

## EXAMPLE SPN ABSTRACT SUBMISSION FORM

2025 Abstract Submission Form

SPN Abstract Submission Form

**Track:**

Education

**Session Title:**

Flipped Classroom Activity to Teach Undergraduate Nursing Students Pediatric Neurological Content

**Session Type:**

15, 30 or 60 minute Podium

**If this podium submission is not accepted, would you like it to be considered for a poster submission?:**

Yes

**If this podium submission is accepted, would you like it to be considered for virtual presentation in addition to in-person?:**

Yes

**Abstract:**

Upon review of previous course specific standardized exam scores, undergraduate students scored below the national average on the pediatric neurological component. This prompted the need for exploring innovative teaching strategies aside from the traditional classroom approach. The overall purpose of the flipped classroom activity is for students to understand and apply the pediatric neurological disease processes and interventions. The ultimate goal is for students to score higher on the course standardized exam. The target audience for this activity is undergraduate Baccalaureate of Science (BSN) nursing students. Minimal student involvement with previous classroom attempts coupled with a decreased interest for learning yielded lower scores on pediatric neurological content. To increase participation, motivation and overall exam scores, the flipped classroom activity is scored and added to the course grade. The activity consists of a formal written paper and a poster presentation. Grading rubrics for the formal paper, the poster presentation, and peer evaluations were created to maintain reliability and fairness. The students are to participate in a flipped classroom activity to learn about pediatric neurological conditions. Groups consist of 8-10 students, and each group will be assigned a neurological topic. This activity will stimulate critical thinking, creativity, professionalism and improve communication skills. Evaluation and retainment of the information was demonstrated on the specialty standardized exam. Comparing standardized test scores prior to the utilization of the activity, scores post implementation of the flipped classroom activity increased by 87 points on the pediatric neurological content. The score also reflected above the national average, which research shows correlation with successful completion of the exit exam. Students continue to provide positive feedback about this flipped classroom activity. Although this activity was specific to pediatric neurological content, the

flipped classroom approach can be easily implemented in various nursing courses for a multitude of topic areas or be modified and applied in other healthcare settings.

**Podium Submissions ONLY:**

Please type a brief (50 word maximum) description of your session, to be shared with attendees should your abstract be accepted. This short, compelling description describes what participants should expect by attending your session.

**Session Description:**

Explore an innovative teaching strategy aside from the traditional approach. A flipped classroom activity encourages student engagement, critical thinking, and improves retention of content. Though this activity is specific to pediatric neurological content, the flipped classroom approach can be easily implemented in various courses or applied in other healthcare settings.

**Literature References (3-5):**

Banks L, Kay R. Exploring flipped classrooms in undergraduate nursing and health science: A systematic review. *Nurse Educ Pract.* 2022 Oct;64:103417. doi: 10.1016/j.nepr.2022.103417. Epub 2022 Aug 12. PMID: 36113354. Bingen, H. M., Aamlid, H. I., Hovland, B. M., Nes, A. A. G., Larsen, M. H., Skedsmo, K., Petersen, E. K., & Steindal, S. A. (2024). Use of active learning classrooms in health professional education: A scoping review. *International Journal of Nursing Studies Advances*, 6, 100167. <https://doi.org/10.1016/j.ijnsa.2023.100167> Hudacek, S., & Wagner, E. (2023). NCLEX vs Next Generation NCLEX: Exam changes put the focus on clinical judgment, problem solving, and critical thinking. *American Nurse Journal*, 18(11), 42–46. <https://doi-org.libproxy.lamar.edu/10.51256/ANJ112342> Shen, D., & Chang, C.-S. (2023). Implementation of the Flipped Classroom Approach for Promoting College Students' Deeper Learning. *Educational Technology Research and Development*, 71(3), 1323–1347. Sportsman, S. (2020). HESI RN specialty exams improve scores on exit exam (E2). Elsevier.

> Examples: evidence-based practice/peer review journals, clinical guidelines, best practices. > Current (no older than 5 years) unless classic/seminal works such as: Benner, P. (1984). *From novice to expert: Excellence and power in clinical nursing practice*. Menlo Park, CA: Addison-Wesley. > Contain complete publication information in format such as APA. > Resource for formatting references: <http://owl.english.purdue.edu/owl/resource/560/05/>; > Literature references are not counted towards the abstract character limit.

