DON’T MISS THESE TOPICS

Critical Thinking: Creating a Culture of Success
NCLEX® Success for FACULTY
Incivility Prevention
Accreditation Success

Many HANDS-ON experiences for faculty, including:
Test Item Writing,
Simulation as a Culture, Faculty Retention, Clinical Judgment,
From QSEN to NCLEX®

The Evidence Base of Learning Success
23.5 CE Credits Available
Student Success & Retention
Toolbox with over 100 classroom & clinical ready-to-use tools!

NEW IN 2017!

Diversity World Café
Oral Poster Presentations
CONFERENCE OBJECTIVES:
Upon completion, participants will be able to:

- Develop evidence-based connections between clinical, simulation, and classroom learning.
- Create classroom and clinical learning activities that promote clinical reasoning.
- Develop evidence-based learning experiences based on the NCLEX® Client Needs.
- Identify assessment strategies that provide valid, reliable data for program development.
- Identify factors that create barriers to student success in the classroom and on NCLEX®.
- Analyze evidence-based tools for developing a culture of student success.
- Describe proven strategies to support faculty and curricular success.
- Identify strategies to balance faculty workload while enhancing quality.
Pre-Conference: Thursday, August 3, 2017

6:30–8:00

Session A & B Registration *(continental breakfast included)*

8:00–4:45

**Session A**

6 contact hours

*(full-day session—lunch on your own)*

**Simulation Essentials for Nurse Educators**

J. Raney Linck, MSN, RN & Karin J. Sherrill, MSN, RN, CNE, CHSE, ANEF

This session will be an active, hands-on opportunity to learn, practice and perfect your simulation teaching! Best practices and the evidence-base will be applied to student preparation, high/low-tech application, moulage, the debriefing process, and more. An emphasis will be placed on integrating cultural diversity and the NCLEX® client needs into each experience. Simulation across the curriculum will be addressed. Be prepared to “dig-in” and participate! Remember, what happens in the sim room, stays in the sim room! Comfortable clothes/shoes recommended. (Full schedule, purpose and objectives can be found online.)

8:00–11:15

**Session B**

3 contact hours

**Certified Nurse Educator (CNE®) Exam Prep for Certification: Getting Started**

Mary Judith Yoho, PhD, RN, CNE

This workshop reviews the major topic areas included in the detailed test blueprint of the CNE® Exam. Attendees will become familiar with the organization of the exam and all the major topic areas. Emphasis will be placed on preparing for the exam, with strategies for understanding the competencies. Practice questions and group activities will be used throughout. (Trademark disclaimer on page 10.)

11:15–1:30

**Lunch** *(on your own)* Complimentary shuttle will be provided to the Mall of America // Highly acclaimed Blue Water Grill available at Hilton for lunch // Hike the Minnesota Wildlife Refuge or the Mall of America

12:30–1:30

**Session C Registration**

1:30–4:45

**Session C**

3 contact hours

**Know White and Her Seven Learners +1**

Michele L. Deck, Med, BSN, LCCE, FACCE

Have you ever wondered how to make content memorable for your learners? Have you noticed that there are several different ways to reinforce important information for your learners? Let “Know” White introduce you to her eight learners. In this session you will learn to assess someone’s primary learning style in less than 60 seconds. Learn some innovative methods to appeal to each style of learner.

4:30–6:00

**Session D Registration** // Includes: dinner, decadent dessert, two hours participation, plus 2 contact hours

6:00–8:30

**Session D**

2 contact hours

5 Strategies for Accreditation Success—Expert Panel, Dinner, Collaboration

Do you have questions and concerns about an upcoming external review? This event will help your team focus on the overall assessment, approval, and accreditation process. Whether preparing for initial accreditation/reaccreditation, approval/reapproval, a focused visit, or data collection for an upcoming self-study, you won’t want to miss this important panel discussion. Emphasis will be on your connections with others (faculty, stakeholders, students, et al.) and management of large amounts of data.

