

National Association of School Nurses

Poster Presenter Abstract and Poster Requirements

This document provides information on the requirements for posters abstract submissions and poster development using the following categories: Clinical Education, Leadership, or Advocacy; Quality Improvement; Evidence-Based Practice; or Research/Scholarly Inquiry. **Section I** should be used to guide your abstract submission. If your abstract is accepted, **Section II** should guide your poster development.

- Education: the intentional systematic process of facilitating learning, developing knowledge, skills, values, and competencies, while supporting intellectual and personal growth through structured experiences.
- Leadership: the structured, scholarly, or practice-based approach to cultivating leaders who can think strategically, act effectively, and drive improvement across complex systems.
- Advocacy: intentional, ethical, evidence-informed action of promoting, supporting, or advancing the needs, rights, or well-being of people or populations through influence, communication, and policy engagement.
- Quality Improvement: The goal of quality improvement is to make systems, processes, or workflows measurable better. QI is used to continuously enhance performance, reduce variation, and improve outcomes using systematic, data-driven methods.
- Evidence-Based Practice: is to the integration of high-quality evidence, clinical expertise, along with the preferences and goals for patients or populations to guide decision-making and improve outcomes.
- Research: A systematic rigorous process of asking questions, collecting, and analyzing evidence and generating new knowledge to advance science, improve practice, and inform policy.

Section I: Poster Abstract Submissions

A: Education, Leadership, Advocacy Poster Abstract Requirements

1. Introduction/Practice Gap/Significance
2. Background
3. Methods or Approach
 - Education: Framework/Model
 - Leadership: Theory & Skill Development
 - Advocacy: Informed Action
6. Implications for practice
7. Key Takeaways
8. References (not included in the word count).
 - Include a minimum of **five references in APA** format to support your work.

- References should come from peer-reviewed journals and be within the last 5–7 years — seminal or landmark works are an accepted exception to the recency requirement.

B: Quality Improvement Poster Abstract Requirements

1. Introduction/Problem/Theory of Change
2. Background/Review of current problem
3. Intervention/Methods (QI tools)
4. Measures/Evaluation
5. Results
6. Implications for Practice
7. References (not included in the word count).
 - Include a minimum of **five references in APA format** to support your work.
 - References should come from peer-reviewed journals and be within the last 5–7 years — seminal or landmark works are an accepted exception to the recency requirement.

C. Evidence-Based Practice Poster Abstract Requirements

1. Introduction/PICOT
2. Background/Significance
3. Evidence synthesis (Finding, Appraising, and Synthesizing Evidence)
4. Implementation plan/Methods
5. Evaluation and outcomes
6. Implications for practice
7. References (not included in the word count).
 - Include a minimum of **five references in APA format** to support your work.
 - References should come from peer-reviewed journals and be within the last 5–7 years — seminal or landmark works are an accepted exception to the recency requirement

D. Research Poster/Scholarly Inquiry Poster Abstract Requirements

1. Introduction/Problem Statement
2. Research question/Background
3. Methods & analysis
4. Results/findings
5. Implications for practice, policy, future research
6. References (not included in the word count).
 - Include a minimum of **five references in APA format** to support your work.
 - References should come from peer-reviewed journals and be within the last 5–7 years — seminal or landmark works are an accepted exception to the recency requirement

Section II: Guidance for Poster Development

If your abstract is accepted, the below will help you prepare a strong poster for submission. Navigate to the section that matches your poster type and use the guidance under each category to ensure your poster is thorough, well-supported, and aligned with NASN conference outcomes. Use as many visuals as possible.

A. Education, Leadership, Advocacy Posters

1. Introduction

- Clearly identify a **learning gap** (for Education), **leadership challenge** (for Leadership), or **advocacy issue or inequity** (Advocacy).
- Align to the NASN School Nursing Practice Framework™ and **to at least one competency** from a National Nursing Scope and Standards of Practice (NASN, ANA, AONL)

2. Significance/Background

- Clearly describe the significance to the school nursing population or child health outcomes.
- Validate the gap, challenge, or advocacy issue with **supporting evidence** — data, literature, or documented observations that demonstrate the issue is real and significant.

3. Framework/Strategy

- Education: Demonstrate your educational framework/develop overall education using guidelines, standards, and evidence.
- Leadership: Demonstrate your leadership framework/ overall professional development.
- Advocacy: Demonstrate your advocacy strategy: communication, policy building, policy action.
- Use diagrams if possible.

4. Outcome

- Education: Define the knowledge, skills, or practice changes and how this improves patient outcomes; processes, or collaborations.
- Leadership: Define your developmental approach (e.g. coaching, case analysis, experiential learning).
- Advocacy: Define impact to policy awareness, resource shifts, improved equity.
- Use **charts, tables, or figures** where appropriate to visually illustrate your findings and make them easy to understand.

5. Implications

- Document the **applications or implications** of your work for school nursing practice as well as **future recommendations** based on your findings — what should be done next, expanded, or studied further?

6. Convention Outcome Alignment

- Review the convention outcomes and ensure your poster content **connects to at least one goal**. Be **explicit** in how your work supports the outcomes of the convention.

7. Commercial Bias

- Do **not** reference specific company names, logos, or branded equipment anywhere on your poster. Use **generic names** for all medications — trade names are not acceptable.
- Ensure your poster is entirely **free from any appearance of commercial promotion** or industry influence.

