Conversations in Ethics

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

www.ethicsofnc.org
To register, please visit www.ethicsofcaring.org

Standard Rates
- Full Conference, Thursday & Friday: $470.00 Early, $520.00 Regular, $570.00 After
- Thursday ONLY: $270.00 Early, $320.00 Regular, $370.00 After
- Friday ONLY: $245.00 Early, $295.00 Regular, $345.00 After

Sponsoring Organization Rates
- Full Conference, Thursday & Friday: $395.00 Early, $445.00 Regular, $495.00 After
- Thursday ONLY: $255.00 Early, $305.00 Regular, $355.00 After
- Friday ONLY: $230.00 Early, $280.00 Regular, $330.00 After

Full-Time Student Rates
- Full Conference, Thursday & Friday: $395.00 Early, $445.00 Regular, $495.00 After
- Thursday ONLY: $255.00 Early, $305.00 Regular, $355.00 After
- Friday ONLY: $230.00 Early, $280.00 Regular, $330.00 After

Registration includes daily breakfast and lunch. Full Conference Registration and Thursday Registration also include a reception.

Hotel
Hilton Universal City Walk
555 Universal Hollywood Drive - Universal City, CA 91608
Reservations: (818) 506-2500
Special Conference Rate: $159 per night + tax
Use group code NNEC

“The single biggest problem in communication is the illusion that it has taken place.”
- George Bernard Shaw
Conference Hotel
Hilton Universal City Walk  (Los Angeles)  
555 Universal Hollywood Drive  
Universal City, CA 91608  
(818) 506-2500

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

Registration
Sierra Foyer

Conference Office and Presenter Check-in Hours
Wednesday, March 18th 5:00 pm – 6:30 pm  
Thursday, March 19th 6:45 am – 5:00 pm  
Friday, March 20th 6:45 am – 1:30 pm

Conference Office and Presenter Check-in Hours
Wednesday, March 18 5:00 pm – 6:30 pm
Thursday, March 19 6:45 am – 5:00 pm
Friday, March 20 6:45 am – 4:30 pm

All speakers and poster presenters must check in at the

Hotel Dining
Cafe Sierra is located on the Lobby level.  
Hours: 6:30 am – 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 “O” for the operator from any house phone or from your  
shopping room and they will contact 911 and the security  
department

First Aid
Dial “O” 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: 43

Open 24 hours with room key and credit card

Concierge Desk
Located on the Lobby Level next to the Front Door  
Extension: 43

Open from 6:00 am – 10:30 pm

Chemical Sensitivities
Remember that an increasing number of people have  
chemical sensitivities. We ask that all conference attendees  
be mindful of this and not wear perfumes, aftershaves, other  
scented personal products, and no latex balloons or other  
latex products are allowed.

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

Dinner: on your own

Lunch in the Ballroom Circle (weather permitting)

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.

Contact Hour Credit
Participants earn 15.5 contact hours 7.5 hours on Day One; 8 hours on Day Two) for the Ethics of Caring 2015 National Nursing Ethics Conference (NNEC). AACN is an accredited continuing nursing education provider by the American Nurses Credentialing Center’s Commission on Accreditation. AACN has been approved as a provider of continuing education in nursing by the State Boards of Nursing of California (#01036) and Louisiana (ABN12). AACN programming meets standards for most states that require mandatory continuing education contact hours for license renewal. Continuing nursing education credit is calculated on a 60-minute contact hour and is determined by the number of sessions a participant attends.

A continuing education recognition point (CERP) equals 60-minutes of continuing education. CERPs offer a wider range of learning activities and are recognized by the AACN Certification Corporation. Many state boards of nursing and other certification organizations recognize CERPs as meeting continuing education requirements. AACN recommends consulting with the state board or credentialing organization before submitting CERPs to fulfill continuing education requirements.

Disclosure
Conference participants must create an AACN ID number during the registration process. After the conference, participants should follow the prompts at 2015 CNE Evaluations to enter their program and session evaluations and print their certificate. This link can be found electronically at http://ethicsofcaring.org/ under the CNE/Evaluation tab. Participants must complete both program and session evaluations to receive CNE contact hours. Nursing participants may enter their evaluation information until April 17, 2015.

