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## Spring 2019 College of Health Studies Research Symposium Abstracts

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**University of Louisiana Monroe**

**College of Health Sciences**

**Research Symposium**

**Abstracts**

**Spring 2019**

**Presenter(s):** Martha Goodman DNP, RN, Leah Hawsey MSN, RN

**Poster Title:** Perioperative Clinical Rotation – Responding to Community Partner Needs

**Abstract:** Maintaining good relationships with organizational leaders of existing clinical sites is the foundation to providing quality experiences for student nurses in preparation for graduation. Clinical site needs change over time and are influenced by a variety of factors to include demographics, particularly in anticipation of retiring Baby Boomers. Recently, leaders from two surgical hospitals expressed a significant need for nursing students to gain exposure to the different departments that fall within the perioperative service line. Based on this need, the ULM Kitty DeGree School of Nursing developed perioperative experiences embedded within a Semester 2 (e.g. Junior year) Medical-Surgical clinical rotation. All students spend at least one clinical day in each department; preop admissions, preop, OR, and PACU and one clinical day following a patient from preop to discharge. The pilot program is being closely monitored by the ULM School of Nursing and the surgical hospitals to ensure the highest level of clinical experiences are offered in keeping with the SON standards. Student assessments include their ability to clearly articulate a patient's diagnosis, procedure, medications, as well as their hemodynamic and oxygenation status. HESI and course exams will also be compared to previous semesters that did not include the perioperative pilot. There are plans to retain these rotations if found efficacious.

**Presenter(s):** Kim Whorton RDH, MDH Associate Professor, Jordan Anderson RDH, MDH Associate Professor

**Poster Title:** Transferring Teaching Strategies from the Classroom to Service-Learning Projects

**Abstract:** Purpose:

The purpose of this poster presentation is to examine and compare which teaching strategies used in class were actually transferred to the service-learning communities that students served during their practicum. The overall goal of the project was to expand the research about service learning as a teaching methodology. Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich learning experiences, teach civic responsibility and strengthen communities. What better course than Community Dental Health to create a case study for this concept?

**Abstract:**

Senior dental hygiene students enrolled in Community Dental Health were asked to participate in a case study. A literature review has been completed to determine the effectiveness of service-learning. This course takes place over a two semester time frame. During the fall, students are taught how to assess, plan, implement, and evaluate community programs. The students were taught these concepts using a variety of different teaching strategies in class. During the spring semester, the students must complete a practicum in which they assess, plan, implement and evaluate a community site of their choice. They are then able to use what they have learned in the classroom to solve real-life problems. Two objectives were to for the students to learn practical application of their studies while becoming active in providing community service. This process helps build character and teaches responsibility to the community. To evaluate which teaching strategies were used, students were asked to complete a questionnaire, a mid-term assessment report, and a final assessment report concerning which teaching strategies chosen. The final assessment report required subjective information and reflective responses concerning what the students felt were effective. The reports were then assessed for particular themes regarding which teaching strategies were used. In the student's final summative reports, the main themes were: to always have a plan B, learn how to adapt and be flexible in every situation and make sure that the information presented is age-appropriate. Some things in education do not change, but teaching and learning styles

can be as varied as the different landscapes. What makes the difference in a good service-learning experience for both the student and the patient is the ability of the presenter to recognize its audience's needs and adapt accordingly.

**Conclusion:**

Although the results of the case study did show transferred learning and application of teaching strategies in students' service-learning projects, more research could objectively measure through national board scores in community dental health whether or not students' understanding of the concepts improved through the use of alternative teaching strategies taught in the classroom.

**Presenter(s):** Olukemi Kuku, MSNE, RN

**Poster Title:** Attitude adjustment: a psychosocial approach to role transition challenges facing new graduate nurses.

**Abstract:** Abstract

**PROJECT TOPIC:** Attitude adjustment: a psychosocial approach to role transition challenges facing new graduate nurses.