8. References

- Include a **minimum of five evidence-based references in APA format** to support your work.
- References should come from **peer-reviewed journals** and be **within the last 5–7 years** — seminal or landmark works are acceptable.

B. Quality Improvement Posters

1. Introduction

- Lead with the **problem**
- Validate the problem with **supporting evidence** — data, literature, or documented observations that demonstrate the issue is real and significant. (Consider using a diagram).
- Align to the NASN School Nursing Practice Framework™ and to **at least one competency** from a National Nursing Scope and Standards of Practice (NASN, ANA, AONL)

2. Review / Development of Plan

- Provide a visual of the **change method** you used — for example, a nursing theory, the PDSA (Plan-Do-Study-Act) cycle, or Lewin's Change Theory — and explain how it guided your approach.

3. Implementation Methods

- **Method of implementation:** what you did, what setting, and with whom.
- Provide a **timeline** that is logical and easy to follow, showing the sequence of steps from planning through completion. (Optional)
- Demonstrate how **data or feedback was collected** during implementation — for example, surveys, audits, observation, or pre/post assessments. Provide real examples.

4. Evaluation and Outcome

- Present your **outcome data clearly**. This may include process or outcome measures; or pre/post-intervention data.
- Include an **explanation and interpretation** of your data. Use **charts, tables, or figures** where appropriate to visually illustrate your findings and make them easy to understand.

5. Implications

- Document the **applications or implications** of your work for school nursing practice as well as **future recommendations** based on your findings — what should be done next, expanded, or studied further?

6. Convention Outcome Alignment

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C. Evidence-Based Practice Posters

1. Introduction

- Lead with the **practice gap or clinical question** that prompted your EBP project.
- Your PICO(T) question should be clearly visible on your poster.
- Align to the NASN School Nursing Practice Framework™ and to **at least one competency** from a National Nursing Scope and Standards of Practice (NASN, ANA, AONL)

Letter	Stands For	What to Include
P	Population / Patient / Problem	Who is affected? What is the condition or concern?
I	Intervention	What intervention, exposure, or treatment are you examining?
C	Comparison	What is the alternative or current standard of practice?
O	Outcome	What result or change are you hoping to achieve or measure?
T	Time (<i>optional</i>)	Over what timeframe is the outcome measured?

2. Review / Development of Plan (Finding, Appraising, and Synthesizing Evidence)

- Visually demonstrate how you **identified, selected, and appraised the evidence** — include the databases searched, key terms used, and inclusion/exclusion criteria applied. How did you evaluate the validity, reliability, and applicability of the evidence you found?
- **Synthesize the evidence clearly**, showing how the body of literature as a whole supports your proposed practice change.

3. Methods

- Explain the **method of implementation** in detail — describe what EBP looks like in action, where it was implemented, and who was involved.
- Diagram a **nursing theory or change agent framework** — such as Lewin's Change Theory, the PDSA cycle, or another recognized model — and describe how it shaped your approach.
- Include a **clear, logical timeline** that guides participants through the sequence of implementation activities. (Optional)

4. Evaluation and Outcome

- Present your **outcome data clearly** which may include changes in practice or patient outcomes; process or outcome measures; or pre/post-intervention data.
- Use **charts, tables, or figures** where appropriate to make your data visually accessible and easy to interpret quickly.

5. Implications

- Document the **applications or implications** of your EBP project and offer **future recommendations**: What should be studied further? Could this practice change be scaled or replicated in other settings?

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8. References

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- References should come from **peer-reviewed journals** and be **within the last 5–7 years** — seminal or landmark works are acceptable.

D. Research Poster/Scholarly Inquiry Posters

1. Introduction

- Clearly document your **research purpose or research**.
- Briefly demonstrate the **significance of the problem** your research addresses, including any relevant epidemiological data or clinical context.
- Align to the NASN School Nursing Practice Framework™ and to **at least one competency** from a National Nursing Scope and Standards of Practice (NASN, ANA, AONL).

2. Review / Development of Plan (Literature Review)

- Include a brief **review of literature** related to your research problem — summarize the current state of knowledge in a way that is easily viewed.
- Be ready to discuss how your **literature review informed your research question** — the connection between what is known and what your study set out to discover should be evident.

3. Methods

- Demonstrate your **research design** — specify whether your study is quantitative, qualitative, or mixed methods, and briefly justify your design choice.
- Describe your **target population, sample size, and sampling methods** — viewers should understand who participated, how many, and how they were selected.
- Demonstrate through **visuals data collection procedures** and any instruments or tools used, including information about their validity and reliability where applicable.
- Note any **ethical considerations** addressed in your study, such as IRB approval or participant consent processes.

4. Evaluation and Outcome

- Document your **findings clearly and objectively**
 - **For quantitative studies:** Include appropriate **statistical reporting** — report measures of central tendency, variance, and significance levels (e.g., *p*-values, confidence intervals) as applicable.
 - **For qualitative studies:** Identify and describe the **major themes** that emerged from your data, supported by representative quotes or examples where space allows.
- Use **tables, figures, or graphs** to present findings in a visually organized and easy-to-read format.

5. Implications

- Demonstrate the **applications or implications** of your research findings for school nursing practice and offer clear **future recommendations**: What further research is needed? How might these findings change clinical practice, policy, or education?

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