- Professional (ACEN/CCNE/CNEA)—State Board of Nursing
- Regional Accreditations (HLC-NCA, SACS, etc.)
- Self-study; interim reports; systematic evaluation; substantive changes

Post-Conference: Sunday, August 6, 2017

7:30–8:00

**Registration** *(continental breakfast provided)*

8:00–12:00

**Session E**

3.5 contact hours

**Test-Item Writing—The NCLEX® Connection**

Tim J. Bristol, PhD, RN, CNE, ANEF

This workshop will focus on the successful development, maintenance, and revision of test items and exams. We will explore strategies to create and revise questions for the purpose of identifying students’ ability to implement safe and effective clinical judgment while providing care. Participants will practice using NCLEX®-related client needs, the nursing process, and quality and safety concepts to enhance the validity of test items. There will be an introductory exploration of item analysis and test blueprints as well. Bring test items to use as practice.
Featured Speakers

**Hilda Alcindor PhD(h), RN, FAAN**
As a nurse of over 40 years, Dean Alcindor is the founding dean of the first Baccalaureate Nursing Program in Haiti (FSIL.org). She has an Honorary Doctorate from Saint Anselm College and was recently inducted into the American Academy of Nursing for her devotion to quality healthcare in Haiti. Fluent in 4 languages, she serves as a consultant internationally in nursing education and healthcare disparities in developing countries.

**Jose Alejandro PhD, RN-BC, MBA, FACHE, FAAN**
Dr. Alejandro is immediate past president of the National Association of Hispanic Nurses. As an educator, he has taught all levels of undergraduate and graduate education. He is currently the director of case management at Tampa General Hospital.

**Gerry Altmiller EdD, APRN, ACNS-BC**
Dr. Altmiller is an associate professor of nursing at The College of New Jersey, a clinical nurse specialist consultant for Einstein Healthcare Network in Philadelphia, and a member of the QSEN Collaboration. She is currently a national consultant for QSEN, serves on the QSEN Institute advisory board, and is the director of the QSEN Institute Regional Center at The College of New Jersey. Dr. Altmiller was a Lindback Award recipient for distinguished teaching in 2014, and has published about quality and safety in graduate and undergraduate nursing education.

**Anne Brett PhD, RN**
Dr. Brett has served at all levels of academia to include faculty, dean, and college president. She mentors faculty across the country in the areas of NCLEX® success, accreditation at all levels, and leadership.

**Tim Bristol PhD, RN, CNE, ANEF**
Dr. Bristol is a student success and retention specialist, focusing on classroom, lab, and clinical learning. He has worked with faculty and students at all levels internationally, making innovation in education accessible to over 900 nursing programs annually.

**Jessie M. Colin PhD, RN, FNE, FAAN**
Dr. Colin is a professor and director of the PhD, nursing executive leadership, and nursing education programs at Barry University's College of Nursing and Health Sciences. She serves as the chair of the education committee of the Florida Board of Nursing and was the first Haitian nurse appointed to the Florida Governor's Haiti Advisory Committee.

**Michele L. Deck MSEd, BSN, LCCE, FACCE**
Mrs. Deck is known internationally for her innovative and active learning strategies. She has been training educators and trainers full-time for the last twenty-two years. She has won the “Excellence in Nursing” award and has been selected as one of the “Great 100 Nurses of Louisiana.”

**Sue Field DNP, RN, CNE**
As Director of Healthcare Education & Industry Partnerships for HealthForce Minnesota, she has become a nationally-known expert in program development, assessment, and accreditation. Working with undergraduate nursing programs, she serves as a resource for faculty nationwide in ACEN, CCNE, and CNEA schools.

**Kathie Lasater EdD, RN, ANEF, FAAN**
Dr. Lasater is a leading expert in higher order thinking and making learning real for students. As a professor of nursing at Oregon Health & Science University in Portland, Oregon, she has led the way in developing the Lasater Clinical Judgment Rubric.

**J. Raney Linck MSN, RN**
Mr. Linck is a simulation and clinical specialist at the University of Minnesota. His years of experience in academic and practice-based education have given him a reputation for innovation in classroom, lab, and clinical learning environments. He serves as a mentor and resource for LGBT students, nurses and faculty.

