

POSTER PRESENTATION ABSTRACTS: IN PERSON VIEWING

Empowering Nurses Through Human-Centered Design: Outcomes from Experiential Learning and DNP Innovation Projects

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Category: Case Presentation, EBP or QI

SETTING

This initiative was implemented in a graduate nursing program at the University of Wisconsin-Milwaukee's School of Nursing, in collaboration with its Lubar Entrepreneurship Center (LEC). The setting included LEC-based workshops, synchronous online coursework, and community-based clinical environments where students applied human-centered design (HCD) principles through DNP Innovation Projects.

BACKGROUND

Nursing curricula often lack structured integration of HCD, a methodology grounded in empathy and user experience that enables clinicians to understand problems from the users' perspective. Despite the growing need for nurses to lead change in complex healthcare systems, HCD methodology is not often taught in nursing school. Recognizing this gap, faculty leaders co-created and integrated experiential learning activities into the DNP curriculum, including a dedicated HCD workshop, coursework, and support for DNP Innovation Projects. The goal was to promote creative capacity and improvement in people-and community-centered care through real-world applications.

INTERVENTIONS

Since 2022, students have participated in a 150-minute immersive HCD workshop during graduate orientation, an innovation module embedded within the quality and safety course, and 12 students have designed and implemented DNP Innovation Projects. Evaluation employed multiple strategies, including pre-and post-intervention surveys measuring creative self-efficacy, psychological empowerment, and design thinking traits, as well as qualitative reflection prompts and papers. Linear mixed-effects regression models demonstrated statistically significant gains across all constructs. Thematic analysis of reflections revealed enhanced empathy, creative confidence, and enthusiasm for applying HCD in practice.

DNP projects operationalized HCD principles to address pressing clinical challenges, including improving healthcare access for uninsured individuals, developing a business plan for an APRN-led clinic, and advancing wound care for the unhoused. Each project was supported through mentorship and stakeholder engagement strategies to ensure sustainability and real-world impact.

DISCUSSION/RECOMMENDATIONS

The integration of HCD into graduate nursing education significantly enhanced students' innovation capacity and psychological empowerment. The success of the DNP Innovation Projects demonstrated the practical value of HCD in improving healthcare delivery. These findings support the inclusion of HCD in nursing curricula and highlight the importance of academic-practice partnerships in fostering innovation. We recommend scaling this approach across nursing programs to prepare nurse leaders with a diverse skillset for future challenges.

Good Communication Always Takes a (Code) Timeout

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Category: Nursing Research

BACKGROUND

At our 766 bed academic medical center, dedicated medical emergency responders arrive to the location of the emergency and assume care from the primary team who began the emergency response. Gaps in team role identification and crowd control were identified. The Medical Emergency Response Team (MERT) created the Code Timeout in response. Timeouts have been used in operating rooms for the past two decades to ensure quality and safety. Why not use them during medical emergencies to ensure quality and safety during these high-risk events as well?

AIMS

Medical emergencies can become chaotic, making it difficult to communicate effectively as a team. The Code Timeout standardizes the handoff process from the primary team to the MERT, leading to improved role identification, team communication, and crowd control.

METHODS

Implementation of this project included an educational video along with badge cards that included scripting for the handoff. A 2 month timeframe was agreed upon for a trial, at which point the MERT would be surveyed. Role identification and crowd control issues were tracked during weekly cold debriefs.

RESULTS

Survey results showed that 75% of the team felt handoff had improved. Additionally, 86% believed roles were clearly identified and 81% believed crowd control was improved. As 76% of respondents indicated the Code Timeout “improved the medical emergency response”, the MERT opted to integrate the process into their standard response. In fact, over the next 3 years, a three-fold reduction was reported in crowd control issues at actual events (12.3% in 2020 prior to intervention down to 4.1% in 2024).

CONCLUSIONS

The Code Timeout has greatly improved communication, role identification, and crowd control in our medical emergency response.

