TOPIC:	**IN SUPPORT OF SIMULATIONS UTILIZING LANGUAGE SERVICES AND THERAPEUTIC COMMUNICATION FOR LIMITED ENGLISH PROFICIENCY PATIENTS**
SUBMITTED BY:	**California State University, San Marcos** **City/State: San Marcos, CA**
AUTHORS:	**Erin Heimburge**

WHEREAS,   The most recent American Community Survey reveals approximately 8.6% of the United States population has limited English proficiency (LEP), meaning they report speaking, reading, or writing English less than "Very Well"(United States Census Bureau, 2015); and

WHEREAS,   Meaningful access to language services are required by federal law for patients receiving medical care at a facility or provider that receives funding from the Department of Human and Health Services (Meaningful Access for Individuals with Limited English Proficiency, 2021); and

WHEREAS,   When language services are available, they are often underutilized for LEP patients, placing them at great risk for poorer health outcomes (Taira et al., 2019, p. 3, 14); and

WHEREAS,   Common adverse events for LEP patients are the result of using nonqualified interpreters, including family, friends, or staff without formal training and using basic language skills to avoid interpretive services use (Betancourt et al., 2012, p. iii, 5); and

WHEREAS,   LEP patients may be prone to receiving incomplete education, leading to patients or caregivers missing information for high-risk topics, such as discharge instructions, medication administration, and return to hospital instructions. (Gutman et al., 2018, p. 939-942; Lion et al., 2021, p. 6); and

WHEREAS,   Some registered nurses reported misuse of interpretive services or barriers to providing quality care for LEP patients due to not having adequate access to interpreters, limited time to use language services, feeling undertrained in caring for a LEP patient, and insufficient cultural awareness (Gerchow et al., 2020, p. 534, 536, 549, 550); and

WHEREAS,   Nursing students reported an increased comfort level in therapeutic communication techniques after a therapeutic communication simulation exercise, and believe it will benefit them in their nursing careers (Donovan & Mullen, 2019, p. 129-130); and

RESOLVED,   That the CSNA promote that nursing schools include simulations with standardized LEP

patients, which include the use of language services and therapeutic communication

techniques both when interpretation is needed and when interpretive services are not

available or identified as necessary; and be it further

RESOLVED,   That the CNSA publish an article in The Shift Report on the rights of LEP patients to

receive language services and the importance of nursing students and nurses advocating

for patients in utilizing these services; and be it further

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

Nursing, Organization for Associate Degree Nursing, California Association of Colleges of

Nursing, Sigma Theta Tau, and all others deemed appropriate by the CNSA Board of Directors.

TOPIC:	INCREASING AWARENESS OF THE EFFECTS OF AGRICULTURAL CHEMICAL EXPOSURE ON PREGNANT FARM WORKERS
SUBMITTED BY:	Maurine Church Coburn School of Nursing Monterey, CA
AUTHORS:	Megan Riedel, Maria Pia delos Santos

WHEREAS, pesticide exposure has been found to produce significantly higher risks in developing neurological disorders and diseases like Alzheimer's, Parkinson's, and multiple sclerosis (Kori et al., 2018, p. 372); and

WHEREAS, deviations in neonatal measurements such as birth weight, head circumference, mid-arm circumference, and crown heel length have been associated with reported high levels of pesticide residues and metabolites present in maternal blood, cord blood, breast milk, and dietary components (Kori et al., 2018, p. 372); and

WHEREAS, organophosphate exposure is associated with altered brain activation patterns related to executive functioning and memory (Sagiv, et al., 2019, p. 18350); and

WHEREAS, a 9% increased likelihood of having a birth abnormality occurs in groups with high pesticide exposure versus groups with low pesticide exposure (Larsen et al., 2017, p. 3); and

WHEREAS, research analysis reveals a 5-9% increased level of adverse birth outcomes in populations exposed to exceedingly elevated amounts of agricultural pesticides (Larsen et al., 2017, p. 1); and

