

# 2021 GRADUATE RESEARCH SYMPOSIUM

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POSTER PRESENTATIONS

# WELCOME

DR. CHARLES OCHIE SR. EXECUTIVE DIRECTOR & PROGRAM ACTIVITY DIRECTOR

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On behalf of Albany State University Graduate School, I extend hearty congratulations to all students who are presenting in this 2021 Graduate Research Symposium for their determination, dedication and persistence. We all greatly admire and appreciate all your efforts, commitment and perseverance to complete your graduate program while actively involved in fighting COVID-19 in professions.

We commend you and we wish you the best in your future endeavors.

# REMARKS

DR. ANGELA PETERS PROVOST & VICE PRESIDENT OF ACADEMIC AFFAIRS

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Congratulations graduate students? Your determination and perseverance has truly paid off and you are taking a big step towards the next phase of your life. Being a graduate student during the COVID-19 pandemic was not easy. I admire your dedication to push through to get the work done. You should be very proud of your research achievements and I commend you for presenting at the 2021 Graduate Research Symposium.

All the best!

# ALBANY STATE UNIVERSITY PRESIDENT MARION FEDRICK

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# GRADUATE STUDENTS PRESENTATIONS BIOS & HEAD SHOTS

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- Ms. Celebrity McNeal is a Stone Mountain, Georgia native and a graduate of Stone Mountain High School. After high school graduation, she initiated her core studies at Georgia State University in Atlanta, Georgia, and embarked upon her healthcare career as a Certified Nursing Assistant (CNA). After mastering the fundamentals of nursing, she accepted a fast-track promotion as a Community Business Director at an assisted living community while still attending college. The strong desire she obtained to make a difference in the lives of the geriatric residents she worked with everyday led her to advance her career in nursing. Therefore, she transferred to Georgia Piedmont Technical College and earned her Licensed Practical Nursing (LPN) diploma in 2011. After graduation, she obtained employment in the Internal Medicine department at Kaiser Permanente (KP). During her tenure, KP selected Ms. McNeal to be a recipient of the “Ben Hudnall Scholarship” which enabled her to continue her nursing studies while working full-time.
- Ms. McNeal successfully earned her Associate of Science in Nursing (ASN) degree in 2014 from Darton State College and a Bachelor of Science in Nursing (BSN) degree from Albany State University in 2018. After graduation, Ms. McNeal was accepted into Eastside Medical Center’s (EMC) very first “New RN Graduate ICU Residency Program”. During this time, she gained valuable experience learning about mechanical ventilators, tracheostomies, and other terminal disease processes. She ultimately became a Student Preceptor in the Intensive Care Unit and received recognition from her students and peer. She received the prestigious “Daisy Award”, was nominated as EMC’s “Nurse of the Year”, and voted one of “Atlanta Journal Constitutional’s Exceptional Nurses.” After the completion of her contract at EMC, she accepted the roles in nursing management as a Clinical Competency Coordinator (CCC) and Director of Nursing (DON) at various skilled nursing and rehabilitation facilities. Under Ms. McNeal’s leadership, she led one of Georgia’s most challenging long-term care facilities to its very first “Deficiency-Free Annual Survey”.

# GRADUATE STUDENT PRESENTATIONS DARTON COLLEGE OF HEALTH PROFESSIONS

## What is the Nurse's Role in Delivering Emergency Care in the Hospital Setting Celebrity McNeal MSN & Chelsea Simms MSN

Albany State University
What is the Nurse's Role in Delivering Emergency Care in the Hospital Setting:  
A Scoping Review  
Celebrity McNeal, MSN, RN and Chelsea Simms, MSN, RN  
Seketha Silas, MSN, RN Faculty Mentor  
Albany State University

### Abstract

All nurses must prioritize patients according to the seriousness of their conditions, but emergency prepared nurses must make decisions understanding that sometimes life and death are held within two seconds. Emergency nurses must provide the most appropriate clinical care to most people in the shortest possible time (Bijari et al., 2018). Emergency response can decrease a patient's unfavorable outcomes, assure a patient's worries about their clinical status, facilitate and expedite the circulation of patients in the emergency department, and create a sense of satisfaction in both the receivers and providers of emergency clinical care (Bijari et al., 2018). According to Wood (2020), nurses are at the front lines of care, and they have a good handle on the issues and what the patients need. Whether calling attention to a potential medication error, helping the rest of the health care team hear a patient's voice or shaping policy by speaking from first-hand experience, advocating for patients comes naturally to nurses (p. 1). Triage nurses are the frontline of emergency care in ED's. This review seeks to understand what role nurse's play in improving patient outcomes during an emergency.

