



APHON 2025 Annual Conference Call for Abstracts Information

The APHON Annual Conference Program Committee invites you to submit an abstract for the

APHON 49th Annual Conference & Exhibit

September 25 – 27, 2025

Rhode Island Convention Center – Providence, Rhode Island

Abstract Portal Closes Monday, March 10th at 11:59pm ET

APHON is an accredited provider of nursing continuing professional development (NCPD) with the American Nurses Credentialing Center (ANCC) and is responsible for developing and evaluating individual educational activities in compliance with current ANCC Accreditation Program criteria. Current ANCC criteria is focused on outcome-based education.

Submission Type Descriptions:

Educational session submissions include:

Pre-Conference Workshops

Concurrent Breakout Sessions (General and APN)

Paper Session

Poster Presentations

Note: Keynote, General Sessions and COG Sessions are by invite only

Session Category Descriptions:

Pre-Conference Workshop

3.25 hours

Concurrent Breakout Sessions

30 to 50 min, 5 to 10 min Q&A

Paper Presentation

20 minutes, including Q&A

Poster Presentation

4'x 7' boards provided by APHON and available for viewing in the exhibit area throughout scheduled

Hosted Poster and Exhibit hours. 5-minute oral summary pre-recording required for virtual poster gallery.

The conference objective for the poster session is to provide new information that can be applied to pediatric hematology/oncology nursing practice.

Accepted Education Session Abstract Details

Accepted abstracts will be published in the conference program book, app, and on the APHON website.

Please note, APHON will use the information as you enter it for all marketing materials. Please make sure you enter all information as you would like to see published. APHON edits accepted entries for minor grammatical errors.

BELOW IS THE INFORMATION BEING COLLECTED ON THE CONCURRENT BREAKOUT SESSION ABSTRACT:

Section 1: Title

Submission titles are case sensitive and must NOT be all lower case and NOT all upper case. (20 max)

Section 2: Concurrent Breakout Session Abstract (500 max)

In 500 words or less, please clearly describe the content of your presentation and indicate possibility of change, how it adds to the current body of work in its areas, or how it contributes to change in education methodology.

*****Section 2a: Content Outline (Pre-Conference Workshops Only)**

Please provide a brief outline on the content and amount of time being spent on the topics being presented during the workshop.

Section 3: Learner Engagement Strategies

Teaching that emphasizes active learner engagement helps students process and retain information. What learner engagement strategies will you use to present your content?

Examples: Discussion, Question and Answer, Cooperative Learning Groups, Debate, Analyzing Case Studies, Problem-Based Learning, Role-Playing, Produce Short Written Exercises, Simulation, Games, Video and Reaction, Time for Self-Check, or Time for Reflection

Section 5: Conference Learning Gaps

What learning gaps from the list of identified conference learning gaps does your presentation address?

Section 6: Learning Outcome

What observable and measurable outcome will learners be able to do as a result of attending your presentation? (See Bloom's Taxonomy of Measurable Verbs)

Example: The learner will be able to (recall/classify/solve/demonstrate)

Section 6: Summary of Evidence

Please provide your summary of evidence using relevant and current references.

Paper and Poster Details

Paper Sessions

20-minute conference sessions where presenters may share the results of their research, clinical practice, quality improvement, and education projects on topics relevant to pediatric hematology/oncology nursing. The overall goal for paper sessions is to:

- 1) identify original and innovative ideas relevant to pediatric hematology/oncology nursing;
- 2) discuss the results of the studies or projects and how they can be applied to pediatric hematology/oncology nursing practice.

Poster Presentations

Poster presentations are posters displayed in the virtual poster hall and are accompanied by a 5-minute pre-recorded presentation. Additionally, there is an author-attended poster viewing session for authors who attend the conference in-person. The overall goal for the poster session is to provide new information that can be applied to pediatric hematology/oncology nursing research and/or practice. Prizes (first, second, third, and People's Choice) will be awarded on-site for top-rated posters as determined by a panel of poster judges.

Paper and Poster Requirements

Paper and poster abstracts must reflect completed projects and adhere to the abstract requirements.

Abstracts for projects that are in-progress and not complete or do not meet requirements (e.g., over 300 words, missing content) will be administratively rejected and not considered. If you are unsure if your project is completed, please complete our *Resource: Abstract Readiness Assessment* on the log-in page

Paper and poster abstracts must be 300 words or less.

