

ETHICS[®]

of Caring

NNEC

6th NATIONAL
NURSING
ETHICS
CONFERENCE

Vulnerability and Presence

An Invitation to explore the intersection of vulnerability and the power of presence

March 21-22, 2019
UCLA Luskin Conference Center
Los Angeles, CA

www.ethicsofcaring.org

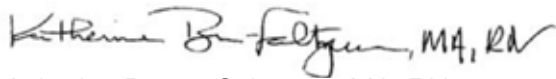
Welcome & Description

Welcome to Los Angeles!

Welcome to the Sixth National Nursing Ethics Conference. A long history precedes this conference; 26 years of themes and issues. While presence has often been a thread, vulnerability is new. The next few days invite us to explore not only patients' and families' vulnerability, but our own, and healthcare's, as well.

A commitment of Ethics of Caring to nurses and others who join us at this conference has been to provide an environment that nurtures reflection. Our invitation comes with a promise to invoke a look at the hard ethical issues, yet to also acknowledge that often we come weary from the demands and challenged by the nature of our responsibilities, especially when we feel caught in the middle. In a sense, we are asking that we all access that vulnerability in new ways – not in isolation, but in the richness of community and an environment that creates a softer place to land, inspired by each other's valuable stories and teachings. Past experience has taught us that we all leave NNEC enriched, having taken time to see through many lenses and tapping into the depths of collective wisdom together. We become the change, we share the joy.

Warm regards,



Katherine Brown-Saltzman, MA, RN
Co-director, UCLA Health Ethics Center
President, Ethics of Caring®
Co-Chair, NNEC 2019 Planning Committee



Heather Fitzgerald, MS, RN
Clinical Nurse Ethicist
Children's Hospital Colorado
Co-Chair, NNEC 2019 Planning Committee

Conference Description

By its very nature, an ethic of care calls us to address the vulnerability of those we care for as well as our own. This dual ethical obligation of self-care while caring for others recognizes that vulnerability is a thread that weaves us all together as human beings. The vulnerable person is not to be regarded as 'other', as it is part of the human condition to experience vulnerability; thus, it is not we, "the clinician" and they, the "ill."

Denying our own vulnerability can drive us apart, submerging our compassion. How should one respond in an ethical way when caring for a person with a recalcitrant addiction, an unrepresented elder, the angry patient, an uninsured immigrant, or parents challenged to address best-interest decisions for their children? We have an opportunity to move beyond our defense mechanisms, reactivity, stigmatization, or biases into empathic responses where we acknowledge that human vulnerability is not only in our patients, but also in ourselves as well as in our colleagues. We need to move beyond wanting simple answers, and shifting from our fix-it interventions, to journeying through the messiness and making use of our powerful and attentive presence. We can use the human journey of vulnerability to both notice and participate in the unfolding process and the potential for unimagined outcomes. This conference will encourage awareness and reflection that will develop creative and skillful responses to the stark vulnerability that we witness in healthcare daily. In doing so, this conference will enhance your practice and promote care and compassion for the self as professional caregiver.

Our commitment

NNEC is committed to providing an environment of learning that captures an ethic of care for healthcare professionals. This includes:

- welcoming participants of all backgrounds to create an environment that is respectful and inclusive
- healthy farm-to-table Californian cuisine - buffet breakfasts and lunches each day (built-in to registration fee)
- a beautiful environment surrounded by art and wellness practices
- one breakout session each day that allows for an immersion & depth of understanding in the topic of choice
- opportunity for discussion and practical guidance
- acknowledgment of excellence in ethics through the Nursing Ethics Leadership Award
- ending Day One with a wine & hors d'oeuvre reception on the terrace

"I now appreciate that the most important thing
and how my pre

Program Planning Committee

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

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

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

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Georgia Baptist College of Nursing
Mercer University - Atlanta, Georgia

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

Janine-Mariz Burog, MSHA
UCLA Health

Maureen Cavanaugh, MS, MAHCM, RN, C-EFM
St. Peter's Health Partner's - Albany, New York

Anna Dermenchyan,* MSN, RN, CCRN-K
UCLA Health

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

Katherine DuBois, MSN, RN-BC, HEC-C
Children's National Health System
NW Washington, DC

Kathleen Feldman, MSN, RN
UCLA Health

Rev. Timothy Godfrey, SJ, DNP, RN, PHCNS-BC
University of San Francisco

Linda Gorman,* MN, RN, CHPN, FPCN
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Joan Henriksen, PhD, RN, HEC-C
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Carol Taylor, PhD, MSN, RN
Georgetown University - Washington, DC

Mary K. Walton, MSN, MBE, RN, HEC-C, FAAN
Perelman School of Medicine,
University of Pennsylvania

* Ethics of Caring® Board member



g I bring to each human encounter is myself,
presence comforts and heals.” -Bruce Feldstein

General Information

Conference Hotel

UCLA Luskin Conference Center
425 Westwood Plaza
Los Angeles, CA 90095
(855) LCC-UCLA (522-8252)
<http://luskinconferencecenter.ucla.edu/>

Parking

Parking Structure 8 - Access to Luskin via bridge Level 3

Day Parking - Level 3 - \$12 cash only

Attendants 6:00-8:00 AM to purchase permits (cash only)
Credit card available Level 4 Pay Station
After 8 AM go to Parking Kiosk on Westwood Blvd

Overnight Parking - Parking Structure 8 Level 4 Pay Station

Arriving 3/20 select 2 night option \$48/ valid 8 PM 3/22
Arriving 3/21 select 1 night option \$24/ valid 8 PM 3/22

Registration

Wednesday, March 20th 3pm – 5pm in Prodigy Room, 2nd floor
Thursday, March 21st begins 6am, Centennial Ballroom 1st floor
Friday, March 22nd begins 6:15am, Centennial Ballroom 1st floor

Conference Meals

Full Breakfast Buffet: Thursday and Friday in the Centennial Foyer
Lunch Buffet: Thursday and Friday on the verandah (Centennial Terrace)
Award Reception: Thursday evening on the Centennial Terrace

Continuing Education Guidelines

UCLA Health is accredited as a provider of continuing nursing education by the American Nurses Credentialing Centers (ANCC) Commission on Accreditation. Nurses will be awarded 8.25 ANCC contact hours for participation in one (1) day of the conference or 16.5 ANCC contact hours for participation in two (2) days of the conference.