### Results

**PRISMA Flow Diagram of literature eligibility for scoping review**

**Sample Emergency Department Triage System**

RED	• See immediately
AMBER	• See within 10 minutes
YELLOW	• See within 60 minutes
GREEN	• See within 120 minutes
BLUE	• See within 240 minutes

### Discussion

Bijari et al. (2018), Delnavaz (2018), and Ebrahimi et al. (2016), affirm that nurses play a significant role in delivering emergency care in the hospital setting. Bijari et al. (2018), states that one of the major roles of the nurse is to prioritize the needs of patients in critical conditions and those in need of immediate attention to make exact diagnoses in making the correct clinical decisions. The assumption is corroborated by Ebrahimi et al. (2016), who states in addition to prioritizing care, fast track interventions should be introduced for patients in the emergency department. For example, it is the nurse's role to provide comprehensive educational programs to support diagnostic and therapeutic interventions in triage practice. The researchers add that, triage nursing is a relatively new role for nurses that can be a challenging role in a dynamic environment.

### Introduction

What is the role of nurses in delivering emergency care in the hospital setting? A systematic approach will be utilized to select relevant literature as it relates to the research topic. A proposal for research will be developed based on the analysis of research findings. This scoping review supports the concept that nurses play an essential role in delivering emergency-prepared treatment during a trauma or crisis event to patients in the hospital setting.

### Methods & Materials

This systematic article search was conducted utilizing a rapid scoping review search procedure with a step-by-step process. The review selection criteria, methods, and analysis were predetermined and documented as the search progressed. Due to the strict timelines, the step-by-step method was used as an efficient and effective approach. References identified from the search strategy were selected and screened for relevance while acceptance was based on the title and abstract after initial key word matches. This system identifies evidence in an organized way. Several factors were deemed appropriate for eligibility determination, the factors include: if title meets eligible criteria, the abstract was then reviewed; if does not meet criteria, the article was excluded; if abstract meets eligible criteria, then read the full text; if abstract article is excluded, then determine does full text meet eligible criteria, include in the systematic review; if unclear and unable to seek further information, exclude the article entirely.

### References

Bijari, M., Torabzadeh, C., Rakhshan, M., Farouqi, M., & Shirazi, L. (2018, December 01). Professional Capability in Triage Nurses in Emergency Department: A Qualitative Study. *Revista Latinoamericana de Hipertension*.

Delnavaz, S., Hasankhani, H., Rooshangar, F., Dadashzadeh, A., Sarbakshah, O., Chafouffard, M. et al. (2018). Comparison of Scenario-Based Triage Education by Lecture and Role Playing on Knowledge and Practice of Nursing Students. *Nurse Education Today*, 70:54-59.

Ebrahimi, M., Mihaghi, A., Mazlom, R., Heydari, A., Nassehi, A., & Jafari, M. (2016). The Role Descriptions of Triage Nurse in Emergency Department: A Delphi Study. *Scientifica*, PP. 1-6. <http://dx.doi.org/10.1155/2016/5269815>

Wood, D. (2020). The Nurse's Role as Patient Advocate. *American Mobile*. Retrieved from: <https://www.americanmobile.com/nursezone/nursing-news/the-nurses-role-as-patient-advocate/>.

### Conclusion

In summary, this scoping review provided an overview of different perspectives and strategies of resolving poor patient outcomes and causes related to nursing roles during emergencies. The findings from the current nursing research can be used to help hospitals develop processes and protocols to improve patient outcomes. The studies offered many descriptions of the different models, methods, and statistical findings to support addressing the ineffectiveness of unprepared emergency nurses. The articles did offer insight on the impactful contributions that nursing roles deliver to emergency situations. Future nursing research is needed to determine how to mitigate negative impacts on patient outcomes as it relates to the emergency prepared nurses' role.

