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General Information

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

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: 25065
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, aftershave, other scented personal products, and no latex balloons or other latex products are allowed.

Emergencies

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

Conference Meals
Continental Breakfast: Thursday and Friday, the Ballroom Circle (weather permitting)
Lunch and Afternoon Refreshments: Thursday and Friday

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.
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 (CERP)
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.

Continuing Nursing Education Recognition Points (CERP)

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.

Conflicts of Interest
The planners and presenters/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).
Brenda Barnum, MA, BSN, RN, is a neonatal intensive care unit Lead RN at Children’s Hospital Los Angeles (CHLA). Her field of practice is educational and neonatal nursing. She is a member of the CHLA’s Ethics Committee and a member of the UCLA Stem Cell Research Oversight Committee. She is a member of the planning committee for the Ethics of Caring held annually in Los Angeles area, as well as the National Nurses United Advocacy Council which is composed of four nurses 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 based education. She received her PhD from the Georgia Institute of Technology in 2013. Her research interests revolve around nursing education, specifically simulation and technical innovation, ethics, spirituality, professionalism, 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 testified to the power of creative endeavor to address the arts in 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 2005 to 2013, where she fostered partnerships with students, staff, and service providers, and translated applied research into innovative community engagement projects and social media. In 2013, Basting returned to the University of Wisconsin-Madison 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 from Children’s Hospital Colorado. She received her MSN from the University of Colorado Denver and her BSN from the University of Massachusetts, Boston. Elissa is a member 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-Saltzmann, MA, RN, is the Co-Director of the UCLA Health System Ethics Center where she works on clinical ethics and collaborative care on wards and in critical care. She earned 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 oncology and pain. Research is focused on nurses’ early indicators in end of life care issues. She is the founder of the UCLA Health Ethics Center, is a member of three ethics committees and Co-chairs the UCLA Medical Center’s Ethics Committee and is the President of the Ethics of Care. Katherine Cornblath, MA, is the Director of the Ethics of Care that has been providing annual ethics conferences for Southern California for 15 years. That conference became the model for the first National Nursing Ethics Conference in 2011. Katherine has been the chair of the planning committee.

Donna Casey BSN, MA, RN, FABC, NE-BC, received her ADN from the State University of New York at Plattsburgh, her BSN from Le Moyne College, her MA from Utica College, and her Doctorate in Executive Practice Nursing from the University of Nevada. She has over 25 years of professional nursing experience including executive positions, education and leadership. Donna is also the co-chair of the CCHS Ethics Committee, a member of the ethics policy and clinical consultation, a member of the ANA Ethics Advisory Board where in collaboration with the ANA, she contributes to the body of knowledge designed to address ethical issues in nursing practice and its implementation. Her areas of specialization include professional and international level, develops and delivers educational materials and disseminates information. Donna's work in nurses for policy and advocates that objectives regarding ethical and human rights are addressed both within and external to ANA.

Anne Demetchychan, RN, BSN, CCRN-CSC, is a Critical Care Specialist at UCLA Health in Los Angeles, CA. She received a bachelor’s of Science in Neuroscience from UCLA in 2004 and a Bachelors of Nursing from the University of California, San Francisco. After graduation, she worked in critical care and then transitioned to the field of Ethics. She was a member of the Cedar Sinai hospital ethics committee and as a member of the ethics committee at UCLA Health. She has served as a member ofethics committees and as a member of the Children’s Hospital Colorado ethics team. She is currently a member of the planning committee for Children’s Hospital Colorado ethics committee.

Theresa S. Drought, PhD, RN, is Director of Medical Ethics at the Kaiser Woodland Hills Medical Center. She got her ADN degree from Merritt College in Oakland and her Bachelors, masters, and PhD from the University of California, San Francisco. She has worked in clinical ethics since 1996, training and teaching several hospital ethics committees. She has authored, co-authored or contributed to articles on the ethics of physician-assisted suicide, medical students, medical errors, and nursing ethics. She has served on the ethics committee for Kaiser Permanente Woodland Hills since 1996 and is a founding member of the OBE conference. She is a member of the American Society of Critical Care Nurses (AACN), Sigma Theta Tau International (STTI), Society of Critical Care Medicine (SCCM), and Association of California Nurses Leaders (ACNL). She has completed an Evidence-Based Practice Fellowship program and is a member of the ANA where she is a member of the ANA COVID-19 Task Force. She is a member of the ANA Ethics Committee and is a member of the American Medical Association’s ACP Ethics Committee.