CLINICAL OR NURSING EDUCATIONAL IMPLICATIONS

Other emergency response teams at our facility have adopted the Code Timeout due to its success. Through initiatives like the Code Timeout, the MERT has demonstrated a strong commitment to quality patient care, as evidenced by receiving the Get with the Guidelines-Resuscitation Gold award for the past four years.

POSTER PRESENTATION ABSTRACTS: IN PERSON VIEWING

ECMO Nursing Fundamentals Class - Combining Didactic and Simulation Experience to Prepare Newly ECMO Trained Nurses in the CVICU

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Category: Informational

BACKGROUND

Froedtert & The Medical College of Wisconsin has experienced robust growth in their Extracorporeal Membrane Oxygenation (ECMO) Program since 2018. This has led to the need for staff training and competency in caring for this specialized patient population. Currently, hands-on competency in the form of a 12-hour shift has been a requirement post 8-hour didactic class attendance. Feedback from staff has indicated a need for hands-on practice during class prior to the 12-hour shift requirement.

PURPOSE

Revamp current ECMO training class to incorporate hands-on time with ECMO circuits and incorporate case studies and simulated experiences with real-time trouble-shooting components. ECMO patients require specialized care and nurses caring for this patient population need to have clinical understanding of hemodynamics, nursing management and emergency management to facilitate the best patient outcomes.

DESCRIPTION OF TOPIC

Feedback on the prior ECMO class from staff addressed the need for more hands-on opportunities in addition to didactic component prior to having a 12-hour training shift. The 8-hour class was revamped to include hands-on components embedded into didactic lectures and includes simulated scenarios with the ECMO circuits in Simulation Lab with a high-fidelity manikin to allow staff to practice hands-on emergency management scenarios and daily circuit management. The class is co-taught by ECMO RN Coordinators and the MCS Educator. There is also an included interdisciplinary panel discussion for staff to task questions of ECMO Surgeons, perfusionists and Critical Care Anesthesia staff.

IMPLICATIONS

The first offering of the revamped class was held in September 2025. All three nurses attending took a pre-test and post-test as part of the class and achieved 100% on the post-test at the end of class: with pre-test results of 36%, 64% and 73%. After the course, 100% of staff reported increased confidence on ECMO, learning session quality as excellent and reported gaining knowledge related to care of the ECMO patient. These newly trained staff have reported they are less intimidated with ECMO emergencies than previously trained nurses who took the class without the hands-on portion. Staff preparedness and knowledge is paramount in caring for this patient population which can experience low-volume, high-risk clinical situations.

The Effect of Cumulative Final Exams on Retention

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Category: Informational

BACKGROUND

In undergraduate nursing education, assessment in the form of exams is utilized to aid in determining student competency in knowledge for nursing practice. Exams are given during and at the end of each course (termed a “final” exam), yet whether those final exams are cumulative or noncumulative in nature is decided by the educator or academic institution.

PURPOSE

This integrative review of the literature examined the effects of cumulative versus noncumulative final exams on long-term content retention in post-secondary education. As all nursing students must sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN®), which is a cumulative and adaptive licensure examination, inferences could be made as to which examination format delivered during undergraduate nursing education best prepares students for the NCLEX-RN® exam. As the quality of nursing programs are often judged by first-time NCLEX-RN® pass rates, utilizing evidence-based assessment strategies is not only vital for the educator, but for the academic institution as well.

DESCRIPTION OF TOPIC

A cumulative final exam is an all-inclusive objective assessment of the entirety of information learned throughout one course (Bailey et al., 2021). Utilizing the theoretical frameworks of the testing effect (Abbott, 1909) and test expectancy (McDaniel et al., 1994), cumulative exams may enhance long-term knowledge retention by encouraging students to engage in repeated retrieval practice and consistent review of material throughout the semester. In contrast, noncumulative exams assess only recently covered material, which may limit opportunities for reinforcement of earlier content and encourage students to “leave” their learning behind after each assessment.

