

2026



Spring EDUCATIONAL MEETING

March 13-15, 2026

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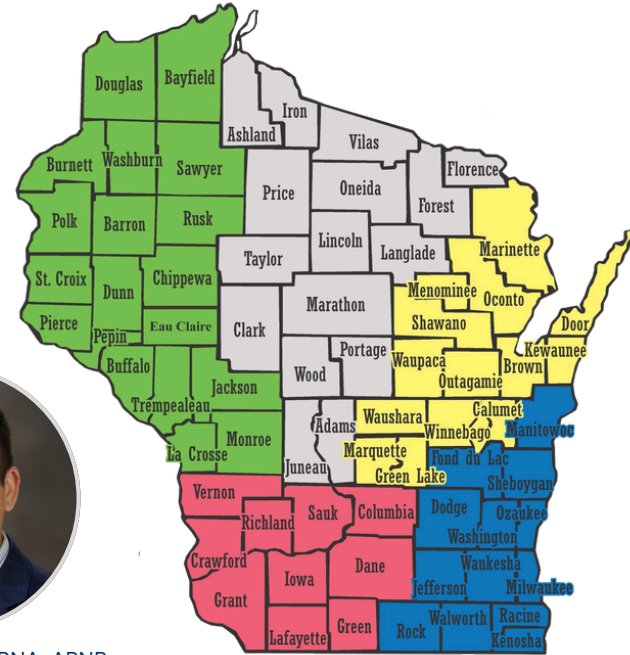


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STUDENT POSTER PRESENTATION

Franciscan Healthcare School of Anesthesia / Mayo Clinic College of Health Sciences – La Crosse, WI

Jessica Peterson, PhD, CRNA, Program Director, Franciscan Healthcare School of Anesthesia, Assistant Professor of Nursing, Mayo Clinic College of Health Sciences

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Adam Shaw, R.N. & Connor Metzger, R.N. Michelle Dahl, CRNA (Project Advisor) & Theodore Van Der Horst, D.O. (Project Mentor)

University of Wisconsin - Oshkosh

Dr. Jess Tomasiewicz, DNAP, CRNA, APNP, Assistant Program Director

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University of Wisconsin - Oshkosh

Dr. Jess Tomasiewicz, DNAP, CRNA, APNP, Assistant Program Director

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Courtney Bednarczyk, BSN, RN, SRNA
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Marijo Evers, BSN, RN, SRNA

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**Jennifer Greenwood, CRNA, PhD, Associate Dean Doctoral Research, Associate Program Director,
Department of Nurse Anesthesia, Associate Professor**

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Rena Sommer, RN, SRNA; Erik Durand, RN, SRNA; and Dillon Wernecke, RN, SRNA
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Darion Murchison, RN, SRNA and Morgan Durden, RN, SRNA

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Molly Condit, DNP, CRNA, Clinical Assistant Professor and Associate Director, Nurse Anesthesia Education Program

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Dr. Jess Tomasiewicz DNAP, CRNA, APNP

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- 65..... “Infant Spinal Anesthesia”**
Audrey Rosenblatt, PhD, CRNA, APRN, FAANA
- 66..... “Pediatric Pharmacology”**
Audrey Rosenblatt, PhD, CRNA, APRN, FAANA
- 67..... “Post-Partum Hemorrhage (PPH)-How to Identify and Help”**
Dr. Jess Tomasiewicz DNAP, CRNA, APNP

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Going Green! Every effort will be made to post the full power point presentations on WIANA's website. The presentations will be posted for a few weeks after the meeting at www.wiana.com

Meeting Evaluations - ONLINE - The Self-Assessment/Evaluation must be filled out for each education session attended. These can be accessed online and must be completed to receive AANA CE credits. Online surveys should be completed by Sunday, 3/22/2026. Completed surveys will be verified against conference registration and uploaded to AANA. Partial evaluations will not save. The system requires that all evaluations must be entered at one time.

Late Checkout - Don't miss the Sunday sessions--late checkout is encouraged and is per individual request at the hotel's registration desk.

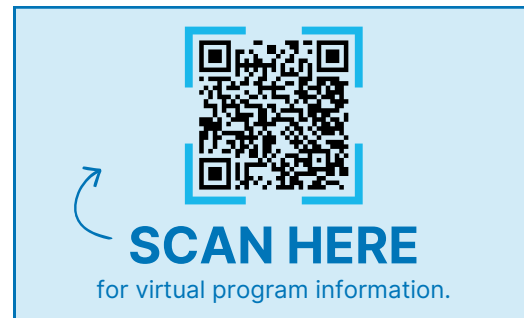
Volunteers Needed - Got ideas? Inquire at the registration desk for volunteer opportunities with either our Education, Legislative or Public Relations committees. We would love your assistance!

Photos - Please note that all photos taken at the conference are the property of WIANA and may be used by WIANA on the website and in future marketing material.

Phones - Please silence pagers and phones during the sessions.

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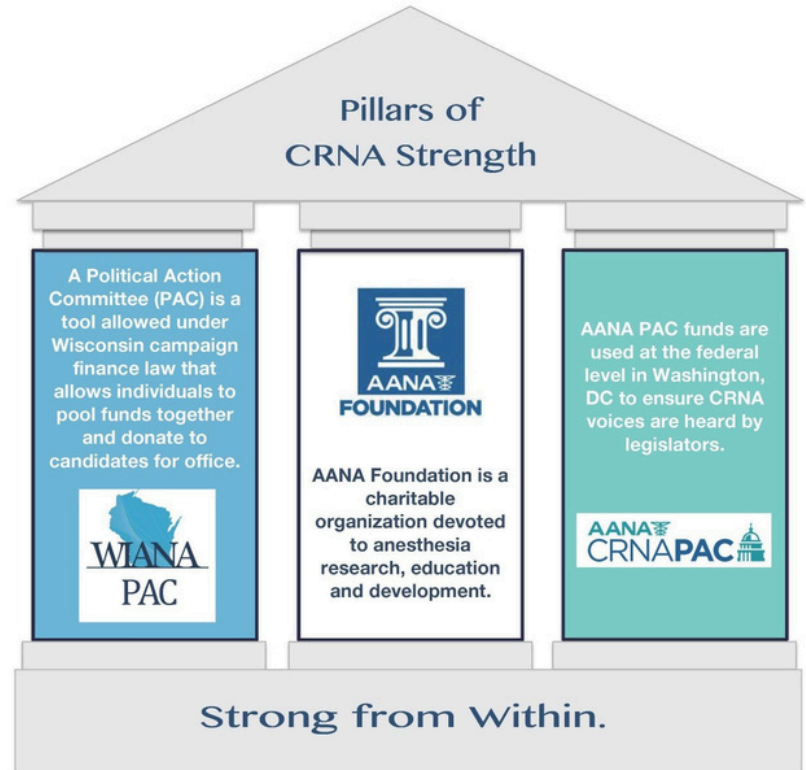
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EDUCATIONAL AGENDA

Friday, March 13, 2026 (4.00 MAC Ed CE Credits, 0.50 Pharmacology/Therapeutics CE Credits)

1700-2000 Registration

1800-1900 Beejay Thao, BSN, RN, SRNA – Marquette University: **“Implementation of a Structured Gastric Point of Care Ultrasound (POCUS) Educational Program and Clinical Decision Protocol for CRNAs to Enhance Aspiration Risk Stratification and Mitigation in High-Risk Perioperative Patients”**

1830-1900 Francesca Ragonese, BSN, RN, SRNA and Kelly Suerth, BSN, RN, SRNA – Marquette University: **“Enhancing Patient Education on Peripheral Nerve Blocks: A Video and Pamphlet Initiative for Improved Patient Understanding and Satisfaction with Education”**

1900-1930 Aleena Nolasco, SRNA and Lily Pulvermacher, SRNA – Rosalind Franklin University **“Implementation of an obstetric hemorrhage toolkit in a rural hospital setting”**

1930-2000 Rami Ballut and Olalekan Bamidele, SRNA – Rosalind Franklin University **“Understanding the application and value of performing a comprehensive history and physical for nurse anesthetists”**

2000-2200 Student Poster Program

1900-2200 Reception with Vendors

EDUCATIONAL AGENDA

Saturday, March 14, 2026 (6.50 MAC Ed CE Credits, 2.00 Pharmacology/Therapeutics CE Credit)

- 0630-0715** Breakfast with Vendors
- 0645-0900** Registration
- 0720-0730** Welcome and Introduction
- 0730-0830** Tracy P. Young, MSNA, MBA, CRNA: **"The Ins and Outs of Anesthesia Billing"**
- 0830-0930** Tracy P. Young, MSNA, MBA, CRNA: **"AANA Update"**
- 0930-1000** Break with Vendors
- 1000-1100** Tracy P. Young, MSNA, MBA, CRNA: **"Hot Topics in Anesthesia Reimbursement Effecting CRNA Practice"**
- 1100-1130** Christine Roth, CRNA & Andrew Brown, CRNA: **"WIANA Annual Business Meeting & Installation of 2026-2027 Board"**
- 1130-1200** Jeremy Shepherd, WIANA Lobbyist: **"2026 Legislative Update"**
- 1200-1300** Lunch
- 1300-1400** Brian H. Bielicki, CRNA, DNAP, NSPM-C: **"Let's Talk CRNA Advanced Pain Management"**
- 1400-1415** Break
- 1415-1515** Brian H. Bielicki, CRNA, DNAP, NSPM-C: **"Peripheral Radiofrequency Ablation"**
- 1515-1615** Dr. Jess Tomasiewicz DNAP, CRNA, APNP: **"Implementing and Utilizing Enhanced Recovery After Cesarean (ERAC)"**
- 1615-1730** PAC Event

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Saturday, March 14 | 1615 - 1730

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A PAC is a group of individuals (us) who voluntarily pool their resources to provide financial support for candidates for elective office who share the group's interests and concerns about legislative issues (collaboration, opt out).