**Purpose:** To address the transition shock that new graduate nurses (NGN) experience as they join the workforce and improve nurse retention in this geographical location. The aim of this study is to motivate faculty to develop skills in the affective domain for the NGN in preparation for role transition to practice.

**Project rationale:** Early professionalization facilitates psychosocial development congruent to knowledge and skill acquisition.

**Method:** Integrative review was in three parts – a literature review included seminal studies from 1957 – 1974 and current literature till 2017; oral interviews with NGNs six months to one year post -graduation, nursing education staff at healthcare organizations, and nursing faculty; evaluation of NGN orientation and preceptorship programs and organizational expectations.

**Strategy:**

A unit of instruction was taught at a traditional institution to first year nursing students. QSEN values + Professionalism were incorporated into lecture, laboratory skills, and clinical components.

**Rationale for strategy:** Reinforcement of details promotes retention and reduces anxiety. Lecture, laboratory skills, and clinicals presented opportunities for role modelling and reflections.

**Outcomes and conclusions:**

NA – work in progress.

**Implications of outcomes:**

NA – work in progress.

**Learner objectives:**

1. Transition shock for NGN can be reduced by actively promoting role identity on immediately entering professional nursing program.
2. Transition shock for NGN will be reduced through academic partnership with organizational entities.
3. Transition shock for NGN will be reduced through clinical immersion experience.

**Presenter(s):** Paula Griswold, PhD, MT(ASCP), Stacy Starks, PhD

**Poster Title:** Student Engagement and Learning Through Cocurricular Activities

**Abstract:** This work focuses on cocurricular activities that promote student engagement and learning in an undergraduate Health Studies program. The purpose of this presentation is to provide information to other educators on methods used to design these activities and how they connect coursework with real life experiences. Employing these learning activities further educates students on team building, social interaction, and service to community. Procedures used in the development of a student organization, determination of specific projects, and building of community partnerships will be discussed. The presenters will conclude with the impact of these activities on student learning, the university, and the community.

**Presenter(s):** Patti Calk, OTD, M.Ed., LOTR (co-presenter), Carolyn Murphy, OTD, MA, LOTR (co-presenter)

**Poster Title:** Creating Evidence-Based Practitioners: Bridging the Gap Between the Classroom and Clinic

**Abstract:** Occupational therapy (OT) academia is responsible for educating students about evidence-based practice (EBP). Unfortunately, students rarely see the connection between academic assignments related to research and application in clinical practice. Academicians need to explore instructional methods to help students bridge the gap between the classroom and clinic when it comes to applying these skills. Teaching strategies and methods that incorporate what students perceive as being clinically relevant promote learning and utilization of evidence into practice (Stube & Jedlicka, 2007). Traditional OT didactic curricula often fail to pique students' interest; therefore, academicians must explore other pedagogical methods to foster students' interest and adoption of EBP into clinical practice. The purpose of this poster is to describe the instructional methods used in teaching OT students how to apply EBP in level I fieldwork experiences. The authors will also describe how to incorporate EBP into problem-based learning that allows students to develop interventions that are supported by the best available evidence. This will enable students to translate their knowledge regarding EBP to clinical application through active learning experiences with guidance and mentorship from their instructors.

**Presenter(s):** Sandy K Bailey

**Poster Title:** Faculty Incivility in Nursing Education: Impact of an Educational Intervention on Faculty-to-Faculty Incivility Survey Scores

**Abstract:** Faculty Incivility in Nursing Education: Impact of an Educational Intervention on Faculty-to-Faculty Incivility Survey Scores

