

Forward Thinking Poster Session/ Colloquy Presentation Marquette University

Hosted by the Office of the Vice Provost for Research and ORSP

Where: Alumni Memorial Union

When: November 29, 2011

1:00 - 3:30 p.m.

Reception at 3:30 p.m.

Call for Posters and Colloquy Presentations

- Intent to Submit must be received at ORSP by October 3, 2011
- Abstracts and Letters must be received at ORSP by November 1, 2011

Purpose

This goal of this event is to celebrate and encourage faculty research that involves students, including research in the humanities; behavioral and cognitive sciences; social and economic sciences; engineering; computer and information sciences; education; math and physical sciences; medical and health sciences; nursing; business; law; biological and biomedical sciences; and interdisciplinary research. The specific objectives are to:

- Showcase prospective faculty research projects and the ways in which faculty involve students in their work.
- Provide opportunities for researchers to interact with peers in other disciplines, form interdisciplinary partnerships, and plan new projects.
- Encourage development of research and professional skills for undergraduate and graduate students (e.g., planning research projects, preparing presentations and posters, presenting research to a diverse audience of faculty and student peers).

Forward Thinking

At traditional conferences, posters and presentations are used to convey the results of work that has been completed. Although presenters at such events often outline possible directions for future research, the emphasis is on a research plan that has already been executed and on results already achieved.

This event is different: presentations will focus on projects that **will take place in the next 12 months**. The projects being presented may still be in the planning phase. Presenters might have preliminary results, or they might not. A project being presented may be the next logical step in a well-established research program, or it may explore an entirely new path. Indeed, posters and presentations might well resemble proposals.

Eligibility

- All Marquette University faculty members are welcome to participate.
- Participants must involve **at least one Marquette University student** (undergraduate or graduate) in the planning, presentation, or execution of the project.
- A faculty member (or team of faculty members) and his or her student(s) may present one or more projects.
- Each project is limited to one poster or colloquy presentation.
- The projects must be "forward-looking" – they must describe a project that **will take place in the next 12 months**. Although you may present preliminary results, you do not need to do so in order to participate.
- Presenters must submit their "Intent to Participate" forms and Abstracts as described in this announcement.

Presentation Formats

For each project, presenters may choose the presentation format that best suits their discipline or project: poster or colloquy.

1. Poster -- a project may be presented as a poster in the ballroom. Poster guidelines are included in this announcement on p. 6.
2. Colloquy -- a project may be presented as a 15 minute paper or PowerPoint in the breakout rooms. Colloquy guidelines are provided in this announcement on p. 7.

ORSP promotes the forward thinking event to the campus community at large and sends personal invitations to the chairs and deans of those faculty members who are presenting posters and colloquies. Event participants, particularly those who are presenting colloquies, are encouraged to invite their colleagues and students to attend their presentations. This will ensure audience participation, as well as promote the exchange of scholarly research between faculty and students.

Important Note on Proprietary and Confidential Information

As this is a campus-wide event, the university is taking no special measures to safeguard the confidentiality of materials being presented. Additionally, photographers and/or videographers will be at the event. If your project involves confidential or proprietary materials, including those provided by third parties (e.g., the subject of a Material Transfer Agreement) or if your project involves patentable subject matter, contact Sherri Kirsch in ORSP (sherri.kirsch@marquette.edu or x8-5329) to ensure that your presentation does not result in public disclosure.

Three "Jump Start" Grants will be Awarded

Three grants of up to \$1,000 each will be awarded to faculty researchers. These awards will allow faculty researchers to purchase supplies or services, pay student assistants, or travel to archives or other places as required to conduct the research. Awards cannot be used for faculty salaries or for faculty travel to conferences. These are cost-reimbursable awards: an awardee's department will be reimbursed by ORSP using an expenditure transfer. Costs must be incurred and the expenditure transfer completed between December 15, 2011 and June 30, 2012.

Awardees will be notified by December 12, 2012.

You do not need to apply for a grant in order to participate in the Forward Thinking Poster Session and Colloquy.

