NONPF Annual Conference
Abstract Review Orientation

September 27, 2022
2:00 PM - 3:00 PM EDT

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Abstract Review Orientation

The purpose of this training is to ensure that the review process is aligned with the conference objectives, is objective in the rating of abstracts and identifies abstracts that move NP education to the next level.

We hope you find this training helpful in your review process. Please use it as a guide for reviewing abstracts for the NONPF Annual Meeting.

Thank you for your assistance in ensuring a fair and standardized review process.
NONPF 49th Annual Conference: Momentum and Sustainability in Advancing NP Education

Orlando, FL, April 26-30, 2023

Annual Conference Objectives:

1. Develop strategies to address gaps between curriculum and the new NP role competencies.

2. Identify novel, evidence-informed learning methodologies.

3. Integrate emerging population health topics into the NP curricula.
Review Criteria for Submission

All podium, poster, and symposium submissions will undergo blind, peer review. Acceptance will be based on the relevance of content, quality of the submission, originality and innovation of content to be presented, and feasibility for replication or implementation by other NP/APRN faculty.

Podium presentations - 20-minutes

Symposium presentations - 75-minutes

Submission should demonstrate a relationship to the conference title and objectives. New educational approaches, strategies, and evaluation tools must have been implemented prior to presentation.

Evaluate for bias and provide feedback on person-centered language.

4,000-character limit (about 500 words)
Topics Given Priority

• Global Health
• Empowerment & Resilience in NP Education
• Institutional Support for NP Programs: Navigating Policies, Politics and Trends in Higher Education
• Pivoting to the New Changes in NP Education
• Competency-Based Education
• Health Equity
• Social Media Strategies for NP Educators and Programs
## Review Criteria

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Abstract Example #1

Currently, telehealth skill attainment and practice of telehealth-based patient care delivery are absent in most nursing curricula. The integration of telehealth into the graduate nursing curriculum poses an opportunity to prepare nurse practitioner students for the future of a healthcare delivery system that aims to reduce health disparities, reduce overall costs, and improve accessibility to those who are disadvantaged and under-served populations.

The purpose of this telehealth simulation project was to address the gap and expose nurse practitioner students to telehealth technology through simulation as a method for delivery of mental health care. The project provided each student an experiential and pragmatic learning experience using telehealth simulation with a Standardized Patient (SP). During each telehealth simulation encounter, students were challenged to develop rapport, communicate therapeutically, and organize the assessment skills when conducting a psychiatric evaluation as a simulated telehealth encounter. Following each individual encounter, small groups of psychiatric and family nurse practitioner students, as well as pharmacy students engaged in an interprofessional team-approach to developing an evaluation and comprehensive treatment plan of care.

The intended audience for this project is both novice and experienced faculty. Simulation is a recommended teaching and learning strategy utilized in most nursing curriculum, but telehealth is still a new topic to integrate into graduate nursing curricula. This educational project expanded the student’s experiences through simulation, interprofessional collaboration, and telehealth. Thirty-seven nurse practitioner students from a college in XXXX participated in this education project in two simulation sessions. Evaluation ratings, SP feedback, formalized debriefing, and students’ written reflections indicated that the telehealth simulation was a valuable experience.

Results indicate that integration of telehealth simulation into the graduate nursing curriculum improved attitudes towards telehealth, increased students’ knowledge acquisition, therapeutic communication skills, and interprofessional collaboration. Integrating telehealth simulation into the curriculum is an effective means to prepare nurse practitioners in providing access to mental health services to under-served populations.
Why do two students with similar academic ability respond to academic frustration, challenge, or setbacks in different ways, with one embracing the opportunity to learn and the other turning away from it? Researcher Carol Dweck has demonstrated that a student's psychology, specifically their academic mindset, has an important role in this process. Academic mindset, or core assumptions about the origins of academic ability, have a significant impact on resiliency when students face challenges or setbacks, affects academic achievement, and affects ability to learn over the long term. Mindsets are classified as fixed mindsets or growth mindsets; strategies that promote academic tenacity involve redirecting individuals with fixed academic mindsets to growth mindset approaches.

This presentation will focus on intervention strategies that foster growth mindset in nurse-practitioner education, including strategies to help underperforming students.

It is intended for all levels of faculty who are teaching in the clinical and classroom setting.
Deadlines

Call for abstracts and symposium is open until Thursday, September 29, 2022 by 11:59 pm (EDT)

Assignments will be sent by October 12th.

All reviews are to be completed by November 1st.

Depending on the number of abstracts received you will have 10 - 15 abstract/symposia to score.
Abstract Review System - Cvent

Step 1: Email Invitation

You will receive an email inviting you to begin reviewing abstracts. Please check your junk folder.

Click the link to begin.
Step 2: Log In

49th Annual Conference - Call for Abstracts

Log in to your account

Email Address *

Password *

Forgot your password?

Log In

Click the Log In button at the top right of the page.

Begin by clicking the “Need to create an account?” link and complete the following prompt with your information.

**Note:** You **MUST** create your account using the email address where the review invitation email was sent.

*If you submitted an abstract this year using the same email address, use that log in information here. Do not click the “Need to create an account?” link.*
Step 3: Access Your Assigned Abstracts

Click “My Reviews” at the top of the page.

Abstract Assignments

These are your abstract assignments.

Please take a moment to review the rubric before grading. Click here to view the rubric.

Advancing the Reproductive Health Competencies

Topic: Competency-Based Education
Confirmation Number: ABDZP5NB4
Date Submitted: 08/15/2022

Click the Review button next to the abstract you wish to review.
Step 4: Review the Submission

Read the submission.

You will receive the author’s responses in the following fields:

• Topic Area
• Presentation Type
• Experience Level of Intended Audience
• NP Role of the Intended Audience
• Full Submission Title
• Purpose Statement
• Abstract Text
• Objectives
• Citations
• Abstract Alignment with Conference Objectives
Step 5: Rate the Submission

Select your grade (1-5) for each criteria and provide any comments in the box provided.

Note: Comments can be seen by abstract authors. However, abstract authors will not be able to see who reviewed their abstracts or provided comments.

Relevance to Nurse Practitioner Education
- 5 - All elements are present
- 4 - Most elements are present
- 3 - Some elements are present
- 2 - Few elements are present
- 1 - None of the elements are present

The Abstract Grading Criteria is provided on the grading webpage for your reference.

Once you have finished grading, click the Submit button at the bottom of the page.
If you are not finished, use the Save button to save your place.
How do I know my grade has been submitted?

Your review has been successfully submitted when:
- Your rating appears next to the abstract title.
- The Edit button appears next to the abstract.
- The abstract moves to the bottom of your list on the My Reviews page.

How do I know which abstract(s) I started but did not complete?

Abstracts you started grading but didn’t complete will:
- Not have a rating posted next to the abstract title.
- Show an Edit button instead of a Review button.
- Not move to the bottom of your list. They will stay where they are until grading is complete.
Questions?