

**CALL FOR POSTER PRESENTATION**  
**And Best Evidence Practice Papers**  
**2012 Annual Setting the Pace Conference**

April 19 & 20, 2012 in Saratoga Springs, NY

The New York State Emergency Nurses Association (NYSENA) is seeking research and evidence-based practice abstracts that address emergency care issues including clinical, education and injury prevention for presentation at the 2012 ENA Annual Setting the Pace Conference to be held **April 19 & 20, 2012 in Saratoga Springs, NY.**

. This is an excellent opportunity to present your work and discuss the problems of, and solutions to, many of the pressing issues in today's emergency health care environment with nurses, managers, leaders, researchers, and other participants.

**Abstract Guidelines**

The paper and poster sessions are focused on topics that are of interest and importance to nurses, managers, educators, researchers and others who practice in emergency care settings. Abstracts must reflect either completed projects or projects in the final stages of completion with results available for inclusion in the poster presentation. Suggested topics include, but are not limited to, abstracts which address clinical practice, education, research, injury prevention, quality & patient safety, trauma, government affairs, pediatrics, telephone triage, emergency medical services, forensics, etc.

Authors may submit abstracts for more than one paper and/or poster. ENA prefers to accept posters and papers from a variety of authors. A primary presenter is the individual who registers for the conference (registration **is** required) and who presents the paper or poster at the conference. This presenter will have their poster hung at the conference but the presenter does not need to stay at poster, they may attend classes at the conference.

**Note:** Primary presenters are expected to adhere to the guidelines and schedules concerning dates and time periods of poster display as well as the specific time periods the presenters are required to be at their posters in order to answer questions and/or discuss poster content with conference attendees. "Poster Instructions" outlining these requirements are sent via e-mail to the primary contact and primary presenter prior to the date of the conference.

**Poster Awards Program:** Sponsored by the NYSENA, the Poster Awards Program is open to all authors of presented posters (both ENA members and non-members). Two awards will be given out – one for the best Research poster, and one for the best Evidence-based Practice poster. To be eligible for this award, the poster must be set up at the start of the conference - NO exceptions. Additional information is available contact Sue Chalupa Breese at [sbreese@rochester.rr.com](mailto:sbreese@rochester.rr.com).

**Submission Deadline and Review Process Guidelines**

Abstracts for the 2012 Annual Setting the Pace Conference must be prepared according to the guidelines outlined on the following pages as set by the ENA National Office.

**The deadline for submission is April 15, 2012.**

NYSENA abstract reviewers will review and select the abstracts for poster and/or paper presentations based on written expression as well as the abstract content set out below.

**Abstract Content**

Structured abstracts include only essential information for communicating the nature and results of the study or project. **Note: The seven headings listed below MUST be included in ALL abstracts.**

**Purpose:** Begin with one to two background sentences stating the scope or nature of the problem you are addressing in your research or evidence-based project; i.e., the rationale supporting the need for the endeavor. Clearly state the objective of your study/project.

**Design:** For research studies, state the design using appropriate terminology (e.g., utilization, prospective, descriptive, qualitative, quasi-experimental, experimental, etc.). For evidence-based projects, describe whether this was a staff development project, quality assurance project, etc.

**Setting:** Describe the study/project setting (e.g., a teaching, urban level I trauma center).

**Participants/Subjects:** Describe the characteristics of participants and include the procedures for selecting the participants with inclusion/exclusion criteria (e.g., adult, white, male, mean age 26, trauma patients randomly selected during the two-week study period). Identify measures to protect human subjects, if appropriate to the study or project. **Evidence-based practice abstracts must also include this section; a response of “n/a” is not acceptable.**

**Methods:** Describe the study/project procedures, interventions, and evaluation methods or data analyses. Instruments or tools (including questionnaires) should be described in detail. Variables and measurements should be defined.

**Results/Outcomes:** Present the specific data that address your research questions or project purpose. Include statistical data, if appropriate. Evaluate the outcomes of this study/project in relation to the need for this study/project. For research in progress, present the preliminary findings.

**Implications:** State reasoned conclusions based on the data presented and implications for emergency nursing research, education, practice, and/or policy. Provide recommendations for managers, leaders, nurses, and researchers as appropriate. For research in progress, provide anticipated or projected outcomes of the study.

