

POSTER PRESENTATION ABSTRACTS: IN PERSON VIEWING

Jane B. Paige PhD RN, CNE, CHSE

Poster Presentation:

The Impact of Scaffolded, Evidence-based Clinical Assignments to Develop and Measure Growth of Clinical Judgment Skills in Nursing Students

BACKGROUND:

A major shift in the AACN (2021) Essentials is towards competency-based assessment. An integrated concept that flows across the competencies is clinical judgment (CJ). Faculty facilitate students' development of CJ skills through meaningful assignments that develop the underlying mental processes of critical thinking and decision-making. The aim of the study was to create a scaffolded, evidence-based Shared Mental Model to guide the redesign of clinical assignments and scoring methods to develop students' CJ skills across a BSN curriculum.

METHODS:

A participatory action research (PAR) approach was selected where researchers and participants collaborate to co-create change employing a cyclical process of planning, acting, observing, and reflection-informed replanning. Tanner's CJ Model (2006) and NCSBN (2019) CJ Measurement Model provided theoretical guidance. Data from literature, survey, and focus groups informed the creation of the Shared Mental Model.

RESULTS:

Findings from a review of the literature (n 22), survey and focus groups of students (n 16), alumni (n 36), and faculty (n 15) identified characteristics of CJ, hardest areas of CJ to develop, and conditions that help develop CJ overtime. The first of three PAR cycles in the redesign four of eight CJ assignments and scoring rubrics has been completed. Outcome measures on score of CJ assignments, reflective narrative on growth in CJ at end of program, and NCLEX pass rates are being collected for analysis over three years.

CONCLUSIONS:

Data from literature, surveys, and focus groups revealed similar themes and are aligned with theoretical basis on how CJ develops. A Shared Mental Model that layers the development and measurement CJ criteria across a 3-year period in a BSN curriculum has been beneficial in the redesign of CJ assignments.

IMPLICATIONS:

Use of a Shared Mental Model to guide the design and scoring of clinical assignments incorporating perspectives from faculty, students, and alumni and grounded in best educational practices provides a shared point of reference and strengthens the value of clinical assignments to develop and measure CJ skills.

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POSTER PRESENTATION ABSTRACTS: IN PERSON VIEWING

Dylan Washkuhn DNP-FNP, student
University of Wisconsin Oshkosh

Poster Presentation:

Transcutaneous electrical nerve stimulation (TENS) devices: A Quality Improvement project to educate nurses on the use of TENS devices for post-surgical patients

BACKGROUND:

Postoperative pain is a common problem that can lead to negative patient outcomes. Transcutaneous electrical nerve stimulation (TENS) is a non-pharmacological pain management option that has been shown to be effective in reducing postoperative pain.

AIMS

The purpose of this quality improvement project was to educate nurses on an orthopedic medical-surgical unit about the benefits and proper application of TENS therapy.

METHODS

The project consisted of a pre- and post-intervention survey to assess the nurses' knowledge, skills, and attitudes towards TENS therapy. An SBAR flyer was developed and distributed to the nurses to provide them with key information on TENS therapy. An incentive was offered to increase participation, and goals were set to have 90% of nurses complete the training and 80% feel comfortable discussing and applying TENS therapy.

RESULTS

The participation rate did not meet the goal, with a pre-survey participation rate of 44% (N = 15) and a post-survey participation rate of 35% (N = 12). However, 91% of participants reported feeling comfortable discussing TENS therapy, and 83% reported feeling comfortable applying TENS therapy. The survey questions showed an overall increase in knowledge level from pre- to post-intervention, with Question 1 (Pre M = 2.9, Post M = 4.5) and Question 4 (Pre M = 2.7, Post M = 4.4) showing statistically significant changes.

CONCLUSIONS

The results of this project suggest that a short SBAR intervention was effective in improving nurses' knowledge, skills, and attitudes towards TENS therapy. Future interventions should focus on improving participation rates and may benefit from including in-person skills demonstrations.

