



Association for Leadership Science in Nursing

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Time	Saturday, Oct 28
Central time zone	
8am - 11am	Pre-Conference Workshops (separate registration fee required)
8am - 12pm	Exhibit Area Setup
11am - 3:15pm	Registration
11 - 12pm	First Time Attendee & New Member Orientation
12pm - 4:30pm	Exhibit Area
12pm - 1pm	Welcome Lunch (open to all attendees)
2:10pm - 3:00pm	Breakout 1 <i>10-ASP. Preparing international nurse researchers: an equitable and inclusive PhD program initiative</i> <ul style="list-style-type: none"> • Adelais Markaki, PhD, APRN-BC, FAAN; University of Alabama at Birmingham; Birmingham, Alabama • Karen Heaton, PhD, FAAN, FAAOHN; University of Alabama at Birmingham; Birmingham, Alabama • Sigrid Ladores, PhD, FAAN; University of Alabama at Birmingham; Birmingham, Alabama • Edwin Aroke, PhD, FAANA, FAAN; University of Alabama at Birmingham; Birmingham, Alabama • Linda Moneyham, PhD, RN, FAAN; University of Alabama at Birmingham; Alabama, Alabama <u>Learner Objectives:</u>

	<ol style="list-style-type: none"> 1. Explain the rationale for adopting a DEI perspective to tackle global disparities in doctoral nursing education. 2. Compare and contrast the main enablers and barriers encountered in recruiting, admitting, and retaining international PhD students. 3. Reflect on the characteristics of an inclusive and equitable research-focused doctoral nursing program. <p><i>48-EBP. Enhancing Nursing Global Health Competencies of Undergraduate Nursing Students through A Study Abroad Experience "Down Under"</i></p> <ul style="list-style-type: none"> • Suja Davis, PhD, RN; University of North Carolina at Chapel Hill; Chapel Hill, North Carolina Lisa Woodely, PhD, MSN, RN, CNE, CHPN; School of Nursing, UNC-CH; Chapel Hill, North Carolina <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. To provide an immersive global health experience within the Australian Health Care system for undergraduate nursing students from a large public university in the United States. 2. To analyze how student learning of specific global competencies was guided and impacted by the Nursing Global Health Competencies Framework (NGHCF) (Torres-Alzate, 2019). 3. To assess the inter-professional collaborations experienced by the students during this global health experience.
<p>2:10pm - 3:00pm</p>	<p>Breakout 2</p> <p><i>21-R. Examining Moral Injury, Well-being, Resilience, and their impact on Nurse Leaders' Intentions to Leave Position or Profession Amid COVID-19 Pandemic</i></p> <ul style="list-style-type: none"> • Minjin Kim, PhD, RN; University of Cincinnati; Cincinnati, Ohio • Louissette Abikou, MPH, RN; University of Cincinnati; Cincinnati, Ohio • Jin Jun, PhD, RN; Ohio State University; Columbus, Ohio • Sharon Tucker, PhD, APRN-CNS, NC-BC, FNAP, FAAN; Ohio State University; Columbus, Ohio • Joyce Fitzpatrick, PhD, MBA, RN, FAAN, FNAP; Case Western Reserve University; Columbus, Ohio <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Understand the relationship between intention to leave the position and moral injury (MI), well-being, and resilience among nurse leaders during the COVID-19 pandemic.

	<ol style="list-style-type: none"> 2. Recognize the difference in the factors influencing the intention to leave the current position compared to the intention to leave the profession among nurse leaders. 3. Identify the importance of addressing MI and fostering resilience in nurse leaders to improve staff retention and well-being during challenging times. 4. Explore potential strategies and interventions that can be implemented to support nurse leaders in their roles, enhancing equity and inclusion in the nursing workforce. <p><i>80-R. Using a Measure of Nurse Manager Reasons for Leaving to Inform Role Transformation for the Future</i></p> <ul style="list-style-type: none"> • Martha Grubaugh, PhD, RN, NE-BC; UHealth; Aurora, Colorado • Lindsey Tarasenko, PhD, RN; Children's Hospital of Colorado; Aurora, Colorado <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Discuss the important role of the nurse manager, why they leave their position, and the impact of turnover on patient, nurse, and organizational outcomes. 2. Name the three different categories of nurse manager reason for leaving. Identify at least one organizational consideration that would contribute to reframing the nurse manager role for the future and that could improve nurse manager retention.
<p>2:10pm - 3:00pm</p>	<p>Breakout 3</p> <p><i>60-R. Factors Influencing Direct Care Nurses Intent to Leave and Implications for Retention</i></p> <ul style="list-style-type: none"> • Melissa Miller, PhD, RN, CNOR; Womack Army Medical Center; Fort Bragg, North Carolina <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Describe and discuss the value of assessing retention-related factors with both categorical variables and free-text comments. 2. Discuss factors influencing nurses' intent to leave and reasons for potentially preventable loss. <p><i>53-QI. Virtual Nurses: Investing Intellectual Human Capital</i></p>

	<ul style="list-style-type: none"> • Julia Aucoin, DNS, RN, NPD-BC; UNC Health Rex; Raleigh, North Carolina • Lorie Rhine, MSN, RN, NE-BC; UNC Health Rex; Raleigh, North Carolina <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Develop a model of care to complement the on unit nursing task needs. 2. Create an inclusive work environment for mature or disabled nurses.
<p>3:10pm - 4:00pm</p>	<p>Breakout 4</p> <p><i>23-QI. Empowering nurse leaders to re-think and re-engineer the practice environment through the use of a conceptual framework for nurse retention</i></p> <ul style="list-style-type: none"> • Sarah Lackey, DNP RN CMC; Cone Health; Greensboro, North Carolina • ViAnne Antrum, DNP RN MBA NEA-BC CENP FACHE; Cone Health; Greensboro, North Carolina <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Identify how a conceptual framework for nurse retention assists with addressing retention issues strategically. 2. Discuss how using a structured method for engineering the work environment can also build unit cultures with a goal to hire for fit. <p><i>28-EBP. Cultural Intelligence: Honoring the Shared Human Experience Through Human-Centered Leadership</i></p> <ul style="list-style-type: none"> • Lucy Leclerc, PhD, RN, NPD-BC; uLeadership; Atlanta, Georgia • Kay Kennedy, DNP, RN, NEA-BC, CPHQ; uLeadership; Atlanta, Georgia • Susan Campis, MSN, RN, NE-BC, NBC-HWC; uLeadership; Atlanta, Georgia <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Identify what cultural intelligence (CQ) is and why it's important in healthcare delivery. 2. Explore alignment between the shared human experience, Human-Centered Leadership in Healthcare, and concepts of justice, equity, diversity, equality, and belonging.
<p>3:10pm - 4:00pm</p>	<p>Breakout 5</p>

