

POSTER PRESENTATION ABSTRACTS: IN PERSON VIEWING

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Poster Presentation:

Evaluating the Utility of Interprofessional Education: Team-STEPPS Model for Fall Prevention in a Long-Term Care Facility.

BACKGROUND:

Severe fall injuries represent a significant global health concern, often resulting in prolonged hospital stays, loss of autonomy, fractures, lacerations, internal bleeding, and even fatalities (AHRQ, 2021). The annual estimation of 100,000 hospital falls by Florence et al. (2018) underscores the escalating public health risk. The financial burden on healthcare systems is immense, with Currie et al. (2008) approximating costs at \$16–19 billion annually, a figure expected to rise (Florence et al., 2018). Urgent prioritization of patient safety and policy adjustments within the US healthcare system is imperative (Brown et al., 2018). Innovative patient care approaches and strengthened communication, teamwork, and interdisciplinary collaboration among healthcare staff are essential (Homeyer et al., 2018).

AIMS:

This project aims to assess the effectiveness of interprofessional education and TeamSTEPPS in reducing patient falls in a long-term care facility. The objective is to underscore the significance of interdisciplinary teamwork and streamlined communication channels in promoting patient safety and well-being.

METHODS:

The DNP research assessed healthcare team interprofessional education programs using a comprehensive approach. Healthcare teams received IPE training to learn ways to collaborate. The manager then improved teamwork and interaction through TeamSTEPPS role-playing and case studies. Participants learned effective healthcare teamwork techniques by employing this strategy. Actively participating in case studies and role plays enhanced interdisciplinary collaboration and teamwork knowledge, allowing researchers to examine how IPE programs affect healthcare team collaboration and communication.

RESULTS:

The DNP project, which utilized TeamSTEPPS and Interprofessional Education (IPE) at an assisted living facility, yielded significant success. Promoting collaborative strategies and fostering efficient teamwork markedly enhanced staff communication, behavior modification, and the community environment. The incidence of senior falls substantially decreased, underscoring the impact of improved communication and collaboration. This accomplishment underscores the importance of interdisciplinary collaboration and instills optimism for the future of residential care for vulnerable populations.

CONCLUSIONS:

The DNP project's conclusion was a success, proving how well TeamSTEPPS and IPE initiatives work together in clinical settings to improve patient care.

IMPLICATIONS:

The DNP project's success demonstrates the efficacy of integrating TeamSTEPPS and IPE initiatives in clinical settings to enhance patient care. IPE utilizing TeamSTEPPS facilitates staff communication and prevents resident accidents by promoting cooperation in fall prevention strategies. TeamSTEPPS equips IPE personnel with communication and organizational cooperation solutions, thereby preventing falls through enhanced situational awareness, shared mental models, and mutual respect.



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Poster Presentation:

The Prevalent Prevention of School Bullying Behavior in the Arabic World: A Narrative Review

BACKGROUND:

The prevention of bullying behavior among adolescents is an essential priority in health care. A broad range of studies focusing on various aspects of bullying Prevention.

AIMS:

The review analyzed articles regarding the most prevalent prevention of school bullying behavior.

METHODS:

The paper reviewed studies published between 2019 and 2023 in the last five years. The data were synthesized using content analysis, which involved a descriptive approach obtained from CINAHL, PsycINFO, PubMed, Science Direct, and Wiley.

RESULTS :

Three themes emerged bullying Consequences, bullying types, bullying prevention. Bullying prevention has three types: policy, programs, and stakeholders.

POSTER PRESENTATION ABSTRACTS: IN PERSON VIEWING

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Poster Presentation:

Impact of Pain on Functional Status and Quality of Life in Jordanian Women with Breast Cancer

BACKGROUND:

Currently, breast cancer is the most prevalent type of cancer affecting women, and the number of newly diagnosed cases continues to increase both in Jordan and globally. Upon receiving a cancer diagnosis, the suffering experienced by patients intensifies as they grapple with the debilitating side effects that hinder their ability to carry out routine activities.

PURPOSE:

This study aims to assess the impact of cancer pain on functional status and quality of life (QOL) among Jordanian women with breast cancer.

METHODS:

A descriptive cross-sectional design and structured interviews were conducted in the Oncology Unit at Al-Bashir Hospital with a sample of 150 eligible Jordanian women with breast cancer who provided data on pain and functional status and QOL using four Arabic questionnaires (brief pain inventory, sf-12 and quality of life index) to measure pain and functional status and QOL, descriptive statistics, Pearson correlation, and regression statistical test were utilized to analyze the study data.

RESULTS:

A Significant positive correlation ($r=0.342$) was found between cancer pain and functional status interference, a significant negative correlation ($r=-0.134$) between quality of life and functional status interference, and a significant negative correlation ($r=-0.211$) between pain and quality of life. Patients with higher intensity of cancer pain are more likely to experience low functional status and poor QOL.

CONCLUSION:

Breast cancer patients experience alterations in their quality of life as a result of cancer-related pain, which has a detrimental impact on their ability to carry out daily activities and disrupts their functional abilities. Healthcare providers must take these alterations into account and effectively handle them. Understanding the relationship between cancer pain and breast cancer can aid nurses in managing symptoms and providing holistic care, ultimately improving the quality of life.



POSTER PRESENTATION ABSTRACTS: IN PERSON VIEWING

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Poster Presentation:

Clinical Nurse Specialists Leading EBP with an Innovative Electronic Nurse Dashboard

BACKGROUND:

At a 27-hospital health system, challenges were identified with both an outdated electronic medical record (EMR) dashboard and an excessive number of reports. There was also a lack of definition to system-wide evidence-based nursing practice standards. End-users had variation in workflow that included manual auditing which led to inefficiencies breeding inconsistent nursing practice.

PURPOSE:

Our purpose was to create an evidenced-based practice (EBP) informed dashboard in the EMR that consisted of predictive analytics acting as a one-stop-shop with aligned reports, gaining efficiency for end users and consistent nursing practice. Clinical Nurse Specialists play a crucial role in leading EBP standardization at the point of care and utilizing real-time information to consult on complex patient situations.

METHODS:

CNSs were instrumental in leading evidence review for system-wide nursing practice committees with different expertise focus on nurse sensitive indicators (NSI). This led to the development of EBP informed system nursing practice standards categorized by NSI and further organized by one of two approaches being the foundation of the nursing process or the cycle of a device. These nursing practice standards were the foundation for the electronic EBP dashboard design. Collaboration between system nursing practice, CNSs, EMR analysts, and nursing quality data management resulted in a visually informative real-time dashboard driving nursing practice at the point of care. Customization of data by patient, unit, and hospital level allow users the ability to drive practice these multiple levels. The dashboard supports key stakeholders to anchor EBP in workflows, prioritize care, and accountability via an early warning system before patient impact allowing for course correction. An example of one component involves a well-rounded picture of patients fall prevention story encompassing patient's personal risk factors, fall risk screening utilizing an EBP validated tool, safe level of assist, and last fall occurrence. Another component involves urinary catheter device management including indication, insertion, maintenance, removal, and culturing. Preparation for successful launch included CNS usability testing allowing for fine tuning and optimization. Followed by a high-level preview at the CNS led system-wide nursing practice committees. Implementation occurred through a toolkit including a playbook with videos, standard work outlining workflows, and frequently asked questions. Demonstrations were provided system wide to drive adoption. Support was garnered through collaborative connections to gain awareness, understanding, and acceptance to the dashboard.