Provider approved by the California Board of Registered Nursing, Provider Number 12511 for 9.5 contact hours for participation in 1-day of the conference or 19.5 contact hours for participation in 2-days of the conference.

Clinical Social Work at UCLA Health, provider #1482, is approved as a provider for social work continuing education by the Association of Social Work Boards (ASWB) www.aswb.org, through the Approved Continuing Education (ACE) program. Clinical Social Work at UCLA Health maintains responsibility for the program. ASWB Approval Period: 10/17/17 to 10/17/20. Social workers should contact their regulatory board to determine course approval. Social workers participating in this conference will receive 6.5 Continuing Education Clock Hours for participation in one (1) day of the conference or 13 Continuing Education Clock Hours for participation in two (2) days of the conference. CEs only given for programs 1 hour or more.

Conference Objectives

1. Define vulnerability and recognize its integral link to the obligations of nursing as addressed in the ANA Code of Ethics.
2. Appreciate the value, necessity, and impact of therapeutic presence as it incorporates an ethic of care into one's practice.
3. Recognize the consequences of repeated witnessing of vulnerability on the clinician.
4. Identify vulnerability in one's own practice and the impact of this vulnerability on one's professional comportment and on the self.
5. Explore the concept of stigma and biases and the consequences on everything including prioritization, relational responses, and developing policies.
6. Describe effective strategies that enhance the humanity of the vulnerable patient.

Successful Completion

To receive contact hours for this learning activity, a participant must:

- Be registered for the activity and pay any required fees.
- Attend the entire learning activity.
- Complete and electronically submit the session and program evaluation forms. (NURSES ONLY)
- Sign in and sign out. (SOCIAL WORKERS ONLY)
- Submit signed evaluation forms at sign-out. (SOCIAL WORKERS ONLY)
- Certificates of Credit and Course Completion will be e-mailed to participants within 30 days, providing evaluations for all sessions have been received. (SOCIAL WORKERS ONLY)

****Nurses and Social Workers: No partial CE credit given. Must attend all sessions one or both days.**

Evaluations & Contact Hours

Electronic evaluations and contact hour certificates will be emailed to participants a few days following the conference. Please be mindful to check spam folders to ensure you do not miss the email. (NURSES ONLY)

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 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/>

• For questions regarding the course content: Katherine Brown-Saltzman, MA, RN
Co-chair, NNEC Planning Committee; Co-director, Ethics Center UCLA Health System
(310) 794-6219
www.uclahealth.org/ethics

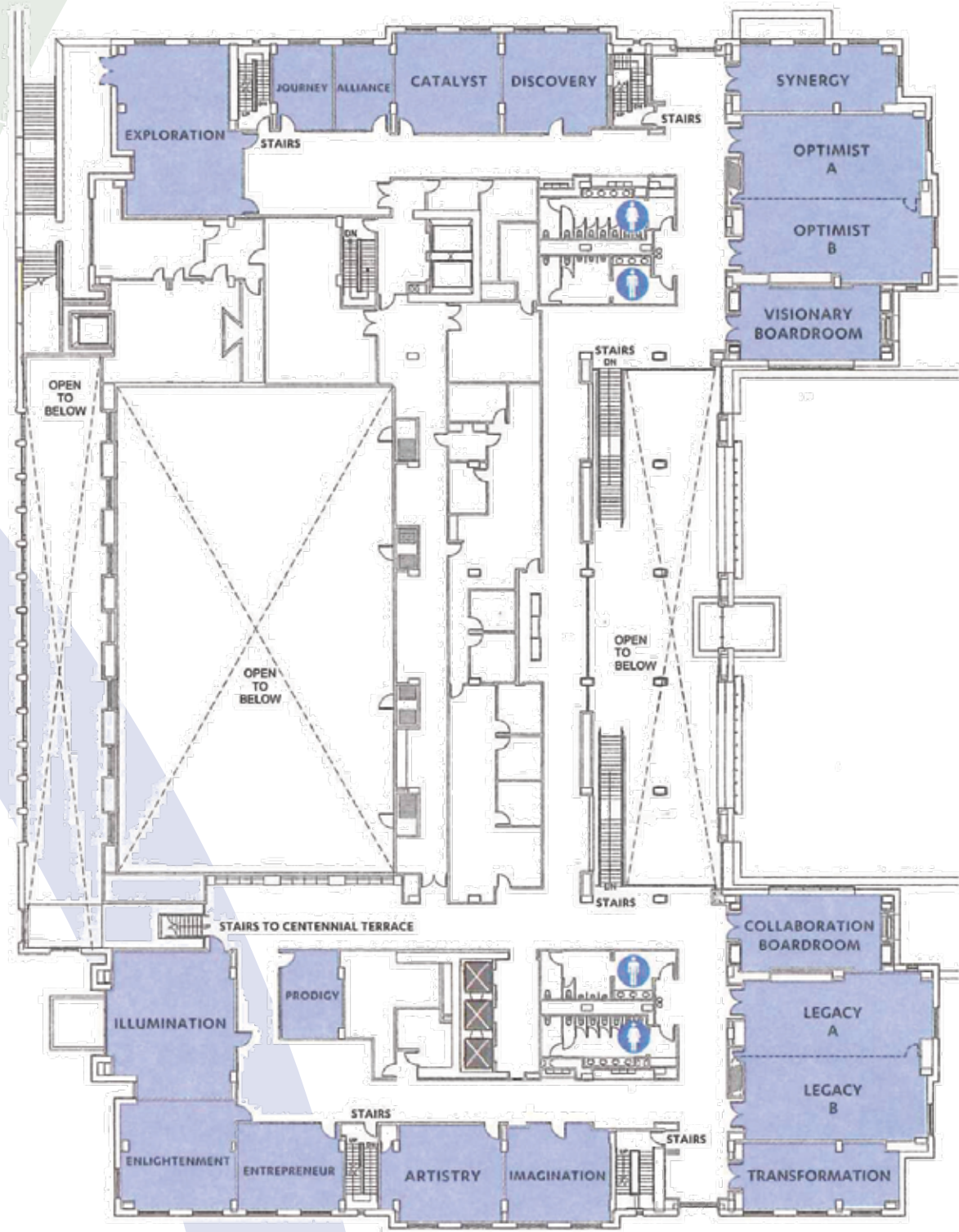
• For questions regarding registration: Janine Mariz Burog JBurog@mednet.ucla.edu or call 310-794-6219

