hospital Colorado for 19 years. She has served in a leadership role on the Float team for 14 years. Charlotte has been a member of the ethics nurse liaison committee since its inception, and also serves on the hospital ethics committee, the ethics consultation team, and the pediatric palliative care steering committee.



Faculty

Donna McKlindon, MSN, RN, PMHCNS-BC, has held a variety of clinical positions in Pediatric Nursing over the past 33 years. Currently a Clinical Nurse Specialist for Mental Health at The Children's Hospital of Philadelphia. A primary focus of the role is the education and support of staff in the delivery of family centered care and development of well boundaried parent/professional partnerships. In addition to advocating for the mental health and wellness of staff, patients and families on unit, organizational and systems levels, the Clinical Nurse Specialist-Mental Health provides guidance and support to staff around issues related to self-preservation, work/life integration, team and group dynamics and the management of patient/family/staff relationships.



Lori Mountain, RN-BC, CHPN, has worked in post-surgical, urology, and OB/Gyn nursing, and she is currently specializing in HIV/Oncology at Cedars-Sinai Medical Center. In addition, from 1986-1990 she worked as a pediatric rehabilitation nurse in Thailand as a Catholic Lay Mission Helper of L.A. She served as a board member of California Nurses for Ethical Standards (2010-2014) and is a member of the U.S. Catholic Nurses Association. Lori is a member of the Cedars-Sinai Bioethics Committee since 2014.

Vivian Norman, MSN, RN, CCRN, has been a Critical Care RN for over 37 years, the past 11 of which have been spent at St. Joseph Hospital in Orange, California. She has served as staff nurse, manager and currently is the Clinical Educator for Critical Care, Step-Down and the Telemetry units. She is passionate about providing compassionate care, especially at the end of life. She is a member of the End of Life and the End of Life Oversight Committees. She has presented at local, regional and national conferences on a variety of topics, including Improving End of Life Care at the Magnet conference and at AACN's NTI. She studied with Jean Watson, at the Watson Caring Science Institute to become a Caritas Coach bringing awareness and recognition of the holistic, loving care.



Douglas Olsen, PhD, RN, currently teaches psychiatric nursing at Michigan State University and is designing curriculum for an undergraduate ethics course. He taught health care ethics and psychiatric nursing at the Yale University School of Nursing for 13 years before joining the Center for Ethics in Health Care, Veterans Health Administration in 2008 with the title of Nurses Ethicist. He chaired a Yale School of Nursing IRB for over 10 years and was ethics advisor to VA's Central IRB for 4 years. His PhD in Nursing is from Boston College; he also has a Master's in psychiatric nursing from the University of Washington, and Bachelor's degrees from Hunter College and the Pennsylvania State University.

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. She has presented locally and nationally at professional conferences on topics related to ethical decision-making, communication skills, collegial relationships, compassionate care and self-care. She is a member of the Ethics of Caring Conference planning committee held annually in the Los Angeles area, as well as the National Nursing Ethics Conference. Her publications include articles on nursing ethics and subjects related to nurses' self-care and development.



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.

Sophia Telfer, BSN, RN-BC, PCCN, has worked at Cedars-Sinai Medical Center since 1980. She was an LVN in Oncology until 1989, became an RN and continued to work in Oncology until 1991. Since 1991 Sophia has worked in Cardiology and most recently on a specialized Heart Failure unit. Sophia is a member of the Cedars-Sinai Bioethics Committee since 2011.



Michael Trout, MA, is Director of the Infant-Parent Institute in Illinois. He has been engaged, for the past 41 years, in research, training and clinical practice focusing on infants and young children of loss and trauma, and the many developmental and clinical issues related to attachment. He has published widely in the infant mental health literature—including the production of 15 documentary films—but he entered our world when he employed what he learned about engaging severely troubled children and parents to write, with Mary Koloroutis, *See Me As a Person: Creating Therapeutic Relationships with Patients and Their Families*, in 2012.