**Susan Luparell PhD, ACNS-BC, CNE**
Dr. Luparell is an Associate Professor at Montana State University where she has served since 1997. A fellow in the Academy of Nursing Education, she is an expert on the dynamics between teacher and learner and is a nationally sought-after speaker, author and consultant on the topic of incivility in nursing education.

**Teri Murray PhD, RN, APHN-BC, FAAN**
Dr. Murray is the Dean of St. Louis University School of Nursing. She has worked to advance diversity in nursing education by obtaining federal Nursing Workforce Diversity funding to expand educational opportunity to underrepresented groups in nursing education and through her service on the National Advisory Committee to the Robert Wood Johnson Foundation, and much more! Her passion is to improve the health status of vulnerable or at-risk populations.

**Karin J. Sherrill MSN, RN, CNE, CHSE, ANEF**
Mrs. Sherrill is a nurse educator with a passion for faculty development and student success. She teaches at Maricopa Community Colleges and Upper Iowa University, specializing in the integration of the flipped classroom and simulation across the curriculum. As a consultant, speaker and author, she has helped faculty nationwide.

**Deidre Walton JD, MSN, RN-PHN**
Dr. Walton is immediate past president of the National Black Nurses Association. As a retired Lieutenant Colonel from the U.S. Army, she has led the black nurses around the world in being change agents for the future. Her advocacy and experience is sought after by organizations internationally to include the U.S. Congress and White House.

**Virginia Wangerin PhD, RN, CNE**
Dr. Wangerin is the national dean at Upper Iowa University. She is a curriculum design and accreditation expert, helping nursing programs nationwide. Most recently, she has led the implementation of concept-based curricula and led many groups through the process.

**Mary Judith Yoho PhD, RN, CNE**
Dr. Yoho is the National Senior Director of Pre-licensure BSN Program at Chamberlain College of Nursing. With 35 years of nursing experience, she has served in practice, research, policy development, and management. As an expert in testing, assessment, and curriculum, she has been mentoring faculty and students for the past 20 years.
Collaborative Diversity World Café

Jose Alejandro
PhD, RN-BC, MBA, FACHE, FAAN
- Tampa General Hospital
- Hispanic Nursing Students

Tim Bristol
PhD, RN, CNE, ANEF
- Walden University / NurseTim®
- Male Students

J. Raney Linck
MSN, RN
- University of Minnesota
- LGBT Students

Teri Murray
PhD, RN, APHN-BC, FAAN
- St. Louis University
- Diverse Students

Deidre Walton
JD, MSN, RN-PHN
- National Black Nurse’s Association
- Black Nursing Students

Jessie M. Colin
PhD, RN, FRE, FAAN
- Barry University
- International Students

COMPREHENSIVE BIOS AVAILABLE ONLINE

#NurseTimLIVE #NurseTimLIVE
Friday, August 4, 2017
5.5 contact hours

Day 1

7:00–8:00
Registration with exhibitors and posters (continental breakfast provided)

8:00–8:15
Welcome, disclosures, overview

8:15-10:15
Collaborative Diversity World Café
The need to attract, empower, and retain a diverse student body has never been greater. Led by a panel of 6 experts in diversity from around the country, this unique World Café event will allow you to collaborate through engaging 2 hours of exploration, problem solving and hands-on development of plans you can use this fall. Emphasis will be placed on positive action steps for all academic environments. Be a part of the solution by being a part of this life-changing experience.

1. Explore barriers to attracting, empowering, and retaining diverse students.
2. Analyze the evidence-base of developing diversity in the nursing workforce for actionable data in nursing education.
3. Develop plans to be utilized in nursing education to build diversity in the student body.

10:15 – 10:45
Break with exhibitors and poster voting

10:45–11:45
Incivility Prevention: Six Strategies for the Classroom
Susan Luparell, PhD, ACNS-BC, CNE
Does worry about your interactions with students keep you up at night, make it hard to get up in the morning, or diminish your desire to go to work? Has an uncivil interaction with a student stolen your joy for teaching? Do you struggle maintaining a classroom environment that is conducive to learning? If so, this session is for you! One of the most challenging aspects of the faculty role is dealing with difficult student situations, and most of us are unprepared for these situations when we come into the faculty role.

