



Sample Education Session Abstracts:

Pre-Conference Half-Day Workshop: Creating a Pediatric Hematology/Oncology Manuscript to Submit for Publication in a Nursing Journal

Presenter(s)

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Session Abstract

Increasing numbers of pediatric oncology nursing are completing advanced degrees including the DNP and PhD. These nurses are advancing nursing discipline, science, evidence, and clinical practice by publishing their scholarly work. The experience of publishing in a professional nursing journal can be confusing and overwhelming to both novice and seasoned authors. This interactive session will provide guidance to potential authors in the types of manuscripts being sought by journals as well as how to outline each type (e.g. research studies, quality improvement projects, critical reviews). Formal guidelines for determining manuscript content will be discussed, such as SQUIRE and PRISMA, as well as how to format a manuscript and submit it online. Simulated learning will include how to respond to a manuscript review as well as respond to the publisher's queries. Learners will develop tools and skills that demystify the publication process.

Learner Engagement Strategies

Learners will engage in an interactive process to simulate the development of outlines for different types of manuscripts, receive 1 on 1 feedback from journal editors, work on paired short writing exercises, and engage in game activities to promote learning and skills.

Conference Learning Gaps

The goal of this workshop is to expand the nurse's professional development in relation to the development, submission, and publication of scholarly work including quality improvement, evidence-based practice projects, research, and critical reviews.

Learning Outcome

The learner will be able to articulate a plan for developing a manuscript for submission to a professional nursing journal.

Concurrent Session: Going Viral: Review of viral illness and antiviral therapy in hematopoietic stem cell transplant pediatric patients

Presenter(s)



Katie Bruce, PharmD BCPPS
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Session Abstract

Hematopoietic stem cell transplant (HSCT) recipients are at significant risk for developing serious and sometimes fatal infectious complications. Common viral infections post-transplant occur from reactivation of a dormant virus, including herpes simplex (HSV), Varicella (VZV), cytomegalovirus (CMV), BK virus and Epstein Barr Virus (EBV). Immunocompromised patients may also experience significant morbidity and mortality from common respiratory viruses, such as influenza, parainfluenza, adenovirus, and respiratory syncytial virus (RSV).

Interventions vary greatly and can include prophylaxis, preemptive therapy or treatment of active infection. A variety of antiviral agents are now used including cellular immune therapy. A pharmacologic review will show that antiviral agents often have different dosage schemes, complex side effect profiles, and the need for supportive care.

Learner Engagement Strategies

Discussion, Problem-based learning, analyzing case studies

Conference Learning Gaps

Post HPCT complications and management, Prescribing Practices

Learning Outcome

The learner will be able to discuss recommended laboratory screening for viral infections during HSCT.

The learner will be able to evaluate the newest agents, brincidofovir and letermovir, unique side effects and dosing regimens.

Concurrent Session: Connecting Fun with Purpose: Interactive Teaching Strategies to Improve Bedside Care

Presenter(s)

Caroline Anderson, MSN RN CPHON®
Ruth Anne Herring, MSN RN CPNP-AC/PC CPHON®

Session Abstract

The complex field of pediatric hematology/oncology truly demands clinical expertise of the bedside nurse to safely care for patients. Nurse educators are challenged more than ever to provide education in the classroom that will translate to meaningful application at the bedside (Curran, 2014). Current literature promotes learner preparation prior to class coupled with in-class interactive learning to apply and solidify knowledge (Galway, Corbett, Takaro, Tairyan, & Frank, 2014; Vujovic, 2016). Additionally,



the new generations of nurses thrive on the use of technology, collaboration, and activities in the classroom to develop content expertise (Gillespie, 2016; Hart, 2017).

After first hand observation of learner disengagement with traditional lectures, we developed numerous new teaching strategies to promote active learning and improved content retention. Interactive games such as Solid Tumor Pictionary and BMT Bingo validate learner knowledge and encourage team collaboration. The use of whiteboard drawing and memory associations provide practical solutions to remembering complex processes and information. Evaluations demonstrate nurses not only achieve higher levels of understanding but also apply content at the bedside to improve patient safety and outcomes.

Learner Engagement Strategies

During the session, learners will receive hands-on practice with several interactive games, drawing techniques, and memory association techniques to encourage adoption of innovative teaching strategies into the pediatric hematology/oncology learning environment.

Conference Learning Gaps

Upon completion of this session learners will be able to demonstrate multiple interactive teaching strategies for use in the nursing education classroom that will enhance the learning and retention of knowledge crucial to the pediatric hematology/oncology nurse.

Learning Outcome

The learner will be able to define active learning and adult learning theory.

The learner will be able to describe how to incorporate interactive teaching strategies into the classroom.

The learner will be able to demonstrate classroom games, whiteboard drawings, and memory association techniques.