2024 Nursing Summit
The Future of Nursing in Texas: Stakeholders Moving Towards Alignment

April 22-23, 2024

A Collaboration of Texas Board of Nursing, Texas Nurses Association and Texas Organization for Nursing Leadership

Report Completed October 2024

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Executive Summary

Reflecting on previous initiatives and recommendations among constituents and leaders to collaborate on issues in nursing, the Texas Board of Nursing (TBON), the Texas Organization for Nursing Leadership (TONL) and the Texas Nurses Association (TNA) joined together in 2023 to plan a summit designed to continue collaboration between academia and practice to improve the readiness of new graduates to transition to practice.

The purpose for the 2024 statewide Summit was to focus on increasing the quality of nursing education to produce competent nursing graduates who will transition to safe, competent practice while embracing an evolving healthcare environment. Stakeholders from various national and state nursing organizations were invited to nominate member participants.

Over 100 nurses from academia and practice settings across Texas attended the two-day Summit and engaged in open discussion, collaboration, and problem solving. The results of the Summit and the subsequent recommendations for moving towards alignment are detailed in this report.

Background

History of the Summit

Beginning in 2012, as an outgrowth of two prior task force groups addressing clinical education in prelicensure programs and transition to practice, the Texas Board of Nursing appointed a task force, recognized as the Texas Board of Nursing (TBON) Task Force to Study Implications of

Growth in Nursing Education Programs, to consider how to work effectively with leaders in nursing practice to address these issues. This work produced two prior reports with a third beginning in 2018.

In 2017, the Texas Organization for Nursing Leadership (TONL) began its work when chief nursing officers (CNOs) and Deans/Directors of Baccalaureate Degree Nursing Education Programs met to discuss clinical placements for students and transition to practice for newly licensed graduates. In late 2017, TONL conducted a survey of CNOs from health care organizations and deans of Baccalaureate Degree Nursing Education Programs in the state to prioritize the challenges facing both groups. The top three challenges identified were: workforce shortages (nurses and qualified faculty), education gaps for new nurses, and transition of newly licensed registered nurses (RNs) into practice. This led to further meetings in July 2018, February 2019, and July 2019.

In March 2019, the TBON Task Force to Study Implications of the Growth in Nursing Education Programs began discussions regarding enhancing collaboration and partnerships between academia and practice to facilitate optimal clinical learning experiences for all constituents. TONL was an invited participant on the TBON Task Force.

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Both the TBON and TONL groups purposed to strengthen the relationships between academia and practice to produce graduates who were practice-ready and to plan a smooth transition from the role of student to the role of practitioner. The effort to align interested stakeholders resulted in TONL and TBON co-hosting an Invitational Nursing Summit, *The Future of Nursing in Texas: Stakeholders Moving Towards Alignment*, in February 2020. After the summit, a report containing an overview of the Summit, results of the summit, analysis and themes was issued in December 2020.

The 2020 Summit resulted in the following overall recommendations and lead action groups:

Global Recommendations from 2020 Summit Report
1. Utilize the World Café concept, talking sticks, and "elephant in the room" for future collaborative summits to be held biennially in even numbered years.
2. Explore ways to resolve the issues of students using EHRs.
3. Explore the Transition to Practice (TTP) model from NCSBN, consistent with accreditation standards, and introduce it with clinical partners.
4. Hold a statewide conference related to social determinants of health and how to incorporate them into the curricula.
5. Integrate social determinants of health into health policy.

6. Develop clinical judgment modules related to greatest population health and disease condition needs.
7. Explore a standard clinical placement agreement for use in any facility by any school in the state of Texas.
8. Hold a statewide collaborative with APRN stakeholders to review Board Rule requirements, based on the national standards of the Consensus Model for APRN Regulation, Licensure, Accreditation, Certification and Education (LACE).

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In accordance with the original intentions of the TBON Task Force to Study the Implications of Growth in Nursing Education Programs, and the first recommendation from the 2020 Summit to meet biennially in even numbered years, the next Summit would have occurred in 2022. However, the COVID-19 Pandemic postponed and ultimately cancelled the 2022 Summit.

Plans for a 2024 Summit began in Spring 2023. The Texas Nurses Association (TNA) joined the Texas Organization for Nursing Leadership (TONL) and the Texas Board of Nursing (TBON) to co-host the event. The task force met in August 2023 to review the global recommendations from the previous Summit, develop a vision for the 2024 Summit, and brainstorm topics for discussion among attendees. The participants agreed on the following purpose statement:

> ***Promote innovative opportunities to increase the quality of nursing education that produces competent nursing graduates that transition into safe practice while embracing an evolving healthcare environment.***

Discussion Facilitation and Process

Planners chose the World Café model that been used for the 2020 Summit as a platform for discussion on major topics relevant to the issues (see Appendix D for World Café 101). To promote conversations among diverse constituents, invited guests included representatives from education, practice, workforce, and state agencies. Additionally, considerations for other potential invitees were included who may have something to contribute to the purpose of the Summit. It is notable to mention those in attendance in the Summit sessions included representation of advanced practice registered nurses and APRN education. Input and ideas for education and clinical placements are equally important for this level of advanced nursing practice.

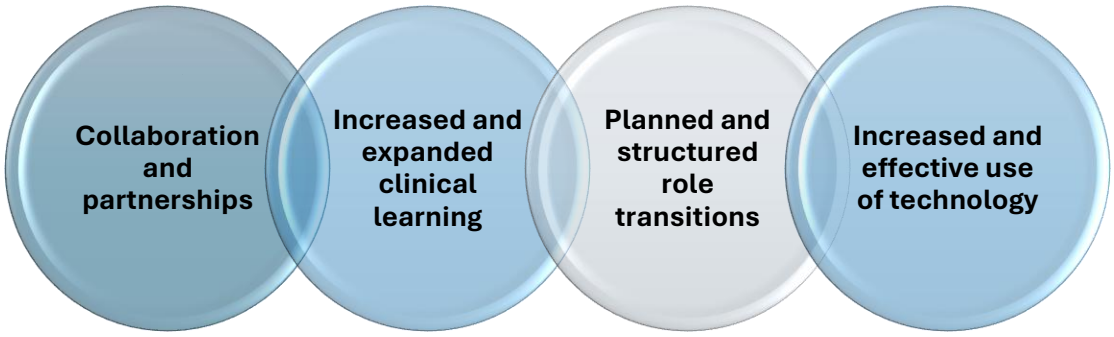
Representatives from TONL, TNA, and the TBON had additional meetings through the rest of 2023 and early 2024 to finalize discussion topics, questions, invitees, presenters, panel discussions, and moderators. Appendix B displays Learning Objectives and Appendix C shows Discussion Questions used in the event. The summit convened on April 22-23, 2024, and was attended by over 100 participants.

The 2024 Summit prioritized three main areas: education, practice and workforce. Day One included presentations on nursing education by recognized speakers, several expert panel discussions, and four rounds of World Café discussions Day Two focused on the nursing workforce with two presentations, one panel discussion, and 2 final rounds of World Café discussions. Appendix A displays the full agenda.

Each round of World Café discussions were timed at 20 minutes. A moderator was charged with taking notes, directing conversation and facilitating contributions from all in the discussions. Participants were encouraged to write notes throughout the discussions on paper covering the tables. At the end of the Summit, all notes from moderators and participants, presentation recordings, panel session recordings were collected and analyzed by two Doctor of Nursing Practice (DNP) students. Analysis of the findings can be reviewed in Appendix E.

Discussion Themes

The overall themes that emerged through the discussions were:



In relation to these themes, discussions at the tables converged around:

- Recruiting qualified nursing students
- Recruiting and retaining nursing faculty
- Securing adequate clinical practice sites for nursing students
- Employing measures to prepare nursing students for readiness to enter practice
- Facilitating the new nurse transition to the practice arena
- Various nursing workplace issues that influence safe and supportive practice settings

Recommendations

The following summary recommendations are based on the 2024 Summit World Café discussions, themes, and issues identified by participants. It is recognized that collaboration with all stakeholders is vital for successful implementation of recommendations, but “Lead Action Groups” have been suggested in some recommendations.

Issue No. 1: Faculty Shortage

Nursing education programs identified two main reasons that limit their enrolling more nursing students are: faculty shortages and a lack of clinical placements for students. The lead action group for the following recommendations include leaders at schools of nursing including Nursing Deans and Directors, as well as institutional administration, nursing program administration, faculty, and instructors:

- Offer competitive faculty salaries and benefits
- Establish an online database of potential faculty for sharing among all nursing programs
- Provide educational and professional development to all faculty
- Encourage and support faculty to use creative teaching strategies to increase satisfaction in teaching
- Establish a mentoring program available to new faculty
- Accommodate remote work practices for faculty to facilitate a work-life balance

Issue No. 2: Clinical Placements for Students

Difficulties finding adequate sites for students affects adequate practice preparation for students at all levels. The lead action groups for the following recommendations related to clinical shortages include nursing education programs, clinical instructors and other faculty members,

and clinical practice sites. This includes all clinical practice settings, such as general and specialty hospitals, clinics, long-term care facilities, public health settings, and any other practice site where a nurse could meet clinical learning outcomes to gain the required clinical experience. These considerations include:

- Participate with a collaborative, shared clinical placement group to maximize finding and agreeing on placements
- Consider a model of assignments that include other levels of students such as a VN and RN student working together with patients
- Utilize alternate shifts: evenings, nights, and weekends
- Innovative logistics including rotation of students through an acute care sites and alternate clinical sites to spread placements to more programs
- Integrate long term care facilities using a variety of clinical objectives including direct patient care
- Create a position for a faculty or staff member who establishes alternate clinical experiences in health care settings and across the community
- Provide incentives for preceptors such as wage differentials, preceptor recognition, professional development opportunities, convenient parking privileges, access to fitness or wellness activity, such as an exercise class or massage gift card

Issue No. 3: Preparing Students for the Workplace

A goal for nursing education is to prepare students to successfully enter the practice arena. The lead action groups for the following recommendations related to preparation of students for the workplace includes nursing education programs, clinical coordinators, clinical practice sites, and nursing professional organizations.