Your investment in the WIANA PAC is very important! WHY?

The other anesthesia delivery professionals are doing the same thing.

Their voices cannot be louder than ours!

YOUR contribution to YOUR

WIANA PAC matters to your livelihood! WIANA PAC is bipartisan, pro-CRNA, and is your voice at the State Capital. WIANA PAC fights for your scope of practice and to maintain the Opt Out.



EDUCATIONAL AGENDA

Sunday, March 15, 2026 (4.0 MAC Ed CE Credits, 3.5 Pharmacology/Therapeutics CE Credits)

- 0630-0715** Breakfast
- 0720-0730** Announcements & Introductions
- 0730-0800** Student Podium Presentation - Lee Bryant RN, BSN, SRNA – University of Wisconsin Oshkosh:
"The McLott Mix Effects on Postoperative Pain Scores When Used During Open Abdominal Surgery"
- 0800-0830** Jennifer Grefe RN, BSN, SRNA – University of Wisconsin–Oshkosh:
"Improving Cultural Competency of Student Nurse Anesthetists at the University of Wisconsin-Oshkosh"
- 0830-0930** Audrey Rosenblatt, PhD, CRNA, APRN, FAANA: **"Infant Spinal Anesthesia"**
- 0930-0950** Break
- 0950-1050** Audrey Rosenblatt, PhD, CRNA, APRN, FAANA: **"Pediatric Pharmacology"**
- 1050-1150** Dr. Jess Tomasiewicz DNAP, CRNA, APNP: **"Post-Partum Hemorrhage (PPH)-How to Identify and Help"**

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**Sunday Only
Evaluation**

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WIANA SPRING 2026 MEETING ATTENDEE LIST *as of 3/10/2026*

Ayo Adelayi	Shannon Conlin	Ethan Harris	Jonathan Langan	Mayka Rambo	Brooke Stevens
Elliott Adent	Randy Cornelius	Tanya Higgins	Jessica Laue	Jason Randall	Christopher Stodola
Emily Allred	Danielle Cuevas	Reid Hilbelink	Vicky Lawrence	Maggie Raskin	Ellen Suelflow
Shontanay Anders	Sigfried Dalone	Emma Hock	Andrew Lehr	Matt Reed	Kelly Suerth
JoshuaArndt	Jennifer Delaruelle	Jessica Hoffmaster	Clare Lima	Ryan Reif	Kelly Suerth
Katie Ashley	Troy DeYoung	Brock Hollister	Beth Luke	Toni Reinhart	Travis Sullivan
Michael Atendido	Alexis Dietsche	Eric Hudnall	Kevin Luna	Brian Resop	Ted Tavrdes
Sheila Atendido	Katharine Divyak	Brittany Humbel	Luke Manderle	Mark Retz	Gary Taylor
Solomon Bakoh	Timothy Downey	Karen Hunnicutt	Angela Mathias	Tricia Rocolé	Sydney Tepley
Rami Ballut	Michael Drout	Kyle Jasman	Ryan McClendon	Tricia Rocolé	Beejay Thao
Olalekan Bamidele	Elise Duff	Kyle Jasman	Seth Mogler	Brad Rohr	Jessica Tomasiewicz
Courtney Bednarczyk	Jeremiah Ennen	Timothy Johnson	Kelly Montaine	Audrey Rosenblatt	Tanner Tomchuk
Michael Berger	kelly erhart	Mary Alice Johnson	Devarsh Murthy	Robbie Rosenthal	Gary Townsend
Brian Bielicki	Jennifer Evans	Timothy Johnson	Lauren Musgrove	Christine Roth	Shalyn Treptow
Andrea Bond	Brogan Evenstad	Micah Johnson	Justin Neal	Clarissa Rueckert	Chatay Vang
Andrew Brown	Marijo Evers	Charlie Kampfer	Evan Nemec	Jack Schaefer	Alexis Ventura
Brian Brown	Stephanie Falligant	Virginia Kashevarof	Jack Neylon	Chelsea Schecklman	Adam Vinz
Lee Bryant	Paul Fischer	Lance Kelly	Allison Nierode	Eric Schepp	Bradley Wagner
Deborah Brzycki	Stephen Flaherty	Bradley Kiehl	Aleena Nolasco	Judith Schmidt	Steven Waldorf
Therese Bugaj	Karen Garrett	Emily Kirk	Matt Olson	Eric Schoenecker	Kathleen Waterhouse-Skibicki
Tyler Buzzard	Justin Giebel	Dawn Konop-Sage	Sara Opat	Jason Schultz	Sadie Willborn
Samuel Cannon	Alec Gorski	David Korpics	Jessica Peterson	Bradley Schwager	MartinWilliams
Sandra Carroll	Jennifer Grefe	Staci Kothbauer	Mary Phung	Corissa Schwartz	Terry Lee Wilson, Jr
Connie Casey	Abigail Groebe	Iryna Kovalchuk	Aaron Poellot	Jeremey Shepherd	Tracy Young
Joshua Condado	Patricia Gump	Beverly La Madrid	Joseph Ponik	Brian Smith	Daniel Zehr
Molly Condit	Christopher Haese	Mark Labor	AbigailPoss	Richard Grunke, SRNA	Micah Zimmerman
	Sheila Hang	Kristine Ladika	Lily Pulvermacher	Debra Stai	
	Christopher Harpin	Brooke Lammers	Francesca Ragonese	Joseph Statz	



2026 Patrick Downey Memorial Advocacy Award

Presented to

Wilma Gillis CRNA, APNP, FAANA

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“Implementation of a Structured Gastric Point of Care Ultrasound (POCUS) Educational Program and Clinical Decision Protocol for CRNAs to Enhance Aspiration Risk Stratification and Mitigation in High-Risk Perioperative Patients”

*Speaker: Beejay Thao, BSN, RN, SRNA – Marquette University;
Molly Condit, DNP, CRNA, Clinical Assistant Professor and Interim Director, Nurse Anesthesia Program*

OBJECTIVES

1. Learner will be able to implement a structured educational intervention on gastric point-of-care ultrasound for CRNAs.	1	2	3	4	5
2. At the conclusion of this activity, the learner will be able to identify key gastric anatomical structures and sonographic landmarks and describe standardized gastric POCUS scanning techniques.	1	2	3	4	5
3. Learner will enhance ability to differentiate empty stomachs, clear liquids, and solid gastric contents using ultrasound imaging.	1	2	3	4	5
4. At the conclusion of this activity, the learner will be able to interpret gastric POCUS findings to assess gastric content and aspiration risk in the preoperative setting.	1	2	3	4	5
5. Learner will be able to support integration of gastric POCUS findings into perioperative clinical decision-making based on existing evidence.	1	2	3	4	5
6. Learner will be able to implement an evidence based gastric POCUS clinical decision support protocol to guide aspiration risk stratification and mitigation strategies.	1	2	3	4	5
Other:					
1. The facilitator was effective in presenting the material	1	2	3	4	5
2. Teaching methods were effective	1	2	3	4	5
3. Physical facilities/virtual conference technology facilitated learning	1	2	3	4	5
4. The content was related to the objectives	1	2	3	4	5
5. My personal learning objectives were met	1	2	3	4	5
6. State one item you learned that will improve your nurse anesthesia practice _____					
7. State any barriers to implement this change _____					

Notes

“Enhancing Patient Education on Peripheral Nerve Blocks: A Video and Pamphlet Initiative for Improved Patient Understanding and Satisfaction with Education”

Speakers: Francesca Ragonese, BSN, RN, SRNA and Kelly Suerth, BSN, RN, SRNA – Marquette University;
Molly Condit, DNP, CRNA, Clinical Assistant Professor and Interim Director, Nurse Anesthesia Program

OBJECTIVES

- | | | | | | |
|--|---|---|---|---|---|
| 1. Learner is able to describe the role of multimedia education in improving patient understanding of peripheral nerve blocks (PNBs) prior to elective surgery. | 1 | 2 | 3 | 4 | 5 |
| 2. Learner is able able to explain the methodology used to implement video and pamphlet educational materials in the surgical setting. | 1 | 2 | 3 | 4 | 5 |
| 3. Learner is able to compare pre-intervention and post-intervention patient satisfaction outcomes related to PNB education and discuss implications for anesthesia practice | 1 | 2 | 3 | 4 | 5 |

- Other:
- | | | | | | |
|--|---|---|---|---|---|
| 1. The facilitator was effective in presenting the material | 1 | 2 | 3 | 4 | 5 |
| 2. Teaching methods were effective | 1 | 2 | 3 | 4 | 5 |
| 3. Physical facilities/virtual conference technology facilitated learning | 1 | 2 | 3 | 4 | 5 |
| 4. The content was related to the objectives | 1 | 2 | 3 | 4 | 5 |
| 5. My personal learning objectives were met | 1 | 2 | 3 | 4 | 5 |
| 6. State one item you learned that will improve your nurse anesthesia practice _____ | | | | | |
| 7. State any barriers to implement this change _____ | | | | | |

Notes

“Implementation of an obstetric hemorrhage toolkit in a rural hospital setting”

Speakers: Aleena Nolasco, SRNA and Lily Pulvermacher, SRNA – Rosalind Franklin University; Jennifer Greenwood, CRNA, PhD, Associate Dean
Doctoral Research, Associate Program Director, Department of Nurse Anesthesia, Associate Professor