IMPLICATIONS

Important themes resulted regarding the benefits of cumulative exams including increased student preparation time and spaced retrieval study techniques used. The literature findings suggest that cumulative final exams lead to similar or improved post-course content retention exam scores in relation to noncumulative final exams, yet these findings did not contain enough powerful evidence to influence a policy change in education. Nurse educators can utilize these findings as they make decisions regarding how to best assess and promote the development of student content comprehension and retention as they prepare nursing students to take the NCLEX-RN® exam.

POSTER PRESENTATION ABSTRACTS: IN PERSON VIEWING

Improving Access and Awareness of Naloxone on a College Campus

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Category: Case Presentation, EBP or QI

This project was completed for a Master of Science in Nursing (MSN) Community Clinical course to increase access and awareness of Naloxone on a college campus.

BACKGROUND INFORMATION

Opioid overdose related deaths are on the rise. Young adults are at a particular risk for opioid overdoses related deaths due to an increase incidence of fentanyl-laced drugs, which can include both street drugs and stimulants. These drugs are now being targeted and sold via social media whose users are frequently young adults.

To combat this opioid crisis on college campuses, Carroll University had Naloxone placed at each first aid location in 2020. In fall of 2024, it was noted that all the original Naloxone dosages remained in the first aid kits. MSN students working with the University Health Center determined that lack of usage of Naloxone could be attributed to accessibility, awareness, and stigmas associated with Naloxone procurement.

INTERVENTIONS

MSN students partnered with the Waukesha County Public Health Department to increase access and awareness of Naloxone on the campus. The first phase was to provide the campus with a new Naloxone dispensing machine. This machine is free, situated in a highly accessible area, and is alarm free, which decreases any associated stigma when Naloxone is needed.

DISCUSSION/RECOMMENDATIONS

With improved access to Naloxone, the campus community still needed increased awareness of Naloxone. MSN students continued working with the Waukesha County Public Health Department to meet this need by coordinating a convocation, which was free and open to all the campus community. Participants learned the purpose of and how to administer Naloxone. Additionally, open discussions took place between participants and experts that increased awareness while providing objective information. MSN students continued to increase awareness through the development of a web page that provides current education on Naloxone. Future recommendations include expanding awareness through the development of education modules.

POSTER PRESENTATION ABSTRACTS: IN PERSON VIEWING

BSN@Home: Celebrating 30 years of UW Excellence and Innovation in Nursing Education

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BACKGROUND

BSN@Home is an innovative distance education program that enables Registered Nurses (RNs) to complete baccalaureate level nursing education while remaining in their communities. BSN@Home has a 30-year history of bringing distance nursing education to students through the pioneering efforts of the founding University of Wisconsin (UW) Nursing programs at Eau Claire, Green Bay, Madison, Milwaukee, and Oshkosh. The BSN@Home collaboration launched with two nursing courses in the spring of 1996 and expanded to five core courses by fall. This innovative model expanded to include seven UW partner institutions, with Stevens Point and Superior joining the collaboration in 2014 and 2025 respectively. In recognition of its sustained impact and innovation, BSN@Home received the University Professional and Continuing Education Association (UPCEA) 2016 Celebration of Excellence Award for Mature Programs.

PURPOSE

BSN@Home is a collaborative RN-to-BSN program that offers a Bachelor of Science in Nursing (BSN) in a flexible, accessible format, tailored for ADN and diploma RNs across the United States.

DESCRIPTION

BSN requirements are established by the degree-granting UW institution. The core curriculum is mutually approved by the partnering institutions, including a common set of courses (core) and nursing electives, and aligns with the 2021 AACN Essentials for Core Competencies for Nursing Practice. All core courses are offered in online asynchronous 7- and 14-week sections year-round. Each of the seven BSN@Home partners teaches one core course and special topics that build on the nurses' existing knowledge and experience.

IMPLICATIONS

The program's long-standing success has been supported by the ongoing dedication of nurse leaders fostering collaboration between UW System institutions and associate degree nursing programs, ensuring excellence in nursing education and content delivery. Coupled with commitment from UW System administrators and the Office of Professional and Lifelong Learning (OPLR), BSN@Home has proudly graduated 3,795 BSN prepared nurses from UW System institutions.