How to Apply for a Grant

If you do wish to be considered for one of the three grant awards, you must submit a separate grant application letter along with your abstract by November 1, 2011. Your letter must:

1. Be no more than one (1) single-sided, 8.5"x11" page long.
2. Bear the words "Grant Application" at the top of the page.
3. State your name and the title of your poster or colloquy.
4. Briefly state the project's significance and aims for a lay reader (think of this as an "elevator talk").
5. Describe how you will use the funds between December 15, 2011 and June 30, 2012.

How Awardees will be Selected

ORSP will select faculty and administrators to judge those projects that apply for the grants. Judges will be asked to visit the applicant's poster or attend the colloquy and base their decision on the following:

1. Does the grant application letter make you want to invest in this project?
2. Is the poster or colloquy forward thinking (is it prospective, or has the work already been done)?
3. Is it likely that the proposed research will result in a future extramural grant application?
4. What is the quality of the student involvement in this research project (as evidenced, for example, by student participation in this event)?

Important Dates

- October 3, 2011: Submit "Intent to Participate" form to ORSP by 4:00 p.m.
- November 1, 2011: Submit Letter and Abstract to Katherine.durben@marquette.edu by 4:00 p.m.
- November 29, 2011: Poster Session and Colloquy 1:00-3:30 p.m. Reception to follow.

Abstract Instructions and Tips

Abstract Submission Requirements

- An abstract is required for each poster or colloquy.
- Submit your abstract as a .PDF via e-mail to Katherine.durben@marquette.edu by November 1, 2011 at 4:00 p.m.

Format requirements

1. The abstract must not exceed 1 page in length.
2. A minimum of **250** words is required.
3. Use a **Times New Roman** font.
4. Font size should be no smaller than 10 pt., no larger than 12pt.
5. Text must be **single-spaced**.
6. Margins:

Left:	1.25 in.
Right:	0.75 in.
Top:	1.0 in
Bottom:	1.0 in
7. The abstract should be divided into the following major headings, centered and in all capital letters:
 - Project Title
 - Faculty Name(s)
 - Student Name(s)
 - Introduction
 - Significance
 - Forward Thinking/Innovation
 - Student Involvement
 - References

A sample abstract can be found on the following page.

PROJECT TITLE: “A pilot study to develop a behavioral intervention to support self-regulated pushing during second stage labor: A focus group of Certified Nurse-Midwives as Informants”
FACULTY NAME: Lisa Hanson, PhD, CNM, FACNM, Associate Professor, Nursing
STUDENT NAME: Kathryn Osborne, MSN, CNM, Nursing Doctoral Student

INTRODUCTION

The second stage of labor (SSL) is a time of labor from complete dilatation of the woman’s cervix through the birth of the baby. The care and instructions that women receive during the SSL can directly impact maternal and neonatal outcomes. Most women who experience the SSL are cared for in a manner that is not based in scientific evidence but rather on arbitrary instructions that are routinely applied^{1,2}. For example, early after the onset of the SSL, women are instructed to hold her breath for prolonged periods, even if they have no urge to push. This “traditional approach” jeopardizes maternal-fetal hemodynamics, and is associated with both short and long-term maternal perineal damage, as well as maternal fatigue, distress and pain¹. Further this approach does not account for individual readiness to begin and maintain the strength and duration of pushing efforts. Observational research has shown that women push spontaneously and effectively if provided the opportunity³. Research results have contributed to a “re-conceptualized” SSL in two stages; latent (a period of maternal rest) followed by active (desire and readiness to use spontaneous pushing)¹. In this model of care, the woman’s readiness to push is based on anatomic, physiologic and emotional readiness. What she needs to use this approach is support from her care providers.

SIGNIFICANCE

Research has show that the re-conceptualized approach to SSL care improves circulation to the placenta and fetus and is associated with less disruption of the delicate tissues of the pelvis and perineum. While scientific evidence supports the use of this approach, the use of the traditional approach persists. Barriers and facilitating forces related to the use of published evidence about SSL care need to be identified before an effective intervention can be developed to promote evidence-based practice. The intent of this pilot study is to use a focus group of CNMS as informants to identify factors that prevent and facilitate the use of evidence in the care of women during SSL. The aim of this study is to gather information from practicing Certified Nurse-Midwives (CNMs) that will be used to develop a full protocol for the behaviors that compose supportive care that is based on the principle of self-directed pushing and a re-conceptualization of SSL. The behavioral intervention will enable evidence to be more readily applied to bedside SSL care and improve the process of SSL care. The ultimate goal of this study is develop further studies that will serve to improve SSL care.

