



2024

JUNE 12

St. Lawrence College

100 Portsmouth Ave.

Kingston, ON K7L 5A6

8th Annual Tri-Campus

Standing Up for Our Values: Community, Social Justice, Professionalism & Innovation

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**8th ANNUAL Tri-Campus NURSING Symposium**

**PROGRAM**

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| --- | --- | --- |
| Time | Session | Location |
| 0830-0855 | Registration/Continental Breakfast | Upper concourse  & Venue A |
| 0855-0915 | Opening Remarks | Venue B/C |
| 0915-1015 | Keynote Address | Venue B/C |
| 1015-1030 | Poster Viewing Sessions with Refreshments | Upper concourse  & Venue A |
| 1030-1140 | Concurrent Session #1 | Venue B/Venue C |
| 1140-1225 | Lunch | Venue A |
| 1225-1325 | Keynote Address | Venue B/C |
| 1325-1340 | Poster Viewing Sessions with Refreshments | Upper Concourse |
| 1340-1445 | Concurrent Session #2 | Venue B/Venue C |
| 1445-1545 | Workshop with Refreshments | Venue B/C |
| 1545-1600 | Final Words | Venue B/C |

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|  |  | **ORAL ABSTRACTS DETAILED SCHEDULE (AM)** |

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| Session  Number | Abstract Title | PRESENTER(s) | Time | Location | Session  Facilitator |
| 1.1B | Operationalizing Movement and Mobility | Elizabeth Moulton | 1030-1055 | Venue B | Hisham S. Elbatarny |
| 1.2B | Focus on the Concept:  Novel Ways to Explain  Shared Concepts in Body  System | Hisham S. Elbatarny | 1055-1120 | Venue B |
| 1.3B | Generation of Informative  Videos for Muscle Anatomy | Nora Ayling | 1120-1130 | Venue B |
| 1.4B | Digestion and Absorption  from Mouth to Anus: An  Engaging Approach to  Anatomical Education | Jordan Harry | 1130-1140 | Venue B |
|  |  |  |  |  |  |
| 1.1C | Student Led Simulations-  Implementation and  Lessons Learned | Sasha Murray, Fiona Jager, Matt LeBlanc, Colleen Battista and Heather McMiller | 1030-1055 | Venue C | Tanis Brown |
| 1.2C | Advancing Interprofessional  Education at SLC:  Strategies, Challenges, and  Opportunities | Tanis Brown and Julie Dyke | 1055-1120 | Venue C |
| 1.3C | What’s honesty got to do  with it? A mixed methods  covert research study  design | Nicola Eynon-Brown | 1120-1130 | Venue C |
| 1.4C | Exploring the utilization of  ChatGPT in entry-level  nursing education - A  scoping review | Shawn Luo | 1130-1140 | Venue C |

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| A close-up of a logo  Description automatically generated with medium confidence | A close-up of a logo  Description automatically generated with medium confidence | **ORAL ABSTRACTS DETAILED SCHEDULE (PM)** |

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| Session  Number | Abstract Title | PRESENTER(s) | Time | Location | Session  Facilitator |
| 2.1B | Art meets research: Public  responses to a art exhibit  which explored  undergraduate nursing  students experiences of  nursing school | Fiona Jager and Sasha Murray | 1440-1505 | Venue B | Fiona Jager |
| 2.2B | Evaluation of the  effectiveness of Quizlet as a  Study Tool in Science  Courses | Isabella Isbester | 1505-1515 | Venue B |
| 2.3B | Examining the knowledge  deficit regarding sleep and  its impact on academic  success | Tanya Lariviere | 1515-1525 | Venue B |
| 2.4B | Effectiveness of an  Electronic Tool in  Management of Symptoms  and Evaluation of Recovery  Outcomes in Mental Health  Outpatients | Andrea Arzate | 1525-1535 | Venue B |
| 2.5B | Rethinking Maternity: How  Gender Diverse People  Experience Perinatal Care | Emma Wilcox Simard and Jessica Chabot | 1535-1545 | Venue B |
|  |  |  |  |  |  |
| 2.1C | Enhancing Prediction of  Thrombosis Associated with  Breast Cancer Using Pre-  Chemotherapy Hematologic  and Coagulation  Characteristics | Maha Othman and Regan Bucciol | 1440-1505 | Venue C | Maha Othman |
| 2.2C | Examining Rheologic  Properties of Erythrocytes in  Healthy Individuals and  Cancer Patients | Maha Othman and Deirdre Finnigan | 1505-1515 | Venue C |
| 2.3C | A Bilateral Framework:  Contextualizing Mentoring  Relationships | Laurie Doxtator | 1515-1525 | Venue C |
| 2.4C | Reproductive Health Disparities and the Healthcare Practitioners’ Impact | Maya A. Laurito | 1525-1535 | Venue C |
| 2.5C | Participant Feedback from a  Transition to Practice  Workshop for Consolidating  Practical Nursing Students | Michelle Purdy | 1535-1545 | Venue C |

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|  |  | **POSTER ABSTRACTS DETAILED SCHEDULE** |

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| POSTER  NUMBER | TITLE | PRESENTER(S) |
| 1 | What is known about ‘contract cheating’ services for examinations in higher education? A Review. | Nicola Eynon-Brown |
| 2 | Voices Carry– Nursing Perspective About Intimate Partner Violence | Grace Guigue & Emilie Yates |
| 3 | Combined COVID-19 & Preeclampsia Increase Risk of Maternal Metabolic Disorders and Contribute to Poor Pregnancy Outcomes | Maha Othman |
| 4 | The Role of Neutrophil-to-lymphocyte Ratio in Assessing Disease Progression and Outcomes in Women with Breast Cancer | Maha Othman |
| 5 | Machine Learning for Predicting Thrombosis in Cancer Patients in Endometrial, Ovarian, and Breast Cancer | Maha Othman |
| 6 | Overview Study: Virtual Reality Potentially Remodeling Medical Education | Ty Conlin |
| 7 | Concept Analysis: Palliative Care vs Hospice Care | Jayan Anpalahan and Ty Conlin |

**SPECIFIC POSTER SESSIONS:**

During coffee and lunch breaks: 1000–1020, 1145–1245, and 1330–1345.

**POSTER AREA IS LOCATED IN UPPER CONCOURSE.**

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|  |  | **MORNING KEYNOTE SPEAKER** |

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**Karen Fleming -**  **Shattering Barriers To Equitable Care By Elevating Value**

**CNS, MN, MSHS, CHSE**

**Clinical Nurse Specialist, Red Blood Cell Disorders Clinic**

**Toronto General Hospital**

Karen Fleming has been a nurse for over 21 years and started her career at The Hospital for Sick Children on the Haematology/Oncology unit.  She has since pursued nursing leadership roles, completed her MN in 2011 and her Masters of Science in Healthcare Simulation in December 2021 and will be starting her Doctor of Education in September 2024 at UofT.  She believes in the power of education and more specifically, in the power of simulation-based education to engage all 3 domains of learning, while having the biggest impact on behaviour change.

With an ongoing mental commentary of wanting to reduce inequities in health care and improve the quality, access, and delivery of care from nurses, doctors, and all healthcare providers, she has devoted her free time and work time to the advancement of quality care for individuals with Sickle Cell Disease that is anti-racist, equitable, safe, and accessible.