OBJECTIVES

- | | | | | | |
|---|---|---|---|---|---|
| 1. Learner can describe the evidence-based components of an obstetric hemorrhage toolkit for improving patient outcomes and staff compliance. | 1 | 2 | 3 | 4 | 5 |
| 2. Learner can discuss the development and implementation of a comprehensive obstetric toolkit at a community hospital. | 1 | 2 | 3 | 4 | 5 |
| 3. Learner will review outcomes related to staff knowledge, confidence, and compliance with hemorrhage risk screening. | 1 | 2 | 3 | 4 | 5 |
| 4. Learner is able to evaluate the potential for broader application of toolkit components to drive continued quality improvement in diverse practice settings. | 1 | 2 | 3 | 4 | 5 |

Other:

- | | | | | | |
|--|---|---|---|---|---|
| 1. The facilitator was effective in presenting the material | 1 | 2 | 3 | 4 | 5 |
| 2. Teaching methods were effective | 1 | 2 | 3 | 4 | 5 |
| 3. Physical facilities/virtual conference technology facilitated learning | 1 | 2 | 3 | 4 | 5 |
| 4. The content was related to the objectives | 1 | 2 | 3 | 4 | 5 |
| 5. My personal learning objectives were met | 1 | 2 | 3 | 4 | 5 |
| 6. State one item you learned that will improve your nurse anesthesia practice _____ | | | | | |
| 7. State any barriers to implement this change _____ | | | | | |

Notes

“Understanding the application and value of performing a comprehensive history and physical for nurse anesthesiologists”

Speakers: Rami Ballut and Olalekan Bamidele, SRNA – Rosalind Franklin University; Jennifer Greenwood, CRNA, PhD, Associate Dean Doctoral Research, Associate Program Director, Department of Nurse Anesthesia, Associate Professor

OBJECTIVES

- | | | | | | |
|--|---|---|---|---|---|
| 1. Learner is able to analyze the educational methods and curricular approaches used to train Certified Registered Nurse Anesthetists to perform comprehensive history and physical examinations | 1 | 2 | 3 | 4 | 5 |
| 2. Learner will have ability to identify and analyze specific components of conducting a comprehensive history and physical that require additional educational support. | 1 | 2 | 3 | 4 | 5 |
| 3. Learner is able to formulate recommendations for curriculum refinement in nurse anesthesia education to address gaps in comprehensive history and physical training. | 1 | 2 | 3 | 4 | 5 |

Other:

- | | | | | | |
|--|---|---|---|---|---|
| 1. The facilitator was effective in presenting the material | 1 | 2 | 3 | 4 | 5 |
| 2. Teaching methods were effective | 1 | 2 | 3 | 4 | 5 |
| 3. Physical facilities/virtual conference technology facilitated learning | 1 | 2 | 3 | 4 | 5 |
| 4. The content was related to the objectives | 1 | 2 | 3 | 4 | 5 |
| 5. My personal learning objectives were met | 1 | 2 | 3 | 4 | 5 |
| 6. State one item you learned that will improve your nurse anesthesia practice _____ | | | | | |
| 7. State any barriers to implement this change _____ | | | | | |

Notes

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STUDENT POSTER PRESENTATION

“Ultrasound-guided Intravenous Catheter Training for Labor and Delivery Nurses”

Emily Christian, MS, BSN, RN and John Christian, MS, BSN, RN Project Advisor: Jessica Peterson, CRNA, APNP, Ph.D., MS

OBJECTIVES

- | | | | | | |
|--|---|---|---|---|---|
| 1. Learners will have ability to propose patient and clinical factors that increase the likelihood of difficult intravenous (IV) access. | 1 | 2 | 3 | 4 | 5 |
| 2. Learners will be able to analyze the effectiveness of the education modules and simulation strategies for training nurses in ultrasound-guided IV insertion. | 1 | 2 | 3 | 4 | 5 |
| 3. Learners will be able to measure the impact of ultrasound-guided IV training on the frequency of anesthesia staff being paged for IV catheter placement in labor and delivery patients. | 1 | 2 | 3 | 4 | 5 |

Other:

- | | | | | | |
|--|---|---|---|---|---|
| 1. The facilitator was effective in presenting the material | 1 | 2 | 3 | 4 | 5 |
| 2. Teaching methods were effective | 1 | 2 | 3 | 4 | 5 |
| 3. Physical facilities/virtual conference technology facilitated learning | 1 | 2 | 3 | 4 | 5 |
| 4. The content was related to the objectives | 1 | 2 | 3 | 4 | 5 |
| 5. My personal learning objectives were met | 1 | 2 | 3 | 4 | 5 |
| 6. State one item you learned that will improve your nurse anesthesia practice _____ | | | | | |
| 7. State any barriers to implement this change _____ | | | | | |

Notes

STUDENT POSTER PRESENTATION

“Postoperative Nausea and Vomiting Prevention with Intraoperative Propofol”

Kaelen Dunn, MS, BSN, DNP student, Connor Gale, MS, BSN, DNP student; Mayo Clinic Health System School of Anesthesia

OBJECTIVES

- | | | | | | |
|---|---|---|---|---|---|
| 1. Learners can evaluate the inclusion and exclusion criteria applied to participant selection in this research study. | 1 | 2 | 3 | 4 | 5 |
| 2. Learners will identify intraoperative propofol dosing regimens associated with reduced incidence of postoperative nausea and vomiting (PONV). | 1 | 2 | 3 | 4 | 5 |
| 3. Learners can compare the effective of postoperative antiemetic administration between patients receiving total intravenous anesthesia (TIVA) and those receiving low-dose intraoperative propofol. | 1 | 2 | 3 | 4 | 5 |

Other:

- | | | | | | |
|--|---|---|---|---|---|
| 1. The facilitator was effective in presenting the material | 1 | 2 | 3 | 4 | 5 |
| 2. Teaching methods were effective | 1 | 2 | 3 | 4 | 5 |
| 3. Physical facilities/virtual conference technology facilitated learning | 1 | 2 | 3 | 4 | 5 |
| 4. The content was related to the objectives | 1 | 2 | 3 | 4 | 5 |
| 5. My personal learning objectives were met | 1 | 2 | 3 | 4 | 5 |
| 6. State one item you learned that will improve your nurse anesthesia practice _____ | | | | | |
| 7. State any barriers to implement this change _____ | | | | | |

Notes

STUDENT POSTER PRESENTATION

“Assessing and Preventing Minor Complications after General Anesthesia”

Claire Erbe, DNP Student, SRNA, Taylor Williams, DNP Student, SRNA; Faculty Advisor: Michelle Dahl, DNP, CRNA

OBJECTIVES

- | | | | | | |
|--|---|---|---|---|---|
| 1. Learners will identify common minor complications that occur after general anesthesia and their contributing factors. | 1 | 2 | 3 | 4 | 5 |
| 2. Learners can develop and implement evidence-based strategies to prevent complications after general anesthesia. | 1 | 2 | 3 | 4 | 5 |
| 3. Learners can evaluate the effectiveness of the strategies that were implemented to identify complications after anesthesia. | 1 | 2 | 3 | 4 | 5 |

Other:

- | | | | | | |
|--|---|---|---|---|---|
| 1. The facilitator was effective in presenting the material | 1 | 2 | 3 | 4 | 5 |
| 2. Teaching methods were effective | 1 | 2 | 3 | 4 | 5 |
| 3. Physical facilities/virtual conference technology facilitated learning | 1 | 2 | 3 | 4 | 5 |
| 4. The content was related to the objectives | 1 | 2 | 3 | 4 | 5 |
| 5. My personal learning objectives were met | 1 | 2 | 3 | 4 | 5 |
| 6. State one item you learned that will improve your nurse anesthesia practice _____ | | | | | |
| 7. State any barriers to implement this change _____ | | | | | |

Notes

STUDENT POSTER PRESENTATION

“Perioperative Anesthesia Complications in Recovered COVID-19 Patients”

Adam Shaw, R.N. & Connor Metzger, R.N. Michelle Dahl, CRNA (Project Advisor) & Theodore Van Der Horst, D.O. (Project Mentor)

OBJECTIVES

- | | | | | | |
|---|---|---|---|---|---|
| 1. Learners can identify the types and frequency of perioperative anesthesia-related complications in patients who recovered from COVID-19. | 1 | 2 | 3 | 4 | 5 |
| 2. Learners can analyze the relationship between prior COVID infection and risk of anesthesia complications. | 1 | 2 | 3 | 4 | 5 |
| 3. Learners will evaluate strategies for caring for recovered COVID-19 patients and recommendations to reduce anesthesia complications. | 1 | 2 | 3 | 4 | 5 |

Other:

- | | | | | | |
|--|---|---|---|---|---|
| 1. The facilitator was effective in presenting the material | 1 | 2 | 3 | 4 | 5 |
| 2. Teaching methods were effective | 1 | 2 | 3 | 4 | 5 |
| 3. Physical facilities/virtual conference technology facilitated learning | 1 | 2 | 3 | 4 | 5 |
| 4. The content was related to the objectives | 1 | 2 | 3 | 4 | 5 |
| 5. My personal learning objectives were met | 1 | 2 | 3 | 4 | 5 |
| 6. State one item you learned that will improve your nurse anesthesia practice _____ | | | | | |
| 7. State any barriers to implement this change _____ | | | | | |

Notes

STUDENT POSTER PRESENTATION

“Marketing Campaign for the UWO College of Nursing, BSN-DNP Nurse Anesthesia Emphasis Program:
A Quality Improvement Project Phase III”