• For NURSING grievances or concerns: Kathleen Feldman kfeldman@mednet.ucla.edu or call 310-267-3317

For SOCIAL WORK grievances or concerns: Joan Gordon JOGordon@mednet.ucla.edu or call 310-267-9730

• If you have questions concerning access, wish to request a sign language interpreter, or need accommodations for a disability: Janine Mariz Burog JBurog@mednet.ucla.edu or call 310-794-6219

Breakout Rooms, 2nd floor



Faculty



Jay Baruch, MD, is Associate Professor of Emergency Medicine at the Alpert Medical School at Brown University, where he serves as the director of the Medical Humanities and Bioethics Scholarly Concentration. His academic work centers on the importance of creative thinking, creative writing skills and the arts in clinical medicine. Present projects include a leadership role in the Rhode Island Arts and Health Network; a free online Brown EdX course, "Beyond Medical Histories: Gaining Insight From Patient Stories," on the importance of creativity and story skills as clinical skills; and working with Rhode Island School of Design Museum educators to create museum-based curriculum to get clinicians to think about how they think. He is a former Faculty Fellow at the Cogut Institute for the Humanities at Brown University, where he directs the Creative Medicine Series. He's served as a Director-at-Large, American Society for Bioethics and Humanities, and the medical humanities section chair for the American College of Emergency Physicians, where he co-led the development and implementation of an online medical humanities platform for the specialty. He's the author of two award-winning short fiction collections, *What's Left Out* (2015), and *Fourteen Stories: Doctors, Patients, and Other Strangers* (2007). His short fiction and essays have appeared in numerous print and online medical and literary journals as well as lay media outlets.

Denise Dudzinski, PhD, MTS, is Professor & Chair of the Department of Bioethics & Humanities, Adjunct Professor in the School of Law and the Departments of Pediatrics & Family Medicine at the University of Washington. She earned her PhD in Ethics from Vanderbilt University and her Masters of Theological Studies from Vanderbilt Divinity School. As Chief of the UW Medicine Ethics Consultation Service, she is active in three UW Medicine hospitals. She is member of the American Society for Bioethics & Humanities Board of Directors and was a member of the task force to update the Core Competencies in Health Care Ethics Consultation. She is on the editorial boards of the American Journal of Bioethics and Cambridge Quarterly of Healthcare Ethics. In 2008, Dr. Dudzinski co-edited, *Complex Ethics Consultations: Cases that Haunt Us*. Her articles, often pertaining to clinical and organizational ethics have been published in leading bioethics journals as well as NEJM, Pediatrics, and Annals of Thoracic Surgery. She has developed an ethics curriculum for residency programs and teaches bioethics to health care providers, medical students, graduate, and law students. Her research includes methods and practices in ethics consultation, clinical and organizational ethics, ethical issues in transplantation and mechanical circulatory support, large-scale adverse event disclosure, competent refusal of nursing care, moral distress, and ethical issues in end-of-life care.



Marsha Fowler, PhD, MDiv, MS, FAAN, is a Senior Fellow and Professor of Ethics, Spirituality and Faith Integration at Azusa Pacific University, Azusa, CA. She is also an ordained minister in the Presbyterian Church, and holds the honorific "Code Scholar" for her seminal and ongoing work on the Code of Ethics for Nurses (American Nurses Association, 2015). She is recognized as one of nursing's leading ethicists, having worked as a Fellow in Medical Ethics at Harvard University (1978) and as a Kellogg Fellow (1989-92). A prolific writer and speaker, Dr. Fowler has written 10 books including the award-winning *Ethics at the Bedside*, along with hundreds of articles and book chapters. She has also given over 1,100 invited keynotes and plenary presentations.

Daniel S. Goldberg, JD, PhD, is an attorney, a historian, a public health ethicist and associate professor at the Center for Bioethics and Humanities at the University of Colorado Anschutz Medical Campus. His work focuses on the interface of clinical care and population health, with particular attention to chronic illness, the social determinants of health, health inequalities, and stigma. In addition, he maintains an active research program in the history of medicine, and focuses primarily on two topics in 19th century America- the history of medical imaging (especially X-rays) and the history of pain without lesion. His doctoral dissertation addressed the undertreatment of pain in the U.S., and he has been actively writing, teaching, and speaking on the subject of chronic pain since 2000.