### Acknowledgements

We would like to sincerely thank the entire graduate faculty at Albany State University for providing us with the educational opportunity to achieve our dreams as future Family Nurse Practitioners. We would also like to especially thank Dr. Cathy Williams, Dr. Linda Amankwa, Dr. Linda Grimsley, Dr. Joyce Johnson, Ms. Doretha Moultrie, Dr. Charles Ochie, Ms. Sheronda Fowler, Ms. Seketha Silas, Ms. Lynette Johnson, and the MASTERS Enhancement Program for supporting our graduate research project.

# GRADUATE STUDENT PRESENTATIONS BIOS & HEAD SHOTS

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My Name is Troya N Thomas. I have been in the medical field for 8 years, dedicating 6 years to traveling. Throughout the years I have had the opportunity to take care of dialysis patients (Acute & Chronic), drug induced mental health patients, work in the cancer unit and SICU (Surgical Intensive Care Unit) at Phoebe Putney Hospital in Albany Ga. The Most interesting place I have worked was Bellevue Medical Center in New York, where I was part of the ambulatory team, crushing Covid-19 day by day. I obtained my ASN & BSN from Darton State College and my MSN from Albany State University. Interesting facts: I love to be read to, I enjoy spending quality time with my family (traveling, shopping, eating or just doing nothing) and my most favorite thing is giving the best of me to others.



# GRADUATE STUDENTS PRESENTATIONS BIOS & HEAD SHOTS

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My name is Nadrieka Jones and I'm a recent graduate from Albany State University. I have been a registered nurse for 9 years and have worked majority of my career in Women Services. I completed my undergraduate studies in 2012 at Southern University A&M College in Baton Rouge, Louisiana. Currently, I'm preparing for boards and looking forward to what lies ahead for me in healthcare.



# GRADUATE STUDENTS PRESENTATIONS DARTON COLLEGE OF HEALTH PROFESSIONS

## How Are Nurses using the Edinburgh Postnatal Depression Scale (EPDS)?

Ms. Troya Thomas MSN

Ms. Nadrieka Jones MSN

**Albany State University**

**How Are Nurses Using the Edinburgh Postnatal Depression Scale (EPDS)?**

Nadrieka Jones, BSN, RN & Troya N Thomas, BSN, RN  
Dr. Schwon Bussey, Faculty Mentor  
Department of Nursing-Albany State University, Albany Ga

**Abstract**

The EPDS is one of the most prevalent scales used to screen mothers for PPD. However, many individuals continue to suffer in silence. In spite of the rising concern surrounding this issue, the significance of identifying and treating EPDS has been generally disregarded by many until recently (Anokye et al., 2018). Screenings are critical to the postpartum population and regular screening practices need to be implemented and followed in practice. However, it is vital to determine how nurses are using the EPDS and if their utilization has impact on individual's wellbeing.

**Introduction**

The purpose of this scope review is to explore how nurses are using the Edinburgh Postnatal Depression Scale (EPDS). EPDS has mainly been used to screen for Postpartum Depression (PPD) also called postnatal depression (PND) which is a mental illness that may affect women during their first year after childbirth. Postpartum depression is a disorder that is often overlooked by healthcare providers. Many women suffer in silence with the disease, never seeking help or the appropriate treatment.

PPD is a risk to the mother's and the baby's welfare and development (Strelow et al., 2018). Postpartum women face many obstacles as they adjust to their new role. These challenges are often overwhelming, allowing women to feel helpless and exhausted. Countless elements influence treatment and care for the mothers encountering this issue. One way to combat PPD is to screen patients using effective screening methods such as the EPDS. Research findings emphasize the importance of screening for PPD, depression, and other psychological illnesses. Many types screenings begin in healthcare settings and the way the methods are used can impact one's wellbeing. Mental stability continues to be a growing concern, and as medical professionals, it is imperative that we screen and provide suitable opportunities for women and others to seek the appropriate care. There are numerous types of screening tools utilized to diagnose many mental disorders. However, for this scope review, only the Edinburgh Postnatal Depression Scale (EPDS) will be assessed.