The abstract must be written as a narrative (do not use bullets) and include information corresponding to sections 2, 3, 4, and 5 below.

Do not include references for paper and poster abstracts.

****Please indicate whether your content is research, quality improvement, or practice/education program based.***

Section 1: Title

Submission titles are case sensitive and must NOT be all lower case and NOT all upper case (20 words max).

Section 2: Basis of inquiry

Identify the problem, available knowledge, and rationale for chosen direction or approach.

Section 3: Purpose/Objectives

Research: State the purpose or research question and hypothesis(es) of the project (if applicable).

Quality improvement: State the purpose or objective of the project.

Practice or education program evaluation: State the purpose or objective of the project.

Section 4: Methods

Research study: Describe the project design, conceptual or theoretical model (if applicable), sample, setting, measurement, and analytic strategies.

Quality improvement: Describe the implementation model (if applicable), sample, setting, measures, intervention, study of the intervention (e.g., assessing impact on outcomes), and analytic strategies.

Practice/education evaluation project: Describe the implementation model (if applicable), intervention (materials/tools/program), target audience, setting, measures, and study of the intervention (e.g., assessing impact on outcomes), and evaluation strategies.

Section 5: Findings or Outcomes

State the results/findings of your project and implications for pediatric hematology/oncology nursing. The results/findings must include quantitative or qualitative data and should align with the project's purpose or objectives, reflect the analytic methods or evaluation strategies, and correspond with the project's outcomes.

Section 6: Conference Learning Gaps

What learning gaps from the list of identified conference learning gaps does your presentation address?

Section 7: Learning Outcome

What observable and measurable outcome will learners be able to do as a result of attending your presentation?

(See [Bloom's Taxonomy of Measurable Verbs](#))

Example: The learner will be able to (recall/classify/solve/demonstrate).....

The learning outcomes for the 2025 Annual Conference are the following:

Learning Outcome 1:

The learner will be able to incorporate or identify strategies essential for managing the challenges facing pediatric hematology/oncology nurses and the patients we serve.

Learning Outcome 2:

The learner will demonstrate increased knowledge related to the care of children, adolescents, and young adults with hematologic or oncologic disorders while implementing self-care strategies.

Learning Gaps

A “learning or professional practice gap” is the term used to describe a learner’s deficiencies and educational needs, which if eliminated results in improvements in knowledge, skills, and/or practice that can potentially improve health outcomes. Gaps may be defined as the difference between “the way things are” (current state) and “the way they should be” (desired/achievable state).

This conference is designed to address the following identified learning gaps:

<u>Oncology</u>
Solid Tumor
Hematologic malignancies (leukemia, lymphoma)
CNS tumors
Oncologic complications/emergencies
Histiocytic disorders (LCH and HLH)
End of therapy/Completion of treatment
<u>Cellular Therapies</u>
Hematopoietic stem cell transplant/ BMT
Post-HSCT complications and management (GVHD, SOS, graft rejection)
Stem cell transplant for nonmalignant disorders
Other cellular therapies
CAR-T
Gene therapy/Gene editing
Virus-specific cellular therapy
Access to transplant
<u>Supportive Care/Symptom Management</u>
Pain management
Complementary and integrative therapies
Transfusion therapy/Blood utilization
Infection control/Prophylaxis/CLABSI
Nutritional support
Fertility preservation
Survivorship/Late effects
End of life
Palliative care
New Treatment/Therapies
<u>Adolescent/Young Adult (AYA)</u>
General AYA topics
Developmental considerations
Incorporation of AYA in pediatric programs
Program development
Transition to adult care
<u>Chemotherapy/Biotherapy</u>
Phase 1 and 2 clinical trials
Molecular guided therapy

