

2024 LEAP West Conference – Nurses: HOW We Make the Difference  
September 19, 2024 in Coeur d’Alene, ID

## Agenda

Time	Topic	Objectives
7:30 – 8:00	<b>Check-in / Breakfast</b>	N/A
8:00 – 8:10	<b>Welcoming Remarks – Association Presidents</b> <i>Anna Rostock, MBA, BSN, RN, NE-BC</i> <i>Brie Sandow, MSN, RN, NEA-BC</i>	N/A
8:10 – 8:30	<b>Nursing Recognition – What is the ROI?</b> <i>Teresa Stanfill, DNP, RN, NEA-BC, RNC-OB</i> <i>Executive Director, Idaho Center for Nursing</i>	1. Describe the value and importance of nursing recognition – now and ongoing.
8:30 – 9:15	<b>The Revised AACN Essentials and Competency-Based Education</b> <i>Michelle Pearson-Smith MSN, RN, CCRN-K</i> <i>Deena Rauch, DNP, RN, NEA-BC, EBP-C, FACHE</i>	1. Describe the goals and rationale for transitioning to competency-based education. 2. Discuss the impact of competency-based education on nursing education, practice, and regulation.
9:15 – 9:45	<b>Team Nursing in Action from Concept to Execution</b> <i>Robyn Beall, MSN, RN NE-BC</i>	1. Describe the components used to create a successful structure to deliver the TN model. 2. Describe two key metrics that can be improved with the TN model.
9:45 – 10:05	<b>Break</b> – visit exhibitors & posters	<b>See objectives listed for each poster on last page of the agenda</b>
10:05 – 10:35	<b>A Collaborative Partnership to Transform Critical Care Orientation</b> <i>Shannon Kline, MSN, RN, CPAN, NPD-BC</i> <i>Wendy Roller, BSN, RN, CCRN</i>	1. Identify two benefits of a collaborative partnership approach to educational design. 2. Identify one strategy to improve educational processes in their own organization.

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10:35 – 11:20	<b>Transforming a Healthcare Organization Post-pandemic Through a Multi-pronged Approach Impacting Patient Outcomes, Financial Recovery, &amp; Workforce Stabilization</b> <i>Kelly Espinoza, Ph.D., RN</i>	<ol style="list-style-type: none"> <li>1. Describe the process of establishing a focus on patient experience, quality, safety goals and a comprehensive plan to address and improve outcomes throughout the clinical enterprise.</li> <li>2. Describe how to develop a multi-pronged approach to workforce stabilization in the setting of financial challenges and high nursing turnover.</li> </ol>
11:20 – 11:55	<b>The Neuroscience of Addiction</b> <i>Suzanne D. Wees, Ph.D., MSN</i>	<ol style="list-style-type: none"> <li>1. Describe the non-modifiable, pre-existing conditions present before an addiction occurs.</li> <li>2. List the diagnostics used to identify an addicted patient.</li> </ol>
12:00 – 12:45	<b>Lunch</b> – visit exhibitors & posters	<b>See objectives listed for each poster on last page of the agenda</b>
12:45 – 1:15	<b>The Importance of Community Partners for Research with Vulnerable Populations</b> <i>Mary A. Nies, PhD, RN, FAAN, FAAHB</i>	<ol style="list-style-type: none"> <li>1. Identify the importance of engaging community partners</li> <li>2. Describe outcomes of engaging community partners</li> </ol>
1:15 – 1:45	<b>Creating a Pathway for Change: The Preceptor Resource Nurse Role</b> <i>Sara Olsen MS, BSN, RN</i>	<ol style="list-style-type: none"> <li>1. Describe the role of the preceptor, in a non-traditional model, for the purpose of enhancing onboarding.</li> <li>2. Identify strategies for implementing new roles and onboarding structures within the clinical setting.</li> </ol>
1:45 – 2:15	<b>Nurturing Nurses: Cultivating an Evidence-Based Wellbeing Program from the Ground Up</b> <i>Audrey Kuetemeyer, MSN, RN, PMH-BC, NPD-BC</i>	<ol style="list-style-type: none"> <li>1. Discuss the components of developing an evidence-based wellbeing curriculum.</li> <li>2. Explore the impact and future applications of innovative nurse well-being programs in a variety of settings.</li> </ol>
2:15 – 2:35	<b>Break</b> – visit exhibitors & posters	<b>See objectives listed for each poster on last page of the agenda</b>
2:35 – 3:05	<b>Innovative Application for Sepsis Education</b> <i>Oksana Abrosimov, BSN, RN, CCRN</i>	<ol style="list-style-type: none"> <li>1. Develop ideas for incorporating various education techniques in a classroom environment.</li> <li>2. Identify two ways in which the sepsis escape room was beneficial to its participants to improve patient outcomes.</li> </ol>
3:05 – 3:35	<b>Hope in Blue: Combating Preeclampsia's Impact on Maternal and Neonatal Well-being</b> <i>Amanda Powers, BSN, RNC-OB, C-EFM</i>	<ol style="list-style-type: none"> <li>1. Increase awareness about the impact of preeclampsia and hypertension during pregnancy on maternal and neonatal morbidity and mortality among medical and non-medical professionals, including emergency department personnel, EMS, firefighters, and police officers.</li> <li>2. Enhance early intervention and healthcare provider engagement for obstetric patients at risk of preeclampsia.</li> </ol>
3:35 – 4:15	<b>Nursing Workforce Report Highlights</b> <i>Randall Hudspeth, PhD, MBA, MS, APRN, FAANP</i> <b>OR</b> <i>Teresa Stanfill, DNP, RN, NEA-BC, RNC-OB</i>	<ol style="list-style-type: none"> <li>1. Describe current nursing workforce trends</li> </ol>