**Have you received a grant or sponsorship from SPN?:**

No

**Are you submitting this abstract on behalf of a SPN committee, taskforce or project?:**

No

**Are you a member of SPN?:**

Yes

**Pre-licensure nursing students will be judged under a separate student track.**

**Are any pre-licensure nursing students the primary presenter(s) or author(s) of this abstract? (Pre-licensure nursing students will be judged under a separate student track):**

No

**The mission of the Society of Pediatric Nurses is to advocate for the specialty of pediatric nursing by advancing excellence in education, research and evidence-based practice. More information may be [found here](#).**

**Is your submission consistent with the SPN Mission?:**

Yes

**If chosen, will this be your first time presenting?:**

Yes

Please indicate the anticipated outcome of your presentation by completing this sentence: This session will enable the learner to: \_\_\_\_\_.

**Outcome Statement:**

explain how to utilize the flipped classroom teaching strategy, as well as the positive impact that it can make.

**Does this submission have a DEI component? This will not affect your review score.:**

No

**Please explain what DEI component your submission has.:**

N/A

**What audience level would best benefit from this presentation?:**

Proficient: Pediatric nurse for 5-6 years, looking to apply evidence-based practices and learn about situations that are contradictory. May have certification.

Abstract Submission Form

Step 2:

Please ensure complete and correct credentials are listed in the "Full Name" field for each presenter. This is how presenters will be published in the program materials, if accepted for presentation. The primary presenter will be the main point of contact for all correspondence with the SPN National Office. All concurrent session and poster presenters and co-presenters, including students, are required to register for the **full conference** during the early registration period. Please do not list co-authors who will not be attending the conference.

If you have more presenters who will be attending the conference than this form allows, please contact [speakers@pedsnurses.org](mailto:speakers@pedsnurses.org).

**Primary Presenter Name:**

JANE DOE

**Primary Presenter Credentials:**

MSN, RN, CBC, CPN

**Primary Presenter Institution:**

SPN University

**Primary Presenter Title:**

Instructor

**Primary Presenter Preferred Email Address:**

speakers@pedsnurses.org

Type 3-5 sentences about the presenter in the third-person, which will be used to introduce the speaker if he, she or they is/are selected for a podium presentation.

**Primary Presenter Bio:**

Jane Doe is a pediatric nursing instructor at the SPN University Peds School of Nursing in Chicagi, Illinois. She has been a pediatric nurse for about 10 years. She has been teaching pediatric nursing to BSN students for the past 2 years and truly loves the chance to share her passion for pediatrics the future generations of nursing.

**Do you have a second presenter?:**

No

**Presenter 2 Name:****Presenter 2 Credentials:****Presenter 2 Institution:****Presenter 2 Title:****Presenter 2 Preferred Email Address:**

Type 3-5 sentences about the presenter in the third-person, which will be used to introduce the speaker if he, she or they is/are selected for a podium presentation.

**Presenter 2 Bio:****Do you have a third presenter?:**

**Presenter 3 Name:**

**Presenter 3 Credentials:**

**Presenter 3 Institution:**

**Presenter 3 Title:**

**Presenter 3 Preferred Email Address:**

Type 3-5 sentences about the presenter in the third-person, which will be used to introduce the speaker if he, she or they is/are selected for a podium presentation

**Presenter 3 Bio:**

**Do you have a fourth presenter?:**

**Presenter 4 Name:**

**Presenter 4 Credentials:**

**Presenter 4 Presenter Institution:**

**Presenter 4 Title:**

**Presenter 4 Preferred Email Address:**

Type 3-5 sentences about the presenter in the third-person, which will be used to introduce the speaker if he, she or they is/are selected for a podium presentation.

**Presenter 4 Bio:**

**Do you have a fifth presenter?:**

**Presenter 5 Name:**

**Presenter 5 Credentials:**

**Presenter 5 Institution:**

**Presenter 5 Title:**

**Presenter 5 Preferred Email Address:**

Type 3-5 sentences about the presenter in the third-person, which will be used to introduce the speaker if he, she or they is/are selected for a podium presentation.

**Presenter 5 Bio:**

**Do you have a sixth presenter?:**

**Presenter 6 Name:**

**Presenter 6 Credentials:**

**Presenter 6 Institution:**

**Presenter 6 Title:**

**Presenter 6 Preferred Email Address:**

Type 3-5 sentences about the presenter in the third-person, which will be used to introduce the speaker if he, she or they is/are selected for a podium presentation.