BSN@Home is a distinguished nursing program, accredited through its partnering institutions. It offers flexible, asynchronous coursework and is recognized for its excellence in nursing education. Students are embracing the convenience of completing their degrees through BSN@Home with advanced nursing education in their own homes.

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ABSTRACTS FOR VIRTUAL VIEWING ON NEXT PAGE...

Leveraging Artificial Intelligence-Based Experiential Learning: A Novel Approach for Difficult Palliative Care Conversations

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Category: Case Presentation, EBP or QI

EDUCATIONAL STRATEGY

Artificial intelligence, such as "Character AI," can be used to create innovative simulation experiences to facilitate novel, realistic, end-of-life communication practice with a bot, acting as a patient. To support third-year nursing students in palliative care communication techniques, a simulation using "Character AI" was created.

SETTING

Using background from the End-of-Life Nursing Education Consortium communication module, a palliative care scenario featuring an elderly patient with end-stage heart failure was created. Students then participated in the artificial intelligence-based simulation in the simulation laboratory.

BACKGROUND

Nurse educators play a critical role in preparing nursing students for all aspects of patient care, including end-of-life care. However, undergraduate nursing curricula often lack in-depth palliative care education, leaving students feeling unprepared to care for dying patients.

INTERVENTIONS

"Character AI" is a large language model chatbot that has the unique ability to participate in dialogue and create human-like audio responses. Each interaction allows users to have a novel conversation with a chatbot based on the information that has been entered to initiate the conversation. A simulation was developed with "Character AI" using The International Nursing Association for Clinical Simulation in Learning (INACSL) Standards of Best Practice, from conducting a needs assessment to the piloting of the scenario. The primary goal of this quality improvement project was the advancement of student confidence in palliative care communication skills. To evaluate the effectiveness of the simulation, students were asked to complete the Student Satisfaction and Self-Confidence in Learning questionnaire after completion of the simulation. The simulation resulted in a self-reported increase in student satisfaction and self-confidence in learning.

RECOMMENDATIONS

Chatbots such as "Character AI" can be used as an inexpensive, customizable pedagogical tool that can enhance palliative care communication skills in undergraduate nursing students. This tool can allow students the opportunity to participate in an in-depth exploration of challenging palliative care conversation topics, such as advanced care planning and end-of-life symptom management, in a safe clinical learning environment. Artificial intelligence can help strengthen experiential learning and increase student confidence and satisfaction through the creation of novel, realistic palliative care clinical experiences.

POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

Caring Amid the Code: A Narrative Synthesis on Nurses, Artificial Intelligence, and Epistemic Justice

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ABSTRACT

Artificial intelligence (AI) is rapidly reshaping the healthcare landscape, sparking significant introspection within the nursing profession about the implications of these technological shifts. This narrative literature review, which takes a distinct approach, examines how AI is impacting nursing workflow, influencing patient safety, raising ethical concerns, and necessitating educational reform. By synthesizing qualitative and conceptual literature published between 2020 and 2025, this review interprets nurses' experiences and the broader discourses shaping the integration of AI. The findings reveal that while AI may boost clinical efficiency and decision-making, it also complicates nurses' professional identity, relational care, and ethical agency. Positioned within a narrative inquiry framework, this synthesis offers unique insights into the complexities of technology-mediated care, arguing that successful AI implementation must be rooted in humanistic values. The review also discusses the implications for practice, education, and policy.

Leveraging AI to Bridge the College Readiness Learning Gap

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EDUCATIONAL STRATEGY

To address the college-readiness gap among nursing students, a competency-based, AI-supported educational strategy was implemented. This approach utilized various AI platforms to create individualized learning supports such as guided notes, infographics, podcasts, quizzes, and interactive case studies. The strategy also empowered instructors to efficiently generate lesson plans and learning objectives, shifting their role from content deliverers to facilitators of learning.

Setting: The intervention took place at a public, urban U.S. School of Nursing spanning three campuses. It was applied in two undergraduate courses: Concepts of Pathophysiology and Pharmacology II and III.