Karen’s most recent achievement is as a member of the Ontario Health Advisory Committee for a Sickle Cell Community of Practice, where providers from all settings can come together to learn from, with and about the best practices in the interprofessional care of patients with SCD.

*“My biggest message to all of you is never give up on your dreams, don’t let anyone tell you you can’t, and believe in your own greatness, no matter what anyone else thinks or says.”﻿*

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## **Joanna Binch - How do we cultivate our passion?**

**RN (EC), MScN, PhD**

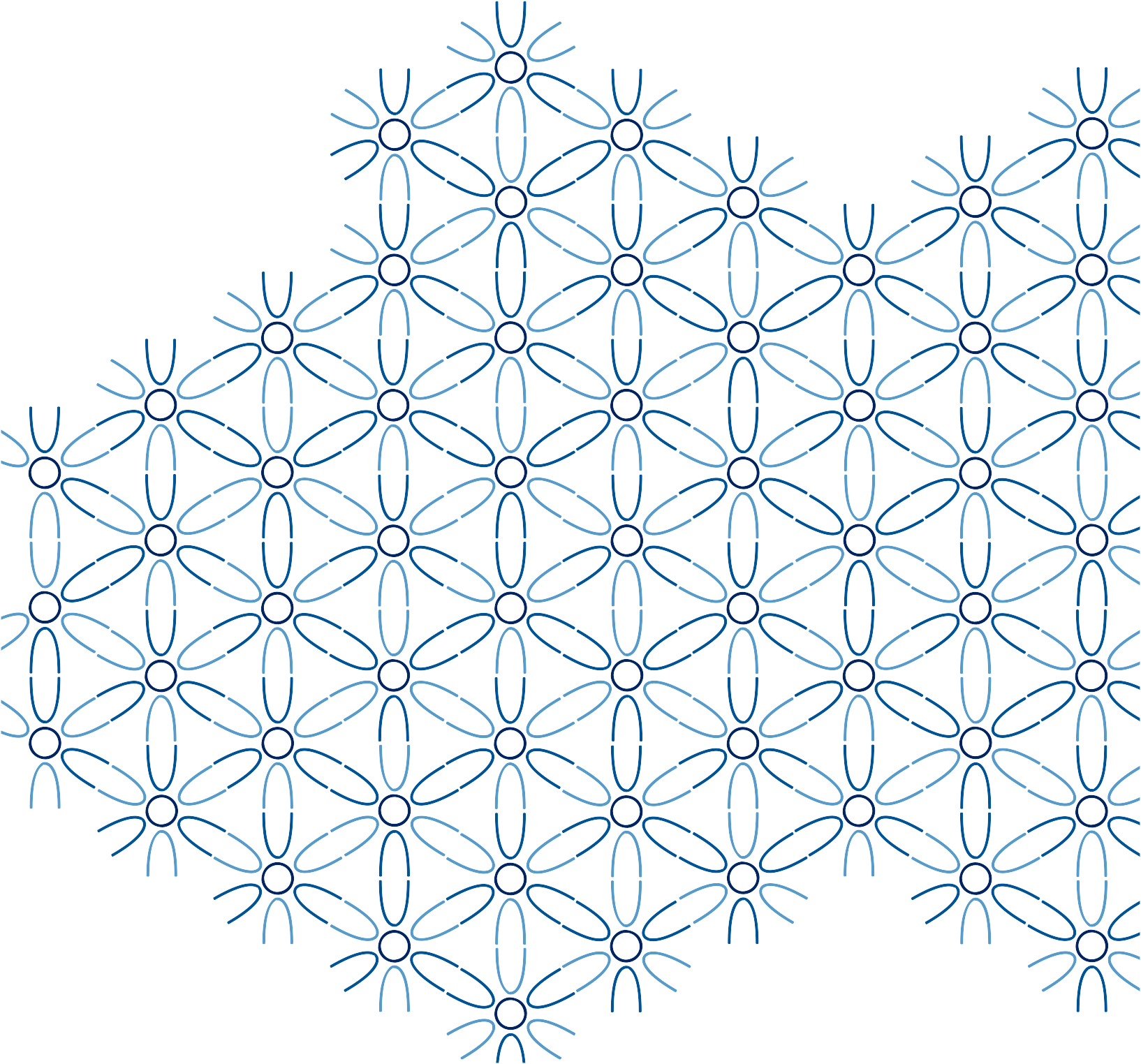
**Professor of Nursing, Algonquin College**

After receiving her Bachelor of Science in Nursing from St. Lawrence College, Jennifer went to work in areas of acute, critical, and transitional care nursing in Kingston. Her experiences as a registered nurse fueled her motivation to better understand how the processes of compassion for self and others can strengthen nurses and nursing students’ ability to thrive while facing the extreme stress of the health care system. Jennifer went on to obtain her Master’s in Nursing Science at Queen's University, wherein her thesis was focused on discovering the vital role of self‑compassion not only to nursing practice, but also as a key ingredient of a trauma‑informed approach. Jennifer’s research revealed the potential of using self‑compassion techniques to manage one’s emotions, deepen self‑awareness, foster compassion for others, and build personal resilience. Jennifer is convinced the future of nursing should include a braided approach to fostering a resilient nursing workforce using a trauma informed lens, self‑compassion practice, and building connections.

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| A close-up of a logo  Description automatically generated with medium confidence | A close-up of a logo  Description automatically generated with medium confidence | **WORKSHOP** |

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| Workshop | PRESENTERS: | Time | Location |
| Research Café: Networking Workshop | Keri-ann Berga, Sasha Murray, Fiona Jager | 1450-1545 | Venue B |
| Description:  This workshop is an extension of the Research Café series put on by the St Lawrence College School of Nursing Scholarship Committee. During this workshop, participants will have an opportunity to work in groups with people with shared interests to share ideas and consider directions for future research projects. They will also have the opportunity to consult with some of the people at SLC that support research, including Robyn Saaltink, the Research Support Officer, Sonja Irving, the Manager of Libraries and Learning Commons, and Elizabeth Moulton, a Professor in the School of Nursing with expertise in systematic reviews. | | | |
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|  | **ORAL** | |
|  |  | **ABSTRACTS** |



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|  | **1.1B** |  | **Background:** Movement and mobility are concepts that are often used interchangeably. A concept analysis was used to clarify their defining attributes, which provides the basis for theoretical definitions proposed by this paper. However, to select appropriate measures the concepts need to be operationalized.  **Objectives:** First to bridge the gap between the conceptual understanding of movement and mobility and the measurement of these concepts, given the complexity of these concepts and the large number of measures that exist. Second, to advise on the selection of measures for movement or mobility.  **Methods:** The concepts were operationalized using the five steps outlined by Waltz, Strickland, and Lenz: 1) develop a theoretical definition; 2) specify variables derived from the theoretical definition; 3) identify observable indicators; 4) develop means for measuring the indicators; and 5) evaluate the adequacy of the resulting operational definition**.**  **Results and Conclusions:** An example case was used to demonstrate the process of moving from theoretical definitions of movement and mobility to operational definitions. The operational definition was then used to select measures for the example case. When selecting a measure, the following characteristics need to be considered: if it is a patient reported outcome measure or a practical measure, if it measures a specific symptom or patient population, what concepts it covers, and the validity and reliability of the measure. |
|  | **ORAL** |
| **Operationalizing Movement and Mobility** | |
| Elizabeth Moulton Rosemary Wilson | |