**Methods, Data Collection & Results**

**Method:** A systematic review method was utilized to obtain precise information related to how nurses are currently utilizing the EPDS. Screening for PPD is critical in the postpartum period, however, the scale can be used in different settings and utilized in different aspects of nursing. The inclusion and exclusion criteria qualifications are integrated and identify all key concepts in the scope review. The Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) was utilized to analyze the literature review.

**Data:** The following data sources were used to conduct this scoping review: Galileo, Google Scholar, PubMed Central, and CINAHL. Complete electronic database for articles related to nurses using EPDS. Free text terms and controlled terms were used to attain the appropriate literature. The key terms utilized in the search engine included the following: "nurses AND Edinburgh postnatal depression scale AND nursing journals," "Edinburgh postnatal depression scale AND screenings," "Edinburgh postnatal depression scale AND nursing research." The inclusion criteria required articles to be from 2015-2021, full text, available in English, and the articles had to use the EPDS in some way in their research.

**Results:** After analyzing 22 articles in which nurses utilized the EPDS, it was concluded that nurses used the scale to screen for more than PPD, screenings take place in many different settings, and PPD can affect more than just women. The EPDS also was used to assess postpartum anxiety, bipolar disorders, and the evaluation of the benefits of being treated for PPD.

**Preliminary Study Proposal**

Screening women in the postpartum period for PPD is a method that many providers widely practice. However, fathers, mainly African American males, are often overlooked and not considered to be depressed. According to Prenji et al. (2019), males experience anxiety and stress due to a newborn's demands. Furthermore, Carlberg et al. (2018) express that the time frame after birth may be complicated and overwhelming, which could adversely affect the mother and the newborn. In conclusion, there is still a need for additional research on fathers and newborns in the postpartum period. The following research questions should be explored in the future: How can nurses best promote a healthy transition to fatherhood by screening African American fathers with the EPDS?

**Research Question**

How are nurses using the EPDS?

**Background**

Approximately ten to fifteen percent of postpartum women will suffer from a mood disorder referred to as PPD. PPD occurs typically within six months to a year after pregnancy; however, a few studies have revealed the occurrence of postpartum depression four years after birth (Anokye et al., 2018).

**Conclusion**

The EPDS is one of the most common used screening methods to diagnose postpartum depression. However, the scale is now used in different settings and has been an effective tool used to screen males for postpartum depression and is also used to differentiate between other mental illnesses.

**References**


Anokye, R., Acheampong, E., Budo-Amooson, A., Obeng, E. I., & Akpan, A. G. (2018). Prevalence of postpartum depression and interventions utilized for its management. *Annals of general psychiatry, 17*, 18. Doi: 10.1186/s12991-018-0188-9

Prenji SS, Reilly S, Currie G, Dosani A, Oliver LM, Lohia AK, Young M, Hall M, Williamson T. Experiences, mental well-being and community-based care needs of fathers of late preterm infants: A mixed-methods pilot study. *Nurs Open.* 2019 Nov 6;7(1):127-136. doi: 10.1002/nop.2370. PMID: 31871696; PMCID: PMC6917944.

Strelow, B., Fellows, N., Fink, S. R., O'Laughlin, D. J., Radke, G., Stevens, J., & Tweedy, J. M. (2018). Postpartum depression in older women. *Journal of the American Academy of Physician Assistants, 31*(3), 15-18. Doi: 10.1097/01.jaa.0000530288.83376.8e