Heather Fitzgerald, MS, BSN, RN, serves as Clinical Nurse Ethicist at Children’s Hospital Colorado. Dr. Fitzgerald is an ethicist and researcher who trains nurses and other health care professionals on medical ethics. Her research focuses on the ethical challenges that arise in the treatment of newborns and critically ill children. Dr. Fitzgerald has published several articles on medical ethics and critical care ethics. She is a member of the American Society for Critical Care Medicine Ethics Committee and the American College of Obstetricians and Gynecologists Ethics Committee. She has served as a member of the ethics committee for more than 15 years. She has held positions in administrative nursing roles. She has a passion for nursing ethics 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 9 years and recently completed the first national program for Pediatric Bioethics out of the University of Missouri-Kansas City.

Timothy Godfrey, SJ, DNP, RN, PHCN-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 works as a hospital chaplain in a 200-bed hospital in Oakland, CA; and served as director of campus ministry at Georgetown University. His research focus is on nursing ethics and spirituality particularly related to addressing health disparities. He is similarly interested in the on-going mission of Catholic health care within the US.

Gittie Hønssen Koksvik, MA, is a PhD candidate Social Anthropology at the Norwegian University of Science and Technology, where she has been focusing on the ethical and social implications of artificial intelligence and robots in health care. She has explored and presented on ethical issues such as, Human and Machine: a phenomenological approach to human-robot interaction in the ICU and the moral-anthropology of wearable technology in the hospital. In the latter, she participated in the International Conference on Ethics Consultation in Paris in 2014 and invited the NICE 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. Joan also served as the Mahala C. Davis Chair for Ethics at Children’s Hospital Colorado where she received her PhD from the University of Colorado School of Medicine. She is currently 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. She comes from Glasgow, Scotland where he graduated from Law School at the University of Glasgow. Thereafter he lectured in Scots Law at Bell College in London and studied philosophy and theology at Black College, Oxford University. In 1998 he received his PhD 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 theory at the University of British Columbia. He has worked in many opportunities to enhanced her expertise and skills. She has held the position of the Ethics Nurse for the Clinical Ethics Committee at her facility for over 9 years and recently completed the first national program for Pediatric Bioethics out of the University of Missouri-Kansas City.

Karen Jones, MS, BSN, RN-C, 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 is a member of the ethics nurse liaison committee and serves on the ethics consult team and the pediatric palliative care steering committee.

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 is a member of the ethics nurse liaison committee and serves on the ethics consult team and the pediatric palliative care steering committee.
Day 1 - March 19, 2015
Communication and the Patient’s Experience (Continued)
1:30-3:15 Breakout sessions (continued)

**006 • Improving the End-of-Life Experience in Critical Care**

*Anne Basting, PhD & Elissa Brown, MSN, RN, PMHCNS-BC*

**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.
- Work through various scenarios to arrive at ethical end-of-life decisions.

**007 • Can I Hear You? Strategies for Improving Communication When Language Preferences or**

*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.

**008 • Ethics 101: Being Competent About Capacity**

*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.

**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 IOMs 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, discrimination, 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 evidenced 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**

*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 modal 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.
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, pathophysiology, 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.
• Differentiate 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:
• Differentiate 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 such as Relationship-Based Care that highlight the need for nurses’ ongoing moral reflection to meet the ethical challenges of the future. Come home and rediscern 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.
• Describe 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 interprofessional, 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. Boruff 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:
• Verbally understand 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 vulnerable nursing 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, attention 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

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

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.

Poster Session Details

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 ill hospitalized children, it can be difficult to take in the big 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 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 Dermentchyan, BSN, RN, CCN-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
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