1. Discuss common challenges faced by faculty in managing the classroom environment.
2. Discuss the responsibilities of the nurse educator to create a civil learning environment.
3. Discuss at least 4 strategies to help prevent incivility in the classroom.

11:45–1:00
Lunch (provided) and poster display/discussions/voting

1:00–2:15
BREAKOUT SESSION 1 Create your own experience! (See full session descriptions on right.)

2:15–2:45
Break with exhibitors and poster voting

2:45–4:00
BREAKOUT SESSION 2 Create your own experience! (See full session descriptions on right.)

A
Faculty Incivility: Growing a Strong Team
Susan Luparell, PhD, ACNS-BC, CNE

B
ESL and Diversity: Helping Students Succeed
Jessie M. Colin, PhD, RN, FNE, FAAN and Karin J. Sherrill, MSN, RN, CNE, CHSE, ANEF

C
Creating a Culture of NCLEX® Success
Tim Bristol, PhD, RN, CNE, ANEF

D
iPads, Tablets, and Handhelds: A Hands-on Exploration of the Evidence Base!
J. Raney Linck, MSN, RN

A
QSEN in Clinical: 6 Competencies for Higher Level Learning
Gerry Altmiller, EdD, APRN, ACNS-BC

B
Diverse Faculty: Support and Strength Panel Discussion
Expert Diversity Panel

C
Flipping the Classroom: Friend or Foe?
Tim Bristol, PhD, RN, CNE, ANEF

D
Alternate Format and Innovative Test Items: Critical Thinking Matters
Mary Judith Yoho, PhD, RN, CNE

Posters (1 contact hour)
Vote for best in 4 categories: Creative, Evidence-base, Immediate Application, NCLEX® Focus
1 Breakout Session
1:00–2:15

A Faculty Incivility: Growing a Strong Team
Susan Luparell, PhD, ACNS-BC, CNE

Most faculty have had at least some experience with poor student behavior, and it is tempting to examine the issue solely from the perspective of student character flaws. However, poor student behavior sometimes is a reflection of the overall culture of a program. If faculty treat each other in an uncivil manner, students may come to believe that such behavior is the norm within nursing. Thus, in order to foster professional development in our students, we must first explore our own individual and team behavior.

B ESL and Diversity: Helping Students Succeed
Jessie M. Colin, PhD, RN, FRE, FAAN
Karin J. Sherrill, MSN, RN, CNE, CHSE, ANEF

The growing diversity of our student population provides a variety of perspectives within that population, but also more challenges for our educational toolbox. This session will look at the evidence for best practices for meeting the needs of our students who are English language learners. The goal will be to provide participants with concrete strategies to maximize student success.

C Creating a Culture of NCLEX® Success
Tim Bristol, PhD, RN, CNE, ANEF

The NCLEX-RN® and NCLEX-PN® exams are based on the clinical practice of the new nurse. The exams are designed to assess the cognitive and mental processing as an indicator of readiness for practice. The exams do not assess what a graduate knows but rather “how” they know. Developing a culture where “processing” is the focus helps students form habits for success in clinical and on NCLEX®. From fundamentals to complex nursing care, this session will give you the tools needed for success.

D iPads, Tablets, and Handhelds: A Hands-on Exploration of the Evidence Base!
J. Raney Linck MS, RN

Keeping clinical reasoning as the central theme, we will explore the use of mobile devices in education. This hands-on session will give participants an opportunity to experience strategies that have proven effective in all levels of education and practice. From active learning to assessment and professional practice, the power and pitfalls of these devices will be addressed. (Bringing a device is welcomed, but not required.)

2 Breakout Session
2:45–4:00

A QSEN in Clinical Teaching: 6 Competencies for Higher Level Learning
Gerry Altmiller, EdD, APRN, ACNS-BC

This presentation will describe teaching strategies that support the QSEN competencies and demonstrate how they can be integrated into student learning in the laboratory and practice setting. Participants will learn how to emphasize the knowledge, skills, and attitudes that support developing competency and discover teaching tools and resources readily available that can be easily implemented in the clinical setting.

