

POSTER PRESENTATION ABSTRACTS: IN PERSON VIEWING

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Poster Presentation:

Evaluating Impact of Nurse Driven Outreach on Blood Pressure Management in Adult Populations in the Primary Care Setting.

INTRODUCTION:

The purpose of this quality improvement (QI) project is to evaluate the impact of nursing outreach on hypertension management in the primary care setting. This project hopes to improve hypertension management by way of including initiative from the nursing team. The PICOT question is: In adults between 18 and 64 years of age with primary/essential hypertension, what is the effect of monthly nursing outreach efforts on blood pressure management compared to those that did not receive nursing outreach over the course of 3 months?

METHODS:

This study will be conducted by use of an ambulatory care nursing team within the Advocate Health system in the Greater Green Bay area of Wisconsin utilizing the Plan-Do-Study-Act (PDSA) method. Using a template, outreach will take place monthly for patients above goal for blood pressure parameters ($>140/90$) until they are at or below goal or until the quality improvement project is complete. This project will be conducted for three months with a projected patient sample of approximately 50 patients. The intervention data will then be compared to retrospective data to determine the significance of the intervention on hypertension management.

RESULTS:

This project has very recently concluded and initial views of results are showing that nursing interventions were statistically significant on both systolic and diastolic readings. The primary care provider that was used for this study also had an increase of 6% in their management score for hypertension during the project period. As data is reviewed, this section will have more information by presentation day.

DISCUSSION:

This project period has very recently ended and conclusion for future recommendations have not yet been made.

POSTER PRESENTATION ABSTRACTS: IN PERSON VIEWING

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Poster Presentation:

Virtual Reality: A Viable Strategy to Validate Competency

BACKGROUND:

The Essentials: Core Competencies for Professional Nursing Education call for competency-based education (American Association of Colleges of Nursing, 2021). One strategy to assist students in acquiring competency is to engage them in active learning and guided practice. Virtual reality is a type of simulation in which an individual interacts with a three-dimensional environment using a headset. A recent study found that prelicensure nursing students using virtual reality scored higher than students in traditional clinical settings in the areas of infection control, initial assessment, oxygen therapy, and overall performance (Cieslowski, Haas, Oh, Chang & Oetjen, 2023).

PURPOSE:

A pilot study was performed to explore the student and faculty experiences of utilizing and participating in virtual reality learning. Virtual reality was incorporated into 3 clinical courses in the accelerated Bachelor of Science in Nursing track. Eight scenarios were implemented and evaluated.

METHODS:

Descriptive statistics were used to analyze student and faculty satisfaction and student perceived level of impact over virtual reality. Comparative analysis was used to identify patterns and commonalities among the participants' responses to open-ended questions on each survey.

RESULTS :

Fifty-seven students and 9 faculty participated. Average student satisfaction with the use of virtual reality was 3.05; average faculty satisfaction was 3.09. Average student satisfaction with the learning scenarios was 3.09; average faculty satisfaction was 3.45. Eighty-five percent of students and 97% of faculty reported that the experience improved students' clinical reasoning and decision-making skills.

Themes identified include: practice and confidence, ability to perform skills that students cannot in traditional clinical, ability to provide care for patients and conditions not guaranteed in traditional clinical, technology issues, and negative side effects of virtual reality.

IMPLICATIONS FOR NURSING EDUCATION:

The ability to practice skills and provide nursing care to patients who students cannot typically interact with in the traditional setting is a significant benefit of virtual reality simulations. This, coupled with the perceived positive impact on clinical decision-making, supports the conclusion that virtual reality can be a viable technology-mediated instruction tool to engage prelicensure nursing students in active learning to achieve identified competencies.

POSTER PRESENTATION ABSTRACTS: IN PERSON VIEWING

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Poster Presentation:

Building a Supportive Learning Environment: Strategies from a Student Success Team

SETTING:

Our poster explores the impact of a dedicated Student Success Team (SST) within an urban Wisconsin School of Nursing (SON). The SST includes faculty, the Dean of Nursing, the Academic Support Specialist, and student voices.

EDUCATIONAL STRATEGY:

By bringing together stakeholders focused on whole-person success, the SST continuously addresses academic and personal challenges. This team's work intersects with and augments the university-wide student success initiatives which emphasize retention, persistence, and graduation rates.

BACKGROUND INFORMATION:

Current cultural trends affect students and nursing programs. Rising tuition and student debt contribute to dropout rates, while mental health challenges are a leading cause of student attrition. First-generation and non-traditional students face additional barriers, including academic preparedness gaps and the need for flexible learning. Expanding student success initiatives with a holistic view is critical to meeting evolving student needs.