- Provide opportunities for students to engage in diverse practice settings-
    - Educators and clinical coordinators work with clinical leaders within the practice site to expand student access to non-traditional units and settings that would diversify learning opportunities.
- Utilize high-fidelity, realistic simulation experiences that mirror nursing care and patient outcomes
- Incorporate nurse apprenticeship/partnering models to enrich the clinical experiences and facilitate the nursing students as a contributing healthcare team member
- Cultivate standardized debriefing into more areas of nursing education (simulation, clinical post-conference, etc.)
- Offer counseling on stress management, work-life balance and study skills to decrease stress and anxiety related to nursing
- Provide enhanced training and support for preceptors
- Integrate technology/EHR training into clinicals
- Provide training targeted including preventing workplace violence, such as de-escalation techniques, simulation activities, briefing and debriefing discussions with clinicals, discussion of real-life workplace violence incidents, evidence-based practice specific to the practice setting

Issue No. 4: Transition to Practice for New Graduates

The transition from being a student in a nursing school to becoming a nurse caring for patients in a real practice setting is challenging for new graduates. There are often gaps between theoretical basis of what a nurse learned in school and what is expected in their clinical practice setting. To overcome this challenge, a collaboration between education and practice is imperative. The lead action groups for the following recommendations are nursing education programs, including clinical instructors and nursing education administrators, as well as any clinical practice settings including nursing administrators, nurse managers, nurse professional development, and nursing preceptors who facilitate learning for new nurses.

- Continue surveys and data collection in clinical settings to identify barriers and challenges to new nurse successful transition
- Implement new nurse residency programs that allow enhanced orientation
- Provide ongoing support services for new nurses
- Create structured nurse mentoring programs
- Establish a nurse residency program for APRN programs
- Provide fellowship programs for targeted professional development

Issue No. 5: Nurse Retention

Research has shown nurses at all licensure levels (LVN, RN, and APRN) have reported burnout and employers often struggle with retaining nurses. These strategies, intended for lead action groups of all nurses, nurse leaders, and employers of nurses, can help improve nurse resiliency and retain nurses in the workforce:

- Promote and sustain healthy work environments through feedback mechanisms, emphasis on work-life balance, promotion of wellness and mental health, team-building activities, and ensuring adequate staff breaks
- Deter workplace violence through ongoing training including prevention and de-escalation techniques, zero-tolerance policies, and active involvement from administration and leadership
- Consider offering supportive resources such as childcare, flexible scheduling, and professional development opportunities
- Institute collaborative governance among nurses and other healthcare professionals
- Support nurses to successfully incorporate emerging technologies into their practice safely; provide ongoing training and professional development specific to technologies
- Utilize clinical nurse educators within clinical practice settings to ensure nurses are competent and remain competent in their skills and utilizing evidence-based practices

Issue No. 6: Promoting Nursing as a Rewarding Career

Nursing has had many “faces” in the media in the past decade. Much of the public may have an idea of what nurses do, but many do not fully comprehend what the job entails, the different types of nursing roles, and the variety of career opportunities for nurses. Lead action groups for these recommendations are nursing organizations, professional associations, nurse educators, K-12 primary and secondary educators, K-12 school counselors, school districts, private schools, community leaders, and others who are currently affected or may be affected by a nursing shortage:

- Engage nurses in Texas in a campaign promoting nursing as a career

- Plan or expand recognition programs in schools, clinical facilities, and institutions featuring a Nurse of the Month based on exceptional practice
- Seek out diverse and innovative settings such as high schools, community settings or outreach to tell nurse's stories
- Provide brochures, posters and webinars for nurses focused on heathy coping mechanisms and mental health awareness for nurses
- Utilize social media to promote nurses, the nursing profession, and engage future nurses

Summit Evaluation Summary Feedback

In general, summit attendees' evaluations demonstrated they found the conference well-organized, engaging, and informative. Participants also expressed enthusiasm for future events and emphasized the importance of ongoing collaboration among nursing practice education, nursing practice and nursing workforce stakeholders.

Suggestions for improvement included additional time for networking and opportunities to ask questions of presenters. Some also wanted opportunities to ask questions during panel discussions or be able to submit questions ahead of time.

The World Café format received positive feedback for promoting engaging discussions. Additional feedback included the need for more representation for various nursing specialties to obtain practical input from active practitioners, such as more nurses who are currently practicing in direct patient care, often referred to as “at the bedside”, in addition to nurse leaders and educators. Some attendees stated they felt more diverse perspectives could be incorporated by seeking out presenters and participants from different backgrounds. Participants also expressed concerns about the lack of younger nurses at the summit and felt that a broader age range was needed to bridge generational gaps.

The quantitative and qualitative narrative results from participants evaluations of the Summit are included as seen in Appendix F.

Conclusion: Where Do We Go from Here?

In closing, the purpose of the 2024 the Future of Nursing in Texas: Stakeholders Moving Towards Alignment Summit was to focus on increasing the quality of nursing education to produce competent nursing graduates who will transition to safe, competent practice while embracing an evolving healthcare environment. Over 100 nurses and stakeholders participated in this two-day event which focused on active, engaged discussions. The historical charge for this taskforce was to collaborate every two years in even years to ascertain progress toward purposeful achievement in addressing clinical education in nursing programs and transition to practice for new nurses.

Creating a roadmap to success to achieve the Summit's goals can be a daunting task in an ever-evolving healthcare environment. Furthermore, with the rapid transformation of nursing and healthcare, priorities can become moving targets and difficult to assess outcomes of implementation. It will be important to the success of this taskforce to continue discussions on progress made on recommendations, as well as reevaluate priorities moving forward. The recommendations generated from the World Café discussions, if implemented, have the potential to increase nursing retention, increase safe, quality care by nurses, and create more academic-practice partnerships. Other considerations on the path going forward could include creating processes for data collection and analysis related to implementation of the recommendations. This would possibly provide a foundation of quality measurement to support further development or expanded implementation of the recommendations. Such undertaking could be a collaboration with Doctor of Nursing Practice (DNP) students in programs in Texas.

Like the 2020 Summit, the findings and synthesis from this summit will be shared in this report electronically with participants, policy makers, stakeholders, nurses, education, and other entities impacted by nursing. In staying with recommendations for addressing clinical education in prelicensure programs and transition to practice in the original charge, the next planned summit would be in the 2026 year. Feedback obtained in the summit evaluations will be utilized in planning the next Summit as well as suggestions for future topics. Consideration of evaluating recommendations which may have been implemented at that time will be an important aspect of the next summit and may offer navigation in the roadmap of success.

Acknowledgments

Board Staff would like to acknowledge the significant contributions of Helen Simmons, BSN, RN, Noehmi Ticas, BSN, RN, and Beth Ulrich, EdD, RN, FACHE, FAONL, FAAN to this report through their analysis of the Summit discussions. Additionally, Board Staff would like to thank the members of the Task Force, the Texas Nurses Association, the Texas Organization for Nursing Leadership, the speakers, panelists and participants for their commitment to the future of nursing in Texas. Board Staff would also like to thank President Kathy Shipp and Vice President Allison Porter Edwards of the Texas Board of Nursing for their support at the Summit and by issuing the charge to the Task Force to host the Summit.

Appendices

Appendix A: Summit Agenda

DAY 1		
Time	**Topic**	**Presenter/Speaker**
8:30 – 9:00 a.m.	Sign-In	
9:00 – 9:30 a.m.	**Opening Presentations**	
	• Welcome • Texas Board of Nursing Charge to the Nursing Education Task Force • Legislator Welcome • Agenda Overview, World Café Instructions	• Dr. Kristin Benton, DNP, RN • Jeremy Burciaga, BON Task Force Chair • Representative Donna Howard • Elise McDermott, MSN, RN
9:30 – 11:00 a.m.	**Education Presentations**	
	• Outcomes in Healthcare: Are Your Students Ready? • *Panel:* Practice-Academic Partnerships and Their Effect on Student Readiness	• Dr. Tim Bristol, PhD, RN, CNE, ANEF, FAAN • Moderator: Elise McDermott, MSN, RN • Andrea Anderle, MSN, CNS, NPD-BC • Ashley King • Dr. Nicole Kroll, PhD, APRN, ANP-C, FNP-BC, PMHNP-BC • Dr. Mary Rivard, PhD, RNC-OB • Dr. Beth Vaughn, DNP, RN, NEA-BC, CNML, CCRN-CMC
11:00 – 11:10 a.m.	Break	
11:10 – 11:30 a.m.	World Café Discussion Round #1	
11:30 – 11:35 a.m.	Transition	
11:30 – 11:55 a.m.	World Café Discussion Round #2	
11:55 a.m. – 1:00p.m.	Lunch	
1:00 – 2:30 p.m.	**Practice Presentations**	
	• Navigating the Future of Nursing: The Increasing "Social" Nature of Artificial Intelligence and its Intersection with Healthcare • *Panel:* Innovative Healthcare Delivery	• Dr. Richard Booth, PhD, RN • Moderator: Dr. Mari Tietze, PhD, RN, NI-BC, FHIMSS, FAAN • Dr. Julie Balluck, DNP, RN, NEA-BC • Dr. Mae Centeno, DNP, APRN, ACNS-BC • Dr. Sheba Luke, DNP, APRN, FNP-C, NEA-BC, CPAHA • Julie Wright, RN, MSN
2:30 – 2:40 p.m.	Break	
2:40 – 3:00 p.m.	World Café Discussion Round #3	
3:00 – 3:05 p.m.	Transition	
3:05 – 3:25 p.m.	World Café Discussion Round #4	
3:25 – 3:35 p.m.	Break	
3:35 – 4:00 p.m.	2024 Nursing Summit Day-1 Wrap-Up	• Dr. Serena Bumpus, DNP, RN, NEA-BC

DAY 2		
Time	**Topic**	**Presenter/Speaker**

8:30 – 9:00 a.m.	Sign-In	
9:00 – 10:30 a.m.	**Workforce Presentations**	
	• State of the State of Nursing • Healthy Work Environments: The Foundation for Practice Excellence • *Panel:* Workplace Environment	• Pam Lauer, MPH • Beth Ulrich, EdD, RN, FACHE, FAONL, FAAN • Moderator: Elise McDermott, MSN, RN • Dr. Carol Boswell, Ed.D., RN, CNE, ANEF, FAAN • Karen Garvey, MPA/HCA, BSN, RN, DFASHRM, CPHRM, CPPS • Brittney Majefski, MSN, RN, PMH-BC • Brendan Martinez • Dr. Danielle Walker, PhD, RN, CNE
10:30 – 10:40 a.m.	Break	
10:40 – 11:00 a.m.	World Café Discussion Round #5	
11:00 – 11:05 a.m.	Transition	
11:05 – 11:25 a.m.	World Café Discussion Round #6	
11:25 a.m. – 11:30 a.m.	Break	
11:30 a.m. – 12:00 p.m.	2024 Nursing Summit Wrap-Up	• Dr. AJ Stephens, DNP, MBA/HCA, RN, NEA-BC

Appendix B: Learning Objectives

Day 1 Learning Objectives

Presentation: Outcomes in Healthcare: Are your Students Ready?
Dr. Tim J. Bristol, PhD, RN, CNE, FAAN

1. Create a learning activity for the nursing classroom based on the fact that 250,000 people will die in 2024 because of medical errors and 50% of your graduates will be involved in a medical error shortly after passing NCLEX.
2. Discuss why clinical education and high-fidelity manikin simulation is not meeting the needs of today's nursing student (future nurses) and how certain classroom learning strategies can help.

