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The Ohio State University
College of Nursing

Transformations
in Nursing & Health

FEATURES

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Groundbreaking group reaches new milestones:
The National Consortium for Building Healthy Academic Communities (BHAC) continues to move forward.

EBP to healthcare organizations worldwide, including the United States Air Force.

Innovative programs reflect the college’s mission.

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Transformations in Nursing & Health Spring 2015

Cover: Assistant Professor Jodi McDaniel pins a graduating student at convocation. Photograph by Sanford Meisel
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Our graduates are making a huge difference—all over the world

The impact of the College of Nursing is being felt globally and is reflected in new national rankings

A

s I travel throughout the nation and globe, so many of our terrific alumni tell me that degrees from our college are priceless and create a foundation for a lifetime of phenomenal career success and impact in transforming health and transforming lives. A clear differentiator of a degree from Ohio State is that we teach our students to LIVE WELL: to Lead, Innovate, Vision, Execute and to be Wellness-focused, Evidence-based, Life-long learners and Lights for the world, locally and globally.

In this edition of Transformations, you will read about the impact of just a few of our more than 12,000 amazing alumni who are innovative leaders, making a tremendous positive impact on education, research, healthcare and evidence-based clinical practice. Another clear differentiator of an Ohio State degree is the Buckeye passion that is instilled in every one of our students—along with a real appreciation for an unparalleled education. That education comes with an obligation to pay forward what they learned here to make a tremendous positive difference in peoples’ health and lives, no matter where they land in the world.

I just returned from a trip to Honduras where alumna Angie Overholt and her husband Larry, along with Emeritus Professor Kathy Stone, have been transforming the health and lives of Honduran people for 16 years. We had over 20 of our nurse practitioners and baccalaureate students as well as pharmacy students with us to deliver care to hundreds of people who would not otherwise receive it.

I was so proud of our students and faculty mentors—they were not only comprehensive in their assessments, accurate in their diagnoses, and evidence-based in their management, but were so caring and respectful of the Honduran people. When you go to a country like Honduras and see the extreme poverty in which the people live, you come back with an even greater appreciation for what we have here. Although we are so blessed to live in the U.S., we also have poverty and food insecurity right here that need to be tackled on a daily basis.

I have the wonderful opportunity to be part of our terrific team who teaches the Health Athlete course, a workshop that we conduct at Ohio State in partnership with Johnson & Johnson’s Human Performance Institute. Being fully immersed in the course reminded me once again that we need to keep our own wellness a top priority if we hope to be at our best in helping others to engage in healthy lifestyle behaviors. When we get on a plane, we are instructed to place the oxygen mask on ourselves first before we place it on our children. Similarly, if we do not prioritize wellness for ourselves on a daily basis, we will not be at our best to help others lead healthier lives. In order to improve the healthy lifestyle behaviors in our nursing and other health sciences students, we launched a new innovative wellness onboarding program that you will also read about in this edition of Transformations.

I have been incredibly excited about our tremendous rise in the recent U.S. News and World Report rankings. The College of Nursing has moved from No. 32 to No. 8 for our online graduate nursing program and from No. 32 to No. 22 for our traditional graduate nursing program, which places us in the top five percent of graduate nursing programs in the U.S. In addition, the university’s undergraduate online programs, including the college’s RN to BSN option, are ranked No. 6 in the country. This improvement provides evidence on the value of a degree from our awesome college. Although rankings are an important indicator of the quality of academic programs, it is the difference in real world outcomes that our graduates make that is most important.

Our graduates are doing just that—making a huge positive impact in transforming health and transforming lives for people throughout the nation and globe. Go Bucks!

Warm and well regards,

Bernadette Mazurek Melnyk, PhD, RN, CPNP/PMHNP, FNAP, FAAN
Associate Vice President for Health Promotion; University Chief Wellness Officer; Dean and Professor, College of Nursing; Professor of Pediatrics & Psychiatry, College of Medicine

Bernadette Mazurek Melnyk
Graduates of the College of Nursing have had—and will continue to have—great influence around the world. Meet just a few of them.