Presenter - Jeremiah Ennen, BSN-RN, SRNA - University of Wisconsin – Oshkosh; Dr. Jess Tomasiewicz, DNAP, CRNA, APNP, Assistant Program Director

OBJECTIVES

1. Learner is able to describe evidence-based recruitment strategies used to enhance diversity and applicant engagement in a BSN-to-DNP Nurse Anesthesia program.	1	2	3	4	5
2. Learner can examine how targeted outreach events and social media campaigns can increase awareness and interest among undergraduate nursing students and critical care nurses.	1	2	3	4	5
3. Learner will be able to discuss the impact of strategic marketing and recruitment initiatives on building a more inclusive pipeline of future Certified Registered Nurse Anesthetists (CRNAs).	1	2	3	4	5
Other:					
1. The facilitator was effective in presenting the material	1	2	3	4	5
2. Teaching methods were effective	1	2	3	4	5
3. Physical facilities/virtual conference technology facilitated learning	1	2	3	4	5
4. The content was related to the objectives	1	2	3	4	5
5. My personal learning objectives were met	1	2	3	4	5
6. State one item you learned that will improve your nurse anesthesia practice _____					
7. State any barriers to implement this change _____					

Notes

STUDENT POSTER PRESENTATION

“Integrating Cardiac Point-of-Care Ultrasound Training into Nurse Anesthesia Education: A Quality Improvement Project”

Presenter - Shalyn Treptow, BSN, RN, SRNA – University of Wisconsin-Oshkosh; Dr. Jess Tomasiewicz, DNAP, CRNA, APNP, Assistant Program Director

OBJECTIVES

- | | | | | | |
|--|---|---|---|---|---|
| 1. Learner is able to understand the fundamental principles and clinical relevance of cardiac point-of-care ultrasound (POCUS) in anesthesia practice. | 1 | 2 | 3 | 4 | 5 |
| 2. Learner is able to perform and interpret the focus assessed transthoracic echocardiography (FATE) exam to identify and assess key cardiac structures and function | 1 | 2 | 3 | 4 | 5 |
| 3. Learner is able to integrate didactic and simulation-based learning to enhance confidence, knowledge, and readiness for perioperative clinical integration of cardiac POCUS | 1 | 2 | 3 | 4 | 5 |

- Other:
- | | | | | | |
|--|---|---|---|---|---|
| 1. The facilitator was effective in presenting the material | 1 | 2 | 3 | 4 | 5 |
| 2. Teaching methods were effective | 1 | 2 | 3 | 4 | 5 |
| 3. Physical facilities/virtual conference technology facilitated learning | 1 | 2 | 3 | 4 | 5 |
| 4. The content was related to the objectives | 1 | 2 | 3 | 4 | 5 |
| 5. My personal learning objectives were met | 1 | 2 | 3 | 4 | 5 |
| 6. State one item you learned that will improve your nurse anesthesia practice _____ | | | | | |
| 7. State any barriers to implement this change _____ | | | | | |

Notes

STUDENT POSTER PRESENTATION

“Enhancing Student Registered Nurse Anesthetist Training Through Gamified Self Testing:
A Digital Approach to Enhancing Perioperative Preparedness”

Presenter - Richard Grunke BSN, RN, SRNA – University of Wisconsin-Oshkosh; Dr.Jess Tomasiewicz, DNAP, CRNA, APNP, Assistant Program Director

OBJECTIVES

- | | | | | | |
|---|---|---|---|---|---|
| 1. Learner can explain how gamified case based self-testing through digital platforms such as Qualtrics can enhance knowledge retention, decision-making, and preparedness among SRNAs. | 1 | 2 | 3 | 4 | 5 |
| 2. Learner is able to evaluate the potential benefits of gamified concept focused testing for improving SRNA confidence, recognition of perioperative emergencies, and readiness for clinical practice. | 1 | 2 | 3 | 4 | 5 |
| 3. Learner can discuss opportunities to expand gamified case based self-testing into SRNA education curriculum and continuing education for practicing CRNAs. | 1 | 2 | 3 | 4 | 5 |

- Other:
- | | | | | | |
|--|---|---|---|---|---|
| 1. The facilitator was effective in presenting the material | 1 | 2 | 3 | 4 | 5 |
| 2. Teaching methods were effective | 1 | 2 | 3 | 4 | 5 |
| 3. Physical facilities/virtual conference technology facilitated learning | 1 | 2 | 3 | 4 | 5 |
| 4. The content was related to the objectives | 1 | 2 | 3 | 4 | 5 |
| 5. My personal learning objectives were met | 1 | 2 | 3 | 4 | 5 |
| 6. State one item you learned that will improve your nurse anesthesia practice _____ | | | | | |
| 7. State any barriers to implement this change _____ | | | | | |

Notes

STUDENT POSTER PRESENTATION

“Enhancing CRNA Preceptorship: A Quality Improvement Project to Standardize Clinical Education Using a Preceptor Training Module”

Presenter - Tyler Buzzard, BSN, RN, SRNA – University of Wisconsin-Oshkosh; Dr. Jess Tomasiewicz, DNAP, CRNA, APNP, Assistant Program Director

OBJECTIVES

- | | | | | | |
|--|---|---|---|---|---|
| 1. Learner is able to identify common barriers to effective CRNA preceptorship in clinical practice and their impact on SRNA development. | 1 | 2 | 3 | 4 | 5 |
| 2. Learner is able to describe evidence-based strategies, including the SNAPPS framework and adult learning principles, for enhancing communication and feedback in the clinical learning environment. | 1 | 2 | 3 | 4 | 5 |
| 3. Learner can discuss the design and implementation of a preceptor training module as a sustainable quality improvement strategy to improve consistency in SRNA clinical education. | 1 | 2 | 3 | 4 | 5 |

- Other:
- | | | | | | |
|--|---|---|---|---|---|
| 1. The facilitator was effective in presenting the material | 1 | 2 | 3 | 4 | 5 |
| 2. Teaching methods were effective | 1 | 2 | 3 | 4 | 5 |
| 3. Physical facilities/virtual conference technology facilitated learning | 1 | 2 | 3 | 4 | 5 |
| 4. The content was related to the objectives | 1 | 2 | 3 | 4 | 5 |
| 5. My personal learning objectives were met | 1 | 2 | 3 | 4 | 5 |
| 6. State one item you learned that will improve your nurse anesthesia practice _____ | | | | | |
| 7. State any barriers to implement this change _____ | | | | | |

Notes

STUDENT POSTER PRESENTATION

“Enhancing Mental Health in Nurse Anesthesia Students”

Presenter - Matthew Reed, BSN, RN, CCRN, CMC – University of Wisconsin-Oshkosh;
Dr. Jess Tomasiewicz, DNAP, CRNA, APNP, Assistant Program Director

OBJECTIVES

- | | | | | | |
|---|---|---|---|---|---|
| 1. Learners will develop mindfulness and coping skills to manage clinical and academic stress, recognizing early signs of stress and implementing evidence-based mindfulness techniques to manage emotional responses during clinical training. | 1 | 2 | 3 | 4 | 5 |
| 2. Learners will evaluate their own mental wellness and coping strategies using validated self-assessment tools (PSS-10 and K10) before and after the intervention to recognize growth and areas for improvement. | 1 | 2 | 3 | 4 | 5 |
| 3. Learners will strengthen peer relationships through shared group experiences, demonstrating improved empathy, teamwork, and mutual support within the cohort. | 1 | 2 | 3 | 4 | 5 |

Other:

- | | | | | | |
|--|---|---|---|---|---|
| 1. The facilitator was effective in presenting the material | 1 | 2 | 3 | 4 | 5 |
| 2. Teaching methods were effective | 1 | 2 | 3 | 4 | 5 |
| 3. Physical facilities/virtual conference technology facilitated learning | 1 | 2 | 3 | 4 | 5 |
| 4. The content was related to the objectives | 1 | 2 | 3 | 4 | 5 |
| 5. My personal learning objectives were met | 1 | 2 | 3 | 4 | 5 |
| 6. State one item you learned that will improve your nurse anesthesia practice _____ | | | | | |
| 7. State any barriers to implement this change _____ | | | | | |

Notes

STUDENT POSTER PRESENTATION

“Enhancing Malignant Hyperthermia Management: Evaluating the Impact of Transitioning from Dantrium to Ryanodex Through Simulation-Based Training”

Presenter - Beth Luke, BSN, RN, SRNA – University of Wisconsin-Oshkosh; Dr. Jess Tomasiewicz, DNAP, CRNA, APNP, Assistant Program Director

OBJECTIVES

- | | | | | | |
|--|---|---|---|---|---|
| 1. Learners can describe the pathophysiology and clinical management of Malignant Hyperthermia, including the pharmacological differences between Dantrium and Ryanodex. | 1 | 2 | 3 | 4 | 5 |
| 2. Learners will evaluate the impact of simulation-based education on perioperative staff knowledge, confidence, and response times during Malignant Hyperthermia crisis management. | 1 | 2 | 3 | 4 | 5 |
| 3. Learners can discuss strategies for implementing Ryanodex and structured simulation training to improve patient safety and emergency readiness. | 1 | 2 | 3 | 4 | 5 |

- Other:
- | | | | | | |
|--|---|---|---|---|---|
| 1. The facilitator was effective in presenting the material | 1 | 2 | 3 | 4 | 5 |
| 2. Teaching methods were effective | 1 | 2 | 3 | 4 | 5 |
| 3. Physical facilities/virtual conference technology facilitated learning | 1 | 2 | 3 | 4 | 5 |
| 4. The content was related to the objectives | 1 | 2 | 3 | 4 | 5 |
| 5. My personal learning objectives were met | 1 | 2 | 3 | 4 | 5 |
| 6. State one item you learned that will improve your nurse anesthesia practice _____ | | | | | |
| 7. State any barriers to implement this change _____ | | | | | |

Notes

STUDENT POSTER PRESENTATION

“Simulation-Based Ultrasound Training for Transversus Abdominis Plane Blocks in SRNAs”

Presenter - Troy DeYoung, BSN, RN, SRNA – University of Wisconsin-Oshkosh; Dr.Jess Tomasiewicz, DNAP, CRNA, APNP, Assistant Program Director

OBJECTIVES

1. CRNAs/SRNAs will identify key anatomical structures and describe the sonoanatomy relevant to the Transversus Abdominis Plane (TAP) block.