RESULTS:

Since go live, usage has doubled to 5,402 in the most recent month of May 2023. Due to the dashboard targeted intent, users' average duration of use is 3 minutes, with 89% of users surveyed reporting time saved. Measuring integration of the dashboard was captured on a Likert scale (1-strongly disagree to 5-strongly agree). Users reported high level of agreement on elements of the dashboard's incorporation of EBP and the early warning system function with ratings of 4.37 and 4.19 respectively. Looking at a sample of 8 CNS's reporting change in their workflow with time saved and efficiencies with dashboard features, an estimated total of \$8,343 was identified as indirect cost savings per month. Within 8 months of the electronic EBP nurse dashboard initiation, usage doubled to 5,402 views. Measuring integration of the dashboard was captured on a Likert scale (1-strongly disagree to 5-strongly agree). Users reported high level of agreement on elements of the dashboard's incorporation of EBP and the early warning system function with ratings of 4.37 and 4.19 respectively. Looking at a sample of 8 CNS's reporting change in their workflow, 89% identifying time-saved and efficiencies in dashboard features, an estimation of indirect cost savings was calculated at a total of \$8,343 per month.

After analyzing the first 8 months of dashboard usage, an opportunity was identified to implement a forcing function to improve the ease of access to the dashboard. This resulted in a significant 823.5% increase in access.

IMPLICATIONS:

Students identified many correlations between the escape room experience and working in patient-centered care. In a post-debriefing survey (46/52 responses) students identified that they gained insight into time management, communication, teamwork, listening to others, and paying attention to details. The escape room learning activity demonstrated value in helping to develop essential collaboration and communication skills in prelicensure nursing students.

POSTER PRESENTATION ABSTRACTS: IN PERSON VIEWING

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Poster Presentation:

Unlocking Success: Innovating Nursing Education with an Escape Room Assessment for Clinical Readiness

BACKGROUND:

Due to the dynamic nature of nursing education, educators continuously seek new approaches to evaluate students' clinical preparedness effectively. Within the realm of active learning, escape rooms are an innovative method utilized to assess student learning before they enter the clinical setting. The implementation of escape rooms in nursing education is beneficial for many reasons. For instance, the environment is immersive and engaging as it requires students to apply critical thinking and clinical knowledge in realistic scenarios. In addition, escape rooms are a method of gamification. Gamification is a unique strategy that creates an engaging learning environment, ultimately leading to increased student motivation and participation. By simulating realistic clinical scenarios, educators can observe students' abilities to prioritize, communicate, and appropriately manage their time. These skills are essential components of the nursing profession.

INTERVENTIONS:

Implementation begins with identifying learning objectives that align with nursing competencies and curricular goals. Scenarios are then developed that incorporate active learning, problem-solving, critical thinking, teamwork, communication, and decision-making skills. The process of creating the escape room should be multidisciplinary and consider the inclusivity and accessibility to accommodate diverse learning styles and abilities. Lastly, educators must choose appropriate evaluation methods that aid in determining the students' preparedness.

DISCUSSION/RECOMMENDATIONS:

Escape rooms are an effective method in evaluating clinical performance and provide interactive and memorable learning experiences. There is noteworthy value of hands-on experiential learning in nursing education, as escape rooms offer a practical and engaging environment. Further, this strategy provides opportunity for self-reflection, and encourages professional collaboration. Overall, escape rooms offer an innovative approach to enhance the assessment of nursing students' clinical preparedness. Ultimately, this fosters their development as competent and confident healthcare professionals while aligning with best practices in nursing educational pedagogy.



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Wisconsin League
for Nursing

POSTER PRESENTATION ABSTRACTS: IN PERSON VIEWING

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Poster Presentation:

Developing a Maternity Nurse Mentorship Program: An Evidence-Based Practice Initiative to Improve Staff Satisfaction and Retention

CASE PRESENTATION:

A Northeast Wisconsin Maternity Unit developed a mentorship program to help the newly graduated nurse (NGN) transition to a specialty area. The program met barriers that led to the discontinuation. Years later, the unit saw high nursing turnover for an unknown reason. This led to a review of current evidence to investigate the implementation of a renewed program to see improved satisfaction and retention.

SETTING:

An evidence-based practice initiative was investigated for application in the clinical setting of a maternity unit in a Northeast Wisconsin hospital.

BACKGROUND INFORMATION:

NGNs are leaving practice within the first two years at alarming rates. The financial, human, and quality cost of nursing turnover places pressure on healthcare systems. This population of nurses is vulnerable to the consequences of a demanding healthcare system due to its lack of professional nursing identity. Healthcare systems struggle to maintain experienced nursing professionals to reflect professional nursing practice.

INTERVENTIONS:

A literature review was performed using the Iowa Model of Evidence-Based Practice (EBP). A theoretical model of Social Cognitive Career Theory (SCCT) was applied. This recognizes people are the products of their surroundings, and the sum of their interactions is represented by their work (Lent, 1994). Identifying the ability of the novice to gain confidence, positive coping, and socialization into their new role.

DISCUSSION/RECOMMENDATIONS:

Mentorship is an effective intervention that supports the NGN role transition and factors that lead to job dissatisfaction and intent to leave (Davey et al., 2020). A formal program for mentors and standardization of curriculum would support positive outcomes as evidenced by SCCT through the support of the initial education surrounding mentors' competencies and standardized program framework. There is a lack of data to support specific teaching/learning models in this review, microlearning was chosen as it is an effective teaching tool for increased engagement and respect for time as a barrier to the success of programs.



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Poster Presentation:

Cardiac Rhythm Recognition and Management: Standardizing System Processes to Improve Provider Competence and Patient Safety - A Quality Improvement Project for Aspirus Health

Mergers and acquisitions within healthcare systems are playing a critical role in preserving access to care, and this is the case with the acquisition and growth of Aspirus Health located in Central Wisconsin. With acquisition comes years of standardization work of processes and procedures for each hospital entity within its new system. This can be a vulnerable time for practice gaps and demonstrates that the authority, accountability, and responsibilities that nurses have must be maintained to meet standards for quality practice, and care for patients. This quality improvement project revealed gaps between the different business entities (identified as business units within Aspirus) within the Aspirus Health system after its acquisition of new hospitals and clinics. The gaps identified as learning, resource and competency disparities within the processes and procedures regarding electrocardiography (ECG) interpretation and management practices. This quality improvement project addressed the need for improved processes integrated throughout the Aspirus System equitably and uniformly for bedside care providers requiring ECG rhythm recognition and management as part of the patient care role.

PURPOSE OF PROJECT:

The purpose of this project is to enhance the safety of patients on telemetry through standardization of the Aspirus Health System ECG process and competency procedures.

METHODS:

To integrate Aspirus' continuous process improvement models and methodologies for continuity of processes, the Six Sigma DMAIC methodology, a data-driven quality improvement process, was followed for the initial ECG pilot program. On completion of the pilot, Kotter's Eight Step Change Model was integrated along with the quality improvement framework of Plan, Do, Check, Act (PDCA) to establish an ECG system workgroup, that was tasked on taking charge of new system practices and procedures surrounding ECG for the Aspirus System. Through PDCA, this integration will be reviewed for meaningful change and a sustainable solution to low competency scores and practices amongst bedside care providers requiring the skill of ECG within their role.

RESULTS:

The ECG workgroup standardized ECG processes which includes a foundational blended learning (virtual and in-person) ECG curriculum, supplemental ECG learning resources, standardized competency tests, and standardized remediation tools and processes. These process and resources were integrated into Aspirus Health's learning management system of HealthStream for access to all employees.