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|  | **1.1C** |  | **Background/Context:** Student-led simulation is an innovative means that stimulates students to think independently, be critically reflective, try on new roles, acquire the knowledge and skills necessary to act in these new roles, and to gain competence and self-confidence (Rojo et al., 2023). Simulation in nursing has been the object of extensive scholarship over the past decade, including simulation in mental health (Norman, 2012; Vandyk et al., 2018). There is some literature regarding student-led simulation in Nursing (Svellington et al., 2021; Valler-Jones, 2014; Brown & Rode, 2018), the scholarship in this area is, overall, under-developed.  **Purpose/Aims:** The aim of these projects were to engage students in real-life practice experiences while working in student groups to lead the development of teaching/learning while utilizing simulation on topics that aligned with classroom theory.   **Methods:** Two student led simulation assignments were piloted as part of an undergraduate nursing program. The first assignment was utilized in a third-year mental health nursing class. A a convergent parallel mixed methods study was conducted, with both quantitate and qualitative data collected using an anonymous survey to examine the effectiveness of the assignment. The second assignment was deployed in a third-year med-surg class. Formal data was not collected. Personal experiences and anecdotal data from students about this project will be shared.  **Results:** Both assignments allowed for rich learning experiences which engaged the students in hands-on learning as well as critical thinking about the material.   **Impact:** With the continued evolution of education, the use of student-led simulation is an innovative way to create learning experiences for students, while developing practice and scholarship. |
|  | **ORAL** |
| **Student Led Simulations-Implementation and Lessons Learned** | |
| Sasha Murray  Fiona Jager  Matt LeBlanc  Colleen Battista  Heather McMiller  Valerie Andrecyk  Holly McShane  Doris McDonald  Krista Dukelow  Stephanie Gayle  Ashley Bartholomew  Craig Rowe | |

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|  | **1.2B** |  | Background and Objectives: Traditionally, anatomy and physiology courses are delivered systematically as individual organ systems. While this is useful, students often miss that some concepts are shared in more than one system. Learning those concepts separately hinders effective connection and can create confusion among learners.  Methods: A number of those concepts have been identified and thoroughly analyzed. In this presentation examples of these special concepts will be shared and explained including novel ways to present them and integrate in course delivery plans. The first concept is examining the “circulatory variants” across 4 different body systems including cardiovascular, endocrine, renal, digestive, and nervous systems. Similarly, “action potential” is examined across the nerves, skeletal muscles, and the heart.  **Results:** This approach was used in class and was received positively by students. An objective assessment of the impact on learning in a structured study is underway.  **Impact:** This novel approach shall solidify students’ understanding and enable them to link and apply learning to different body systems |
|  | **ORAL** |
| **Focus on the Concept: Novel Ways to Explain Shared Concepts in Body Systems** | |
| Hisham S. Elbatarny | |

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|  | **1.2C** |  | **Context:** In alignment with the School of Nursing's values of Innovation and Professionalism, this presentation will showcase a project focused on enhancing Interprofessional Education (IPE) opportunities at St. Lawrence College (SLC) by identifying best practices, needs, and current practices across various programs.  **Aim and Objectives:** The aim is to address barriers hindering progress towards the Canadian Association of Schools of Nursing (CASN) standard, such as scheduling conflicts and the diverse nature of programs. Through a comprehensive approach, the project will aim to address they key objectives:  Identifying current best practices in IPE to inform curriculum development and implementation.  Assessing the existing IPE needs and requirements among different programs at SLC to tailor interventions accordingly. Examining current IPE practices across diverse programs to identify areas for improvement and collaboration. Developing case studies relevant to SLC's program-specific IPE needs, ensuring readiness for implementation. Evaluating the progression of IPE opportunities over time to measure effectiveness and impact.  **Impact:** IPE is such a vital component of nursing education because health and social services require interdisciplinary planning and coordination for positive health outcomes. The implementation of this practice standard is complex and faces many challenges. It is essential that the School of Nursing finds solutions to those challenges for nursing students to fulfill this requirement of their education.  We are hoping that participants in this session will engage with the project by providing insights and suggestions for enhancement. Overall, this session aims to provide strategies, and resources to advance interprofessional education at SLC and enhance collaborative practice and patient outcomes. |
|  | **ORAL** |
| **Advancing Interprofessional Education at SLC: Strategies, Challenges, and Opportunities** | |
| Tanis Brown  Julie Dyke | |

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|  | **1.3B** |  | **Background:** Anatomy and Physiology is a complex course with many difficult concepts to grasp. The muscles of the upper and lower limbs are particularly challenging topics. St. Lawrence College is fortunate enough to have an anatomy museum which has upper and lower-limb cadavers to support learning. The objective of this student-led work is to build on previous learning models by adding relevant content and new students’ perspectives tips.  **Methods:** Two students co-worked towards crafting informative videos inside the anatomy lab with live examination of the cadavers, to explain the names, locations, functions of all muscle groups of both limbs. These videos will be always accessible to students to avoid the restrictive lab access and course lab hours.  **Results:** The videos have now been completed. The student team report a valuable learning experience while constructing this learning tool. Feedback from students utilizing these videos will be collected in future.  **Impact:** Students’ learning can be enhanced by combining textbook learning, lab materials/times with informational videos to have a more comprehensive understanding of the muscles and how they relate to each other in the human body. |
|  | **ORAL** |
| **Generation of Informative Videos for Muscle Anatomy** | |
| Nora Ayling  Isabella Isbester | |

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|  | **1.3C** |  | **Background:** A literature review revealed a knowledge gap regarding contract cheating services for in person proctored examinations. To increase knowledge, a three-part mixed methods covert investigation study has been designed to explore the contract cheating services.  **Purpose:** To discuss a proposed project for a three-part mixed methods, convert research study to explore contract cheating services in Ontario for computer-based in person examinations.  **Methods:** In part one, a factitious nursing student will contact representatives of contract cheating companies operating online. The research strives to examine attempts to disguise, acknowledgment that this is academic dishonesty, and what reassurances the company representative will offer to the student related to potential violations of academic integrity.  In part two, a fictitious student scheduled to take a computer based proctored examination will agree to pay for the service. The student will follow directions provided by the company and remote access to the computer will be granted. The purpose is to explore if the service is provided and if provided, how successful is the service successful.  **Goal and Hypothesis:** The third part of the study moves to evaluation of a quantitative comparison study examining how well the contract cheating services can perform and if there is any impact on ability when original, professor developed (rather than test bank developed) questions are used. The hypothesis is the contract cheating service will perform at a higher level on questions that are available publicly in comparison to questions that have been independently authored and are unique. |
|  | **ORAL** |
| **What’s honesty got to do with it? A mixed methods covert research study design** | |
| Nicola Eynon-Brown | |