BACKGROUND INFORMATION

Students entering college post-COVID face significant academic and emotional challenges, including reduced instructional quality, mental health concerns, and lower confidence. Many lack critical thinking and analytical writing skills essential for nursing education. Local data show only 33% of students complete their degrees on time, underscoring the urgency of bridging the readiness gap. Faculty are increasingly expected to provide personalized learning paths while managing traditional teaching responsibilities.

INTERVENTION

AI tools such as Gemini, Co-Pilot, and Brisk were used to transform lecture materials into multimodal supports. These included guided notes, infographics, and podcasts, which were scaffolded in complexity to workbooks, disease concept maps, and interactive tutoring sessions. One method involved students engaging with AI as a simulated patient, guided by instructor-curated prompts. Another used Brisk as a tutoring platform, allowing students to interact with AI based on course content. Instructors monitored student-AI interactions and collected feedback to refine support.

DISCUSSION/RECOMMENDATIONS

AI-enhanced strategies proved effective in supporting diverse learners and improving engagement. Instructors benefited from time-saving tools that allowed for rapid development of tailored materials. Frequent feedback and scaffolding were key to success. As nursing education evolves, faculty must embrace their role as facilitators of learning, guiding students in critical thinking and clinical judgment. Educators need to embrace a diverse group of learners requiring personalized education. AI offers scalable solutions to personalize education, improve retention, and expand program capacity. This model may serve as a replicable framework for nursing programs seeking to enhance student success and faculty efficiency.

POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

Checkpoints of Connection: Fostering Belonging and Safety Among Gen Z Nursing Students

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Category: Informational

BACKGROUND

A sense of belonging has been consistently linked to academic engagement, retention, and well-being in higher education. Generation Z (born 1995–2010) students, who now comprise the majority of nursing cohorts, prioritize psychological safety, inclusion, and authentic relationships. Without intentional strategies to support belonging, students may experience disengagement, isolation, or attrition.

PURPOSE

The purpose of this project was to implement and evaluate structured “connection checkpoints” throughout the semester as a strategy to assess and strengthen Gen Z nursing students’ sense of belonging and safety in academic and clinical learning environments.

DESCRIPTION OF TOPIC

Connection checkpoints are brief, intentional touchpoints such as surveys, reflective prompts, or small-group check-ins that provide students with opportunities to share experiences, concerns, and needs. Faculty review feedback in real time to inform teaching strategies, strengthen student-faculty relationships, and ensure psychological safety. Emerging literature highlights that belonging is a predictor of persistence and success in nursing education, while structured feedback mechanisms support faculty responsiveness. Integrating checkpoints aligns with the values of Gen Z learners, who expect active engagement, inclusivity, and timely support.

IMPLICATIONS

Implementing connection checkpoints throughout the semester offers nursing programs a practical, scalable strategy to foster belonging. Early findings suggest students report reduced feelings of isolation, increased engagement, and improved perceptions of safety within the program. For educators, checkpoints serve as formative feedback tools that enhance classroom climate, improve communication, and support culturally responsive teaching. Embedding belonging-focused practices within nursing curricula may strengthen student resilience, promote professional identity formation, and contribute to the preparation of compassionate and collaborative future nurses.

POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

From Lab to Bedside: Exploring Nursing Students' Clinical Skills Experience

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Category: Informational

BACKGROUND

Clinical competence is a cornerstone of nursing education, requiring students to effectively integrate theoretical knowledge with hands-on skills. Despite structured clinical experiences, nursing students often report variability in exposure and confidence in nursing skills. Understanding students' self-perceived confidence and opportunities for skill performance can help educators identify learning gaps and improve clinical preparation.

PURPOSE

The purpose of this project was to evaluate nursing students' perceptions of their clinical skill performance, opportunities, confidence levels, and areas for improvement in order to inform curriculum development and instructional strategies that promote clinical readiness.