DISCUSSION:

Systemizing healthcare organizations processes and practices are an important aspect of hospital system acquisitions to avoid practice gaps and obstacles for bedside care staff. Through systemization of an ECG process, Aspirus Health is better able to identify and disseminate appropriate educational opportunities, resources, and measure competency in a relevant context that has the potential to positively impact and improve patient outcomes and quality of care.

POSTER PRESENTATION ABSTRACTS: IN PERSON VIEWING

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Poster Presentation:

The Intersection of Peer Support and Substance Use Disorder in Nurses

BACKGROUND:

The American Nurses Association estimates 6-8% of nurses use substances to an extent that impairs performance. The US has over 4,000,000 nurses which means that about 240,000 to 320,000 nurses are working impaired. The COVID-19 pandemic resulted in unprecedented stress and some nurses turned to substances to cope. Many of those nurses need help, but they do not know where to turn.

Education on substance use disorder (SUD) in nursing is critical to combat the problem. Education for nurses and nursing leadership must include why it happens, how to recognize it, and where to go for help when it is discovered.

LEARNING OBJECTIVES:

- Gain an understanding of SUD in nursing.
- Learn to recognize the signs of SUD in nurses.
- Identify the resources for nurses with SUD.

CASE PRESENTATION:

Kristin has been an RN since 1991. She worked as a pediatric transport nurse clinician at the height of her career. In 2004 she was discovered diverting from the hospital. She was fired, lost her nursing license, and ended up spending 4 months incarcerated after a re-offense. She found recovery after her release. She petitioned the board of nursing for reinstatement of her nursing license in 2007 and joined their 5-year monitoring program. She completed it successfully with the return of full licensure. The process was difficult and there was little support. Learning there were programs in other states that offer peer support to nurses with SUD, she started one in her state. Now, nurses have the support they need as they navigate the ups and downs of recovery and the journey of reclaiming their nursing career.

DISCUSSION:

SUD in nursing is a current issue affecting all fields of nursing but knowledge on the topic is insufficient. Knowledge is needed to understand the scope of the problem and to offer solutions to those affected. Most states have programs where nurses can get help, oftentimes confidentially, however, most nurses and nurse leaders do not know these programs exist. Many states offer peer support for nurses, but again, not many know they exist. We must educate all nurses and give them the tools they need to practice safely.



POSTER PRESENTATION ABSTRACTS: IN PERSON VIEWING

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Poster Presentation:

Utilization of a Sensory Room to Facilitate Stress Reduction Amongst Nursing Students in an Urban Nursing Program

BACKGROUND & PURPOSE:

This study examines the efficacy of using a sensory room to alleviate stress among nursing students enrolled in an urban nursing program. The 8-week Doctor of Nursing Practice (DNP) project investigated students' perceptions of stress and the correlation between exposure to a dedicated sensory room and mediation sessions. Before the study commenced, ethical approval was obtained from the Institutional Review Board (IRB).

DESCRIPTION OF TOPIC/LITERATURE REVIEW:

This study presents findings from a comprehensive literature review that extensively explores the existing research on sensory rooms and meditation. Through a meticulous examination of scholarly articles, books, and other relevant sources, this review synthesizes current knowledge, identifies gaps, provides a foundation for the empirical investigation conducted in this research, and demonstrates evidence of positive results of sensory rooms and meditation to reduce stress.

IMPLICATIONS:

This study highlights the potential of sensory rooms as a viable strategy for promoting mental health and well-being among nursing students, thus fostering a conducive learning environment. Study findings show that regular attendance and engagement in the sensory room sessions significantly reduced perceived stress levels among nursing students. Incorporating multi-sensory interventions provided a holistic approach to stress reduction, catering to the diverse preferences and needs of the participants. As the need for nurses is expected to grow with the nursing shortage looming, the ability for students to learn to handle stress in healthy ways is important. However, further research is crucial to explore this intervention's long-term effects and scalability in educational settings, including faculty and stressful hospital environments, highlighting the need for continued investigation.



POSTER PRESENTATION ABSTRACTS: IN PERSON VIEWING

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Poster Presentation:

Nurse Educators Must Prioritize Psychiatric/Mental Health Nursing Experience Through the Traditional Clinical and Creative Simulation

BACKGROUND:

Too few new nursing graduates select practice settings in which they will provide care for patients with Psychiatric/Mental Health (PMH) conditions yet there is a need for nurses with these abilities.

AIMS:

The aim of this study was to explore the relationship between pedagogy including classroom, simulation and traditional clinical experiences, type of prelicensure nursing program, and student confidence and competence in caring for patients with PMH conditions.

METHODS:

This study used a quantitative, descriptive, pretest-posttest research design incorporating the Mental Health Student Clinical Confidence Scale and the Behavioral Health Clinical Competence Scale before and after a PMH educational experience with ADN, BSN, and DE-MSN students.

RESULTS:

Although there were no statistically significant differences in outcomes based on pedagogy or program, there were however differences of practical importance. Self-report of confidence was different and shown to predict self-report of competence.

CONCLUSIONS:

New nurses must be prepared to care for patients with psych/mental health conditions. This study demonstrated the importance of incorporating traditional clinical and simulation where students apply their MHN knowledge contextually. These findings illustrate that didactic content alone is not enough to foster confidence and competence. This study is timely because of the increased prevalence of mental illness and mood disorders along with climbing rates of suicide worldwide.

NURSING EDUCATIONAL IMPLICATIONS:

All types of nursing academic programs need to develop PMH curriculum incorporating traditional clinical and/or PMH simulation to support student's increased perception of confidence and competence and interest in caring for patients with these diagnoses.

POSTER PRESENTATION ABSTRACTS: IN PERSON VIEWING

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Poster Presentation:

Informational Virtual Interprofessional Education and its effect on Role-Awareness, Teamwork, and Attitudes

BACKGROUND:

Interprofessional education (IPE) enhances team functioning, enhances role-awareness, improves patient-centered care, and reduces patient safety events. Educators face numerous challenges when planning IPE activities due to rigorous curriculums, scheduling differences, geographical locations, time, and space constraints for interdisciplinary students. Higher learning organizations are looking for innovative solutions to incorporate this invaluable teaching into health care programs.

PURPOSE:

This integrative review aimed to evaluate the use of virtual reality (VR) and virtual simulation (VS) platforms for IPE and understanding its effect on role-awareness, teamwork, and attitudes of newly licensed Registered Nurses.

DESCRIPTION OF TOPIC:

A comprehensive search of multiple databases was conducted to identify studies incorporating the use of VR and VS for IPE. A total of 23 studies met the inclusion criteria. After full-text review, 10 studies were included for the purpose of this review. This review found that overall, both students and facilitators had positive take-aways from the virtual IPE activities. Students had enhanced role-awareness, improved communication skills, and many found the virtual environment to be conducive to learning.

IMPLICATIONS:

Nursing students who are exposed to IPE improve their ability to successfully collaborate and function as a member of the team, with a positive attitude, upon entering the healthcare profession. Implementation of virtual platforms provides a revolutionary opportunity to enhance higher learning offerings for healthcare students. Based on the findings, the review recommends that virtual technology be utilized as a tool to enhance the education of future healthcare professionals, advancing the nursing profession.