Nursing graduates making a significant impact on healthcare and wellness

By Meggie Biss

W ith the number of nursing jobs predicted to skyrocket over the next 10 years, the value of a nursing degree cannot be overstated. But what sets an Ohio State nursing degree apart from that of any other institution? Simply put, it’s the College of Nursing’s desire and commitment to transform healthcare and health outcomes—whether through education, research, leadership or evidence-based clinical practice. As our distinguished alumni continuously demonstrate, at The Ohio State University College of Nursing, if you can dream it, you can do it.

Following are four College of Nursing graduates who exemplify excellence in their chosen areas and attribute much of their success to their experiences at Ohio State.

Angela Alston (2006 MS, 2013 DNP) has always had a passion for healthcare and helping others. As the manager of advanced practice providers for the OhioHealth Physician Group in Columbus, she credits her career in large part to the education she received at the College of Nursing, and the diverse options her nursing degree has afforded her along the way.

“Nursing is so broad and flexible, and allows me the ability to pursue a number of different options clinically and professionally,” said Alston, DNP, MPH, WSNP-BC, who also serves as a women’s health nurse practitioner as part of the OhioHealth Grant Medical Center Community Outreach team in Columbus. “I chose Ohio State because of its nationwide reputation for producing high quality professionals. Had I not pursued my education here, it’s hard to say if I would have had the professional opportunities that Columbus has afforded me.”

Alston pursued doctoral education to study gestational diabetes and determine what testing inconsistencies might be occurring in her practice setting. Her scholarly project, “Examining Glucose Management Based upon Timing of Screening for Gestational Diabetes,” studied the outcomes of early and late screening procedures for gestational diabetes. Based on her findings, Alston was asked to develop an evidence-based protocol for early screening of pregnant women who seek care at OhioHealth Riverside OB/GYN Community Care. In 2008 she received the Outstanding Graduate Student Award in Women’s Health from the College of Nursing and she was nominated for the Albert E. Dykses Ohio Health Care Worker of the Year Award in 2013. In 2014, she was nominated for the March of Dimes Award for Advanced Practice Nurses. Alston was also named one of the College of Nursing’s 100 Alumni Transformers in Nursing and Healthcare during its Centennial in 2014, a distinction she says is honored to have received.

“I had a wonderful experience at the College of Nursing. I learned a lot about myself and what it takes to be successful in this competitive market,” said Alston. “I had wonderful teachers who were actively engaged in my progress and helped me achieve the goals I set for myself. My advisory in my Doctor of Nursing Practice program was phenomenal and exceeded my expectations. She taught me so much about looking beyond what is ‘expected’ and learn to pave my own career trajectory.”

Esther Chipps (1988 MS, 2003 PhD) has never been a stranger to the idea of becoming a nurse scientist. Recognizing that she eventually wanted to pursue a PhD, she selected the College of Nursing’s master of science program for its strong clinical and research components.

“I wanted to be surrounded by nursing faculty that had active research careers,” said Chipps, PhD, RN, who stayed at the college to complete her doctorate.

“I had many faculty mentors over my graduate career at Ohio State. They all shaped my thinking in important ways, but all of them shared a great love for the profession of nursing, and a great desire to advance our nursing science.”

Chipps is currently a clinical nurse scientist at The Ohio State University Wexner Medical Center, a career she’s not sure she would have been able to pursue had she not chosen a PhD program that was so closely linked to a major academic medical center.

Chipps’ primary responsibility is to facilitate the bedside clinical research projects of staff nurses and advance practice nursing staff, and to collaborate with college faculty and students. Her primary research interests are patient safety and oral care in hospitalized patients. She was the American Nurses Foundation Research Scholar (2011), the American Organization of Nurse Executives Seed recipient (2009) and the Sigma Theta Tau International/Rehabilitation Nursing Foundation Research Award recipient. Chips also serves as clinical associate professor at the College of Nursing and was named an Alumni Transformer in Nursing and Healthcare.