Panel Discussion: Practice-Academic Partnerships and Their Effect on Student Readiness
Andrea Anderle, MSN, CNS, NPD-BC
Ashley King
Dr. Nicole Kroll, PhD, APRN, ANP-C, FNP-BC, PMHNP-BC
Dr. Mary Rivard, PhD, RNC-OB
Dr. Beth Vaughn, DNP, RN, NEA-BC, CNML, CCRN-CMC

1. Describe types of academic-practice partnerships utilized and factors involved in establishing strong partnerships.
2. Identify attributes of nurses who come from a strong academic-practice partnership, including the development of soft skills.
3. Summarize the impact of preceptor obtainment on APRNs.
4. Determine the impact of new models of nursing education on clinical placement and experiences with creative clinical placements and alternate sites.

Presentation: Navigating the Future of Nursing: The Increasing 'Social' Nature of Artificial Intelligence and its Intersection with Healthcare
Dr. Richard Booth, PhD, RN

1. Learners will analyze future trends related to digital health and artificial intelligence predicted to be significant in future health systems involving nurses;
2. Learners will conduct thought experiments to consider and explore future scenarios that incorporate artificial intelligence and its increasingly 'social' nature in action and practice;
3. Learners will be encouraged to reflect on past and current state processes related to both personal and professional contexts, in light of future technological evolution.

Panel Discussion: Innovative Healthcare Delivery
Dr. Mari Tietze, PhD, RN, NI-BC, FHIMSS, FAAN
Julie Wright, RN, MSN
Dr. Sheba Luke, DNP, APRN, FNP-C, NEA-BC, CPAHA
Dr. Julie Balluck, DNP, RN, NEA-BC
Dr. Mae Centeno, DNP, APRN, ACNS-BC

1. Determine when, where, and how healthcare innovation should be introduced into nursing education.
2. Summarize the positive and negative aspects of integrating technology into nursing education and practice.
3. Describe safety measures and policies imperative to the implementation of innovative healthcare delivery projects.
4. Identify ethical technology and its impact on the nursing workforce.

Day 2 Learning Objectives

Presentation: State of the State of Nursing
Pam Lauer, MPH

1. Attendees will be able to describe the current supply and distribution of nurses in Texas.

2. Attendees will be able to identify the characteristics of Texas nurses.

Presentation: Healthy Work Environments: The Foundation for Practice Excellence
Dr. Beth Ulrich EdD, RN, FACHE, FAONL, FAAN

1. Articulate the impact of the health of the work environment on nurses, nursing practice, and patient outcomes.
2. Reflect on one's own work environment to identify opportunities for improvement.
3. Understand practice-management perception gaps and their effect on improving work environments.

Panel Discussion: Workplace Environment

Karen Garvey, MPA/HCA, BSN, RN, DFASHRM, CPHRM, CPPS
Dr. Carol Boswell, Ed.D., RN, CNE, ANEF, FAAN Dr. Danielle Walker PhD, RN, CNE
Brendan Martinez
Brittney Majefski, MSN, RN, PMH-BC

1. Describe the importance of a peer support program.
2. Discuss the establishment of an impactful workplace violence prevention program.
3. Identify methods to improve the workplace to increase the retention of nurses while decreasing their burnout.
4. Explain the characteristics and development of a safe, healthy workplace and its impact on patients and staff.

Appendix C: Summit Discussion Questions

Education Preparation

Topic #1: Recruiting Faculty

- What can be done to encourage nurses to become educators?
- How can programs work together to share qualified faculty applicants that are not hired for a program?

Topic #2: Retaining Faculty

- What characteristics are important in a nursing program to retain nursing faculty and why?
- What support/resources can be offered to promote faculty retention?
- How can a program promote recognition of nursing faculty for their achievements and excellence in teaching?

Topic #3: Faculty Models

- What faculty models could help utilize licensed nurses as faculty (i.e.: retired faculty, part-time, bedside nurses, etc.)?
- How can nursing practice partners work with nursing education programs in providing nursing education?

Topic #4: Developing Faculty

- What should be included in an effective orientation for new faculty in a nursing program?
- What are some ideas to provide faculty development and continued competency?
- What opportunities can clinical facilities provide for faculty to improve/maintain clinical skills?
- What types of staff development opportunities utilized in practice settings could be shared with/offered to nursing education programs and vice versa?

Topic #5: Developing APRN Faculty

- What should be included in an effective orientation for APRNs who are new faculty in a nursing program?
- How can a nursing education program best support faculty who are APRNs in maintaining their practice requirements for licensure and certification?

Topic #6: Director Retention

- What support/resources can be offered to retain nursing program Directors?
- What are some models of mentorship that would be helpful to Directors?
- What support/resources can be offered to encourage the growth of nursing faculty into the role of program Director?

Topic #7: Clinical Sites

- What effective models can be used for determining clinical sites?
- How can clinical sites be best utilized to maximize their efficiency? (ex: preceptors, night clinical, weekend clinicals, etc.)

Topic #8 Skill Obtainment

- What clinical skills are students lacking due to scarcity of clinical sites and how can these skills be improved?
- How can soft skills be attained in creative clinical experiences?

Topic #9 Clinical Experiences

- What are the best practices to secure non-acute clinical experiences?
- What are some creative ideas for alternate clinical experiences?
- How can nursing students best obtain experiences with diverse populations facing a variety of lived experiences?
- What types of creative partnerships can be formed to diminish the barriers to clinical placement?

Topic #10: Recruiting Qualified Students

- What are ways to increase the recruitment of qualified students?
- How can nursing education programs work together to share qualified applicants that are not admitted to a program?

Topic #11 Retaining Qualified Students

- How should the reasons for leaving a program be tracked? (i.e.: curriculum, cost, support)?
- What are ways to increase retention of qualified students?
- What are ways to better support nursing students in high-stress learning environments?

Topic #12 Gaps in Education/Practice

- In what ways can academia help RNs & LVNs who have been out of practice return to nursing practice? (i.e.: refresher course ideas, return to practice programs)?
- In what ways can academia aid in providing gap education or remediation? (international students, students needing courses for Texas licensure requirements)

Topic #13: The Educational Environment

- What are ways that faculty can improve the educational environment for students? (i.e.: in-person, hybrid, virtual classroom)
- What are ways to improve the clinical educational environment?

Topic #14: Educational Policies

- What student behavioral policies are paramount for sound nursing education?
- What institutional policies are necessary to ensure the hiring/admission/retention of high-quality faculty and students?

Topic #15: Educational Delivery

- What are the best ways to integrate technology into the classroom?
- How can virtual clinical simulation be utilized in curriculum and provide the best patient outcomes?
- What innovative teaching methods are most effective in nursing education?
- What are the best teaching methods to keep students engaged with virtual learning?

Topic #16 Preceptors

- What are effective models for obtaining/retaining preceptors?
- Should preceptors or clinical faculty be incentivized/paid? If so, in what ways?
- How can the work environment better support preceptors?
- What are some of the challenges preceptors face and how can we overcome these challenges in order to effectively obtain and retain preceptors?

Topic #17 APRN Preceptors

- What are the best methods for obtaining APRN preceptors?
- What are effective models for retaining APRN preceptors?
- Should preceptors or clinical faculty be incentivized/paid? If so, in what ways?

Topic #18: Addressing Safety Issues in Nursing Education

- What are best practices for nursing education programs to address nursing student practice errors?
- How should programs handle a nursing student error made by a student that is currently a licensed nurse (i.e.: LVN to ADN/BSN, ADN to BSN, RN to APRN)?
- What are the best policies and procedures to address student nurse practice issues that impact patient safety?
- What creative ways can Nursing Peer Review be taught in nursing education?
- How do programs address clinical practice errors made by faculty?
- What are the best ways to implement Nursing Peer Review when a faculty clinical practice error has occurred?

Practice Delivery

Topic #1: Solutions to Education & Practice Gaps

- How can education and practice identify what gaps exist for newly licensed/new graduate nurses transitioning to practice?
- What solutions (on behalf of either education or practice) have been/or should be initiated to bridge these gaps?

Topic #2 Transition to Practice

- What additional structure is needed to support transition to practice?
- How should we support the transition to non-acute practice settings?

Topic #3 APRN Transition to Practice

- What education-practice gaps are APRNs experiencing and how can those gaps be addressed in education and practice?
- How can transition to practice for APRNs be improved?

Topic #4: Evolving Healthcare Environment

- How can nursing education and practice better prepare students for the ever-evolving demands of healthcare, as discussed by our speaker and panel earlier today?

- What can be done in practice to support nurses as the demands of healthcare evolve?
- What should be done to ensure lifelong learning for nurses as the healthcare environment evolves?
- How can nurses stay up to date with rapidly changing medical technology?

Topic #5: Innovative Healthcare Delivery

- How can we ensure we are educating RNs and LVNs to meet the needs of the future of healthcare delivery?
- In what ways can nursing education programs and practice settings better prepare students/nurses to practice health?
- What innovative healthcare delivery practices should currently be taught in nursing programs?
- What innovative healthcare delivery practices should be taught to those currently practicing nursing and how?

Topic #6 Innovative Healthcare Delivery APRNs

- How can we ensure we are educating APRNs to meet the future need of access to care?
- In what ways can nursing education programs and practice settings better prepare APRNs to practice telehealth?
- What innovative healthcare delivery practices should be taught in APRN nursing programs, and to currently practicing APRNs nurses?
- What innovative healthcare delivery models are on the horizon for APRNs?

Topic #7: Including Technology in Education/Practice

- What are positive ways that technology is being utilized in education?
- What solutions have been created when technology is counterproductive to education?
- What teaching/learning competencies have you created related to technology?
- What skills checkoffs should be created related to technology?
- What are positive ways that technology is being utilized in practice?
- What solutions have been created when technology is counterproductive to practice?