POSTER PRESENTATION ABSTRACTS: IN PERSON VIEWING

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Poster Presentation:

Using Simulation to Enhance Emergency Department Competency in Cardiac Care

BACKGROUND:

Simulation is proven to be an effective, cost-efficient method in enhancing nursing skills and critical thinking. In a large midwestern academic healthcare institution, nursing leadership identified educational needs for emergency department nurses for further education and retraining of cardiac resuscitation for ED nurses. Unfortunately, financial constraints in healthcare systems are causing gaps in competence and confidence in new graduate emergency department nurses regarding cardiac care.

AIMS:

The aim of this quality improvement project was to design and implement an Advanced Cardiac Life Support (ACLS) based cardiac simulation targeting the emergency department registered nurse role including recognition of patient status, assessment findings, usage of medical emergency supplies and equipment, adherence to ACLS algorithms, and effective team and patient communication.

METHODS:

Three simulation sessions were performed. Each session was structured to pre-briefing, simulation, and debriefing. During the simulation, two nurse educators conducted assessments utilizing the checklist modified by the DNP student using the American Heart Association guidelines to test knowledge during the simulation.

Pre/post-simulation assessments distributed to participants targeted the concepts of rhythm recognition, ACLS medication administration, patient deterioration, assessment findings, and effective communication. A brief satisfaction survey regarding the sessions was distributed to participants after the sim was completed.

RESULTS:

Descriptive, inferential statistics are currently being conducted regarding demographics, knowledge, self-confidence using SPSS. Preliminary qualitative data shows nurse appreciation and increased confidence in ACLS competence.

CONCLUSIONS:

This quality improvement project demonstrated an increase in the self-perceived confidence and competence of emergency department nurses during cardiac emergencies after participation in the high fidelity ACLS-based simulation sessions. Simulation is an effective way to identify and improve confidence and competency in nursing in addition to the standard Basic Life Support (BLS), ALCS, and Pediatric Advanced Life Support (PALS) certifications.

NURSING EDUCATIONAL IMPLICATIONS:

Based on the results, it is recommended that simulation-based teaching be incorporated regularly into emergency department nurse education as part of regular compliance and training in addition to ACLS, PALS, and BLS re-certification courses.

POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

The Effect of Virtual Simulation on Nursing Students' Achievements, Satisfaction, and Self-confidence

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BACKGROUND:

Simulation is an active learning strategy involving the use of various resources to assimilate the real situation. Moreover, robust evidence supports the effectiveness of simulation training in nursing education.

OBJECTIVE:

The study aimed to evaluate the effectiveness of virtual-based teaching on students' achievement, satisfaction, and self-confidence.

METHODS:

A pre-post-test research design was used. A convenience sample of 77 nursing students in level four who were enrolled in critical care nursing course. The participants were subjected to virtual-based simulation in 2 different case scenarios. Pre-test & post-test were done to measure the student's achievement scores before and after virtual-based scenario. A self-reported questionnaire was distributed on nursing students to measure their learning satisfaction, and self-confidence in addition to their sociodemographic data. Data were analyzed using suitable statistical tests.

RESULTS:

77 female nursing students were recruited. The majority (84.4%) were aged 20 to less than 22 years and (49.3%) reported a GPA of 4.5 or higher. Students' achievement mean scores increased in both scenarios but it was significant ($p = 0.006^*$), after virtual simulation experience (8.12 ± 1.65) compared to the scores before (8.53 ± 1.07) specifically in case scenario 1. Moreover, students expressed satisfaction with their simulation learning experience with a mean percent score of 78.71 ± 20.16 and reported a reasonable level of self-confidence in their learning abilities with a mean percent score of 79.27 ± 21.22 .

CONCLUSION:

The current study findings provide insights into the effectiveness of simulation in improving students' achievements in different case studies. It can be inferred that the students generally expressed satisfaction and self-confidence with their current learning experience.

KEYWORDS: Achievement, nursing students, satisfaction, self-confidence, simulation

POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

COPD Readmission Risk Assessment: Evaluation of the LACE Index Tool A Quality Improvement Project

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BACKGROUND:

Chronic obstructive pulmonary disease (COPD) is a major global health issue, causing millions of deaths each year. Exacerbations of COPD often result in hospitalizations and subsequent readmissions, leading to poor patient outcomes and increased healthcare costs (Press, et al., 2018). Efforts have been made to reduce readmissions, including the use of tools like the LACE Index, which aim to predict individual patient risk of readmission within 30 days after discharge.

INTERVENTION:

A retrospective chart review was conducted to evaluate patients with COPD ICD-10 code J44.1 admissions during the proposed time frame of April 1, 2023, to October 1, 2023. The medical records of the patients admitted during this time were evaluated for the use of the LACE Index tool. During the chart review, it was discovered LACE Index scores were not documented in the electronic medical record. LACE Index scores were then calculated by this researcher for each patient's initial COPD admission. Patients' medical records were then reviewed for subsequent ER and or hospital readmissions for COPD. The calculated LACE Index was then compared to the number of readmissions for each patient.

DISCUSSION:

The results demonstrated that out of the 71 COPD patients included in the analysis, 18% had ER visits or readmissions for COPD exacerbation within 30 days. The LACE Index scores indicated that 25% of patients were at low risk, 40% were at moderate risk, and 35% were at high risk of readmission. The analysis also showed a significant correlation between the number of ER admissions and inpatient admissions, and the LACE score. The findings suggest that the LACE Index is pertinent to professional nursing practice and effective in predicting the likelihood of readmissions in COPD patients, aiding in identification of high-risk individuals who may benefit from targeted interventions.





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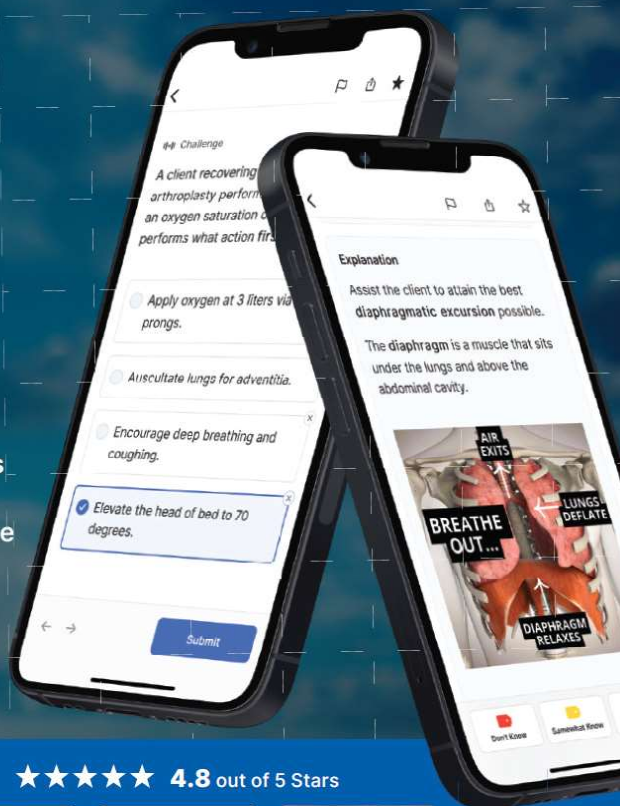
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POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

Educational Panel Discussion in a Synchronous Live Session Using Zoom Technology

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SETTING:

Online distance accelerated BSN Community Health Course. Zoom was used to engage community health Registered Nurses (RNs) with BSN nursing students through a panel discussion. According to Adamski et al. (2009) interactions between RNs and students that occur outside of the clinical environment can provide a learning opportunity that may not be possible in the clinical setting.