Mary Walton, MSN, MBE, RN, is the Nurse Ethicist and Director, Patient and Family Centered Care at the Hospital of the University of Pennsylvania. She received her BSN and MSN from the University of Pennsylvania School of Nursing and earned a master of bioethics degree and certificate in clinical ethics mediation from the University of Pennsylvania School of Medicine. She has practiced in academic health care settings for forty years and has a progressive history of leadership. Roles of clinical nurse specialist and nurse manager included responsibility for clinical ethics committees, and ethics consultation services, cultural competency training and establishment of evidence-based practice standards. Currently she is responsible for organization initiatives focused on clinical ethics and improving the patient and family experience of care. She has published in the areas of collaboration, advocacy, health work environment, nursing. She is a co-editor for Person and Family Centered Care a text recently published by Sigma Theta Tau.



Schedule

Day 1 - March 19, 2015

Communication and the Patient's Experience

6:45-7:45

Continental breakfast • Ballroom Circle

7:45-8:00

Welcome • Katherine Brown-Saltzman, MA, RN • Ballroom

8:00-9:30

001 • Keynote • Giving Voice to the Unexpressive Patient • Ballroom
Gitte Hanssen Koksvik, MA

Description:

How do you think about another's personhood? When caring for an unexpressive patient you cannot rely on the other's words or actions. How is a relationship to emerge? New conceptual tools, based on research, will be presented for critical reflection. Greater awareness about one's ideas and preconceptions may facilitate communication with patients' families, as well as create a more positive and confident attitude benefiting patients, their families, and also the caregivers.

Objectives:

- Describe and report a greater appreciation of the concept of personhood.
- Reflect upon how personhood is created, both in a positive and a negative sense (denied personhood) in the clinic through physical conditions, actions, words and attitudes.
- Engage in critical reflection focused on the concept of personhood using new conceptual tools.

9:30-10:00

Poster viewing • Coffee and Tea Served • Sierra Foyer

10:00-11:15

002 • Plenary • A Blessing or a Curse: The Mythology of Advance Directives • Ballroom
Jennifer L. Bartlett, PhD, RN-BC, CNE, CHSE & Katherine Brown-Saltzman, MA, RN

Description:

At first glance, advance directives (ADs) seem like a nirvana for patient autonomy and solving decision-making concerns when patients lose capacity. This quick fix has sometimes led to muddying the waters and has complicated thorny ethical issues around decision-making, non-beneficial treatment, and informed consent. Ticking of a box on a form is far too limited in guiding decisions, when the patient no longer has a voice. We need to investigate both the value and limitations of ADs, identify resources, and propose actions to improve the future of advance care planning.

Objectives:

- Define advance directives and describe their use.
- Identify accessible resources for patients, families, and the interprofessional healthcare team.
- Recognize the complexities and ethical challenges inherent in the Advance Directive Model.

11:15-12:30

003 • Case Discussion One • Patients Who Are Voiceless • See Breakout Session Rooms
All Faculty

Description:

In small groups you will have the opportunity to practice skills needed to effectively address the complex ethical situations that arise in the current healthcare environment. Come, listen, contribute to the conversation, and increase your comfort and skill in addressing interprofessional, clinical, and organizational ethical issues.

Objectives:

- Discuss the role of the nurse in addressing the needs of the patient without a voice.
- Analyze situations that illustrate the practical application of nursing values for nurses when caring for the patient without a voice.
- Differentiate the resources, mechanisms, and processes used while resolving complex ethical issues when caring for the patient without a voice.

12:30-1:30

Lunch served • Ballroom Circle

1:30-3:15

Breakout sessions (seven)

004 • Promoting the Dignity and Integrity of Vulnerable Patients: Engaged Proximity or Respectful Distance •
Gitte Hanssen Koksvik, MA

Description:

Certain groups of patients, like those who are unable to express themselves or who are mentally ill, are vulnerable to objectification. Explore caregiver attitudes and actions that may help maintain patients' dignity in different settings.

Objectives:

- Reflect upon different notions of dignity.
- Articulate dignity as a verb.
- Verbalize the impact of distance and proximity in care.

Schedule

Day 1 - March 19, 2015 Communication and the Patient's Experience (Continued)

1:30-3:15 Breakout sessions (continued)

005 • Improving the End-of-Life Experience in Critical Care •
Vivian Norman, MSN, RN, CCRN

Description:

End-of-life (EOL) decisions are very difficult for patients, families, and the healthcare team. Critical care nurses witness futile treatment, struggle with communication issues, and experience moral distress. Case scenarios will illustrate how a team approach, family support, staff education, and protocols may improve the EOL experience for all concerned.