Amy Haddad, PhD, RN, teaches ethics in the health sciences and the Master of Science in Health Care Ethics program at Creighton University, where she has been a faculty member since 1988. She is currently a professor emerita. She is the former Director of the Center for Health Policy and Ethics at Creighton and the Dr. C.C. and Mabel Criss Endowed Chair in the Health Sciences. She was selected for the national higher education Scholars Program for the Carnegie Center for the Advancement of the Scholarship of Teaching in 2001 where she evaluated the impact of various methods of teaching ethics in health care including standardized patients. Teaching and learning in ethics, whether in a face-to-face environment or online continues to be the primary focus of her scholarship. She has published numerous textbooks including *Health Professional and Patient Interaction* now in its 9th edition with colleagues Ruth Purtilo and Regina Doherty and *Case Studies in Biomedical Ethics*, now in its 2nd edition, with colleagues Robert Veatch and Dan English. Her poetry has been published in the *AJN*, *Annals of Internal Medicine*, and the *Bellevue Literary Review*. In 2019, Amy was elected a Hastings Center Fellow.

Angela Knackstedt, BSN, RN-BC, is the Health Literacy/Bioethics Clinical Coordinator at Children's Mercy Kansas City, serving children in Missouri and Kansas. Her nursing career has had a focus on nursing professional staff development, bioethics, health literacy, pediatric oncology, injury prevention and advocacy. In her current bioethics role she is the co-director and faculty for the Children's Mercy Certificate Program in Pediatric Bioethics and is also the director of the program's Nurse Leadership Program that works with nurses to develop or expand nursing ethics at their institutions. She co-chairs the Children's Mercy Nursing Ethics Forum which is the voice of nursing in ethics throughout the organization and the organization's Ethics Committee and ethics activities in the Kansas City metro area. Her work with community organizations, including chair-elect for board of Kansas Action for Children, has expanded her work and interest in the areas of health policy ethics and social determinants of health.





Joan Liaschenko, PhD, RN, FAAN, is a Professor and Director of the Ethics Consult Service for the University of Minnesota Medical Center, Fairview; and Professor, School of Nursing. She graduated from Misericordia Hospital School of Nursing in Philadelphia. She obtained a BS from Hahnemann University, an MA from Bryn Mawr College; an MS, PhD, and completed a postdoctoral fellowship at the University of California, San Francisco. She joined the University of Minnesota Faculty in January of 2001. In the Center for Bioethics, she has taught courses on 'Foundations of Bioethics,' 'Dying in Contemporary Medical Culture,' 'Morality and Risk,' 'Animal Ethics,' 'The Social Construction of Health and Illness,' and 'Stories of Illness.' Both her research and teaching are largely informed by feminist scholarship. Her major research interests are clinical ethics, end-of-life care, the morality of professional health care work, and feminist ethics. She also worked on the Minnesota Pandemic Ethics Project. In the School of Nursing, she teaches ethics to masters and doctoral students. She has been a visiting scholar in Australia, New Zealand, Japan, and Germany.

Helene Morgan, MSW, has been serving as a clinical social worker for the first pediatric palliative care program at Children's Hospital Los Angeles. In this role, she provides psychosocial and end-of-life support for patients and their families as part of an interdisciplinary team. She also provides education to medical staff addressing palliative care and offers grief support to medical staff in the form of support groups. In addition, she created a bereavement protocol for parents and families. Previously, she served as a clinical social worker for TrinityKids Care, a nonprofit pediatric hospice providing in-home, end-of-life care to children and their families. She also worked as a project coordinator for the Los Angeles Medical Home Coalition, a pilot project focused on improving the coordination of care for children with special health care needs and their families. She received her master's degree in social welfare from the University of California, Los Angeles. She is an ongoing contributor to the American Academy of Pediatrics' Section on Hospice and Palliative Medicine newsletter.



Carol Pavlish, BS, MS, PhD, RN, FAAN, is currently an Associate Professor and Director of the Prelicensure Programs at the University of California Los Angeles, School of Nursing. Her clinical background is in critical care and oncology. Carol researches refugee women's health and human rights in post-conflict settings. She also studies ethically complex clinical situations to develop techniques for mitigating ethical conflicts and addressing moral distress.

Joseph A. Raho, PhD, is a Clinical Ethicist at the UCLA Health Ethics Center. He serves on the hospital's three ethics committees and is engaged in hospital policy development. He also teaches medical students of the David Geffen School of Medicine at UCLA, and has developed the Ethics Curriculum for Pediatric Fellows. Additionally, he is Lecturer in Bioethics for the Master in Bioethics Program at Loyola Marymount University, where he teaches "Bioethics at the End of Life." Dr. Raho received his B.A. in Philosophy from Providence College, worked on the staff of the President's Council on Bioethics, obtained his Ph.D. in Philosophy, concentrating in end-of-life ethics from the Università di Pisa, Italy, and completed his post-doctoral fellowship in clinical ethics at UCLA. His current research interests include clinical ethics, pediatric ethics, philosophy of medicine, and the ethical issues that arise in the end-of-life context. His publications have appeared in *Medicine, Health Care and Philosophy*, the *Journal of Medicine & Philosophy*, *AJOB Neuroscience*, and *Health Care Ethics USA*, among others.



Darlene Xiomara Rodriguez, PhD, MSW, MPA, is an assistant professor of social work and human services at Kennesaw State University in Georgia. Her research and teaching interests are on civic engagement and political participation, especially as it relates to the utilization of nonprofit organizations as both service and advocacy partners for policy change. She has a keen interest in Latino and immigrant integration and how immigration status facilitates or impedes social welfare, social services, and social justice for newcomers to the U.S. Dr. Rodriguez earned a Ph.D. in Public Administration and Policy, along with an MSW in Community Empowerment and Program Development, from the University of Georgia. She earned an MPA focused on Nongovernmental Organizations from Rutgers University through the U.S. Peace Corps Masters International Program and a B.A. in Psychology from Florida International University.