**Presenter 6 Bio:**

Step 3: Submit **Relevant Financial Relationship** (formerly known as Conflict of Interest) Information for Each Presenter; as defined by ANCC, is any entity producing, marketing, reselling, or distributing healthcare goods or services consumed by or used on patients, or an entity that is owned or controlled by an entity that produces, markets, resells, or distributes healthcare goods or services consumed by or used on patients. (please reference content integrity document for further clarity <https://accme.org/standards-resources>) All individuals who have the ability to control or influence the content of an educational activity must disclose all **Commercial relationships** with any commercial interest, including but not limited to members of the Planning Committee, speakers, presenters, authors, and/or content reviewers. Relevant relationships must be disclosed to the learners during the time when

the relationship is in effect and for 12 months afterward. All information disclosed must be shared with the participants/learners prior to the start of the educational activity.

An **ineligible company** is any entity whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.

For specific examples of ineligible companies visit **[accme.org/standards](https://accme.org/standards)**.

Examples of financial relationships include employee, researcher, consultant, advisor, speaker, independent contractor (including contracted research), royalties or patent beneficiary, executive role, and ownership interest. Individual stocks and stock options **MUST** be disclosed; diversified mutual funds do not need to be disclosed.

Research funding from ineligible companies **MUST** be disclosed by the principal or named investigator even if that individual's institution receives the research grant and manages the funds.

If the financial relationship existed during the last 24 months, but has now ended, please state that as well.

[Letter to Explain Why Financial Relationship Information is Collected.pdf](#)

**Presenter 1 Relevant Financial Relationship: Please check the box to indicate your understanding of this policy.:**

Yes

**Presenter 1 Relevant Financial Relationship Is there an actual, potential or perceived Relevant Financial Relationship for yourself or spouse/partner?:**

No

**Primary Presenter Relevant Financial Relationship : Please describe in the textbox below::**

**Presenter 2 Relevant Financial Relationship: Please check the box to indicate your understanding of this policy.:**

**Presenter 2 Relevant Financial Relationship: Is there an actual, potential or perceived Relevant Financial Relationship for yourself or spouse/partner?:**

**Presenter 2 Relevant Financial Relationship : Please describe in the textbox below:**

**Presenter 3 Relevant Financial Relationship: Please check the box to indicate your understanding of this policy.:**

**Presenter 3 Relevant Financial Relationship: Is there an actual, potential or perceived Relevant Financial Relationship for yourself or spouse/partner?:**

**Presenter 3 Relevant Financial Relationship : Please describe in the textbox below:**

**Presenter 4 Relevant Financial Relationship: Please check the box to indicate your understanding of this policy.:**

**Presenter 4 Relevant Financial Relationship: Is there an actual, potential or perceived Relevant Financial Relationship for yourself or spouse/partner?:**

**Presenter 4 Relevant Financial Relationship : Please describe in the textbox below:**

**Presenter 5 Relevant Financial Relationship: Please check the box to indicate your understanding of this policy.:**

**Presenter 5 Relevant Financial Relationship: Is there an actual, potential or perceived Relevant Financial Relationship for yourself or spouse/partner?:**

**Presenter 5 Relevant Financial Relationship : Please describe in the textbox below:**

**Presenter 6 Relevant Financial Relationship: Please check the box to indicate your understanding of this policy.:**

**Presenter 6 Relevant Financial Relationship: Is there an actual, potential or perceived Relevant Financial Relationship for yourself or spouse/partner?:**

**Presenter 6 Relevant Financial Relationship : Please describe in the textbox below:**

Step 4: Agreement; By submitting this proposal, I attest that I am the owner of all content and have the authority to grant to SPN and its agents permission and the rights to include my presentation paper, the title of which is noted above, and any other materials distributed or displayed at my presentation in image, printed materials, and/or my voice recording in connection with the SPN Annual Conference.; If I have violated or infringed a personal or property interest (including a copyright or trademark) of any individual or entity in giving this license to SPN, I agree to indemnify SPN against any and all liability for payment of claims, judgments, or settlements for violation or infringement of any personal or property rights resulting from SPN's use of the work, and for any attorneys' fees that SPN incurs in the defense of such claim or lawsuit.; After submitting your session, abstract reviewers from the Program Planning,



Educational Products and Services and Clinical Practice & Research Committees will review all proposals and notify submitters of their abstract status in **Fall 2024**. Please review your submission. Incomplete submissions or submissions that contain identifiers in the title, abstract, session description, or objectives are disqualified and are not eligible for selection.; **Once this form is completely submitted, click the OK button below to submit your abstract.** You will receive an email confirming your submission.