TOPIC:	**Enhancing Culturally Competent Care Through Global Nursing Outreach Opportunities in Nursing Programs**
SUBMITTED BY:	**California State University, Bakersfield** **Bakersfield, California**
AUTHORS:	**Carl Allen, Gian Lazo, Rachel Kim, Brian Nunez, Mindy Lee, Kenneth Dao**
WHEREAS,	The U.S. population is poised to diversify rapidly in the 2020 census, with an increase in the Hispanic/Latino and Asian American populations, 23% and 32%, respectively (Mather et al., 2019, p.9); and
WHEREAS,	One of the core components of nursing is cultural competency. Development of cultural competence is fluid and requires the desire and effort of the nurse. Nurses can feel a sense of confidence while providing comfort and respect for the patient (Sharifi et al., 2019, p.7); and
WHEREAS,	Strong evidence shows that incorporating a study abroad program will not only increase a nursing students' cultural competence but will also increase their communication skills, teamwork, empathetic communication, and personal growth (Gautam et al., 2019, p.22); and
WHEREAS,	Nursing students suggest being immersed in a different environment enabled them to increase their cultural competence (Johnston et al., 2023, p.425); and
WHEREAS,	Considering the rise of multicultural communities, exploring culturally diverse communities promotes global health equity. Nursing students involved in global outreach opportunities reported experiencing both personal and professional growth from the experience, important for reflection as an individual and technical skills (Yang et al., 2019, pp. 5-6); and
WHEREAS,	Social environments play a role in developing cultural competency along with theoretical lessons; however, nursing students benefitted from having real life experiences to learn how to effectively care for people from different ethnicities (Karaca & Şahin, 2023, pp. 4, 6-7); therefore be it
RESOLVED,	That the CNSA acknowledge and promote the incorporation of global nursing outreach opportunities for nursing programs on account of their positive impact on culturally competent care in the field; and be it further
RESOLVED,	That the CNSA invites student nurses and team leaders who went on global outreach missions to speak on the topic at state and national conventions and large SNA events at select schools if feasible; and be it further
RESOLVED,	That the CNSA send a copy of this resolution to American Nurses Association, National League for Nursing, Organization for Associate Degree Nursing, American Association of Colleges of Nursing, American Organization of Nursing

Leadership, American Academy of Nursing, Sigma Theta Tau International,

Alliance of Nurses for Healthy Environments, Transcultural Nursing Society, and

all others deemed appropriate by the CNSA Board of Directors.

TOPIC:	IN SUPPORT OF INCREASING CLINICAL HOURS AND EDUCATION PREPAREDNESS FOR NURSE PRACTITIONERS
SUBMITTED BY:	California State University, Fresno Fresno, California
AUTHORS:	Noeleen Kitongan

WHEREAS, The Becker Hospital Review wrote about the differences in clinical hours and education between NPs and doctors. This being an established publication shows there is some doubt amongst the public regarding NPs. Improving education requirements may help quell those doubts (Bean & Taylor, 2024, p.1-3); and

WHEREAS, In a reflection written by several school deans, they reflect on how DNP programs were intended for clinical practice and how the increased length meant more clinical hours. Therefore, NPs were intended as doctorates because it give more time and preparation for a safe transition into clinical practice. (McCauley et al, 2020, p. 494-500); and

WHEREAS, NPs have broadened the settings and locations they practice in- exceeding over 100 percent growth in some areas- despite the shortened years between their RN and MSN. Therefore, the resolution could better prepare this generation who have less clinical experience and an increased patient population (Auerbach et al, 2020, p. 273-278); and

WHEREAS, A lack of independent decision-making during their clinical experiences, poor relationships with preceptors, and frequent clinical site changes caused an increase in difficulty when transitioning into practice (Pleshkan, 2023, p. 23-24); and

WHEREAS, many US NPs report a disconnect between the curriculum and clinical practice including teaching on basic primary care procedures (Elvidge et al., 2024, p.13); and

WHEREAS, Nurse practitioners working in the primary care setting were unable to provide simple education and interventions for common STIs (Cappiello, 2021, p. 1-9); therefore be it

RESOLVED, that the California Nursing Student Association promote awareness of this ongoing issue to its member body; and be it further

RESOLVED, that CNSA encourage its members and others in the nursing profession to critically evaluate the current standards of nurse practitioner education and decide for themselves what (if anything) needs improvement; and be it further

RESOLVED, that the CNSA send a copy of this resolution to the National Student Nurses Association, American Nurses Association, American Academy of Nursing, California Association of Colleges of Nursing, American Association of Colleges of Nursing, National League for Nursing, the Organization for Associate Degree Nursing, and all others deemed appropriate by the CNSA Board of Directors.