Hui-wen Sato, MSN, MPH, RN, CCRN, is a pediatric intensive care unit (PICU) nurse. Prior to becoming a nurse, she conducted research amongst the frail elderly in nursing homes, which included toileting, feeding, and exercise interventions to demonstrate the need for greater staffing levels. The research work motivated her to become a bedside nurse, as she found herself drawn to both the science and the art of skillful, wholehearted nursing. Hui-Wen is now passionate about giving voice to the oft-hidden heart experience of nurses as they work in vulnerable closeness to the sick, suffering, and dying. As such, her writing has been featured in *Off the Charts*, the blog for the American Journal of Nursing (AJN), and the *Oxford Handbook of Meaningful Work*.



Mary K. Walton, MSN, MBE, RN, has pediatric nursing background that shaped her approach to engaging patients and their families in care as a clinical nurse, manager, and pulmonary CNS. Transitioning to an adult-care setting as a nurse leader and ethicist provided a practice environment where she effectively integrated clinical ethics, person-and family-centered care and interprofessional collaboration. She provides leadership for two ethics committees and is certified as a Healthcare Ethics Consultant by the American Society for Bioethics and Humanities. She is first author of the Patient Centered Care chapter in the *Quality and Safety Education in Nursing* book, now translated into four languages; and is co-editor of the award-winning, *Person and Family Centered Care*. Her work is influencing nurses through the National Nurse Residency program ethics curriculum and the National Council of State Boards of Nursing Transition to Practice module on Patient-Centered Care. She consults widely with interprofessional colleagues to address complex ethical issues. Ms. Walton's passion for moving the National Academy of Medicine's competency for Patient Centered Care into every aspect of health professions education and practice has contributed to the cultural shift toward person-and family-centered care. She received her BSN and MSN from the University of Pennsylvania, and Masters of Bioethics and certificate in clinical ethics mediation from the University of Pennsylvania School of Medicine.

Schedule

Evening before the Conference – Wednesday, March 20th, 2019

7:00pm-9:00pm **Evening Poster Session**
Pinnacle, Odyssey, Pathways, and Innovation • 1st Floor

Day 1 Thursday, March 21st, 2019 Bearing Witness: Self preservation and Restoration

6:00-7:00 **Wellness Option: Guided Campus Walk (Optional)** • Hotel Lobby

6:00-8:00 **Registration** • Centennial Hallway • 1st Floor

6:15-7:45 **Breakfast Buffet** • Centennial Hallway • 1st Floor

7:45-8:00 **Welcome** • Centennial Ballroom • Katherine Brown-Saltzman

8:00-9:30 **001 • Keynote • The Moral Work of Nursing, Vulnerability, and Moral Community**
Centennial Ballroom (1.5 Social Work CE Hour)
Joan Liaschenko

Description: This presentation explores both the moral work of nursing and the vulnerability inherent in that work. It suggests that a moral community can help members cope with vulnerability by holding identities, clarifying values, reaffirming relationships, and distributing responsibilities, all of which are central to morality.

9:30-10:00 **Break • Refreshments Served** • Centennial Hallway • 1st Floor

Poster viewing • Pinnacle, Odyssey, Pathways, Innovation, and Centennial Hallway • 1st Floor

10:00-11:15 **002 • Plenary • Tackling Moral Distress with the Moral Distress Map**
Centennial Ballroom (1.25 Social Work CE Hour)
Denise Dudzinski

Description: Moral distress leads to feelings of vulnerability and powerlessness. Learning to identify the exact moral issues at stake can help nurses and other healthcare providers find opportunities for empowerment and action. We will analyze a case using the moral distress map to demonstrate the tool's effectiveness in ameliorating moral distress.

11:15-11:30 **Break • Refreshments Served** • Centennial Hallway • 1st Floor

11:30-12:45 **003 • Case Discussion One: What to Do with Mom?**
2nd Floor Breakout Rooms (same as afternoon breakout session locations)
(1.25 Social Work CE Hour)
All faculty and planning committee members

Description: Engage in this session focused on exploring the unique experience of caring for a vulnerable patient with Alzheimer's disease. We will expose common concerns related to whether we can afford to care, whether we will be willing and able to care, and what we must sacrifice in order to care for the elderly. We will explore individual, institutional, and societal challenges to caring for our aging population. Come gain perspective and share your experiences with your fellow healthcare providers.

Objectives:

- Describe the Alzheimer's disease "facts and figures."
- Argue for or against the position that nurses have an obligation to feed persons with dementia who are able to eat safely and who seem to enjoy eating.
- Describe how your team should and would respond to adult children who want nurses to stop feeding a parent with Alzheimer's disease who can safely eat and who enjoys eating.

12:45-1:45 **Lunch** • Alfresco on the Centennial Terrace • 3rd floor

1:45-3:30 Breakout sessions • 2nd Floor (1.5 Social Work CE Hour)

004 • Holding the Identities of Vulnerable Individuals

Optimist A • Joan Liaschenko

Description: This presentation discusses the characteristics of identities, their role in morality, what it means to hold an identity by both people and institutions, and why holding identities is key in practices of supporting vulnerable individuals in health care.

005 • Moral Distress Workshop

Optimist B • Denise Dudzinski

Description: Practice tackling morally distressing cases using the moral distress map. Drawing upon cases from the audience, we will work in small and/or large groups to work through the case. We will identify specific solutions and action plans to improve patient care and diminish moral distress.

006 • Thinking about Difficulty: Using Poetry as a Means to Explore Approaches to Difficulty

Catalyst • Amy Haddad (Not eligible for Social Work CE)

Description: The aim of this interactive session is to use encounters with difficulty as a stepping-off point for learning. Poetry is an excellent means to achieve this aim because of its complexity, ambiguity, and strangeness compared to the usual clinical texts nurses encounter in health care. Strategies will be applied to selected poems with the opportunity for reflection and discussion.