Conflict of Interest
The nurse planners and faculty of the conference have identified only one actual/potential conflict of interest. This conflict will be disclosed by the faculty member at the beginning of that particular session.

Commercial Support
No financial or in-kind support has been provided for this conference.

Non-endorsement of products or services
AACN’s provider status refers only to CNE and does not imply that there is real or implied endorsement of any product, service, or company referred to in this conference.

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).
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 directed educational projects that employ 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 2003 to 2013, where she fostered partnerships between scholars, students, and service providers, and translated applied research into innovative practice. She has a background in the arts and social media. In 2013, Basting returned to the Department of Theatre to fostered partnerships between scholars, students, and service providers, and translated applied research into innovative practice.

Jennifer L. Bartlett, PhD, RN-BC, CNE, CHSE, is an Assistant Professor of Nursing and the Simulation Coordinator at Kenneth State University where she is directly involved in the development, implementation, and evaluation of a curriculum accredited by the Commission on Collegiate Nursing Education. She was awarded the PhD degree in Clinical Nurse Education and published her research in 2013. Her research interests revolve around nursing education, specifically simulation and technical innovation, ethics and spirituality, and healthcare quality improvement. She trained and served as an ethics consultant in the Bon Secours Richard system.

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Elissa Brown, MSN, PMHCNS-BC, RN, is a Psychiatry/Mental Health Clinical Nurse Specialist, retired from Mount Saint Mary’s Hospital. She received her BSN from the University of Wisconsin-Milwaukee and her MSN from the University of Wisconsin-Madison. Elissa is a member of the Planning Committee for the Ethics of Caring Conference held annually in the Los Angeles area, as well as the National Nurses Honor Society, and is a member of the ANA Ethics Committee.

Katherine Brown-Saltzman, MA, RN, is the Co-Director of the UCLA Health System Ethics Center and the Ethics Committee at Ronald Reagan UCLA Medical Center. She served as the Nurse Practitioner and Ethics Consultant at UCLA Health from 2011-2015. She received 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. A significant area of research is centered on nurses’ early indicators in end-of-life decision-making. Brown-Saltzman is the founder of the UCLA Ethics Center, a member of three ethics committees and Co-chairs the UCLA Medical Center’s Ethics Committee. She works as the only registered nurse on the President of the Ethics of Caring Committee. Katherine was named to the ANA’s list of 100 Nurses Who Made a Difference in 2009 and has been providing annual ethics conferences for Southern California since 1996. 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 Buffalo, her BSN from Mount Saint Mary’s College in Lodi, New York, and her MA from Niagara College. She is Board Certified in Executive Nursing Practice from the University of Nevada. She has over 25 years of professional nursing experience including clinical practice, education, and leadership. Donna is also the co-chair of the CECs Ethics Committee that addresses ethical issues in clinical practice and policy and clinical consultation. Donna is a Fellow of the American Academy of Nursing (AAN), American Academy of Critical-Care Nurses (AACN), Sigma Theta Tau International (STTI), Society of Critical Care Medicine (SCCM), and Association of California Nurse Leaders (ACNL). She has completed an Evidence-Based Practice nursing fellowship program and is a Master in Leadership Academy at UCLA. Donna currently leads, facilitates, and implements improvement initiatives within the Department of Medicine at UCLA.

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 bachelor’s, master’s, and PhD from the University of California, San Francisco. She has worked in clinical ethics since 1995, training and chairing several hospital ethics committees. Her scholarship and publications address issues pertaining to professionalism, bioethics, multiculturalism, and end-of-life care. She was a member of the ANA ethics committee that established the Code of Ethics for Nurses and the Coalition for Compassionate Care of California. She has worked with the Markkula Center for Applied Ethics, the Virginia Department of Health, and the Joint Commission to develop and address ethical issues. She has published research and written several papers on topics related to ethics and critical care. She currently serves as the Director of Medical Ethics at Kaiser Woodland Hills Medical Center.

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**Faculty**

**Syllabus**

- **Donna McKlindon, MSN, RN, PMHCNS-BC**, has held a variety of clinical positions in Pediatric Nursing over the past 30 years. Currently a Clinical Nurse Specialist for Mental Health at The Children’s Hospital of Philadelphia. A primary focus of the role is the education and support of staff in the delivery of family centered care and development of well bounded parent/professional partnerships. In addition to advocating for the mental health and wellness of staff, patients, and families on unit, organizational and systems levels, the Clinical Nurse Specialist-Mental Health provides guidance and support to staff around issues related to self-preservation, work/life integration, team and group dynamics and the management of patient/family/staff relationships.