TOPIC:	**IN SUPPORT OF DEFINING THE ROLE AND PRACTICAL APPLICATION OF ARTIFICIAL INTELLIGENCE IN NURSING EDUCATION**
SUBMITTED BY:	**CALIFORNIA STATE UNIVERSITY, LONG BEACH** **Long Beach, California**
AUTHORS:	**SAMANTHA WEE**

WHEREAS, Artificial Intelligence (AI) and its subsets (e.g. auto-correct, recommendation algorithms, etc.) have become deeply integrated in the world of higher education and daily function, despite less than 28% of users receiving formal training (Swan, 2021, p. 140); and

WHEREAS, The use of more advanced AI, such as large language models, have the potential to be utilized by nursing educators of all levels to promote evidence-based practice, ethics and morals, and professional use both in and out of the classroom (Bumbach, 2024, p. 564); and

WHEREAS, The development of more advanced functions, such as chatbots and Open AI, have an overwhelmingly positive reception by students and have already improved the academic performance of those who utilize it (Kang et al., 2023, p. 296); and

WHEREAS, Approximately 70% of surveyed professionals agree that formal AI integration would be beneficial in the education and long-term development of current nurses and nursing students alike (Swan, 2021, p. 140-141); and

WHEREAS, Nearly 90% of studies on AI application in nursing is in regards to evaluating the performance of the tool, with very little research regarding its actual use or understanding by nurses or nursing students (Hwang et al., 2024, p. 385); and

WHEREAS, Knowledge gaps, inaccuracies, and potential for abuse provided by open platforms and algorithms suggest an inherent need for professional guidance and human oversight (Maykut et al., 2024, p. 583); and

WHEREAS, Ethical considerations (e.g. accuracy, transparency, accountability, integrity, etc.) have not yet been standardized to meet the moral criteria of the nursing curriculum and actual nursing practice (Jung, 2023, p. 241); and

WHEREAS, Lack of insight or guidance by nursing educators can generate a blind reliance within students that increases the risk of excess dependence and overall decrease in quality of education (Kong et al., 2024, p. 8); therefore be it

RESOLVED, that CNSA encourage student and educator participation in the research and policy-making regarding the role and use of AI in the classroom through newsletters, webinars, community events, or CNSA annual convention if feasible; and be it further

RESOLVED, that CNSA promote the discussion of AI regarding advantages and disadvantages as a learning and teaching tools in nursing to enhance digital literacy and strengthen the nurse's role as a continuous consumer of knowledge; and be it further

RESOLVED, that CNSA advocate for additional studies regarding the application and attitudes of AI in nursing education in both students and faculty for more accurate and reflective data

for improved evidence-based learning practices within an acceptable standard of the

nursing curriculum; and be it further

RESOLVED,   that the CNSA send a copy of this resolution to American Nurses Association, National

Nurses United, American Association of Colleges of Nursing, American Nurses

Foundation, National League for Nursing, American Academy of Nursing, and all others

deemed appropriate by the CNSA Board of Directors.