Faculty to faculty incivility within nursing education is a growing problem. Incivility amongst nursing faculty has the potential to effect other nursing faculty, nursing students, the school of nursing, and increase the risk of harm to patients in the clinical setting. A common recommendation for addressing faculty-to-faculty incivility is an educational offering about civility, incivility and methods to address incivility. Ideally, education programs about incivility can decrease levels of incivility in nursing education thereby increasing the amount of civility within the organization. The purpose of the capstone project is to measure the impact of an educational intervention on nursing faculty's perception of faculty-to faculty incivility within a school of nursing utilizing the Faculty-to-Faculty Incivility Survey (F-FI). The capstone project design was a quantitative quasi-experimental, one group, pretest – posttest design

using a convenience sample. The capstone project hypothesized an educational offering would have an impact on the faculty's perception of faculty to faculty incivility in a school of nursing. Wilcoxon Rank Sums test was used to analyze the data and supported the null hypothesis. The null hypothesis stated there would be no statistical significant difference between the pre-educational and post-educational scores on the F-FI. The results of the capstone project support the need for multiple interventions to address faculty to faculty incivility in nursing education. Keywords: incivility, academia, Faculty-to-Faculty Incivility Scale, faculty-to-faculty incivility, nursing

**Presenter(s):** Cheryl A. Hummel, MSN, APRN, FNP

**Poster Title:** The Intersection of Benner's Novice to Expert And Vygotsky's Zone of Proximal Development

**Abstract:** Schools of Nursing must develop students' cognitive, psychomotor, and affective competencies over time, grounded in the most appropriate pedagogy. Senior nursing students are strategically challenged in pre and post conferences by providing visual cues and redundancies about medication, clinical signs and symptoms, and pathophysiology that progresses in complexity over the eight-week clinical rotation. Students should be challenged incrementally, yet strategically, as they learn.

Patricia Benner's "Novice to Expert" is a theory familiar to nursing. Lev Vygotsky, a Russian psychologist, introduced the concept of the Zone of Proximal Development (ZPD). ZPD is, "the difference between what a learner can do without help and what he or she cannot do (without help)."2 The Benner Model explains how nurses advance in knowledge, skills, and attitudes and move from novice to expert over time. The ZPD model explains how students increase their cognitive abilities and accomplish tasks framed by what they cannot do without help to what they can do alone. The intersection of these two models conveys a larger framework of professional development. The implications for didactic, clinical experience, and test taking acumen will be explored with examples of each.

**Presenter(s):** Katie Daigle, MSN

**Poster Title:** Character Counts

**Abstract:** Character counts. Florence Nightingale said, "Give me character, and I will make you a nurse." Nurse educators have an opportunity to influence character. When nursing students complete their degree program, their character will affect how they interact with patients and what type of employee and co-worker they become. The purpose of this educational intervention was to build character in nursing students and reinforce their positive attributes. Leading by example, using real opportunities in the clinical or classroom setting, and discussion in clinical conference time were methods used to teach character. Positive character qualities were reinforced at the time of end rotation clinical evaluations, one-on-one with the clinical instructor. After completing the regular clinical evaluation with the student, the instructor provided a written copy and verbalized three positive character qualities recognized in that student. The student response to the affirmation of character qualities was overwhelmingly positive and supports the continued implementation of the intervention.

**Presenter(s):** Victoria Miller, PharmD, BCPS

**Poster Title:** Precipitating Factors for Heart Failure Exacerbations at a Teaching Hospital

**Abstract:** Background:

The primary objective of this study is to determine the most common precipitating factors for heart failure (HF) exacerbations requiring admission at a teaching hospital in patients with reduced or preserved ejection fraction. Secondary objectives include determining the percentage of patients presenting with HF exacerbations who are also enrolled in the HF clinic and assessing the length of stay for HF exacerbation admissions per precipitating factor.

**Methods:**

This is a single-center, retrospective chart review of patients admitted to a teaching hospital from July 1, 2017 to July 1, 2018 with an admission diagnosis of HF exacerbation. Patients were included if they were between 18-89 years of age and were excluded if pregnant or a prisoner. The primary and secondary objectives were analyzed using descriptive statistics. This study was approved by the Institutional Review Board.

**Results:**

A total of 188 charts were reviewed with 100 charts meeting criteria. The most common precipitating factor for HF exacerbation admissions was medication non-compliance (n=29). The average length of stay for a HF exacerbation admission due to medication non-compliance was approximately five days. A total of 29 patients were enrolled in the HF clinic at the time of admission but only 16 patients had attended a HF clinic appointment.