007 • Healthcare Ethics Consultation: Demystifying the Process

Exploration • Mary Walton, Joseph Raho & Angela Knackstedt

Description: You know there is an issue...but how do you begin to address it? When is it something you can address with the interprofessional team and when do you need an ethics consult? Join us as we work through case-based scenarios designed to highlight key elements of the consultation process. We will cover aspects inherent in good ethics consultation, from framing the issue through knowing your role in the actual consultation.

008 • Vulnerability, Care, and Stigma: Case-Based Analysis

Enlightenment • Daniel Goldberg

Description: This interactive session will focus on exploring health stigmas and connecting them to vulnerability and structural inequalities in context of nursing science & healthcare. This session will focus on specific cases as examples.

009 • Exploring Vulnerability: Stories of Human Migration

Artistry • Darlene Xiomara Rodriguez

Description: Welcome to this session which will provide you the opportunity to reflect on the complex issues associated with immigration and migration in America across sectors and statuses. We will use videos and games to identify and reflect upon unique issues related to care and vulnerability with immigrant populations.

010 • The Nurse's Duties to Self: Reclaiming Our Tradition

Illumination • Marsha Fowler

Description: Pediatric cases can be particularly challenging for nurses and other healthcare professionals. Join us as we explore essential ethical concepts and describe a practical approach to addressing these multifaceted cases. We'll also explore the value of narrative inquiry when facing these dilemmas.

3:30-3:45 Break • Refreshments Served • Centennial Hallway • 1st Floor

Schedule

Day 1 Thursday, March 21st, 2018 (Continued)

- 3:45-4:45** **011 • Closing • “Can You Describe This?” Bearing Witness to Vulnerability**
Centennial Ballroom (1 Social Work CE Hour)
Amy Haddad
Description: The aim of this plenary session is to explore the moral value of bearing witness to suffering and trauma in health care settings with emphasis on the perspective of nurses. The vulnerability of patients and healers is examined through the poetry of witness with examples from the presenter's experiences as a nurse, patient and caregiver.
- 4:45-5:30** **012 • Recognizing a Nursing Ethics Leader: A Conversation with Marsha Fowler**
Centennial Ballroom (Not eligible for Social Work CE)
Marsha Fowler & Katherine Brown-Saltzman
Description: Join us for this discussion with Marsha Fowler where she will share with us reflections on her career and professional journey. The interview will focus on Marsha's leadership in the development of Nursing's Code of Ethics, her contributions to nursing education, and her current project involving the exploration of the history of nursing.
- 5:30-6:45** **Award Reception • Centennial Terrace • 3rd Floor**
Poster Viewing • Pinnacle, Odyssey, Pathways, Innovation, and Centennial Hallway • 1st Floor

APU'S SCHOOL OF NURSING CONGRATULATES



Marsha Fowler, PhD, RN

Nursing Ethics Leadership Award Recipient



**AZUSA PACIFIC
UNIVERSITY**

God First Since 1899

Day 2

Friday March 22nd, 2018 Power of Presence as an Ethic of Caring

- 6:00-7:00** Wellness Option: Guided Campus Walk (Optional) • Hotel Lobby
- 6:15-7:45** Registration and Breakfast Buffet • Centennial Hallway
- Poster Viewing (authors not present) • Pinnacle, Odyssey, Pathways, Innovation, Centennial
- 7:45-8:00** Welcome • Centennial Ballroom • Heather Fitzgerald
- 8:00-9:15** **013 • Keynote • Can We Write a Better Story for Ourselves?**
Centennial Ballroom (1.25 Social Work CE Hour)
Jay Baruch
Description: Caring for patients can be a labor of love, driven by our core ideals and values, and a source of profound challenges that test our skills as healthcare providers as well as stress the very ideals that pulled us into healthcare. How can we, as caregivers, reconcile these complicated and conflicting stories? In this talk, I'll describe how writing and my work in the arts gave me tools for recognizing and working through my own struggles as an emergency physician in a busy trauma center.
- 9:15-9:45** Break • Refreshments Served • Centennial Hallway • 1st Floor
- Poster viewing • Pinnacle, Odyssey, Pathways, Innovation, Centennial Hallway • 1st Floor
- 9:45-11:00** **014 • Plenary • Vulnerability, Ethics, and Nursing: Considering Health Stigma**
Centennial Ballroom (1.25 Social Work CE Hour)
Daniel Goldberg
Description: This didactic presentation will focus on defining health stigmas and connecting them to vulnerability and structural inequalities in context of nursing science & care.
- 11:00-11:15** Break • Refreshments Served
Centennial Hallway • 1st Floor
- 11:15-12:30** **015 • Case Discussion Two: Exploring Vulnerability and Presence when Caring for a Patient with a Substance Use Disorder**
2nd Floor Breakout Rooms
(same as afternoon breakout session locations)
(1.25 Social Work CE Hour)
All faculty and planning committee members
Description: Engage in this session focused on exploring the unique experience of caring for a patient with a substance use disorder. We will explore bias, stigma, vulnerability, equity, and resource allocation. Come gain perspective and share your experiences with your fellow healthcare providers.
Objectives:
- Describe common issues present in patients with a diagnosed substance use disorder.
 - Identify three actions or strategies to implement in your practice or work environment.
- 12:30-1:30** Lunch Buffett • Al fresco on the Centennial Terrace



photo credit: Reed Hutchinson

Schedule

Day 2

Friday, March 22nd, 2019 (Continued)

1:30-3:15

Breakout sessions • 2nd Floor (1.75 Social Work CE Hour)

004 • Holding the Identities of Vulnerable Individuals

Enlightenment • Joan Liaschenko

Description: This presentation discusses the characteristics of identities, their role in morality, what it means to hold an identity by both people and institutions, and why holding identities is key in practices of supporting vulnerable individuals in health care.

