



**Kentucky League**  
*for* **Nursing**

**19th ANNUAL  
NURSE EDUCATOR  
CONFERENCE**

**May 18-19, 2023**

**Podium Presentation  
Abstracts**



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# TITLE OF ABSTRACT

## “Can We Talk?” “A Discussion Regarding Intergenerational Nursing”

The population served is all nursing educators and nursing managers.

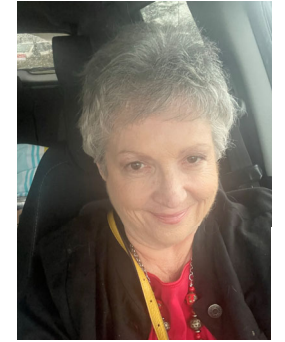
The purpose of this presentation is to consider the impact of generational differences on the work environment and to offer nurse manager's and educators strategies concerning communication, building commitment and compensation that will suit their context and the generational needs of nurses.

Teaching strategies to be used: lecture

Learning Objectives: (3-4 objectives consistent with Conference theme)

- Verbalize the characteristics, values, and work ethic of the generations of nursing
- Verbalize communication, leadership and educational tactics used with the various generations of nurses to promote a healthy workplace environment.

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# TITLE OF ABSTRACT

## “Let’s Talk Tech”

Regardless if you teach undergraduate or graduate students, if you teach online or face to face, all faculty are eager to engage students with the content. Students are not passive learners but need to engage and embrace the content to take knowledge from thought to practice. This session will provide examples of web based assignments, OER resources, Bitmoji, Digital Portfolio, chatGPT and additional AI tools all designed with the faculty member in mind. Additional resources will be shared so that participants can continue to increase skills for application to the classroom.

Learning Objectives:

At the end of this presentation, the participant should be able to:

1. List at least three web-based resources for use with students.
2. Explore the use of Open Educational Resources for adoption.
3. Outline how ChatGPT and other AI tools can be used by faculty for classroom enhancements.
4. Identify at least two podcasts or web sites for use post presentation.

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# TITLE OF ABSTRACT

## “Intersection of social justice and healthcare: an educational opportunity”

### **Purpose**

The purpose of this presentation is to discuss a pilot project addressing the intersection of social justice and healthcare utilizing documentaries and expert panel discussions. The intention of this project was to educate nurses and nursing students, at all levels, on the history around social injustice, its infusion into healthcare, and start dialogue and solution building on the change needed to right the inequalities within healthcare. The platform lent itself to including community members who also wanted to participate. Bringing these issues to the forefront and highlighting nursing’s role in alleviating the inequities we see, while educating nurses/students in general on how we are already working in these spaces, was of priority. The state nursing organization was instrumental to achieving the goals of the project.

### **Goals**

1. Provide nurses/students and the public with historical context for today’s disparities in health and health outcomes by utilizing documentaries.
2. Introduce issues of racism, inequality and the impact on health and health outcomes.
3. Develop a platform for strategy building on the issues affecting marginalized populations utilizing panel discussion and participant question and answer sessions.

### **Method**

We proposed showing Social justice documentaries, particularly as they relate to healthcare, which are 55-85 minutes in length, once a month for six months from January 2021 through June 2021. This was a trial to see if we could get adequate interest in this project. We proposed success of the project to be indicated by at least 15 people (excluding nursing students) attending each session. Videos from Bullfrog films were used (Bullfrog Films, 2009). A survey to evaluate the benefit of each offering was given to participants after each event.

### **Summary**

It is felt by educating nurses/students, and the public about inequities, we can impact solutions whether those be at the community level or within the legislature, or both. By educating about health inequities, and social injustices, nurses/students will become more informed advocates for communities impacted by social injustices.

Social injustices, as they impact health, are important aspects nurses must consider when delivering care to all patients, but particularly communities that have been disenfranchised throughout this country’s history. Educating nurses/students on social justice issues impacting health and healthcare will positively impact communities who need us the most to advocate for them.

We anticipated 90 total participants attending the combined events, because we knew how difficult these conversations could be for people and this was a pilot project to determine interest, but we actually had 522 participants for the 6 events.

**Some participant comments:**

1. This event was outstanding! I took lots of notes.
2. This was a very interesting and impressive offering.
3. Thank you for approaching this subject matter.
4. Asking attendees for input might have been interesting as some who attended had expertise in the Mental Health area. (This was for the first event which we did not include a lot of participation from the audience, but remedied this for future events.)
5. I'm an Emergency Department Nurse Practitioner. This film accurately described my work world!
6. This was another outstanding presentation in this series. Excellent real-life evidence of why SDOH (Social Determinants of health) are so very important to healthcare delivery in our rural spaces.
7. I hope you continue with such creative offerings to stimulate such thoughtful discussion.
8. As a follow-up to last evenings excellent program - how can this content be integrated into academic curricula and practice setting orientation programs?

**The documentaries included:**

1. *Power to heal*: Struggle to secure equal access to healthcare for all and the use of the new Medicare Program to integrate healthcare institutions
2. *IncarcerateUS*: Mass incarceration and its effects on communities
3. *Cooked*: Climate change and how it affects certain zip codes
4. *The Waiting Room*: The Emergency Department as a healthcare safety net
5. *The Providers*: Lack of resources for patients and providers in rural areas
6. *A Dangerous Idea: Eugenics, Genetics and the American Dream*: The use of genetics in perpetuating racism and the belief that certain groups are superior to others and deserving of certain rights.