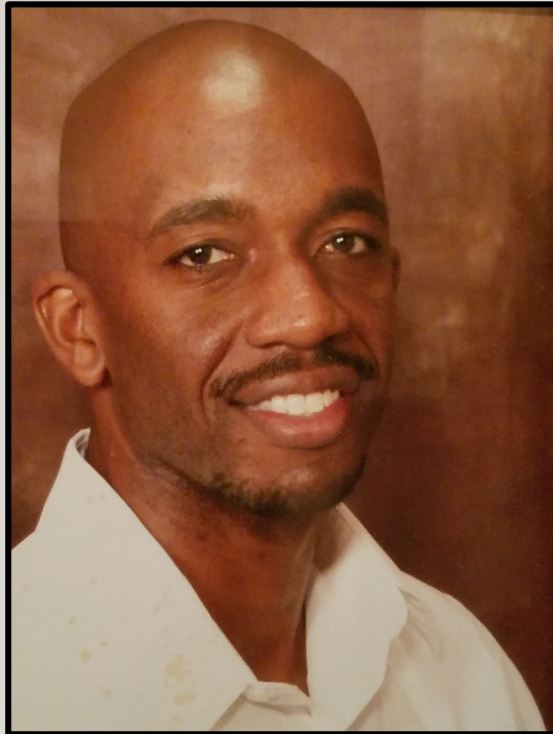
**Acknowledgements**

We would like to thank Mrs. Leslie Jones for giving us the opportunity to be apart of the Masters Enhancement Grant Program we couldn't have finished the program with out it. Thank you, Mrs. Lynn Johnson, for your continued support you were more than just a counselor, you were an angel sent from heaven and we truly appreciate you! Dr. Linda Anankwa, we would like to thank you for your guidance and your dedication to helping us complete our thesis which allowed us to graduate on time, you ROCK!



# GRADUATE STUDENT PRESENTATIONS BIOS & HEAD SHOT

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- Chauncey Keith has been happily married to his lovely wife, Selina Keith, for 20 years and they have one child, Olivia, who is 13 years old. His education and work experience are vast and covers a wide array of disciplines. He earned a Bachelor of Science in Sports Medicine in 1996 from Valdosta State University, a Master of Science in Health and Human Performance with an Emphasis in Exercise Science in 1998 from Austin Peay State University, a Master of Arts in Organizational Leadership in 2011 from LaGrange College, an Associates Degree in Nursing (2018), Bachelor of Science in Nursing (2019), and a Master of Science in Nursing with a Concentration in Family Nurse Practitioner (2021) from Albany State University.
- Chauncey's career in health care began as a Certified Athletic Trainer where he provided medical coverage for athletes, including middle/high school, collegiate, and professional athletes for over twenty-four (24) years. He was the Head Athletic Trainer at Albany State University from 1998-2003 where he was responsible for the medical coverage of the entire student-athletic population. During his tenure at Albany State University, he taught a variety of classes on the collegiate level to include Athletic Training, First Aid & Safety, and Kinesiology. Chauncey also provided CPR training for coaches and other personnel at Albany State University from 1998-2003. After leaving ASU, Chauncey continued his athletic training career with Phoebe Physical Medicine where he provided medical services for area high schools, local colleges, the Albany Arena Football teams, and many other sports competitions hosted by the city of Albany. He transitioned to nursing in 2018 where he has been serving as a RN on the Orthopedic/Neurosurgical unit at Phoebe Putney Memorial Hospital. While serving on this unit, Chauncey has earned and maintained a National Institutes of Health Stroke Scale (NIHSS) certification which is required since this is a designated stroke floor. As a life-long learner, he continues to look for opportunities to expand his knowledge base. As a Family Nurse Practitioner, Chauncey will merge his talents, education, and experience to provide quality care and serve his community.

# GRADUATE STUDENT PRESENTATIONS

## DARTON COLLEGE OF HEALTH PROFESSIONS

### The Effectiveness of an Educational Program on Diabetic Foot Care

Mr. Chauncey Keith MSN



**The Effectiveness of an Educational Program on Diabetic Foot Care**  
 Chauncey K. Keith, MSN, RN  
 [A Scoping Review]  
 Dr. Donyale B Childs, PhD, MSN, RN (Faculty Mentor)  
 Department of Nursing - Albany, State University

**Abstract**

Diabetes mellitus and its potential sequelae are a problem in this country. Diabetic self-care and management education helps prevent worsening problems associated with this disease. Professionally trained nurses can provide effective education to treat diabetic foot, thus reducing morbidity associated with diabetes mellitus. Diabetes self-management education empowers the diabetic population.

**Question**

Are diabetic patients able to learn effective means of self-care to manage the issues associated with diabetes mellitus?

**Purpose**

To gauge the effectiveness of an educational session on diabetic foot care.

