University of Washington Bothell

School of Nursing and Health Studies
Master of Nursing Symposium
Spring 2023

www.uwb.edu/mn/symposium

Thursday of June 8th, 2023

The Master of Nursing program at the University of Washington Bothell prepares nurses for advanced leadership roles in health care practice, education, administration, community, and research settings. As a School, we are committed to supporting and improving the health of diverse communities through excellence and innovation in education, scholarship, leadership, and service.
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<td>3:40-4:00</td>
<td>Morgan Sidles, Dan Bustillos</td>
<td>Developing Curriculum for a Pediatric Nurse Residency Program</td>
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<td>4:00-4:20</td>
<td>Gillian Guinn, Jody Early</td>
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**Presenter: Misha Severson**
**Scholarly Committee: Dr. Meghan Eagan-Torkko and Dr. Chiyoun Lee**
**Time: 8:40 am - 9:00 am**

*A Reflexive Approach to the Implementation of *T*Ꮷ* WI *LәlәjәәәәE (TeamBirth) at Cherokee Nation*

American Indian and Alaska Native people are in disproportionate danger of preventable injuries and death during pregnancy, birth, and beyond. A reflexive methodology was utilized to shape the implementation of TeamBirth at Cherokee Nation, prioritizing trauma-informed listening. The words of the community shaped educational plans and resources. Scenario trainings identified strengths while acknowledging the traumas that necessitate resilience. Community involvement by the Cherokee language matriarchs was an incredible moment of re-indigenization. Advanced nurses have a responsibility to approach all projects, policies, research, and leadership with a careful, trauma-informed approach, because all space is Indigenous space.

**Presenter: Bernedette Haskins**
**Scholarly Committee: Dr. Jamie Shirley and Dr. Grace Lasker**
**Time: 9:00 am - 9:20 am**

*In Situ Code Blue Simulations to Develop Collaborative Practices*

In hospital cardiac arrest requires individuals to have knowledge and skills to respond quickly and efficiently as a team to save lives. Implementation of an in-situ code blue simulation program created opportunities for staff to practice skills and develop necessary competencies for basic and advanced life support with the interprofessional team. Operationalizing this project has improved my ability to develop educational programs, facilitate learning and assist in instituting change.

**Presenter: Amy Lynn**
**Scholarly Committee: Dr. Jamie Shirley and Dr. Grace Lasker**
**Time: 9:20-9:40 am**

*Mindfulness and Self-care in a Pre-licensure Nursing Program*

Nurses are regularly exposed to emotional and physical trauma, high levels of stress, and compassion fatigue in the workplace. The AACN has recently (August 2020) challenged nursing schools to incorporate wellness and resilience curriculum along with mental health screenings and support for nursing students. Over the course of two quarters, I created and implemented a self-care and mindfulness curriculum at Everett Community College to promote the physical, emotional, and mental well-being of nursing students. Survey results and mid-quarter feedback verified a need for this content and often a request for it to be included earlier in the nursing program.
Presenter: Shanell Brown  
Scholarly Committee: Dr. Daniel Cavanaugh and Dr. Meghan Eagen-Torkko  
Time: 9:40 am – 10:00 am  

*The Path to Reproductive Justice Through Curriculum Development*  
Systemic racism has been identified as a significant factor in the U.S maternal mortality crisis. I have partnered with the University of Washington’s Manning Price Spratlen Center for Anti-Racism & Equity in Nursing to address this problem: creating a Reproductive Justice Curriculum UW for nursing students. My involvement in this work included developing potential module content for the introductory course Foundations of Reproductive Justice. My expertise in Public Health and newly acquired skills from the MN program allowed me to assist in an innovative curriculum that promotes Reproductive Justice and aligns with American Organization for Nursing Leadership’s public health competencies.

Presenter: Carmen Caffey  
Scholarly Committee: Dr. Shari Dworkin and Dr. Meghan Eagen Torkko  
Time: 10:00 am-10:20 am  

*Identifying Diverse Nursing Student Needs: An Exploratory Analysis of Exam Performance and Perceived Success Factors*  
Administrators at the Lake Washington Institute of Technology seek to understand whether English language learners disproportionately struggle with the Nursing Certification and Licensure Exam (NCLEX) and if so, what to do about this problem. This quality improvement project draws on quantitative analysis of exam data and a literature review to explore patterns in student success on NCLEX. Second, it utilizes qualitative input from Washington nursing school administrators and the literature to identify regional themes in student NCLEX performance and potential interventions. I synthesize the findings into a multi-level analysis with recommended next steps for nurse leaders.