Topic #8: Use of Technology in Education/Practice

- How should the use of technology impact the nurse-patient relationship?
- How can technology be used to improve patient-nurse communication?
- How should nurses be prepared to safeguard confidential information while using technology?

Topic #9 Workload

- What are some solutions to staffing challenges and workload management in nursing?
- What are alternative staffing models that can be utilized to distribute the workload?
- How can nurses at all levels of licensure be best utilized in practice in both acute and non-acute settings?

- What actions can nurse leaders take to improve their understanding of scope of practice for each licensure level in acute and non-acute settings?
- How can technology be utilized to allow nurses to focus on patient care and reduce the overall workload? (i.e.: documentation repetition, healthcare team communication, scheduling, etc.)
- How can technology assist in managing workload and stress levels?

Topic #10: Clinical Judgment and Technology

- How are nursing programs addressing the use of technology in relation to clinical judgment?
- How are practice settings addressing the use of technology in relation to clinical judgment?

Topic #11: Technology Safety

- What safety measures should be addressed to ensure technology is being used ethically/objectively in education?
- How should nursing address ethical issues with technology?
- What education and practice policies are necessary related to technology?
- What steps should nurses take to ensure technology is safe for their patient, or to advocate for patient safety, when technology is utilized in nursing care?
- How can we use technology to improve the safety of nurses and patients?

Topic #12 AI in nursing

- How can AI be used safely in nursing education and practice?
- What policies should be established surrounding AI in education and practice?

Topic #13 Non-acute practice

- What innovative healthcare delivery models can be utilized in non-acute practice settings?
- What technology is being utilized in non-acute settings that nursing students and practicing nurses should learn more about?
- How can we better train and prepare nurses for practice in non-acute settings? (i.e.: home health, LTC, hospice)
- What are some ways that nurses at all levels of licensure can be utilized in non-acute settings?

Topic #14: Leadership

- What support/resources can be offered to retain nursing leadership?
- What are some models of mentorship that would be helpful to nurse leaders?
- What are some ways to encourage growth of staff nurses into the role of nurse leader or support retention of nurse leaders?

Workplace Environment

Topic #1: Workplace Violence

- What effective workplace violence policies and procedures should be instituted for the practice and educational setting?
- How should employees be made aware of workplace violence policies?
- How should employers form their workplace violence committee?
- How is workplace violence prevention and action best taught?
- What are some specific actions necessary to increase the safety of nursing practice settings?
- How should complaints of violence be handled?
- How do organizations partner with local law enforcement?

Topic #2: Nurse Retention

- What characteristics are important in the workplace environment when trying to retain nurses?
- What incentives should be implemented to retain nursing faculty?
- What incentives should be provided to retain nurses in practice?

Topic #3: Nurse Resiliency

- What are best practices for teaching nurse resiliency, beginning in nursing school and continuing into practice?
- How can nurse resiliency be supported?
- How can organizations support the continuous professional development of nurses?

Topic #4: Nurse Burnout

- What are the most effective ways to reduce burnout and stress among nurses?
- What measures should an employer take to address nurse burnout?

Topic #5: APRN Retention/Resiliency/Burnout

- What incentives should be implemented to retain APRNs?
- How can APRN resiliency be supported?
- What are the most effective ways to reduce burnout and stress among APRNs?

Topic #6: Transition to Practice

- What structure should be created to transition new grads to practice at the facility level?
- What structure should be created to transition new grads to practice in non-acute settings?
- What are the best practices for onboarding and integrating international nurses into a new workplace?
- What structure should be created to transition nurses returning to practice
- What structure should be created to transition a nurse into a new practice setting?

Topic #7: APRN Transition to Practice

- What should be done to support APRN transition to practice?
- How can organizations support the continuous professional development of APRNs?

Topic #8: Teaching about the Workplace

- What should be taught in a nursing program about the expectations of a healthy work culture?
- How should the practice setting address expectations of the workplace during transition to practice?
- What can be done to bridge the gap between student expectations of the workplace and reality?

Topic #9: Health of the Nursing Workforce

- What ideas/resources would be effective in teaching nurses healthy coping mechanisms in nursing school/practice?
- How can nursing education and practice address the growing need for mental health awareness for nurses?
- How should a nursing employer promote the wellness of their nursing workforce?
- How can organizations promote a healthy work-life balance for nurses?
- How can the physical work environment be improved to support nurses' health and well-being?
- How is the safety of nurses being promoted at facilities?
- How can the nursing profession best address mental health issues in nurses and support their mental wellbeing?
- How can the nursing profession best address mental health issues in nursing students and support their mental wellbeing?
- How can the nursing profession best address substance use in nurses and support their recovery?

Topic #10 Creating Workplace Culture

- What are factors specific to creating a positive and supportive workplace culture in nursing?
- What can leadership and management do to take a more active role in creating a positive nursing workplace?
- How can nurses be empowered to take on leadership projects, tasks, or roles (i.e.: teaching, mentorship, peer support)?
- What can employers do to provide or structure opportunities for nurses to take on leadership projects, tasks, or roles (i.e.: career ladder, leadership transition programs)?
- How can communication be improved among healthcare team members to enhance the work environment?
- How can interdisciplinary teams develop mutual respect and trust in an organization?
- How can nurses be empowered and encouraged to participate in policy-making and organizational decisions?
- What actions can nurses take to improve the nursing workplace environment?

Topic #11: Leadership

- What resources have you found to be the most effective in educating and training nursing leaders for leadership/supervisory positions?
- How can we teach and prepare new nurse leaders in nursing education and practice?

Topic #12 Building the Workforce

- How can non-acute care employers better recruit and retain nurses?
- What can nurses do to ensure rural and vulnerable populations have increased access to nursing care?

Topic #13 Support of the Workforce

- How are employers addressing nursing practice errors?
- What support and remediation should be provided to nurses when an error is made?
- What is being done to educate nurses on how nursing peer review/safe harbor works and when to use it?
- How is patient safety best taught and upheld in the practice setting?
- How can an employer demonstrate to nursing staff that they will resolve clinical care issues/respond to nurse concerns/place patient safety as priority?
- What can nurses do to promote the profession of nursing?
- What actions can nurses take to advance the nursing profession?

Appendix D: World Café 101

What is a World Café?

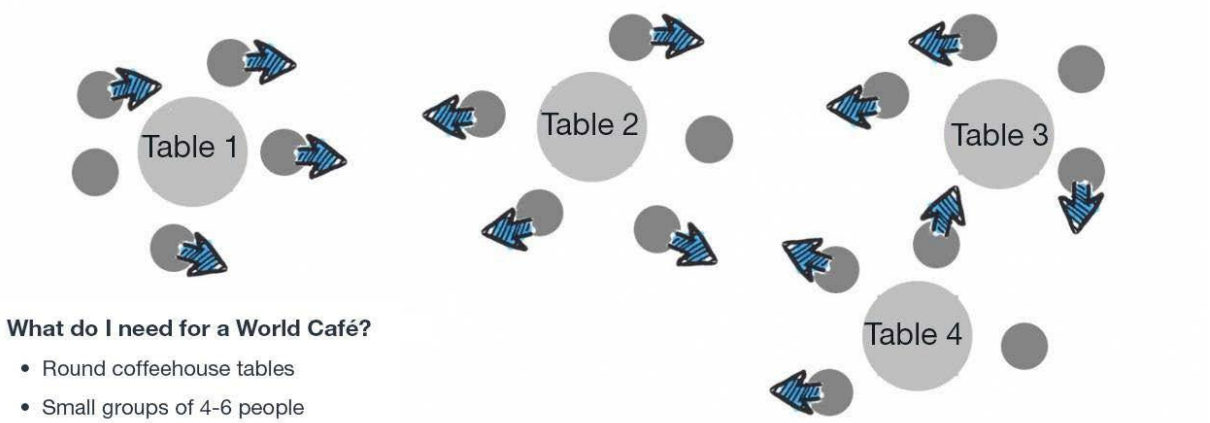
A World Café is:

- A method for creating a living network of collaborative dialogue around questions that matter in the real-world of a specific community.
- Fosters creativity, innovation, and connection
- The act of participating in a world café also serves as a metaphorfor the networks we develop to create new knowledge by sharingdiverse perspectives on questions that matter (Brown, 2002).

World Café: Guiding Principles

- Clarify the Context
- Create a Hospitable Environment
- Explore Questions that Matter
- Encourage Everyone's Contribution
- Connect Diverse Perspectives
- Listen Together for Insights & Deeper Questions
- Harvest and Share Collective Discoveries (Brown, 2002)

World Café: How Does It Work?



What do I need for a World Café?

- Round coffeehouse tables
- Small groups of 4-6 people
- A given topic
- Paper tablecloths, Post-It's or moderation cards

When do I use a World Café?

- Generate ideas
- Explore activities
- Enable exchange
- Share knowledge

How does a World Café take place?

One question is worked on in three discussion circles for 20-30 minutes.

After every discussion, the group set-up at the table changes, only one host stays at the same table.

At the end, the results will be presented in the plenary session.

Hosting A World Café

- Thoughtful set-up of environment
- Clear instructions re: etiquette and logistics (table changes,timing)
- Encourage participation by all
- May appoint “table stewards” to remain at each table to later assistwith harvesting and synthesizing knowledge

Café Etiquette

- FOCUS on what matters
- CONTRIBUTE your thinking
- SPEAK your mind & heart
- LISTEN to understand
- LINK & CONNECT ideas
- LISTEN TOGETHER for insights, patterns, & deeper questions
- PLAY, DOODLE, DRAW-writing on the tables is encouraged!
- HAVE FUN! (Brown, 2002)

Traditional Talking Stick

The Talking Stick is a tool used in many Native American Traditions when a council is called. It allows all council members to present their Sacred Point of View. The Talking Stick is passed from person to person as they speak and only the person holding the stickis allowed to talk during that time period.

More Café Etiquette

- Try to plan for no more than 6 participants per table
- You will participate in 5 different table discussions
- You will have a unique schedule of when to visit which tableprinted on your nametag
- Achieve a mix of perspectives
- 25 minutes per discussion circle
- ONLY HE/SHE WHO HOLDS THE TALKING STICK SPEAKS!
- Pass the talking stick on
- HAVE FUN!