Objectives:

- Identify issues that patients, families & staff face concerning end-of-life.
- List 4 tools to use to improve end of life experience in critical care.
- Work through various scenarios to arrive at ethical end-of-life decisions.

006 • Connecting Through Creativity •
Anne Basting, PhD & Elissa Brown, MSN, RN, PMHCNS-BC

Description:

When working with patients with dementia, clinical care staff do not commonly recognize their patients' behaviors as communication. How do you understand the behaviors of a person with dementia? What are the ethical issues in caring for this population? Learn to engage people with memory loss through imagination and creativity to better understand the person, the treatment plan, and the patient's relationship with family. Such knowledge and skills can be utilized in everyday nursing practice.

Objectives:

- Practice several approaches to creative engagement.
- Identify several options for sharing creative expression that results in a greater sense of community connectedness.
- Identify some of the ethical issues in working with this population, and to share how they will be able to use the skills learned to make a difference in their practice settings.

007 • Can I Hear You? Strategies for Improving Communication When Language Preferences or Ability to Vocalize Present Challenges at the Bedside •

Mary Walton, MSN, MBE, RN

Description:

Communicating effectively with patients who have Limited English Proficiency (LEP) or who are intubated is challenging for bedside nurses. Nurses have limited training and experience in how to communicate through medical interpreters or with intubated patients unable to vocalize. Learn about new modalities, both low and high tech, which enable patients to communicate effectively with their care team. Tools and practices based on the Study of Patient-Nurse Effectiveness with Assistive Communication Strategies will enable the nurse to develop communication plans for these patients for use by the interprofessional care team.

Objectives:

- Describe the role of the bedside nurse to assist patients, families and the interprofessional team to use augmentative and alternative communication methods when supplementation or replacement of natural communication is necessary due to intubation/mechanical ventilation.
- Describe the listening and memory skills needed for effective interpretation when communicating through medical interpreters.
- Identify two approaches they can integrate into their practice to promote communication with patients who are either unable to vocalize or for whom English is not their preferred language.

008 • Ethics 101: Being Competent About Capacity •
James Hynds, PhD, LLB, MTh

Description:

Respecting patient autonomy is fundamental to ethical practice. What constitutes a patient's capacity to make medical decisions? There are many myths about what does and does not constitute capacity, which often result in incapable patients being found capable of decision-making and vice versa. Knowing the basic components of capacity and how to test for their presence ensures the bedside nurse's ability to be a patient advocate.

Objectives:

- List the 4 basic components of capacity.
- Identify 3 myths about capacity.
- Apply learning to identify capable and incapable patients.

Day 1 - March 19, 2015 Communication and the Patient's Experience (Continued)

1:30-3:15 Breakout sessions (continued)

009 • Sounds of Silence: Knowing When and How to Speak Up •
Joan Henriksen-Hellyer, PhD, RN & Theresa Drought, PhD, RN

Description:

Do you encounter barriers and feel it is risky to "speak up" to address ethical and safety problems? The 2014 ANA Code of Ethics for Nurses and The IOM's 2010 report, The Future of Nursing: Leading Change, Advancing Health, provide the basis for conversation about the nurse's role in improving patient safety, including influencing team-based redesigns of the healthcare system. Learn strategies to exert the moral courage to start and join the conversations that will enhance ethical decision-making, patient safety, and well-being.

Objectives:

- Demonstrate skills in speaking up in what are perceived as risky situations .
- Relate the ANA code of ethics to everyday interactions, discernment, and conflict resolution.
- Create a concrete plan for raising a concern or idea in their local practice environments.

010 • Advance Directives for Psychiatric Treatment: Clinical Usage and Ethically-relevant Differences with EOL Treatment •

Douglas Olsen, PhD, RN

Description:

Psychiatric Advance Directives (PADs) are an evidence-based means to empower patients with mental illness to document their preferences for future treatment when they lack capacity, but are under used. Ethical principles, The Joint Commission, and current law provide guidance in support of PADs. Learn evidence-based recommendations and best practices in the use of PADs.

Objectives:

- Apply ethical principles, evidence, and Joint Commission standards related to psychiatric advance directives (PAD) to clinical practice and policy development.
- Apply differences between advance directives for psychiatric and EOL care to clinical practice and policy development.
- Apply evidence and recommended best practices in the use of PADs to clinical practice and policy development.