**Conclusion:**

Data from this study will be used to guide education directives in the HF clinic and the inpatient setting. Pharmacy personnel in the HF clinic will provide additional educational opportunities, such as brown bag events and follow-up phone calls to help improve medication compliance.

**Presenter(s):** Anthony L. Walker, PharmD, Clinical Assistant Professor, Stacy Starks, PhD, Assistant Professor

**Poster Title:** Assessing student pharmacists' perceptions of prescription adjudications in a pharmacy practice lab.

**Abstract:** Objective:

To assess student pharmacists' knowledge of prescription adjudications in a pharmacy practice lab setting.

**Method:**

Eighty-four student pharmacists enrolled in PHRD4049 lab course completed two prescription adjudication labs two weeks apart. Five Core Entrustable Professional Activity (EPA) Domains for New Pharmacy Graduates were incorporated throughout each laboratory exercise. A voluntary, post-prescription adjudication survey was administered after each lab. This study received IRB approval.

**Results:**

The survey response rates were 98% (n=82) and 87% (n=73), respectively. While approximately 57% of students worked in a community pharmacy at the time of this activity, only 37% indicated previous exposure to insurance and/or prescription adjudication, and of those, half were not confident taking care of insurance issues. After the second lab, 84% were confident. Students' perceived inability to complete a new insurance entry decreased from 34% to 11%, and their anxiety levels about prescription adjudication also decreased from 20% to 10% after completion of the second lab. Completion of the two prescription adjudication labs exposed each student to planned activities within Core EPA Domains 1-5.

**Implications:**

Introducing prescription adjudication and insurance in a pharmacy practice lab setting have a positive impact on students' confidence in solving prescription adjudication issues; Embedding Core EPA

Domains into pharmacy practice lab exercises assist in educating future pharmacy graduates. Further studies may be warranted due to a small sample size.

**Presenter(s):** Susan R. Lacey, PhD, RN, FAAN

**Poster Title:** What's Your Story?

**Abstract:** Approximately 67 million or one-third Americans 18 years or older have high blood pressure resulted in an estimated economic burden of be \$46 billion, for the cost of treatment and loss of productivity from missed work days. Tragically, these statistics serve as reference points for the 46 million Americans living in rural communities. This project has one overarching goal: to harness the power of digital storytelling with partners in rural Louisiana to reduce the burden of chronic disease (i.e., hypertension), laying the groundwork for future collaborations and sustainability.

What's Your Story is a 16-month long health education program delivered at the Senior Centers for residents in seven rural parishes in northeast Louisiana. A growing body of literature finds Digital Storytelling to be an innovative and efficacious way to improve healthcare outcomes for those diagnosed with chronic disease, as it eliminates the barriers of time and space. Here, participants will be videotaped telling stories about learning to live with hypertension. Using this method as the primary educational strategy, participants will be videotaped telling their story about learning to live with hypertension. These videos will be shared with individuals seeking strategies to control their hypertension.

The program goals are to provide sustainable healthcare alternatives to citizens in the Louisiana Delta by decreasing 1) unplanned healthcare encounters, 2) missed workdays for family members, and 3) reduce negative economic burdens.

**Presenter(s):** Susan R. Lacey, PhD, RN, FAAN, Ashley Krebs, PhD, RN, CHSE

**Poster Title:** Simulation Based Learning: The Imperative of Prebriefing

**Abstract:** Developing and implementing effective teaching methods require careful planning and time-intensive implementation by nursing faculty and their leadership. This is especially true when introducing new strategies. Simulation-based learning (SBL) is one such strategy. SBL is an evidence-based approach that enhances student learning and promotes knowledge retention necessary to provide safe care for patients. One critical component of the overall success of SBL is establishing sound prebriefing principles. Prebriefing is the term used for the preparation component of SBL and occurs prior to students beginning in the simulated experience. Although the literature is replete with articles on debriefing, that which occurs after students complete the simulated experience, there is a dearth of literature on prebriefing. In 2014, SBL experts conducted a Delphi study to reach consensus related to prebriefing. The findings suggested there should be three phases of prebriefing: 1) planning, 2) briefing, and 3) facilitation. This poster describes these three phases in detail and with recommendations for academic leaders for managing this implementation.