Resources

Brown, J. (2002). *The world café: A resource guide for hosting conversations thatmatter*. Whole Systems Associates. International Creative Commons Attribution4. (2019). *The world café*.http://www.theworldcafe.com/

The World Café Community Foundation (2015). *A quick reference guide for hosting world café*. http://www.theworldcafe.com/wp-content/uploads/2015/07/Cafe-To-Go-Revised.pdf

Appendix E: The Future of Nursing in Texas: Stakeholders Moving Towards Alignment, Analysis of World Café Discussions

The Future of Nursing in Texas: Stakeholders Moving Towards Alignment
Analysis of World Café Discussions

Submitted to:
Kristin K. Benton, DNP, RN
Executive Director
Texas Board of Nursing

By: Helen Simmons, BSN, RN & Nohemi N. Ticas, BSN, RN
with Beth Ulrich, EdD, RN, FACHE, FAONL, FAAN
August 12, 2024

This report analyzes the proceedings of The Future of Nursing in Texas: Stakeholders Moving Towards Alignment 2024 Summit, which took place on April 22-23, 2024. During the Summit, participants engaged in discussions to recommend a cohesive approach to bridge the gaps within and between academia and practice, aiming to optimize clinical learning experiences for the future of nursing.

Analysis of World Café Discussions

In April 2024, the Texas Board of Nursing, Texas Nurses Association, and Texas Organization for Nursing Leadership convened the 2024 Nursing Summit, ***The Future of Nursing in Texas: Stakeholders Moving Towards Alignment***. Representatives of Texas nursing organizations, schools of nursing, and clinical organizations were invited to the Summit to discuss the future of nursing in Texas. Summit participants included 88 Registered Nurses, 11 Advanced Practice Nurses, two licensed vocational nurses, and one pre-licensure nursing student. During the two-day Summit, panel discussions and presentations were held to stimulate discourse on the forthcoming role of nursing in Texas. The participants actively participated in breakout World Cafe sessions, collaborating to identify issues pertaining to nursing education, practice, and the nursing workforce in Texas and to recommend resolutions to those issues.

The participants were given questions to stimulate discussion (see Appendix A). The discussion content was analyzed to identify themes.

OVERALL THEMES

Several overall themes were threaded throughout many topic discussions.

- Collaboration and partnering
- Increased and expanded clinical learning
- Planned and structured role transitions
- Increased and effective use of technology

Collaboration and Partnering

The most frequent theme across all topics was the need for collaboration and partnering - between academia and practice, between health care professionals (e.g., nurses in different practice settings; nurses and physicians; nurses, physicians, and other clinical professionals); and between nurses and communities.

Increased and Expanded Clinical Learning

Participants identified the need for additional clinical learning (both in school, in health care organizations, and across various patient care settings). A vital piece to increased and expanded clinical learning throughout academia and practice included debriefing after experiences.

Planned and Structured Role Transitions

Transitions were mentioned frequently as both a major opportunity for success (in the nurse's role and career) and a great potential for inadequate role preparation (which can lead to turnover). Recommendations to address these transitions included increased undergraduate preparation, internships/externships while in school, new graduate registered nurse residencies, APRN fellowships. The need for additional preceptors and training for preceptors was recommended as a key component of all of these transition strategies.

Increased and Effective Use of Technology

The increased and effective use of technology was a theme throughout the discussions. The technologies mentioned ranged from very basic (online learning, gaming) to very sophisticated (virtual reality, telehealth, human patient simulation, artificial intelligence). The participants expressed the need for nurses to learn technologies and to learn how to best integrate technologies into all aspects of health care.

TOPICAL THEMES

Educational Preparation

The themes within Educational Preparation included:

- Recruiting and Retaining Nursing Faculty,
- Educational Delivery, Environment, and Policies,
- Clinical Preceptors, and
- Recruiting and Retaining Qualified Students.

Recruiting and Retaining Nursing Faculty

The need to recruit and retain faculty is a major concern. Strategies for faculty recruitment include offering competitive salaries and benefits, with compensation packages to

reimburse educational expenses. Recruiting faculty members involves establishing a comprehensive database of potential candidates and implementing communication channels to reach out to prospective individuals.

Methods to retain faculty involve supplying opportunities for professional growth and development including creating avenues for faculty to showcase their expertise at a national level. Establishing mentorship programs for individuals entering or transitioning into faculty positions would provide support and resources to enhance retention. Adjusting faculty duties to accommodate remote work practices could facilitate professional and personal life balance to enhance job satisfaction and retention.

Educational Delivery, Environment, and Policies

Multiple discussions at the Summit emphasized the imperative need to integrate simulation and debriefing into the student learning experience. Simulation provides essential practice opportunities, allowing students to navigate low-frequency or high-risk clinical situations. Simulation also offers nursing faculty the prospect to introduce common nursing errors for students to recognize and learn from. The concern was particularly on clinical encounters involving pediatric and mental and behavioral health populations.

Nursing schools face challenges in securing adequate placement opportunities for their students within clinical environments. To address this, summit participants recommended diversifying clinical rotation sites, including Long-Term Acute Care (LTAC) and rehabilitation facilities. This diversification tackles the current shortage of placement opportunities and introduces new avenues for student learning and experience.

An innovative concept introduced at the Summit was nurse apprenticeships. A collaborative agreement between a nursing school and a clinical facility or nurse apprenticeship would involve hiring student nurses for clinical rotation work and providing them with remuneration. This arrangement augments the clinical experience for student nurses and contributes to an expanded workforce for the facility.

Participants emphasized the importance of nurse educators engaging meaningfully with their students. Solutions to this issue include evaluating and contrasting student learning styles and educator delivery methods. Suggestions involved exploring learning technologies employed in elementary and middle schools, which are anticipated to become integral to the education experience for future generations of nursing students. Engaging students through game-style learning, such as escape rooms and immersive activities like virtual reality simulations, were proposed as practical teaching tools.

Clinical Preceptors

Experienced preceptors and mentors were recognized as pivotal components of the student nurse's education. The heightened demand for proficient preceptors led to deliberations on initiatives such as remunerating nurses who undertake preceptorship roles and equipping them with the necessary skills through methods like the Coaching Model.

The Summit participants recommended the establishment of a database specifically for nurse preceptors to streamline their identification and utilization. Clarification and attention are required to determine the stakeholder responsible for managing the financial aspects of training and compensating preceptors for both undergraduate and graduate/APRN student nurses.

Recruiting and Retaining Qualified Students

Research on the evolving narrative around healthcare professions post-COVID and its impact on student interest in these fields was recommended. Participants deliberated on the potential for collaboration among nursing education programs to facilitate the referral of qualified applicants. Nursing Camps for middle school and high school aged students were suggested to provide a platform to promote the profession and recruit prospective students. To do so, a comprehensive review of the existing curriculum with potential revisions to bridge educational pathways for nursing students would provide the opportunity to build upon their education. The primary goal is to establish a smooth transfer of credit hours between programs, reassuring students pursuing a career in nursing receive a seamless academic progression.

Strategies of increasing retention of qualified students included offering counseling programs on stress management, work-school-life balance, and study skills to decrease stress and anxiety related to demands of nursing school. Finding solutions for decreasing tuition costs and increasing financial resources for qualified studies was suggested to ensure retention in nursing academic programs.

PRACTICE DELIVERY

The major theme within Practice Delivery was the need for solutions to education and practice gaps.

Solutions to Education and Practice Gaps

Ongoing evaluation of the gap between clinical practice needs and academic preparation of new graduate nurses is needed. A proposed evaluation method includes regular surveys of new graduate nurses and the clinical facilities that hire them to determine the gap between provided academic education and knowledge needed for initial practice.

The participants strongly recommended new graduate nurse residencies, clinical academies, internships/externships during nursing school, and APRN fellowships as interventions to address education and practice gaps. Recommendations were given to further assess multifaceted system failures beginning at faculty preparedness and shortage, limited student access to adequate clinical sites with trained preceptors (for both undergraduate and graduate students), and unclear or inadequate feedback from clinical agencies regarding needs. The need for academic organizations and clinical organizations to collaborate was stressed throughout the discussions.

WORKPLACE ENVIRONMENT

The themes highlighted in workplace environment included

- Workplace Violence
- Nursing Retention, Resiliency, Burnout
- APRN Retention, Resiliency, Burnout
- Health and Teaching of the Nursing Workforce

Workplace Violence

The participants of the summit unequivocally emphasized the necessity for workplace violence training across all levels of academia and practice, as well as the urgent need to dismantle workplace violence as a cultural norm. Participants proposed that workplace violence and de-escalation techniques be integrated into nursing school curricula from the outset and periodically reinforced through simulation experiences. Emphasis on implementing training for Preventing and Managing Disruptive Behavior during onboarding, annually, and within clinical settings for students was also suggested throughout the summit.

While solutions to eradicate the normalization of workplace violence were not distinctly defined, it was underscored as a top-down issue within facilities. It was noted that a "zero tolerance" policy alone does not foster a meaningful learning experience without consistent follow-through by administration, including debriefing opportunities and the dissemination of successful de-escalation strategies identified for workplace violence incidents.

Nursing Retention, Resiliency, Burnout

The analysis of recommendations regarding this subject is presently under review. Nonetheless, a prevalent theme of collaborative governance, adaptability, and provision of supportive resources such as childcare and professional development has been highlighted by participants as crucial for nurse retention. Additionally, participants emphasized the importance of acknowledging and normalizing nurse resiliency, allowing for the open discussion of real-life experiences and effective coping mechanisms via support groups.

Nursing and APRN Transition to Practice

The Summit participants explored key considerations in the transition to practice for undergraduate nurses, including nurse residencies, in facilitating the transition from student nurse to practicing professional to improve clinical skills, confidence, and retention rates among new graduate nurses.

One pressing concern in the field is the underutilization of clinical nurse educators within clinical practice. These educators play a pivotal role in the healthcare system by bridging the gap between theory and practice and imparting crucial mentorship to nursing staff. Recognizing and fully integrating their expertise into clinical practice is essential for the professional development of nursing staff.

Suggestions for effectively integrating international nurses into the workforce included accelerated track options with a heightened emphasis on reviewing the scope of practice, as embracing best practices is essential for seamlessly assimilating international nurses into the healthcare workforce. Individuals transitioning into practice should undergo comprehensive orientation rather than merely a refresher course.

Health and Teaching of the Nursing Workforce

The promotion of healthy coping mechanisms and mental health awareness within the nursing workforce begins with an emphasis on academic initiatives. It is recommended to integrate curriculum focusing on nursing mental health and wellness, equipping professors at all academic levels with resources, and inviting guest speakers, such as counselors, to provide insights on coping strategies and techniques. Incorporating simulation, debriefing, and reflective journaling throughout nursing education and practice provides opportunities for practical application and self-reflection.