**Abstract Format & Submission Instructions**

**Abstracts not meeting the format/deadline requirements will be returned to the author without review.**

<b>DO:</b>	<b>DO NOT:</b>
<ul style="list-style-type: none"> <li>• Limit your abstract to 500 words or less</li> </ul>	<ul style="list-style-type: none"> <li>• Do not use all caps</li> </ul>
<ul style="list-style-type: none"> <li>• Use creative titles limited to 10 words or less</li> </ul>	<ul style="list-style-type: none"> <li>• Do not use bold or underline</li> </ul>
<ul style="list-style-type: none"> <li>• Use an 11 point Arial font</li> </ul>	<ul style="list-style-type: none"> <li>• Do not include author identification in the abstract</li> </ul>
<ul style="list-style-type: none"> <li>• Use single spacing and a 1-inch margin</li> </ul>	<ul style="list-style-type: none"> <li>• Do not include the institution name in the abstract</li> </ul>
<ul style="list-style-type: none"> <li>• Send documentation as MS Office 2000 (minimum version) attachments</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do not send in PDF format; documentation in PDF format will be returned</b></li> </ul>
	<ul style="list-style-type: none"> <li>• Do not use acronyms in the abstract title, e.g., ED, STEMI, CAUTI, EKG, etc.</li> </ul>
	<ul style="list-style-type: none"> <li>• Do not write using the first person, i.e., I, we, our</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Do not include graphs, charts, bullet points or lists – abstract should be entirely in narrative format</b></li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Do not cite references in the abstract</b></li> </ul>

- Abstracts must be submitted via E-MAIL on or before **April 15, 2012**.
- Include one copy of the Abstract Cover Sheet

Examples are available in the *Journal of Emergency Nursing*, April 2005, 31(2), 132-136

**Criteria for Evaluating Posters:** Judges will evaluate posters based on the following criteria:

- Clarity and conciseness of the problem statement
- Clarity and appropriateness of methods
- Appropriateness of data analysis, if applicable
- Conclusions aligned with the data and/or observations.
- Implications for emergency nursing practice discussed
- Demonstration of contribution to the emergency nursing knowledge base
- Clear organization of the poster
- Content of the poster is well written and concise
- Visually appealing

**Awards:** Two awards will be presented at each conference; one for research and one for evidence-based practice. Each award winner will receive:

1. An award certificate
2. A monetary award in the amount of \$100
3. Their poster displayed as a "Poster Award Winner" for the duration of the conference.
4. Their name(s) will be announced during the conference.
5. Publication of their name as an award winner in *NYSENA Setting the Pace*

## ENA 2012 Annual Setting the Pace Conference - Cover Sheet

Instructions: Complete this document in Word, save the file, then attach your updated file to an email and return to [sbreese@rochester.rr.com](mailto:sbreese@rochester.rr.com) along with the Abstract, Paper and Poster Abstract

<b>1. Project Title:</b>	
--------------------------	--

<b>2. Primary Contact</b> (All communication regarding the abstract process will be forwarded to this person)					
<b>Name:</b>		<b>Credentials:</b>			
<b>Facility Name:</b>					
<b>Facility Address:</b>					
<b>City:</b>		<b>State:</b>		<b>Zip:</b>	
<b>Work phone:</b>		<b>Title:</b>			
<b>Primary E-mail:</b>		<b>Secondary E-mail:</b>			

<b>3. Primary Presenter</b> (If same as above, go to <b>**Home Address below</b> )					
<b>Name:</b>		<b>Credentials:</b>			
<b>Facility Name:</b>					
<b>Facility Address:</b>					
<b>City:</b>		<b>State:</b>		<b>Zip:</b>	
<b>Work phone:</b>		<b>Title:</b>			
<b>Primary E-mail:</b>		<b>Secondary E-mail:</b>			
<b>** Home Address:</b>					
<b>City:</b>		<b>State:</b>		<b>Zip:</b>	

4. Did you receive Institution Review Board (IRB) approval for this project:

Please check only one (1) box:     Yes         No         Not applicable

5. How did you **first** hear about this call for abstracts? (Check only one box)

- |   |   |
|---|---|
| <input type="checkbox"/> NYSENA Website<br><input type="checkbox"/> State Council<br><input type="checkbox"/> Local Chapter | <input type="checkbox"/> NYSENA E-mail<br><input type="checkbox"/> Colleague/acquaintance<br><input type="checkbox"/> Other |
|---|---|

# NYSENA 2012 Annual Conference

## Paper and Poster Abstract Presentation CNE Form

Instructions: Complete this document in Word, save the file, then attach your updated file to an email and return to [sbreese@rochester.rr.com](mailto:sbreese@rochester.rr.com) along with the Abstract, Cover Sheet, and Biographical Data/Conflict of Interest Disclosure form(s).