Time	Topic	Objectives
4:15 – 4:30	<b>Closing – Q&amp;A, Video, Evaluations</b> <i>Tera Bybee, MSN, BSN, RN &amp; Teresa Stanfill, DNP, RN, NEA-BC, RNC-OB</i>	1. Participate in Q&A, complete evaluation
		<b>Maximum Total Continuing Education Contact Hours</b>

Thank you to our poster presenters!

Poster Title	Poster Presenter	Objectives
<b>1. Incorporating Safety and Quality Initiatives into Bedside Nursing Practice</b>	Shirley L. Miller, BSN, RN, CCRN	<ol style="list-style-type: none"> <li>1. Identify two barriers preceptees experience when integrating safety and quality initiatives into bedside care.</li> <li>2. Discuss the benefits of real time feedback and discussion between an experienced nurse and a preceptee when proposing a change in practice.</li> </ol>
<b>2. Empowering New Nurses: Strengthening Communication Confidence with SBAR</b>	Roxanne Gadberry, MSN, RN, CMSRN, NPD-BC	<ol style="list-style-type: none"> <li>1. Identify techniques to increase new nurse confidence with interprofessional communication using a structured communication method.</li> <li>2. Discuss how increasing confidence with interprofessional communication can improve collaboration amongst team members.</li> </ol>
<b>3. Data Driving Pipeline: The Allocation of Students</b>	Gina McCloskey, MSN, RN	<ol style="list-style-type: none"> <li>1. Describe how to utilize data to drive the allocation of students.</li> <li>2. Identify objective barriers to student placements.</li> </ol>
<b>4. Improving Diabetic Control with Continuous Glucose Monitoring and Medication Management Multi-Disciplinary Team Approach</b>	Lynne Kinson, MS, BSN	<ol style="list-style-type: none"> <li>1. Describe the benefits of implementing a CGM program in primary care and the workflow to accomplish it.</li> <li>2. Identify the appropriate medication treatments for type II diabetes</li> </ol>
<b>5. Improving Nurse Knowledge and Self-Efficacy in the Reduction of Central Line Associated Bloodstream Infections Using Simulation: A Quality Improvement Project</b>	David Wilson, DNP, ARNP, FNP-C	<ol style="list-style-type: none"> <li>1. Identify signs and symptoms of a CLABSI</li> <li>2. List the key components of the central line care bundle</li> </ol>
<b>6. Mitigating Early Burnout in Nursing Students: The Role of a Specialized Coping Mechanisms Class</b>	Janet D. Terry, DNP, MSN, BSN, RN	<ol style="list-style-type: none"> <li>1. Identify three significant reasons nursing students need coping mechanisms and the tools to succeed in nursing school and avoid early burnout.</li> <li>2. Describe two reasons why a wellness class for nursing students during their first semester is imperative for future nursing students.</li> </ol>
<b>7. Demystifying Nurse Professional Development Consultations</b>	Natalie Stanton, MSN, RN, CMSRN, NPD-BC	<ol style="list-style-type: none"> <li>1. Identify the purpose of Nursing Professional Development (NPD) Consultation</li> <li>2. Take away at least one part of the NPD Consultation process to consider in practice for future education events</li> </ol>
<b>8. Healthcare Screening Barriers to Non-physical Intimate Partner Violence Against Females from Rural Fundamental Microcultures: A Feasibility Study</b>	Andrea Christine Collins, BSN, RN	<ol style="list-style-type: none"> <li>1. Identify fundamentalists as an IPV vulnerable population.</li> <li>2. Identify that not all IPV victims know that they are abused and require education prior to IPV screening.</li> </ol>