12345
2. CRNAs/SRNAs will be able to understand the TAP block rubric and utilize that in current practice.

12345
3. CRNAs/SRNAs will have increased confidence after completing the TAP block course and reading the TAP block course components from the poster.

12345

- Other:
1. The facilitator was effective in presenting the material

12345
2. Teaching methods were effective

12345
3. Physical facilities/virtual conference technology facilitated learning

12345
4. The content was related to the objectives

12345
5. My personal learning objectives were met

12345
6. State one item you learned that will improve your nurse anesthesia practice _____
7. State any barriers to implement this change _____

Notes

STUDENT POSTER PRESENTATION

“Improving Anesthesia Efficiency in Code Strokes”

Speaker - Courtney Bednarczyk, BSN, RN, SRNA – University of Wisconsin-Oshkosh;
Dr. Jess Tomasiewicz, DNAP, CRNA, APNP, Assistant Program Director

OBJECTIVES

- | | | | | | |
|---|---|---|---|---|---|
| 1. Learners can describe the development and implementation of a Code Stroke anesthesia checklist to enhance efficiency and role clarity. | 1 | 2 | 3 | 4 | 5 |
| 2. Learners will evaluate the impact of checklist use on CRNA confidence and response efficiency during Code Strokes. | 1 | 2 | 3 | 4 | 5 |
| 3. Learners will identify barriers and facilitators encountered during checklist implementation in a high-acuity stroke setting. | 1 | 2 | 3 | 4 | 5 |

Other:

- | | | | | | |
|--|---|---|---|---|---|
| 1. The facilitator was effective in presenting the material | 1 | 2 | 3 | 4 | 5 |
| 2. Teaching methods were effective | 1 | 2 | 3 | 4 | 5 |
| 3. Physical facilities/virtual conference technology facilitated learning | 1 | 2 | 3 | 4 | 5 |
| 4. The content was related to the objectives | 1 | 2 | 3 | 4 | 5 |
| 5. My personal learning objectives were met | 1 | 2 | 3 | 4 | 5 |
| 6. State one item you learned that will improve your nurse anesthesia practice _____ | | | | | |
| 7. State any barriers to implement this change _____ | | | | | |

Notes

STUDENT POSTER PRESENTATION

“Chest X-Ray interpretation in the Doctor of Nursing Practice Student”

Presenter - Marijo Evers, BSN, RN, SRNA – University of Wisconsin-Oshkosh; Dr. Jess Tomasiewicz, DNAP, CRNA, APNP, Assistant Program Director

OBJECTIVES

1. Learners can describe fundamentals of radiology including safety, positioning, importance, and basic interpretation.					
2. Increase learner accuracy in identification of normal and abnormal anatomy in chest x-rays using the ABCDE method.	1	2	3	4	5
3. Improve learner confidence in their interpretation skills measured through self evaluations.	1	2	3	4	5
Other:	1	2	3	4	5
1. The facilitator was effective in presenting the material	1	2	3	4	5
2. Teaching methods were effective	1	2	3	4	5
3. Physical facilities/virtual conference technology facilitated learning	1	2	3	4	5
4. The content was related to the objectives	1	2	3	4	5
5. My personal learning objectives were met	1	2	3	4	5
6. State one item you learned that will improve your nurse anesthesia practice _____					
7. State any barriers to implement this change _____					

Notes

STUDENT POSTER PRESENTATION

“Cardiac serious gaming for cardiac anesthesia topics: Evaluate the impact of serious gaming modules on knowledge attainment in cardiac anesthesia topics”

Presenters - Alyssa Braithwaite, RN, SRNA; Lillian Matanmi RN, SRNA; Chloe Temple, RN, SRNA; Rosalind Franklin University of Medicine and Science - Jennifer Greenwood, CRNA, PhD, Associate Dean Doctoral Research, Associate Program Director, Department of Nurse Anesthesia, Associate Professor

OBJECTIVES

- | | | | | | |
|--|---|---|---|---|---|
| 1. Learners will assess student perceptions of engagement, learning impact, and content relevance of serious gaming using the SEGInAS survey. | 1 | 2 | 3 | 4 | 5 |
| 2. Learners will compare outcomes between learner cohorts to explore differences in knowledge acquisition and perceived educational value. | 1 | 2 | 3 | 4 | 5 |
| 3. Learners will determine the feasibility of integrating serious gaming into nurse anesthesia curricula as a complement to traditional educational methods. | 1 | 2 | 3 | 4 | 5 |

Other:

- | | | | | | |
|--|---|---|---|---|---|
| 1. The facilitator was effective in presenting the material | 1 | 2 | 3 | 4 | 5 |
| 2. Teaching methods were effective | 1 | 2 | 3 | 4 | 5 |
| 3. Physical facilities/virtual conference technology facilitated learning | 1 | 2 | 3 | 4 | 5 |
| 4. The content was related to the objectives | 1 | 2 | 3 | 4 | 5 |
| 5. My personal learning objectives were met | 1 | 2 | 3 | 4 | 5 |
| 6. State one item you learned that will improve your nurse anesthesia practice _____ | | | | | |
| 7. State any barriers to implement this change _____ | | | | | |

Notes

STUDENT POSTER PRESENTATION

“Implementation of a Naloxone Training Program among community health workers”

Presenters - Stacy Xavier, RN, SRNA and Sophie Drayton, RN, SRNA; Rosalind Franklin University of Medicine and Science - Jennifer Greenwood, CRNA, PhD, Associate Dean Doctoral Research, Associate Program Director, Department of Nurse Anesthesia, Associate Professor

OBJECTIVES

- | | | | | | |
|--|---|---|---|---|---|
| 1. Learners will describe the prevalence of opioid overdose on a national and local level in Lake County. | 1 | 2 | 3 | 4 | 5 |
| 2. Learners can explain the design, implementation, and outcomes of training Community Health Workers to utilize nasal naloxone. | 1 | 2 | 3 | 4 | 5 |
| 3. Learners can discuss the public health significance of community-based naloxone training as a core harm reduction strategy. | 1 | 2 | 3 | 4 | 5 |

Other:

- | | | | | | |
|--|---|---|---|---|---|
| 1. The facilitator was effective in presenting the material | 1 | 2 | 3 | 4 | 5 |
| 2. Teaching methods were effective | 1 | 2 | 3 | 4 | 5 |
| 3. Physical facilities/virtual conference technology facilitated learning | 1 | 2 | 3 | 4 | 5 |
| 4. The content was related to the objectives | 1 | 2 | 3 | 4 | 5 |
| 5. My personal learning objectives were met | 1 | 2 | 3 | 4 | 5 |
| 6. State one item you learned that will improve your nurse anesthesia practice _____ | | | | | |
| 7. State any barriers to implement this change _____ | | | | | |

Notes

STUDENT POSTER PRESENTATION

“Development of an evidence based web resource to address substance use disorder at a health professions university”

Presenters - Brendon Murden, RN, SRNA and Minnara Mathew, RN, SRNA; Rosalind Franklin University of Medicine and Science - Jennifer Greenwood, CRNA, PhD, Associate Dean Doctoral Research, Associate Program Director, Department of Nurse Anesthesia, Associate Professor

OBJECTIVES

- | | | | | | |
|--|---|---|---|---|---|
| 1. Learners will review the prevalence and impact of Substance Use Disorder (SUD) among healthcare providers and trainees in those programs. | 1 | 2 | 3 | 4 | 5 |
| 2. Learners can describe the development and implementation of an evidence-based SUD educational website at RFUMS. | 1 | 2 | 3 | 4 | 5 |
| 3. Learners will evaluate the early outcomes and future implications for sustaining SUD awareness and reducing stigma. | 1 | 2 | 3 | 4 | 5 |

Other:

- | | | | | | |
|--|---|---|---|---|---|
| 1. The facilitator was effective in presenting the material | 1 | 2 | 3 | 4 | 5 |
| 2. Teaching methods were effective | 1 | 2 | 3 | 4 | 5 |
| 3. Physical facilities/virtual conference technology facilitated learning | 1 | 2 | 3 | 4 | 5 |
| 4. The content was related to the objectives | 1 | 2 | 3 | 4 | 5 |
| 5. My personal learning objectives were met | 1 | 2 | 3 | 4 | 5 |
| 6. State one item you learned that will improve your nurse anesthesia practice _____ | | | | | |
| 7. State any barriers to implement this change _____ | | | | | |

Notes

STUDENT POSTER PRESENTATION

“Development of an ultrasound library to facilitate SRNA image tracking and competence development”

Presenters - Melanie Matinek, RN, SRNA and Lisa Logan, RN, SRNA; Rosalind Franklin University of Medicine and Science - Jennifer Greenwood, CRNA, PhD, Associate Dean Doctoral Research, Associate Program Director, Department of Nurse Anesthesia, Associate Professor