BACKGROUND INFORMATION:

A group of BSN nursing students did not have clinical experiences in the Home Health, Hospice, and School Nursing settings due to school policies and lack of clinical placement opportunities. Students voiced frustration with not having these experiences and complained about the lack of exposure to different nursing roles. Teaching online requires careful selection of appropriate learning strategies to have students participate in learning (Friesth, 2020). There is a gap in recent literature related to nursing panels. Kundrik & Melincavage (2012) describe the benefit of using panel discussions to build relationships between the students, panelists, and ideas.

INTERVENTION:

The session was held during a 90-minute class session via Zoom. Faculty developed questions to facilitate discussion and students were encouraged to engage. Dialogue between students and panel members was rich as panel members shared stories about various job experiences and responsibilities. The strategy has been outlined in Kundrik & Melincavage (2012) as they share that panel discussions in community health courses can be used to foster a spirit of inquiry, developing a greater understanding and respect for community nursing.

DISCUSSION AND RECOMMENDATIONS:

On course evaluations, students indicate the panel discussions are helpful, interesting, educational, and some list the panel as the most valuable aspect of the course. Future recommendation includes continued development of panel questions using Kundrik & Melincavage (2012) question and evaluation examples, and the Public Health Intervention Wheel question process described in Anderson et al. (2018).

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POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

Evaluating Student Preference of Didactic Teaching Methods in an Accelerated Program for Non-Nurses

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SETTING:

In the final semester of the Accelerated Program for Non-Nurses (APNN) at the University of Rochester, three different teaching methods were utilized to deliver lecture and learning activities. A cohort of 16 prelicensure students were present in each of the three classes. All classes were conducted in-person and maintained a duration of 2 hours and 50 minutes.

BACKGROUND INFORMATION:

Increasing student engagement and knowledge acquisition is an important initiative for all nursing educators. Interactive learning and gamification of lecture can be a useful tool in bolstering student knowledge and increasing student engagement and satisfaction. These technologies can also serve as formative assessment methodologies for educators to evaluate student knowledge acquisition.

INTERVENTIONS:

The three lecture teaching methods consisted of 1) a traditional 60-minute didactic lecture with the use of PowerPoint slides and subsequent active learning activities, 2) a fully "flipped classroom" method with a pre-recorded PowerPoint slide presentation with voice over assigned as pre-learning and full class time of active learning activities, and 3) a 60-minute lecture with the use of PowerPoint slides integrated into AhaSlides with active learning activities following thereafter. Students were asked to complete a Google Docs survey to garner their opinion towards the lecture delivery methods.

DISCUSSIONS/RECOMMENDATIONS:

Student feedback via survey data detailed a preference for the use of the PowerPoint via AhaSlides presentation with gamified, intermittent questions. Students detailed how they "liked being able to ask questions throughout the lecture and also being quizzed throughout to test my understanding" and how it was "interactive reinforced with questions". Consider the use of gamified presentations for in-person lectures to increase student engagement.



POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

Having an “AHA” Moment: Using Interactive Slides and Gamification to Implement a General Care Orientation for Pediatric Nurses

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EDUCATIONAL STRATEGY:

Nursing orientations are critical for the development of novice nurses in their transition from student to practicing nurse. There is currently a hospital-wide orientation for nurses entering Golisano Children’s Hospital at the University of Rochester. However, there is no specific orientation for nurses entering pediatric general care. The goal of this project was to develop and implement a specific and specialized orientation for new-hire pediatric nurses starting on general care floors, using interactive teaching and assessment strategies.

SETTING:

The purpose of this project was to address a gap in education for nurses in a hospital-based setting. The goal was to create a general care orientation using active learning techniques which would increase learner attention and information retention. The goal of this orientation is to increase nurse competency, improve patient safety outcomes, and create success for the organization.

BACKGROUND INFORMATION:

Current studies show that modern-day nursing students appreciate gaming. Games are not only a formative assessment, but also increase information retention and student engagement. Nurses who attend orientations feel supported through transitioning from student to practicing RN. Encouraging the success of new graduate RNs leads to reduced turnover, thus benefitting the organization as a whole.

INTERVENTIONS:

Innovative teaching strategies were utilized to teach this orientation such as AHA Slides, case studies, hands-on demonstrations, games (Jeopardy, Plinko) and simulation. Formative assessments were made through these games to determine nursing competency. The nurses were also given an evaluation tool at the end of the day to complete and provide feedback about their learning.

DISCUSSION/RECOMMENDATIONS:

Nurses who attend orientations which are rooted in active-learning techniques reap positive effects. Those who receive specialty-specific education become practicing nurses with increased confidence and competence which is critical in an ever-changing healthcare environment. Ultimately, all organizations should consider including more specified orientations for new hire nurses.



POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

Pregnancy and Maternal Birth Experience Influenced by the COVID 19 Pandemic

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An unprecedented pandemic dramatically impacted the delivery of healthcare at all levels including maternal and newborn care. Given the limited knowledge available regarding the effect of COVID-19 on care provided in Birth Centers, the purpose of this research was to examine maternal experiences in the peripartum period regarding levels of worry.

Three hundred women aged 18 to 48 with uncomplicated term delivery of a well infant(s) between June 2020 to December 2021 were invited to complete an online survey and follow up with an optional telephone interview. Nine (9) women aged 20 to 36 completed the interview process. The interview was conducted using an interview schedule. Data was aggregated across the respondents and analyzed using PSPP.

The majority of the 61 respondents included white, married women with at least some college education. The average total worry score was 59.73 (range 33-106). Significantly more worry was found for women who identified as single ($M=89.33$) as compared to women identified as married ($M=56.88$, $p=.014$). Significantly more worry was found for women who reported they had some college credit but no degree ($M=87.00$) as compared to women that finished their post high school degree.

Surprisingly, total worry scores were lower than expected. Given nursing interventions that were rapidly evolving during the first 18 months of the pandemic the expectation was that there would be increased worry. There was an overwhelming positive response regarding the limited visitor policy. Most participants stated that not having to manage visitor traffic helped them rest and bond as a family. Participants expressed that they felt well cared for and the changes due to COVID-19 did not affect their stay in the way they had anticipated. The low levels of worry found could be attributed to the support & reassurance provided to patients by nurses in the FMFH Birth Center during their hospitalization. The feedback obtained through the interview process further validated the support & reassurance provided by nurses given to all patients during the COVID-19 pandemic. Marital status and education levels should be considered for additional support to mitigate worry during the peripartum period.



POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

Technology-Assisted Learning in Nursing Education: Differentiating Normal from Abnormal Assessment Findings

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BACKGROUND:

The completion of head-to-toe and focused assessments are important skills that nursing students learn while completing their education. Sufficient time is needed for the students to gain competency and confidence as they will rely on these assessment skills throughout their nursing careers.

PURPOSE:

Faculty in a rural mid-western university determined a need to utilize time more efficiently in the Health Assessment Lab for students to auscultate normal and abnormal findings in vital signs, respiratory, cardiac, and abdominal assessments. Time is limited, so strategies to promote learning, practicing, and check-offs is vital. Students act as patients in the course and mostly have normal findings, so listening to abnormal finding is limited. Utilizing simulation technology in the lab was initiated to teach these skills in a timely and effective manner.

DESCRIPTION OF TOPIC:

A study by Yilmaz and Sari (2021) determined that the use of mannequins as standardized patients was beneficial in practicing skills and increasing student confidence in clinical practice. Two technologies were employed utilizing mannequins with different patient conditions to assist with assessment skills.