CLINICAL/NURSING EDUCATIONAL IMPLICATIONS

This project highlights the importance of educating nurses on non-pharmacological pain management options such as TENS therapy to improve patient outcomes. It is crucial for nurses to have a comprehensive understanding of pain management strategies, and this project shows that a targeted educational intervention can effectively increase knowledge, skills, and attitudes towards TENS therapy.

KEYWORDS: *transcutaneous electrical nerve stimulation, postoperative, post-operative, post-surgical, registered nurse, RN, nurse, knowledge, skills, attitudes, postoperative pain.*

POSTER PRESENTATION ABSTRACTS: IN PERSON VIEWING

Laura K. Turley RN-BSN

University of Wisconsin Oshkosh College of Nursing, DNP-FNP Candidate May 2023
turlel06@uwosh.edu

Poster Presentation:

Volume-based Enteral Feeding in Mechanical Circulatory Support Patients

BACKGROUND:

Documentation of malnutrition, as well as the importance of proper nutritional intake, is extensive in critically ill patients. Early proper nutrition in the critically ill is associated with a reduction in morbidity, mortality, and infection. Enteral nutrition is the preferred route, and standard of care worldwide for critically ill patients. Unfortunately, completion of prescribed enteral nutrition is very rare in this patient population. Volume-based feeding is a nurse driven protocol, shown to increase consumption of energy and protein requirements by reducing differences between prescribed and infused enteral nutrition.

AIMS:

The aim of this project is to increase the consumption of prescribed enteral feeding, reducing malnutrition. Through implementation of a volume-based feeding pilot in Mechanical Circulatory Support (MCS) patients in a cardiovascular intensive care unit, it will be possible to analyze the effectiveness of volume-based feeding at increasing consumption of enteral nutrition in the critically ill patient.

METHODS:

This nurse driven volume-based feeding pilot is a prospective quality improvement project with evaluation component that is based on up to date evidence based research. Statistical Package for the Social Sciences (SPSS) will be the program tool used to calculate and analyze quantitative data. Theming will be used to analyze the qualitative data.

RESULTS:

Results are currently being analyzed. A t-test will be used to compare percentage of volume consumed of total prescribed enteral nutrition to preliminary baseline data (78.7%) from the February 2020 ICU Enteral Nutrition Audit.

CONCLUSIONS:

Current evidence-based literature demonstrates that volume-based feeding protocols can increase enteral nutrition consumption in critically ill patients. By initiating a nurse driven volume-based feeding pilot for critically ill Mechanical Circulatory Support patients, we hope to provide a compensatory protocol that will allow for interruptions to feeding while completing more of the prescribed volume. It is anticipated that volume-based feeding implementation will increase the overall percentage of consumed enteral nutrition in this critically ill patient population.

KEYWORDS: *volume-based feeding, enteral nutrition, nurse driven protocol, malnutrition, tube feeding.*



POSTER PRESENTATION ABSTRACTS: IN PERSON VIEWING

Penny Zahl MSN, RN Nursing Faculty
email: zahl@ntc.edu

Poster Presentation:

Nursing Escape Rooms to Promote Teamwork and Communication Skills

BACKGROUND:

Many organizations integrate team-building events to develop key skills such as collaboration, communication, and problem solving. A recently emerging strategy to achieve these team dynamics is the escape room. Escape rooms are fun, engaging and require individuals to work collaboratively to achieve a desired outcome. Zhang, et al., (2018) implied that the escape room experience shared "several similarities to the clinical environment," in a study of emergency room residents, which makes it an ideal activity to use with prelicensure nursing students.

PURPOSE OF POSTER PRESENTATION:

The purpose is to present: 1) monetary and staffing implications; 2) photos of room set-up and student engagement; 3) room and puzzles/codes descriptions; 3) prebriefing statements and debriefing questions; and 5) student feedback.

