Preface xiii
Joni Tornwall

On-the-Go Strategies to Enhance Resilience and Self-Care: Using Technology to Create Healthy Work Cultures 501
Linda A. Roussel

Professional burnout is a significant occupational hazard resulting in lower job commitment, poor patient outcomes, reduced performance, lower job satisfaction, and frequent absenteeism. Models exist that provide guidance in addressing burnout, improving resiliency, and well-being. Advancing evidence-based, multidisciplinary solutions to improve patient care by caring for the caregiver is the cornerstone to increasing resiliency, well-being, empathy, and gratitude. Developing resilience in health care includes a wide array of technological methods to facilitate well-being. Digital journaling, mood tracking, meditation apps, habit tracking, lifestyle apps, and wearable technology are strategies to deal with stress and compassion fatigue.

Addressing Challenges to the Development, Delivery, and Evaluation of Continuing Education for Nurses 513
Elisa C. Jang

Continuing education is essential for professional nurses to meet the challenges of today’s dynamic health care environment. Nursing professional development practitioners need to stay abreast of the latest methods and best practices in development, delivery, and evaluation of continuing education needs. Competency-based continuing education programs are based on principles of adult learning and contribute to a culture of autonomy and empowerment. The use of educational technology and collaboration among emerging clinical roles facilitates opportunities for professional nurses to stay engaged in lifelong learning.

The Power of Presence in Virtual Teaching and Practice Environments 525
Elizabeth Anne Crooks and Nancy P. Wingo

This article examines the concept of telepresence and the use of video chat platforms to facilitate family and nurse presence in hospital settings. Ethical, technical, and logistical challenges for using video chat platforms at the bedside are addressed. In addition, the Community of Inquiry model is used to explore how human presence is facilitated in distance-accessible nursing education. Special focus is on the use of technology to meet the challenges of presence during virtual nursing instruction.
Student Response Systems in Online Nursing Education

Elizabeth Hutson

Student response systems (SRSs) can be used in online nursing courses to promote student engagement with the course content, their classmates, and the instructor. An overview of the challenges and opportunities of SRSs in online nursing education are described, and examples of implementation of an SRS in an online, synchronous nursing course are provided. Recommendations and best practices for using SRSs in nursing education are summarized.

Influence of Technology in Supporting Quality and Safety in Nursing Education

Gerry Altmiller and Loraine Hopkins Pepe

Despite the unprecedented obstacles created by the COVID-19 pandemic, nursing professional development practitioners and nurse educators successfully harnessed educational technology to disseminate an extraordinary amount of vital information needed to provide care to a society in crisis. The agile adoption of educational technology allowed rapid access and dissemination of information that carried institutions through the uncharted waters of the pandemic and created a roadmap for mass education techniques to guide not only future disaster preparedness and crisis intervention but also application of nursing education in all arenas.

Best Practices for Facilitating the Mentoring Experience for Nursing Students of Color

Yolanda M. Nelson

The need to increase diversity in the profession of nursing requires innovative approaches to recruit, retain, and graduate nurses from diverse racial populations. Mentorship has proven to be an effective retention and success strategy for nursing students. This article describes best practices for mentoring nursing students of color and aims to increase awareness of the impact of mentorship and its role in increasing diversity within the profession of nursing. The role technology plays in the facilitation of flexible and effective mentorship programs is explored.

Frameworks and Technology for Triangulation of Feedback to Support Learning

Joni Tornwall and Sarah Rusnak

Nurse educators and students are partners in co-creation of a classroom culture of assessment for learning rather than assessment of learning. Three essential sources of feedback—instructor feedback, peer feedback, and self-reflection—contribute to development of metacognitive skills necessary for nursing practice. Triangulation of feedback from multiple sources develops skills in peer evaluation, professional accountability, emotional regulation, and lifelong learning. Feedback processes are supported by creative use of learning technologies such as learning management systems, survey tools, videography using institutional equipment or students’ personal devices, social annotation strategies and applications, and audience response systems.
Teaching Strategies for Online Nurse Practitioner Physical Assessment and Telehealth Education

Heidi Bobek

Physical assessment courses for nurses typically include a didactic education component and a physical skills laboratory for hands-on practice. Skills instruction focuses on a head-to-toe assessment of body systems, including inspection, palpation, percussion, and auscultation. Comparable learning outcomes can be achieved in both online and traditional classrooms. Telehealth education needs to be included in physical assessment instruction as telehealth services expand to provide greater access to health care. This article provides strategies for incorporating education into online physical assessment courses for nurses and suggests online resources for effective telehealth integration into clinical practice.