**Discussion**

The diabetic foot as a major complication of diabetes mellitus, and was mentioned in 7 of the articles that were reviewed. Understanding the diabetic foot, recognizing viable treatment options, and preventive strategies are achieved through proper education. Education continues to display the importance in disease management. ES-Selamy and Bahary (2016) revealed that intervention was effective in improving knowledge and foot care health in patients with diabetes. Marquardt, Herrera, Norrman, Camalillo, Pualho, and Chavez (2017) agree that health education is an important tool in diabetic foot and lower extremity amputation prevention.

**Introduction**

Chronic diseases interfere with daily routines and affect multiple systems throughout the body. Examples of chronic diseases are heart disease and cancer, but for the purposes of this research, an exploration of the dynamics of diabetes mellitus will be conducted.

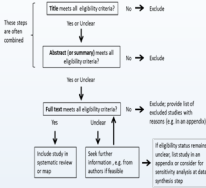
**Methods & Materials**

Scholarly articles were found using various techniques. An initial search on google scholar was utilized to obtain relevant material to review. "Diabetic foot education for nurses" was entered into the search box. This initial search yielded 41,100 results. After customizing the range to 2015 to 2020, the search yielded 16,200 results. Attempts to further reduce the research to nursing-related articles were employed. Information was also gathered using Galego from the Albany State University online library. A search for "diabetic feet treatment" yielded 189,884 results. Viewing the references from the articles that were identified also proved beneficial in locating various articles to consider.

**Results**

Ten articles were identified for use in this scoping review. Each article addressed education related to diabetes, diabetic foot care, or the effectiveness of an educational program.

**Methods & Materials**



**Future Research**

Further research will be conducted to determine the effectiveness of an educational program on diabetic foot care. For the purposes of this study, a quasi-experimental 1 group pretest-posttest will be proposed. This type of research provides the opportunity to evaluate many participants in their own settings which allows for adherence to the new social distancing guidelines. The instrument for the pretest and posttest will be a questionnaire that will be submitted online to allow each individual the opportunity to complete in their own environment. This questionnaire will be administered before and after the educational session that will take place online via a YouTube video link that will be provided.

**Conclusion**

In summary, this scoping review suggests that diabetic education is an effective means of conveying information to the diabetic patient and their families to prevent diabetic foot ulcers and the complications associated with them. However, future nursing research is needed to determine which methods of delivery are most effective in disseminating this information to allow for a more efficient use of resources and to ensure a proper retaining of the education material.

**References**

Balochian, D. & Bahari, A. (2014). Impact of Personal Diabetes Care Training Intervention on Foot Status among Patients with Diabetes. *Journal of Health, Medicine and Nursing*, 25(194).  
[www.sagepub.com/10.1177/1075542014262849](http://www.sagepub.com/10.1177/1075542014262849)


Kapci, Z., & Kalkan, A. (2016). Evaluation of Nurses' Knowledge Levels of Diabetic Foot Care Management. *Nursing research and practice*, 2016, 8249757. <https://doi.org/10.1155/2016/8249757>

Morgan, A., Davies, A., Morris, E., Corbridge, B., Fisher, A., & Clarke, G. (2017). Nursing Interventions for the Prevention Of Foot Ulcers In Patients With Diabetes: An Integrative Review. *International Archives Of Medicine*, 10, doi:10.1032/2017

Wakidat, S., ES-Selamy, M.R., & Bahay, A. A. (2016). Effect of Educational Program About Foot Care on Nurses' Knowledge, practice and Outcome for Patients with Diabetes. *RISE: Journal of Nursing and Health Sciences*, 4(6), 161-170. <http://dx.doi.org/10.1016/j.rihs.2016.09.001>

**Acknowledgements**

I would like to give special thanks to Dr. Donyale Childs, PhD, MSN, RN and Dr. Nicole Watkins, MSN, MSN, APRN, FNP-C for their assistance with this project. This review of literature was assisted with funding provided by the Master's Enhancement Grant.