	<p>34-QI. Are We Measuring Our EDI performance? That is the Question for "U"CLA</p> <ul style="list-style-type: none"> • Kemi Reeves, MSN, RN, GNP-BC; UCLA Health; Los Angeles, California • Jade Cruz, MSN-ED, RN; UCLA Health; Los Angeles, California • Eskedar Gizaw, MSN, RN, NP; UCLA Health; Los Angeles, California • Michelle Santizo, MSN, PHN, RN; University of California, Los Angeles; Los Angeles, California <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Appraise organizational Press Ganey questions assessing the equity, diversity, and inclusion (EDI) performance. 2. Describe the process council members completed to create and implement equity, diversity, and inclusion Press Ganey questions. <p>9-R. Does Zip Code Predict Patient Outcomes?</p> <ul style="list-style-type: none"> • Roberta Kaplow, Ph.D., APRN-CCNS, AOCNS, CCRN, FAAN; Emory University Hospital; Brookhaven, Georgia • Georgia Jackson, DNP, MPH, RN, NE-BC; Emory University Hospital; Atlanta, Georgia <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Describe the etiologies of healthcare disparities. 2. Describe the relationships among severity of illness, race, gender, payer, and zip code of primary residence and patient outcomes in patients with COVID-19.
<p>3:10pm - 4:00pm</p>	<p>Breakout 6</p> <p>22-R. Incivility and the Impact of Nurse Leader Styles and Characteristics</p> <ul style="list-style-type: none"> • Karen Fowler, Ph.D., RN, CENP; University of Texas at El Paso; El Paso, Texas • Gloria Loera, DNP, RN, NEA-BC; Texas Tech University Health Sciences Center; El Paso, Texas <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Describe the incidence of incivility in the workplace. 2. Describe significant findings from an exploratory study on incivility and the impact of nurse leadership characteristics and styles.

	<p>3. List implications for nurse leaders dealing with incivility in the workplace based on the findings from the study.</p> <p><i>5-R. Retelling the Stories: Registered Nurses' Lived Experiences of Peer-to-Peer Incivility in the Workplace</i></p> <ul style="list-style-type: none"> Susan Rux, PhD, RN, ACNS-BC, CNE, CPCC, CPRW, FACHE, LNCC, NEA-BC, NPD-BC, OCN, PHN, PNAP; Temple University Health System; Philadelphia, Pennsylvania <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> Illustrate the impact that incivility in nursing has as related to safe patient care, retention of nurses, and medical costs. Explore the nuances and influences of peer-to-peer incivility through the descriptions of lived experiences from nurses who have encountered uncivil behaviors directed toward them. Discuss the implications of peer-to-peer incivility in the nursing profession, particularly nursing education and practice.
<p>4:45pm</p>	<p style="text-align: center;"><i>Welcome Reception</i></p> <p style="text-align: center;">hosted by the</p> <div style="text-align: center;">  <p>SCHOOL OF NURSING</p> <p>The University of Alabama at Birmingham</p> </div> <p>Open to all attendees. This event will take place at the UAB School of Nursing. Shuttle service will be provided. Meet in the Hyatt Wynfrey hotel lobby at 4:45pm.</p>

Time (Central)	Sunday, Oct 29
7:30am - 8:45am	Breakfast (open to all attendees)
7:30am - 5:30pm	Exhibit Area

8am - 3:15pm	Registration
9am - 10am	<p style="text-align: center;">Keynote Address</p> <p style="text-align: center;"><i>Stephan Davis, DNP, FACHE; Exec Dir/Inclusive Leadership Ed & Asst Dean of DEI; Virginia Commonwealth University</i></p>
10:10am - 11:00am	<p>Breakout 7</p> <p><i>78-R. Mentoring clinical nurses with new approaches</i></p> <ul style="list-style-type: none"> • Kimberly Knotts, MSN, RN, NEA-BC; Wellstar Paulding Medical Center; Hiram, Georgia • Margot Hedenstrom, PhD, RN, MBA, MSN, NEA-BC; Kennesaw State University; Kennesaw, Georgia • Joysline Ndungu, DNP, RN; Wellstar Paulding Medical Center; Hiram, Georgia • Charlene Noble, MED, PHR; Wellstar Health System; Marietta, Georgia • Evan Talton, MSHA, MBA, RN; Children's Healthcare of Atlanta; Georgia, Georgia <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Identify two support strategies for clinical nurse mentoring programs. 2. Describe creative communication techniques that facilitate sustainment of clinical nurse mentoring. 3. Outline key strategies for success for mentoring a multigenerational workforce. <p><i>56-R. Nurses' fatigue and sleep quality and perception of the night shift work environment</i></p> <ul style="list-style-type: none"> • Susan Weaver, PhD, RN, CRNI, NEA-BC; Hackensack Meridian Health; Neptune, New Jersey • Theresa A. Wurmser, PhD, MPH, RN, NEA-BC; Hackensack Meridian Health; Neptune, New Jersey <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Describe the difference in fatigue and sleep quality between day and night shift clinical nurses. 2. Describe initiatives for nurses and nurse leaders to institute to decrease fatigue, enhance sleep, and improve the night shift work environment.
10:10am - 11:00am	<p>Breakout 8</p> <p><i>49-EBP. A Nurse Leader Guide to Building an Equitable and Inclusive Nursing System Float Team: Increasing Self-Reliance and Financial</i></p>

	<p><i>Sustainability</i></p> <ul style="list-style-type: none"> • Adam Fronczek, DNP, MBA, RN, NEA-BC, ANP-BC; UCLA Health; Los Angeles, California • Sharon Doggett, MSN, RN, NEA-BC; UCLA Health; Los Angeles, California • Gilbert Barco, MSN, RN, CCRN; UCLA Health; Los Angeles, California <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Identify the benefits of a centralized functional organizational structure in a healthcare system, specifically regarding nurse staffing and resource management. 2. Understand the impact of external contract labor on healthcare systems, including financial and operational implications and strategies for reducing reliance on external staffing. 3. Analyze the design and structure of the Nursing System Float Team (NSFT) and its effectiveness in addressing staffing needs and reducing contract labor dependence. 4. Evaluate the sustainability of a system float team model, including developing and implementing strategies to maintain and expand the team over time. 5. Develop a plan for implementing a system-wide in-house float team, including considerations for organizational structure, staff recruitment and retention, and management coordination. <p><i>14-QI. Utilizing the Nursing Leadership Mission Critical Checklist ©: A Pilot Project</i></p> <ul style="list-style-type: none"> • Shelly Luger, RN, DNP, NE-A BC; Creighton University; Omaha, Nebraska • Angela Prestia, PhD RN NE-BC; Tequesta, Florida <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Learn about the purpose and intended use of the Leadership Mission Critical Checklist© for nurse leaders Identify the impact of the use of the NLMCC on a group of leadership students perceived stress and self-esteem. 2. Identify lessons learned from this innovative program
	<p>Breakout 9</p> <p><i>24-R. Modern Perceptions of Leadership as an Influential Factor in Nursing Retention: A Phenomenological Study</i></p> <ul style="list-style-type: none"> • M'Lyn Spinks, DNS, RN, CHSE, CNE, FCN; Kennesaw State University; Kennesaw, Georgia • Yvonne Eaves, PhD, RN; University of North Carolina Greensboro

