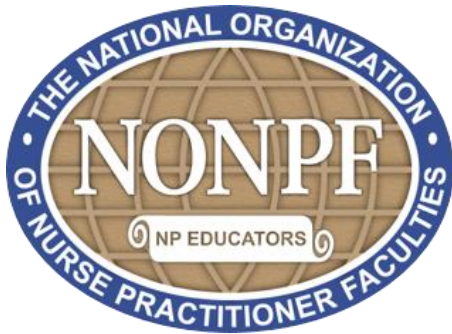


NONPF Annual Conference Abstract Review Orientation



**October 1, 2026
1:00 PM - 2:00 PM EDT**

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Abstract Review Orientation

The purpose of this training is to ensure that the review process aligns 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 Conference.

Thank you for your assistance in ensuring a fair and standardized review process.

NONPF 53rd Annual Conference:

Igniting Innovation and Excellence in NP Education

New Orleans, LA, April 14-18, 2027

Annual Conference Objectives:

- Examine innovative educational strategies and emerging technologies that enhance teaching, learning, assessment, and competency development in NP education.
- Describe evidence-based approaches to fostering excellence in clinical education, experiential learning, and academic-practice partnerships.
- Explore strategies to strengthen the NP faculty workforce through leadership development, mentorship, scholarship, well-being, and retention.
- Evaluate leadership, advocacy, and policy initiatives that influence the future of NP education, workforce development, and healthcare outcomes.
- Identify innovations for best practices using multifaceted learning modalities for cultivating leadership and professional identity formation, clinical reasoning, and practice readiness.

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

Poster presentations – 1-hour

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)

Innovative Idea submissions are included this year!

Topics Given Priority

- Curriculum Innovation, Competency-Based Education, and Assessment
- Artificial Intelligence, Technology, and Digital Innovation in NP Education
- Clinical Education, Experiential Learning, and Workforce Partnerships
- NP Faculty Workforce: Development, Leadership, and Retention
- Student Success, Well-Being, and Professional Identity Formation
- Teaching Access, Connection, and Engagement
- Leadership, Advocacy, Policy, and the Future of NP Education
- Innovations in DNP Education and Scholarly Practice

Presentations are to enhance the role of nurse practitioner educators, without bias. NONPF encourages the use of person-centered language.

Review Criteria

Abstract Criteria	5 points	4 points	3 points	2 points	1 point
Relevance to nurse practitioner education -Relevant to current NP education -Aligns with the conference objectives and submission topic -Significant for NP education -Includes implications for NP education/practice	All 4 elements are present	3 of the 4 elements are present	2 of the 4 elements are present	1 of the 4 elements is present	None of the elements are present

Review Criteria

Abstract Criteria	5 points	4 points	3 points	2 points	1 point
Originality and innovation -Abstract offers a unique approach to teaching -Expands knowledge to NP education -Provides a solution to a current NP education problem -Identifies a needed opportunity in NP education	All 4 elements are present	3 of the 4 elements are present	2 of the 4 elements are present	1 of the 4 elements is present	None of the elements are present

Review Criteria

Abstract Criteria	5 points	4 points	3 points	2 points	1 point
Quality of abstract -Abstract flows logically, is clear and easy to read -Title is concise, descriptive, and accurate -Background and/or problem clearly described and context given. -Includes measurable objectives/outcomes -Methods, intervention or procedures, and evaluations are thoughtfully chosen and thoroughly articulated. -Evaluations will be available by the date of the conference -Conclusions are identified, accurate and well-explained (and/or identifies next steps or gaps in current research and/or policy) -Writing quality (grammar, sentence structure, use of person-centered language)	All 8 elements are present	6-7 of the 8 elements are present	4-5 of the 8 elements are present	2-3 of the 8 elements are present	0-1 of the 8 elements are present

Review Criteria

Abstract Criteria	5 points	4 points	3 points	2 points	1 point
Feasibility for replication or implementation -Evidence/evaluations supports educational/practice change -Methods, procedures, or evaluations are described clearly -Project/Findings can be replicated -Could be implemented with access to resources (provided at session, at institution)	All 4 elements are present	3 of the 4 elements are present	2 of the 4 elements are present	1 of the 4 elements is present	None of the elements are present

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.