# GRADUATE STUDENT PRESENTATIONS

## BIOS & HEAD SHOT

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- My names are Susan Akaya. I am originally from West Africa, Cameroon precisely. I am a mother of two boys 18 and 11 years old. I got interested in nursing as a little girl from my country because of a sick grandmother. My grandmother had kidney failure and there was no help at home. I was a little girl and saw how my parents were struggling to take care of my grandmother.
- When I got to America, I decided to take a career in nursing. I attended Darton State College in Albany Georgia for my associate in Nursing (ASN), graduated 2013. I went ahead to Albany State College and did my bachelor's in nursing (BSN) graduated 2018. I finally went back to Albany State University to pursue my master's in nursing. I am motivated to own my own clinic and hospitals in the nearest future. I just graduated from Albany State University May 2021 with my master's in nursing (MSN-FNP).

# GRADUATE STUDENT PRESENTATIONS

## DARTON COLLEGE OF HEALTH PROFESSIONS

### Nurse's Preparation and Palliative Care

Ms. Susan Akaya MSN

**Albany State University**

**Nurses' Preparation and Palliative Care**  
Susan Akaya RN-BSN, MSN (FNP)  
Prof. Lyla Taft, Faculty Mentor  
Albany, State University

<b>◆ Abstract</b> <p>•The purpose of this study is to examine how nurses' preparedness can affect palliative care services. Palliative care is an approach that improves the quality of life of patients and their families facing problems associated with a life-threatening illness, through the prevention and relief of suffering by means of early identification, assessment, and treatment of pain and other problems, psychosocial, physical and spiritual. Nurses who provide palliative care play a vital role in delivering care for terminally ill patients and support to their families.</p>	<b>◆ Results</b> <ul style="list-style-type: none"><li>• Nurse leaders and teams conducted an 8-hour workshop at each center, with a total of 35 workshops for 428 Intensive Care Units (ICU) nurses.</li><li>• Communication workshop on palliative care training was done at 5 medical centers, with each center containing 1 to 2 hospitals using 400 to 785 beds at 5 to 8 ICU.</li><li>• Nurse leaders were used for leadership team and were trained using a 2-year training program that began with a 3-day training session, to facilitating the use of role play in communication skills training.</li></ul>	<b>◆ Results</b> <p>Palliative care course content and facilitators was done in 4 modules and different sessions, the 4th module had two parts to it. It looked on how education was provided from introduction, communication skills, pain and other symptoms management.</p>	<b>◆ Discussion</b> <p>•This scoping review required nurses and student nurses to be prepared to provide palliative care. For better clarity, findings reported from various articles after training various nurses and student nurses on how to provide palliative care reported relevance to the content of educational materials and hence effectiveness of the education (Appendix A). Knopp de Carvalho et al. (2017) utilized an educational process and how it affected palliative care. For this scoping review, ten scholarly articles met the inclusion criteria which included various preparedness method by nurses and student nurses to provide palliative care. Nurses from the oncology units conducted a training of palliative care preparedness using a modified version of ELNEC (Harden et al., 2015). Also, Ferrell et al. (2018) used an ELNEC training with prelicensure nurses on assessment and management on a pain.</p>
<b>◆ Introduction</b> <p>•Electronic databases were used to search for relevant articles on nurse preparedness to palliative care. Studies used phases and modules to train participants on palliative care, educational workshops were utilized as well as, simulation to provide palliative care by nurses and student nurses. Students in the studies reported that the competencies acquired during the palliative care courses were significant to their palliative care practice.</p>	<b>◆ Methods &amp; Materials</b> <p>•Electronic databases were used to search for relevant articles on nurse preparedness to palliative care. The databases include CINAHL, ProQuest, MEDLINE, EBSCOhost, and Google Scholar. Articles were screened for topic relevance. Full-text studies and abstracts were selected. Duplicate studies were excluded. Only articles published between 2015 to 2020 were chosen at the final selection process.</p>	<b>◆ Methods &amp; Materials</b> <p>•Study Selection •The search of the CINAHL database yielded a combined total of 37 articles. After exclusion of duplicate papers, 4 unique studies were identified as directly relevant for this project. The search of OVID generated a combined total of 44 articles. After exclusion of duplicate, 5 studies were identified for inclusion in the literature review. One of the identified studies had already been retained from the CINAHL search leaving 4 unique studies from the OVID search. Search of the MEDLINE database yielded a combined total of 15 articles. After exclusion of duplicates, 5 articles satisfied the inclusion criteria, 3 of which were previously identified from search of CINAHL and OVID, leaving 2 unique articles from this search. A search of Google Scholar using the phrase "palliative care nursing" generated 614,000 results. Additional filters were used in the Google Scholar search to make the search results manageable. Results were limited to research studies in which the phrase "palliative care nursing" was in the title of the article. This generated 1920 results, a number that was still considered unmanageable and the Google Scholar database search was not included in this scoping review.</p>	<b>◆ Conclusion</b> <p>Nurse preparation to provide palliative care requires knowledge, training, guidance, and support to fulfill this goal. Future research could investigate educational classes required by nurses' and student nurses' preparation to provide palliative care. Research addressing educational classes on nurses' and student nurse's preparation to provide palliative care would only strengthen the knowledge base of nurses and student nurses.</p>
<b>◆ Question</b> <p>What are the Nurses' preparation and perception of palliative care?</p>			<b>◆ References</b> <p>Susan Akaya RN-BSN, MSN(FNP)</p>
<b>◆ Hypothesis</b> <p>•Workshop goals where nurses are taught bedside communication skills for building therapeutic relationship with families and other professionals on palliative care.</p>			<b>◆ Acknowledgements</b> <p>Many thanks to my instructors who helped me in this project:- Dr. Grimsley Linda ,Dr. Linda Amankwaa, Dr.Joyce Johnson My Mentor: Prof. Lyla Taft</p>