OBJECTIVES

- | | | | | | |
|---|---|---|---|---|---|
| 1. Learners will understand how the implementation of the structured Butterfly ultrasound curriculum and portfolio into the pre-existing ultrasound curriculum at RFU can increase SRNAs sonoanatomy knowledge and level of confidence. | 1 | 2 | 3 | 4 | 5 |
| 2. Learners can explain how the implementation of a comprehensive Butterfly ultrasound curriculum establishes a standardized and consistent framework for developing ultrasound-guided skills within the anesthesia curriculum. | 1 | 2 | 3 | 4 | 5 |
| 3. Learners can compare the outcomes, strengths, barriers and limitations of implementing the Butterfly ultrasound curriculum for student knowledge and confidence. | 1 | 2 | 3 | 4 | 5 |

Other:

- | | | | | | |
|--|---|---|---|---|---|
| 1. The facilitator was effective in presenting the material | 1 | 2 | 3 | 4 | 5 |
| 2. Teaching methods were effective | 1 | 2 | 3 | 4 | 5 |
| 3. Physical facilities/virtual conference technology facilitated learning | 1 | 2 | 3 | 4 | 5 |
| 4. The content was related to the objectives | 1 | 2 | 3 | 4 | 5 |
| 5. My personal learning objectives were met | 1 | 2 | 3 | 4 | 5 |
| 6. State one item you learned that will improve your nurse anesthesia practice _____ | | | | | |
| 7. State any barriers to implement this change _____ | | | | | |

Notes

STUDENT POSTER PRESENTATION

“Implementation of gastric POCUS training among anesthesia providers”

Presenters - Rena Sommer, RN, SRNA; Erik Durand, RN, SRNA; and Dillon Wernecke, RN, SRNA – Rosalind Franklin University;
Jennifer Greenwood, CRNA, PhD, Associate Dean Doctoral Research, Associate Program Director, Department of Nurse Anesthesia, Associate Professor

OBJECTIVES

- | | | | | | |
|--|---|---|---|---|---|
| 1. Learners can summarize the background and indications for the clinical utilization of gastric PoCUS. | 1 | 2 | 3 | 4 | 5 |
| 2. Learners can describe the components of the gastric PoCUS curriculum delivered to anesthesia providers with ultrasound experience. | 1 | 2 | 3 | 4 | 5 |
| 3. Learners can discuss the strengths, barriers, limitations, and overall effectiveness of the implementation of gastric PoCUS training into anesthesia clinical practice. | 1 | 2 | 3 | 4 | 5 |

Other:

- | | | | | | |
|--|---|---|---|---|---|
| 1. The facilitator was effective in presenting the material | 1 | 2 | 3 | 4 | 5 |
| 2. Teaching methods were effective | 1 | 2 | 3 | 4 | 5 |
| 3. Physical facilities/virtual conference technology facilitated learning | 1 | 2 | 3 | 4 | 5 |
| 4. The content was related to the objectives | 1 | 2 | 3 | 4 | 5 |
| 5. My personal learning objectives were met | 1 | 2 | 3 | 4 | 5 |
| 6. State one item you learned that will improve your nurse anesthesia practice _____ | | | | | |
| 7. State any barriers to implement this change _____ | | | | | |

Notes

STUDENT POSTER PRESENTATION

“Development of a comprehensive student toolkit to enhance success among SRNAs”

Presenters - Darion Murchison, RN, SRNA and Morgan Durden, RN, SRNA; Rosalind Franklin University of Medicine and Science - Jennifer Greenwood, CRNA, PhD, Associate Dean Doctoral Research, Associate Program Director, Department of Nurse Anesthesia, Associate Professor

OBJECTIVES

- | | | | | | |
|---|---|---|---|---|---|
| 1. Learners can discuss the prevalence and impact of stress on academic performance and well-being among SRNAs. | 1 | 2 | 3 | 4 | 5 |
| 2. Learners can describe the development, implementation, and evaluation of the SRNA Stress Management Toolkit designed to address identified stressors and promote resilience. | 1 | 2 | 3 | 4 | 5 |
| 3. Learners will evaluate the efficacy of toolkit interventions in improving SRNA engagement with and utilization of stress management tools and strategies. | 1 | 2 | 3 | 4 | 5 |

Other:

- | | | | | | |
|--|---|---|---|---|---|
| 1. The facilitator was effective in presenting the material | 1 | 2 | 3 | 4 | 5 |
| 2. Teaching methods were effective | 1 | 2 | 3 | 4 | 5 |
| 3. Physical facilities/virtual conference technology facilitated learning | 1 | 2 | 3 | 4 | 5 |
| 4. The content was related to the objectives | 1 | 2 | 3 | 4 | 5 |
| 5. My personal learning objectives were met | 1 | 2 | 3 | 4 | 5 |
| 6. State one item you learned that will improve your nurse anesthesia practice _____ | | | | | |
| 7. State any barriers to implement this change _____ | | | | | |

Notes

STUDENT POSTER PRESENTATION

“The Impact of Educational Interventions on Increasing Awareness and Interest of the Nurse Anesthesia Profession among High School Students”

Presenter - Clare Lima, BSN, RN, SRNA and Chase Harris, BSN, RN, SRNA; Marquette University - Molly Condit, DNP, CRNA, Clinical Assistant Professor and Interim Director, Nurse Anesthesia Program

OBJECTIVES

- | | | | | | |
|--|---|---|---|---|---|
| 1. To provide high school students with effective educational tools (e.g., presentation, hands-on anesthesia activities) to learn about the roles and responsibilities of CRNAs. | 1 | 2 | 3 | 4 | 5 |
| 2. Learners can assess whether the educational interventions impact the students’ awareness in the nurse anesthesia profession. | 1 | 2 | 3 | 4 | 5 |
| 3. Learners can assess whether the educational interventions impact the students’ interest in the nurse anesthesia profession. | 1 | 2 | 3 | 4 | 5 |

Other:

- | | | | | | |
|--|---|---|---|---|---|
| 1. The facilitator was effective in presenting the material | 1 | 2 | 3 | 4 | 5 |
| 2. Teaching methods were effective | 1 | 2 | 3 | 4 | 5 |
| 3. Physical facilities/virtual conference technology facilitated learning | 1 | 2 | 3 | 4 | 5 |
| 4. The content was related to the objectives | 1 | 2 | 3 | 4 | 5 |
| 5. My personal learning objectives were met | 1 | 2 | 3 | 4 | 5 |
| 6. State one item you learned that will improve your nurse anesthesia practice _____ | | | | | |
| 7. State any barriers to implement this change _____ | | | | | |

Notes

STUDENT POSTER PRESENTATION

“Enhancing Nurses’ Competency in Local Anesthetic Systemic Toxicity (LAST):
An Educational Intervention for Improved Patient Safety”

Presenters: Sydney Tepley, BSN, RN, SRNA and Sara Drain, BSN, RN, SRNA; Marquette University -
Molly Condit, DNP, CRNA, Clinical Assistant Professor and Interim Director, Nurse Anesthesia Program

OBJECTIVES

1. Learners will assess baseline knowledge and confidence of preoperative and post-anesthesia care unit (PACU) nurses regarding the recognition and management of Local Anesthetic Systemic Toxicity (LAST) prior to an educational intervention.	1	2	3	4	5
2. Learners can develop and implement an evidence-based educational intervention grounded in current ASRA guidelines to improve nurses’ understanding of LAST risk factors, early clinical manifestations, and emergency management strategies.	1	2	3	4	5
3. Learners will evaluate the effectiveness of the educational intervention by measuring changes in nurses’ LAST knowledge and self-reported confidence using pre- and post-test assessments and Likert-scale surveys.	1	2	3	4	5
4. Learners can promote timely recognition and appropriate response to LAST events among perioperative nurses in order to enhance patient safety and reduce the risk of adverse neurological and cardiovascular outcomes.	1	2	3	4	5
5. Learners can support the integration of standardized LAST education into ongoing competency training for preoperative and PACU nurses, fostering sustained knowledge retention and alignment with institutional patient safety goals	1	2	3	4	5

Other:					
1. The facilitator was effective in presenting the material	1	2	3	4	5
2. Teaching methods were effective	1	2	3	4	5
3. Physical facilities/virtual conference technology facilitated learning	1	2	3	4	5
4. The content was related to the objectives	1	2	3	4	5
5. My personal learning objectives were met	1	2	3	4	5
6. State one item you learned that will improve your nurse anesthesia practice _____					
7. State any barriers to implement this change _____					

Notes

STUDENT POSTER PRESENTATION

“Resilience Improvement in CRNAs and SRNAs: A DNP Project”

Presenters - Katherine Ashley, BSN, RN, SRNA and Emily Kirk, BSN, RN, SRNA;

Marquette University - Molly Condit, DNP, CRNA, Clinical Assistant Professor and Interim Director, Nurse Anesthesia Program

OBJECTIVES

- | | | | | | |
|---|---|---|---|---|---|
| 1. Learners are able to measure changes in resilience among SRNAs and CRNAs following a four-week mindfulness intervention using the Resilience Scale for Adults. | 1 | 2 | 3 | 4 | 5 |
| 2. Learners will compare pre and post-intervention resilience scores amongst and between SRNAs and CRNAs using the Resilience Scale for Adults. | 1 | 2 | 3 | 4 | 5 |
| 3. Learners can evaluate whether the implementation of mindfulness activities into SRNA and CRNA routines is associated with increased resilience levels across the five domains measured by the Resilience Scale for Adults. | 1 | 2 | 3 | 4 | 5 |