It is feasible to incorporate a project like this into the academic setting. This program could be incorporated across the curriculum, while inviting other disciplines to attend. This would promote interprofessional collaboration, discussion, project and solution building. This could also be incorporated as a seminar class within the nursing curriculum. It was important for us to educate nurses/students on these issues, but also important to show that nurses are already trying to impact these issues by working in the different areas that address inequities in healthcare. It is more important to start these conversations early with our nursing students. Community projects within a community health course addressing inequities would aid already stretched health departments. A project like this would give students context as to the issues they need to address incorporating social justice issues and their impact on healthcare. Incorporating a project like this would bridge nursing education to real life challenges in nursing practice.

This project has been very rewarding and very well received and we hope that it can continue to grow and be accepted by other SNOs, but more importantly by academic institutions.

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# TITLE OF ABSTRACT

“Clinical experiences reimaged; Incorporating real-world complexities into student clinical learning to develop critical thinking, reasoning, and clinical judgment.”

## **Project Description:**

Presentation to participants about how engaging nursing students in a quality improvement (QI) project that evaluated nurses' identification, management, and responses to interruptions during medication administration facilitated student's learning of critical thinking, reasoning, and decision-making. Nurse educators today must understand the complexities of patient care and identify situations that are high-risk and/or error prone. Faculty are further challenged to develop teaching strategies to enhance students' knowledge of error-producing situations that develop improved critical thinking, reasoning, and judgment skills for greater patient safety. Incorporating real-world experiences that allow students to identify and interact within complex nursing situations can promote learning of critical thinking and decision making.

This interactive presentation will provide participants with the foundations of critical thinking, reasoning, and clinical judgment with integration of National Council of State Boards of Nursing's Clinical Judgment Measurement Model. Content will outline classroom and clinical activities that support development of clinical reasoning and judgment with a focus on integrating real-world experiences into student clinical situations. Discussion will include strategies for engaging students in exploring the thinking, reasoning, and decision making of mentors/faculty in complex clinical settings. Central to this discussion will be outlining my previous work in how student participation in a quality improvement project on interruptions during medication administration improved critical thinking and reasoning for safer administration practices.

## **Method:**

Presentation to participants using PowerPoint and interactive gaming/polling. Methods specifically to the QI project that is central to the discussion are as such; Sophomore nursing students enrolled in a baccalaureate program voluntarily participated in a quality improvement project examining nursing management of interruptions during medication administration. Students observed medication administration activities for episodes of interruptions and conducted surveys in a real-time format that encouraged decision-making dialogue.

## **Results:**

After the QI project, student learning outcomes included improved identification of interruptions, prioritization, clinical reasoning and judgment skills, and development of management techniques for better safety.

## **Implications for Practice:**

Undergraduate nursing curricula commonly utilize simulated medication administration experiences as well as experience providing medications to actual patients in the clinical setting for all levels of nursing students. However, [incorporating real-world experiences that allow students to identify and manage interruptions during medication administration can promote better learning of critical thinking and decision making](#). This project discovered that allowing nursing students to identify and manage interruptions during medication administration fostered development of critical thinking, clinical decision making, and interruption management techniques.

Incorporating real-world experiences into clinical situations can be adapted to all levels of nursing education (LPN/PN, ADN, BSN, and graduate level), either in simulated experiences or primary clinical sites. Including opportunities for students to identify and manage complex situations align with the conference theme of “Bridging Clinical Practice and Nursing Education” by incorporating learned didactic concepts to clinical application to aid in transition to practice. It also supports teaching of critical thinking and clinical decision-making skills, which is a prominent focus of nursing education. Additionally, preparing nursing students for real-world complexities and mentorship of critical thinking supports last year’s Kentucky League for Nursing’s theme of “Creating and Cultivating Learning Environments that Thrive”. By allowing nursing students to observe, participate, and navigate real-world interruptions with nurse mentors cultivates assimilation into the role, enhanced communication, and improved learning outcomes.

**Teaching Strategies:** Discussion, PowerPoint, Handouts, and Kahoot© group interaction.

## **Learning Objectives:**

1. Define critical thinking, clinical reasoning, and clinical judgment.
2. Describe the NCSBN’s Clinical Judgment Measurement Model and how it supports clinical judgment development.
3. Outline classroom activities for building critical thinking, reasoning, and judgment skills.
4. Identify opportunities for learning in high risk, complex nursing situations.
5. Explore strategies for incorporating real-world experiences into clinical learning that supports development of critical thinking, reasoning, and judgment skills.

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# TITLE OF ABSTRACT

## “Stress Reduction for School-Age Health Promotion”

The purpose of this research presentation is to discuss school-age child mental health priorities. Researcher will provide the challenges faced by school nurses in Kentucky and the impact on children related to education and learning gaps. The aim is to engage attendees in advocating for a school nurses in every Kentucky public school all day, every day. Researcher will discuss evidence based practice stress reduction and coping strategies to optimize school-age child learning. Researcher will further discuss the roles of school nurses, such as educators, counsellors, mediators, providing mental health resources, performing health screenings, and making health referrals to optimize child health. The researcher will explain how school nurses are vital in bridging learning gaps between educators, parents, and children at an early age to improve and optimize long-term outcomes. Bridging gaps may increase school-age child school attendance and manage chronic healthcare conditions promoting health. In addition, children who attain a good education will be able to generate more societal income for future growth. Children hold the future and nurse advocacy and research is needed to bridge knowledge and application gaps to benefit long-term outcomes in Kentucky.

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