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|  | **1.4B** |  | **Background:** Anatomy and physiology (A&P) is a foundational component of the nursing curriculum; however, students often struggle with the quantity and complexity of content. Many students find the traditional lecture-based approach to A&P education not sufficiently engaging. Alarmingly, current research indicates that nursing students forget 30% of A&P content within two years (Neumeier & Narnaware, 2024), further identifying a need for engaging and diverse pedagogical approaches to improve knowledge application and retention.  **Methods:** The current project aims to showcase how peer-developed stories, hands-on activities, and clinical examples can enhance A&P learning. The completed work involved teaching nutrient digestion and absorption to nursing students. Within this project, the overall relevance of learning A&P was introduced followed by the journey of organic substrates including carbohydrates, lipids, and proteins throughout the gastrointestinal tract, with examples of integrated hands-on activities. The demonstrated approach can be applied to other topics.    **Outcomes:** It was observed that the integrated methods engaged students and enhanced learning and knowledge retention in professional settings. An objective analysis of the efficacy of this approach including outcomes such as confidence, attentiveness, and motivation before and after learning sessions, in addition to the impact of different teaching modalities on student performance, will be conducted in the future.  **Significance and Impact:** A foundational understanding of human anatomy and physiology is essential for nurses to perform assessments, facilitate treatment, and care for patients (Johnston, 2010; Satoh et al., 2023). By engaging in active learning, students can retain more information and be better equipped to explain anatomical and pathophysiological concepts to patients in an accessible manner. |
|  | **ORAL** |
| **Digestion and Absorption from Mouth to Anus: An Engaging Approach to Anatomical Education** | |
| Jordan Harry  Hisham S. Elbatarny | |

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|  | **1.4C** |  | **Background:** ChatGPT is an advanced natural language processing model that has shown promise in transforming healthcare education. Despite this potential, the current landscape of ChatGPT utilization in nursing undergraduate education remains underexplored. Notably, existing reviews primarily forecast future AI applications rather than focusing on current implementations. This highlights the need for a comprehensive understanding of ChatGPT's current application in nursing education.  **Objective:** The objective of this scoping review is to systematically map the existing body of evidence on the utilization of ChatGPT in nursing undergraduate education, focusing on students enrolled in BScN or PN programs, and the nursing faculty who teach in these programs.  **Methods:** The scoping review will follow the JBI methodology and employ a comprehensive search strategy to capture both peer-reviewed studies and grey literature related to ChatGPT utilization in nursing undergraduate education. Bibliographic database searching will involve a three-step strategy across multiple databases, including CINAHL Ultimate, ERIC, Medline, Scopus, Web of Science, ScienceDirect, and Directory of Open Access Journals (DOAJ). Additionally, grey literature searching will be conducted through customized Google searches, WorldCat, OpenGrey.EU, OpenDOAR, and GreyNet International.  **Outcomes and Impact:** The anticipated outcome of this project is to provide clarity on the current knowledge surrounding the application of ChatGPT, which has the potential to enhance teaching methodologies, engage students, and facilitate interactive learning experiences. These findings will aid in identifying existing knowledge gaps and shaping new research questions which will pave the way for future investigations in this innovative area. |
|  | **ORAL** |
| **Exploring the utilization of ChatGPT in entry-level nursing education – A scoping review** | |
| Shawn Luo  Elizabeth Moulton | |
|  |  |  | |
|  | **2.1B** |  | **Background:** Undergraduate nursing education can be a stressful experience (Aloufi et. al, 2021). Student stress can be affected by the messages about stress-management that they receive from teachers, peers, and other society; it can also be affected by socio-cultural views of nurses. One example of this comes from the Covid-19 pandemic, when a narrative that spoke of nurses as “hero's” left some nurses and nursing students feeling they were expected to manage super-human responsibilities (Stokes-Parish et al., 2020).  **Purpose:** The aim of this study is to deepen understanding of the relationship between undergraduate nursing student wellbeing and socio-cultural perceptions of nurses.  **Methods:** This two-phase study uses a participatory action methodology called photovoice (Wang & Burris, 1997). This presentation focuses on the results of the second phase of the study. In the first phase, nursing students were asked to take picture of things that represented their mental wellbeing as it related to teaching and learning activities. In the second phase, these pictures were shown in the Marianne Von Silfhout Gallery in Brockville. People who attended the gallery were invited to participate by filling out a questionnaire in which they were asked about their reactions to the photos and captions. Their responses were then analysed by the researchers using phenomenological analysis (Tsang, 2020).  **Results:** The reactions to the photos and captions speak to the complexity of the role of the nurse in society, and how social views of nursing can affect expectations (of nurses, nursing students, and the public) of how nurses can and should manage stressful situations, including those that arise when they are students.  **Impact:** This study may foster reflection among nursing students about how society’s view of the nurse affects their own feelings about their role, and stress related to this role. This study may foster reflection among nursing educators about means to support students in navigating the complex views and expectations that society has of nurses. |
|  | **ORAL** |
| **Art meets research: Public responses to an art exhibit which explored undergraduate nursing students experiences of nursing school** | |
| Fiona Jager  Sasha Murray | |

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|  | **2.1C** |  | **Introduction:** Venous thromboembolism (VTE) poses a significant complication in cancer patients, including those with breast cancer (BC). Despite the existence of VTE risk assessment models (RAMs) designed to identify high-risk patients who may benefit from thromboprophylaxis, there is a notable gap concerning their applicability to BC populations.  **Aim:** To evaluate the efficacy of thrombosis RAMs, including the Khorana score (KS), PROTECHT (PT), COMPASS-CAT (CC), MDACC CAT (MD), Vienna CATS (VC), New Vienna CATSCORE (NVC), as well as hematologic parameters and Thromboelastography (TEG), in predicting VTE in BC patients.  **Methods:** From January 2022 to January 2024, we enrolled female BC patients prior to chemotherapy and monitored VTE events for 12-months. TEG 5000® was utilized to analyze coagulation profiles, examining R (reaction time), K (clot kinetics), MA (maximum amplitude), Alpha angle, and CI (clotting index), with hypercoagulability determined by Kaufmann's classification. Thrombosis risk was assessed using KS, PT, CC, MD, VC, and NVC. Hematologic parameters were quantified and assessed against VTE occurrence. Receiver Operating Characteristic (ROC) curves and binary logistical regression evaluated prediction accuracy.  **Results:** Forty-seven BC patients were enrolled, of whom five (10.6%) developed VTE. PT demonstrated to be the strongest VTE predictor (AUC=0.857), followed by VC (AUC=0.7814). Pre-chemotherapy hypercoagulability had poor prediction, however, TEG-LY30 had fair prediction (AUC=0.7381) and pronounced LRT (3.489). IMG, RBC, and HGB had significantly large LRT’s (6.081, 4.248, 3.844), holding predictive potential for VTE.  **Conclusion:** PT is a more efficient thrombosis risk assessment tool than other scoring systems. There is potential for thromboelastography and certain hematologic parameters to improve current RAMs for breast cancer. |
|  | **ORAL** |
| **Enhancing Prediction of Thrombosis Associated with Breast Cancer Using Pre-Chemotherapy Hematologic and Coagulation Characteristics** | |
| Maha Othman  Regan Bucciol  Hannah Parente  Yousra Tera  Claire Bunker  Aditi Kini  Brooke Wilson  Mihaela Mates | |