3:15-3:45 Poster viewing • Refreshments Served • **Sierra Foyer**

3:45-5:00 011 • Closing Plenary • Voices of Memory Loss • Ballroom
Anne Basting, PhD

Description:

Engaging persons with dementia is challenging. Behaviors are more than symptoms; they are sources of valuable communication. Using words, movement, sounds, and visual art can ease these persons' isolation, and improve relationships between them and their caregivers.

Objectives:

- List 4 ways of engaging people with dementia.
- List 4 model projects that engage people with dementia.
- List the health risks of social isolation and the benefits of creative engagement.

4:30 Reception and Poster session • **Sierra Foyer**

Join us in celebrating the twenty-second anniversary of Ethics of Caring and the third NNEC.



Schedule

Day 2 - March 20, 2015 Understanding Professional Responsibilities

- 6:45-7:45

Continental breakfast • Ballroom Circle
- 7:00-7:45

012 • Breakfast Session • Nurses' Moral Obligations When Caring for Patients with Ebola • Ballroom

Donna Casey BSN, MA, RN, FABC, NE-BC

Description:
You have certainly heard of Ebola Virus Disease (EVD), but do you really have enough knowledge regarding its etiology, pathology, and transmission to care for patients with EVD? Come learn about these key elements and discuss if and how they impact on our professional moral obligation to provide care to these patients. Organizational imperatives regarding safety and education will also be considered in this breakfast session.

Objectives:
 - Articulate the basic etiology, pathophysiology, and modes of transmission of EVD.
 - Verbalize the nurses' moral obligation to the patient with EVD.
 - Describe organizational imperatives related to safety and education.
- 7:45-8:00

Welcome • Heather Fitzgerald, MS, BSN, RN • Ballroom
- 8:00-9:15

013 • Keynote • Health Care Harm: The Casual Diminishment of a Human Being • Ballroom

Mary Koloroutis, MSN, RN

Description:
The inherent demands of providing care in the bureaucratic healthcare environment can cause healthcare professionals to treat patients and their loved ones more like a procedure, room number, or workload than a person. Keeping the humanity of patients and families central is important to patient recovery and healing. It is also important to maintain the humanity of the healthcare professionals. The value of an organizational framework such as Relationship-Based Care will be discussed as a systemic solution for creating a culture in which people consistently hold, respect, and honor every human being in the healthcare community.

Objectives:
 - Describe the sources of casual diminishment in organizational cultures.
 - Identify group and individual beliefs and mindsets that either contribute to or prevent diminishment of the human being within the health care system.
 - Delineate Relationship-Based principles and practices that promote humane and compassionate care and prevent the casual diminishment of human beings.
- 9:15-9:45

Poster viewing • Coffee and Tea Served • Sierra Foyer
- 9:45-11:00

014 • Plenary • Coming Home: The Revised Code of Ethics for Nurses • Ballroom

Timothy Godfrey, SJ, DNP, RN, PHCNS-BC

Description:
The American Nurses Association has revised the Code of Ethics for Nurses from 2001. There are key developments in the code that highlight the need for nurses' ongoing moral reflection to meet the ethical challenges of the future. Come home and rediscover the core of nursing as it is reflected in the revised code.

Objectives:
 - Describe the four new features of the revised code of ethics.
 - Identify four significant themes of the code of ethics.
 - Identify three ways the revised code encourages on-going values clarification related to nursing practice.
- 11:00-11:15

Poster viewing • Sierra Foyer
- 11:15-12:15

015 • Case discussion two • Moral Agency • See Breakout Session Rooms

Description:
In small groups you will have the opportunity to practice skills needed to effectively address the complex ethical situations that arise in the current healthcare environment. Come, listen, contribute to the conversation and increase your comfort and skill in addressing inter-professional, clinical, and organizational ethical issues.

Objectives:
 - Discuss the role of the nurse in addressing issues of moral agency.
 - Analyze situations that illustrate the practical application of nursing values when making moral judgments within their professional role.
 - Differentiate the resources, mechanisms, and processes for nurses to support their moral agency.