WHEREAS, to a large extent, adverse birth outcomes that have been documented are significantly associated with agricultural pesticide exposure (Addissie et al., 2020, p. 1); and

WHEREAS, multiple sources and hundreds of thousands of data revealed an increase in reproductive disorders, birth defects cancer, Parkinson's disease, Alzheimer's disease and various other diseases have been linked to occupational pesticide exposure in agricultural workers (Kaur, 2018, p. 74); therefore be it

RESOLVED, that the California Nursing Students' Association (CNSA) collaborate with healthcare professionals and health institutions to increase awareness of the effects of agricultural chemical exposure on pregnant farm workers; and be it further

RESOLVED, that the CNSA host a guest speaker from the Center for the Health Assessment of Mothers and Children of Salinas (CHAMACOS) and present further significant findings on the effects of agricultural chemical exposure on pregnant farm workers during the next CNSA convention; and be it further

RESOLVED,   that the CNSA creates social media accounts (Twitter, Instagram, Facebook,

and/or Snapchat) that addresses the effects of agricultural chemical exposure on

pregnant farm workers; and be it further

RESOLVED,   that the CNSA submit this resolution to institutions' curriculum committees for

implementation onto their Maternity and Obstetrics curriculum; and be it

further

RESOLVED,   that the CNSA sends a copy of this resolution to the Biomonitoring California,

American Nurses Association, National League of Nursing, Oncology Nursing

Society, California Association for Nurse Practitioners, American Cancer Society

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

TOPIC:	**INCREASING AWARENESS OF THE IMPACT OF EFFECTIVE PRECEPTORSHIP ON NURSING STUDENTS**
SUBMITTED BY:	**San Diego State University** **San Diego, CA**
AUTHORS:	**Gamiel Ortigoza, Nina Go, Jerome Salvador**

WHEREAS,	The National Student Nurses' Association (NSNA) House of Delegates 2014 adopted the resolution, "In Support of Nursing Preceptor Education to Improve the Learning Outcomes of Nursing Students in the Clinical Setting" (Texas Nursing Students' Association, 2014); and
WHEREAS,	Nursing students' professional development directly correlates with the quality of training and guidance provided by their preceptor in preceptorships (Rooke et al., 2022, p.50); and
WHEREAS,	Effective preceptorships support nursing students as they experience the realities of health care, contributing to successful retention in their nursing programs (Blevins, 2022, p.194); and
WHEREAS,	There are circumstances where students feel unwelcome and lack support from their preceptor, leading to discomfort and decreased learning in the clinical setting (Rooke et al., 2022, p.50); and
WHEREAS,	Underprepared preceptors negatively impact nursing students' clinical experience by eliminating opportunities to understand nursing students' abilities, impeding teaching, reflection, and growth (Jassim et al., 2022, p.9); and
WHEREAS,	This unsupportive preceptorship environment can manifest long term, negative effects for newly qualified nurses, such as stress, anxiety, and unhappiness in the workplace (Hansen, 2021, p.4); and
WHEREAS,	Preceptorships benefit nursing students most when preceptors learn skills from hospital-provided preceptor education, including, but not limited to, communication, teaching techniques, and adaptability to student learning needs, maximizing learning outcomes without impeding nursing workflow (Kennedy, 2019, p.112); and
WHEREAS,	Students excel as nurses when their preceptorships provide interactive learning environments (Hansen, 2021, p.2); and
WHEREAS,	A reduction in nurses' workload on the floor effectively supports preceptorships by allowing preceptors to fully invest in nursing students' education and experiences (Rooke et al., 2022, p.52); therefore be it
RESOLVED,	That the CNSA supports increasing awareness regarding how nursing students benefit from effective preceptorships; and be it further
RESOLVED,	That the CNSA invite clinical instructors, nurse managers, and nursing students to speak about their experiences related to preceptorships at state conventions; and be it further
RESOLVED,	That the CNSA advocates for an increase in hospital-provided preceptor education opportunities for all registered nurses; 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, Sigma Theta Tau, and all others deemed appropriate by the CNSA Board of

Directors.