“My Ohio State College of Nursing mentors have been extremely supportive of my hospital-based research role at Wexner Medical Center and we now are able to collaborate as colleagues,” she said. “I believe that this collaboration gives us collectively a great opportunity to be national leaders in advancing nursing science.”

As a high-ranking officer in the US military, Col. Mark Holland (1982 BSN) knew a thing or two about leadership. As command surgeon of Headquarters Air Education and Training Command (AETC) at Randolph Air Force Base in San Antonio, Texas, Holland is responsible for a staff of 81 personnel, both military and civilian, providing strategic planning policy, assessment and resources for AETC’s 13 medical units. Additionally, he advises the AETC commander on all health related matters, and allocates and plans for the use of combined operations and maintenance, military personnel and contracts totaling more than $6 billion. He also is responsible to the AETC commander and Air Force Surgeon General for the education and training of Air Force personnel in all medical career fields.

An Ohio native, Holland knew from the time he was a fresh man in high school that he wanted to enter the nursing field. He said it was the firm foundation he received at the College of Nursing that prepared him for his future endeavors—first as a nurse anesthetist and later in a leadership role with the Air Force.

“My experience at Ohio State and the College of Nursing offered me the opportunity to gain a greater understanding of nursing and how important compassion is within healthcare. It served as a life lesson as well,” explained Holland, who noted that the lessons he learned in his early classes on communication still ring true to this day. “Without a doubt, attending nursing school has improved my ability to communicate at every level. While many of us were more focused on learning clinical skills and procedures, those first few courses on communicating with others and how you can be perceived both verbally and nonverbally in the communication process have been vital throughout my career.”

Leadership

Research

As soon as Esther Chipps read her first nursing research article, she was hooked on the idea of becoming a nurse scientist. Recognizing that she eventually wanted to pursue a PhD, she selected the College of Nursing’s master of science program for its strong clinical and research components.

“I wanted to be surrounded by nursing faculty that had active research careers,” said Chipps, PhD, RN, who stayed at the college to complete her doctorate.

“I had many faculty mentors over my graduate career at Ohio State. They all shaped my thinking in important ways, but all of them shared a great love for the profession of nursing, and a great desire to advance our nursing science.”

Chipps’ primary responsibility is to facilitate the bedside clinical research projects of staff nurses and advance practice nursing
The career in nursing education for Ellen Rudy, PhD, RN, FAAN, is impossible to articulate the positive impact this has had on my life as a nurse, husband and father. As a nurse and a member of the Air Force and Training Command I am proud to serve the Air Force and assist any way I can in the future education of medics that will continue to serve well after I have left the Air Force."

Joyce Fitzpatrick (1967 MS)
Joyce Fitzpatrick, PhD, MBA, FAAN, FNAP is the Elizabeth Brooks Ford Professor of Nursing at the Frances Payne Bolton School of Nursing at Case Western Reserve University, where she also led the school as dean from 1982 to 1997. She has received the American Journal of Nursing Book of the Year Award 18 times. With more than 300 publications, Fitzpatrick’s research focuses on the meaningfulness of nurses’ work life as related to satisfaction, turnover and empowerment. She founded and led the Bolton School of Nursing’s World Health Organization Collaborating Centre for Nurses (1993-1997). She also served as the first President of the Midwest Nursing Research Society (1980-1981) and the president of the American Academy of Nursing (1997-1999). Fitzpatrick currently is chair of the board of trustees of the American Nurses Foundation.

Jeanne Novotny (1966 BSN, 1976 MS)
Jeanne Novotny, PhD, RN, FAAN, led the School of Nursing at Fairfield University as dean from 2001 to 2011. In 2013, she was named founding dean of the Gayle Greve Hunt School of Nursing at Texas Tech University. Novotny earned a PhD from Kent State University and a certificate from the Institute for Management and Leadership in Education at Harvard University. The areas of expertise for which she is best known are geriatric nursing, nursing education and international nursing. Nationally, Novotny has served on the Commission on Collegiate Nursing Education Board of Commissioners and as a member of the American Association of Colleges of Nursing. In retirement, she serves as the liaison for The Ohio State University College of Nursing Alumni Society to The Ohio State University Alumni Association’s Advisory Council and on the advisory board of the college’s Center of Excellence in Complex and Critical Care. Rudy received the Excellence in Nursing Research Award from the Ohio Nurses Association, the National Kidney Foundation Trustees Award, the Legend Legacy Award from the American Academy of Nursing (2006), and an honorary doctorate of science from Ohio State (2013).