DESCRIPTION OF TOPIC

Following Institutional Review Board (IRB) approval, a descriptive survey was administered to nursing students enrolled in clinical courses. Forty-six students at a rural Midwest University completed the survey, which assessed: (1) skills performed in the clinical setting, (2) skills they felt most and least confident performing, (3) desired opportunities for additional skill practice, and (4) open-ended feedback and suggestions.

Preliminary findings revealed that students felt most confident and had the most experience performing fundamental skills such as medication administration and injections. The least confidence was reported in complex or less frequently performed procedures such as trach care, blood administration, and CPR. Students expressed a strong desire for more structured opportunities to practice these skills in both simulation and clinical environments. Themes from qualitative feedback emphasized the importance of repetition, guided mentorship, and simulation-based reinforcement in developing confidence and competence.

Simulation can help develop confidence in the performance of clinical skills and be an effective way to teach and learn clinical skills (Karlsen et al., 2024). Skills should be reviewed in the simulations each semester. Many factors influence the quality of clinical skills training and experience, including a lack of clinical opportunities (Aims et al., 2024). Clinical skills opportunities can be limited by several factors. Often, students focus on caring for one or two patients, which limits opportunities. Nursing students express a need for increased opportunities to develop clinical skills (Gellerstedt et al., 2025). Expanding opportunities or exploring alternative ways to review skills helps improve learning opportunities and enhances student learning of skills.

IMPLICATIONS

Findings from this project support the integration of targeted simulation into nursing education to bridge the gap between classroom learning and clinical application. By aligning curricular strategies with students' identified needs, nursing programs can enhance confidence, competence, and readiness for practice.

POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

Partial Credit: A Gentle Boost or a Grade Inflation?

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Category: A Quality Improvement Project on Partial Credit Implementation

EDUCATIONAL STRATEGY

With the launch of the Next Generation NCLEX (NGN), the NCSBN introduced partial credit scoring to better assess clinical judgment. This project evaluated the impact of implementing partial credit scoring on unit exams in a prelicensure nursing course, aligning academic assessment with licensure expectations.

CLASSROOM SETTING

The study was conducted in a Bachelor of Science in Nursing program in the Midwest. The focus was on students repeating a course during the transition to partial credit scoring.

BACKGROUND INFORMATION

As nursing programs adopt NGN-style items, concerns have emerged about the effect of partial credit on course grades and academic rigor. This project utilized a unique opportunity to compare student performance before and after the scoring change.

INTERVENTIONS

A retrospective comparative design analyzed the exam scores of 15 students across two semesters. Fall 2024 used traditional scoring; Spring 2025 used partial credit. Data were analyzed using paired samples t-tests, Cohen's d, and the Shapiro-Wilk test in Microsoft Excel.

DISCUSSION

Results showed statistically significant improvement in exam scores with partial credit. While overall performance for the students under study remained below the class average, the partial-credit scoring model more accurately reflected partial understanding. Students reported increased confidence and perceived fairness. Limitations include small sample size, single-site data, and unmeasured variables such as content familiarity or study habits. Despite these limitations, findings suggest partial credit scoring enhances assessment accuracy and student satisfaction without compromising standards. Future research could explore long-term outcomes such as program completion, NCLEX pass rates, and clinical readiness.

Nurse-Led Education and its Effects on Adolescent E-Cigarette Knowledge and Attitudes

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Category: Quality Improvement

STRATEGY

Nurse led, quality improvement project targeting high school students to implement and assess perception and knowledge of vaping. Setting: Freshman through senior level health classrooms at a large, Madison-area, public high school in suburban southwestern Wisconsin. Background Information: Vaping has been a rapidly evolving adolescent health concern that many school-based health curriculums have struggled to address. The negative health effects of early exposure to vaping has shown an increased risk of cancer, lung damage, brain damage, impaired learning and addiction. Educational materials and tools for adolescents on the health risks associated with vaping are needed to deter and break addiction patterns. Interventions: A modified version of the CATCH My Breath, vaping educational program, was implemented into the project setting. Parental notification via email was sent out prior to participation. Voluntary pre/post surveys were distributed to all students in their health classes to assess vaping knowledge and attitudes among participants. Evaluation of the results were completed through pre/post survey analysis, descriptives and correlations. Discussions: Students are open to learning about health promotion topics, particularly the effects of vaping. Approximately 14% of post survey respondents reported that they have tried vaping in the past and over 35% reported that they have an immediate family member who currently 2 vapes, highlighting the relevance and need for vaping education in the target community. A face-to-face, nurse-led education module in health classes is an excellent way to reach students and connect them with resources to prevent and quit vaping. Collaboration between nursing and primary education is an ideal strategy for adolescent health promotion outreach. Additional work is needed to better understand how we can affect adolescent vaping through education and intervention.