016 • Moral Distress Workshop

Exploration • Denise Dudzinski

Description: Practice tackling morally distressing cases using the moral distress map. Drawing upon cases from the audience, we will work in small and/or large groups to work through the case. We will identify specific solutions and action plans to improve patient care and diminish moral distress.

017 • Thinking about Difficulty: Using Poetry as a Means to Explore Approaches to Difficulty Catalyst

• Amy Haddad (Not eligible for Social Work CE)
Description: The aim of this interactive session is to use encounters with difficulty as a stepping-off point for learning. Poetry is an excellent means to achieve this aim because of its complexity, ambiguity, and strangeness compared to the usual clinical texts nurses encounter in health care. Strategies will be applied to selected poems with the opportunity for reflection and discussion.

006 • Working with Uncertainty: What Healthcare Providers can Learn from Creative Artists

Illumination • Jay Baruch

Description: Traditional skills and expertise are not enough to prepare future healthcare providers for the complexity, instability, and uncertainty of clinical practice. Uncertainty doesn't feel good, either. It impacts the quality of patient care, communication, empathy and provider well-being. In this session, we'll get messy with uncertainty, which is everywhere in clinical practice and yet often avoided or ignored altogether.

018 • Vulnerability, Care, and Stigma: Case-Based Analysis

Optimist A & B • Daniel Goldberg

Description: This interactive session will focus on exploring health stigmas and connecting them to vulnerability and structural inequalities in context of nursing science & healthcare. This session will focus on specific cases as examples.

019 • Exploring Vulnerability: Stories of Human Migration

Artistry • Darlene Xiomara Rodriguez

Description: Welcome to this session which will provide you the opportunity to reflect on the complex issues associated with immigration and migration in America across sectors and statuses. We will use videos and games to identify and reflect upon unique issues related to care and vulnerability with immigrant populations.

010 • The Ethics of Preserving Meaning in Pediatric Nursing

Legacy A & B • Hui-wen Sato, Carol Pavlish, Helene Morgan

Description: Do you sometimes struggle to find meaning in your work – or wonder if meaning is even worth pursuing? We invite you to a session where we engage with stories (our own and others'), acknowledge and hold suffering and grief, discover ways to soothe the aching heart (our own and others), and remember how to find and reconnect with meaningful moments in pediatric nursing practice.

3:15-3:45

Break • Refreshments Served • Centennial Hallway • 1st floor

Poster viewing • Pinnacle, Odyssey, Pathways, Innovation, Centennial Hallway • 1st Floor

3:45-4:45

020 • Closing: Creating Safe Spaces for Vulnerability

Centennial Ballroom (1 Social Work CE Hour)

Hui-wen Sato

Description: Vulnerability is by definition risky, unpredictable, and at times unsafe. The spaces we occupy on a regular basis in healthcare are full of vulnerability. In this session, we will explore the importance of creating safe spaces for our vulnerability so that we can be empowered to continually bring our presence to our patients and families, each other, and our very selves.

4:45-5:00

Evaluations and Closing Comments • Centennial Ballroom

021 • Poster Sessions • Regularly scheduled throughout the conference

Pinnacle, Odyssey, Pathways, Innovation, Centennial Hallway • 1st Floor

Description: Join your colleagues as they share their work with us in these interactive poster sessions.



Poster Sessions

1 Understanding Moral Distress Among Inpatient Oncology Nurses

Erin Marturano, Hospital of the University of Pennsylvania

2 Opioid Epidemic, Bacterial Endocarditis and 'Best Interest' of the Patient

James Badger, Rhode Island Hospital

3 Human Trafficking: Recognizing, Responding & Reporting in the Healthcare Setting

Carrie Taylor & Carrie Schivato, Reclaim611

4 Effectiveness of the Provider Resilience Mobile Application (PRMA) to Increase Nurses Compassion Satisfaction While Describing the Hospital Ethical Climate

Lisa Smalling, Peggy Kalowes, Melissa Dyo, Long Beach Memorial

5 Use of Aroma Oils with Geriatric Patients in an Acute Care Setting

Aubreylynne Abiva, Saint Joseph Hospital of Orange

6 Exploring Vulnerability – Opportunities for Mindfulness and Reflection for Nurses Practicing in an Intensive Care Unit (ICU)

Christine Joyce, Susan Holland, Jacqueline FitzGerald, Beth Israel Deaconess Medical Center

7 Integrating Nurse to Nurse Support into High Intensity Caregiving

Erin Keith-Chancy, Chante Nixon-Campbell, Sara Mosbacher, Anne Craig, Children's Mercy Hospital Kansas City

8 Nurses Consultations to the Hospital Ethics Committee

Elaine Ware, Kaiser Permanente

9 The Importance of Personal Presence and Positive Relationships for the Ethics of Nursing

Matthew Shea, UCLA Health

10 Balancing Compassion with Ethics: An Interprofessional Endeavor

Christine Bivona-Tellez, Kimberly Setterlund, Azusa Pacific University School of Nursing

11 Ethics Education is the Key to Unlocking Moral Resiliency

Elizabeth Sheffield, Sutter Health

12 Effect of the 3 Wishes Project in the Medical ICU: Increasing Clinician Morale

Kristen Hjelmhaug, Jessica Hainje, Thahn Neville, UCLA Health

13 Balancing Ethical Principles in Utilizing the New UNOS Heart Transplant Allocation Policy

Karen Nissen-Boryczka, UW Health

14 Ethical Implications and Maintaining Nursing Neutrality in Medical Aid In Dying

Wendy Smith, Phillip Bautista, Karen Morin-Green, University of Alaska

15 Unsuspecting Targets– Nursing Educators

Elizabeth Swanson, University of Louisiana at Lafayette

16 Maximizing Ethical Decision-Making Using a Multicultural Interdisciplinary Simulation

Nancy Smee, Samuel Merritt University

17 Nursing Clinical Ethics Liaisons Pilot Program

Michelle Coy, Ben Orth, Yanna Savkova, Troy Daquiaoag, Mayo Clinic Rochester

18 What are Courtesy & Respect? Nurse and Patient Experiences

Elizabeth Mayfield, Martha Highfield, Sherri Mendelson, St. Joseph Hospital in Orange