Marilyn (Sawyer) Sommers (1990 PhD)
Marilyn Sommers, PhD, RN, FAAN, is a member of the first class of PhD graduates of The Ohio State University College of Nursing. She pursued postdoctoral training as a faculty fellow through the National Institute on Alcohol Abuse and Alcoholism. She is known for her expertise in the physiologic basis of critical illness and injury, as well as her research that focuses on risk-taking, injury and violence in vulnerable populations. Sommers has received continuous funding for three randomized controlled trials from the National Institute of Nursing Research, the National Institute on Alcohol Abuse and Alcoholism and other national funding agencies. She has also received three additional R01 applications from the National Institute of Nursing Research to study injury related to sexual assault and is the program director for a T32 training grant, Vulnerable Women, Children and Families. Sommers served as the University of Cincinnati College of Nursing (2002-2006), and is now the Lillian S. Brunner Professor of Medical Surgical Nursing and director of the Center for Global Women’s Health at the University of Pennsylvania School of Nursing. Sommers volunteers her leadership and expertise for multiple national organizations, including the Society of Critical Care Medicine.

Clarrann Weinert (1974 MS)
Clarrann Weinert, SC, PhD, RN, FAAN, is professor emerita and research scientist in the College of Nursing at Montana State University. Weinert has a majority of her work has been in baccalaureate and higher degree education, and she has taught in every type of nursing education program from nursing assistant through doctoral and continuing education. She’s reached many through her written works, including her bestseller, “Leading and Managing in Nursing,” and by serving as editor-in-chief of the prestigious “The Journal of Continuing Education in Nursing: Continuing Competence for the Future” as well as “Nursing Forum.” Although she retired from the deanship of the Texas Tech University Health Sciences Center School of Nursing in 2000, she remains active there and in nursing organizations, and continues to teach at several Texas universities. She was also named one of the College of Nursing’s 100 Alumni Transformers in Nursing and Healthcare for its Commitment to Healthcare Disparities Research. Weinert was the first woman in her extended family to earn a college degree, something that humbles her to this day. She graduated from Ohio State in 1963, but the College of Nursing continues to have a lasting impact on her long after she left campus. Several years later, after earning her master’s degree, Yoder-Wise was working as the educational director for the Ohio Nurses Association. It was during this time that she had the opportunity to work with College of Nursing faculty, and subsequently saw them in a different light than she had when she was a student.

“I worked with our key committees on practice, education and service, so I had the opportunity to work with people such as Frieda Shirk, Ethelene Shaw-Nickerson, Gayree Sills, Imogene King and others,” explained Yoder-Wise. “Their thinking shaped the future of nursing practice and education in Ohio—they were major leaders in the state. That exposure is probably what set me on a path of service to the profession.”* * *

College of Nursing graduates are bringing innovative practice, education, research and leadership to all 50 states and nine foreign countries. Despite their varied career paths, there’s one common thread among the college’s outstanding 12,072 living alumni—they are transforming lives and the future of healthcare.
Christopher Tod Brindle (2001 BSN)
Tod Brindle, MSN, RN, CWOCN, was recently recognized at the American Nurses Credentialing Center National Magnet Conference 2013 as Nurse of the Year for Exemplary Professional Practice. As a nurse clinician on the wound care team at the Virginia Commonwealth University Health System, Richmond, VA, his contributions include a hospital-wide practice change to prevent pressure ulcers in the intensive care unit, resulting in a reduction of health-care-acquired pressure ulcer rates from 8 percent to 2.4 percent. His research and novel prevention strategies have subsequently been adopted by more than 1,100 hospitals in more than 10 countries. Additionally, he was recognized for his work in the management of patients with enterocutaneous fistulas, which has been featured in surgical textbooks and at an international conference. He serves on the board of directors for the Association for the Advancement of Wound Care and is also a clinical professor at The Ohio State University College of Nursing, providing lectures in both undergraduate and graduate degree programs, as well as serving as preceptor for registered nurses pursuing graduate degrees in nursing administration. Mansfield held a Robert Wood Johnson Foundation Executive Nurse Fellowship (2005-2008).