INTERVENTIONS:

SST student focus groups and surveys identified barriers and promoters of success, shaping initiatives over two years. A standardized Canvas template improved course navigation, and joint faculty scheduling reduced exam and assignment conflicts. Coordinating clinical and simulation obligations provided a semester-wide perspective and stronger student advocacy. SST research on university goals strengthened SON-university partnerships and faculty awareness of support resources. A Clinical Liaison standardized clinical instruction, while an Academic Support Specialist streamlined advising and removed faculty advising duties.

EVALUATION:

These efforts improved nursing students' experiences and outcomes. Senior exit survey data indicates enhanced perceptions of faculty professionalism, presence, and advising support. Additional qualitative and quantitative data will highlight successes and ongoing challenges.

DISCUSSION/RECOMMENDATIONS:

Both small and significant faculty or policy changes can positively impact student success. As students face evolving challenges, the SST continues to promote innovation and flexibility, addressing AI, textbook use decline, engagement, and mental health support. Incorporating student and faculty voices is crucial for sustainable, meaningful change.

POSTER PRESENTATION ABSTRACTS: IN PERSON VIEWING

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Poster Presentation:

Using an Interpretive Phenomenological Approach to Understand the Menstrual Experience of Young Adults

BACKGROUND:

An estimated 1.8 billion people worldwide menstruate, and young adults often encounter social and cultural stigma, exclusion, and a lack of resources to manage menstruation comfortably. A review of studies on college students revealed that menstrual symptoms and stigma led to absenteeism, poorer performance in work and school, and decreased quality of life

AIMS:

This study examines the multifaceted perceptions of a diverse group of young adults aged 18-25 to gain a deeper understanding of the menstrual experience, including cultural stigma, advocating for personalized care and policy change to enhance the quality of life for individuals navigating menstruation challenges.

METHODS:

We employed a qualitative research methodology that integrated a survey (n=620) and focus groups (n=50). We used Interpretive Phenomenological Approach to examine and thematically code participants' lived experiences, focusing on how they perceived and interpreted these experiences within the context of their personal and social environments

RESULTS:

Key themes include physical and mental health challenges with menstruation, difficulties attending social, school, and work events, barriers to self-care, reduction in quality of life, societal stigma, lack of access to healthcare and care products during menstruation, and cultural differences.

CONCLUSIONS:

This study brings attention to the need for a holistic approach to supporting menstruators, including increasing access to menstrual healthcare, accurate and timely menstrual education and product access, an understanding of cultural differences, and consideration of accommodations related to menstruation.

CLINICAL OR NURSING EDUCATIONAL IMPLICATIONS:

Our findings provide an understanding of the menstrual experiences by recognizing diverse backgrounds and gender and has important implications for nursing practice and education. In clinical practice, nurses should prioritize culturally sensitive care, advocate for patients, engage in community outreach, and support conversations about menstruation. This work can also be integrated into nursing education through a curriculum that addresses menstrual health variations among young people, promotes health education initiatives in public health and school nursing, focuses on an interdisciplinary approach to health and wellness, and explores health policy. A proactive approach will help nurses, as clinicians and students understand menstrual health equity and improve overall well-being.

POSTER PRESENTATION ABSTRACTS: IN PERSON VIEWING

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Poster Presentation:
**Navigating the Clinical Placement Dilemma:
An Innovative Approach in the DEMSN Program**

BACKGROUND:

Securing quality clinical placements is increasingly challenging due to competition for sites, faculty shortages, and shifting healthcare landscapes. Traditional nursing programs often rely on specialty-specific clinical rotations (e.g., pediatrics, mental health, labor and delivery), but this model presents challenges in accelerated programs like Viterbo University's Direct Entry Master's in Nursing (DEMSN) program. These barriers arise from a limited pool of clinical placements that can accommodate the intensive schedules of accelerated programs, further complicated by the need for specialized faculty. To address these challenges while ensuring diverse, high-quality clinical experiences, we balance faculty-led clinicals with preceptor-based experiences and targeted specialty rotations.

A key adaptation is the omission of a traditional mental health clinical rotation, which often lacks hands-on opportunities for students and focuses more on observation. Instead, mental health competencies are enforced using standardized patient simulations. This approach allows students to practice essential skills such as trauma-informed care, crisis management, and therapeutic communication. Additionally, we teach mental health through the lens that mental health is pervasive across all healthcare settings, not just in specialized units, reinforcing its integration into broader clinical environments.

INTERVENTIONS:

The DEMSN clinical structure unfolds across five semesters:

- Semester 1: Foundational knowledge with no clinical.
- Semester 2: Faculty-led medical-surgical clinicals with observational specialty experiences.
- Semester 3: Preceptor-based Dedicated Education Unit (DEU) clinicals on a neuro/cardiac unit, plus structured specialty experiences in labor and delivery and high-acuity settings.
- Semester 4: Population health clinicals with preceptor-based experiences in nontraditional settings.
- Semester 5: Capstone experience with one-on-one preceptor mentorship in a chosen area of interest.