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

Day 2 - March 20, 2015 Understanding Professional Responsibilities (Continued)

- 1:15-3:00

Breakout sessions (seven)
- 016 • The Conversation: My Gift of Grace •

Jennifer L. Bartlett PhD, RN-BC, CNE, CHSE

Description:
Discussing end-of-life issues can be challenging for nurses, whether those conversations occur with their patients or their own families. Increase your confidence and skill in beginning and sustaining conversations regarding advance directives and end-of-life care planning through a game called My Gift of Grace. Questions in the game cover a wide variety of topics about living and dying well, and can be played by families, co-workers, teams, strangers, or a mix of any of these.

Objectives:
 - Verbalize understanding that this is a safe environment and that open discussion is encouraged and expected.
 - Explore personal and professional feelings, beliefs, and attitudes regarding various aspects of advanced planning.
 - Articulate planned transference of new knowledge (regarding changed perceptions, attitudes, and feelings) to engagement in difficult clinical conversations with patients and families.
- 017 • Labeling and Paternalism: The Challenges of Caring for Vulnerable Populations •

Timothy Godfrey, SJ, DNP, RN, PHCNS-BC

Description:
To provide care for vulnerable populations, nurses and other healthcare professionals need to be sensitized to the pitfalls of labeling and stereotyping. These actions contribute to the vulnerability and can result in stigmatization and poor health care outcomes. Enhance the dignity and autonomy of your patients by taking time to reflect on your assumptions regarding the term vulnerable and how those assumptions impact nursing practice.

Objectives:
 - Describe three ethical issues associated with the term vulnerable.
 - List 3 examples of stigmatization related to nursing vulnerable populations and identify three approaches to minimize the problem of stigmatization in nursing practice.
 - Describe 3 strategies to enhance nursing care to vulnerable populations.
- 018 • See Me as a Person •

Mary Koloroutis, MSN, RN & Michael Trout, MA

Description:
Do you value caring, advocacy, collaboration, safety, and seeking what is in the best interest of the patients and families you serve? The realities of our complex, technology- and task-focused, time-constrained healthcare environments challenge clinicians' capacity for human connection and the provision of compassionate care. Mindful therapeutic practices foster connections with patients and families to promote the best possible care, which is safe, helps people cope, eases suffering, and facilitates healing, without taking more time.

Objectives:
 - Describe the nature and purpose of the therapeutic relationship.
 - Differentiate between presence, attunement and misattunement.
 - Describe three therapeutic practices: wondering, following, and holding.
- 019 • Ethics Champions:
Engaging Colleagues for Conversation, Education & Advocacy •

Heather Fitzgerald, MS, BSN, RN • Marilyn Shirk, MN, RN, CNS-BC • Karen Jones, MS, BSN, RNC-NIC
Charlotte Lawson, MS, BSN, RN • Lori Mountain, RN-BC, CHPN • Sophia Telfer, BSN, RN-BC, PCCN

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:
 - Define nurses' unique contributions to create an ethical climate in today's complex healthcare environment.
 - Discuss key elements of a proposal to develop a unit-based ethics champion program.
 - Identify strategies to increase nurses' ability to identify and address ethical issues.

Poster Sessions

Day 2 - March 20, 2015 Understanding Professional Responsibilities (Continued)

1:15-3:00

Breakout sessions (continued)

020 • Widening our Ethical Gaze: Seeing the Big Picture for Little Patients •

Brenda Barnum, MA, BSN, RN

Description:

When we are invested in the care of critically and/or chronically ill hospitalized children, it can be difficult to take in the bigger picture, to look up from the bedside and see the lives these children might have outside of this setting. Conversations regarding the ethical complexities, decision-making in the context of the family unit, pediatric disabilities, and what constitutes futility will be explored.

Objectives:

- Discuss the ethical challenges inherent in caring for the critically &/or chronically ill pediatric patient.
- Describe how clinician perspective plays a role in understanding parental perspective and decision making.
- Identify the complexity of futility and how it might apply to the chronically ill neonate.

021 • Emerging Ethical Challenges in Palliative Care •

Carol Taylor, PhD, MSN, BSN

Description:

What are the distinctions between assisted suicide and suicide, active and passive euthanasia, and when is it permissible to withhold or withdraw life-sustaining medical treatment? Which palliative interventions are legal and ethical? When patients or their surrogates decide that life is no longer meaningful and want to end their lives, many nurses are unsure of the legal and ethical next steps. What is an appropriate standard of care for these individuals? Engage in conversations designed to foster the ability of nurses to provide better counseling and nursing care for seriously ill and dying patients and their families when patients choose to end their lives sooner rather than later.