Facilities should prioritize wellness and work-life balance, implementing positive interventions like team-building activities, involving chaplain services and management, and ensuring staff breaks outside of their units or departments. Participants have suggested that the nursing profession can address mental health issues, including substance use, to support recovery, fostering an environment where crucial conversations can take place without fear of retaliation. Removing the stigma associated with mental health issues, providing interprofessional communication and counseling services, and facilitating mentorship opportunities all contribute to creating an environment where open discussions and debriefing are encouraged to address underlying issues.

Appendix F: Summit Evaluation and Narrative Comments

Multiple Choice and Likert Scale Questions

The Future of Nursing in Texas: Stakeholders Moving Towards Alignment, April 22nd and 23rd 2024

QUESTION CONTENT	TYPE	ANSWER NAME	PERCENTAGE	IMAGE	COUNT	SAMPLE SIZE	MEAN	MEDIAN
Which of the following describes you? (Select all that apply.)	MULTI-CHOICE-MULTIPLE-ANSWER	Pre-licensure nursing student	.94%		1	104	3.1	3
		LVN	1.89%		2			
		RN	84.91%		88			
		APRN	10.38%		11			
		None of the above	1.89%		2			
If None of the above, please specify: (If	ESSAY							
How would you rate the summit registration process?	MULTI-CHOICE-SINGLE-ANSWER	Easy	93.27%		97	104	1.07	1
		Neutal	6.73%		7			
		Difficult	0		0			
Were the electronic handouts accessible?	MULTI-CHOICE-SINGLE-ANSWER	Yes	91.35%		95	104	1.09	1
		No	8.65%		9			
If you accessed the Need Help feature from the BON website, how satisfied were you?	LIKERT	1. Very statisfied	14.42%		15	104	5.12	6
		2. Satisfied	1.92%		2			
		3. Neutral	.96%		1			
		4. Unsatisfied	1.92%		2			
		5. Very Unsatisfied	1.92%		2			
		6. N/A (I did not access the Need Help feature	78.85%		82			
The summit format and teaching method(s) facilitated meeting the summit objectives.	LIKERT	1. Strongly disagree	7.69%		8	104	4.48	5
		2. Disagree	0		0			
		3. Neutral	3.85%		4			
		4. Agree	13.46%		14			
		5. Strongly agree	75.%		78			
This summit provided an environment for nurses in academia and practice to engage in conversations that helped to create innovative opportunities to increase quality education, that	LIKERT	1. Strongly disagree	6.73%		7	104	4.51	5
		2. Disagree	.96%		1			
		3. Neutral	1.92%		2			
		4. Agree	15.38%		16			
		5. Strongly agree	75.%		78			
This summit helped you to determine solutions to issues facing nursing education, nursing practice and the growth and retention of a healthy nursing workforce.	LIKERT	1. Strongly disagree	5.77%		6	104	4.4	5
		2. Disagree	.96%		1			
		3. Neutral	3.85%		4			
		4. Agree	25.96%		27			
		5. Strongly agree	63.46%		66			
The presentations and panel discussions on Day 1 met their learning objectives and set the context for dialogue during the World Café, and the World Café learning objectives.	LIKERT	1. Strongly disagree	5.77%		6	104	4.47	5
		2. Disagree	.96%		1			
		3. Neutral	4.81%		5			
		4. Agree	17.31%		18			
		5. Strongly agree	71.15%		74			
The presentations and panel discussions on Day 2 met their learning objectives and set the context for dialogue during the World Café, and the World Café learning objectives.	LIKERT	1. Strongly disagree	5.77%		6	104	4.55	5
		2. Disagree	0		0			
		3. Neutral	2.88%		3			
		4. Agree	16.35%		17			
		5. Strongly agree	75.%		78			
The facility/physical environment was conducive to learning.	LIKERT	1. Strongly disagree	5.77%		6	104	4.38	5
		2. Disagree	.96%		1			
		3. Neutral	4.81%		5			
		4. Agree	26.92%		28			
		5. Strongly agree	61.54%		64			

ESSAY QUESTION: Please list two (2) ways you will integrate any of the ideas discussed during the World Café discussions at the summit into your practice.

- Use some of the ideas as the basis for posing questions in courses I teach to challenge leaders to create better workplaces.
  Use a modified approach of the World Cafe to engage learners in discussion of issues.
- Continue to work with academic practice partnerships to secure clinical placements.
  Review opportunities to add more simulation activities and in a different way than currently.
- Reflect on the content of the presentations and consider alternative solutions and perspectives.
  Review the topics to incorporate in the MSN course on Nursing Informatics and the application to nurse leaders and educators.
- Appreciation of the need for development of targeted, specific preceptor education that includes simulation as a personal priority.
  Suggestions to strengthen the academic practice partnership, and at an earlier stage than historically been established.
- virtual simulation
  more discussion on AI
- Advocate for funding related to advancing technology in nursing practice
  Guide colleagues in the mentorship process where possible
- Discuss with new deans/directors when interacting with my education programs.
  Information giving at BON presentations for stakeholders.
- Identify ways to increase student and faculty numbers.
  Discuss ways to increase effectiveness of communication.
- I will integrate the process of the World Cafe in my classroom. I found that this was an excellent way to get students to discuss specific topics.
  Workplace environment is important and I will work more with our learners in how to deal with this type of actions.
- I will evaluate and implement innovations to improve retention in a multi-generational workforce. I will recognize there are different (not better/worse) values among the different generations of nurses.
- Use the world cafe process for future learning activities
- Will implement clinical judgment and interactive learning early in my first level nursing program
  Will seek apprentice clinical experiences for the nursing students.
- I look forward to reading the summary of conversations to determine what options would be beneficial in my practice setting
- Encourage nursing students' instructor to be more present.
  Make sure that the orientation process for new grads is seamless and easily obtainable.
- EHR throughout the program (beginning in Lvl 1 skills/lectures
  Moving away from asynchronous courses
- Collaborate with the experts on working towards continued improvements to overall nurse wellness including looking to the legislature to help make needed changes to systems
  Work on identifying barriers to successful transition to practice and help work on initiatives to ease this and improve new nurse retention and overall satisfaction with the profession.
- Evaluate our processes for precepting with students
  Look at opportunities to connect in the community
  Complete RCAs on what is working well!!!
- Liked our discussions about retaining faculty and AI in the classroom.
- Support a strong working environment for preceptors and working to get them a lighter patient workload so that their main focus is on the new nurse orienting.
- Great information and helpful in all areas of nursing.

- Will have a workplace violence training with Mangers first then all staff.
  Schedule listening meetings and get feedback from staff.
- I will present to my department.
  I will implement changes in my classes, using less lecture time and more simulation and active learning.
- Increasing simulation hours
  Developing a nurse educator residency program
- While I appreciated the World Cafe discussion format, I was dissatisfied with the lack of APRN clinician and/or educator representation. The few people at my tables that were APRNs did not generally have experience in APRN education. Perhaps I just wasn't paired with them, but across the day and a half, I only interacted with 2 other APRN educators.
- I will educate my staff on the issues facing Texas Nurses in the future.
  Will discuss modifying our approach for onboarding our new clinical staff to use experience our EHR and use of clinical decision support.
- Analyzing program curriculum and workplace environment for faculty
  Researching more ways to utilize AI in nursing education
- review the feedback,and determine how to implement in our program
- Continuing to encourage nursing as a profession
  checking in with nurses
- There were so many incredible ideas discussed! I have already started finding ways to eliminate the "minutia" from my faculty team's workdays so they can focus on teaching.
- Introducing more virtual simulation. Ensure clinical faculty have the time they need to adequately spend with their students at the bedside to ensure critical thinking is taking place.
- I am set to graduate next month from my DNP program. I plan on applying to teach undergraduates!!! It never occurred to me before, but I left the summit feeling called to be part of the solution to many problems facing out profession.
  I plan on starting to have difficult conversations and addressing topics that must be resolved.
- A healthy work environment will be implemented in our team and hospital so safety will be a priority.We will promote safety measures to ensure technology is being used ethically and objectively in practice.
- Use more simulation and start working on how to incorporate AI
- use of additional resources for nurses and stakeholders
  use of additional resources and AI and nursing
- I am going to review our nurse-to-nurse communication metrics and ask the tough question about how we are addressing lateral violence among nurses. I am also going to look at how our health system partners with faculty in a more meaningful way.
- I will use it review our culture of the program and to keep advocating for LVN education and financial support.
- I had the pleasure of connecting with several other nurse leaders and brain ways of collaborating on current projects. I have scheduled follow up meeting in Abilene to discuss how they can assist with a project centered around women's health.
- Have more discussions about how to better utilize APRNs in the hospital setting
  Continue to research how AI will impact nursing education and practice
- Application of more AI into classroom and clinical practice
  Inclusion of more transition into practice exercises throughout the program
- We will add bedside staff to our workplace safety committee
  We will continue to pursue other schools of nursing to partner in the apprentice program
- Focus on development of our preceptor program to provide more resources to our preceptors to support orientation of newly minted nurses in our organization.
  Include evaluations to the orientees regarding their experience during this period to earlier identify what they think they need as they move forward in the orientation process.
- Have meeting together with both our NSAC and Workplace Violence Committees to identify what intersections they think may be occurring to address opportunities to improve the work environment where staff might not feel safe and fix the issues to change that perception.