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|  | **2.2B** |  | **Background and Objectives:** Quizlet; also known as flashcards, is an easily accessible online tool used by over 50 million diverse learners across the globe. Students can either create flashcards or search and use that of others. Flashcards can be converted into multiple different styles. The purpose of this study was to examine the use of and evaluate the effectiveness of quizlet as a study tool for science courses in the 2nd year BScN Students at St. Lawrence College Kingston Campus.  **Methods:** A short survey was designed using Microsoft Forms and distributed online to 2nd year BScN students by peer mentors in BioChemistry and Pathophysiology  **Results:** Twenty six of the 74 students completed the survey (response rate 34%). 18 (69%) of students reported using the study investigator’s particular set of quizlet. 14 students (54%) reported using it for Pathophysiology, 15 used for Microbiology, 13 used for BioMedical Chemistry, and 7 students used it for other courses. Over 40% of students reported using Quizlet 1-2 times a month most prominently a week before an upcoming exam. The top three benefits reported were: practice exam questions (73%), improved knowledge retention (69%) and learning definitions (58%). 11 (42%) of students reported that the quizlet improved their grades.  **Conclusion:** Quizlet is popular among BScN students, it is used predominantly for science courses compared to other courses and appears to support student success in various ways. Data from this small study can guide the improvement of a future study quizlet sets with the potential of integration into the course learning activities. |
|  | **ORAL** |
| **Evaluation of the effectiveness of Quizlet as a Study Tool in Science Courses** | |
| Isabella Isbester  Hisham S. Elbatarny  Maha Othman | |

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|  | **2.2C** |  | **Background and Objectives:** Human red blood cells (RBCs) are critical in oxygen delivery to all body cells. RBCs also possess unique characteristics to travel through vessels of varying diameter. These characteristics are called rheologic properties, which includes aggregability, deformability, and elasticity. Cancer-associated anemia has a significant impact on patient survival and quality-of-life. It is currently unknown whether RBCs’ functionality contributes to cancer-associated anemia. We aim to assess RBCs functions in healthy individuals and in a cohort of cancer patients.  **Methods:** MIZARTM is a new analyzer from Alcor Scientific Inc. that assesses rheologic properties of RBCs based on Syllectometry technique. The principal investigator has successfully acquired this analyzer to the SLC-research lab, and designed two-part study in heathy individuals and cancer patients. This is facilitated by an ongoing collaboration with KHSC. 100 healthy individuals and 15 patients will be recruited.  **Results:** Data on the first 30 healthy individuals and 10 patients are currently being analyzed and will be presented. Specifically, descriptive statistics are used for clinical/demographic features and the prevalence of anemia in 3-types of cancers under chemotherapy. Additionally, logistic regression is used to analyze the impact/association of patients’ clinical, and cancer features on RBCs count and functionality.  **Significance and Impact:** Proper RBCs functionality is critical in normal physiology and in cancer patients because of their role not just in oxygen delivery but also in immune response and regulation and preventing hematologic metastasis. This is a novel area of study and will provide valuable insight to help contribute to understanding of hemorheology in cancer and improved treatment. |
|  | **ORAL** |
| **Examining Rheologic Properties of Erythrocytes in Healthy Individuals and Cancer Patients** | |
| Maha Othman  Deirdre Finnigan  Hannah Parente  Valerie Bray  Regan Bucciol  Mihaela Mates  Anita Agrawal | |

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|  | **2.3B** |  | **Background and Objectives:** Good quality sleep can calibrate emotions, strengthen immune systems, and regulate metabolism. Sleep enhances the ability to learn, memorize, and make logical decisions. Several academic studies report a positive correlation between academic failure, low GPA, and poor sleep quality. We aimed to investigate the sleep habits of post-secondary students and their knowledge of their impact.  **Methods:** A short survey consisting of ten questions was designed using Microsoft Forms and distributed via blackboard to all 4 years of the BScN students and shared via student Snapchat group.  **Results:** Of the 74 students in the sample group, 25 completed the survey (34% response rate). Only 8% of respondents reported they get > 8 hours of sleep before school while 64% knew they needed > 8 hours of sleep to feel rested. 36% reported they either “always” or “often” stay up late the night before an exam to study. Caffeine use did not seem to be essential to stay awake during the day for most students but 52% stated they sometimes struggle to stay awake during class. 76% believed sleeping < 8 hours negatively impacted their grades and 12% were unsure. Stress, overwhelming study content, and extra curriculars were three reported obstacles to achieving adequate sleep.  **Conclusion:** The majority respondents are aware of the negative impacts of sleep deprivation on academic performance, as well as biological requirements regarding the number of hours needed to perform optimally. Further research must be conducted to identify the full scope of contributing factors, and how students can be better supported. |
|  | **ORAL** |
| **Examining the knowledge deficit regarding sleep and its impact on academic success** | |
| Tanya Lariviere  Maha Othman | |

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|  | **2.3C** |  | **Background and Context:** Mentoring programs are suited to support successful transitions since they are relationship-based interventions by design. Mentoring programs not only have the potential to provide supportive relationships but can also be leveraged to create optimal conditions for achieving a successful transition to post-secondary education. Relationship interventions help mentees increase their social capital and play a pivotal role in helping students build the connections they need to thrive. This presentation is a brief overview of the bilateral framework used to contextualize mentoring relationships for application in the upcoming 2024-2025 academic year. |
|  | **ORAL** |
| **A Bilateral Framework: Contextualizing Mentoring Relationships** | |
| Laurie Doxtator | |