TOPIC:	**IN SUPPORT OF INCREASING AWARENESS FOR INTERGENERATIONAL COMMUNICATION TO IMPROVE LONG TERM RELATIONSHIPS IN HEALTHCARE**
SUBMITTED BY:	**CALIFORNIA STATE UNIVERSITY, LONG BEACH** **Long Beach, California**
AUTHORS:	**SAMANTHA WEE**

WHEREAS,   Nursing is inherently a multigenerational profession consisting of a five generation workforce, including Traditionalists, Baby Boomers, Gen X, Millennials, and Gen Z. (Graystone, 2019, p. 4); and

WHEREAS,   Each cohort has a unique set of differing values, opinions, and perceptions towards life and work that influences attitudes and behaviors; leaving the workplace vulnerable to age-based prejudice among coworkers. (Pawlak et al., 2022, p. 47); and

WHEREAS,   Such prejudice exacerbates and normalizes intergenerational discord and a perceived widening cultural gap that negatively impacts performance and undermines patient-centered care. (Coventry & Hays, 2021, p. 36); and

WHEREAS,   A decrease in intergenerational engagement perpetuates disconnect and inhibits a sense of belonging in younger generations, leading to higher turnover among younger nurses. (Hisel, 2021, p. 9); and

WHEREAS,   Fostering a culture that capitalizes on generational diversity is necessary to conserve the legacy of the aging workforce and promote exchange of values to clarify the shared nursing identity. (Oliveira & Gonzalez, 2021, p. 182); and

WHEREAS,   Promoting intergenerational collaboration can lower the costs of training and development needed to bridge learning gaps while enhancing traditional mentoring strategies (Madhavanprabhakaran et al., 2022, p. 476); and

WHEREAS,   the maintenance of age diversity is critical in maintaining transfer of wisdom and knowledge (e.g. technological competency) to maximize workplace harmony and patient outcomes (Coventry & Hays, 2021, p. 35); therefore be it

RESOLVED,   that CNSA promote awareness regarding age-based stereotypes and misconceptions regarding students and experienced professionals within nursing profession through CNSA annual convention, webinars, or community events if feasible; and be it further

RESOLVED,   that CNSA collaborate with gerontology professionals to develop strategies regarding intergenerational communication and collaboration to integrate into the nursing curriculum and continuing education; and be it further

RESOLVED,   that CNSA advocate for the integration of addressing generational differences in mentorship and leadership for nursing programs and hospital education for healthcare providers; and be it further

RESOLVED,   that the CNSA send a copy of this resolution to American Nurses Association, National

Nurses United, American Association of Colleges of Nursing, American Organization of

Nursing Leadership, National League for Nursing, American Academy of Nursing,

American College of Healthcare Administrators, and all others deemed appropriate by

the CNSA Board of Directors.

TOPIC:	IMPLEMENTING WORKFORCE WELLNESS INITIATIVES TO ADDRESS THE RISING ISSUE OF NURSE BURNOUT IN HEALTHCARE SETTINGS
SUBMITTED BY:	Maurine Church Coburn School of Nursing Monterey, CA
AUTHORS:	Cristina Menendez, Esmeralda Villicana

WHEREAS, emotional exhaustion has been identified as a significant component of burnout, often exacerbated by excessive work hours and inadequate sleep, leading to severe physical and mental strain on nurses. (Shah et al., 2021); and

WHEREAS, nurses who reported either leaving or considering leaving their job due to burnout cited stressful work environments (68.6% and 59.5%, respectively) and inadequate staffing (63.0% and 60.9%, respectively) as contributing factors. (Shah et al., 2021); and

WHEREAS, the healthcare environment, with its demands of shift work, stress, heavy workloads, peer dynamics, and performance expectations, can negatively impact the well-being of workers. These stressors contribute to anxiety, frustration, depression, and burnout among healthcare professionals. (Suleiman et al., 2020, p. 1124); and

WHEREAS, every additional unit of emotional exhaustion is associated with significantly higher odds of missed nursing care (1.61 times), poor quality of nurse care (3.37 times), and poor quality of care for the overall unit (2.62 times). (Nantsupawat et al., 2023, p. 5076); and

WHEREAS, the total burnout score decreased by 12–30% after nurses followed mindfulness-based programmes. (Suleiman et al., 2020, p. 1127); and

WHEREAS, magnet hospitals and other hospitals with a reputation for high-quality nursing care have shown that transforming features of the work environment, including support for education, positive physician-nurse relationships, nurse autonomy, and nurse manager support, outside of increasing the number of nurses, can lead to improvements in job satisfaction and lower burnout among nurses. (Shah et al., 2021); and