FORWARD THINKING/INNOVATION

This study is innovative because it recognizes the challenges that CNMs face in using evidence in practice during SSL care. CNMs provide direct SSL care. CNMs have more autonomy in practice that nurses in terms of making decisions about the care that is provided during SSL⁴. Learning from CNM’s clinical experiences will be helpful in building an intervention that has fidelity and can be tested in a prospective study. Dr. Hanson plans to extend this study to observations of SSL care of CNMs in a separate funded, IRB approved study that is in development. Kathryn Osborne will use the information gained from this study to develop an instrument for use in her dissertation study. Therefore this study will facilitate further research of the student and faculty.

STUDENT INVOLVEMENT

Kathryn Osborne, MSN, CNM will take the lead on this project with the support of and collaboration with Dr. Lisa Hanson. Ms. Osborne will recruit the focus group participants (n=8), develop the focus group questions, and lead the 2-3 hour focus group that will be tape recorded, transcribed and analyzed. Dr. Hanson and Ms Osborne will systematically code the data and analyze for themes, coming to mutual agreement in the process. Kathryn Osborne is a practicing CNM with good access to focus group informants who plans to study SSL care for her dissertation. This study will help her develop a questionnaire that will be used in her dissertation that will be a national survey of CNMs SSL practices.

REFERENCES

1. Roberts, J., & Hanson, L. Best practices in second stage labor care: Maternal bearing down and positioning, *J Midwifery Women’s Health*, 52, 238-245.
2. Hanson, L. Editorial: Expert Opinion. Pushing for change. *Journal of Perinatal and Neonatal Nursing* 2006;20: 282-284.
3. Hanson, L. A pilot assessment of promoting passive fetal descent for management of low risk primigravidas during the second stage of labor. ACNM Annual Meeting Salt Lake City, UT, June, 2006.
4. Hill-Karbowski, B., Hanson, L. Pushing for Change: Nurses’ knowledge, beliefs and autonomy concerning second stage labor care and it relationship to birth attendant practices. ACNM Annual Meeting, Chicago, IL, May, 2007.

Poster Instructions

Poster Requirements:

Faculty members *and* students are expected to be available to discuss their research ideas with interested scholars, but should also feel free to view other presentations and posters, as well as interact with their colleagues. Each poster will be attached to a 30" by 40" area (posters may be oriented in either direction—e.g., 30" x 40" or 40" x 30").

We recommend that posters include a title, highlights of the research idea, applicable figures/tables, a discussion of innovation and significance, references, and a statement as to how this project advances their research and/or that in the field. Print should be readable three to six feet away.

Poster session participants should arrive between 12:30 p.m. and 12:45 p.m. and have all poster materials prepared for quick assembly. Poster materials need to be thumb tacked to foam boards or other display surfaces; ORSP will provide thumb tacks and display surfaces. Please be sure to remove your poster at the end of the poster session.

Poster Format Suggestions and Tips:

- Use a few (e.g., 6-8) Bullet-Type Charts, figures, tables, equations, etc. to indicate and highlight the important technical content of your presentation.
- Be prepared to use your Poster Presentation as the basis to briefly explain the work described and to answer specific questions from the viewers.
- Print should be readable three to six feet away.
- Invite colleagues and students to attend to ensure pertinent questions and comments from the audience.

Colloquy Instructions

Colloquy Requirements:

- Presentations can take the format of a paper, PowerPoint or other appropriate method.
- Presentations should be 15 minutes and include time for audience questions and comments.
- A student must be involved in some aspect of the presentation.
- Presenters should arrive 10 minutes prior to their scheduled time slot.
- Presenters must be available between 1:15 pm and 3:30 pm on November 29, 2011.

Presentation Suggestions:

- Avoid jargon; your audience members will be from a variety of disciplines.
- Practice your presentation and make sure that you leave time for audience questions and comments.
- Invite colleagues and students to attend to ensure pertinent questions and comments from the audience.