**Presenter(s):** Dr Rhonda Hensley, Dr Caroline Carpenter & Ashley Wiltcher

**Poster Title:** Training Family Members as Diabetic Health Coaches

**Abstract:** ULM School of Nursing and LSUHSC Family medicine residents collaborated to share the Sanford University Youth Diabetes Coaches Program with an at-risk high school population. A group of high school students attended an 8 week program in their school, preparing them to be effective health coaches for their family members who were diagnosed as diabetics. The structured educational program focused on disease information, diet planning, prevention of complications and training in how to be an effective health coach for their family member. Pre and post tests data were gathered following the Sanford University guidelines. This poster presentation will share findings from the data and the experiences of this effort

**Presenter(s):** Alexis E. Horace, Pharm.D., BCACP, Dr. Roxie Stewart, Pharm.D., Mr. Craig Lavespere

**Poster Title:** Student lead interprofessional activities: An example using collaboration between Student National Pharmaceutical Association, Student Nursing Association, and the National Kidney Foundation.

**Abstract:** Purpose:

Interprofessional education (IPE) is defined as “when two or more professions learn about, from, and with each other to enable effective collaboration and improve health-outcomes.” Opportunities for students to engage in IPE outside of the professional curriculum play a vital role. The purpose of this project is to describe the implementation of an IPE event hosted by the Student National Pharmaceutical Association (SNPhA) and the Student Nursing Association (SNA) in collaboration with the National Kidney Foundation (NKF) Louisiana.

Methods:

Advertising consisted of local news interviews, paper and social media flyers, and emails. The event was student led and staffed with guidance and assistance provided by ULM professional faculty and NKFL representatives. Students of both organizations were recruited through sign up sheets and were assigned to stations to provide maximal interprofessional experience. Blood draw and testing was conducted on site by a NKFL-affiliated lab, and registration, vital measurement, urinalysis, and final instruction were provided by students with training and observation from professional staff and NKFL representatives.

Results:

The student-hosted IPE event took place September 29th, 2018 at the ULM College of Pharmacy. A total of 16 student pharmacists and 16 nursing students participated in the experience. This event screened 86 people from the community for kidney disease, including other health measures such as hypertension and diabetes.

Conclusion:

This student hosted IPE event successfully provided kidney screenings to the Monroe community. In the future, we plan to better assess the student’s IPE experience as well as better define roles.

**Presenter(s):** Candace Gandy

**Poster Title:** Applying the Theory of Publics to senior nursing student curriculum to assist with transition into practice and nurse retention

**Abstract:** Nursing students develop cognitive, affective, and psychomotor competencies of increasing complexity within the professional nursing courses. The Quality and Safety Education for Nurses competencies of knowledge, skills, and attitudes is taught in the didactic and clinical experience. These competencies equip nurses to enter the nursing profession as generalist nurses. But is this enough. Human creativity equips an individual to cope with everyday problems and situations. The nursing profession is inundated with stressful situations, problems, and the need to problem solve. Equipped with nursing knowledge and limited skills to solve problems, newly graduate nurses enter a profession that requires a repertoire of problem solving skills. The theory of problem solving is derived from the situational theory of publics. The Theory of Publics combined Dewey and Blummer. "According to Dewey and Blumer, publics are critical components of the democratic process that recognize problems that affect them and organize and act similarly to resolve those problems". Gaining insight into stress management, problem solving, and decision making will equip a graduate nurse to enter the profession prepared to face the everyday stress, problems and decisions. The question is, will skills in stress management, problem solving, and decision making be enough to equip a newly graduate nurse to stay in the profession for more than five years. This abstract will describe how implementing education on stress management, problem solving skill, and decision making skills will prepare a newly graduate nurse for the profession of nursing, with the intent of retention greater than five years.