Disaster Preparedness: Keeping Nursing Staff and Students at the Ready

Todd E. Tussing, Holly Chesnick, and Amy Jackson

Humanity is facing an increasing threat to life and property due to an increase in disasters. Disasters occur with little warning and can last for hours or months. Current literature reveals that most nurses are not prepared for a disaster in their community. Continual readiness requires the engagement of staff and nursing students in disaster plan development, review, and implementation. Development of educational training programs that are ongoing, easily accessible, engaging, and realistic is best for skills and competency acquisition. Technology, such as virtual simulation, shows great potential to prepare health care professionals and should be incorporated into disaster preparedness plans.

Nursing Ethics Education: Thinking, Feeling, and Technology

Dónal P. O’Mathúna

Health care ethics education has focused on the four principles approach. Although relevant and important, this dimension is insufficient on its own. Emotional, cultural, spiritual, and relational aspects of ethics must also be addressed. Ethics cases are important in ethics education but should include everyday ethics scenarios that can be messy and emotional. Such situations occur regularly in nursing practice, making microethics particularly relevant to nurses. Art, songs, film, and literature provide stories that allow exploration of everyday ethics. Technology can facilitate this and promote ethics comportment, but more work is needed to demonstrate how best to do this.

Future Perspectives on Nursing Policy, Technology, Education, and Practice

Sunny Biddle Nethers and Jeri A. Milstead

This article addresses the relationship of governmental laws and regulations and private sector policies to nurse practice. Integration of the policy process in nurse education curricula is discussed in relationship to the potential to effect sustainable, equitable policy change and prepare nurses who are ready to assume leadership roles. Nurse input in the selection, use, and evaluation of technology in education, practice, and policy is framed within the leadership role of the basic and advanced nurse.
Interprofessional Simulation in a Digital World: Teaching Collaborative Practice in Web-Based Environments 639
Lisa Rohrig, Stephanie Burlingame, Miranda Bertie Dickerson, Edith A. Harter, and Stephanie Justice

Interprofessional education (IPE) is difficult to implement for many reasons. The Excellence in Interprofessional Simulation Education is an effective in-person IPE program that pivoted to a teleconferencing format. We conducted 40 simulations with 800 students representing nursing, advanced practice nursing, medicine, respiratory therapy, occupational therapy, physical therapy, pharmacy, medical dietetics, speech and language pathology, and social work in an academic year. Months of careful planning to recreate all aspects of the in-person activity in a web-based environment, create roles and duties, and conduct simulation dress rehearsals were necessary for success. Students who participated rated the simulations as highly effective.

Innovative Pedagogical Approaches to Teaching Advanced Forensic Nursing 653
Patricia M. Speck, Elizabeth Burgess Dowdell, and Stacey A. Mitchell

Forensic nursing is a specialty in nursing with unique knowledge and skills, founded on a theoretic framework identifying three pillars of knowledge—legal principles, forensic science, and forensic nursing with concepts, context, and content unique to the specialty. To care for patients with trauma backgrounds, who are or have intersected with the legal system, forensic nursing education and subsequent certification today requires educational technology. Transforming learning takes demonstrative activities, changing them into interactive dynamic opportunities that teach metacognitive activities to provide complex trauma-informed care in the aftermath of violence, to forensic nurses.

Nursing Students with Disabilities: A Guide to Providing Accommodations 671
Laura Stinnette Lucas, JoAnne Silbert-Flagg, and Rita F. D’Aoust

The number of nursing students with disabilities entering nursing school continues to rise along with the critical need for nurses. According to federal law, accommodations must be implemented in the classroom and clinical area for nursing students with disabilities. Faculty and administrators must protect the civil rights of those with disabilities by addressing barriers to student success and establishing accommodations. By using adaptive equipment, service animals, and other accommodations, nursing students with disabilities can be successful in providing safe and effective care to patients and add to diversity and inclusion in the nursing profession.