Abstract Example #2

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 closed yesterday Wednesday, September 30th, at 11:59pm PT.

Abstract Assignments will be sent by October 7th .

All reviews are to be completed by October 28th .

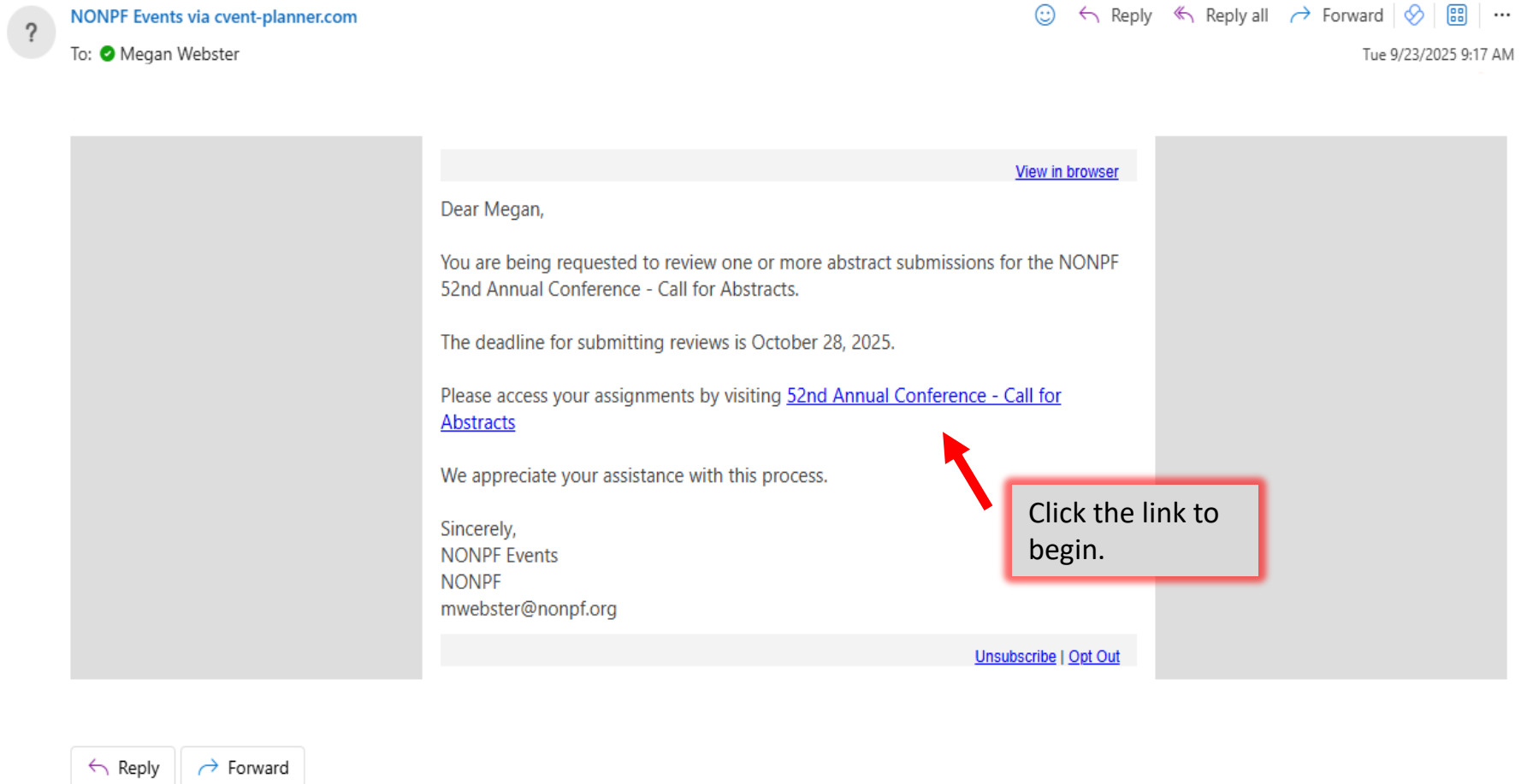
You should have ~12-13 abstracts assigned for you to review.

