

Preparing an Awesome Abstract for the ATI Nurse Educator Summit



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Welcome and Introduction

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Today's Objectives

- Describe categories, scoring rubrics, and exemplars used to develop an awesome abstract for a professional poster presentation at the ATI Nurse Educator Summit.
- Detail specific steps to prepare an awesome abstract.
- Explore 'points to ponder' when developing an awesome abstract.



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ATI Nurse Educator Summit

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What is an Abstract?

- Brief summary of a research study, innovative teaching-learning strategy, or ATI best practice.
- Conveys a compelling story while quickly allowing the reviewer to ascertain the purpose, processes, findings, conclusions, and implications for nursing education.
- Blind review to determine suitability for professional poster presentation at the ATI Summit.
- The abstract forms the body of your poster and depicts a concise description of your work to be displayed at the ATI Summit and visited by colleagues and peers.
- Review guidelines, scoring rubric, and exemplars posted on the ATI Summit website.



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Poster Abstract Categories

Research Abstract (Completed Study)

- Qualitative
- Quantitative
- Mixed Methods
- Integrative Review/Meta-analysis



Evidence-Based Educational Practice (Teaching-Learning Project)

Educational process, strategy, or practice innovation that leads to a desired outcome or meeting a benchmark for nursing education and/or student learning outcomes.

ATI Best Practice Project Poster

Strategies or teaching innovations using ATI products to solve an academic problem to improve student learning.



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General Guidelines

Title (limit 12 words): Provide an informative and complete title that accurately represents the purpose of the study or project.

Purpose (limit 75 words): Provide a brief description of the problem/issue under investigation and the intended outcomes or goal(s) of your research study or scholarly project.

Introduction (limit 75 words): Provide a brief summary of what is known about the topic of your research study or scholarly project and how your study/project addresses a specific need in nursing education. Include the research question or PICOT question.

Methodology/Implementation (limit 150 words): Describe the methods, strategies, or interventions that were used to implement your research study or scholarly project.

Evaluation/Results (limit 150 words): Present the key results/outcomes of your research study or scholarly project.

Conclusions/Recommendations (limit 75 words): Concisely state the conclusions of your research study or scholarly project. Provide recommendations as to how to integrate the results/outcomes of your research study or scholarly project into nursing education.

All posters should include reference citations in correct APA format

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Scoring Rubric Research Abstract

Evaluation Criteria	Score
Title <ul style="list-style-type: none"> • Title is complete and informative. (2 pts) • Title provides accurate and clear insight into the study. (3 pts) 	5
Purpose <ul style="list-style-type: none"> • The intent or goal(s) of the study are clearly identified. (10 pts) 	10
Introduction: <ul style="list-style-type: none"> • The introduction includes a brief background to support the purpose of the study. (2 pts) • The introduction presents the research question, qualitative paradigm, hypothesis, conceptual framework, and/or study variables. (3 pts) • The research problem is unique and the applicant explains the significance and/or application to nursing education. (10 pts) 	15
Methodology <ul style="list-style-type: none"> • The study design is clearly identified. (5 pts) • The population and/or sample is clearly identified. (5 pts) • The interventions/methods/statistical analyses described are appropriate. (5 pts) 	15
Results <ul style="list-style-type: none"> • The study findings or results are clearly specified. (10 pts) • The results clearly address the study purpose. (20 pts) 	30
Conclusions/Recommendations <ul style="list-style-type: none"> • The conclusions flow logically from the results. (5 pts) • The conclusions address the research question or phenomenon of interest. (10 pts) • The conclusions include implications or application to nursing education or practice. (10 pts) 	25
Total	100

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Scoring Rubric Evidence-Based Practice Abstract

Evaluation Criteria	Score
Title <ul style="list-style-type: none"> Title is complete and informative. (2 pts) Title provides accurate and clear insight into the identified problem or need for change. (3 pts) 	5
Purpose <ul style="list-style-type: none"> The problem/need for change are clearly identified. (5 pts) The intended outcomes of the project is clearly identified. (5 pts) 	10
Introduction: <ul style="list-style-type: none"> The introduction includes a brief background to support the purpose of the project. (2 pts) A well-developed PICOT question is included. (5 pts) The project is innovative and applicable to nursing education. (3 pts) 	10
Implementation <ul style="list-style-type: none"> The evidence-based solution to the problem is clearly described. (10 pts) The change theory/strategy or conceptual framework utilized is included in the description. (5 pts) 	15
Evaluation <ul style="list-style-type: none"> The evaluation methods to measure project outcomes and/or determine project success are clearly described. (15 pts) 	15
Results/Outcomes <ul style="list-style-type: none"> The results/outcomes are clearly described. (10 pts) The results/outcomes clearly address the identified problem or need for change. (10 pts) 	20
Conclusions/Recommendations <ul style="list-style-type: none"> The conclusions flow logically from the purpose of the project. (10 pts) The conclusions include recommendations for application into nursing education or practice. (15 pts) 	25
Total	100

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Scoring Rubric ATI Best Practice Abstract