Objectives:

- Rank palliative interventions of last resort from least to most controversial.
- Critique the ANA's position statement on registered nurses' roles and responsibilities in providing expert care and counseling at the end of life.
- Analyze the ethical options for nurses when patients or their surrogates seek to end life on their own terms.

022 • Communicating Effectively and Ethically through Social Media •

Donna McKlindon, MSN, RN, PMHCNS-BC • Anna Dermenchyan, BSN, RN, CCRN-CSC

Kathy DuBois, MSN, RN-BC

Description:

Communication methods are evolving rapidly and transforming the way people communicate. What are the ethical implications for nursing practice when utilizing social media? How might nurses effectively incorporate social media into their practice to help improve patient care while maintaining professional boundaries with patients? Multiple approaches will be used to engage participants and attend to these mounting challenges: an audience response system, a case study, small group discussions, and development of an individualized action plan.

Objectives:

- Describe the pros and cons of social media and the ethical implications for the nursing profession.
- Give examples that highlight best practice of how to successfully create and navigate social media, particularly related to patient and family requests.
- Apply the knowledge learned to individual practice and identify next steps for personal call to action.

3:00-3:15

Break • Refreshments Served • Sierra Foyer

3:15-4:30

023 • Closing Plenary • Is Attunement An Ethical Issue? • Ballroom

Michael Trout, MA,

Description:

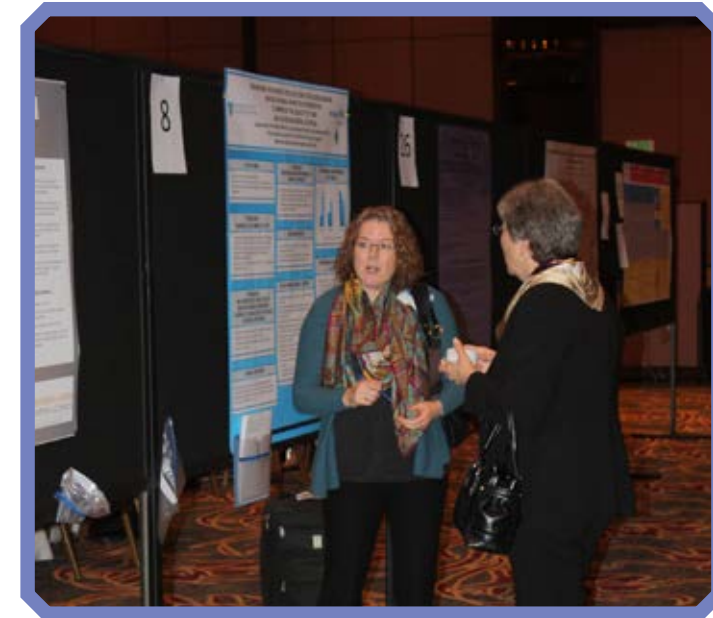
Attunement is a key element of nursing. It is at the core of most caregiving relationships beginning with infant-parent. Attunement establishes a working relationship with patients and their families that enhances diagnosis, care, and patient outcomes. Patient stories will illustrate the lasting impact of both attunement and misattunement.

Objectives:

- Describe the role attunement plays in most caregiving relationships.
- Describe the neurology of attunement and co-regulation.
- Contrast attuned caregiving with mis-attuned caregiving, and describe the results from the patient's perspective.

4:30

Closing and evaluation • Ballroom



Poster Session Details

Room: Sierra Foyer

Thursday, March 19
10:30-11:00
4:30-6:30

Friday, March 20
9:15-9:45

Session Number: 024
Contact Hour: 1.0

Poster Session Description

Nurses need to continue to explore key knowledge, skills, and attitudes in order to enhance the incorporation of everyday ethics into their routine nursing practice. Posters will specifically address issues outlined in the program objectives. The purpose of this activity is to provide specific examples and insight into how the learner can integrate everyday nursing ethics into practice.

Poster Session Objectives

- Engage in conversations in ethics that foster therapeutic relationships with patients and families, and promote effective collaborative and ethically-grounded practice.
- Explore the ethical elements of relationship-based care.
- Discuss strategies for recognizing and affirming the personhood of patients who are unable to articulate their needs.

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