DESCRIPTION OF TOPIC:

Physical escape rooms are slowly being integrated into nursing education. Kubin (2020), found that, "Incorporating [escape room concepts] into the classroom fosters critical thinking, prioritization, problem-solving and collaboration," in nursing education. The University of Kansas Health System incorporated a physical escape room for senior nursing students and generously shared their set-up, expenses and suggestions. Nursing faculty at Northcentral Technical College (NTC) in Wausau Wisconsin adapted some of these suggestions for second semester nursing students.

Four identical escape rooms were created with the objective of helping students develop collaborative strategies and improve team communication. Each escape room was created in a simulation hospital room and facilitated by a "Game Master" from an observation room. As part of a clinical skills day, students received prebriefing and instructions, and then worked through a series of puzzles, clues, and codes while assessing the patient care environment and integrating basic nursing skills. Additional clues were available upon unanimous team request. After completing the escape room activity, students took team photos then completed guided debriefing sessions with a nursing faculty member.

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.

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Wisconsin League
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POSTER PRESENTATION ABSTRACTS: IN PERSON VIEWING

Ali Al Jabry
ali@kwema.co

Poster Presentation: **The World's First Smart Badge Reel for Frontline Worker Safety**

BACKGROUND:

According to the U.S. Bureau of Labor Statistics, healthcare workers are 5x more likely to suffer any type of workplace violence. In 2021, healthcare became the private industry sector with the most nonfatal work injuries. On average, two nurses are assaulted every hour. With new legislation and standards, hospitals are now being asked to stay compliant. Learn how a Smart Badge Reel is being used to de-escalate physical violence and provide peace of mind to frontline workers.

AIMS:

Addressing a nurse shortage in the US, where over 5.3 million professionals work in a \$700 billion industry, Kwema aims to enhance hospital security by providing frontline workers and management with personal safety devices and an all-inclusive emergency response protocol respectively to ensure compliance and peace of mind.

METHODS:

To reduce workplace violence Kwema has developed a Smart Badge Reel Wearable with Bluetooth Low Energy (BLE), an integration API, a response dashboard, and an alert notification system (SMS and email) as well as a help center for 24-hour support.

RESULTS:

The (Kwema Smart Badge Reel™) replaces the traditional badge reel with a discreet duress button that sends alerts to the response dashboard, which then notifies the responsible team when connecting to either a facility's Bluetooth gateway or cellphone for off-suite use when being pressed for 3 seconds.

The technology is easy to adopt and scale, with no additional training needed while maintaining a culture of trust between workers, as only users have the power to activate the alarm and send their location.

CONCLUSIONS:

With a solution that aims to put the safety back into the hands of nurses, Kwema's approach to making a commonly worn item "smart" helps overcome the challenge of changing behavior among frontline workers. With seamless adoption, no additional training is required, Kwema's Smart Badge Reel™ patent-pending technology can be implemented overnight with effective de-escalation and prevention results.

In an industry with underreporting and shortage, Kwema aims to build a culture of safety that doesn't normalize violence at work. It's currently working with a group of different healthcare systems for whitepapers that will impact both problems.



Shannon Jensen, BSN, RN, CCRN
shannon.jensen2@va.gov

Poster Presentation:
**Increasing Education Compliance through Development of a
Monthly Education Tracker**

SETTING:

QI project took place within a federal healthcare center on a 17-bed acute inpatient medical/surgical unit. The unit consists of a nurse manager, assistant nurse manager, one registered nurse (RN) Education Coordinator, one RN Outcomes Coordinator, 20 RNs, and 7 nursing assistants (NAs).

BACKGROUND:

The RN Education Coordinator identified that staff had significantly low compliance with completing mandatory education. There were 0% of staff who had completed their 2022 RN and NA annual competencies. Also, 0% were up to date on their required mandatory learning modules and required education (unit level, hospital wide, classes, etc). There was not a method to effectively track or communicate with staff all hospital wide and unit level education requirements.

A rapid assessment was completed to identify staff's perceived barriers to completing required education. The need to disseminate, track, and communicate required monthly education to staff became a priority need.