Other:

- | | | | | | |
|--|---|---|---|---|---|
| 1. The facilitator was effective in presenting the material | 1 | 2 | 3 | 4 | 5 |
| 2. Teaching methods were effective | 1 | 2 | 3 | 4 | 5 |
| 3. Physical facilities/virtual conference technology facilitated learning | 1 | 2 | 3 | 4 | 5 |
| 4. The content was related to the objectives | 1 | 2 | 3 | 4 | 5 |
| 5. My personal learning objectives were met | 1 | 2 | 3 | 4 | 5 |
| 6. State one item you learned that will improve your nurse anesthesia practice _____ | | | | | |
| 7. State any barriers to implement this change _____ | | | | | |

Notes

STUDENT POSTER PRESENTATION

“First-Pass Success Rates of Direct Versus Video Laryngoscopy and an Evaluation of Barriers to Video Laryngoscope Utilization Among Anesthesia Providers in the Operating Room”

Presenters- Joshua Arndt, BSN, RN, SRNA and David Korpics, BSN, RN, SRNA;
Marquette University - Molly Condit, DNP, CRNA, Clinical Assistant Professor and Interim Director, Nurse Anesthesia Program

OBJECTIVES

1. Learners can evaluate first-pass success rates of video laryngoscopy (VL) compared with direct laryngoscopy (DL) in the operating room.	1	2	3	4	5
2. Learners can identify anesthesia provider perceived barriers to routine use of video laryngoscopy as a first-line intubation device.	1	2	3	4	5
3. Learners to assess whether presentation of institution specific airway outcome data influences provider willingness to use video laryngoscopy as a first line approach.	1	2	3	4	5
4. Learners can support alignment of airway management practices with current evidence to improve patient safety.	1	2	3	4	5

Other:					
1. The facilitator was effective in presenting the material	1	2	3	4	5
2. Teaching methods were effective	1	2	3	4	5
3. Physical facilities/virtual conference technology facilitated learning	1	2	3	4	5
4. The content was related to the objectives	1	2	3	4	5
5. My personal learning objectives were met	1	2	3	4	5
6. State one item you learned that will improve your nurse anesthesia practice _____					
7. State any barriers to implement this change _____					

Notes

STUDENT POSTER PRESENTATION

“Examining Effects on Clinical Preparedness and Anxiety Levels through Implementation of Grand Rounds in a Nurse Anesthesia Training Program”

Presenters - Justin Neal, BSN, RN, SRNA and Jack Neylon BSN, RN, SRNA; Marquette University - Molly Condit, DNP, CRNA, Clinical Assistant Professor and Interim Director, Nurse Anesthesia Program

OBJECTIVES

- | | | | | | |
|---|---|---|---|---|---|
| 1. Increase Clinical Preparedness: Improve the perceived clinical preparedness of by at least 20% from baseline after participating in three structured, student-led grand rounds sessions. This will be measured using a custom Likert-scale preparedness survey. | 1 | 2 | 3 | 4 | 5 |
| 2. Reduce Student Anxiety: Decrease the state anxiety levels of SRNAs by at least 15% following the grand rounds intervention. This will be assessed using pre- and post-intervention scores on the State-Trait Anxiety Inventory (STAI). | 1 | 2 | 3 | 4 | 5 |
| 3. Enhance Confidence in Clinical Decision-Making: Strengthen SRNAs' confidence in applying anesthesia-related knowledge to complex clinical scenarios through case-based discussions and faculty-facilitated reflections during grand rounds. | 1 | 2 | 3 | 4 | 5 |
| 4. Standardize an Evidence-Based Grand Rounds Model: Develop and implement a standardized grand rounds framework that encourages the consistent use of evidence-based practices, structured case presentations, and peer-to-peer learning within the nurse anesthesia curriculum. | 1 | 2 | 3 | 4 | 5 |
| 5. Evaluate Feasibility and Sustainability: Assess the feasibility, acceptability, and sustainability of integrating grand rounds into the nurse anesthesia program by collecting feedback from participants and faculty. This input will inform future curriculum enhancements. | 1 | 2 | 3 | 4 | 5 |

Other:

- | | | | | | |
|--|---|---|---|---|---|
| 1. The facilitator was effective in presenting the material | 1 | 2 | 3 | 4 | 5 |
| 2. Teaching methods were effective | 1 | 2 | 3 | 4 | 5 |
| 3. Physical facilities/virtual conference technology facilitated learning | 1 | 2 | 3 | 4 | 5 |
| 4. The content was related to the objectives | 1 | 2 | 3 | 4 | 5 |
| 5. My personal learning objectives were met | 1 | 2 | 3 | 4 | 5 |
| 6. State one item you learned that will improve your nurse anesthesia practice _____ | | | | | |
| 7. State any barriers to implement this change _____ | | | | | |

Notes

“The Ins and Outs of Anesthesia Billing”

Speaker: Tracy P. Young, MSNA, MBA, CRNA

OBJECTIVES

1. Learners can identify the difference between Professional Fees and Technical Fees	1	2	3	4	5
2. Learners can identify what Anesthesia Base Units, Time Units, and Modifiers are	1	2	3	4	5
3. Learners can identify how Anesthesia services are billed and collected	1	2	3	4	5
4. Learners can identify reimbursement differences between Medical Direction vs Medical Supervision vs Solo CRNA	1	2	3	4	5

Other:

1. The facilitator was effective in presenting the material	1	2	3	4	5
2. Teaching methods were effective	1	2	3	4	5
3. Physical facilities/virtual conference technology facilitated learning	1	2	3	4	5
4. The content was related to the objectives	1	2	3	4	5
5. My personal learning objectives were met	1	2	3	4	5
6. State one item you learned that will improve your nurse anesthesia practice _____					
7. State any barriers to implement this change _____					

Notes

"AANA Update"

Speaker: Tracy P. Young, MSNA, MBA, CRNA

OBJECTIVES

1. Learners can explain the range of work being done by the AANA on a national level	1	2	3	4	5
2. Learners can list the factors driving our national scope of activities	1	2	3	4	5
Other:					
1. The facilitator was effective in presenting the material	1	2	3	4	5
2. Teaching methods were effective	1	2	3	4	5
3. Physical facilities/virtual conference technology facilitated learning	1	2	3	4	5
4. The content was related to the objectives	1	2	3	4	5
5. My personal learning objectives were met	1	2	3	4	5
6. State one item you learned that will improve your nurse anesthesia practice _____					
7. State any barriers to implement this change _____					

Notes

“Hot Topics in Anesthesia Reimbursement Effecting CRNA Practice”

Speaker: Tracy P. Young, MSNA, MBA, CRNA

OBJECTIVES

- | | | | | | |
|--|---|---|---|---|---|
| 1. Learners can identify how Anesthesia services are billed and collected | 1 | 2 | 3 | 4 | 5 |
| 2. Learners can identify the reimbursement differences between Medical Direction vs Medical Supervision vs Solo CRNA | 1 | 2 | 3 | 4 | 5 |
| 3. Learners can discuss recent changes in anesthesia and CRNA reimbursement effecting CRNAs | | | | | |

Other:

- | | | | | | |
|--|---|---|---|---|---|
| 1. The facilitator was effective in presenting the material | 1 | 2 | 3 | 4 | 5 |
| 2. Teaching methods were effective | 1 | 2 | 3 | 4 | 5 |
| 3. Physical facilities/virtual conference technology facilitated learning | 1 | 2 | 3 | 4 | 5 |
| 4. The content was related to the objectives | 1 | 2 | 3 | 4 | 5 |
| 5. My personal learning objectives were met | 1 | 2 | 3 | 4 | 5 |
| 6. State one item you learned that will improve your nurse anesthesia practice _____ | | | | | |
| 7. State any barriers to implement this change _____ | | | | | |

Notes

“WIANA Annual Business Meeting & Installation of 2026-2027 WIANA Board”

Speakers: Christine Roth, CRNA & Andrew Brown, CRNA

OBJECTIVES

- | | | | | | |
|--|---|---|---|---|---|
| 1. Learners will receive update on WIANA's goals, financial health, and membership | 1 | 2 | 3 | 4 | 5 |
| 2. Installation of the WIANA 2026-2027 Board of Directors | 1 | 2 | 3 | 4 | 5 |

Other:

- | | | | | | |
|--|---|---|---|---|---|
| 1. The facilitator was effective in presenting the material | 1 | 2 | 3 | 4 | 5 |
| 2. Teaching methods were effective | 1 | 2 | 3 | 4 | 5 |
| 3. Physical facilities/virtual conference technology facilitated learning | 1 | 2 | 3 | 4 | 5 |
| 4. The content was related to the objectives | 1 | 2 | 3 | 4 | 5 |
| 5. My personal learning objectives were met | 1 | 2 | 3 | 4 | 5 |
| 6. State one item you learned that will improve your nurse anesthesia practice _____ | | | | | |
| 7. State any barriers to implement this change _____ | | | | | |

Notes

“2026 Legislative Update”

Speaker: Jeremey Shepherd, WIANA Lobbyist

OBJECTIVES

1. Learners will receive 2026 legislative session update and legislature impacting CRNAs	1	2	3	4	5
Other:					
1. The facilitator was effective in presenting the material	1	2	3	4	5
2. Teaching methods were effective	1	2	3	4	5
3. Physical facilities/virtual conference technology facilitated learning	1	2	3	4	5
4. The content was related to the objectives	1	2	3	4	5
5. My personal learning objectives were met	1	2	3	4	5
6. State one item you learned that will improve your nurse anesthesia practice _____					
7. State any barriers to implement this change _____					