This structure optimizes learning by blending hands-on, observational, and preceptor-led experiences while meeting AACN Essentials competencies.

DISCUSSION/RECOMMENDATIONS:

This model offers a sustainable, high-quality alternative to traditional specialty-based clinicals. Preceptor-based learning fosters individualized mentorship, while targeted specialty rotations expose students to diverse practice areas. Early outcomes indicate improved clinical competence and readiness for practice. Future research should explore the long-term impact of this model on graduate success, patient outcomes, and its potential for broader adoption in nursing programs facing similar faculty shortages and clinical placement challenges.



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POSTER PRESENTATION ABSTRACTS: IN PERSON VIEWING

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Poster Presentation:
**Leveraging Technology in Online Nursing Education to Improve
Students' Assessment Skills**

ABSTRACT:

In the first semester of the Direct Entry Master of Science in Nursing (DE-MSN) program at Viterbo University, students are required to take a course titled Holistic Health Assessment and Lab. Within this course, they learn how to perform individual body system assessments that conclude with a complete head-to-toe assessment. The current presentation of individual body system assessments are limited to a written list of skills and a 3-hour face-to-face demonstration and practice session. The head-to-toe assessment is the cumulative education of the semester and is a 3-hour face-to-face demonstration and practice session.

Among this population, will the implementation of "chunked" mini-modules with educational video demonstrating best practice of head-to-toe assessment at the start of the semester improve the confidence in student's ability to perform head-to-toe assessments prior to starting the first round of clinicals in the second semester? The new cohort of DE-MSN students will receive additional instructional support through educational video demonstrations of head-to-toe assessments at the beginning of the Holistic Health Assessment and Lab course. These demonstrations will incorporate multiple learning modalities to accommodate diverse educational needs. The new cohort will then complete a confidence survey that is also sent to previous cohorts. The distribution of survey responses will be analyzed and compared between cohorts, with differences in summary statistics evaluated to assess the impact of the additional instructional resources.

We anticipate that providing online nursing students with "chunked" curated multimedia content from nurse instructors before their first clinical rotations will enhance their confidence in performing head-to-toe assessments. This increased confidence is expected to lead to greater satisfaction and a smoother transition into clinical practice. Evidence to suggest LMS instructional interventions have a positive impact on the education of online nursing students includes that 90.3% of nursing students who were at-risk were able to successfully pass their courses when student success strategies were implemented in their LMS, "chunking" LMS content into mini-modules and providing 5–15-minute instructional movies are designed to accommodate diverse learning needs and are particularly well-suited for online DE-MSN students, and supporting student nurses is linked to increase retention and decreasing attrition rates.

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Poster Presentation:
**Evaluation of Targeted Recruitment Techniques of
First-Generation College Students**

BACKGROUND:

First-generation college students face unique challenges, including a limited understanding and support from family members or guidance professionals. One of the key barriers is a lack of knowledge regarding educational degree pathways, particularly in fields like nursing. The University of Wisconsin-Oshkosh (UWO) has been experiencing a decline in enrollments within its nursing program, similar to national trends.

AIMS:

This project aims to enhance the recruitment process for high school students considered first-generation college students into UWO's nursing program. By creating and evaluating a targeted recruitment toolkit, the project seeks a better understanding of the unique needs and aspirations of first-generation college students.

METHODS:

The toolkit includes PowerPoint presentations and informative posters to help students understand the nursing profession, academic pathways, and support available to first-generation college students at UWO. Eight presentations at three high schools were conducted between December 2024 and February 2025. Voluntary surveys were distributed after the presentations, and 70 completed surveys were collected. They assessed students' college aspirations, interest in the nursing field, and whether the presentations adequately highlighted support for first-generation college students at UWO.

RESULTS:

Historical data (2018-2023) showed that 42.0% of all students and 44.1% of the nursing students at UWO are first-generation college students. Those who would be first-generation college students made up 55.1% of survey respondents, 43.6% reported being extremely interested in going to college, and expressed the highest desire to attend UWO. After the presentation, this group showed the greatest increase (+15.9%) in nursing profession interest, and 94.9% felt the presentation effectively highlighted support for first-generation college students at UWO.

CONCLUSION:

Positive feedback from presentations suggests that utilizing targeted recruitment strategies for first-generation college students can help enhance the understanding of nursing education and support given to first-generation college students.

CLINICAL OR NURSING EDUCATION IMPLICATIONS:

This project emphasizes the need for tailored recruitment strategies for first-generation college students into the nursing field. By enhancing the understanding of support and academic pathways, access to nursing education can improve, helping to alleviate the nursing shortage and increase diversity within the healthcare workforce.

POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

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Poster Presentation:
**Evaluating Incorporation of Simulation in the Interview Process
and its Effects on Attrition Rates**

ABSTRACT:

While the didactic portion of nurse anesthesia school builds an important foundation for preparing students, excelling in clinical performance is essential to be successful as a certified registered nurse anesthetist (CRNA). Selecting well-rounded, high-caliber applicants for a nurse anesthesia program can be challenging when only evaluating cognitive skills. Incorporating a high-fidelity simulation into the nurse anesthesia interview process may help faculty better predict student success in the program by evaluating non-cognitive skills and decrease attrition rates in nurse anesthesia programs. Utilizing resources already available in the University of Wisconsin College of Nursing Surgical Simulation Center, the addition of this component to the interview was a low-cost process. Faculty time commitment was the biggest expense for integrating simulation into the interview process. Each applicant was given the same scenario and graded utilizing a performance rubric. All component scores of the wholistic admission process were totaled and averaged among the interviewers. Applicant selection was based on the highest average scores. Incorporation of high-fidelity simulation into the nurse anesthesia applicant UWO CON DNP Nurse Anesthesia Emphasis program (NA program) admission process beginning in 2023 may improve applicant selection resulting in decreased program attrition rates. Historically, there has been a 7-20% attrition rate from prior cohorts, resulting in financial losses for the program. The purpose of this study was to assess the value of evaluating non-cognitive behaviors of applicants to the NA program. An initial review of scores from 2023 and 2024 applicants, faculty found that simulation did make a difference in the selection process. Continued assessment of using the simulation as part of the wholistic evaluation process in terms of attrition will assist faculty in deciding the value of continued use in future years interview processes.

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Poster Presentation: **Time for a Change: Prioritizing Nurse Wellbeing**

BACKGROUND:

Nurses have struggled with mental and emotional health due to the stressors of their positions; this is nothing new. As a result, nurses have higher rates of mental health and substance issues as well as suicide compared with the general population (Choflet et al., 2023). The National Academy of Medicine found that burnout had reached "crisis levels" among the U.S. health workforce, with 35-54% of nurses reporting symptoms of burnout. Perpetuating this issue is the stigma that prevents nurses, and other healthcare professionals, from seeking support for their mental health (Murthy, 2022).

The ANA Membership Assembly voted on recommendations:

- Encourage employers to foster a culture that prioritizes well-being, normalizes open communication about mental health, supports prevention and promotes care-seeking (ANA, 2024).

It is time to put those recommendations into action. But how do we do that? There is one solution available in many organizations and states. Peer support. But what is it and how do we help nurses find it?

Learning Objectives:

- Gain an understanding of mental health and substance use disorder (SUD) in nursing.
- Realize a decrease in stigma by listening to one nurse's journey.
- Learn to recognize the signs that a nurse may need support.
- Identify the resources for nurses.

CASE PRESENTATION:

For over 30 years, Kristin has served as an RN, including, at the height of her career, a role as a pediatric transport nurse. However, mental health and substance use challenges led to a devastating 2004 diversion incident, resulting in job loss, license revocation, and a four-month incarceration. Finding recovery in 2005, she embarked on a challenging path to regain her license, successfully completing a five-year monitoring program. Recognizing the absence of peer support, she established a vital resource for Wisconsin nurses, ensuring they have the support needed to navigate life's complexities.

DISCUSSION

Peer support is a powerful tool for addressing a variety of challenges, including those faced by nurses. By connecting individuals with similar experiences, it fosters a sense of community, understanding, and mutual support.

Key Benefits of Peer Support:

- Reduced isolation
- Increased coping skills
- Enhanced self-efficacy
- Improved mental health outcomes
- Increased resilience

In Wisconsin, we have the Wisconsin Peer Alliance for Nurses, or WisPAN. Starting in September of 2021, WisPAN offers peer support meetings focused on substance use and peer support meetings focused on nurse mental wellness. Although separate meetings, nurses can join either one or both. The meetings are virtual, confidential and free. They are open to any nurse from students to retired nurses, RN, LPNs and APRNs...any nurse.

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POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

Fostering Belonging and Academic Success: The Impact of a Nursing Living Learning Community on First-Time-in-College Students

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BACKGROUND:

The transition to college can be a challenging experience, especially for first-generation and first-time-in-college (FTIC) students, who often face unique academic, social, and psychological barriers.

PURPOSE:

This abstract presents the development and implementation of a Nursing Living Learning Community (NLLC) designed to foster a sense of belonging among nursing students, enhance their academic success, and promote peer mentorship.

DESCRIPTION OF TOPIC:

The NLLC model integrates a structured monthly schedule of two scholarly events and one social event, intentionally blending academic support with community-building initiatives. Scholarly events are strategically designed to advance students' clinical competencies, reinforce evidence-based study strategies, and stimulate critical thinking through discussions of nursing theory. In parallel, social events serve as informal settings for relationship-building, team-building activities, and peer support. Through these monthly interactions, the NLLC encourages active engagement in both academic and social spheres, aiming to bolster students' academic persistence, improve retention rates, and foster a supportive peer network essential for success in the nursing profession.

