

Exploring the Moral Distress of Academic Nurse Educators Working in Associate Degree Programs: A Qualitative Study

Debra Bradley EdD, RN, CNE

This research poster provides an overview of qualitative study findings exploring the moral distress of academic nurse educators in ADN programs. The overview includes typical highlights such as methodology, sampling, results, and implications, but the most powerful information are the direct quotes from study participants that many academic nurses may relate to in their role as an educator.

An Educational Module on Nurses Knowledge and Confidence of the Evidence-Based Approaches to Dementia Care

Coreen Salmon DNP ©, MSN, RN, CRRN, CNE, CHSE

Nurses enrolled in an RN to BSN program had their knowledge and confidence levels assessed after employing an educational module on the evidence-based practice approaches to dementia care. Preliminary results found a clinically and statistically significant increase in their confidence levels and a clinically significant improvement in knowledge levels in 80% of participants, suggesting that the educational module positively impacted nursing confidence and knowledge about the EBP approaches to dementia care.

Equipping Faculty and Empowering Students to Address Incivility in the Clinical Setting

Catherine Leonard MSN, RN, Sandra Thirkell MSN, RN, Linda A. Tedesco MS, CNS, RN, CNE, Linda Rollins MSN, RN, Debra Cremens MSN, RN, CNE, CEN, Deekshya Pokharel MSN, RN

Nursing students reported an increase in poor treatment from clinical staff during the 2022-2023 academic year. A quality improvement project was completed to identify this problem towards nursing students and present faculty and students with tools to understand incivility experienced in the clinical setting. This improvement project provides education to both the faculty and students to empower and support them to feel comfortable managing an uncivil incident in the clinical area.

Thinking Like a Nurse: Enhancing Prioritization Skills through Role-Play and Simulation in the Classroom

Julika Wocial, MSN, MS, CCRN, Rachael Salguero, PhD, RN-BC, CNEcl

This study explores the effectiveness of incorporating role-play and simulation techniques in a medical-surgical course, demonstrating that learners improved their ability to prioritize patient encounters through structured scenarios. The findings underscore the significance of interactive teaching methods in nursing education and the vital role they play in preparing learners for the complexities of healthcare practice, so they are prepared to think like a nurse.

Using simulation: An Innovative Approach to Teaching Pre-licensure Nursing Skills and Assessment Lab

Rose Kronziah-Seme, PhD, MSN, RN CHSE, Rita Amoah, PhD, RN

Using simulation to teach in the lab and an innovative way of fostering clinical judgment.

Promoting Inclusive Learning Environments: Strategies for Supporting Transgender Learners in Nursing Education

Rachael Salguero (she/her), PhD, RN-BC, CNEcl, Kelsey Conley (they/he), BSN, RN, CCRN, Daniel Kahn (he/him), DNP, AGPCNP-BC, RDN

This poster presentation investigates how nurse educators can improve inclusivity for transgender learners in nursing education through a literature review and best practices analysis. Strategies include increasing understanding of transgender healthcare, addressing biases, and incorporating diverse perspectives, aiming to create a supportive environment and better prepare nurses for providing affirming care.

School Nurses' Perceptions of Resources Needed to Care for School-Aged Children After an Infectious Disease Outbreak

Deborah N. Odunze, DNP (c), MSN, RN, CC

School nurses are crucial in providing healthcare to school-aged children. They have expertise in promoting overall well-being among students. Their insights on the requirement, accessibility, and distribution of resources after an infectious disease outbreak are vital in implementing effective, sustainable policies and processes in the school environment.

Retention, Academic Achievement, and Engagement in an RN-BSN Program in Online EBP Courses

Eileen Costello, DNP, RN, Virginia Mason, PhD, RN, CNE, Jo Anne Foley, DNP, RN, CNE, CNEI, CCRN, Lynn Doyle, DNP, RN, CPNP

Transparency in Learning and Teaching (TILT) approaches and scaffolding interactive educational strategies are utilized in Evidence-based Practice courses in an online RN-BSN Program to improve student learning outcomes. EBP II Application leads to the creation of a Best Practice Guidelines (BPG) educational project for nursing colleagues with a master-prepared work mentor.

Work Smarter, Not Harder: Leveraging ChatGPT for Case Study Development

Amy Wachsmuth, MSN, RN, Julika Wocial, MSN, MS, CCRN, Rachael Salguero, PhD, RN-BC, CNEcl

This poster showcases how leveraging ChatGPT for case study development in nursing education enables educators to create more engaging, relevant, and customized learning experiences, thereby enhancing critical thinking and real-world application skills among learners. It emphasizes the importance of integrating evolving AI technology to revolutionize teaching methodologies and improve educational outcomes in nursing.

Palliative CARES Mapping

Lisa Cross PhD RN CNE CRRN CHPN, Bertha Lee PhD RN, Katherine Adams DNP RN CSCS

Nursing students require palliative care education in the BSN education. This project mapped the CARES palliative competencies to its accelerated BSN program to determine the need for curriculum revisions.

Supporting Diverse New Nurse Transition in Practice

Jillian S.W. Donovan MSN, RN CRRN

This research poster aims to understand the lived experience of ethnically diverse new nurses as they transition to practice. By understanding their challenges and identifying solutions, hospitals may increase the diversity of nurses entering specialty departments.

Assessing Psychiatric Nurses' Perception of Using the ISBAR Tool to Improve Their Communication During Handoffs

Airen Briceno, BSN, RN

Discover how implementing the ISBAR tool in psychiatric nursing enhances communication during handoffs, ensuring patient safety and care continuity. Explore the perceptions of psychiatric nurses and the potential impact of structured communication frameworks in improving patient outcomes.

The Use of Escape Rooms in Simulation Education in the Nursing Skills Lab

Donna Mae Jones, MS, RN, Urszula Stetson, MSN

The use of escape rooms in simulation education in a Nursing Skills Lab has a practical application for nurse educators and is an evidenced-based innovation in teaching and learning in the simulation lab. It may also be a retention assessment strategy for nursing knowledge of skills.