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

- **Vivian Norman, MSN, RN, CCRN**, has been a Critical Care RN for over 37 years, the past 11 of which have been spent at St. Joseph Hospital Orange, California. She has served as staff nurse, manager and currently is the Clinical Educator for Critical Care, Step-Down and the telemetry units. She is passionate about providing compassionate care, especially at the end of life. She is a member of the End of Life and the End of Life Oversight Committee. She has presented at local, regional and national conferences on a variety of topics, including Improving End of Life Care at the Magnet Conference and at AACN’s NTI. She served as a board member of California Nurses for Ethical Standards (2010-2014) and is a member of the U.S. Catholic Nurses Association. Lori is a member of the Cedars-Sinai Bioethics Committee since 2014.

- **Douglas Olsen, PhD, RN**, currently teaches psychiatric nursing at Michigan State University and is designing a curriculum for an undergraduate ethics course. He taught health care ethics and psychiatric nursing at the Yale University School of Nursing for 13 years before joining the Center for Ethics in Health Care, Veterans Health Administration in 2009 with the title of Nurse Ethicist. He chaired a Yale School of Nursing IRB for over 10 years and was ethics advisor to VACH Regional IRBs for 4 years. He PhD in Nursing is from Boston College. He also has a Masters in psychiatric nursing from the University of Washington, and Bachelors degree from Hunter College and the Pennsylvania State University.

- **Marilyn Shirk, MN, RN, CNS-BC**, is the Mental Health Clinical Nurse Specialist, Nursing Liaison at Cedars-Sinai Medical Center in Los Angeles. In this role, which she created in 1984, she provides support to nursing staff and other disciplines and is consulted on a variety of work-related concerns, and has expertise in legal, psychosocial, and interpersonal issues. She has presented at local, regional and national conferences on topics related to ethical decision-making, communication, relationships, compassionate care and self-care. She is a member of the Ethics of Caring Conference planning committee held annually in the Los Angeles area, as well as the National Nursing Ethics Conference. Her publications include articles on nursing ethical issues and the use of the ethical decision-making model in practice.

- **Carol Taylor, PhD, RN**, a Georgetown University Professor of Medicine and Philosophy, has a PhD in Philosophy with a concentration in bioethics from Georgetown University and a Master’s degree in Medical-Surgical Nursing from Catholic University. She now works closely with health care professionals and leaders who are exploring the ethical dimensions of their practice. She lectures internationally and writes on various issues in healthcare ethics and serves as a consultant to organizations such as professional organizations. She is the author of Nursing Ethics: Guidelines and Cases. She is a co-founder and president of the Fundamentals of Nursing: The Art and Science of Nursing Care, which is now in its 7th edition and co-editor of Health and Human Flourishing: Religion, Medicine and Moral Anthropology and the 4th edition of Case Studies in Nursing Ethics.

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

- **Michael Trout, MA**, partners with Mary Kolickou, OHCM Vice President and consultant, to teach See Me as Me, a workshop. Four Practices to Improve Quality, Safety, and the Patient Experience, a workshop. He is known for creating an environment that cultivates emotional safety for patients and their families which facilitates the patient’s capacity to heal. This workshop, created for clinicians in all disciplines, deepens understanding about how to create and nurture authentic relationships with patients and their families, even in the context of a highly technical, fast-paced, time-constrained, and frequently chaotic health care environment.

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

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**Schedule**

**Day 1 - March 19, 2015**

**Communication and the Patient’s Experience**

6:45-7:45 **Continental breakfast • Ballroom Circle**

7:45-8:00 **Welcome • Katherine Brown-Saltzman, MA, RN • Ballroom**

8:00-9:30 **001 • Keynote • Giving Voice to the Unexpressive Patient • Ballroom**

**Giffie Hansen Koksik, MA**

**Description:**

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

**Objectives:**

- Describe and report a greater appreciation of the concept of personhood. Explore development of an ethic of care.
- Reflect upon how personhood is created, both in a positive and a negative sense (denied personhood) in the clinical setting through physical conditions, actions, words and attitudes.