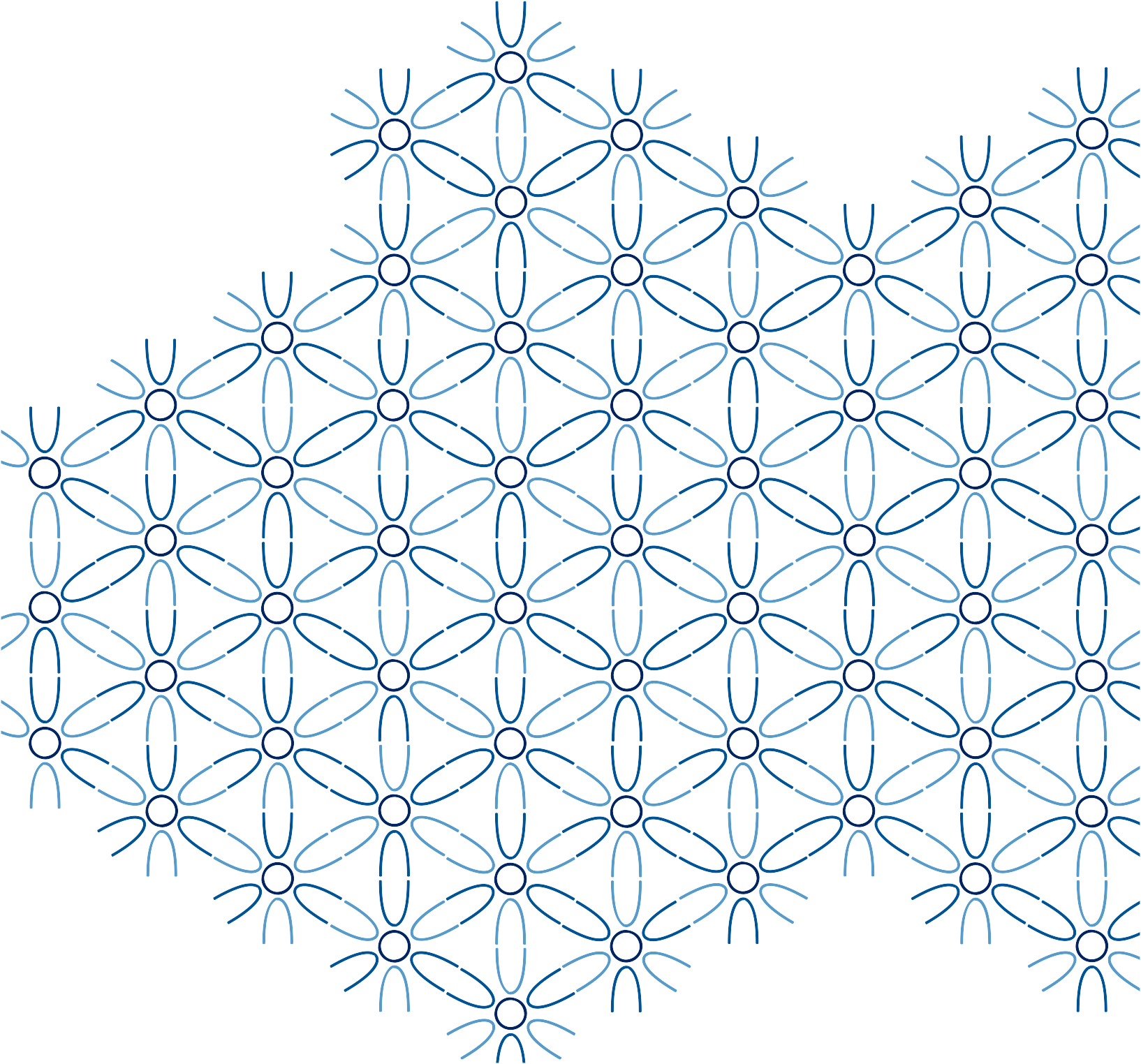
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|  | **2.4B** |  | **Background and Context:** According to Cournoyer, L., & Fugah, P., 1 in 5 Canadians experience mental health problems and even though effective psychotherapy treatment is available, patients tend to terminate their therapy prior to the completion of their treatment. Factors that influenced premature termination include lack of connection with other group participants, feeling pressured to attend therapy, scheduling conflicts, and missing sessions due to illness (Cournoyer, L., & Fugah, P. 2022). Furthermore, evaluating recovery outcomes in mental health day programs is largely understudied (Sniatala, C., & Herath, I. 2019). This innovative research proposal aims to improve mental health outpatient care and symptom management as well as reducing premature therapy termination and mental crises by providing an assessment tool to tract and evaluate recovery, a personalized treatment plan, accessible resources to promote effective coping skills, education on symptoms and disorder and a community, all condensed into one electronic tool that can be easily accessed by outpatients. To accomplish this, an application must be developed that includes, daily or weekly self-assessments to track recovery throughout the treatment plan, tailored activities (e.g. guided mindfulness, dialect or cognitive behavioural therapy tools, forms to self-reflect) in order to promote and encourage effective coping skills, information on diagnosis and symptom recognition and finally a direct messaging tool where they can connect with group therapy as well as where they can connect with a professional to provide guidance in symptom management or when to be seek medical attention. |
|  | **ORAL** |
| **Effectiveness of an Electronic Tool in Management of Symptoms and Evaluation of Recovery Outcomes in Mental Health Outpatients** | |
| Andrea Arzate | |

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|  | **2.4C** |  | **Background and Context:** Reproductive rights along with education around sexual health, PCC health and pregnancy would benefit from an increase in accessibility. With an overarching theme of abortion accessibility, this research focuses on the perspective of individuals with female reproductive organs.  **Purpose and Aim:** Research aims to answer the clinical question: How do abortion access, preconception care education and healthcare professionals impact stillbirth/infant mortality?  **Methods:** The methodology used to conduct the research follows a literature review framework. The databases utilized to retrieve the literature that is included in this review are CINHAL via EBSCO, Healthsource: Nursing/Academic Edition, and the Health and Wellness Resources database  **Results:** Results highlight many factors that make pregnancy unsafe to women including restricted abortion, lack of healthcare practitioner education initiatives and underlying health conditions that are considered comorbidities to pregnancy. Globally, a lack of PCC creates disparities in women’s health and sustains stillborn/infant and maternal mortality rates. An indication of a gap within the Canadian healthcare system regarding preconception healthcare from practitioners to patients is also discussed.  **Impact:** Access to PCC education must be improved to reduce stillbirth/infant and maternal mortality. A call to action on an international level to improve the universal understanding and efficacy of PCC education will reduce health disparities. |
|  | **ORAL** |
| **Reproductive Health Disparities and the Healthcare Practitioners’ Impact** | |
| Maya A. Laurito | |

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|  | **2.5B** |  | **Background:** The birth of a child is a moment of profound significance, one that will shape a parent's journey forever. 1 in 300 people in Canada identifies as transgender or non-binary, concluding that the needs of gender-diverse people (GDP) to access pregnancy and birth care will increase. Unfortunately, GDP face stigmatization and discrimination as pregnancy and birth are associated with womanhood.  **Objective and Method:** We aimed to understand the experiences of GDP during the perinatal period by performing a literature review.  **Results:** We found that GDP experience significant mental health challenges such as gender dysphoria, vulnerability, and isolation during the perinatal period. Data from the reviewed studies demonstrated healthcare providers lacked awareness of the unique health needs of a gender-diverse pregnancy, which lead GDP to not seek perinatal care.  **Conclusion and Impact:** Avoiding perinatal care can result in poor pregnancy outcomes and can result in chronic health challenges for the child. The review underscores the imperative of adopting inclusive practices and education to promote equitable and affirming perinatal care. These insights inform strategies for fostering an inclusive healthcare environment and create an impact by addressing disparities in perinatal care for GDP. Recommendations include gender-inclusive signage, staff training, and integrating 2SLGBTQI+ affirming health into nursing school curricula. Nurses are actively engaged in the perinatal process, from pre-conception teaching to labour to postpartum care. Therefore, it is paramount for nurses to advocate and foster inclusivity in all healthcare spaces. |
|  | **ORAL** |
| **Rethinking Maternity: How Gender Diverse People Experience Perinatal Care** | |
| Emma Wilcox Simard  Jessica Chabot  Chelsea Lee | |

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|  | **2.5C** |  | **Background:** The first year of nursing practice can be exceptionally challenging for the new graduate nurse as they acculturate to their new role and responsibilities as a professional. These challenges include confidence, and sometimes clinical competence, to provide care. Unfortunately, this can lead to safety concerns and retention issues.  **Methods:** A transition to practice workshop was custom-designed to meet the needs of a local graduating class of 45 consolidating practical nursing students at St. Lawrence College. Input was secured from key local stakeholders such as employers, new graduate nurses with less than two years of experience, and a consolidating student nurse. A literature search was performed to establish the most current and effective workshop topics and activities. A topic expert with over 20 years of experience researching this transition was consulted. The workshop was implemented online at the midway point of the students’ final consolidation. This provided them with the opportunity to acquire relevant experience that enabled the application and reflection of concepts.  **Conclusions:** Anecdotal participant feedback obtained through quality improvement surveys was overwhelmingly positive, indicating that this initiative was effectively delivered and met a need in our current local environment. Data from research participants collected at the 3 and 6-month post-workshop mark yields mixed outcomes but provides invaluable insights into the needs of new graduate nurses, potentially informing better preparation for practice. |
|  | **ORAL** |
| **Participant Feedback from a Transition to Practice Workshop for Consolidating Practical Nursing Students** | |
| Michelle Purdy | |