IMPLICATIONS:

Preliminary findings suggest that participation in the NLLC significantly enhances FTIC students' academic performance, self-efficacy, and psychological well-being. This program underscores the critical role of belongingness, peer support, and intentional community-building in mitigating the challenges faced by nursing students and promoting their long-term academic and professional success. These findings highlight the potential of NLLCs as transformative educational models in nursing education, offering insights into the pivotal role of community in shaping student outcomes and fostering success in the demanding field of nursing.

Using Social Media to Promote Dissertation Topics

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BACKGROUND/RESEARCH QUESTION:

Once researchers generate ideas for dissertation research, it is imperative that they critically assess their ideas to develop viable research topics. What are the measurable impacts of using social media to increase stakeholder engagement in dissertation topics?

AIM:

This study was conducted to gauge viewer interest in SCORE, a five-step action plan designed to address implicit bias in healthcare settings. The primary objective was to evaluate how social media can be utilized to ascertain if SCORE is a viable topic for dissertation research.

METHODOLOGY/STRATEGY:

The mixed method design included launching the "Know the SCORE" video, conducting a regression analysis to forecast which social media platform would increase viewership, and conducting an anonymous survey to define audience demographics and elicit feedback.

RESULTS/LESSONS LEARNED:

After 10 days and 122 views, results indicated that X, YouTube Direct, and Facebook significantly contributed to views. The model demonstrated a good fit for the data, $F(1, 8) = 360.755$, $p < .001$, and an R^2 value explained 97.8% of the variance in views from new viewers. Further, 100 % of respondents ($N = 18$) in a qualitative survey communicated, "the video was easy to understand," and 94.4% would consider using the S.C.O.R.E framework. The qualitative survey revealed three salient themes highlighting the significance of SCORE and implicit bias as critical areas for future research.

CONCLUSION:

This study demonstrated how quantitative data from social media platforms can be indispensable for discerning interest in dissertation topics. As the leading online video streaming platform, YouTube presents a significant opportunity for sharing health-related educational content.

CLINICAL OR NURSING EDUCATIONAL IMPLICATIONS (INCLUDING RELEVANCE TO NURSING EDUCATIONAL PRACTICE):

Social media's potential to disseminate meaningful information is unparalleled. Failing to capitalize on YouTube's popularity would be a missed opportunity. S.C.O.R.E is poised to impact transformative change. A unified paradigm can be established for health professionals' multiple disciplinary experiences, potentially enhancing patient communication, minimizing adverse outcomes, and standardizing approaches for a patient-centered environment.

POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

Igniting Passion and Purpose: Empowering Nursing Students and Nurses to Care with Heart

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BACKGROUND:

Sadly, on average one in five nursing students drop out of nursing school annually. Reasons include perception of missing/lack of resources to successfully cope with school and nursing, inconsistencies between the image of the profession and the reality of the job, and lack of support from clinical faculty. (Canzan, F. et al, 2022) One remedy found in a recent study was the identification of faculty and family support as helping them stay in their programs (Tolouian, A., Wholeben, M., & Rankin, D., 2022).

According to the 2022 Nurse Salary Research Report, 29% of licensed nurses considered leaving in 2021, compared with 11% in 2020. Those staying stated that one most influential factor is better support for work-life. In 2022, the American Nurses Foundation and American Nurses Association published COVID-19 Impact Assessment Survey. Fifty-two percent of nurses considered leaving their current position due to work negatively affecting health and well-being, and inability to deliver quality care. Results also showed that 60% of acute care nurses felt burnt out, and 75% felt stressed, frustrated, and exhausted. Finally, the turnover rate for staff RNs increased by 8.4% and is currently at 27.1%.

PURPOSE:

This poster presentation promotes preparation of practice-ready, practice-healthy, and practice-hardy nurses and nursing students. We contend that revitalization of one's passion and purpose...remembering why nursing was/is essential in one's nursing journey and in life makes a difference. It strengthens one's ability to mentor and empower oneself with passion and to do the same for the next generation of nurses. Mentoring therefore is not simply a process. Rather it is, in this context, driven by passion and purpose...to care with heart front and center!

DESCRIPTION:

Strategies for caring with heart such as remembering, "Why Did I Become a Nurse"; how passion can be and is expressed in daily practice; review of the PASSION framework; mentoring as a passion activity; and what about nursing are you most passionate about. Ends with the Caring with Heart Action Strategy Action Plan.