	<p>(UNCG); Greensboro, North Carolina</p> <ul style="list-style-type: none"> Nancy Ballard, Ph.D., RN, NEA-BC; Kennesaw State University; Kennesaw, Georgia <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> Discuss the leadership expectations of the modern novice nurse. Discuss the differences between traditional theories of nursing leadership and the leadership needs of the modern novice nurse. Discuss concepts of leadership that support equitable and inclusive leadership that meets the needs of an intergenerational nursing workforce. <p><i>44-R. Generation Z nurses bring a new generation of diversity and passion to nursing!</i></p> <ul style="list-style-type: none"> Margot (Lisa) Hedenstrom, PhD, RN, MSN, MBA, NEA-BC; Kennesaw State University; Kennesaw, Georgia Ziyah Anderson, BSKin, (MSHMI expected July 2023); Kennesaw State University; Kennesaw, Georgia <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> Identify key characteristics of Generation Z nurses. Identify support strategies for promoting understanding and for engaging Generation Z nurses. Identify successful leadership practices that support the Generation Z nurse.
<p>11:10am - 12:00pm</p>	<p>Breakout 10</p> <p><i>15-R. COVID-19 Pandemic and New Nurses' Transition to Practice Outcomes: A Multi-site, Longitudinal Study</i></p> <ul style="list-style-type: none"> Maja Djukic, PhD, RN, FAAN; UTHCS Cizik School of Nursing; Houston, Texas Nikhil Padhye, PHD; UTHCS Cizik School of Nursing; Houston, Texas Zhichun Ke, MS; UTHCS Cizik School of Nursing; Houston, Texas Caitlin McVey, RN, MBA; UTHCS Cizik School of Nursing; Houston, Texas Warisara Manuel, RN, MSN; UTHCS Cizik School of Nursing; Texas, Texas <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> Discuss the Associations between the Covid-19 Pandemic and New Nurses' Transition to Practice Outcomes. Discuss possible nursing leadership interventions to manage the diversity of experiences for new nurses transition to practice during the COVID-

	<p>19pandemic versus prior to the pandemic.</p> <p>45-R. Early Wins: Preliminary Results of the Workforce Engagement for Compassionate Advocacy, Resilience, and Empowerment (WE CARE) intervention for Improving Nurse Well-Being</p> <ul style="list-style-type: none"> • Patricia A. Patrician, PhD, RN, FAAN; University of Alabama at Birmingham; Birmingham, Alabama • Aoyjai P. Montgomery, PhD, BSN; University of Alabama at Birmingham; Birmingham, Alabama • Katherine A. Meese, PhD; University of Alabama at Birmingham; Birmingham, Alabama • Allyson G. Hall, PhD, MBA, MHS; University of Alabama at Birmingham; Birmingham, Alabama • Rebecca (Suzie) Miltner, PhD, RN, FAAN; University of Alabama at Birmingham; Alabama, Alabama <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Identify key features of an evidence-based approach to supporting nurse well-being. 2. Explore a unit-based approach for program implementation.
<p>11:10am - 12:00pm</p>	<p>Breakout 11</p> <p>39-R. Nurse Faculty Perceptions of Leadership Behaviors that Impact Job Satisfaction: Creating an Equitable and Inclusive Nurse Faculty Future</p> <ul style="list-style-type: none"> • Cori Heier, MSN, RN, CNE, CHSE, CNRN; South Dakota State University; Sioux Falls, South Dakota • Heather Nelson-Brantley, PhD, RN, NEA-BC; University of Kansas; Kansas City, Kansas <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Describe the antecedents, attributes, and consequences of nurse faculty job satisfaction. 2. Identify specific actionable behaviors that academic leaders do to impact nurse faculty job satisfaction. 3. Apply behaviors that positively impact nurse faculty job satisfaction in your professional leadership practice. <p>66-ASP. Financial Toxicity: The Importance of Understanding the</p>

	<p><i>Cost of Health Care</i></p> <ul style="list-style-type: none"> • Lyn Stankiewicz Losty, PhD, MBA, RN; Walden University; Corolla, North Carolina • Nancy C Crider, DrPH, MS, RN, NEA-BC; Cizik School of Nursing at University of Texas Health Science Center – Houston; Houston, Texas Teresa • Barry Hultquist, PhD, MSN, RN, NE-BC, PHCNS-BC; University of Nebraska Medical Center College of Nursing; Omaha, Nebraska • Todd Smith, PhD, MSHA, MBA, RN, NEA-BC; The University of Alabama; Tuscaloosa, Alabama • Patricia Stone, DNP, MSN, RN; Adventist Health; California, California <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Classify the various costs of healthcare delivery. 2. Compare and contrast different healthcare reimbursement methods for patients. 3. Describe the concept of financial toxicity and its application to health care. 4. Create strategies to address the cost of care with patients in healthcare organizations.
<p>11:10am - 12:00pm</p>	<p>Breakout 12</p> <p><i>85-R. System Chief Nurse Executive’s Leadership Practices to Support, Mentor, Develop and Retain Nurse Leaders</i></p> <ul style="list-style-type: none"> • Kenneth David Bailey, PhD, MBA, RN, CCRN-K, NEA-BC, FACHE, FAAN; UCLA Health - Santa Monica Medical Center; Santa Monica, California • Giancarlo Lyle-Edrosolo, DNP, RN, CENP, NEA-BC, FAONL; Advocate Christ Medical Center; Chicago, Illinois • Marlon Garza Saria, Ph.D., RN, AOCNS, NEA-BC, NPJ-BC, FAAN; Providence St. Johns; Santa Monica, California <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Gain insight into how 5 system chief nurses established mechanisms in their organizations to build bench strength for mid-level nursing leaders. 2. Extrapolate the specific actions that System Chief Nurse used to address middle manager burnout, promoted resilience, improved retention, and educated them to lead in a new era. <p><i>33-R. The COVID-19 Pandemic: Exploration of Nurse Leaders’ Experiences Managing the Clinical Environment during a Crisis</i></p> <ul style="list-style-type: none"> • Chika Anueyiagu, DNP, RN, FNP, NE-BC; Yale New Haven Health; new haven, Connecticut

	<ul style="list-style-type: none"> • Janene Batten, EdD, MLS,; Yale University; New Haven, Connecticut • Patricia Span, PhD, RN, CPHQ, CENP; Yale University; New Haven Health; New Haven, Connecticut • Sandra Anyoha, DNP, MSN , MPH, RN, FNP CNML; Yale New Haven Health; new haven, Connecticut <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Recognize the top three experiences associated with distress for leaders during Covid-19. 2. Summarize nurse leaders' perception of the importance and challenges related to leadership competencies. 3. Outline the characteristics associated with leadership competencies that were extremely challenging. 4. Consider equitable and inclusive leadership competency preparation for nurse leaders during crisis.
<p>2:00pm - 2:50pm</p>	<p>Breakout 13</p> <p>19-ASP. Sustainable Funding in Leadership Science</p> <ul style="list-style-type: none"> • Connie White-Williams, PhD, RN, NE-BC, FNAP, FAHA, FAAN; University of Alabama at Birmingham Hosptial; Birmingham, Alabama • Maria Shirey, PhD, MBA, RN, NEA-BC, ANEF, FACHE, FNAP, FAAN; University of Alabama at Birmingham School of Nursing; Birmingham, Alabama <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Discuss how an academic-practice partnership can build a sustainable care delivery model. 2. Describe the structure, process, and outcomes of a successful academic-practice partnership. 3. Discuss how to leverage grant funding resources to address research questions in leadership science. <p>55-ASP. A Strong Nurse Academic Service Partnership Advances Professional Nursing and Creates Positive Outcomes</p> <ul style="list-style-type: none"> • Shea Polancich; Birmingham, Alabama • Rebecca Miltner; Birmingham, Alabama Terri Poe; Birmingham, Alabama • Maria Shirey; Birmingham, Alabama <p><u>Learner Objectives:</u></p>