The first technology introduced was a mannequin that could be programmed with different blood pressure readings. Students had difficulty performing blood pressure readings on their lab partner as a patient. The blood pressure mannequin enabled students to practice and achieve accurate readings. Students then obtained blood pressures on their partners with more skill and confidence.

The second technology used is the simulation mannequin that includes lung, heart, and bowel sounds. The students first learned to auscultate lung sounds on the mannequin with the instructor. Normal and adventitious sounds were produced. The students then deciphered the adventitious sounds they auscultated. Heart sounds are introduced on a day when the students perform respiratory assessment check-offs, leaving very little time. The instructor played normal and abnormal heart sounds over speakers. The speakers decrease the time spent with each individual student, yet meets the objective.

IMPLICATIONS:

The use of technology met the need of auscultating normal and abnormal findings in a timely fashion.

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Empowering Students Through Experiential Learning

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EDUCATIONAL STRATEGY:

Nursing education has historically been associated with traditional classroom learning in conjunction with instructor-led clinical situations. The constantly changing dynamics of healthcare demand a shift towards more innovative and active learning opportunities. The use of experiential learning experiences challenges traditional learning by providing students with the reality of the subject being taught (Kolb, 2014).

SETTING:

A rural western Kansas traditional on-campus BSN program has initiated an experiential learning experience for second-semester senior-level nursing students.

BACKGROUND INFORMATION:

Experiential learning allows students the opportunity to develop critical thinking skills and promotes hands-on learning experiences. Kolb's theory of experiential learning emphasizes learning through concrete experiences, reflective observation, abstract conceptualization, and active experimentation. The experience was created to benefit both the students who provided the service and those who participated in the event.

INTERVENTIONS:

This experience was designed for the nursing students to participate in weekly "well checks" for other on-campus students, staff, and faculty near the busy campus quad. Upon completion of vitals and screenings, nursing students take time to counsel the individual regarding their results. Education is provided regarding specific methods the individual can implement to improve both physical and mental health. Any abnormal results are discussed with the individual, and appropriate interventions, such as referral to primary care or the student health and wellness office, are initiated.

DISCUSSION/RECOMMENDATIONS:

Experiential learning creates a link between formal education and real-world experience (Kong, 2021). The skill of putting knowledge into practice is key to the development of proficient nurses. Promoting innovative experiences, focusing on the development of critical thinking skills, and encouraging students to thrive in a collaborative environment are crucial to effective nursing education.

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POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

Learning How to Perform a Physical Assessment Virtually

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SETTING:

Online Distance Accelerated BSN Health Assessment Course.

Students created recordings performing health assessments to be prepared for an on-campus immersion at the end of the course. According to Dinmore (2019), the use of digital recordings creates higher student engagement in material and promotes the use of other learning pedagogies.

BACKGROUND:

Students in a Distance Accelerated Bachelors of Nursing program were required to perform a physical assessment as part of a Health Assessment course. After the first two immersion experiences, the faculty wanted to revamp the process to ensure that students would come to campus prepared for the competency validation. Nursing Educators should continually evaluate the effectiveness of online educational practices and assignments (McAfoos, 2020).

INTERVENTION:

Faculty created three video assignments for students using the grading rubric for the physical assessment: 1. Patient Introduction through HEENT Assessment, 2. Thorax, Cardiac, Abdomen, Upper & Lower extremity neuro and musculoskeletal Assessment and 3. Putting it All Together: The Complete Head to Toe Assessment. Students received high quality feedback from instructors for each assignment. Additionally, faculty implemented a peer review for students on the Complete Head to Toe Assignment to reinforce learning. Peer review promotes learning, fosters student engagement, and creates higher satisfaction with learning (Hong Wong & Shorey, 2022).

DISCUSSION AND RECOMMENDATIONS:

Since implementing the peer review process and three required video assignments, students have come to immersion experiences prepared for the Head-to-Toe Competency Validation. With three cohorts using this pedagogy, only one student has been unsuccessful in achieving Head-to-Toe Competency. At immersions and in student evaluation comments, students shared they appreciated the three video assignments. Qualitatively, the peer evaluation reinforced the content as reflected in thorough comments and suggestions for improvement from student evaluators. Quantitatively, student HESI scores on physical assessment increased in both the HESI Med/Surg Specialty Exam and information was retained as reflected in increased physical assessment scores on the HESI Exit Exam prior to graduation.

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POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

Voice Lessons: Developing Nursing Students' Media Advocacy Skills to Promote Social Justice via Writing Letters to the Editor

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EDUCATIONAL STRATEGY:

Letter to the Editor Assignment in Senior Seminar Course

SETTING:

Written Assignment for Didactic Course

BACKGROUND INFORMATION:

Nurses need to increase their participation in health policy development by influencing legislators and the public on key health issues. To meet this goal, effective teaching strategies are needed to help nursing students build their critical thinking skills, effective communication skills, and social justice awareness to promote quality health care for vulnerable patients. Media advocacy "is a tool for policy change by mobilizing constituencies and stakeholders to support or oppose specific policy changes" (Gardner et al., 2016, p. 127). Nursing students need guidance and practice in developing the requisite media advocacy skills to promote health policy changes.

INTERVENTION:

The purpose of this poster is to present the use of a letter to the editor assignment to develop nursing students' media advocacy skills to promote social justice awareness. Students worked in teams to write a hypothetical letter to the editor about a health policy issue that affects nursing, public health, or nursing care. A newspaper, journal, or other publication was selected by the team and researched for submission guidelines. The team's letter needed to accurately depict the health issue and advocate for a position that addressed the issue in a professional manner.

DISCUSSION/RECOMMENDATIONS:

This letter to the editor assignment was effective in helping students develop a well-reasoned and persuasive position about a health issue from a nursing perspective. The strategy received mixed reviews from the students. Advantages and challenges to the strategy discussed. It is one step in building students' voices via media advocacy skills they will need in their nursing careers.



POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

Educational Strategy: Hands-off Video Evaluation of the Bedside Assessment

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BACKGROUND:

Using video recording in nursing education is not a new trend. Educators can use it in many ways, including student self-evaluation, faculty recordings for student resources, etc. Faculty from a rural mid-western undergraduate nursing program implemented a video bedside assessment checkoff for the health assessment lab course after struggling with how to get all ten students in each section of the lab checked off in the 2 hours allotted for the weekly class. As noted by Chandler and colleagues (2023), this gave faculty much more flexibility to grade independently without the risk of grading fatigue that can occur with a traditional in-person checkoff with one student performing after another. However, there can be stress on the student's part with self-recording on their own devices (Chandler et al., 2023). Smallhear and peers (2015) also noted that allowing students to view their videos increased student confidence.

INTERVENTIONS:

The health assessment lab has five rooms with mounted video cameras for faculty use. The lab faculty recorded the students' bedside assessments after allowing the pairs to practice for about 30 minutes. Each student had 15 minutes to perform their bedside assessment as faculty set up and monitored the video recording from outside the room. The remainder of the class was set aside for documentation. Grading was done by faculty after the experience, with students being able to view their videos if they had any questions about their performance after a one-on-one review of their grading rubric.

DISCUSSION:

Although faculty initially did this for their convenience and time constraints, student feedback was very positive. Students appreciated having time to review the checkoff with their partner before checking off and reported much less anxiety with the instructor outside the room. Faculty reports being pleased with completing all check-offs in one class period while still allowing students practice time. Faculty also reported less distraction and loss of focus when they could break the grading into smaller sessions.



POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

Improving Nursing Practice: A Look at Virtual Site Visits

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CASE PRESENTATION/PURPOSE:

The purpose of this quality improvement project was to explore nurse practitioner (NP) faulty perceptions regarding virtual site visits used to evaluate NP student competency.

Setting: A remote/online learning environment.

BACKGROUND:

NP student clinical competency is a fundamental and critical responsibility of NP faculty (Moore and Hawkins-Walsh, 2020). Faculty who teach NP students online currently conduct virtual site visits throughout the semester to evaluate student performance. The evaluation process consists of a series of questions followed by statements made by students and on-site preceptors. Preceptors are also asked about students' strengths, areas of improvement, and diagnostic reasoning skills. Information obtained from students and preceptors is largely subjective and not fully based on observable clinical performance measures. Virtual site visits are an innovative approach to supervising students remotely; however, it is not an effective means for clinical observations and evaluation of student competency.

INTERVENTION:

Pilot an NP faculty virtual site visit questionnaire used to assess NP students enrolled in a remote FNP course. Information for this questionnaire was based on NP faculty perceptions regarding virtual site visits.

DISCUSSION/RECOMMENDATION:

Information obtained from NP faculty (N=6) helped to create a VSV questionnaire. The following were identified as barriers or challenges with virtual site visits: adhering to patient confidentiality, inability to provide hands-on demonstrations and/or redirection, decrease in student engagement, problems with technology connectivity, and scheduling conflicts. The use of virtual site visits and other forms of telehealth visits between providers and patients is well documented in the literature (Bernstein et al., 2023). However, little is known about the effectiveness of virtual site visits used by NP faculty to evaluate student clinical performance.

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POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

Faculty Mentorship: Supporting the Transition into Nursing Education

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BACKGROUND:

Nursing faculty shortages in nursing programs has contributed to the increased hiring of part time instructors, expert clinicians (Nurse Practitioners), and novice educators to fill faculty positions. Lack of faculty mentorship for those transitioning to an educator role can lead to frustrated, unsupported faculty who struggle in the educator role which in turn can lead to poorer outcomes and satisfaction for nursing students. The negative experience for the new faculty member can lead to early departure from the educator role compounding the nursing faculty shortage.

PURPOSE:

The purpose of this project is to develop and implement a faculty mentorship program. A formal mentorship program that supports a new faculty member through their first year in the educator role can decrease frustration, increase the faculty member's sense of support, build the confidence in the educator role, and assist in the development of educator competencies.

DESCRIPTION OF TOPIC:

A literature review was completed to define mentorship and its benefits. Mentorship is different than orienting or precepting, mentorship assists the mentee in feeling comfortable in their new role, helps with situational problems, supports professional development, and helps with decision making, in contrast orientation or precepting is task oriented and time limited (Milton, 2017; Mijares & Radovich, 2020). Luckenbach & L'Ecuyer (2022) found mentorship program participants were able to communicate effectively, objectively evaluate student performance, operationalize the curriculum, improve faculty satisfaction, and improve quality of instruction. Busby et al. (2023) found that bonded relationships with mentors is needed to ensure a successful transition to the educator role, if no bonding occurs the novice educator may seek out informal mentorship or other resources to learn the role. Failing to mentor faculty could lead to a failure in the transition to the educator role (Fritz, 2018).

IMPLICATIONS:

Faculty mentorship invests in new nursing faculty by building confidence in the educator role through support and guidance. While the aim of this project was not to identify if mentorship would improve retention, there is the possibility that faculty mentorship could improve retention. Investing in faculty skill development could also improve student outcomes and satisfaction.

POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

Implementation of eRecord Playground Activity to Better Transition Nursing Students for Clinical Placement

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BACKGROUND:

ERecord is the electronic medical recording system that is commonly used among Rochester hospitals. ERecord playground is frequently used for nurses to practice charting when an update occurs that requires a change in practice of documentation. Students reported feeling underprepared for clinical, simply because they were unable to properly find orders, medications, and medication resources such as Lexicomp; the organization's evidence-based drug information reference that provides safe dose ranges and usage information. Instead of only using eRecord playground for current nurses, it has been implemented for nursing students within the same organization to better prepare for their clinical placements.

PURPOSE:

Although hospitals provide new nurses with eRecord training before their first day, nursing students do not get the same opportunity. The purpose of implementing an eRecord playground activity is to increase nursing students' familiarity with eRecord and provide a smoother and therefore, safer transition into their clinical placements.

DESCRIPTION OF TOPIC:

Instructions on how to access eRecord playground from their school-issued iPad were provided to nursing students before the start of their clinical orientation. An eRecord instructional video was provided to all clinical instructors that highlighted key methods on what should be taught within their clinical groups. Clinical instructors showed the students how to assign themselves to their patients, access their problem list, allergies, orders, medications, labs, and view their lines, drains, and airways. The students were then assigned to two pre-made patients on eRecord playground and were asked to complete the eRecord activity on their own. This included medication calculations that needed to be checked through Lexicomp.

IMPLICATIONS:

The addition of an eRecord playground activity within our nursing school has increased students' confidence when needing to find information and charting in the clinical setting. The students also reported that this activity aided in medication calculation competence. This would result in safer and more skilled nursing students, and therefore, they would be proficient in using the medical record system as they transition into the new graduate nursing role in the future.

POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

Let's Talk: The Vaping Epidemic in Adolescents

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BACKGROUND:

E-cigarettes or vapes entered the market in the early 2000s for inhalation of nicotine and marijuana and have adapted into various forms. The products attract many adolescents due to the fun colors and flavors. However, misinformation has led the public to believe vaping is safer compared to smoking cigarettes. Research has revealed how dangerous e-cigarettes or vaping are for adolescent development.

PURPOSE:

Vaping among adolescent populations has increased over the years posing a great health risk for e-cigarette or vaping associated acute lung injury.¹

Description of topic: In 2019, the Centers for Disease Control and Prevention National Youth Tobacco Survey broke down the forms used by 4.7 million high school students and found the following percentages of use in order of prevalence: e-cigarettes (27.5), cigars (7.6), cigarettes (5.8), smokeless tobacco (4.8), hookah (3.4), and pipe tobacco (1.1).^{2,3} Data from the CDC highlighted the rise in the use of e-cigarettes in middle and high schools at 27.5% and 10.5%, respectively.² Vapes of nicotine or marijuana are unregulated and filled with well-studied carcinogens. The electronic nicotine delivery systems (ENDS) contain flavorings like popcorn, caramel, butterscotch, and strawberry that contain diacetyl ^{2,3} and pentanedione that are linked to restrictive lung disease obliterative bronchiolitis also known as popcorn lung.⁴ The severity of the popcorn lung clinical manifestations range from mild cough, asthma, dyspnea on exertion, and permanent damage to the pulmonary system.⁴ The symptoms have a detrimental, lasting impact on the mental and physical health of developing adolescents. As researchers and policymakers work towards gathering more data and changing legislation, nurse practitioners need to understand their ability to make a difference in communities.

IMPLICATIONS:

Nurse practitioners should be cognizant of the assessment, diagnosis, and treatment of vaping-related symptoms and primary care interventions. The nurse practitioner's collaboration with parents, members of the inter-professional team and advocacy of community engagement with school districts is also paramount for initiating evidence-based education and awareness regarding health promotion, risk reduction and dispelling risks perceptions of adolescent vaping. Education and treatment for the substance use disorder would also include strength-based motivational interviewing.