Enhancing Dementia Care with PEPPERMINTS

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BACKGROUND:

Nearly 7 million Americans aged 65 and older have Alzheimer's disease, a number expected to reach 13 million by 2050. Agitation affects 60% of those with mild cognitive impairment and 76% with Alzheimer's disease, leading to increased caregiver stress, morbidity, and healthcare costs. Safety concerns about atypical antipsychotics led to an FDA black box warning in 2005.

PURPOSE:

To develop non-pharmacologic, evidence-based recommendations for addressing agitation in patients with dementia.

DESCRIPTION OF TOPIC:

Based on the 'Unmet Needs' theory, this study compared evidence-based non-pharmacologic interventions for agitation with clinical staff opinions. Based on the qualitative study results, recommendations are identified to improve clinical care of people experiencing dementia with non-pharmacologic strategies. The most effective interventions to reduce agitation are those that address the needs of the patient. A mnemonic checklist, 'PEPPERMINTS,' was created as a quick reference for interventions, aiding healthcare staff and caregivers in improving care and decreasing the use of medications. This creative, concise, and user-friendly checklist aims to enhance the quality of life for dementia patients by offering practical, evidence-based strategies to manage agitation.

IMPLICATIONS:

Non-pharmacologic interventions can effectively manage agitation in dementia patients. The study underscores the importance of addressing patient needs in those experiencing agitation related to Alzheimer's disease. Use of a 'PEPPERMINTS' mnemonic is a quick reference to identify potential sources for agitation, allowing intervention without immediate medication use. By integrating this tool into nursing education and caregiver education, we can elevate the quality of care provided by students, nursing staff, and caregivers, transforming their approach to dementia care and enhancing patient outcomes. (260/350)

POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

Improving Communication and Empowering Nurses through a Unit-based Practice

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SETTING:

The setting for this work is a Senior Behavioral Health Unit at a 91-bed community hospital in southeast Wisconsin.

BACKGROUND INFORMATION:

According to the American Nurses Association (2023), 55 percent of healthcare workers feel burnt out and undervalued in their workplace. This type of burnout and undervalue can lead to nurses quitting their current employment and leaving the profession altogether. These types of resignations from current positions and the profession lead to huge voids in patient care and healthcare delivery. The purpose of this Quality Improvement project is to improve communication from nurse-to-nurse and nurse-to-provider by creating a standardized communication tool created through nurse involvement and nurse empowerment. Nurse involvement and nurse empowerment will be established through the creation of a unit-based nurse practice council that can then be used to guide this quality improvement initiative. Improving the quality of communication through the creation of a standardized communication tool will be done utilizing Lean quality improvement methods.

INTERVENTIONS:

This project will improve the sense of empowerment and nurse involvement in unit decision-making. The model for establishing a nurse practice council and empowering nurses can be shared within the facility on other units and ultimately lead to a system wide nurse practice council involved with quality improvement procedures.

DISCUSSION/RECOMMENDATIONS:

This project will improve the sense of empowerment and nurse involvement in unit decision-making. The model for establishing a nurse practice council and empowering nurses can be shared within the facility on other units and ultimately lead to a system wide nurse practice council involved with quality improvement procedures.

POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

Once Upon a Time: Storytelling to Support Empathy and Empowerment Development of BSN Students in a Senior Seminar Course

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EDUCATIONAL STRATEGY:

Storytelling to Illustrate Concepts in Senior Seminar Course

SETTING:

Face-to-Face BSN Didactic Course

BACKGROUND INFORMATION:

According to the AACN (2021, p. 2), faculty have a duty to facilitate students to develop professionalism by “cultivating a sustainable professional nursing identity, perspective, accountability, and comportment that reflects nursing’s characteristics and values”. Empathy and empowerment are professional values nursing students need to be effective client advocates. Reaching each today’s students with traditional methods is challenging, due to learning styles and generational diversity; engaging learning strategies are needed (Herman, 2011). Storytelling is an effective narrative pedagogical strategy (Brown et al., 2008), facilitates contextual learning (Attenborough & Abbott, 2020), illustrates concepts (Herman, 2011), cultivates reasoning (Davidhizar & Lonser, 2003), and promotes reflection.

INTERVENTIONS:

The purpose of this poster is to describe storytelling as a teaching strategy to support empathy and empowerment development as professional values for BSN students in a senior seminar course. Students were enrolled in a senior seminar course emphasizing transition to the professional role through discussion of career development strategies and the role of professional nursing in promoting health and in policy development in a multicultural society. Faculty used storytelling as a teaching strategy to engage students in discussion and to promote reflection on professional nursing practice. Faculty shared their personal nursing experiences, case studies, and video clips to apply course concepts, to help empower students and develop empathy. Socratic questioning was used to elicit student reactions, promote critical thinking and engage students in discussion about health policy and transition to practice.