KEYWORDS: adolescent health education, electronic cigarette, nurse-led education

POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

Scholarly Writing Course to Initiate PhD Students' Publishing

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Category: Informational

BACKGROUND

Writing and publishing are foundational components of PhD education, requiring scholarly productivity for professional advancement. Writing opens doors to the dissemination of research and the development of scholarly products (McAlpine & Boz, 2024). However, writing for publication can be complex for novices whose experience has focused on writing prose. Progressing through coursework, research practicums, and scholarship engagement requires proficiency in scientific writing. Despite opportunities to develop a writing program, including writing workshops, guest lectures on writing skills, and peer writing groups, achieving proficiency in writing for publication can be challenging. Coursework for PhD students is time-intensive, and identifying options for incorporating the development of scientific writing skills into a schedule can be challenging (Whittemore & Knafl, 2005). Therefore, alternative approaches to developing writing proficiency for scholarship and dissemination need to be explored (García Marrugo & Anson, 2025).

PURPOSE

The purpose of this presentation is to describe a weekly summer writing course to engage PhD students in the development of an integrative review manuscript for dissemination.

DESCRIPTION OF THE TOPIC

A structured writing series designed to enhance PhD students' knowledge of the state of the science, initiate academic writing, and promote publication readiness. Weekly sessions, mentorship, and collaborative writing teams were used to help PhD students develop an integrative review publication for submission to peer-reviewed journals. Strategies were shared for sustaining writing habits, understanding journal submission processes, and integrating writing into ongoing research development. Although the writing sessions were implemented during the Summer 2025, outcome data are not yet available.

IMPLICATIONS (RELEVANCE TO NURSING EDUCATIONAL PRACTICE)

Embedding writing instruction within PhD curricula can address one of the most persistent barriers to doctoral success: academic writing. Fostering early writing competence development in nursing PhD programs can enhance students' confidence, productivity, and scholarly identity. This approach has the potential to improve timely progression toward scholarly development, increase dissemination of science outcomes, and strengthen the overall culture of scholarship in nursing education (Gimenez et al., 2024).

Adding Review and Reflection to Assessment

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Category: Case Presentation, EBP or QI

EDUCATIONAL STRATEGY

Secure Post-Test Review in the In-Person & Virtual Classroom Setting

BACKGROUND INFORMATION

When a student is unsuccessful on an exam, it can be for a number of reasons. While many assume this could be related to lack of knowledge, it may also be due to test anxiety or poor test-taking ability (Haynes, 2025). A knowledge deficit can be related to effective study habits, psychosocial concerns, time management, and others. In order to determine the cause (or causes) of substandard test performance, it is necessary to review the exam. Yet, doing so can be challenging in regard to ensuring test integrity.

I

INTERVENTIONS

With these challenges in mind, faculty at a university in the Midwest developed procedures to allow test review while ensuring test integrity. These include individual meetings with students to review test content, as well as collaborative testing with peers following the individual test. Another example is class test review. In this technique, the faculty allowed students to review the graded exams under supervision. Students were required to access the tests using a secure browser. Next, students were instructed to reflect on their performance to determine if they had a knowledge deficit or other barriers to their success. Reflection is essential not only for understanding past performance but also for impacting future performance (Cattaneo & Motta, 2021). Students then complete a test reflection assignment where they process the information learned from the post-test review. This allows the faculty to better address the needs of the student through specific interventions and helps the student to apply lessons learned to future assessments. These methods were able to be used both in-person and online.