Biotherapy/Immunotherapy
Targeted therapy
USP 800
<u>Pharmacology</u>
<u>Management/Administration</u>
Healthcare updates and policies
Team building
Staffing and acuity
Conflict management
Leadership
Onboarding and retention
<u>Advanced Practice</u>
Clinical pearls and tips
Diagnostic dilemmas
Procedure training and competency
Prescribing practices
Professional practice
Scope of practice boundaries
Pharmacology
Opioid prescribing challenges
Documentation of outcomes
Critical conversations
Work models
<u>Hematology</u>
Red cell disorders (sickle cell, Thalassemia)
Platelet disorders (ITP, platelet function defects)
Bleeding disorders (hemophilia, von Willebrand disease)
Thrombosis/Clotting
Vascular malformations
Aplastic anemia and bone marrow failure
Rare disorders
<u>Psychosocial</u>
Addiction/Substance misuse following cancer treatment (text updated)
Distress assessment/management
Mental/Emotional support
Ethical considerations
Economic challenges
Adherence
Cultural implications
Communication
Diversity and inclusion (DEI) and care
<u>General Clinical Practice</u>
Cytokine release syndrome
Genetics (general principles, diagnostic/prognostic/therapeutic implications)
Disease-related biology
Radiology/Imaging
Radiation therapy
Assessment skills
Oncological emergencies

<u>Nursing Practice</u>
Burnout
Coordination/navigation of care
Disparities
Emotional intelligence
Evidence-based practice
Quality improvement
Standards for care
Self-care/Resiliency
Professional boundaries
Legislative updates
Generational differences in nurses
Mentoring
Diversity and inclusion (DEI)
Global nursing/health
<u>Nurse Education and Professional Development</u>
Adult learning principles
Orientation for RNs and APNs
NP residency/Fellowship programs
Leadership at all levels of practice
Professional writing for grants, abstracts, or journals/publications
Creating professional presentations
Simulation
Innovative teaching strategies

Description of current state:

Pediatric hematology/oncology nursing is a continuously evolving field of practice, but many nurses report they are challenged to keep up with new and innovative therapies, current trends in hematology/oncology/cellular therapies, and other aspects of care.

Description of desired/achievable state:

Pediatric hematology/oncology nurses need to have the knowledge, skills, and the ability to apply new information learned as they care for their patients, families, and themselves.

Abstract Portal User Instructions

To help you become acquainted with this new tool, please read this important information.

Main Login Page

For the best user experience, recommended browsers include Google Chrome, Microsoft Edge, and Mozilla Firefox.

Abstracts may be submitted by both APHON members and non-members. All submitters must create an account to submit an abstract. Please click the "Join Now" button below to get started and retain your login information to return to the portal to complete your application between now and Monday, March 10th. If you have submitted an abstract in the past, a new account still needs to be created. Usernames and passwords do not carry over from previous years.

Please note that this submitter account will be the primary point of contact for all submissions associated with this account. The submitter is not required to be the primary presenter of submitted abstracts..

Home Page

You will be able to create and edit your submissions. To get started, click the green link that says, "Click here to begin a new Submission."

Start a New Submission

Enter your submission title, your submission type (Pre-Conference Workshop, Concurrent Breakout Session, Paper Session or Poster Presentation)

Task List

Starting with "Presenter Information/Author" you will need to complete each of these sections to complete your abstract submission. A green checkbox will appear next to each task as it has been completed.

Good to Know: A breadcrumb trail navigation path is available at the top of each page. To return to a previous page, click the link of the page name in the navigation.

Presenter Information/Author

The submitter will need to create a presenter profile for each presenter related to the presentation, including themselves if they plan to present. After a presenter profile has been created, it may be accessed again and updated later.

Each submission is required to have a minimum of 1 presenter with the "First Author Presenting." The submitter will assign this role when they add a presenter.

If the submitter would prefer to have each presenter complete their individual presenter profile, click on the blue bubble to send an auto-generated email. After all information has been completed in the presenter profile, a green check mark will appear next to the presenter's name on the "Presenter Information" page.

Good to Know: The submitter will be responsible for following up with all presenters to make sure they have completed all requested information in their presenter profile.

Conflict of Interest and Financial Disclosures

Each presenter is required to submit a conflict-of-interest disclosure. The submitter can access each author's form by clicking on their name.

If the submitter would prefer to have each presenter complete their individual disclosure, click on the blue bubble to send an auto-generated email. After all information has been completed, a green checkmark will appear next to the presenter's name on the "Conflict of Interest and Financial Disclosures" page.

Good to Know: The submitter will be responsible for following up with all presenters to make sure they have completed all requested disclosure information.