INTERVENTIONS:

The Education Coordinator reviewed required monthly RN and NA education and organized it into an electronic tracking tool in December 2022. The tracker was posted on the unit huddle board for staff visibility and accessibility. It was updated twice weekly. Also, a weekly education newsletter was developed to improve real time communication regarding monthly education requirements. The newsletter was disseminated via email and posted on the unit huddle board.

Education completion compliance was evaluated monthly, starting January 2023. Staff feedback related to perceived barriers for completion was continuously inquired.

RESULTS:

One month post intervention, greater than 70% of staff completed required education. By the third month, 80% of staff completed required education. Currently, staff compliance is 87%.

DISCUSSION:

There is a drastic upward trend in education completion compliance. Preliminary results from a secondary survey include positive perceptions related to the use of the tracker and newsletter. Staff are also given meaningful recognition in the form of real-time feedback at huddles and recently an incentive from management for hitting 90% completion in any one month. Increasing visibility and accessibility to education requirements through an education tracker shows to be an effective and efficient tool impacting nurses' lifelong learning.

POSTER PRESENTATION ABSTRACTS: IN PERSON VIEWING

Erica Dessart
Milwerica@hotmail.com

Poster Presentation:

Utilization of Depression and Anxiety Screening Tools in Behavioral Health Virtual Visits Post Covid-19: A Quality Improvement Project

QUALITY IMPROVEMENT (QI) PROJECT:

Quality improvement project regarding the utilization of standardized depression and anxiety screening tools during behavioral health virtual visits.

SETTING:

QI project took place within a federal healthcare center on a 17-bed acute inpatient medical/surgical unit. The unit consists of a nurse manager, assistant nurse manager, one registered nurse (RN) Education Coordinator, one RN Outcomes Coordinator, 20 RNs, and 7 nursing assistants (NAs).

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Kristin Waite-Labott
WisPAN
wispan2021@gmail.com

Poster Presentation:
Peer Support and Substance Use Disorder in Nurses

BACKGROUND:

The American Nurses Association estimates that 6-8% of nurses use alcohol or drugs to an extent that is sufficient to impair professional performance. Wisconsin has over 100,000 nurses, using the ANA's statistic, that means 6-8,000 nurses are working impaired in our state. The COVID-19 pandemic has resulted in unprecedented stress on healthcare systems throughout the world. Many nurses have turned to substances to help them cope which has only intensified the problem. Many of those nurses need help to stop, but they do not know where to turn.

PURPOSE:

Training on the topic of SUD in nursing is needed to understand the scope of the problem and to offer solutions. Wisconsin has an alternative-to-discipline program where nurses can get help, oftentimes confidentially, however, most practicing nurses, and even nurse leaders, do not know this program exists. Wisconsin also offers a peer support program for nurses, but again, not many know it exists. Offering this information to nurses and nurse leaders can help those struggling find the help they need to practice safely.

DESCRIPTION OF TOPIC:

Education on SUD in nursing for all nurses and nursing leadership must include why it happens, how to recognize it, and where to go for help when it is discovered. Training must include resources such as Wisconsin Board of Nursing's alternative-to-discipline program, the Professional Assistance Procedure, and peer support such as that offered by the Wisconsin Peer Alliance for Nurses (WisPAN). There is emerging research that shows peer support is effective. Peer support is one person with lived experience talking to another with similar experiences (a nurse in recovery talking to another nurse struggling with substances).

IMPLICATIONS:

With education, all nurses and nurse leaders will know how to recognize SUD in nursing and will know how to give those struggling the tools they need to practice safely.

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POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

Angela Filbrandt-Sheldon BSN, RN, DNP-FNP Student
University of Wisconsin Oshkosh

Nursing Research:
Implementing Video Technology as a form of Learning for the Surgical Patient

Beth Cusatis Phillips, PhD, RN, CNE, CHSE
Ascend Learning

Additional Authors: Janean Johnson, DNP, RN, CNE, Nikita Khalid, M.S., Nicole Zapparrata, M.A., Glenn Albright, PhD.