Please check only one (1) box:  Research  Evidence-based Practice

Please check only one (1) box:  Paper only  Poster only  Paper or Poster

Title of presentation:				
Please X the appropriate box below indicating if the individuals listed on the right are <u>authors</u> , <u>presenters</u> , or both.		<b>Name and Credentials</b> (Please list in the order they should be printed in the onsite program)		Biographical Data forms completed
Author	Presenter			
<input type="checkbox"/>	<input type="checkbox"/>	1		<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	2		<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	3		<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	4		<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	5		<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	6		<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	7		<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	8		<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	9		<input type="checkbox"/>
<b>Objectives:</b> (Upon completion of this poster review, the <u>participant</u> will be able to...)				
1.				
2.				
3.				
<ul style="list-style-type: none"> <li>Please use the attached guidelines to write three (3) objectives. (Bloom's Taxonomy)</li> </ul>				
<b>Brief Outline of Abstract (150 words max):</b>				

# ENA

## Biographical and Conflict of Interest Form

(Each person listed on the Poster Abstract Presentation Form must complete this document)

Title of Educational Activity: \_\_\_\_\_

Education Activity Date: \_\_\_\_\_

Role in Educational Activity: (Check all that apply)

- Planning Committee Member  
 Faculty/Presenter/Author  
 Other – Describe: \_\_\_\_\_

### Section 1: Demographic Data

Name with Credentials/Degrees: \_\_\_\_\_

If RN, Nursing Degree(s): \_\_\_\_\_ AD \_\_\_\_\_ Diploma \_\_\_\_\_ BSN \_\_\_\_\_ Masters \_\_\_\_\_ Doctorate

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Email Address: \_\_\_\_\_

Current Employer and Position/Title: \_\_\_\_\_

### Section 2: Expertise - Planning Committee

If a planning committee member, select area of expertise specific to the educational activity listed above:

- \_\_\_\_\_ Knowledge about the Nursing CE Process  
\_\_\_\_\_ Content Expert  
\_\_\_\_\_ Other

Please describe expertise and years of training specific to the educational activity listed above. (If the description of expertise does not provide adequate information, the Nurse Planner may request additional documentation.)

---

---

---

### Section 3: Expertise - Presenters/Faculty/Authors

\_\_\_\_\_ An "X" on this line identifies the expertise information the same as listed above.

Please describe expertise and years of training specific to the educational activity listed above. (If the description of expertise does not provide adequate information, the Nurse Planner may request additional documentation.)

---

---

---

## Section 4: Conflict of Interest

Each individual who is in a position to control the content of an education activity must disclose all relevant relationships with any entity in a position to benefit financially from the success of the CE activity. Examples of relevant relationships include (but are not limited to) those relationships in which the individual benefits by receiving a salary, royalty, intellectual property rights, consulting fee, honoraria, ownership interest (e.g., stocks, stock options, or other ownership interest, excluding diversified mutual funds), or other financial benefit.

Relevant relationships can also include ‘contracted research’ where the institution receives a grant and manages the grant funds and the individual is the principal or a named investigator on the grant. Financial benefits are usually associated with roles such as employment, management position, independent contractor (including contracted research), consulting, speaking, teaching, membership on advisory committees or review panels, board membership, and other activities from which remuneration is received or expected. ENA/ANCC considers relationships of the individual involved in the continuing nursing education activity to include financial relationships of the individual’s spouse/partner.

ENA/ANCC considers relationships occurring within the 12 months prior to the implementation date of the activity as “relevant” to conflict of interest. When a person divests himself/herself of a relationship, it ceases to be a conflict of interest but it must be disclosed to the learners for 12 months after the termination of the relationship.

All information disclosed must be shared with the participants/learners on program handouts, advertising and/or audiovisual presentation.

Is there an actual, potential or perceived conflict of interest for yourself or spouse/partner?