**9:30-10:00**

**Poster viewing • Coffee and Tea Served • Sierra Foyer**

**10:00-11:15**

**002 • Plenary • A Blessing or a Curse: The Mythology of Advance Directives • Ballroom**

Jennifer L. Borllett, PhD, RN-BC, CNE, CHSE & Katherine Brown-Saltzman, MA, RN

**Description:**

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

**Objectives:**

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

**11:15-12:30**

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

All Faculty

**Description:**

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

**Objectives:**

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

**12:30-1:30**

**Lunch served • Ballroom Circle**

**1:30-3:15**

**Breakout sessions (seven)**

**004 • Promoting the Dignity and Integrity of Vulnerable Patients: Engaged Proximity or Respectful Distance • Ballroom**

Giffie Hansen Koksik, MA

**Description:**

Certain groups of patients, like those who are unable to express themselves or who are mentally ill, are vulnerable to certain groups of patients, like those who are unable to express themselves or who are mentally ill, are vulnerable to...
Day 1 - March 19, 2015

Communication and the Patient’s Experience (Continued)

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

005 • Improving the End-of-Life Experience in Critical Care •

Vivian Norman, MSN, RN, CCRN

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

Objectives:
- Identify issues that patients, families & staff face concerning end-of-life.
- Work through various scenarios to arrive at ethical end-of-life decisions.

006 • Connecting Through Creativity •

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

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

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

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

Mary Walton, MSN, MBE, RN

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

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

008 • Ethics 101: Being Competent About Capacity •

James Hynds, PhD, LLB, MTh

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

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

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

Douglas Olsen, PhD, RN

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

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

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

3:45-5:00  011 • Closing Plenary • Voices of Memory Loss • Ballroom

Annie 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, pathology, and transmission to care for patients with EVD? Come learn about these key elements and discuss if and how they impact on our professional moral obligation to provide care to these patients. Organizational imperatives regarding safety and education will also be considered in this breakfast session.
Objectives:
• Articulate the basic etiology, pathophysiology, and modes of transmission of EVD.
• Verbalize the nurses’ moral obligation to the patient with EVD.

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, MA, RN
Description: The inherent demands of providing care in the bureaucratic healthcare environment can cause healthcare professionals to treat patients and their loved ones more like a procedure, room number, or workload than a person. Keeping the humanity of patients and families central is important to patient recovery and healing. It is also important to maintain the humanity of the healthcare professionals. The value of an organizational framework such as Relationship-Based Care will be discussed as a systemic solution for creating a culture in which people consistently hold, respect, and honor every human being in the healthcare community.
Objectives:
• Describe the sources of casual diminishment in organizational cultures.
• Identify group and individual beliefs and mindsets that either contribute to or prevent diminishment of the human being within the health care system.
• Delineate Relationship-Based principles and practices that promote humane and compassionate care and prevent the casual diminishment of human beings.

9:15-9:45 Poster viewing • Coffee and Tea Served • Sierra Foyer

9:45-10:00 014 • Plenary • Coming Home: The Revised Code of Ethics for Nurses • Ballroom
Timothy Godfrey, SJ, DNP, RN, PHCNS-BC
Description: The American Nurses Association has revised the Code of Ethics for Nurses from 2001. There are key developments in the code that highlight the need for nurses’ ongoing moral reflection to meet the ethical challenges of the future. Come home and reconnect to the core of nursing as it is reflected in the revised code.
Objectives:
• Describe the four new features of the revised code of ethics.
• Identify four significant themes of the code of ethics.
• Identify three ways the revised code encourages on-going values clarification related to nursing practice.

11:00-11:15 Poster viewing • Sierra Foyer

11:15-12:15 015 • Case discussion two • Moral Agency • See Breakout Session Rooms
Description: In small groups you will have the opportunity to practice skills needed to effectively address the complex ethical situations that arise in the current healthcare environment. Come, listen, contribute to the conversation and increase your comfort and skill in addressing inter-professional, clinical, and organizational ethical issues.
Objectives:
• Discuss the role of the nurse in addressing issues of moral agency.
• Analyze situations that illustrate the practical application of nursing values when making moral judgments within their professional role.
• Differentiate the resources, mechanisms, and processes for nurses to support their moral agency.