Presenter: Oruene Jack  
Scholarly Committee: Dr. Jason Daniel Ulloa and Dr. Meghan Eagen-Torkko  
Time: 10:40 am – 11:00 am  

*Addressing Hypertension Disparities in African Americans: Developing a Dietary Educational Document for Patients and Clinic Nurses*  
African Americans, compared to other racial groups in the United States, have the highest rates of hypertension and hypertension related diseases. Patients at HealthPoint Bothell expressed areas of concerns with managing their blood pressures when it came to diet. Based on information that was obtained from the patients, an educational document was developed following the DASH diet (Dietary Approaches to Stop Hypertension). To improve patient knowledge about dietary factors, a three-page education tool for nurses to use during patient teaching was created to help reinforce dietary choices.
Presenter: Christine Roddy  
Scholarly Committee: Dr. Meghan Eagen-Torkko and Dr. Dan Bustillos  
Time: 11:00 am - 11:20 am  
*Postpartum Simulation with Implementation of Relaxation Techniques to Reduce Stress and Improve Learning Outcomes and Student Experience*  
Nursing is one of the most demanding degrees and professions. Burnout needs to be prevented to maintain a workforce of healthy nurses to care for the community. Developing emotional regulation skills during nursing school can help students build resilience, improve learning outcomes, and prevent future burnout. This project implemented relaxation techniques for students during their postpartum hemorrhage simulation to reduce their stress and anxiety to improve their ability to learn. Project results showed that simple relaxation techniques can be built within nursing school curriculum and have a positive effect on student confidence, satisfaction, and stress reduction.

Presenter: Taylor Smith  
Scholarly Committee: Dr. Nora Kenworthy and Dr. Mabel Ezeonwu  
Time: 11:20 am - 11:40 am  
*Active Teaching Strategies for Next Generation Nursing Education*  
The field of nursing faces challenges in the complexity of patients seen today, which differs considerably from the past. Advancements in nursing practice have helped to identify gaps in nursing student preparedness as they transition from the academic setting to the clinical environment. My capstone project focused on identifying, implementing, and analyzing active learning strategies in nursing education for medical surgical students at Lake Washington Institute of Technology (LWIT), with the goal of encouraging student comprehension and enhancing preparedness for the next generation National Council Licensure Exam (NCLEX). My project addresses the need for evidence-based pedagogical strategies such as case studies, collaborative testing, and flipped classroom to address rapidly evolving needs in nursing education. An evaluation of these approaches at LWIT showed that active teaching strategies had a positive impact on student learning.

Presenter: Jim Vaughan  
Scholarly Committee: Dr. Linda Eaton and Dr. Jody Early  
Time: 11:40 am – 12:00 pm  
*Implicit Bias in Nursing: A Mindful Approach*  
Implicit bias, or subconscious prejudice, is a human trait that is part of the brain’s survival mechanisms. Unconscious bias allows humans to immediately ascertain possible threats, but when not consciously addressed can alter human interactions. Being a universal human trait, implicit bias intersects with nursing practice and ultimately contributes to structural inequalities found in healthcare. Mindfulness meditation holds promise for helping nurses reduce the impact of their own subconscious biases by fostering objective self-awareness in the practitioner. Mindfulness meditation also reduces bias by its long-term physical effects on the brain. This capstone project raised awareness of implicit bias and its effects in 30 RN to BSN students. The material was presented over a one hour zoom class. The students were taught about bias and its effects using lecture, PowerPoint and discussion. Finally, mindful breathing techniques and a simple mindfulness meditation tool were taught to the students.
Presenter: Kayla Sytsma  
Scholarly Committee: Dr. Sunita Iyer and Dr. Linda Eaton  
Time: 1:00 pm – 1:20 pm  
**Acuity-Based Tools for Nurse-Patient Assignments and Evaluation of Implementation Methods**  
Creating the nurse-patient assignment for each shift can be a challenging process, and studies have shown that assigning patients based on level of acuity can improve patient outcomes and increase nurse satisfaction. I had the opportunity to work with the manager and nurses of the Neuro/Epilepsy unit at Swedish Cherry Hill Campus in Seattle to create and implement an acuity-based assignment tool for their charge nurses to better allocate patients based on their individual needs and each nurse’s skill level. This project was already underway at the start of my fieldwork experience, so I was then posed with the task of implementing the new tool and gaining nurse buy-in and feedback, which proved to be very challenging. New methods had to be found to help increase nurse buy-in and ultimately integrate the acuity tool into daily practice on this unit. Unfortunately, our fieldwork term ended before these methods could be implemented into practice at Swedish, but the experience of running into problems and overcoming them with evidence-based approaches was very rewarding and educational.