- Working on getting grants for a sim lab and incorporating the play environment during onboarding for Epic
- Will take measures to increase awareness of nurses bullying other nurses
  Will promote kindness in the workplace
- Synthesize the ideas to offer to policymakers and stakeholders in search of solutions.
  Publish the summit recommendations following analysis for public access.
- The summit reinforced my role in leadership as an APRN and how modeling professional values, such as respect, are essential in the workforce.
  I also gathered how organizational hospital and academic integration and collaboration are imperative in nursing development.
- I will use the information on classroom strategies provided by Nurse Tim to encourage faculty as they plan curriculum and classes.
  The panel discussion on innovative ways to support student entry to practice will be used to inform our practice.
- I did not participate in the discussions (I am staff) but the presentations were amazing and it made me feel more connected to current issues in nursing.
- As I am in academia, use of AI in the educational process
  One of the participants made mention of a "clinical impression survey" to give students the opportunity as they leave clinical to discuss the culture and various other aspects of the clinical experience.
- I will think outside the box when securing clinical spots for students.
  I will include more simulation and active learning in my classroom.
- The statistic about preceptors age range being around only 2 years experience was brought up. This was very interesting to know and I will bring this back into our program to discuss the ramifications and how to supplement.
  The presentation on simulation was very insightful, we are a small rural school that just acquired computers for the students this year. We will work toward integrating more simulation into our program.
- I plan to use the world cafe format for students in class to discuss topics in healthcare. I plan to use the items learn to enhace the culture of safety at RGVC.
- Potentially use incentives for preceptors
  Incorporate a Resilience Room
- More clinical practice for the nursing students to apply what they are learning in their didactic classroom.
  Changes to our SIM lab to incorporate more clinical practice.
- Will integrate more active learning that requires clinical judgement in the classroom.
  Will apply the ideas discussed in the faculty and directors retention World Cafe sessions.
  Specifically we will improve the process of onboarding, training, and mentorship.
- Further integration of virtual simulation into courses and facilitate preceptor training programs
- I will continue discussion regarding recruitment and support of faculty. I will continue to work on effective preparation for transition to practice including professional identity and communication.
- I absolutely loved the idea of conducting an RCA for when things go right and see how that could be replicated in other areas.
  I am so into the AI portion of the discussion and how we can use that, positively, to support improved patient outcomes. I was impressed with the Moxy (sp??) robot and the number of hours it is saving nurses and techs who need to be with patients and I'm going to recommend it to my organization.
- Faculty orientation checklist to include HR basics, physical facilities, and LMS use.
  Help students use AI ethically.
- I am inspired by what the practice partners shared re: nursing students and I will encourage the students to seek hands-on experience while in school.
- Will integrate into academic practice via:
  community partner relations
  programming; curriculum

- Share ideas about transitioning to practice with Education Department in my facility.
  Share ideas about just culture with my facility.
- Evaluating our processes and determining if we are meeting best practices.
- Better communicate with and support preceptors in the facility.
  Increase content/activities with students related to health work environment.
- Training our preceptors to effectively guide our students through their clinical assignment. 2. Getting more involved with technology so it can be used in a positive way to improve nursing education.
- Thread virtual sim into curriculum.
  Think about why I became a nurse and what I can pass on to my students.
- I am working toward making resilience, professionalism, and communication integral to each course in the professional phase of the BSN program.

  The World Cafe activity will be an excellent active learning activity for students in BSN courses.
- I will embrace A.I. and the changes that it brings.
  I will include simulation/practice in every session of PD that I provide to increase student retention.
- Incorporate new material in the classroom setting.
  Educate faculty of the information
- Utilize others solutions or adapt them to my daily practice
- Continue the conversation so that essential concepts become incorporated into practice.
  It is imperative for nursing to develop new ways to keep up with the latest trends.
- Integration of technology, like eSIMs to training of nurse interns and nursing students in developing clinical judgement.
  Creating a committee to help maintain and encourage a healthy safe work environment
- working on moving our curriculum to Competency based education
  Trying to integrate pt. record into class time with content
- Take these ideas back to my faculty and clinical partners to discuss future collaborations.
  Apply information to find creatie ways to facility nursing student education.
- Suggest implementation of healthy work environment collaborative to enhance patient and staff satisfaction.
  Research and suggest grant application for peer support program.
- Identify students with challenges sooner to assist them in their journey
  Inform students of the boundaries and policies set by the organization that they will held accountable to
- Aligning more simulation and kinetic learning with lectures.
  Training Faculty on use of simulation sites.
- I will integrate principles of just culture and public health through human factors engingeering approaches designed to prioritize pragmatism, prevention, and preparedness!
- Integrate WORKPLACE VIOLENCE concepts into the program curriculum,
  Integrate SELF-CARE CONCEPTS into the program curriculum.
- I will use more critical thinking situations for students so they become better in clinical judgment.
  Provide support to new graduates in the clinical setting.
- Presentation to my employer
  Presentation to my nursing co- peers.
- Stakeholders external collaborators indirectly connected to nursing education outcomes--Texas Workforce
- Discussion on apprenticeship idea sparked the thought to look into something similar in our school. Also, the world cafe talk brought up telehealth and virtual Nurse presence will be something we look at.
- Invite more collaborative input within my organization
  Work on telling my nurse stories, to students, and legislators
- I will integrate in my contact with other nursing programs
  I will assist programs and preceptors in making a seamless transition for new graduates
- Healthcare workforce development
  AI considerations

- Make oral presentations and write a conference report for Galen professional advisory committee members and for Galen faculty colleagues.
  Participate in discussions with various community boards and organizations in San Antonio, including City of San Antonio San Antonio Roundtable on Workforce Shortages in San Antonio.
- I enjoyed the World Cafe, I got ideas to implement with my staff about using AI for example to create simulations based on scenarios.
  I like the idea to add CE hours as part of the faculty yearly evaluations.
- Explore innovative models to incorporate in nursing programs.
- I will bring this information back to my NPD department. I am hoping that we will integrate some of the virtual simulation into nursing orientation.
- AI into faculty practice and curriculum changes
- I will explore the possibility of paid internship/clinical for our students.
  I will explore the use of AI in the classroom.
- The 50/11
  Focus on our place in AI
- Incorporating Workplace Violence training and education into our curriculum.
  It was great to connect with other Directors and ask questions. One World Cafe table focused on the director. This group discussed a lot of good information, which was very informative.
- Planning to promote the profession of nursing positively using social media.
  Planning a nursing student support group.
- The question regarding the licensed LVN making an error was a great talking point. This makes for a great case study.
  Clinical challenges was another area that will help students in my current program. Developing other activities when space is limited.
- Incorporating some of what was discussed into appropriate courses/course assignments for my students, as future nursing leaders, to have some exposure to the hurdles and potential solutions.2. As my work with some elements of our associated health system continues to grow, I intend to share these concepts and ideas with my practice counterparts as we design and develop future professional education experiences and applications of knowledge.
- I am proposing a research project at work based on my takeaways from summit. I want to focus on newly licensed nurses and those with experience that recently transitioned to a new specialty. I want to have a control group and test group. test group will have additional support and errors and reports to NPR/BON in those cohorts will also be tracked.
- Discuss the integration of more active teaching strategies to engage students and discuss ways to integrate wellness into the curriculum.
- Suggested targeted integration of two concepts that we discussed in our group: near miss documentation in simulation and faculty repository for classes.
- DNP project ideas related to psychosocial self-care in nursing education and transition to practice
- I am a nurse educator and am already adding more SIM and case studies to my courses. I am also leaning in to the idea that nurses deal with fear and trauma all the time, and focusing on mental health, using deep breathing, meditation and other self-care techniques to help nurses cope with the trauma that they deal with is vital to creating a resilient workforce.

ESSAY QUESTION: Is there anything else you would like to say that you did not get a chance to? (Please enter N/A if no additional comments.)

- In some of my groups, the emphasis was too low level or too educationally focused as opposed to what we could do together and at the bigger level of working beyond a single unit. This was balanced however by at least one session where one of the participants clearly had a big picture of how the school should influence the whole campus and how nurses working together would change the community.
- This was a great conference and offered the opportunity for networking with colleagues.

- This summit was almost surreal in its success for empowering attendees to be change-makers. It was the right collection of people to share ideas and innovation, all receptive to feedback when a need for change was discussed and/or sharing their unique input on the future of nursing.
- The "panel discussions" were almost worthless. I expected the panel members to do a brief introduction and then let the audience members ask questions and interact with the panel members. Instead, the "facilitator" (which, I use that term lightly...) monopolized the time with canned questions.

  The participants of the summit were decidedly top-heavy with academics. So many of those from the academic setting are clinically "irrelevant" as they have not been at the bedside in years...and in some cases, decades. They are completely disconnected to what is needed in bedside nursing or even how bedside nursing functions. Nursing today does NOT look like nursing 5 years ago.
- Need to address methods to facilitate nursing students who are ESL to be able to take the NCLEX in their native language. This would increase the success of cultures other than English speaking and would be useful to address the increasing nursing shortage.
- While the panel discussions were valuable, it would have been nice to submit questions ahead of time.
- This was well organized, had the right "mix" of nurses, and I like the process of a presentation, a panel discussion ,and then the World Cafe for each section. Thank you for the work on the front end!
- Thank you for this conference. I enjoyed the information.
- We talked about practicums in the hospital settings, but I think more needs to be done in the long-term care arena as well. I work in LTC Regulatory and many times we see nurses are missing that critical judgement.
- One of my biggest takeaways was for a summit billing itself as the future of nursing in Texas; the summit was largely devoid of the future generation of nurses. Glaringly absent amongst most of the conference attendees was anyone under the age of 40. I found it very concerning and troubling that more younger nurses in their 20s and 30s are not involved with shaping the future of nursing and solving the issues that plague us.

  At 37 years old, sandwiched between the older and younger generations, I would have loved to hear more perspectives from younger nurses in addition to the older generation's viewpoints. I feel like more attention needs to be focused on bridging the gap between generations and working together to solve the issues, and this was a missed opportunity to bring a more diverse group of nurses together.
- We need to continue to partner with the schools of nursing to provide students real world experience.
- Not all qualified applicants for nursing school possess the qualities of a professional nurse. All the data shows is the number not accepted into the program due to limited clinical space/qualified faculty. But no one is addressing that although an applicant meets admission criteria, does not mean they meet the qualifications/characteristics of a professional nurse. If all applicants were accepted, we would see a higher attrition rate.
- This summit was well organized. The speakers were excellent. I truly enjoyed the cafe experience. The only two comments I would make are 1- please provide more instructions for table facilitators in future conferences and 2- please make the temperature more comfortable...we were freezing! I am so grateful to have had the opportunity to take part in this summit. It was a wonderful experience.
- Yes, I would like our state legislators to look at how to help with funding simulation centers. High fidelity simulation is expensive but very worthwhile and we need to incentivize having this readily accessible to support the volume of new staff and new residents for interprofessional simulations.
- The summit was wonderful. I only wish it was longer. The world cafe was great I can't wait to read the take-aways.