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|  | **POSTER** | |
|  |  | **ABSTRACTS** |



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|  | **01** |  | **Background:** Contract cheating is the deliberate, planned, and intentional exchange of money for academic work (Newton, 2018). Quality research studies exist regarding for-profit business selling essays. However, there is a need to discover what is known about the use of contract cheating services during computerised proctored in-person examinations in higher education.  **Methods:** A search of the grey literature and multiple healthcare, education, and social science literature databases was undertaken utilising broad inclusion criteria. Articles not available in the English language were excluded as the researcher is uni-lingual.  **Results:** The grey literature found case-based information about contract cheating services, including those used during computer-based examinations. No academic literature specifically examining the use of contract cheating during proctored in person computer-based examinations was located, despite a very broad search strategy.  **Conclusions:** There is a need for academic research to increase the understanding of the contract cheating phenomenon. Questions for further investigation relate to the legitimacy, practice, processes, and accuracy of the services. Furthermore, it will be important to explore strategies to combat these services. Finally, one must wonder what drives a student to purchase such a service and more importantly, why another student does not. |
|  | **POSTER** |
| **What is known about ‘contract cheating’ services for examinations in higher education? A Review.** | |
| Nicola Eynon-Brown | |

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|  | **02** |  | **Background and Context:** Intimate partner violence (IPV) is a form of abuse that occurs in a romantic relationship. IPV can include any of the following forms: physical, sexual, verbal, financial, emotional, stalking, or psychological aggression. Regardless of severity of IPV can have long-lasting impacts and complications on both partners. Our inspiration for choosing the topic of IPV was based on the 1980’s rock band, ‘Til Tuesday, created a song called “Voices Carry” depicting IPV self-stigma, anticipated stigma, and cultural stigma that de-legitimize experiences of IPV. The aim of this work is to examine literature and available data on IPV explain the implications in healthcare.  **Methods:** This experience is driven from a combination of course-related research. Detailed knowledge about IPV derived from literature and various web resources are gathered and summarised along clinical experiences presented.  **Results:** According to Statistics Canada (2019), approximately 1 out of 3 males and 7 out of 10 women experienced IPV in 2019. Statistics Canada (2022), 117,093 acts in 2021 reported, 78% of victims were women and girls. Females aged 12-24 are seven times more likely to be victimized compared to male counterparts. In 2022, there was a 163% increase in sexual assault in Canada compared to the 2014 report. The implications of IPV on healthcare members are to screen IPV as majority of females homicides is due to fatal IPV along with chronic health problems associated with IPV.  **Impact:** As healthcare members, we should be aware of the cycle of abuse, screening protocols for IPV, and destigmatized IPV. Healthcare providers implementing a trauma-informed care approach to prevent atraumatic care and utilizing prevention measures promote the quality of life of Ontarians. |
|  | **POSTER** |
| **Voices Carry– Nursing Perspective About Intimate Partner Violence** | |
| Grace Guigue & Emilie Yates | |

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|  | **03** |  | **Background and Objective:** Preeclampsia is a pregnancy complication characterized by hypertension and multi-organ damage. COVID-19 is a serious inflammatory state that can impair maternal and fetal outcomes. This study aims to investigate the combined effects of COVID-19 and preeclampsia on maternal inflammation, metabolic state and pregnancy outcomes.  **Methods:** This is part of a large multi-national retrospective cross-sectional study involving 370 pregnant women diagnosed with COVID-19, from 3 hospitals across three countries: Canada [n=49], Romania [n=276], and UK [n=45]). A subgroup of 20 patients was identified with both COVID-19 and preeclampsia. Data on key metabolic and hematological parameters (ALT, AST, Glucose, Creatinine, Ferritin, CRP) were analyzed. Descriptive statistics and Mann-Whitney U were used to assess BMI, DM and IUGR and premature births and compare the group with combined COVID-19 and preeclampsia to that with only COVID-19.  **Results:** Patients with both COVID-19 and preeclampsia exhibited significantly elevated ALT (p<0.001), AST (p=0.028), creatinine (p=0.028), and ferritin levels (p=0.01) compared to those with only preeclampsia. The BMI was significantly higher in the combined group versus that with only COVID-19 (p=0.032). One patient (5%) had DM in the COVID-19 and preeclampsia group vs 5 (1.4%) in the COVID-19 only group. In the group with preeclampsia and COVID-19, 8 patients (40%) had IUGR and 13 (65%) has premature births compared to 12 (3.4%) and 9 (2.5%) respectively, in the COVID-19 only group.  **Conclusion:** The combination COVID-19 and preeclampsia exacerbate metabolic, inflammatory state and clinical challenges and may worsen pregnancy outcomes. These findings underscore the need for enhanced monitoring and management in this high-risk patient population to mitigate adverse outcomes. |
|  | **POSTER** |
| **Combined COVID-19 & Preeclampsia Increase Risk of Maternal Metabolic Disorders and Contribute to Poor Pregnancy Outcomes** | |
| Maha Othman  Dhruv Shah  Georgiana Nemeti  Rezan Abdul-Kadir  Ann Kinga Malinowski | |

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|  | **04** |  | Background and Aims: Neutrophil-to-lymphocyte ratio (NLR) is an established marker of inflammation and immune response in different pathological states including cancer. The best cut off as an independent prognostic factor for cancer progression remains debatable. This study aims to examine the effectiveness of NLR in stratifying breast cancer (BC) patients before treatment and predicting prognosis. By extension, the study explores NLR’s association with other BC prognostic parameters and how it is affected throughout chemotherapy.  Methods: This is an observational, longitudinal quantitative study. Forty-four BC patients planned for chemotherapy were recruited from Kingston Health Sciences Centre. Demographic, clinical and cancer-specific data were recorded, with Complete Blood Counts (CBC) conducted before and after two cycles of chemotherapy for NLR calculations. Descriptive statistics were generated for all baseline data. Univariate and the Cox proportional hazard regression model between pre-chemotherapy NLR and all baseline data was conducted. Specifically, Kaplan-Meier curves were generated to assess how different NLR cut-offs for patient stratification affect various cancer prognosis parameters. Mann-Whitney U tests were conducted to determine significant differences. Mann-Kendall tests were employed to evaluate NLR changes throughout chemotherapy. P<0.05 was used as the significance level.  Results: Our data shows NLR significantly increased with advanced cancer stage (P=0.018), lymphovascular invasion (P=0.048), tumour grade severity (P=0.019), estrogen receptor- (P=0.009) and triple negative ER, PR and HER2 (P=0.004). Additionally, patients with pre-chemotherapy NLR > 3.0 predicted to develop Stage III/ IV within a much shorter period compared to those with pre-chemotherapy NLR < 3.0. There was a statistically significant difference in ER- (P=0.038) and triple negative receptors (P=0.014) between the two patient groups. The best pre-chemotherapy NLR cut-off for stratifying patients and predicting cancer prognosis appears to be 3.0 ~ 3.5. NLR changed with chemotherapy; the average NLR increased from 3.0 pre-chemotherapy to 5.5 and 7.1 post-chemotherapy cycle 1 and 2, respectively, with statistically significant difference in average NLR between post-cycle 1 and post-cycle 2 (P=0.011).  Conclusion: NLR demonstrates association with several key BC cancer characteristics, proving to be a promising prognostic tool. Future studies should focus on assessing the sensitivity and specificity of NLR cut-offs to identify the most ideal NLR and explore the more suitable NLR cut-offs for different cancer prognostic factors. |
|  | **POSTER** |
| **The Role of Neutrophil-to-lymphocyte Ratio in Assessing Disease Progression and Outcomes in Women with Breast Cancer** | |
| Maha Othman  Alyssa Qian  Armita Zandi  Mihaela Mates | |