B Diverse Faculty: Support and Strength Panel Discussion
Jose Alejandro, PhD, RN-BC, MBA, FACHE, FAAN; Jessie M. Colin, PhD, RN, FRE, FAAN; J. Raney Linck MS, RN; Teri Murray, PhD, RN, APHN-BC, FAAN; Deidre Walton, JD, MSN, RN-PHN

The need for a diverse faculty cannot be overstated. Whether the pursuit is attracting and retaining a more diverse student body or ensuring that the concept of diversity is well-developed in the curriculum, having diversity in the faculty team is vital. This group of experts will lead an engaging discussion of the evidence base, best practices, and lived experiences.

C Flipping the Classroom: Friend or Foe?
Tim Bristol, PhD, RN, CNE, ANEF

Whether you are a seasoned flipper, or just considering how to get the students to read before coming to class, this session will give you the opportunity to look at teaching and learning in a whole new light. The flipped classroom strategy can bring many benefits and challenges. Through developing a culture of guided study, students will come prepared for situated learning. We will explore development of pre-class, class time, and post-class learning activities that are helpful with or without flipping.

D Alternate Format and Innovative Test Items: Critical Thinking Matters
Mary Judith Yoho, PhD, RN, CNE

This session will assist faculty in developing the knowledge and skills needed to create exams that assess critical thinking and clinical reasoning. Alternate-format questions and innovative item types help prepare students for NCLEX® success and provide valid assessment feedback to the nursing program. Alternate-format questions include select all that apply, rank order, fill-in, hot spot and use of chart exhibit or other evidence. Guidelines for developing test items, stems, choices, and rationales will be explored.
### Saturday, August 5, 2017
5.5 contact hours

#### 7:30–8:30
Registration with exhibitors and posters (continental breakfast provided)

#### 8:30–9:45
**BREAKOUT SESSION 3** Create your own experience! Oral Poster Presentations included! Select Poster Abstracts will be chosen for Oral Presentation. Each presentation will be 20 minutes with a 5-minute Q/A. See instructions on the right to be considered for an oral presentation.

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<td><strong>Culture and Diversity</strong>&lt;br&gt;3 Abstracts Presented with Q/A</td>
<td><strong>Clinical Learning and Assessment</strong>&lt;br&gt;3 Abstracts Presented with Q/A</td>
<td><strong>Simulation Learning and Assessment</strong>&lt;br&gt;3 Abstracts Presented with Q/A</td>
<td><strong>Curricular Success</strong>&lt;br&gt;3 Abstracts Presented with Q/A</td>
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#### 9:45–10:15
Break with exhibitors and poster voting

#### 10:15–11:30
**BREAKOUT SESSION 4** Create your own experience! (See full session descriptions on right.)

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<td><strong>Assessing Student Clinical Performance</strong>&lt;br&gt;Kathie Lasater, EdD, RN, ANEF, FAAN</td>
<td><strong>Concept-based Curriculum: Taking the First Steps</strong>&lt;br&gt;Virginia Wangerin, PhD, RN, CNE</td>
<td><strong>QSEN Across the Curriculum (hands-on)</strong>&lt;br&gt;Tim Bristol, PhD, RN, CNE, ANEF</td>
<td><strong>Notetaking That Works: Forming Habits for Success (hands-on)</strong>&lt;br&gt;Karin J. Sherrill, MSN, RN, CNE, CHSE, ANEF</td>
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#### 11:30–12:30
Lunch (provided) // posters close @ 12:30

#### 12:30–2:00
**Clinical Judgment Across the Curriculum: Cracking the Code**<br>Kathie Lasater, EdD, RN, ANEF, FAAN

- Research shows the first year of practice is challenging. Of most concern is clinical reasoning or making sound clinical judgments that enhance patient safety and care outcomes. This session will invite academic educators to engage in some “sleuthing” to crack the code for better preparation of our students for these realities.
- Strategies for enhancing clinical reasoning and the development of clinical judgment will be presented.
- Participants will determine next steps for fostering clinical judgment in their own teaching practices.
  1. Define clinical judgment and the clinical reasoning process in nursing.
  2. Describe several strategies for fostering clinical judgment in prelicensure nursing students.
  3. Determine the next step to promote clinical judgment development in your curriculum or practice.