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POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

From Prompts to Practice: ChatGPT's Role in Nursing Education

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EDUCATIONAL STRATEGY:

Combining Bloom's taxonomy's structured framework with artificial intelligence resources allows nurse educators to design and customize ChatGPT prompts. Faculty facilitate AI-generated diverse case studies to enhance the critical thinking skills of nursing students at all levels of nursing education.

SETTING:

Classroom nurse educators in a BSN program

BACKGROUND INFORMATION:

Changes to the question style on the National Licensure Exam for Nurses (NCLEX) require analyzing patient information through the presentation of data in a case study format before answering case study-related questions. Nurse educators know that Kolb's theory of experiential learning and Knowles' principles of adult learning support using problem-focused case studies as an active learning strategy to engage adult learners. Preparing multiple rigorous and diverse case studies for classes every week is time-consuming, even for experienced nurse educators. Faculty are comfortable using Bloom's taxonomy to design learning objectives, assessments, and teaching strategies. However, developing prompts for ChatGPT is a newer skill that educators can learn to quickly and efficiently produce AI-generated case studies that target the preferred Bloom's learning level.

INTERVENTIONS:

Nurse educators attended a free webinar to learn how to create ChatGPT prompts to generate quality case studies. The faculty experimented with selecting different levels of Bloom's taxonomy verbs when writing the prompts to gauge the results of the generated case studies. Faculty revise the prompts until quality case studies are consistently generated. Faculty still rely on their subject matter expertise to review and tweak the case study data to ensure authentic and accurate lab data to support the case study. Selective incorporation of Bloom's higher-level thinking verbs ensures the AI-generated case studies elicit critical thinking skills at the "Apply" level or higher.

DISCUSSION/RECOMMENDATIONS:

The simplicity, flexibility, and adaptability of faculty-designed ChatGPT prompts showcase the increased capacity for facilitators to incorporate AI in the classroom to help build clinical thinking skills and clinical judgment in non-clinical settings. Generating and storing select AI prompts is a no-cost, reusable, and shareable educational strategy that quickly provides faculty-guided AI-generated case studies. In addition, AI technology increases faculty engagement in a creative endeavor that supports professional development.

POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

Use of Simulation to Minimize Student Anxiety Prior to Obstetric Clinicals

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Feelings of anxiety are a frequently reported occurrence among nursing students in the United States, and it has been suggested that levels of anxiety are even higher in the clinical setting than they are in the classroom (Cornine, 2020). Completing clinical rotations in specialty units such as labor and delivery can be an additional source of stress and anxiety, especially for students who have minimal or no previous experience with this patient population. Low levels of anxiety can be advantageous and encourage students to prepare for their clinical experience, however when anxiety surpasses a certain threshold it can be detrimental to learning (Rousseau & Hunter, 2019). In an effort to reduce anxiety in third-semester students, two instructors in a mid-west baccalaureate program updated their practicum requirements to include an introductory obstetric nursing lab experience that is completed prior to entering the clinical site. The OB Lab consists of multiple stations that introduce key concepts and equipment relevant to labor and delivery. The 2.5-hour clinical experience consists of the following:

STATION 1: FETAL MONITORING

This station introduces student to both external and internal fetal and uterine monitoring equipment, how to perform Leopold's maneuvers, and practice applying the external fetal and uterine monitors.

STATION 2: CERVICAL EXAMINATION

This station incorporates dilation models to teach students how to perform a sterile vaginal exam and concludes with a "Guess the Dilation" game.

STATION 3: AMNIOTIC FLUID EVALUATION

This station teaches students how to complete an amniotic fluid assessment, including examples of both clear and meconium-stained fluid. Students are introduced to the Amnisure testing process and pH analysis of fluid using nitrazine.

STATION 4: CASE STUDY

The experience concludes with an unfolding case study that includes fetal heart rate interpretation and using Play-Doh for students to model cervical dilation and effacement progress of the patient.

Simulation is a highly beneficial way for students to learn, practice, and improve their skills in a risk-free environment (Ogunyemi et al., 2020). The addition of this activity has been an effective way to help students feel more prepared for their birth simulation and clinical experiences in labor and delivery.

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POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

Cues from Stories of Living with an Implantable Cardioverter Defibrillator

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BACKGROUND:

Health is an interactive, socially based construct influenced by perceptions. Experiencing a traumatic event, such as a cardiac arrest, may elicit an emotional response and adverse symptoms that affect psychosocial well-being. Individuals experiencing or at risk for sudden cardiac arrest benefit from the implant of an Implantable Cardioverter Defibrillator (ICD) but may experience fear or distress related to the device. From a trauma-informed perspective, medical care enables clinicians to build trust, safety, empowerment, and individualized care plans.

AIMS:

Identify the associations between uncertainty, social facilitation, and the psychosocial well-being of adults living with an ICD.

METHODS:

A model was developed using a trauma-informed lens to measure the associations between the independent variables of uncertainty and social facilitation and the dependent variable of psychosocial well-being. A quantitative survey (n=100) was conducted via phone or Zoom. During initial interviews, participants were eager to tell their stories. Therefore, following IRB approval, the amended study criteria included a qualitative open-ended question.

RESULTS:

Most participants were women (71%), of varied ages and socio-economic backgrounds, and lived independently (87%). Most had experienced a cardiac arrest (61%) or their first ICD (62%). During quantitative analysis, the ability to return to the previous life and accept the ICD, the reason for the ICD, the number of ICD shocks, device-related distress, and social facilitation predicted psychosocial well-being. The stories participants shared expanded on their concerns related to these predictors.

CONCLUSIONS:

The findings of this study not only supported the initial hypothesis but also provided significant insights into the psychosocial well-being of adults living with an ICD. The associations between uncertainty and social facilitation with psychosocial well-being were clearly established. Including a qualitative question further enriched our understanding by capturing specific experiences that either improved or diminished psychosocial well-being.

CLINICAL OR NURSING EDUCATIONAL IMPLICATIONS:

Allowing participants to tell their stories provides insight into identifying potential opportunities to expand the application of Trauma Informed Care in the care of patients. Nurses should be educated to actively listen to patients and identify cues within patient stories that require intervention to improve well-being and engagement in care.

POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

Exploring Benefits of ChatGPT for Nursing Education

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BACKGROUND:

Nurses use a variety of technologies in education, simulation, and clinical practice. Nurse educators play a role to ensure nursing students are prepared to deliver safe, quality care in an exceedingly technical healthcare system. Artificial intelligence (AI) refers to computer systems capable of executing tasks typically requiring human intelligence. The Chat Generation Pretrained Transformer (ChatGPT) is a trending AI tool developed by Open Artificial Intelligence (OpenAI) launching in 2022. ChatGpt can exhibit human-level performance by responding to inquiries producing written content to include student papers and scientific manuscripts.

PURPOSE:

This informational poster presentation will explore the risks and benefits of using ChatGPT within nursing education.

DESCRIPTION OF TOPIC:

ChatGPT can facilitate learning, encourage critical thinking and improve digital literacy. Nurse educators have the opportunity to integrate ChatGPT into their curriculum by utilizing Nursing Informatics for both formative and summative assessments. It's essential for them to prioritize faculty development to gain a comprehensive understanding of AI technologies and effectively incorporate them into teaching practices.

IMPLICATIONS:

Nurses and nurse educators must remain receptive to AI-enabled innovations while also maintaining a critical approach to evaluating their potential value in advancing the profession. This approach ensures that nurses are well-equipped to lead in the digital age.