	<ol style="list-style-type: none"> 1. Describe the critical elements for a successful academic service partnership. 2. Recognize barriers to creating a successful academic service partnership.
<p>2:00pm - 2:50pm</p>	<p>Breakout 14</p> <p><i>75-R. Educational Pathways of Nurse Practitioners who work in Emergency as Predictors of Competence and Capability</i></p> <ul style="list-style-type: none"> • Deborah McCrea, EdD, MSN, APRN, FNP-BC,CNS, CNE,CEN, CFRN, EMT-P; UTHHealth School of Nursing at Houston; Houston, Texas <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Describe the three educational pathways for nurse practitioners who work in the emergency setting. 2. Define Competence and Capability Recognize the difference between competence and capability. 3. Describe the Complex Adaptive Systems model to rate complexity of tasks and complexity of environment. 4. Discuss research finding of Nurse Practitioners who work in the emergency setting perceptions of competence and capability their 1st month and 12 months on the role. 5. Discuss implications of this research for advanced practice leaders including educators and employers. <p><i>61-R. Burnout Syndrome in Nursing Technicians in Intensive Care: the impact of the Covid-19 Pandemic</i></p> <ul style="list-style-type: none"> • Liana Amorim Correa Trotte, Assistant Professor; Universidade Federal do Rio de Janeiro City: Rio de Janeiro, Brazil • José Luis Guedes Santos, Assistant Professor; Universidade Federal de Santa Catarina; Florianópolis, Brazil • Alacoque Lorenzin Erdmann, Full Professor; Universidade Federal de Santa Catarina; Florianópolis, Brazil • Etiane de Oliveira Freitas, Assistant Professor; Universidade Federal de Santa Maria; Santa Maria, Brazil • Marlucci Andrade Conceição Stipp, Full Professor; Universidade Federal do Rio de Janeiro, Brazil <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Evaluate the occurrence of burnout syndrome to improve organizational management in adverse situations. 2. Evaluate the professional practice environment for the health and well-

	<p>being of the nursing workers.</p>
<p>2:00pm - 2:50pm</p>	<p>Breakout 15</p> <p>25-EBP. The Hospital-Based Nurse Scientist as A Senior Nurse Leader: Evidence to Support the Role</p> <ul style="list-style-type: none"> • Esther Chipps, PhD, RN, NEA-BC, FAONL; The Ohio State University; Charlotte, North Carolina <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Analyze the current evidence addressing the role and effectiveness of the hospital-based nurse scientist. 2. Illustrate how hospital-based nurse scientists can collaborate with senior nurse leaders to build a nursing scholarship program at all levels of the nursing enterprise. <p>20-EBP. Nursing Leadership Development: Recommendations from A Systematic Review</p> <ul style="list-style-type: none"> • Lozay Fouts III, DNP, MS, FACHE; San Antonio, Texas <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Relate nursing leadership to two nurse or patient outcomes. 2. Identify two literature-based methods for developing high quality and effective nurse leaders.
<p>3:00pm - 3:50pm</p>	<p>Breakout 16</p> <p>6-R. Impact of the Doctor of Nursing Practice Degree: A Look Back from the Beginning of the First DNP Program to Today</p> <ul style="list-style-type: none"> • Debra Hampton, PhD, MSN, RN, NEA-BC, CENP, FACHE, FAONL; UK College of Nursing; Lexington, Kentucky • Sheila Melander, PhD, APRN, ACNP-BC, FCCM, FAANP, FAAN; UK College of Nursing; Lexington, Kentucky <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Illustrate the value that DNP graduates have brought to the nursing profession. 2. To hear what some of the early pioneer DNP graduates say about their

	<p>DNP.</p> <ol style="list-style-type: none"> 3. Describe opinions of graduates about the importance of their DNP project on organizational outcomes. 4. Learn the benefits of a DNP degree from the perspective of graduates. <p><i>50-R. Critical Factors for Success in Advising Doctor of Nursing Practice Students: Creating Curious, Inclusive Nursing Leaders of the Future- It's Not Just About the Project</i></p> <ul style="list-style-type: none"> • Jeannie Corey, DNP,RN,NEA-BC; James Madison University; Harrisonburg, Virginia • Linda Roussel, Ph.D; UTHealth The University of Texas Health Science Center at Houston; Houston, Texas • Marie McBee, DNP, MSN; UTHealth The University of Texas Health Science Center at Houston; Houston, Texas • Nancy Crider, DrPH, MS, RN, NEA-BC; UTHealth The University of Texas Health Science Center at Houston; Houston, Texas <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Identify critical elements for successful advising relationships with Doctor of Nursing Practice (DNP) students. 2. Explore how faculty advising is directly related to developing curious and inclusive nurse leaders of the future. 3. Describe at least three real-life actionable ideas to strengthen your advising practices. 4. Discuss how the results of this study relate to the concepts of an emerging framework about ways of being in faculty advisor/student relationships.
<p>3:00pm - 3:50pm</p>	<p>Breakout 17</p> <p><i>30-R. Leveraging Social Media to Create an Equitable and Inclusive Future for the Nursing Workforce</i></p> <ul style="list-style-type: none"> • Heather Nelson-Brantley, PhD, RN, NEA-BC; University of Kansas; Kansas City, Kansas • Joy Parchment, PhD, RN, NEA-BC, CPDC; University of Central Florida; Orlando, Florida <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Articulate which social media platforms are used by registered nurses and advanced practice nurses in the U.S. and for what purposes. 2. Describe the relationship between social media use, nurse characteristics, and job-decision making.

	<p>3. Formulate strategies for connecting, attracting, and retaining a more diverse and inclusive nursing workforce through social media use.</p> <p><i>51-R. The Role of Cultural Self-Efficacy with Nurse Leaders in Promoting an Inclusive Classroom Environment</i></p> <ul style="list-style-type: none"> Denise Morris, PhD, RN; University of West Georgia; Carrollton, Georgia <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> Define the concept of cultural self-efficacy and relationship with the Social Cognitive Theory. Understand the association between cultural self-efficacy and a culturally inclusive classroom. Describe the relevance of the research examining the cultural self-efficacy of rural and urban nurse educators.
<p>3:00pm - 3:50pm</p>	<p>Breakout 18</p> <p><i>69-EBP. Building Nurse Entrepreneurs for an Equitable Future</i></p> <ul style="list-style-type: none"> John FitzGerald, MA in Psychology, Organizational Behavior concentration; Case Western Reserve University; Cleveland, Ohio <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> Highlight the need for more emphasis on nurse education in entrepreneurship and to train competent nurse entrepreneurs for the benefit of the nursing profession. Describe the Entrepreneur in Residence program established by the MKSNLA and the Veale Institute for Entrepreneurship at CWRU, which brings distinguished nurse executives and entrepreneurs with nursing faculty, students, and alumni, providing a platform for nursing entrepreneurship education. <p><i>74-QI. Staffing by Acuity – Myth or Reality? Program evaluation of an EHR imbedded Nursing Workload Acuity Tool using ANA’s Principles for Nurse Staffing</i></p> <ul style="list-style-type: none"> Ida Anderson, MSN, RN, NEA-BC, ONC; UCLA Health; Los Angeles, California Rebecca (Suzie) Miltner, PhD, RN, CNL, NEA-BC; University of Alabama