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

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

1:15-3:00 Breakout sessions (seven)

016 • The Conversation: My Gift of Grace • Jennifer L. Boruff, PhD, RN-BC, CNE, CNGE
Description: Discussing end-of-life issues can be challenging for nurses, whether those conversations occur with their patients or their own families. Increase your confidence and skill in beginning and sustaining conversations regarding advance directives and end-of-life care planning through a game called My Gift of Grace. Questions in the game cover a wide variety of topics about living and dying well, and can be played by families, co-workers, teams, strangers, or a mix of any of these.
Objectives:
• Verbalize understanding that this is a safe environment and that open discussion is encouraged and expected.
• Explore personal and professional feelings, beliefs, and attitudes regarding various aspects of advanced planning.
• Articulate planned transferece of new knowledge (regarding changed perceptions, attitudes, and feelings) to engagement in difficult clinical conversations with patients and families.

017 • Labeling and Paternalism: The Challeges 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 3 ethical issues associated with the term vulnerable.
• List 3 examples of stigmatization related to nursing vulnerable populations.
• Identify 3 approaches to minimize the problem of stigmatization in nursing practice.
• By the end of this presentation, participants will be able to describe 3 strategies to enhance nursing care to vulnerable populations.

018 • See Me as a Person • Mary Koloroutis, MA, RN & Michael Trout, MA
Description: Do you value caregiving, 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. Minimal therapeutic practices foster connections with patients and families to provide the best possible care, which is safe, helps people cope, eases suffering, and facilitates healing, without taking more time.
Objectives:
• Describe the nature and purpose of the therapeutic relationship.
• Differentiate between presence, attunement and misattunement.
• Describe three therapeutic practices: wondering, following, and holding.

019 • Ethics Champions: Engaging Colleagues for Conversation, Education & Advocacy • Heather Fitzgerald, MS, BSN, RN • Marilyn Shir, MA, RN, CNS-BC • Karen Jones, MS, BSN, RNC-NIC • Charlotte Lawson, MS, BSN, RN • Lori Mountain, RN-BC, CHFN • Sophia Teller, BSN, RN-BC, PCCN
Description: There are many local and national resources available to you as you become more knowledgeable and develop skills to resolve ethical issues in nursing practice from the bedside to the boardroom. Join us to learn about resources in your institutions and communities that will enable you to gain knowledge and skills to resolve ethical issues in nursing practice. You will better understand how involvement in nursing organizations and use of available resources can provide you with a stronger voice in order to advocate for yourselves and your patients.
Objectives:
• Define nurses’ unique contributions to create an ethical climate in today’s complex healthcare environment.
• Discuss key elements of a proposal to develop a unit-based ethics champion program.
• Identify strategies to increase nurses’ ability to identify and address ethical issues.
Day 2 - March 20, 2015
Understanding Professional Responsibilities (Continued)

1:15-3:00 Breakout sessions (continued)

020 • Widening our Ethical Gaze: Seeing the Big Picture for Little Patients - Brenda Barnum, MA, BSN, RN
Description: When we are invested in the care of critically and/or chronically ill hospitalized children, it can be difficult to take in the bigger picture, to look up from the bedside and see the lives these children might have outside of this setting.

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

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.
- Affirm or challenge the claim that patients have a right to assisted suicide.
- 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 Deremischyan, 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.
- Identify best practices in working with social media and dealing with patient and family requests.
- Give examples of how to successfully create and navigate social media.
- 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:
- Contrast attuned caregiving with mis-attuned caregiving, and describe the results from the patient’s perspective.
- Analyze the ethical options for nurses when patients or their surrogates seek to end life on their own terms.
- Discuss strategies for recognizing and affirming the personhood of patients who are unable to articulate their needs.
- Critique the ANA’s position statement on registered nurses’ roles and responsibilities in providing expert care and counseling at the end of life.
- Discuss the neurology of attunement and co-regulation.

Poster Sessions

Poster Session Objectives

- Engage in conversations in ethics that foster therapeutic relationships with patients and families.
- Engage in conversations in ethics that promote effective collaborative practice.
- Explore the ethical elements of relationship-based care.
- Describe methods of self-reflection that enhance person-centered caring.
- Analyze situations that illustrate the practical application of the revised ANA Code of Ethics for Nurses.
- Identify actions that promote ethically-grounded practice.

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.
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