**Presenter(s):** Emily Mike, OTD, LOTR, Donna Eichhorn, M.Ed, LOTR

**Poster Title:** Effects of Activity-Based Interventions and Parent Involvement on Social Interaction Skills in Children With Autism Spectrum Disorder

**Abstract:** The study identified parents' perspectives on the effects of activity-based interventions and parent involvement on social interaction skills in children with autism. The qualitative and quantitative data indicate that parents perceive improvement in the social behaviors of their children following activity-based group sessions in which the parents are actively involved. The study supports the value of activity-based intervention and the impact of the social environment on occupational performance.

**Presenter(s):** Karen Arrant, PhD, RN

**Poster Title:** The Effect of a Yoga Intervention on Sleep and Stress

**Abstract:** The purpose of this research was to examine the effect of a yoga intervention aimed at increasing sleep duration, quality, depth, and restoration, while decreasing stress, including anxiety and depression in postmenopausal (PM) women. Sleep disturbance and stress in this population pose physical, mental, and emotional health hazards.

This was a randomized, pre-test post-test, experimental, prospective study with a yoga intervention for the treatment group and a health educational offering for the attention control group. Participants completed three PROMIS tools (for sleep disturbance, anxiety, depression) and collected saliva samples before and after the eight-week yogic intervention or the health education offering. Biomarker measurements were salivary alpha-amylase for sleep and salivary cortisol for stress.

Thirty-one PM women completed the study; thirteen were in the control group and eighteen in the intervention group. Raw data reports a 20% improvement in sleep, with a 10% reduction in stress. The

yogic intervention had a strong effect on hours of sleep as revealed by Pearson's correlation coefficients. There was also a moderate correlation in change in depression and PROMIS pre-intervention depression scores. Hours of sleep pre-intervention were statistically significant with  $p < 0.0001$ . There was a statistically significant effect between hours of sleep and retired status with  $p = 0.0356$ , hours of sleep and household status with  $p = 0.0328$ , and group type with  $p = 0.0266$ . The yoga group had improved sleep in comparison with the control group. However, Bonferroni post hoc t-tests for change in hours of sleep did not reveal significance.

**Presenter(s):** Ebony Watson, MSN, RN

**Poster Title:** Sexual Knowledge and Behaviors in Adolescents

**Abstract:**

More and more young adults are engaging in premarital sexual activity. As a result, the numbers of unplanned pregnancies and sexually transmitted diseases (STDs) among young adults have increased markedly. Adolescence is a period of sexual experimentation. Adolescents show the highest age-specific rates for a variety of STDs such as syphilis, human papilloma virus, gonorrhea, and chlamydia. It is an issue that consistently captures the attention of our communities.

Healthy People 2010, the national health objectives set out by the Department of Health and Human Services, recommend that sexually active adolescents use both condoms and hormonal contraceptives to prevent pregnancy and sexually transmitted diseases. Sexual freedom, changing roles of women, changes in the institutions of marriage and the family, decreased social control by religious institutions, and an increased emphasis on sexuality on the part of the media are factors that lead to increased incidence of STDs.

Comprehensive sex education programs have been shown to be effective at reducing teen pregnancy, delaying sexual activity, and increasing consistent contraceptive use. This study used a descriptive, exploratory research approach. Comparison of data on the general sexuality knowledge of at risk youth received from males and females were assessed. Many prevention efforts have emphasized the dangers drugs and unprotected sex post for the youth, but despite the clear message, many young people still take the risk. An inclusive method to educating adolescents about sexuality may promote decisions to abstain from sexual activity that feel rewarding, and decisions to engage in sexual activity that are based on maturity and perceived readiness.