	<p>School of Nursing; Birmingham, Alabama</p> <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Describe current state of nurse staffing by acuity Identify how electronic acuity measurement enhances the ability to staff by acuity. 2. Describe the ANA's Principles for Staffing and how utilizing an electronic workload acuity satisfies ANA's core requirements.
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Time (Central)	Monday, Oct 30
7:30am - 8:45am	<p>Breakfast (open to all attendees)</p>
7:30am - 12pm	<p>Exhibit Area</p>
9am - 10:30am	<p>International Keynote Panel</p> <p><i>Global Community Imbalance: International Dilemmas and Ethical Struggle with DEI</i></p> <p>This panel presentation will feature global leaders in nursing discussing ways to build a global community while simultaneously addressing cultural humility and ethical accountability.</p> <p><u>Moderator:</u></p> <ul style="list-style-type: none"> • Rose Sherman, EdD, RN, NEA-BC, FAAN, Professor Emeritus, Florida Atlantic University; Editor in Chief - Nurse Leader <p><u>Panelists:</u></p> <ul style="list-style-type: none"> • Maria R. Shirey, PhD, MBA, RN, NEA-BC, ANEF, FACHE, FNAP, FAAN; Dean and Fay B. Ireland Endowed Chair in Nursing; Director, PAHO/WHO Collaborating Centre for International Nursing • Peter Preziosi, PhD, RN, CAE; President & Chief Executive Officer CGFNS International Inc. • Dr. Sonia Udod, RN, PhD; Associate Professor, College of Nursing, Rady Faculty of Health Sciences University of Manitoba <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Describe strategies for advancing diversity, equity, and inclusion to prepare a global nursing workforce.

	<p>2. Describe ways nurse leaders can collaborate to promote the value of nursing across the globe.</p>
10:35am - 11:30am	<p>International Breakouts</p> <p>More information coming soon</p>
10:35am - 11:30am	<p>Breakout 19</p> <p>68-R. Examining the role of nursing leadership in Brazilian university hospitals in the COVID-19 crisis</p> <ul style="list-style-type: none"> • José Luís Guedes dos Santos, PhD, RN; Universidade Federal de Santa Catarina; Florianópolis, Brazil • Mônica Köpsel Fusari, MSc, RN; Universidade Federal de Santa Catarina; Florianópolis, Brazil • Gabriela Marcellino de Melo Lanzoni, PhD, RN; Universidade Federal de Santa Catarina; Florianópolis, Brazil • Liana Amorim Correa Trotte, PhD; Universidade Federal do Rio de Janeiro; Rio de Janeiro, Brazil • Cindy Bacon, PhD, RN, CNE, NE-BC; University of North Carolina at Greensboro; North Carolina, North Carolina <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Describe the Brazilian nurses' profile and labour conditions during COVID-19 pandemic in university hospitals. 2. Describe the perception of Brazilian nurses regarding their leadership during COVID-19 pandemic in the hospital environment. <p>18-R. Voices of International Nursing Students enrolled in a nursing program in the United States</p> <ul style="list-style-type: none"> • Josephine Kamera, Ed.D., RN; Middle Georgia State University; Macon, Georgia <p><u>Learner Objectives:</u></p> <ol style="list-style-type: none"> 1. Identify at least three barriers faced by international nursing students while enrolled in a nursing program. 2. Analyze at least three strategies that can help international nursing students to succeed in a nursing program.
10:35am - 11:30am	<p>Breakout 20</p> <p>67-R. A Pathway for Gender Equity in Healthcare: Solutions for Health Leaders</p>

- Sonia Udod, RN, PhD; University of Manitoba; Winnipeg, Canada
- Pamela Baxter, RN, PhD; McMaster University; Hamilton, Canada
- Suzanne Gagnon, PhD; University of Manitoba; Winnipeg, Canada
- Gayle Halas, PhD; University of Manitoba; Winnipeg, Canada

Learner Objectives:

1. Gain insight into the complexity of leading in the COVID-19 pandemic in a context of gendered impacts.
2. Identify evidence-informed crisis leadership practices to advance gender equity and justice.

36-QI. Improving outcomes for advanced heart failure patients using a nurse-lead quality improvement program in Brazil

- Marlucci Andrade Conceição Stipp, Full Professor; Universidade Federal do Rio de Janeiro; Brazil
- Ligia Neres Matos, Registered Nurse; Pro-Cardíaco Hospital; Rio de Janeiro, Brazil
- Liana Amorim Correa Trotte, Assistant Professor; Universidade Federal do Rio de Janeiro; Brazil
- Lissette Aviles, Lecturer; University of Edinburgh; Edinburgh, United Kingdom
- Julia Gonçalves Escossia Campos, Nurse; Universidade Federal do Rio de Janeiro, Brazil

Learner Objectives:

1. Evaluate the management of work processes for nursing care in advanced heart failure.
2. Evaluate sustainable care and inclusive models of care based on the translation of knowledge.

Poster Presentations

Sunday, 12pm - 1:50pm, ordered by Abstract ID

4-EBP. Strategies to RAISE Your Team: Creating Healthy Work Environments

- Kim Parker, DNP; University of Alabama; Tuscaloosa, Alabama
- Teresa Welch, EdD, NEA-BC; University of Alabama; Tuscaloosa, Alabama

Learner Objectives

Recognize potential causes and symptoms of moral distress in self and in others. Implement strategies to decrease moral distress: RAISE your team. Discuss implications for nurse leaders when building a healthy work environment for an equitable and inclusive future in healthcare.

7-EBP. Models and Methods for Competency Validation in an Online Graduate Leadership Course

- Debra Hampton, PhD, MSN, RN, NEA-BC, CENP, FACHE, FAONL; UK College of Nursing; Lexington, Kentucky

Learner Objectives

To illustrate a model that can be used to describe the levels/aspects of competency. To present examples of assignments that can be used in a leadership course to validate competency. To begin to demystify the challenge of validating competency for the advanced level 2021 AACN Essentials.

8-R. COVID-Related Burnout: Nurses' Perspectives and Priorities

- Roberta Kaplow, Ph.D., APRN-CCNS, AOCNS, CCRN, FAAN; Emory University Hospital; Atlanta, Georgia
- Polly Willis, MSN, NE-BC, PCCN; Emory University Hospital; Atlanta, Georgia
- Dinah Steele, DNP, RN, CMSRN; Emory St. Josephs Hospital; Atlanta, Georgia

Learner Objectives

Describe the degree of burnout experienced by nurses during the pandemic List the priority interventions recommended by nurses to promote clinician wellbeing.

12-R. The Military Nurse Manager's Practice Environment, Satisfaction, and Intent to Leave

- Anne Daniele, MSN, RNC-OB; US Army; JBLM, Washington
- Janice Hawkins, PhD, RN, CNS-BC; Old Dominion University; Virginia Beach, Virginia

Learner Objectives

Summarize the relationship between the Military Nurse Manager's practice environment and job satisfaction. Summarize the relationship between the Military Nurse Manager's practice environment and intent to leave. Identify the eight domains that facilitate a professional practice environment of the the Nurse Manager.