# RECOGNITION OF MENTORS HEAD SHOTS & BIOS

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*Donyale B. Childs has been a licensed nurse for over fifteen years. She graduated from Albany State University with my bachelor's degree. She then continued her education by obtaining a graduate (MSN) degree in Nurse Education from Walden University in 2008. She also completed her Ph.D. in Public Health: Community Health and Education. She has a fondness for learning new things and conducting research which has transferred to the mentoring of graduate students with their scholarly and thesis projects. She is a member of several published manuscripts: Cigarette use trajectories in young adults: Analyses of predictors across system levels, Cardiovascular Disease in African-American Women: An Assessment of Awareness, and Comparison of Thyroid Disease Mortality between Urban and Rural Populations in Southwest Georgia. I am also a member of ABNF, APHA, Sigma Theta, Tau, and The National Society of Leadership and Success.*



# RECOGNITIONS OF MENTORS HEAD SHOTS

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Dr. Schvon Bussey is a nurse educator with over 17 years of experience. Her areas of expertise include medical/surgical and psychiatric nursing. She has a certification in Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner. Schvon Bussey holds a DNP from the University of North Georgia. Prior to joining Albany State University, she taught students in the practical nursing program and associate of nursing program. She is a member of the National League of Nursing, American Association of Nurse Practitioner. She volunteers with several organizations to provide mental health awareness and training.

# RECOGNITIONS OF MENTORS HEAD SHOTS & BIOS

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Prof. Lyla Taft is a Nursing Instructor at the Darton College of Health Professions at Albany State University. She graduated from the Associate Nursing Program at Darton College in 2008, and completed her Bachelor's in Nursing then Master's of Nursing at Georgia Southwestern State University. She has been involved in Nursing Education since 2012. She is also Medical-Surgical Nursing Certified and a Certified Nurse Educator."

# RECOGNITION OF MENTORS HEAD SHOTS & BIOS

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Prof. Seketha Silas, MSN, RN is an assistant professor for the College of Darton College of Health Professions (DCHP) in the Bachelor of Science in Nursing program at Albany State University. She joined the DCHP as a full-time faculty in 2018. She began her nursing journey in 2005 working in various acute care settings including: medical-surgical, endoscopy and critical care and multiple roles including: charge nurse and clinical preceptor. She has been a nurse educator in higher education for over 10 years teaching in undergraduate nursing programs, allied health, and distance learning. Her goal is to inspire students to have a passion for learning. Through the attainment of knowledge, students become more proficient and confident in their skills and knowledge.



# RECOGNITION OF COMMITTEE MEMBERS AND DEPARTMENT

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