Yes     No

Complete for all actual, potential or perceived conflicts of interest\*\*:

Check all that apply	Category	Description
<input type="checkbox"/>	Salary	
<input type="checkbox"/>	Royalty	
<input type="checkbox"/>	Stock	
<input type="checkbox"/>	Speakers Bureau	
<input type="checkbox"/>	Consultant	
<input type="checkbox"/>	Other	

\*\* All conflicts of interest, including potential ones, must be resolved prior to the planning, implementation, or evaluation of the continuing nursing education activity.

## Section 5: Conflict Resolution

A. Procedures used to resolve conflict of interest or potential bias if applicable for this activity:  
(Check all that apply)

- Not applicable, no conflict of interest exists.
- I have discussed the conflict with the Nurse Planner and I am now aware of and agree to the Accredited Provider Unit's current policy or procedure.
- In conjunction with the above, the Nurse Planner or designee will monitor the session to ensure conflict does not arise.
- Other - Describe: \_\_\_\_\_

## Section 6: Off-Label Use (To be completed by Faculty/ Presenters/Authors)

Faculty/Presenters/Authors must disclose to learners when an educational activity relates to any product used for a purpose other than that for which it was approved by the Food and Drug Administration.

Faculty/Presenters/Authors discussing off-label uses:  Yes  No

If yes, please identify how the learners will be notified during the presentation:

(Check all that apply)

- Information provided in handouts
- Information provided in audiovisuals
- Other - please describe: \_\_\_\_\_

## Section 7: Statement of Understanding

An "X" in the box below serves as the electronic signature of the individual completing this Biographical/Conflict of Interest Form and attests to the accuracy of the information given above.

\_\_\_\_\_ **Electronic Signature (Required)**                      **Date** \_\_\_\_\_

\_\_\_\_\_ **Completed By: Name and Credentials** **Com**

### Nurse Planner Signature:

An "X" in the box below serves as the electronic signature of the Nurse Planner reviewing the content of this Biographical/Conflict of Interest Form.

\_\_\_\_\_ **Electronic Signature (Required)**

\_\_\_\_\_ **Completed By: Name and Credentials**

\_\_\_\_\_ **Date**

## BLOOM'S TAXONOMY

Measurable objectives clearly identify what the participant will be able to do at the completion of the activity. Different verbs can verify different products. If you want to verify knowledge, use a verb from the knowledge list, comprehension from that particular group, etc.

**Knowledge:** define, describe, identify, label, list, match, name, outline, recall, record, relate, repeat, reproduce, select, state, underline

Example: Upon completion of the activity, participants will be able to list three benefits of continuing education.

**Comprehension:** Convert, defend, describe, discuss, distinguish, estimate, explain, express, extend, generalize, give example, identify, infer, locate, paraphrase, predict, recognize, report, restate, review, rewrite, summarize, tell, translate

Example: Upon completion of the activity, participants will be able to give two examples of measurable objectives.

**Application:** Apply, carry out, change, code, comply, demonstrate, discover, dramatize, employ, follow, follow up, illustrate, interpret, interview, maintain, manipulate, modify, operate, perform, practice, predict, prepare, produce, relate, respond, retrieve, schedule, screen, shop, show, sketch, solve, transcribe, use

Example: Upon completion of the activity, participants will be able to demonstrate their ability to complete a CNE application.

**Analysis:** Abstract, analyze, appraise, audit, breakdown, calculate, category, compare, contrast, criticize, debate, determine, distinguish, edit, examine, experiment, identify, illustrate, infer, inspect, inventory, investigate, outline, point out, questions, relate, review, select, separate, solve, subdivide, test

Example: Upon completion of the activity, participants will be able to identify two reasons applications require revisions.

**Synthesis:** Advise, arrange, assemble, categorize, collect, combine, communicate, compile, compose, conduct, construct, contribute, coordinate, counsel, create, design, develop, devise, establish, explain, formulate, gather, generate, incorporate, instruct, manage, modify, organize, plan, prepare, propose, rearrange, recognize, recommend, reconstruct, relate, review, rewrite, set up, summarize, supervise, tell, update, write

Example: Upon completion of the activity, participants will be able to communicate the difference between the four categories of evaluation.

**Evaluation:** Appraise, assess, choose, compare, conclude, contrast, criticize, describe, discriminate, enforce, evaluate, explain, interpret, judge, justify, measure, monitor, rate, relate, review, score, select, summary, support, value.

Example: Upon completion of the activity, participants will be able to describe two Requirements of the Nurse Planner in the development of an activity.