13-EBP. The nurse leaders role in decreasing implicit rationing

- Allison McHugh, DNP, MHCDS, MS, RN, NE-BC; University of Kansas Medical Center; Kansas City, Kansas

Learner Objectives

Describe the concept of implicit rationing, how it occurs and how to measure if it is occurring Describe the nurse leader's role in evaluating the practice environment to reduce implicit rationing

16-QI. Answering the Call: Development of a PACU Nurse Residency Program

- Kathleen Diatta, PhD, RN, NE-BC; Emory University Hospital; Atlanta, Georgia
- David Reinhart, DNP, MBA, RN, CNOR; Atlanta, Georgia
- Stacie Roberts, MSN, RN; Emory University Hospital; Atlanta, Georgia

Learner Objectives

Describe the rationale for developing a PACU Nurse Residency Program Apply strategies to develop a nurse residency program at other facilities

17-R. Quality and Safety Education Trends in the 2018 National Sample Survey of Registered Nurses

- Maja Djukic; UTHCS Cizik School of Nursing; Houston, Texas
- Stanley Cron, MS; UTHCS Cizik School of Nursing; Houston, Texas

Learner Objectives

Describe quality and safety education needs of new graduates. Discuss implications of quality and safety education preparedness on healthcare equity.

26-EBP. Leadership WalkRounds: Implementing an Evidence-based Rounds in Acute Care to Increase a Culture of Safety.

- Todd Tussing, DNP, RN, CENP, NEA-BC; The Ohio State University; Columbus, Ohio
- Angie Blevins, RP, OSBA, CPHRM; Wexner Medical Center at The Ohio State University; Columbus, Ohio
- Julia Turner, JD, MBA, BSN, CPHRM; University of California San Francisco; San Francisco, California
- Brett Hagenbuch, MHA, BSN, RN, NE-BC; The James Cancer Hospital at The Ohio State University; Columbus, Ohio

Learner Objectives

Participant will be able to describe Leadership WalkRounds and the evidence supporting its use. Participant will be able to design a Leadership WalkRounds process for Implementation.

27-EBP. Strategic Planning: Moving from Plan to Implementation

- Teresa Welch, EdD, MSN, RN, NEA-BC; The University of Alabama; Tuscaloosa, Alabama
- Todd Smith, PhD, MBA, MSHA, RN, NEA-BC; The University of Alabama; Tuscaloosa, Alabama

Learner Objectives

Discuss implementation science. Differentiate between strategic plan, strategic management, strategic decision-making, and strategic implementation. Identify key implementation strategies espoused by implementation science research for successful change management.

31-ASP. Clinical Scholars Program: Building leadership capacity through an academic-clinical partnership

- Tedra Smith, DNP, CRNP, CPNP-PC, CNE, CHSE; University of Alabama at Birmingham; Birmingham, Alabama
- Curry Bordelon, DNP, MBA, NNP-BC, CPNP-AC, CNE; University of Alabama at Birmingham; Birmingham, Alabama

Learner Objectives

Describe the benefits of an academic-clinical partnership to build leadership capacity among staff nurses. Discuss the effectiveness of a structured program to amplify the ability to design, implement, and evaluate quality improvement initiatives.

32-QI. Cultivating Organizational Change Toward Cultural Awareness in Nurses Through Continued Education

- Kemi Reeves, MSN, RN, GNP-BC; UCLA Health; Los Angeles, California ,

Learner Objectives

Describe the development of a quality improvement project aimed to impact the cultural awareness and adherence to health system policies addressing discrimination. Appraise organizational efforts to building a culture of care and inclusivity as a means to foster wellness, staff retention, and grow a diverse nurse workforce.

35-EBP. Expanding Stakeholder Access, While Protecting Your Intellectual Property Rights: Developing and Disseminating Evidence-Based Resources to Support Leadership Practice.

- Joy Parchment, PhD, RN, NEA-BC, CPDC; University of Central Florida; Orlando, Florida
- Sandra Galura, PhD, RN; University of Central Florida; Orlando, Florida

Learner Objectives

Describe steps to develop an evidence-based resource to support frontline nurse leaders. Discuss options for disseminating developed leadership resources to key practice stakeholders. Explain necessary actions to protect intellectual property rights.

37-R. COVID-19 Pandemic Response Implementation and the Impact on the Work Environments of Brazilian Intensive Care Units

- Liana Amorim Correa Trotte, Assistant Professor; Universidade Federal do Rio de Janeiro; Brazil
- José Luis Guedes Santos, Assistant Professor; Universidade Federal de Santa Catarina; Brazil
- Alacoque Lorenzin Erdmann, Full Professor; Universidade Federal de Santa Catarina; Rio de Janeiro, Brazil
- Maria Aparecida Pereira Dos Santos Santana, RN; Universidade Federal do Rio de Janeiro; Brazil
- Marlucci Andrade Conceição Stipp, Full Professor; Universidade Federal do Rio de Janeiro, Brazil

Learner Objectives

To contribute to performing positive nursing practice environments can significantly improve patient care, nursing staff satisfaction, and overall health outcomes To evaluate effective nursing coordination and leadership to sustain a healthy work environment, especially when faced with challenging circumstances and resource constraints

38-R. Mapping of terminal hygiene of intensive care beds using Lean Healthcare tools

- Marlucci Andrade Conceição Stipp, Full Professor; Universidade Federal do Rio de Janeiro; Brazil
- Joana de Oliveira Pantoja Freire, Registered Nurse; Universidade Federal do Rio de Janeiro; Brazil
- Christiany Moçali Gonzalez, Registered Nurse; Universidade Federal do Rio de Janeiro; Brazil
- Graciele Oroski Paes, Associate Professor; Universidade Federal do Rio de Janeiro; Brazil
- Liana Amorim Correa Trotte, Assistant Professor; Universidade Federal do Rio de Janeiro, Brazil

Learner Objectives

To create of a Cleaning quality indicator To map of the technique and direction of movements on different surfaces To establish a percentage of completely and correctly cleaned surfaces

40-QI. Oral Health: Addressing Equity and Inclusion to Evade Variations in Patient Care

- Anila Ladak, DNP, RN, CNS, GNP-BC; UCLA; Los Angeles, California
- Stephanie Jackson, DNP, MSN, RN, AOCNS, BMTCN; UCLA; Los Angeles, California

Learner Objectives

Describe the significance of the problem and current evidence to support practice change. Review the quality improvement process for improving the oral health across all ages and population groups in health system. Appraise the outcomes and future considerations of the quality improvement initiative. Discuss the implications of the project in building leaders for an equitable and inclusive future.

41-R. What Happens to Professional Identity When Transitioning from Direct Care To Leadership Roles

- Nelda Godfrey, PhD, ACNS-BC, FAAN, ANEF; University of Kansas School of Nursing; Kansas City, Kansas

Learner Objectives

Describe changes in one's sense of professional identity in nursing when transitioning from a direct care position to a leadership role. Discuss implications for more intentionally incorporating professional identity in nursing language and knowledge in leadership literature.

42-R. Relational Leadership Practices Improve Care and Nurse Satisfaction: A Scoping Review

- K. David Bailey, PhD, MBA, RN, CCRN-K, NEA-BC, FACHE, FAAN; UCLA Health - Santa Monica Medical Center; Santa Monica, California

Learner Objectives

Explore how relational leader styles influence patient, nurse, and organizational outcomes. Differentiate how the various relational leadership styles influence healthy work environments and RN satisfaction. Explain how the various relational leadership styles affect patient outcomes and satisfaction.

