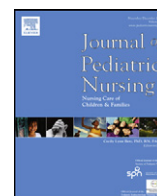




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Society of Pediatric Nurses Department

Winning Abstracts from the 2019 Society of Pediatric Nurses Conference

Editor's Note: The following abstracts presented at the 2019 SPN Conference received the Excellence Award for their respective categories. There were many wonderful posters at the conference, each displaying the work of pediatric nurses in their effort to advance the science and care of children with various conditions and provide teaching and support to their parents.

The respective committee members read the abstracts submitted for their category and voted for the one they thought was most deserving of the award. In all cases, it was a difficult vote, as many submissions were deserving.

Clinical Practice Excellence Award

Intestinal Rehab Tract to Home

Janel Talley MSN, RN, CPN, Wayne Neal MAT, BSN, RN-BC
Children's National Medical Center

The Intestinal Rehab Unit (IRU) collaboratively worked on a standardized process to meet the complex needs of the patient population on their unit. A binder full of education content, skills checklist on paper and in our EMR, teach back opportunities and a visual road map for parents to follow as they prepare for discharge. This binder and process was developed over time and continues to be a work in progress based on staff and parent feedback. The binder has been translated into Spanish and Arabic to meet the diverse language needs encountered on the GI unit.

According to Joanne Blagojevic and Sigrid Stephens article entitled "Evaluation of Standardized Teaching Plans for Hospitalized Pediatric Patients: A Performance Improvement Project" Discharge teaching in a pediatric hospital setting is difficult because the situation involves multiple learners, time constraints, and differing skill levels of nurse teachers. This best practice process, which is being adopted throughout the organization, ensures engagement, improves compliance, consistency, uniformity, blended learning, and success for all involved. It takes into consideration individualized learning styles, health literacy, language challenges, and learner readiness.

When many of the patients and families step foot on the IRU for the first time, they are starting a very overwhelming journey. Imagine being a parent who has been living in the ICU with their sick baby for months and now they are told they are going to be spending a few more months in acute care. They watch the nurses do ostomy changes, central line dressing changes, and more thinking to themselves 'how am I ever going to learn how to do all of this?'

This IR Tract to Home poster displays the visual tool that is placed in the patient's room, and utilized by the families and entire healthcare team.

[View a PDF of this Poster Presentation](#)

<http://dx.doi.org/10.1016/j.pedn.2019.09.009>

Education Excellence Award

Making Pediatric Nursing Grand Rounds More Accessible to Staff Nurses

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Background: The Hospital's Clinical Practice Collaboration Committee, consisting of Advanced Practice Nurses (APNs) and Clinical Practice Specialists, has facilitated Pediatric Nursing Grand Rounds (PNGR) since 2004 with attendance of 15 to 40 interprofessionals. PNGR are presented based on nursing needs assessment, trends in clinical practice, and unit based initiatives. PNGR helps increase knowledge of trends and evidence base practice resulting in improved clinical skills, care, and management of pediatric patients. In 2016, 185 nurses from 220 participants attended PNGR. However, only 20% were staff nurses (44/220) due to patient care priorities. PNGR allows nurses to obtain continuing nursing education in a flexible manner without additional cost.

Objectives and Audience: The objective of this educational project was to increase staff nurse participation in PNGR by 20%.

Engagement Strategies: The committee determined the appropriate length of sessions to be 30 minutes to one hour depending on the topic and utilized telepresence rooms to reach two pediatric campuses. Sessions were also offered as a self-directed learning activity by videotaping and uploading to the intranet. Participants watched the video and completed a quiz based on the presentation topic to earn contact hours.

Evaluation: In 2017, 126 nurses of 161 participants attended live PNGR and 55/126 (44%) were staff nurses. A total of 559 participants completed the PNGR as an independent study and 398 participants were staff nurses (71%). Overall percentages of staff nurses that participated in PNGR had increased from 20% in 2016 to 62% in 2017. Total numbers of staff nurses viewing live and online presentations increased from 44 in 2016 to 453 in 2017.

Implications: PNGR is an avenue to educate on clinical issues and practices. Many nurses want to attend PNGR but cannot due to patient care. Participation in PNGR can be increased by leveraging technology and offering education and contact hours via independent study on line. The flexibility to view on line courses at the nurses' convenience achieves the objective of providing current clinical education to a higher proportion of staff nurses.

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<http://dx.doi.org/10.1016/j.pedn.2019.09.010>