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|  | **05** |  | Background and Aims: Thrombosis, particularly venous thromboembolism (VTE), poses a significant clinical burden for cancer patients and the risk is higher with chemotherapy. Patients’ risk stratification for cancer-associated thrombosis is particularly important, to ensure effective and safe thromboprophylaxis. Current risk assessment models (RAMs) such as Khorana Score (KS) have limitations and machine learning (ML) is worth investigating. This study aims to evaluate the potential role of ML models in predicting cancer-associated thrombosis in breast, endometrial, and ovarian cancer.  Methods: An initial preprocessing of a dataset of 43 variables (patient and cancer specific features) from 76 Kingston female cancer patients was completed, using univariate, bivariate, and regression analyses. followed by a feature selection using recursive feature elimination with a random forest and cross validation model to obtain optimal features and finally an evaluation of various models [random forest (RF), decision tree (DT), support vector machine (SVM), linear discriminant analysis (LDA), XGBoost (XGB), naive bayes (NB), LightGBM (LGBM), logistic regression (LR)]. Dataset was split into training (70%) and testing (30%) based on accuracy, sensitivity, specificity, and Are Under Receiver Operator Curve (AUROC).  Results: Linear discriminant analysis (LDA) and logistic regression (LR) as the two best performers for thrombosis prediction in cancer patients. 3/6 optimal features (hemoglobin, hematocrit, and mean corpuscular volume are markers of anemia which is commonly associated with chemotherapy in cancer patients.  Implications: To our knowledge, this is the first study that looked at LightGBM as model for predicting thrombosis in cancer. The study is novel in that it focusses on predicting thrombosis in women cancers while remaining literature looked at all types of cancer and it highlighted anemia markers should considered in cancer-associated thrombosis risk assessment tools. The study is limited by the small dataset (76 patients, 9 thrombotic events) thus, the data needs to be verified in larger studies. |
|  | **POSTER** |
| **Machine Learning for Predicting Thrombosis in Cancer Patients in Endometrial, Ovarian, and Breast Cancer** | |
| Maha Othman  Adham H. El-Sherbini  Regan Bucciol  Lydia Elbatarny  Anita Agrawal  Mihaela Mates | |

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|  | **06** |  | Background and Aim: Virtual reality (VR) is a recent technological advancement that can simulate a limitless number of experiences by immersing its viewers into a virtual field. VR could potentially offer new ways to improve medical education through realistic simulations. These simulations would avoid using real humans or cadavers for medical practices, while maintaining the ability to view 3D models. This paper investigates if VR will modernize outdated medical education by remodeling learning experiences with patient-centered care and efficiency with care, while identifying the question: could VR prove beneficial advancements within the medical education system, enhancing learning for students and patient care?    Methods: The methods used for this paper were an overview of literature surrounding this topic from unique databases which include MEDLINE and CINAHL. Limiters were accounted for within the research, which included articles from 2014-2024, post-secondary institutions within Canada, as well as an age group from 18-40 years old. This ensures uniformity throughout all of the literature developing accurate results. The search terms used are “virtual reality” and “medical education”.    Conclusion: Ultimately, the articles justified improvement and effectiveness of the use of VR within medical educational experiences by reducing the risk of injury, improving learning experiences for healthcare students and developing efficiency in care. |
|  | **POSTER** |
| **Overview Study: Virtual Reality Potentially Remodeling Medical Education** | |
| Ty Conlin | |

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|  | **07** | |  | | Background and Aim: Ambiguity exists between the concepts of hospice care and palliative care due to similarities within the terms and use in everyday language. The aim of this concept analysis is to compare and clarify the concepts and discuss the application of these terms, by using prior literature of concept analyses performed for each concept, and the methodology of Walker and Avant (2011) to delineate each concept.  Methods: To gather attributes of each concept, a literature search was conducted using the following databases: CINAHL, MEDLINE, and APA PsycInfo. Search terms included “concept analysis”, “hospice care”, and “palliative care”. Limiters used include peer-reviewed, journal articles, within 15 years, and language limited to English to remove etymological differences. Repeating attributes will be clustered for each concept, and then decreased to the differentiating attributes. From here, the concepts can be compared using model, borderline, related, contrary, invented, and illegitimate cases. Antecedents and consequences can then be described. Referents will be clearly defined to recognize when either concept is occurring (Walker & Avant, 2011).  Initial Findings: Based on brief searches, we predict an overlap between the concepts, where hospice care falls under the umbrella of palliative care. By completion of the paper, this prediction will be rejected or confirmed, and a theoretical definition for palliative care and hospice care will be clearly defined.  Impact: Clear definitions may promote comfort in family members of hospice care and palliative care clients, and clients themselves. It may also promote clarity of purpose for healthcare workers delivering care, and the scope of the services in each concept. | |
|  | **POSTER** | |
| **Concept Analysis: Palliative Care vs Hospice Care** | | |
| Jayan Anpalahan  Ty Conlin  Topic and Guidance: Elizabeth Moulton | | |
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| **ORGANIZATION**  **PLANNING COMMITTEE:** | **ABSTRACT REVIEW**  **SUBCOMMITEE:** | **STUDENT PLANNING**  **TEAM:** |
| *Fiona Jager*  *Sasha Murray*  *Maha Othman*  *Hisham Elbatarny*  *Tanis Brown*  *Nicola Thomas*  *Jenna Graham*  *Loree Lalonde*  *Valerie Andrecyk*  *Christine Cuya*  *Sarah Quinn*  *Jordan Harry* | *Kerri-Ann Berga*  *Tanis Brown*  *Maha Othman*  *Fiona Jager*  *Val Andrecyk* | *Jordan Harry*  *Tiffany McEwen*  *Jayan Anpalahan*  *Jennifer Burns*  *Emma Wilcox Simard*  *Thu Ky Pham*  *Andrea Arzate Gutierrez*  *Maya Laurito*  *Celia Piper*  *Ty Conlin* |
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| **ADMINISTRATIVE SUPPORT:** |  |  |
| *Sarah Quinn*  *Christine Cuya* |  |  |

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**THANK YOU!**