43-EBP. Building capacity for mentoring through educating nurse leaders

- Annette Harrilson, RN, MSN, DNP; Piedmont Fayette Hospital; Fayetteville, Georgia
- Margot (Lisa) Hedenstrom, PhD, RN, MSN, MBA, NEA-BC; Kennesaw State University; Kennesaw, Georgia

Learner Objectives

At the end of this presentation, the participants will be able to outline the components and describe an educational intervention for nurse leaders to help increase knowledge and awareness of nurse leaders on mentoring. At the end of the presentation, the participants will be able to identify the potential benefits of a mentoring education program to build nurse leader capacity to strengthen diversity and inclusion in the workforce.

46-R. UTI Identification in SNFs: The Nursing Staff Experience

- Kimberly Delgado, PhD, RN, CDP, CADDCT; East Carolina University; Greenville, North Carolina
- Donna Roberson, PhD, FNP-BC; East Carolina University; Greenville, North Carolina

Learner Objectives

Describe ways in which SNF nursing staff identify residents whom they suspect have a UTI. Discuss similarities and differences between SNF nursing staff identification of UTIs and current long-term care surveillance criteria/guidelines.

47-EBP. Improving Nurse Wellness: Workforce Engagement for Compassionate Advocacy, Resilience, and Empowerment (WE CARE)

- Patricia A. Patrician, PhD, RN, FAAN; University of Alabama at Birmingham; Birmingham, Alabama
- Aoyjai P. Montgomery, PhD, BSN; University of Alabama at Birmingham; Birmingham, Alabama
- Katherine A. Meese, PhD; University of Alabama at Birmingham; Birmingham, Alabama
- Allyson G. Hall, PhD, MBA, MHS; University of Alabama at Birmingham; Birmingham, Alabama
- Rebecca (Suzie) Miltner, PhD, RN, FAAN; University of Alabama at Birmingham; Alabama, Alabama

Learner Objectives

To identify the sources of distress among nurses and nurse leaders in the immediate post-pandemic timeframe. To understand the design and development of a nurse-led organizational intervention to improve well-being.

52-R. Emotional Exhaustion of nursing professionals coping with the Covid-19 pandemic: What has leadership learned?

- DANIELLE SARAIVA TUMA DOS REIS, Profa da Universidade Federal do Pará; Universidade Federal do Pará; Belém, Brazil
- Sara Socorro da Silva Silva, Bolsista de iniciação científica; Universidade Federal do Pará; Belém, Brazil
- Carlos Leonardo Figueiredo Cunha, Prof da Universidade Federal do Maranhão; Universidade Federal do Maranhão; São Luis, Brazil
- José Luis Guedes dos Santos, Professor da Universidade Federal de Santa Catarina; Universidade Federal de Santa Catarina; Florianópolis, Brazil

- Gabriela MARCELLINO DE MELO LANZONI, Professor da Universidade Federal de Santa Catarina; Universidade Federal de Santa Catarina, Brazil

Learner Objectives

Identify the challenges faced by nursing leadership in the Covid-19 pandemic regarding emotional exhaustion of nursing technicians according to the dimensions of Burnout Syndrome (BS). Show which work environments (wards, intensive care unit and emergency room) influenced the psychological health of nursing technicians during the pandemic. Correlate the working conditions of nursing technicians who provided care to patients with Covid-19 with the dimensions of Burnout Syndrome (BS).

54-R. Quality Matters: Nurse Staffing and Clinical Outcomes

- Shea Polancich; Birmingham, Alabama
- Tracey Dick; Birmingham, Alabama
- Terri Poe; Birmingham, Alabama Aoy Montgomery; Birmingham, Alabama
- Patricia Patrician; Alabama, Alabama

Learner Objectives

Participants will describe the critical elements for leading and sustaining positive nursing quality outcomes. Recognize barriers improving nursing outcomes during crisis.

57-QI. Learning Health Center Leadership Makes the Case for Quality in Reducing Hospital Acquired Pressure Injury

- Shea Polancich; Birmingham, Alabama
- Shannon Layton; Birmingham, Alabama
- Rebecca Miltner; Birmingham, Alabama

Learner Objectives

Participants will describe the critical elements for leading sustainable quality improvement efforts in a learning health center. Recognize barriers to sustainable improvement in a learning health center.

58-R. The Impact of Span of Control on Nurse Managers and Hospital Outcomes

- Asiah Ruffin, BSN, RN; University of Alabama at Birmingham; Birmingham, Alabama
- Maria R. Shirey, PhD, MBA, RN, NEA-BC, ANEF, FACHE, FAAN; University of Alabama at Birmingham; Birmingham, Alabama
- Tracey Dick, PhD, RN, CNE, COI; University of Alabama at Birmingham; Birmingham, Alabama
- Pariya Fazeli, PhD; University of Alabama at Birmingham; Birmingham, Alabama
- Patricia A. Patrician, PhD, RN, FAAN; University of Alabama at Birmingham; Alabama, Alabama

Learner Objectives

To examine work-related factors associated with nurse manager span of control. To provide a comprehensive definition of nurse manager span of control.

62-ASP. Sustaining Patient Experience Care Transition Metrics: Leveraging Academic Practice Partnerships

- Shannon Layton, DNP, RN, LICSW, NEA-BC, CNL, CNE,; University of Alabama at Birmingham School of Nursing; Birmingham, Alabama
- Sylvia Britt, PhD, RN; Birmingham, Alabama Randy Moore, DNP, RN; United States Department of Veterans Affairs; Birmingham, Alabama
- Patricia Patrician, PhD, RN, FAAN; University of Alabama at Birmingham School of Nursing; Birmingham, Alabama
- Rebecca (Suzie) Miltner, PhD, RN, NEA-BC, FAAN; University of Alabama at Birmingham School of Nursing; Alabama, Alabama

Learner Objectives

Describe the benefits of leading diverse and inclusive quality improvement teams Articulate the value that leadership obtained by consulting a diverse and inclusive veteran stakeholder group when improving veteran patient experience. Illustrate the value of utilizing academic practice partnerships to create solutions for barriers encountered in quality improvement. Display the value of incorporating leadership opportunities for nurse residents into project sustainment.

63-ASP. Innovation Ignite! Preparing Nurse Leaders for engagement in Health Services Innovation

- Roberta Pawlak, PhD, RN, NEA-BC; University of Wisconsin - Madison; Madison, Wisconsin ,

Learner Objectives

Describe characteristics of innovation, and skills of innovative leaders. Identify resources to support nurse leader engagement in health service innovation. Personalize a plan for 'next steps' to ignite the innovator within!!

64-EBP. Leading Change: Moving from Quality Improvement to Research to ensure Scale-up and Spread of Evidence-based Practice

- Mary Dolansky, PhD, RN; Case Western Reserve University; Cleveland, Ohio
- Anne Pohnert, DNP, BSN, FNP-BC, RN; MinuteClinic CVS Enterprise; Woonsocket, Rhode Island

Learner Objectives

Discuss the role of leadership to drive quality improvement and implementation of science methods and strategies in implementing evidence-based practice into a national health system. Describe the results of the added benefit of using research methods to contribute to the spread and scale-up of the integration of evi

65-QI. Introduction of an Innovative Care-Based Delivery Model

- Tracey K. Dick, PhD, RN, CNE, COI; UAB School of Nursing; Birmingham, Alabama
- Jennifer H. Ledlow, MSN, RN, CCRN-K, CNL, CNE; UAB School of Nursing; Birmingham, Alabama
- Rebecca S. (Suzie) Miltner, PhD, RN, NEA-BC, FAAN; UAB School of Nursing; Birmingham, Alabama
- Keri Thomas, MSN, RN, FNP-C; UAB Hospital Nursing Services; Birmingham, Alabama
- Shea Polancich, PhD, RN, FAAN; UAB School of Nursing; Alabama, Alabama

Learner Objectives

Attendees will recognize the potential impact an innovative care-based delivery model of nursing care may have on employee satisfaction, retention, and overall patient care. Attendees will develop ideas on strategies for implementing innovative care-based delivery models of nursing care within their institutions.