Abstract authors will be notified of NONPF's decision by November 30th.

Abstract Review System - Cvent

Step 1: Email Invitation

You will receive an email inviting you to begin reviewing abstracts. **Please check your junk folder for an email from “NONPF Events”.**



Step 2: Log In

Log In

Home



Call for Abstracts

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

Log in to your account

* Email address

* Password

[Forgot your password?](#)

Log In

[Need to create an account?](#)

Click 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**, you can log in using the same information. 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.

Welcome, Megan | Log Out

Home My Submissions **My Reviews**



Call for Abstracts

Abstract Reviewer Portal

Abstract Assignments

These are your abstract assignments.

Please take a moment to review the rubric before grading. [Click here to view the rubric.](#)

Bridging Clinical Practice and Academia: Supporting Novice NP Faculty

Topic: Faculty Development and Support

Review

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
- Submission Appropriateness for Novice Educators (Y/N)
- NP Role of the Intended Audience
- Abstract submitted and/or presented at previous NONPF conference (Y/N)
- Abstract promotes the sale of product/service for commercial entity (Y/N)
- Submission Title
- Purpose Statement
- Abstract Text
- Objectives
- Citations
- Abstract Alignment with Conference Objectives

Step 5: Rate the Submission

Abstract Grading Criteria

Relevance to Nurse Practitioner Education

- Relevant to current NP education
- Aligns with the conference objectives and submission topic
- Significant for NP education
- Includes implications for NP education/practice

Originality and Innovation

- Abstract offers a unique approach to teaching
- Expands knowledge to NP education
- Provides a solution to a current NP education problem
- Identifies a needed opportunity in NP education

Quality of Abstract

- Abstract flows logically, is clear and easy to read
- Title is concise, descriptive, and accurate
- Background and/or problem clearly described and context given
- Includes measurable objectives/outcomes
- Methods, interventions or procedures, and evaluations are thoughtfully chosen and thoroughly articulated
- Evaluations will be available by the date of the conference
- Conclusions are identified, accurate and well-explained (and/or identifies next steps or gaps in current research and/or policy)
- Writing quality (grammar, sentence structure, use of person-centered language)

Feasibility for Replication or Implementation

- Evidence/evaluations supports educational/practice change
- Methods, procedures, or evaluations are described clearly
- Project/Findings can be replicated
- Could be implemented with access to resources (provided at session, at institution)

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

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.

Relevance to Nurse Practitioner Education

- ☐ 5 - All 4 elements are present
- ☐ 4 - 3 of the 4 elements are present
- ☐ 3 - 2 of the 4 elements are present
- ☐ 2 - 1 of the 4 elements is present
- ☐ 1 - None of the elements are present

Cancel

Save

Submit

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?

Bridging Clinical Practice and Academia: Supporting Novice NP Faculty

Topic: Faculty Development and Support

5

Rating

Edit

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?

Guiding students through Institutional Review Board Approval: A process to support success

Topic: Student Success, Retention, and Remediation

5

Rating

Edit

Abstracts you started grading but didn't complete will:

- **Not move to the bottom of your list.** They will stay where they are until grading is complete.
- Have a rating posted next to the abstract title.
- Show an **Edit** button instead of a **Review** button.
- Once opened, will have the option to **Save** or **Submit** your review

Tip: Grades can be edited until 10/28/26. When you finish grading all abstracts, review your grades, and make changes if needed.



Questions?