Nursing Research:
Traditional Textbooks Obsolete? A Retrospective Study

Hailee J Richter, BSN, RN, DNP-FNP Candidate
University of Wisconsin Oshkosh DNP-FNP Program

Scholarly Project Chair: Catherine Schmitt, PhD, RN, CNOR(E)

Case Presentation, EBP or QI:
**Culturally Sensitive Diabetic Education for Hmong Adults:
 A Quality Improvement Project**

Kimberly K Walker-Daniels, MSN, RN, APNP, PMHNP-BC
UW-Oshkosh, DNP Candidate

Case Presentation, EBP or QI:
Incorporating Psychiatric-Mental Health Education in the DNP-FNP Track

Kaitlyn Belanger, BSN, RN, DNP-FNP Candidate
University of Wisconsin Oshkosh DNP-FNP

Additional Author: Dr. Morgan Bailey, MBA, MSN, DNP, CCHP

Case Presentation, EBP or QI:
**An Analysis of the Implementation of a Staff Script for Fall Risk Discussion and
 Educational Handout in a Rural Healthcare Setting**

Rebecca Toothaker, PhD, RN
Commonwealth University

Additional Author: Ashlie Fritz, MSN, RN

Case Presentation, EBP, QI:
Game-Based Learning: How to Escape Lecture

Jamie Fischer, MSN, RN, CNL, CMSRN
Doctor of Nursing Practice - Family Nurse Practitioner, Creighton University - College of Nursing

Additional Author: Elizabeth Flott, Ed.D, RN - Assistant Professor Creighton University - College of Nursing

Case Presentation, EBP, or QI:
Integrating Diabetes Distress Scale Screening in Primary Care Practice

POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

Janice Sinoski EdD, MSN/ED, RN, CNE, CCRN-K, CEN
Associate Professor University of Lynchburg School of Nursing

Additional Author: Jacinda Shin MSN, RN, CCRN, CNE, CHSE Assistant Professor Nursing

Case Presentation, EBP, or QI: **Developing Clinical Judgment with an Innovative Case Study Approach**

Wilawan Christraksa, MSN, RN

*PhD student, College of Nursing, University of Wisconsin-Milwaukee; *University of Wisconsin-Oshkosh, College of Nursing*

Additional Authors: Julia Snethen, PhD, RN, FAAN; Terese Blakeslee*, PhD, RN; Ashley Rainey, MSN, RN; Mary Theisen, MSN, RN; Amanda Pena, MSN, RN; Jennifer Daood, MS; Carol Klingbeil, DNP, RN, CNE

Case Presentation, EBP, or QI: **Preceptors are Important: Alumni Perspectives on Their DNP program**

Imteyaz Eljarrah, RN, MSN

University of Wisconsin-Milwaukee

Additional Authors: Joshua Gwon, PhD, RN - CTSI, Medical College of Wisconsin

Informational: **Maternal mobile phone Use during Parenting and Infant Negative Affectivity**

Hope Rella, RN

Bellin College MSN, FNP Program

Additional Authors: Joshua Gwon, PhD, RN - CTSI, Medical College of Wisconsin

Case Presentation, EBP or QI: **Gut Health and its Role in Depression**

Rachael Meyer, BSN, RN, DNP-FNP Student

Bellin College MSN, FNP Program

Additional Author: Heather Englund, PhD, RN, CNE, Associate Professor -
Scholarly Project Chair - *University of Wisconsin Oshkosh*

Nursing Research: **Impact of Basic Life Support (BLS) and Automated External Defibrillator (AED) Training In Schools**

Jenna DeVries CRNA, APNP

University of Wisconsin - Oshkosh

Case Presentation, EBP or QI: **Increasing Proficiency and Self-Assurance in Central Venous Catheterization Skills Among Nurse Anesthesia Providers**



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POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