Evaluation Criteria	Score
Title <ul style="list-style-type: none"> Title is complete and informative. (2 pts) Title provides accurate and clear insight into the identified problem or issue being addressed. (3 pts) 	5
Purpose <ul style="list-style-type: none"> The problem/issue(s) are clearly identified. (5 pts) The goal and/or intended outcomes of the integration or use of ATI product/s is clearly identified. (5 pts) 	10
Introduction: <ul style="list-style-type: none"> The introduction includes a brief background to support the integration or use of the ATI product. (5 pts) The rationale for the use of ATI product/s is clearly identified. (5 pts) 	10
Implementation <ul style="list-style-type: none"> The strategy for implementing ATI product/s is clearly described. (15 pts) 	15
Evaluation <ul style="list-style-type: none"> The evaluation methods used to measure the intended outcomes and/or success of ATI product use or integration are clearly described. (15 pts) 	15
Results/Intended Outcomes <ul style="list-style-type: none"> The intended outcomes are clearly described. (10 pts) The intended outcomes clearly address the identified problem/issue. (10 pts) 	20
Conclusions/Recommendations <ul style="list-style-type: none"> The conclusions flow logically from the identified goal of the use of ATI product/s. (10 pts) The recommendations include ATI product use or integration strategies. (15 pts) 	25
Total	100

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Research Abstract

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Title (limit 12 words): Provide an informative and complete title that accurately represents the purpose of the study or project.

Student Perceptions of Stress, Coping, and Academic Incivility: A Longitudinal Study

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Purpose (limit 75 words): Provide a brief description of the problem/issue under investigation and the intended outcomes or goal(s) of your research study or scholarly project.

Academic incivility negatively impacts faculty and student well-being, weakens relationships, and impedes effective teaching and learning. Uncivil behavior instigated by or targeted toward faculty and students jeopardizes the welfare of the campus community, the practice environment, and ultimately patient safety. Incivility can impact the academic environment so radically that learning is terminated. This mixed-method longitudinal study investigated student perceptions of academic, incivility, stress, and coping in one school of nursing over a 3-year period.

Introduction (limit 75 words): Provide a brief summary of what is known about the topic of your research study or scholarly project and how your study/project addresses a specific need in nursing education. Include the research question or PICOT question.

Studies reveal that stress plays an integral role in the display of uncivil and disruptive behaviors. When stress levels are heightened, incivility is more likely to occur. Knowing the stressors experienced by students and reinforcing effective coping strategies can lead to a safer, more civil learning environment. Incivility, whether initiated by faculty, students, or by a combination of both, presents opportunities for engagement, productive communication, relationship building, and fostering a culture of civility.

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Methodology/Implementation (limit 150 words): Describe the methods, strategies, or interventions that were used to implement your research study or scholarly project.

A prospective mixed methodological longitudinal study followed one cohort of nursing students over a three-year period to measure their perspectives of academic incivility, stress, and coping. This study used a 9-item questionnaire to explore perceived levels of civility, major stressors, most effective coping strategies, ways to improve student-to-faculty and student-to-student relationships, and advice to improve civility in the nursing program. Data were collected from a cohort of nursing students upon entry into their nursing program (n=54), 12 months into the nursing program (n=68), and at the end of the nursing program (n=66). The numerical data were analyzed using descriptive statistical analysis and the narrative comments were analyzed using qualitative content analysis.

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Evaluation/Results (limit 150 words): Present the key results/outcomes of your research study or scholarly project.

Using a Likert scale ranging from extremely civil (6) to not civil at all (1), perceived levels of civility declined slightly over the course of the study (year 1=5.33, year 2=5.17, and year 3=4.68). The top 2 stressors remained constant through all 3 measurements; demanding workload and balancing work, school, family, and personal lives; however the third stressor changed over time to include challenging clinical assignments and preparing for licensing exams. Most students coped by relaxing and spending time with others, exercising, and getting organized. Student-faculty relationships were enhanced by faculty presence and responsiveness, while student-student relationships were improved by supporting and encouraging one another. The most effective ways to foster civility included faculty encouragement and flexibility and course organization and clarity.

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Conclusions/Recommendations (limit 75 words): Concisely state the conclusions of your research study or scholarly project. Provide recommendations as to how to integrate the results/outcomes of your research study or scholarly project into nursing education.

Civility plays a pivotal role in students' perception of stress, coping, and program satisfaction. An intentional approach is needed to prepare students to be leaders in the nursing profession. Raising awareness about the stressors experienced by students and knowing the most effective coping strategies and ways to promote civility can have a major impact on improving the teaching-learning environment, building positive relationships among faculty and students, and addressing the challenges of academic incivility.

All posters should include reference citations in correct APA format

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Developing Your Abstract

- Start early—don't wait until the 'last minute'—establish a timeline
- Review the guidelines and scoring rubric carefully—select the correct category
- Know your audience—nurse educators
- Begin drafting your abstract using required headings as a template (exemplars)
- Summarize content concisely without exaggeration (be aware of word count)
- Flawless spelling, grammar, punctuation
- Request peer-reviewers ahead of time
- Revise after peer review
- Prepare a final version
- Upload into the ATI Summit system

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Points to Ponder



- Is your abstract compelling and interesting to read?
- Is your abstract organized, well-written, logically composed, and free of errors?
- Does your abstract conform to the guidelines and criteria contained in the scoring rubric?
- Does the abstract title concisely describe the subject matter contained in the abstract?
- Are your purpose statement, research and/or PICOT question clearly stated—do your conclusions relate directly back to your purpose and question?
- Are the results/findings relevant and timely—and important for nursing education?
- If you were a reviewer, how would you score the abstract?

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Have Fun and Good Luck!



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