- I was a disappointed in the attitude towards AI and feel the lack of understanding is leading to fear. This technology is not going away and has huge potential to be very beneficial to improving practice and reducing fatigue/burn-out. I fear the stance of the educators against it will set nursing back as the other medical disciplines embrace the new opportunities.
- I'd like to recommend that we look into a standardized platform for all nursing programs and practice settings to adopt for the onboarding and management of student clinical rotations.
- In the different world cafe tables that I sat at, communication breakdown or non-existence seemed to be a recurring observed theme. Will work with my team to see how that can be changed to improve issues that we have identified. Also, working with academic partners in our area to see what exercises could be performed/reviewed during clinicals that give the nursing students the confidence to communicate with patients, staff, and providers.
- Need diversity on the panel. All the panelist except maybe 1-2 were white female, all ranging from 35-60ish. Different points of views need to be considered with the wide range of diversity our workforce has. I being a women of color brought so ideas forward at the world cafe that many wouldn't have thought of. Representation matters. Please seek more diversity on the panel
- Thank you to everyone who showed up to and participated in this event.
- Everything was great, my only observation was during the breakout sessions of the 6 tables I went to 5 of the questions were very similar. I understand the need for so many tables but since we only went to 6 tables maybe have groups of tables with the same questions and rotate people randomly throughout those groups and allow for a little more time for discussion.
- I would love to present at the next summit with Vernon college on the registered nurse apprenticeship program.
- N?A
- Thank you so much for the leadership and foresight involved in this summit. This is truly a model for the entire nation to embrace.
- excellent speakers (keynote presenters and panel presenters)
- The summit was amazing and had such incredible speakers. I think it was a job VERY well done. I was at the last summit and I thought the format with a break up of table discussions and presentations in the auditorium helped keep people engaged.
- I really like the format. Not too long in the large room, good discussion with short but meaningful interaction during the world cafes. Good to get to meet so many other attendees.
- I would have liked the opportunity to participate in a round table discussion r/t clinical experiences that other nursing schools are doing. I was not assigned to that topic for discussion. I look forward to seeing the completed summit report in the near future.
- Starting the conversation is the first step to solving the issues in all nursing sectors today. Thank you for the time and attention given to developing/ re-energizing this wonderful Summit.
- We need to focus more on how to build a framework for ambulatory nursing.
- The presenters were excellent, and there were many opportunities to learn!
- It would be helpful to have the handout to all of the presenter's presentations.
- No
- Outstanding program related to the future of nursing utilizing the World Cafe format.
  Enjoyed especially presentations by Tim Bristol, Pam Lauer, Representative Donna Howard, Dr. Booth and wrap-up discussion speakers.
  The panel discussions for Education, Practice and Workforce were excellent.
  I appreciated the table discussions.
  I look forward to the report that will be produced with data presented at conference.
  I thank everyone who planned and organized this conference.
- I enjoyed the idea of bringing students to the summit.
- N/A.
- I did not like Nurse Tim presentation. He does not present a lot of information; instead he tells jokes and games. Also, some of his statics were wrong.

- 1. World Cafe is an excellent method of sharing ideas; however, I noted at least two of the sessions I attended were only nursing faculty at the table (limiting the discussion from the perspective of nurses in practice).
- I enjoyed this a lot and look forward to another one in the future!
- The structure of the summit limited our ability to discuss the elephants in the room. There are two main ones that I feel like should be addressed:
  First, maintaining a 1 year average of first attempt pass rates for NCLEX severely limits the ability of nursing schools to attempt innovations or incorporate more at risk students into the program. This is also the source behind why nursing schools had increased the rate of standardized tests in their courses (i.e. ATI assessments). The most straight forward solution would be to mimic Kentucky's method of evaluation. I would propose that the BON would adopt a rolling 3 year first time pass rate for NCLEX. This would give nursing school the ability to attempt to address the lack of competence of new graduate nurses that is known by our community.

  Second, an innovative method for increasing the nursing workforce would be to invite nurses that have left the profession back to nursing. There is a large number of trained nurses that have left nursing for a variety of reasons (families, burnout, other interests). This untapped resource needs a straight forward path to return to nursing. Currently, there are many barriers to them restoring competence, reactivating their licenses and obtaining jobs. The BON could consider suggesting this intervention to the Governor's task force.
- As a DNP student (non APRN), this experience was invaluable! Thank you for the opportunity.
- I found the program to be really helpful to understand where I need to get my students and ways I can help them succeed.

ESSAY QUESTION: Thank you for attending the summit and providing constructive feedback. Please feel free to provide any additional comments. (Please enter N/A if no additional comments.)

- Great Conference!
- Please ensure that attendees are pushed notification of the final publication based on the event's activities to continue to build momentum or to reinstitute momentum.
- I would like to suggest that the PowerPoints that the speakers utilized in their presentations be made available before and/or after the conference.

  This, in my opinion, was one of the better conferences that I have attended in quite a while. It did not feel rushed, and information was on point to what is relevant and seen in the colleges, as well as the hospitals. So thank you for providing this platform!!
- We need to have a summit where more professional nursing organizations are represented as well as the different specialties. While there are some common threads interwoven through out the profession, we need to ensure we have unified voice across the state in our specialty areas as well as through out the profession.
- It was an honor to be given the opportunity to interact with leaders of the nursing profession.
- Wonderful opportunity to collaborate and share! Thank you!
- This was such an amazing event and I was inspired by all of the work and collaborative efforts of everyone involved. This makes me excited about the future of nursing as together we can stand up and be the change.
- Would love more time at tables.
- Overall, it was a very eye-opening experience.
- Please offer tea for non-coffee drinkers :)

- Thank you for providing me the opportunity to participate in the summit. I was thrilled to receive an invitation after attending the Nursing Student Policy Summit at the beginning of the month. I will graduate with my MSN in August and am grateful to have had the chance to discuss with leaders, educators, and other nursing stakeholders ways to solve the issues we are facing now and in the future.
- I enjoyed the format and was able to meet many new people.
- I enjoyed the summit very much! Great presentations!
- Thank you for giving school nursing a seat at the table!
- I have no additional comments. The summit was very well organized.
- Would have loved opportunities for questions. I have questions I would like to ask Nurse Tim.
- Excellent summit and I really appreciated the focus on solving real problems - errors, retention, workforce wellness. All speakers were dynamic and very engaging. I lead the Epic/technology training team at my facility and will be implementing the 50% virtual simulation recommendation.

  I would recommend more on the topic of how AI is going to support practice and the challenges we should anticipate.
- I enjoyed the summit and the round table discussions. I would have felt better if we had a plan of action moving forward with some of the issues we identified.
- The room was extremely cold on the first day, even with a coat. I was disappointed to not have paper handouts. It was difficult to read the bios on my phone.
- Loved this event! I would like to see more of the practice side of nursing represented.
- I loved it! The opportunity to network with individuals from various backgrounds, cultures, and workplace settings helped me to understand the issues from a broader perspective.
- This was an excellent opportunity to network and identify solutions that we can all work together to achieve.
- Nursing dept. did an AMAZING job with this. The structure was good (engaging, kept things moving, nothing felt boring or too long- lots of variety) and the topics/speakers were interesting. The discussions at the café sessions seemed very vibrant and the attendees looked to be enjoying themselves. Good job!!

  I was solely an observer. I would have liked to see some reserved seats for Board staff together, as the staff who had to get up and go to the stage needed to squeeze by attendees because the room design was a little cramped with desk seat rows and table rows interspersed (but that's a Pickle problem!). Otherwise the setting was very nice for this program.
- Excellent workshop. Statistics provided regarding nursing workforce was astounding!!!
- Everything was excellent.
- This was very informative and I look forward to the next one!
- Loved the World Cafe sessions. It provided change and pacing. Don't change anything.
- Thanks you for providing this learning opportunity. Very well organized meeting. I plan to participate in future meetings.
- My only request for consideration is regarding the lunch. I really appreciate the effort to provide a very nice lunch. I cannot eat gluten, and I typically expect to have to modify my lunch a bit. In a sandwich box, I can remove the bread and eat just about everything else. In this case, I was limited because even the Sun Chips have gluten. I know this is a very particular request, and I absolutely understand the need to accommodate the larger group with appealing and tasty options. I just thought I'd drop this little bit of information for future consideration, if possible. Thank you for an excellent event! It was a great conversation, and I look forward to future collaborations.
- GREAT JOB!
- Temperature in auditorium was extreme, too cold
  Otherwise great venue, no parking issues, etc.
  Breakfast offering each morning would be helpful; tacos, etc.

Thank you for coffee!
Great to see TXBON and TNA staff and BODs together.

Loved this event! Hoping for future invitation!

- Great Conference! It was exciting to learn about what is happening in Texas to advance nursing practice.
- The summit was very informative. I gain a lot of knowledge that will help to improve my nursing program and our nurses overall.
- I did feel like a few of the table facilitators were very sweet but spent the whole time telling their own story rather than soliciting responses and feedback from the table group. I did also initially struggle to see where I fit in some of the discussions (for example, I'm not an APRN but was at an APRN specific question series).
- Thank you very much!
  Looking forward to the next one!
- This was my first summit. Found it very helpful and helped me network with other nurse leaders.
- I liked the location. It had easy access to motels and restaurants without the downtown traffic.
- Great Summit!
  Cannot hardly wait for the next one!
- I enjoyed the set-up of the summit. It was interesting and a learning experience to hear what other faculty have to say. I found that I am not the only one experiencing some of these situations.

  Thank you!
- The room where the speakers was so cold. Maybe adjust air next time. 2 day was perfect.
- It was an honor to be of service as a table facilitator. At the end of my DNP journey, I gained valuable and unsettling updates about the future of nurses. The content will guide my future employment pursuits.
- It was very well organized and a wonderful conference, Thank you
- See my answer to Question 13.
- N/A.
- I would like to see this done more often! At least annually!
- I like the World Cafe discussions. The discussions were a great way to collect data. Also, more diversity of your panelists.
- It is too bad the main meeting room does not have more access to electrical outlets. Same for the meeting area for the World Cafe. Maybe offer 'charging stations' with outlet strips (if codes allow) for attendees to charge electronics between sessions.
- I wish all the presenters made their slides available like the first presenter!
- I really enjoyed attending the summit. This was my first time attending, but I feel it allowed for exchange of ideas.
- I would have like the opportunity to ask the panel or presenters questions. I feel like this would have helped up meet the objectives of the summit.
- I had several issues with my BON lifetime learning account, so I wasn't able to get my materials before the summit. Only some of the materials were available to me. I ended up calling twice and each time the person that helped me (Robert and Alexa?) was helpful and got my concerns addressed. I did not get access to my evaluation until I called on May 9th however, and now the program will not let me submit it, so I'm going to call again when I complete my meeting.