Notes

“Let’s Talk CRNA Advanced Pain Management”

Speaker: Brian H. Bielicki, CRNA, DNAP, NSPM-C

OBJECTIVES

1. Learners will understand the underserved chronic pain population numbers	1	2	3	4	5
2. Learners will review the shortages in pain management providers	1	2	3	4	5
3. Learners will understand why fellowship training and board certification are important	1	2	3	4	5
4. Learners can identify the types of pain patients you would see in practice	1	2	3	4	5
5. Learners can identify the necessary conservative therapies	1	2	3	4	5
6. Learners will understand the efficacy of the different treatment modalities for low back pain and neck pain	1	2	3	4	5
7. Learners can identify the medications prescribed for various pain states	1	2	3	4	5
8. Learners will be able to discuss key considerations when engaging in clinical conversations about advanced pain management options	1	2	3	4	5

Other:

1. The facilitator was effective in presenting the material	1	2	3	4	5
2. Teaching methods were effective	1	2	3	4	5
3. Physical facilities/virtual conference technology facilitated learning	1	2	3	4	5
4. The content was related to the objectives	1	2	3	4	5
5. My personal learning objectives were met	1	2	3	4	5
6. State one item you learned that will improve your nurse anesthesia practice _____					
7. State any barriers to implement this change _____					

Notes

“Peripheral Radiofrequency Ablation”
Speaker - Brian H. Bielicki, CRNA, DNAP, NSPM-C

OBJECTIVES

- | | | | | | |
|---|---|---|---|---|---|
| 1. Learners will examine the landmark papers written on Opioid Free Anesthesia | 1 | 2 | 3 | 4 | 5 |
| 2. Learners can describe the risks and benefits of Opioid Free Anesthesia | 1 | 2 | 3 | 4 | 5 |
| 3. Learners will review results for the various drugs/combinations used in Opioid Free Anesthesia | 1 | 2 | 3 | 4 | 5 |

- Other:
- | | | | | | |
|--|---|---|---|---|---|
| 1. The facilitator was effective in presenting the material | 1 | 2 | 3 | 4 | 5 |
| 2. Teaching methods were effective | 1 | 2 | 3 | 4 | 5 |
| 3. Physical facilities/virtual conference technology facilitated learning | 1 | 2 | 3 | 4 | 5 |
| 4. The content was related to the objectives | 1 | 2 | 3 | 4 | 5 |
| 5. My personal learning objectives were met | 1 | 2 | 3 | 4 | 5 |
| 6. State one item you learned that will improve your nurse anesthesia practice _____ | | | | | |
| 7. State any barriers to implement this change _____ | | | | | |

Notes

“Implementing and Utilizing Enhanced Recovery After Cesarean (ERAC)”

Speaker - Dr. Jess Tomasiewicz DNAP, CRNA, APNP

OBJECTIVES

1. Learners can apply evidence-based ERAC interventions to optimize maternal outcomes	1	2	3	4	5
2. Learners will identify and explain essential anesthesia-focused ERAC components	1	2	3	4	5
3. Learners can integrate ERAC principles into perioperative anesthesia practices	1	2	3	4	5
Other:					
1. The facilitator was effective in presenting the material	1	2	3	4	5
2. Teaching methods were effective	1	2	3	4	5
3. Physical facilities/virtual conference technology facilitated learning	1	2	3	4	5
4. The content was related to the objectives	1	2	3	4	5
5. My personal learning objectives were met	1	2	3	4	5
6. State one item you learned that will improve your nurse anesthesia practice _____					
7. State any barriers to implement this change _____					

Notes

Student Podium Presentation:

“The McLott Mix Effects on Postoperative Pain Scores When Used During Open Abdominal Surgery”

Lee Bryant RN, BSN, SRNA – University of Wisconsin Oshkosh; Dr.Jess Tomasiewicz, DNAP, CRNA, APNP, Assistant Program Director

OBJECTIVES

1. Learners will identify limitations of opioids when used intraoperative and postoperatively.	1	2	3	4	5
2. Learners can evaluate the clinical implications of incorporating the McLott mix.	1	2	3	4	5
3. Learners will identify variables that may have influenced the results	1	2	3	4	5

Other:

1. The facilitator was effective in presenting the material	1	2	3	4	5
2. Teaching methods were effective	1	2	3	4	5
3. Physical facilities/virtual conference technology facilitated learning	1	2	3	4	5
4. The content was related to the objectives	1	2	3	4	5
5. My personal learning objectives were met	1	2	3	4	5
6. State one item you learned that will improve your nurse anesthesia practice _____					
7. State any barriers to implement this change _____					

Notes

Student Podium Presentation:

“Improving Cultural Competency of Student Nurse Anesthetists at the University of Wisconsin-Oshkosh”

Speaker: Jennifer Grefe RN, BSN, SRNA – University of Wisconsin–Oshkosh; Dr. Jess Tomasiewicz, DNAP, CRNA, APNP, Assistant Program Director

OBJECTIVES

- | | | | | | |
|--|---|---|---|---|---|
| 1. Learners can describe how brief, community-led cultural education significantly improved anesthesia learners' confidence and knowledge when caring for Hmong, Amish, and Latino patients, based on measurable pre-/post-results. | 1 | 2 | 3 | 4 | 5 |
| 2. Learners can explain how simulation, combined with real-time interaction with cultural representatives, enhanced learners' ability to develop culturally informed preoperative assessments. | 1 | 2 | 3 | 4 | 5 |
| 3. Learners can identify the cultural knowledge gaps in anesthesia training that were demonstrated before the intervention and discuss how these gaps influence anesthesia communication, safety, and trust among diverse patient populations. | 1 | 2 | 3 | 4 | 5 |

Other:

- | | | | | | |
|--|---|---|---|---|---|
| 1. The facilitator was effective in presenting the material | 1 | 2 | 3 | 4 | 5 |
| 2. Teaching methods were effective | 1 | 2 | 3 | 4 | 5 |
| 3. Physical facilities/virtual conference technology facilitated learning | 1 | 2 | 3 | 4 | 5 |
| 4. The content was related to the objectives | 1 | 2 | 3 | 4 | 5 |
| 5. My personal learning objectives were met | 1 | 2 | 3 | 4 | 5 |
| 6. State one item you learned that will improve your nurse anesthesia practice _____ | | | | | |
| 7. State any barriers to implement this change _____ | | | | | |

Notes

“Infant Spinal Anesthesia”

Speaker - Audrey Rosenblatt, PhD, CRNA, APRN, FAANA

OBJECTIVES

1. Learners can describe infant spinal anesthesia techniques, dosing, duration, and considerations.					
2. Learners can review parental decision-making for spinal anesthesia and the impact of a spinal anesthesia program on families.	1	2	3	4	5
3. Learners understand how to implement a spinal anesthesia program at an institution including engagement of key stakeholders and potential barriers to practice changes.					
	1	2	3	4	5
Other:					
1. The facilitator was effective in presenting the material	1	2	3	4	5
2. Teaching methods were effective	1	2	3	4	5
3. Physical facilities/virtual conference technology facilitated learning	1	2	3	4	5
4. The content was related to the objectives	1	2	3	4	5
5. My personal learning objectives were met	1	2	3	4	5
6. State one item you learned that will improve your nurse anesthesia practice _____					
7. State any barriers to implement this change _____					

Notes

“Pediatric Pharmacology”

Speaker - Audrey Rosenblatt, PhD, CRNA, APRN, FAANA

OBJECTIVES

1. Learners will review the fundamental physiologic differences in pediatrics	1	2	3	4	5
2. At the conclusion of this activity, the learner will be able to describe key pharmacologic principles that influence medication selection and dosing in pediatric patients.	1	2	3	4	5
3. Learners can analyze how these two factors interact and influence the differences in pediatric pharmacology	1	2	3	4	5
4. Learners can discuss off-label medication use and why it is so impactful to pediatric anesthesia	1	2	3	4	5

Other:

1. The facilitator was effective in presenting the material	1	2	3	4	5
2. Teaching methods were effective	1	2	3	4	5
3. Physical facilities/virtual conference technology facilitated learning	1	2	3	4	5
4. The content was related to the objectives	1	2	3	4	5
5. My personal learning objectives were met	1	2	3	4	5
6. State one item you learned that will improve your nurse anesthesia practice _____					
7. State any barriers to implement this change _____					

Notes

“Post-Partum Hemorrhage (PPH)-How to Identify and Help”

Speaker - Dr. Jess Tomasiewicz DNAP, CRNA, APNP

OBJECTIVES

1. Learners can recognize early clinical and anesthetic indicators of PPH	1	2	3	4	5
2. Learners can apply evidence-based anesthetic and resuscitative interventions for PPH management	1	2	3	4	5
3. Learners will evaluate and coordinate interdisciplinary communication and care in PPH protocols	1	2	3	4	5

Other:

1. The facilitator was effective in presenting the material	1	2	3	4	5
2. Teaching methods were effective	1	2	3	4	5
3. Physical facilities/virtual conference technology facilitated learning	1	2	3	4	5
4. The content was related to the objectives	1	2	3	4	5
5. My personal learning objectives were met	1	2	3	4	5
6. State one item you learned that will improve your nurse anesthesia practice _____					
7. State any barriers to implement this change _____					

Notes

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Fibryga is not indicated for dysfibrinogenemia.

Contraindications and Select Warnings and Precautions

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UPCOMING CONFERENCES

AT THE



March 12-14

2027 SPRING EDUCATIONAL MEETING

2028 SPRING EDUCATIONAL MEETING

March 10-12