Brandy L. Brown DNP, APRN, GNP-BC

Baylor University

Additional Authors: Emily Fondren DNP, RN, CNE (first author), Nan Ketcham PhD(c), RN, CNE, Brandy L. Brown DNP, APRN, GNP-BC, Kristy Calloway PhD, RN, CNE, Allison Collins EdD, RN, CNE, Laura Butler DNP, RN

Case Presentation, EBP or QI:
TILting Nursing Assignments for Success

Mandy Walter, MSN, RN, NPD-BC, WHNP-BC

Advocate Aurora Health

Additional Authors: Emily Fondren DNP, RN, CNE (first author), Nan Ketcham PhD(c), RN, CNE, Brandy L. Brown DNP, APRN, GNP-BC, Kristy Calloway PhD, RN, CNE, Allison Collins EdD, RN, CNE, Laura Butler DNP, RN

Nursing Research:
IGNITE: Creating a Nurse Extern Program Toolkit

Molly Piumbroek, RN

Bellin College-MSN-FNP

Nursing Research:
The Effect of Aerobic Exercise on Depression

Danielle E. Fleming MSN, RN, SCRNP, CEN

University of South Dakota, Nursing

Additional Authors: Jean Yockey PhD, RN, CNE@ University of South Dakota, Nursing;
 Lori Truhe BSN, RN @ University of South Dakota, Nursing

Informational:
Peer Feedback in the Nursing Skills Lab

Jean Yockey PhD, RN, CNE

University of South Dakota, Nursing

Additional Authors: Danielle Fleming MSN, RN, SCRNP, CEN; Lori Truhe BSN, RN; Brittney Ingram, SN;
 Elizabeth Carda, SN; Jasmine Johnson SN; all University of South Dakota

Case Presentation, EBP or QI:
SOS: Save Our Students by Implementation of a Student-Led Wellness Initiative

POSTER PRESENTATION ABSTRACTS: VIRTUAL VIEWING

Kalyn M. Renbarger, PhD, RN
Ball State University

Additional Authors: Sheila Abebe, DNP, RN; Adam Kroot, Graduate Student

Nursing Research:
**Risk Factors Associated with Substance Use and Relapse in the Perinatal Period:
A Thematic Analysis**

Calvin Burg
College of Saint Benedict, Saint Johns University

Additional Authors: Sheila Abebe, DNP, RN; Adam Kroot, Graduate Student

Additional Authors: Jodi Berndt, RN, PhD, CNE, CHSE, CCRN-K, PCCN-K, CNEcl. Isaac Dubois undergraduate BSN student.
Jon VonBank undergraduate BSN student.

Informational:
**Impact of Student Created Rapid Sequence Virtual Simulation
on Student Confidence Level**

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NURSING PROGRAM

Carroll University
100 N. East Avenue
Waukesha, WI 53186
carrollu.edu
cuinfo@carrollu.edu
262.547.1211

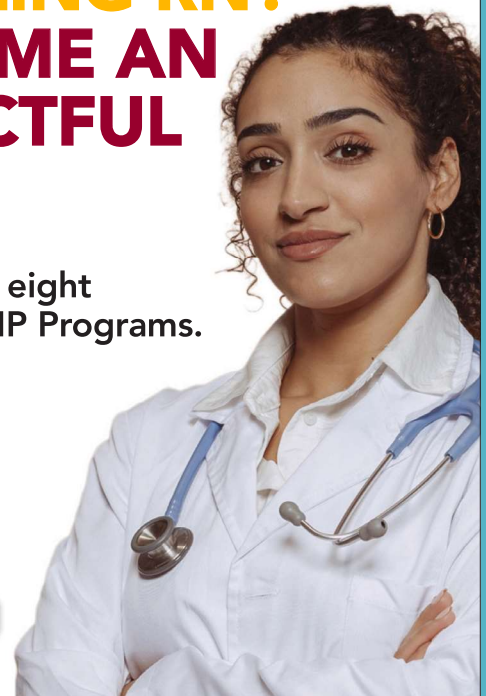


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