19 When 'I can' becomes 'I can't': Combatting Burnout and Compassion Fatigue in a Medical Telemetry Inpatient Unit

Valerie Counts, MD Anderson Cancer Center

20 Surrogacy in Shackles: Finding a Voice for the Hospitalized Inmate

Sharon Gray, Elijah Weber, Alden March Bioethics Institute, Albany Medical College

21 Nurturing Resilience in the Clinical Care Team: Implementing a CPR for the Soul Retreat

JoAnne Auger, Tamara Sayegh, Lisa Thompson, Rady Children's Hospital

22 Ethics Rounds Empower Cardiac Nurses to Mitigate Moral Distress

Taylor Brown & Grace Zebertavage, Massachusetts General Hospital

23 Ethics Education and the Promise of a Nurse-driven Ethics Consult Tool

Elise Phelan, University of Colorado Hospital

24 Strategies for Nursing Ethics Engagement at the Bedside

Kimberly Mason, Nicole Omensetten, Donna McKlindon, Children's Hospital of Philadelphia

25 Using the Humanism Pocket Tool with Challenging Patients

Kristin Kopelson, Veteran Affairs

26 The Face in the Mirror

Nishi Jumna, Santa Monica UCLA Medical Center and Orthopedic Hospital

27 Ethics Knowledge in Nursing Education at the Medical University –Sofia: Students' Opinion.

Nikoleta Leventi, Alexandrina Vodenicharova, Medical University - Sofia, Bulgaria

28 Being Present: A Motivational Interviewing Project

Kimberly Whitlock, Jennifer Bartlett, Emory University

29 Pediatric Nursing Ethics Forum: Bridging the Ethics Education Gap of Frontline Staff through Case Studies, Open Discussion, and Vulnerability

Andrea van der Hoek, Dana Johnson, Advocate Children's Hospital

30 Family Meetings in the CICU- Education for Nurses

Susan Gordon, Massachusetts General Hospital

31 Nursing Support for Moral Distress Through Nursing Ethics Committees

Sarah Johansen, Sanford Health

32 Clinical Nurse Engagement in Everyday Ethical Deliberations About Critically Ill Cardiac Medical and Surgical Patients: Impact on Perceptions of Ethical Climate, Moral Distress, and Ethics Self-Efficacy

Susan Gordon, Jamie Ronin, Massachusetts General Hospital

33 Structural Empowerment, Psychological Empowerment, and Compassion Fatigue in Acute Care Nurses in Magnet and Non-Magnet Hospitals in a Regional Health System: A Descriptive, Correlational Study

Sarah Sumner, Providence Saint Joseph Medical Center

34 Vulnerability: Promote, Preserve, and Protect

Monica Thomas, Annette Ouellette, Cathy McCarty, Laura Andrew, Essentia Health

35 The Future of Clinical Ethics: A Hybrid Model of General and Specialty Ethics

Lori Neu, Joan Henriksen, Mayo Clinic Rochester

36 Embedding Resilience Building in a Perinatal Nurse Residency Program: Tea for the Soul

Amy Scott, Candace Kelly, MemorialCare Miller Children's & Women's Hospital Long Beach

37 Pressures of Being A Directed Blood Donor

Amber Lazareff, Dawn Ward, UCLA Health

38 Code Lavender: Resuscitating the Second Victim

Dionne Perry, Memorial Care Orange Coast Medical Center

39 The Nurse-Patient Relationship: Possibilities and Barriers to Person-Centered Care in Corrections

Pele Solell, Emory School of Nursing

40 The Impact of Nursing Ethics Huddles on Participants' Moral Distress

Marianne Chiafery, University of Rochester

41 Deciding for Others: A Journey from Two-Physician Consent to a Collaborative, Committee-based Model

Heidi Funke, Oregon Health & Science University

42 Transforming Diversity in Nursing: Creating a Workforce Diversity Experience Program to Improve Admission, Retention and Graduation of Black and Latinx Nurses in Catholic Jesuit Education

Daniela Vargas, John Hurley, Fr. Timothy Godfrey, University of San Francisco School of Nursing and Health Professions

43 I Want Help I Just Don't Want YOU! Racist requests for Reassignment of Healthcare Providers

Karen Smith, Donna Kennedy-Williams, Henry Ford Hospital

44 Positive and Negative Ethical Experiences of Nurse Leaders in the U.S., Germany, Switzerland and Austria

Lori Birkholz, Old Dominion University

45 Triggering Emotional Responses to Instill Empathy and Professional Practice Behavior in Medical Surgical and Critical Care Nursing Students

Nicholas Rhoades, University of Southern Indiana

46 Caring on Campus: Supporting Caring Attitudes of Student Nurses, Other Student Helping Professions, and the Greater Campus Community Toward People with Mental Illness

Todd Hastings, Cedar Crest College School of Nursing

47 Factors Associated with Physical, Psychological and Social Frailty among Middle-aged and Older Homeless Women

Benissa Salem, UCLA School of Nursing

48 Using Experiential Learning Pedagogy to Enhance Ethical and Compassionate Caring Behaviors Among Newly Graduated Registered Nurses

Benson Yeung, Ghada Dunbar, Dan Wilson, Theresa Drought, Kaiser Permanente Southern California Region

49 Implementing and Improving a Postpartum Mental Health Screening in the Hospital Setting

Siobhan Ford, Cedars-Sinai Medical Center

50 Using an Ethic of Care to Re-interpret Consent in the Management of Care for Addiction Disorders

DiAnn Ecret, Jefferson College of Nursing

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