#### 2:00–2:30
Break with exhibitors

#### 2:30–4:00
**Bringing Clinical to Class: A Practice Model for Didactic Learning Experiences**<br>Tim Bristol, PhD, RN, CNE, ANEF

- Students need to see direct application of important concepts and content learned in lecture. This session will help faculty identify key opportunities to help students appreciate how didactic learning will apply in the clinical setting. Using readily-available clinical and instructional tools, faculty are able to create a learning experience that is both memorable and effective. Understanding the principles of realism, educators help students better retain vital concepts while keeping them engaged. Whether your class size is 20 or 120, this closing session will be an engaging experience of learning by doing.
  1. Describe the evidence-base supporting the realism in the classroom.
  2. Develop a learning activity for lecture that is based on clinical.
  3. Identify challenges of using clinical tools in the classroom.

#### 4:00–4:15
Wrap-up and evaluation

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**NurseTim’s team is committed to giving back! (see article on the back cover)**

For over 10 years, Dr. Bristol has worked in Haiti with Haitian nursing faculty and students...
Breakout Session
8:30-9:45

4 Oral Poster Presentation Options
In each category, 3 poster abstracts will be selected to share a 20-minute oral presentation. Emphasis will be on direct application and how faculty can enhance what they are currently doing to meet key goals. When you share, we all win. You choose!

A Culture and Diversity
Emphasis is placed on both how to help students from diverse backgrounds, as well as how to help faculty integrate culture and diversity into every learning experience.

B Clinical Learning and Assessment
These oral abstracts will focus on best practices and the evidence base in managing clinical learning experiences.

C Simulation Learning and Assessment
Simulation is an essential part of the curriculum. These oral presentations will focus on how to manage simulations and how to make simulation an effective curricular thread.

D Curricular Success
Success comes when faculty and students are working together to enhance outcomes. These 3 oral presentations will give concrete exemplars of programs attaining success for all.

Assessing Student Clinical Performance
Kathie Losater, EdD, RN, ANEF, FAAN
Assessing prelicensure students’ clinical performance is often a challenge for nursing faculty. Applying standards and pursuit of learning outcomes with a diverse student body can be daunting and uncover faculty bias. This session will consider strategies for gaining confidence in assessment of clinical performance and providing constructive feedback that supports student progression. It will conclude with learners identifying at least one new strategy to use on their own.

Concept-Based Curriculum: Taking the First Steps
Virginia Wangerin, MSN, RN, CNE
Making a curricular change toward a concept-based curriculum involves many steps. In this session, consider strategies for negotiating a successful curriculum change project, including visioning, defining the scope of the project, and building capacity for concept-based teaching and learning. Explore several approaches to curricular change, including melding concepts into an existing curriculum versus building a new curriculum, and launching some of the first steps to get started.

QSEN Across the Curriculum (hands-on)
Tim Bristol, PhD, RN, CNE, ANEF
The Quality and Safety Education for Nurses Project offers faculty a framework that promotes growth in clinical reasoning. Using the six competency domains, we will consider relevant learning activities across the curriculum. We will explore assumptions, active learning strategies, and assessments that promote growth in the knowledge, skills, and attitudes required of the nurse in today’s healthcare industry.

Notetaking That Works: Forming Habits for Success (hands-on)
Karin J. Sherrill, MSN, RN, CNE, CHSE, ANEF
When students are processing large volumes of information, it is difficult for them to reach higher levels of cognitive learning (e.g., application and analysis). Helping students learn how to learn begins with helping them form effective and efficient methodology in managing large amounts of information. This often includes creating habits related to notetaking while reading and during lecture. This also includes a process of organizing information for easy retrieval at a later date. Participants will explore these principles through hands-on activities meant to replicate the student experience.
Make check or money order payable to NurseTim, Inc.