DISCUSSION

With the nursing shortage growing, it is important for nursing programs to help those who are drawn to the profession reach their goals. It is equally important to ensure those who enter the profession are adequately prepared to provide high-quality care. One method to achieve these standards is to facilitate secure post-test review to better meet the needs of students. The next step for the faculty is to survey faculty and students about post-test review strategies.

POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

Fostering Collaborative Competence: Interprofessional Education in Nursing and Allied Health Professions

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Category: Informational

INTRODUCTION

Interprofessional education (IPE) is a vital approach to enhancing collaboration and teamwork across health-care disciplines. By bringing together students from diverse professional backgrounds, IPE prepares future clinicians to deliver holistic, patient-centered care. Within these collaborative settings, nursing often serves as the central coordinating role, ensuring effective communication and integration of care. The inclusion of multiple disciplines—each contributing unique perspectives and expertise—enriches decision-making and leads to improved patient outcomes.

METHODS

Interprofessional education activities implemented through simulation-based learning, shared case discussions, and collaborative projects involving nursing, medical diagnostic imaging, speech-language pathology, psychology, and social work students. These sessions emphasized teamwork, communication, and role clarification within patient-centered scenarios. Faculty from each discipline co-facilitated the sessions to model collaboration, and structured reflection exercises were incorporated to reinforce interprofessional competencies. Data collected through participant surveys and observational assessments using validated IPE evaluation tools measures understanding of IPE and identifies changes in teamwork, communication, and collaborative confidence.

RESULTS

Participation in interprofessional education activities leads to improved teamwork, communication, and understanding of professional roles among students. Learners have reported an increased confidence in collaborative decision-making and a greater appreciation for holistic, patient-centered care. Observational assessments indicate enhanced coordination and mutual respect across disciplines, while faculty noted stronger engagement and more effective problem-solving within team-based scenarios. Overall interprofessional education supports a culture of collaboration and strengthens readiness for interprofessional clinical practice.

DISCUSSION

Interprofessional education effectively fosters collaboration, communication, and mutual understanding among future healthcare professionals. By engaging students from nursing and allied health disciplines in shared learning experiences, the program enhances their ability to deliver integrated, patient-centered care. Nursing's central coordinating role reinforces teamwork and continuity across professions, while the diverse perspectives of each discipline enrich clinical decision-making. These findings highlight the value of sustained interprofessional learning as a key strategy for preparing competent, collaborative practitioners who can improve healthcare outcomes through teamwork.

POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

Enhancing Nursing Education: Investigating the Role of Embedded Learning Assistants in Preparing Students for Clinical Practice

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ABSTRACT BACKGROUND

A well-prepared nursing workforce is essential to advancing health equity and patient outcomes. Foundational nursing courses such as Pathophysiology and Adult Health I are critical in developing clinical judgment and readiness for practice. However, high failure and attrition rates in these courses present barriers to student success and workforce entry. This study examines the use of Learning Assistants (LAs) as a strategy to improve student outcomes and readiness for clinical practice.

AIMS

The purpose of this study is to examine the use of Learning Assistants (LAs) in foundational nursing courses to determine their effectiveness in improving academic performance, student retention, and readiness for clinical practice.

METHODS

A mixed-methods approach evaluates the impact of LAs in two high-stakes nursing courses. The intervention group (with LAs) is compared to a control group (without LAs) using academic performance metrics, retention rates, and progression data. Qualitative data from student interviews and focus groups may provide insight into perceptions of engagement, learning support, and confidence in clinical preparation.

RESULTS (ANTICIPATED)

Outcomes may suggest that LA-supported students show improved academic performance, stronger course retention, and increased self-reported readiness for clinical nursing roles.

CONCLUSION

Integrating Learning Assistants into nursing education may be a scalable, cost-effective strategy to support student success and strengthen the nursing pipeline. By improving readiness for practice, this approach holds promise for advancing the quality and capacity of the registered nursing workforce. This research contributes to educational innovation aimed at meeting growing demands in population health and healthcare delivery.