**Presenter(s):** Susan R. Lacey, PhD, RN, FAAN, Paula Griswold, PhD

**Poster Title:** Screening for Life

**Abstract:** The purpose of this poster is to describe a newly funding project scheduled to begin in August of 2019. Louisiana has some of the worst health outcomes and health factors in the United States. This is particularly true for northeastern Louisiana parishes. Health outcomes reflect length of life and quality of life, while health factors reflect health behaviors, clinical care, social and economic factors, and physical environment. This 3-year, interdisciplinary project seeks to improve outcomes and reduce risk factors in 8 parishes; Union, Morehouse, East Carroll, West Carroll, Madison, Bienville, Richland, and Tensas. It is funded by the Blue Cross Blue Shield Foundation of Louisiana. Rankings of the northeastern parishes targeted for this project are, by any measure, staggeringly high, which equates to poorer outcomes and factors. As a point of reference, Louisiana has 64 parishes. For example, East Carroll Parish ranks 64th of 64 parishes in terms of outcomes and factors; the worst in Louisiana.

There are 3 goals for this project.

- 1) Provide comprehensive health screening and education to the Louisianans of the 8 parish service area.
- 2) Refer those with identified risks to the closest Federally Qualified Health Centers or local provider.
- 3) Train a group of Community Health Workers (CHWs) in each parish to help sustain the screenings after the funding period.

This interdisciplinary project includes faculty and students from the following schools and departments within the College of Health Sciences:

Nursing, Occupational Therapy, Medical Laboratory Science, Pharmacy, and Health Studies.

**Presenter(s):** Connie Lewis, Phd, RN

**Poster Title:** Prepare to Protect

**Abstract:** Pregnancy is a period of anticipation and preparation. Preparation now includes mothers-to-be awareness of the Centers for Disease Control (CDC) guidelines regarding recommended immunizations for expecting mothers, immediate family, and care providers. The CDC recommends that expecting mothers receive the Tdap vaccination by week 36th of the pregnancy, which protects against diphtheria, tetanus, and pertussis (whooping cough). Prior to birth, the initial protection begins with the transplacental transfer of antibodies. For the newborn, this provides short-term protection against pertussis and the serious respiratory complications that can occur if contracted. Pertussis is a contagious bacterial disease that is characterized by a convulsive cough and confirmed through laboratory findings. Pertussis is very contagious; therefore, it is also recommended that others likely to have contact with the infant (father, grandparents and child care providers), receive the Tdap vaccination in order to provide additional protection. By following this recommendation, a “cocoon” of protection is provided for the infant during those first few months. Awareness of, and compliance with, this recommendation provides protection for the infant until the infant receives vaccinations at the recommended time. By adhering to CDC recommendations, parents are enabled to “Prepare to Protect” infants during this vulnerable period.

**Presenter(s):** Roxie Stewart, Pharm D, Emily Mike, OTD, LOTR; Kathy Kennedy, DNP, APRN, CNM-BC; Patti Calk, OTD, M.Ed., LOTR

**Poster Title:** Evaluation of an Innovative Interprofessional Education (IPE) Activity

**Abstract:** Purpose and Background:

Interprofessional Education (IPE) and Interprofessional Collaborative Practice (ICP) are included in accreditation standards for many health care professional programs. These programs share four core competencies: roles/responsibilities; values/ethics; interprofessional communication; teams/teamwork. Landry and Erwin (2015) recognized that the success of healthcare delivery teams is directly influenced by effective communication, collaboration, and conflict resolution. They found that individuals tend to exhibit more loyalty to their practice discipline than to the team, which can negatively impact processes. Literature suggests that skill development is lacking among healthcare team members to enhance communication, cooperation, and conflict resolution (Landry & Erwin, 2015). It is the aim of this study to utilize controlled conflict and team-building experiences to improve these skills in students in health-related disciplines to effect team effectiveness.

Description of Innovative Practice: Interdisciplinary student groups enrolled in Spring 2019 IPE-II were introduced to TeamSTEPPS(R) communication tools, and to Interdisciplinary Plan of Care (IDPOC) by traditional teaching methods (PowerPoint; video; small and large group discussion; practice opportunities). Students were then asked to complete an IDPOC based on a written patient case. One

member from each team was pre-identified by faculty to serve as an “embedded mole” tasked with inducing conflict within the team. Moles were given instructions before the event began, and were asked to remain anonymous until they were to be revealed during debriefing. The purpose of the moles was to give teams an opportunity to utilize conflict resolution tools.