Please mail registration form & fees to:
NurseTim, Inc.
P.O. Box 86
Waconia, MN 55387

Register online:
www.nursetim.com/nutsandbolts

Questions?
Email: workshops@NurseTim.com
Toll-Free: 866.861.2896
Fax: 866.861.2896
**Registration**  
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- [ ] Discover  
- [ ] American Express

Name (as it appears on card):  
Expiration Date:  
Card #:  
Security/CVV:  
ZIP Code (of card holder):  
Signature:  
How did you hear about us?  
- [ ] Email  
- [ ] Mail  
- [ ] Colleague  
- [ ] Online  
- [ ] Other

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**Early-Bird Rates—Postmarked or Registered Online by June 15**  
Active NurseTim, Inc. webinar subscriber discount available upon request. Email workshops@nursetim.com for more information.

**Main Conference—Aug. 4-5**  
(continental breakfast and lunch included)

| Individual: | $405 USD // $435 AFTER June 15 |
| 3+ registrations mailed together: | $380 ea. USD // $410 AFTER June 15 |
| 6+ registrations mailed together: | $355 ea. USD // $375 AFTER June 15 |

**Breakout Selections:**  
(Choose A, B, C, or D for each)

| Session 1: Aug. 4, 1:00–2:15 |
| A. Faculty Incivility: Growing... |
| B. ESL and Diversity... |
| C. Creating a Culture... |
| D. iPads, Tablets, & Handhelds... |

| Session 2: Aug. 4, 2:45–4:00 |
| A. QSEN in Clinical Teaching... |
| B. Diverse Faculty: Support... |
| C. Flipping the Classroom... |
| D. Alternate Format... |

| Session 3: Aug. 5, 8:30–9:45 |
| A. Culture and Diversity |
| B. Clinical Learning... |
| C. Simulation Learning... |
| D. Curricular Success |

| Session 4: Aug. 5, 10:15–11:30 |
| A. Assessing Student Clinical... |
| B. Concept-based Curriculum... |
| C. QSEN Across the Curriculum... |
| D. Notetaking That Works... |

**PRE-CONFERENCE SESSIONS—AUG. 3**  
(continental breakfast included)  
*Note: Session A is a full-day workshop. You cannot choose both A and B, nor A and C.*

| Session A: Simulation Essentials for Nurse Educators (all day 8:00–4:45 with lunch on your own) |
| $285 (USD) |
| $160 (USD) for any half-day workshop (Session B or C) lunch on your own |

| Session B: Certified Nurse Educator (CNE) Exam Prep for Certification: Getting Started (8:00–11:15) |
| $160 (USD) |

| Session C: Know White and Her 7 Learners +1 (1:30–4:45) |
| $160 (USD) |

| Session D: 5 Strategies for Accreditation Success (6:00–8:30 with dinner included) |
| $85 (USD) |

**POST-CONFERENCE SESSION—AUG. 6**  
(continental breakfast included)

| Session E: Test-Item Writing—The NCLEX® Connection (8:00–12:00) |
| $170 (USD) |

**Total Amount Enclosed**
CALL FOR POSTERS!

Consider submitting a poster related to nursing education or an evidence-based clinical study with implications for nursing education. Abstracts will be peer-reviewed and participants chosen will be notified by July 20. Some may be selected for oral presentation.

Submit by July 15
You may download complete poster presentation guidelines at NurseTim.com/nutsandbolts/. For questions, please email kg@nursetim.com or call 952-913-6185.

Hiking for Haiti

NurseTim’s team is committed to giving back. For over 10 years, Dr. Bristol has worked in Haiti with Haitian nursing faculty and students. This year you can help! Every Nuts & Bolts participant gets a pedometer. NurseTim will give one dollar for every 1000 steps to the Haiti Nursing Foundation (www.haitinursing.org). Whether you are hiking the Mall of America or the National Wildlife Refuge, your steps will help nursing students in Haiti.

FREE PEDOMETER FOR ALL PARTICIPANTS!

REGISTER ONLINE! NurseTim.com/nutsandbolts