DISCUSSION/RECOMMENDATIONS:

Student contributions during class discussions after professor storytelling showed increased students’ ability to make conceptual connections. Content of student discussion showed insightful reflections on the impact of past experiences and potential future situations on decisions and articulating professional nursing to others. Storytelling is effective in helping engage students in learning. As a pedagogical strategy, it facilitates critical thinking, reflecting on complex situations in a safe setting, and applying course concepts and ethical principles in discussion. Story selection, guiding discussion, facilitating conceptual connection, and providing feedback in large enrollment classes can be challenging.

POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

The Impact of a Clinical Support Program on Clinical Competence, Stress Management, Self-Efficacy, and Satisfaction Among Nursing Students: A Non-Randomized Quasi-Experimental Study

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BACKGROUND:

Nursing students face various challenges during clinical placements, such as high stress, low self-efficacy, and dissatisfaction, which can hinder their learning and professional development. The Clinical Support Program (CSP) was developed to address these issues by providing structured support to nursing students during their clinical training. Despite efforts to improve students' clinical readiness through traditional means, such as increased clinical hours and simulation, nursing students still report unpreparedness and dissatisfaction with their clinical experiences. This study investigates the impact of the CSP on clinical competence, stress management, self-efficacy, and satisfaction.

AIMS:

The primary objective of this study is to evaluate the effectiveness of the CSP in enhancing clinical competence, reducing stress, and improving self-efficacy and satisfaction among nursing students enrolled in the Adult I clinical course.

METHODS:

This is a non-randomized quasi-experimental study involving 51 nursing students at Sultan Qaboos University. Participants were divided into two groups: the experimental group ($n = 25$), which received the CSP, and the control group ($n = 26$), which received the usual clinical training. The CSP consisted of four structured sessions focused on clinical preparedness, stress management, self-efficacy, and exam preparation. Data were collected through post-intervention surveys assessing clinical competence, stress (using the Nursing Students Stress Index), self-efficacy (using the General Self-Efficacy Scale), and satisfaction (using the Clinical Learning Environment Inventory).

RESULTS:

Students in the experimental group demonstrated significantly higher clinical competence in ongoing evaluations ($p = .001$) and lower overall stress levels ($p = .007$) compared to the control group. The experimental group also reported significantly higher self-efficacy scores ($p = .006$). However, satisfaction with clinical placement was higher in the control group ($p = .016$). No significant differences were observed in final clinical exam scores or competency exam results between the groups.

CONCLUSIONS:

The initial findings from this cohort suggest that the CSP effectively reduces stress and enhances clinical competence and self-efficacy among nursing students. However, its impact on satisfaction with clinical placement requires further investigation.

CLINICAL OR NURSING EDUCATIONAL IMPLICATIONS:

The implementation of the CSP offers promising outcomes in reducing student stress and enhancing self-efficacy, which are critical for successful clinical training. Incorporating structured support programs like CSP into nursing curricula can improve clinical readiness and help nursing students manage the pressures of clinical education, contributing to better learning outcomes and professional development.

POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

Exploring Knowledge, Attitudes, and Practices Related to Plagiarism among Nursing Students

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BACKGROUND:

Plagiarism, a widespread issue in academia, undermines academic integrity and is prevalent among nursing students. Understanding the levels of knowledge, attitudes, and practices related to plagiarism can aid in developing effective strategies to promote ethical conduct.

OBJECTIVE:

This study aims to assess the knowledge, attitudes, and practices regarding plagiarism among nursing students in Oman, exploring the factors that may influence academic misconduct in this group.

SETTING:

College of Nursing at Sultan Qaboos University, Oman and Medical City for Military and Security Services School, Oman.

SAMPLE:

A total of 306 undergraduate nursing students from year 1 through year 5 who were willing to participate in the study.

METHOD:

A descriptive, cross-sectional survey was conducted among 306 undergraduate nursing students in Oman. A validated questionnaire assessed students' knowledge, attitudes, and practices related to plagiarism, alongside demographic data. Descriptive and inferential statistical analyses were performed using SPSS version 26.

RESULT:

Students displayed moderate levels of knowledge about plagiarism, with a significant influence of subjective norms, or peer influence, on their attitudes and practices. Higher GPA and being a senior student were positively associated with increased instances of plagiarism. Positive attitudes towards plagiarism correlated with higher plagiarism practices, while students with negative attitudes were less likely to plagiarize.

CONCLUSION:

Findings suggest the need for strengthened academic integrity policies and targeted education on plagiarism, including peer-led integrity initiatives and support systems for students facing academic pressures. This approach may foster a culture of honesty and reduce plagiarism among nursing students.