Results: Statistical analyses of data is in progress.

Conclusion: Data is anticipated to demonstrate improved confidence in utilization of conflict resolution strategies

**Presenter(s):** Caroline Carpenter, DNP, APRN, FNP-C, Assistant Professor

**Poster Title:** A Patient-Centered Right Care Approach to Sudden Infant Death Syndrome in a Rural Family Clinic

**Abstract:** Background: Nationally, sudden infant death syndrome (SIDS) is the leading cause of death among babies between 1 to 12 months of age, and many of these deaths are a result of sleep-related accidental suffocation while the infant is in an unsafe sleeping environment.

Local Problem: Baseline data obtained from a chart audit at the Rayville Family Clinic showed that only 80% of parents were placing their infants on their backs for sleep, and there was no standardization among providers on teaching safe sleep practices. The aim of this project was to implement right care for SIDS at newborn wellness visits 80% of the time within 90 days.

Methods: Quality improvement was used with four plan-do-study-act cycles that included tests of change related to screening, intervention, referral to treatment and team engagement. Data were analyzed using run charts to evaluate the impact of the interventions on outcomes.

Interventions: A safe sleep checklist was the screening tool, and a patient shared decision making tool was utilized for patient engagement. The clinic implemented a follow-up phone log for referral to treat, and weekly team huddles for team engagement.

Results: The checklist and shared decision making tool improved parent knowledge about SIDS. By the end of the intervention, there was 100% compliance with use of both tools and referral to treat log.

Conclusions: Provider and staff education was significant to the success of this project. Newborns ages 0-12 months were properly screened for SIDS risk. The project can be replicated in other clinic settings.

**Presenter(s):** Debra Craighead PhD, RN, CNL

**Poster Title:** Teach, Stay, Learn: Service Learning Through Educating Nursing Students in India

**Abstract:** In order to build global nurse capacity and meet the Sustainable Development Goals, nurses must learn from and interact with health care providers from around the globe. By relating a service learning experience in India, nurses will be challenges to seek out and engage in global nursing service. The overall project goal is to increase interest in performing service learning projects globally.

By the end of the presentation, the learner will:

1. Understand service learning as a means to engage in global health nursing.
2. Evaluate the ethical challenges that international service learning involves.
3. Assess preparedness for an international service learning experience.
4. Explore opportunities for engagement in international service learning projects.

**Presenter(s):** Pratik Basnet, Isabel Chauvin, Tithi Roy, Sergette Banang Mbeumi, Siva Murru,\* Jean Christopher Chamcheu\*

**Poster Title:** Synthesis and Biological Evaluation of Chalcones and Flavanols : In Vitro Cytotoxicity Studies on Non-melanoma (A431) Cancer Cell Line

**Abstract:** Chalcones are aromatic ketones, consist of a three carbon  $\alpha$ ,  $\beta$ -unsaturated carbonyl system. They play important roles in biosynthesis of flavanols and isoflavonoids. Flavanols are naturally occurring polyphenolic compounds with high bioavailability. Flavanols, produced ubiquitously in the plant kingdom, protect organisms from damage caused by UV exposure and reactive oxygen species (ROS). Flavanols derivatives exhibits anti-inflammatory and anti-proliferative activities which can be useful in treatment of cancerous cell. However, the moderate potency and poor pharmacokinetic profiles of these flavonols have hindered their further advancement as chemotherapeutic agents probably due to poor bioavailability due to it's polyphenolic functionality. This highlights the purpose of our current research: synthesis of chalcones and Flavanols derivatives by using appropriate reagents and to test their anticancer activity on non-melanoma (A431) cell line. We will present the synthesis, characterization and biological screening results of the synthesized compounds.