Presenter: Summer Hopkins  
Scholarly Committee: Dr. Robin Fleming and Dr. Sunita Iyer  
Time: 1:20 pm-1:40 pm  
**Fostering Social Justice in the Obstetric Nurse**  
Nurses working at the bedside in an in-patient labor and delivery unit are often not provided with the tools they need to address inequitable healthcare outcomes, or ways to engage in social justice issues with their patient. I developed a 90-minute workshop to provide education to bedside nurses, as well as facilitate group discussion around topics such as power dynamics, implicit bias, and the ways our nursing Code of Ethics calls us to action. Nurses who participated in the workshop expressed a deeper understanding and appreciation of these topics and their intent to increase advocacy and allyship to address inequitable healthcare outcomes for birthing people and their infants.

Presenter: Mathew Healy  
Scholarly Committee: Dr. Chris Wade and Dr. Linda Eaton  
Time: 1:40 pm - 2:00 pm  
**Resource List Development for the Benefit of Indigent Individuals of King County and Beyond**  
When an individual expresses a need for help it is often difficult or time-prohibitive to find them what they need in the moment. We will review the process used to develop and deploy a resource list for low-resource and indigent individuals served by the Inside Health Institute, a local Mental Health non-profit. We will also review recommendations to do this type of work better in the future as constraints are lifted and technology improves based on lessons learned from this effort.
Encouraging Diversity in Nursing Simulations to Teach a Diversity of Skills
Simulated patient encounters have been shown to provide a rich learning environment equivalent to in-person clinical rotations in nursing education programs. The focus of this research is why diversity and inclusivity (DEI) training needs to be included in nursing education and can easily be included during simulated learning activities. Nursing students from Everett Community College (EvCC) in Snohomish County, Washington, participated in a five-hour simulation exercise which focused on DEI topics and set out to measure the effects of the learning activities. Students found the activities beneficial to their future practice. A DEI Nursing Student Handbook was also provided to the nursing students which included self-assessment resources and DEI national and local Washington State resources. The project shows there is value to include DEI focuses within nursing simulated learning experiences for future practice to ensure nurses have the skills and resources necessary for direct patient care. Recommendations from this project are to scaffold in DEI topics within nursing programs and provide skills and resources to students for future practice.

Recognizing the Role of the Preceptor: We Can Do Better
Now, more than ever following the pandemic, preceptors are essential to train the large number of new nurses joining our profession. However, many preceptors report they do not feel appreciated or recognized for their work. My capstone project focused on ways Swedish Health Services could better recognize the work of these nurse preceptors on both an individual and organizational level. It encompassed analyzing data from a preceptor survey, conducting an extensive literature review, and ultimately making recommendations to the organization via an oral presentation and a project summary which is being reviewed by the Chief Nursing Officer.

Fostering Nursing Student Competency in Adolescent Mental Health
An assessment of Shoreline Community College’s (SCC) associate degree of nursing (ADN) program revealed a need for authentic activities on pediatric mental health conditions, which is a nursing curriculum trend that is cause for concern with the growing pediatric mental health crisis. I developed and implemented a simulation with an adolescent suicidal patient portrayed by an actor. The self-reported confidence level in the skills practiced increased after participation and students felt better prepared for their mental health clinical rotation. This pilot promotes the importance of simulation to foster nursing skills related to this overlooked nursing specialty.
Presenter: Morgan Sidles  
Scholarly Committee: Dr. Dan Bustillos and Dr. Chiyoung Lee  
Time: 3:40-4:00 pm  

Developing Curriculum for a Pediatric Nurse Residency Program  
My fieldwork site, Evergreen Health, lacked an established curriculum for the implementation of their new pediatric nurse residency program. To support curriculum development, I created lesson plans, educational materials, and a formal program evaluation tool for all stakeholders. I taught topics in the residency classes using the flipped classroom style and active learning strategies I created, including case studies and low fidelity simulation. Through my fieldwork I created evidence based educational materials for the program curriculum that supported the residents learning the best practices for caring for patients on the pediatric unit at Evergreen Health.

Presenter: Gillian Guinn  
Scholarly Committee: Dr. Jody Early and Dr. Mabel Ezeonwu  
Time: 4:00-4:20 pm  

Strengthening Mental Health Clinical Preparation for Nursing Students through the Development of an Online Course  
Nurses in the field often work with patients with mental health diagnoses. Providing some foundational content and resources for nursing students to enhance their understanding of mental health, effectively work with individuals experiencing symptoms of mental illness, and address their own mental health needs, is essential to improving the patient and nurse experience. There is currently a curricular gap across nursing programs at community colleges and four-year institutions to cover this content as core or essential competencies. The purpose of this project was to address this need by developing an online course in Canvas for Shoreline Community College. To determine the scope and content, I surveyed nursing students, solicited stakeholder feedback, and conducted a review of literature. This presentation will highlight the results of the student survey, the steps of course development, a tour of the course, and insights from the formative evaluation.

Master of Nursing Outstanding Scholar Award  

End