WHEREAS, supporting training and prevention practices that ensure nurses' knowledge of and access to confidential and convenient mental health support services should be provided for nurses. (Nantsupawat et al., 2023, p. 5081); therefore be it

RESOLVED, that the California Nursing Students' Association (CNSA) collaborate with The

California Board of Registered Nursing (BRN) with the goal of addressing the

rising issue of nurse burnout by providing students with strategies to manage stress and promote mental well-being; and be it further

RESOLVED, that the CNSA submit this resolution to institutions' curriculum committees for providing students with strategies to manage stress and promote mental well-being; and be it further

RESOLVED, That the CNSA send a copy of this resolution to American Nurses Association, National Nurses United, CA Board of Registered Nurses, American Association of Colleges of Nursing, California Nurses Association, American Organization of Nursing Leadership, Association of California Nurse Leaders, National League for Nursing, American Academy of Nursing, and all others deemed appropriate by the CNSA Board of Directors.

TOPIC:	**ADVOCATING TO IMPROVE NURSING STUDENT PREPAREDNESS FOR THE REALITY OF NEW GRADUATE NURSING**
SUBMITTED BY:	**San Diego State University** **San Diego, CA**
AUTHORS:	**Rachel Best, Rachel Lee, Summer Sanchez**
WHEREAS,	A significant percentage of new graduate nurses feel inadequately prepared to fulfill their responsibilities, lacking the confidence and readiness required to successfully navigate the intricacies of their role (Wolters Kluwer, 2020, p.1); and
WHEREAS,	Many new graduate nurses feel overwhelmed by their workload and underprepared for the transition from student responsibilities to the full demands of the nursing practice, including managing several complex patients (Gautam et al., 2023, p.5); and
WHEREAS,	New graduate nurses often find it challenging to manage time effectively and stay organized while providing care for multiple patients, resulting in a loss of control over responsibilities (Willman et al., 2021, p.88); and
WHEREAS,	New graduate nurses feel deficits in their "soft" skills such as critical thinking, communication, and advanced technical skills contribute to their lack of competence (Song & McCreary, 2020, p.3); and
WHEREAS,	Self-advocacy is underdeveloped in the new graduate population due to a lack of application in clinical which can impede communication with future co-workers and self-confidence (Downer et al., 2022, p.4); and
WHEREAS,	Many nursing students who participated in optional training felt significantly more prepared to handle emergencies and acquired advanced skills development, improved confidence, and enhanced performance (Mulyana et al., 2024, p.165); and
WHEREAS,	Competence and level of responsibility for new graduate nurses are unproportionate related to the increased demand for complex patient cases, which may jeopardize patient safety (Willman et al., 2021, p.83); and
WHEREAS,	New graduate nurses who were given the opportunity to form a professional identity, recognize self-limitations, and spot safety risks were found to be proficient and confident in their practice which allowed for a seamless transition into the workplace (Mirza et al., 2019, p.72); therefore be it
RESOLVED,	That the CNSA encourages nursing students to become aware of the challenges they may face as they transition out of the nursing program and into their new graduate position; and it be further
RESOLVED,	That the CNSA invites guest speakers to educate students on the importance of externships and further patient care experience outside of clinical to give

students more hands-on opportunities and reduce anxiety when assuming

nursing responsibilities; and be it further

RESOLVED,   That the CNSA advocates for the implementation of more frequent simulations

into nursing education programs that include multi-patient scenarios to provide

students with a safe, controlled environment to practice managing a complex

workload and enhance critical thinking, time management, and self-advocacy

skills; and be it further

RESOLVED,   That the CNSA promotes the understanding and frequent use of medical devices

by acclaimed nursing schools which are commonly used in the workplace to

foster student comfortability and proficiency in the operation of such devices;

and it be further

RESOLVED,   That the CNSA send a copy of this resolution to the American Nurses

Association, National Nurses United, CA Board of Registered Nurses, American

Association of Colleges of Nursing, California Nurses Association, American

Organization of Nursing Leadership, Association of California Nurse Leaders,

National League for Nursing, American Academy of Nursing, Sigma Theta Tau,

and all others deemed appropriate by the CNSA Board of Directors.