70-ASP. Who are nurse leaders? How do we know?

- Roberta Pawlak, PhD, RN, NEA-BC; University of Wisconsin - Madison; Madison, Wisconsin ,

Learner Objectives

Discuss the theoretical roots of nursing and determine how theory informs nursing as a practice discipline. Identify connections between mid-range and situation-specific theories with our professional standards in Nursing Leadership. Apply the “Letter to my future self” tool to bridge nursing theory to current and future nursing leadership practice.

71-ASP. Challenging assumptions in the quest for equitable maternal child health

- Candace Knight, PhD, RN, FAAN; University of Alabama at Birmingham School of Nursing; Birmingham, Alabama
- Charlotte Walton, RN, MPH; Birmingham, Alabama
- Haley Fenn, MS; Birmingham, Alabama
- Taishayla McKitt, MPH; Birmingham, Alabama

Learner Objectives

By the end of the session, learners will evaluate commonly held assumptions related to vulnerable populations
By the end of the session, learners will recognize personal bias related to vulnerable populations

72-QI. Oral Care to Decrease Non-Ventilator Associated Hospital-Acquired Pneumonia

- Susan Kill, MSN, RN, NEA-BC, CNRN; University of Alabama at Birmingham; Birmingham, Alabama
- Cheryl Goodwin, BSN, RN; University of Alabama at Birmingham Medical Center; Birmingham, Alabama
- Rebecca Miltner, PhD, RN, NEA-BC, FAAN; University of Alabama at Birmingham; Birmingham, Alabama
- Cathy Ward, Ph.D, RN, NEA-BC; University of Alabama at Birmingham; Birmingham, Alabama

Learner Objectives

Describe the most frequent cause of hospital-acquired pneumonia. Identify patients most likely to develop hospital-acquired pneumonia. Describe two components of the nursing intervention that will reduce the incidence of hospital-acquired pneumonia. Discuss the conceptual framework that supports the transition of evidence-based knowledge into sustained nursing practice.

73-R. Faculty Decisional Involvement Scale Development

- Nancy Ballard, PhD, RN, NEA-BC; Kennesaw State University; Kennesaw, Georgia
- Lynn Varagona, PhD, MBA, RN; Kennesaw State University; Kennesaw, Georgia
- Modupe Adewuyi, PhD, MSN/MPH, PHNA-BC, CHES; Kennesaw State University; Kennesaw, Georgia
- Margot "Lisa" Hedenstrom, PhD, RN, MBA, NEA-BC; Kennesaw State University; Kennesaw, Georgia

Learner Objectives

Identify two elements of the faculty decisional involvement scale. List two areas in which faculty usually participate regarding decisions at the department level.

76-R. PRACTICE ENVIRONMENT AND NURSING CARE DURING THE PANDEMIC IN THE AMAZON CONTEXT

- DANIELLE SARAIVA TUMA DOS REIS, Profa da Universidade Federal do Pará; Universidade Federal do Pará; Belém, Brazil
- MARA REGINA ROSA RIBEIRO, Profa da Universidade Federal do Mato Grosso; Universidade Federal do Mato Grosso; Cuiabá, Brazil
- Hadelândia Milon de Oliveira, Prof da Universidade Federal do Amazonas; Universidade Federal do Amazonas; Manaus, Brazil
- José Luis Guedes dos Santos, Professor da Universidade Federal de Santa Catarina; Universidade Federal de Santa Catarina; Florianópolis, Brazil
- Gabriela MARCELLINO DE MELO LANZONI, Professor da Universidade Federal de Santa Catarina; Universidade Federal de Santa Catarina, Brazil

Learner Objectives

To evaluate the perception of nurses about the environment of professional nursing practice generated during the provision of care to patients with Covid-19 residing in the Brazilian Amazon, using the Practice Environment Scale - PES instrument. To measure the care product through the APROCENF instrument, developed to classify the product generated at the end of the nursing work shift in hospitals in the Brazilian Amazon. To correlate the two instruments PES and APROCENF in the pandemic scenario of the Brazilian Amazon.

77-EBP. A Program Evaluation of the Atrium Health Mentoring Program for Women on the Road to Success (MPWRS)

- Patricia Mook, MSN, RN, NEA-BC, CAHIMS, FAONL; Advocate Health; Charlotte, South Carolina ,

Learner Objectives

understand how does the Mentoring Program for Women on the Road to Success improved individual leadership self-efficacy? Understand How the MPWRS program supports retention, promotion and goal attainment of Managers and Directors.

79-R. Patient Experience during the COVID-19 Pandemic

- Patricia Patrician, PhD, RN, FAAN; University of Alabama at Birmingham; Birmingham, Alabama
- Aoyjai P. Montgomery, PhD, BSN; University of Alabama at Birmingham; Birmingham, Alabama
- Allyson G. Hall, PhD, MBA, MHS; University of Alabama at Birmingham; Birmingham, Alabama
- Shea Polancich, PhD, RN, FAAN; University of Alabama at Birmingham; Birmingham, Alabama
- Rebecca (Suzie) Miltner, PhD, RN, FAAN; University of Alabama at Birmingham; Alabama, Alabama

Learner Objectives

Explain the why leaders should be concerned with tracking patient experience data. Discuss differences between patient experience ratings among patients with and without COVID-19 and state possible reasons for these differences.

82-EBP. Nursing is Not Multiple Choice

- Mithun Mahinda, CCRN, CMC; UCLA Health; Santa Monica, California ,

Learner Objectives

Increase retention rates of new staff (new hires and new graduates RNs) by conducting a needs assessment of key stakeholders such as nurse managers, preceptors, preceptees. Promote clinical advocacy by providing clinical resources and education that aims to bridge nursing school (Test-based mentality) to the bedside (clinical decision-making mentality). Support class instructors and preceptor development by providing

promoting teaching resources that are consistent in delivery and alignment of best practices of the organization.

83-R. Emergency Preparedness Competency and Training for Nurses: A Scoping Review.

- Teresa Dodd-Butera, PhD; RN/DABAT; Azusa Pacific University; Azusa, California
- Marissa Brash, DrPH, EdD, MPH, CPH; Azusa Pacific University; Azusa, California
- Nga Nguyen, MPH, MAiL; Arcadia, California

Learner Objectives

Define emergency preparedness competencies, based on professional and educational standards for professional nursing. Discuss strategies for developing emergency preparedness and training for future and current professional nurses. Identify the role of nursing leaders in advocating for equity in emergency preparedness through workforce development and preparation.

84-EBP. Assessing the Effectiveness of the University of Alabama Birmingham. STEMI Program: A Program Evaluation of Performance Measures and Outcomes for UAB STEMI Patients

- Sherri Wall, MSHA, BSN, RN, CNOR; UAB School of Nursing; Birmingham, Alabama

Learner Objectives

To evaluate the effectiveness of UAB STEMI program Determine if UAB STEMI Program meets industry standards for treatment of the STEMI patient Analyze data on patient outcomes for mortality rates and perfusion times