IMPLICATIONS FOR PRACTICE:

Based on our findings, several steps could be implemented to reduce plagiarism among students. First, regular training on academic integrity throughout a student's college experience could make a real difference. For example, integrating ethics training directly into the curriculum could be valuable. Universities should also make sure their policies on plagiarism are clear and that students understand the consequences, potentially with the support of plagiarism detection tools to reinforce the message. More importantly, building a strong culture of academic honesty is essential. Encouraging open discussions on integrity, providing clear examples of ethical writing, and reinforcing the unacceptability of plagiarism can help establish strong norms that discourage unethical behavior.

POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

Pharm-A-Palooza

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BACKGROUND:

The use of gamification in nursing education has gained a significant foothold as it has the potential to increase student engagement and understanding of the material presented (Almarashdeh, M., et al., 2018). For pharmacology in particular, gamification creates an interactive classroom that encourages student collaboration and an increase in real world application and clinical reasoning (Barbosa et. al., 2021).

PURPOSE:

Undergraduate nursing students tend to struggle with pharmacology due to the complexity of the material, the volume of information, and application in the healthcare setting. The use of multiple gaming platforms aids in retention of didactic classroom information by giving students an interactive method of studying.

DESCRIPTION OF TOPIC:

Gamification is the application of game elements such as pieces, levels, formats, and rewards in a non-game scenario to encourage learning and student engagement. Utilization of gamification into the pharmacology setting facilitates problem solving and critical thinking, leading to recollection and retention of the material (Surendeleg et. al., 2019). Undergraduate students utilized methods from 'Go Fish' for cardiac meds, 'Sorry' for immunizations and antibacterial agents, 'Candy Land' for endocrine review, 'Guess Who' for psychotropic medications, and 'Jenga' for previous learned material review.

IMPLICATIONS:

The application of gamification in nursing education has the potential to significantly enhance student engagement and learning experiences. With utilization of this learning strategy students report an increase in collaboration and enjoyment in practicing their pharmacological knowledge and skills.

Microaggressions and the Effects on Stress and Health among Female African American RNs

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BACKGROUND:

Microaggressions are recognized as harm-producing insults and slights associated with increased anxiety, acute stress, and engagement in risky health behaviors (e.g., smoking, alcohol and drug use), however the extent and impacts on health are not fully understood or adequately explored. A mixed methods approach was utilized to investigate the self-reported health effects related to microaggressions and stress among female African American registered nurses using methods designed to elicit information aimed at understanding lived microaggression experiences from participants' perspectives but focused on impacts that may have long term stress and health implications.

METHODS:

We used a mixed methods approach to investigate female African American registered nurses' racial microaggression experiences and the relationship to participants' self-reported stress and health. Through surveys and audio taped interviews, participants shared microaggression experiences, coping mechanisms used to navigate those racial microaggression experiences, and the perceived effects on their stress levels and health. Via their survey responses and personal narratives, we were able to identify common microaggression experiences, coping techniques, and immediate and long-term effects of those experiences.

IMPLICATIONS:

Studying microaggression experiences and self-reported effects on stress and health using a sequential explanatory mixed methods approach was important to understand not just microaggression experiences and perceptions about stress and health but the climate and context in which racial microaggressions were able to occur. The findings of this study may provide insights that contribute to information used to develop interventions which address additional health needs of female African Americans and specifically RNs. While the findings of this study are not applicable in other settings, it can potentially serve as a template for similar studies in other populations.

POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

AI Prompting: The Ideal Nursing Student Study Buddy

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BACKGROUND:

The integration of artificial intelligence (AI) in nursing education offers innovative approaches to enhance learning and retention of theoretical content. AI technology provides personalized learning experiences, immediate feedback, and increased engagement, which can be effective for understanding complex nursing concepts. While there are many potential applications of AI in nursing education, being able to use AI to enhance learning is an effective study strategy that students can leverage to increase success in understanding nursing school content.

PURPOSE:

This poster will present a two-part framework for developing effective AI prompts to assist nursing students in reviewing course material and generating review questions. Included are examples of effective prompts and cautions related to using AI.

DESCRIPTION OF TOPIC:

Using AI for information is significantly different than using a library database or web search to gather information on a specific topic. Effective prompts can improve efficiency and effectiveness of AI use by nursing students in the academic setting. The framework categorizes AI prompts into two main types: content review (summarization, clarification, and application) and question creation (multiple choice, short answer, and case study questions). While the almost instantaneous creation of responses following the input of a prompt can seem almost magical, there are ethical and accuracy concerns regarding the use of AI tools that nursing students need to consider. Prompts that interject lightheartedness into understanding content can provide a brief respite during more concentrated episodes of studying.

IMPLICATIONS:

Utilizing specific wording patterns for AI prompts can help nursing students use their study time more efficiently to improve their understanding of complex concepts. Critical thinking skills can be improved through prompts that ask for summarization, clarification, application, and question creation for content. The use of AI by nursing students has the potential to improve traditional study methods, ultimately contributing to greater student success.