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Background

The American Nurse Credentialing Center’s Magnet® recognition for hospitals promotes high-quality patient outcomes and a culture of nursing excellence. As part of this award, registered nurses are required to implement evidence-informed projects and disseminate findings in scholarly settings. Communication of scholarly findings is a requirement for entry-level professional nursing education as defined by the American Association of Colleges of Nursing in the Bachelor of Nursing Science Essentials. While undergraduate nursing programs recognize the need to teach basic principles of evidence-informed clinical scholarship, curricula are not always designed to engage students in peer-reviewed dissemination activities. Thus, nurses report low levels of confidence disseminating findings in a scholarly way. In 2021, nurse scientists and professional development specialists on a conference planning team in one large, 7-state health system noted few nurses submitted an abstract to the annual system-wide nurse research and scholarship virtual conference over time. To bridge this confidence gap and promote dissemination of scholarly work, the conference planning team created and offered a virtual abstract writing workshop for registered nurses.

Purpose

To evaluate a virtual workshop to mentor nurses in dissemination of a scholarly abstract.

Methods

In 2021 and 2022, a “Writing an Abstract 101” virtual workshops were offered to nurses in the system. The 1.5-hour course included didactic and break-out group sessions to critique an abstract. Afterwards, participants were sent an evaluation including a Likert-scale confidence question: “After attending this class, I am more confident submitting an abstract according to the specified guidelines for the organization where I want to present my work”. Options ranged from 0 (strongly disagree) to 10 (strongly agree). Finally, the number of abstract submissions to the annual nurse research conference before and after the workshops were tabulated. Frequency and descriptive statistics were conducted to understand percentages of nurse participants, average nurse-reported confidence in dissemination following class offerings.

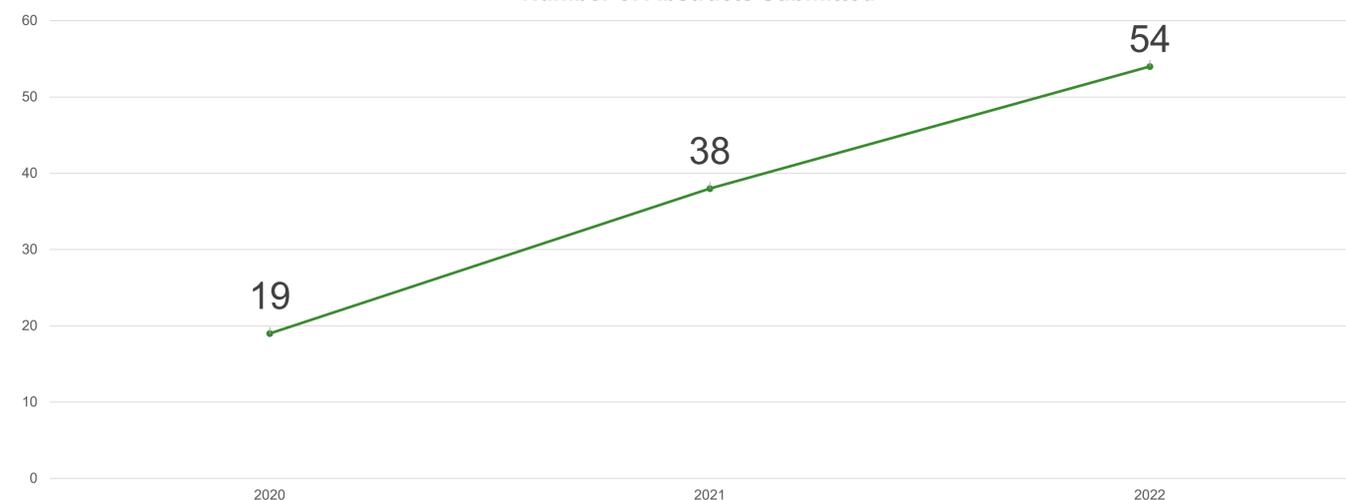
Results

In 2021, a total of 20 nurses participated in two pilot workshops but did not receive the formal evaluation. In 2022, 60 nurses enrolled in one of eight courses offered. Of these, 40 (67%) attended and 28 (70%) completed the post-workshop evaluation. After attending the course, the average confidence score was 8.8, reflecting high levels of self-reported confidence. The number of abstracts submitted to the system conference rose from 19 in 2020 to 38 in 2021 and 54 in 2022.

Conclusions and Implications for Practice

Within a health system, nurses were offered virtual education to enhance their confidence disseminating scholarly work. Participants reported high levels of confidence in abstract writing after course completion, and conference abstract submissions for the system conference increased, nearly tripling the volume from the baseline year without the course. These results support the need for continued offering of a mentored abstract training workshop to foster nursing dissemination. Increasing nursing confidence in dissemination through an abstract training workshop may support initiatives such as Magnet recognition and strengthen competency in communicating scholarly findings.

Number of Abstracts Submitted



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