Jerry Alden Mansfield (1991 MS)
The contribution to nursing of Jerry Mansfield, PhD, began at The Ohio State University Hospital in 1983 as a staff nurse in orthopedics and general surgery. He has held leadership positions in for-profit, non-profit, inpatient and outpatient settings. Since returning to the Ohio State Wexner Medical Center in 2000, he has held four senior leadership positions, including the first chief nursing officer at University Hospital East and the first chief nursing officer of ambulatory services for the Ohio State Health System. In 2012, he was appointed chief nursing officer of University Hospital and the Richard M. Ross Heart Hospital; he is also a clinical professor at The Ohio State University College of Nursing, providing lectures in both undergraduate and graduate degree programs, as well as serving as preceptor for registered nurses pursuing graduate degrees in nursing administration. Mansfield held a Robert Wood Johnson Foundation Executive Nurse Fellowship (2005-2008).

Faye Wattleton (1964 BSN)
Faye Wattleton is best known for her leadership and advocacy to improve the rights and delivery of women's reproductive healthcare. She led Planned Parenthood Federation of America as president (1978-1992), the first woman, the first African American, and the youngest chief executive officer in the country's oldest and largest family planning organization. She co-founded the Center for the Advancement of Women, dedicated to research-based education and advocacy for women. She is managing director of Avveni & Marcel, an international professional services firm, and serves on the boards of public and private corporations, academic and non-profit institutions, including Columbia University, Frederick S. Pardee Rand Graduate School, and Jazz at Lincoln Center. Wattleton was inducted into the National Women’s Hall of Fame (1993) and is the recipient of 14 honorary degrees.

John Choven (2007 MS, 2011)
The unusual professional academic life of John Choven, PhD, DNP, RN, CNS-BC, PMHNP-BC, began as a PhD prepared biomedical engineer. After 20 years, he returned to Ohio State for his graduate nursing degree and was a member of the first DNP graduating class. Following his DNP scholarly project, “Structure and Process Evaluation of an APRN-Led Palliative Care Consultation Service,” he worked as a psychiatric and mental health nurse practitioner in a community mental health clinic and then on an advanced practice nurse-led, hospital-based palliative care team with published results in the Journal of Hospice and Palliative Care. He currently studies end-of-life issues for individuals living with severe and persistent mental illness, and he is the lead author of the chapter, “Principles of Patient and Family Assessment” that will appear in the “Oxford Text of Palliative Nursing,” 4th edition. Choven is a member of the faculty at Otterbein University, and was named its New Teacher of the Year (2013).
The master of science is the graduate degree at the master’s level of the College of Nursing. The graduate program in nursing provides a broad range of clinical and classroom-based education with a strong emphasis on patient-centered practice. Several options are available, which give students a solid background in theory and foundations of nursing, and expose them to the latest technology and ideas in nursing.

The Institute of Medicine’s Future of Nursing report recommends higher levels of education—including advanced degrees—for all nurses to meet increasing demands in the health care system. The primary goal of the College of Nursing’s master’s program is to prepare graduates for advanced practice nursing in a variety of clinical settings ranging from private practices, clinics, hospitals, and businesses to managed care organizations and governmental agencies. Students acquire knowledge, values, and skills necessary for advanced practice nursing through coursework, clinical and research experiences.

“Nearly half of college students see value in pursuing graduate degrees,” said Brian Kellogg, editor and chief content officer of U.S. News. “Our Best Graduate Schools rankings are designed to help prospective students research programs in their field of interest and evaluate the potential return on their investment.”

Excelling online
Online rankings were based on student engagement, faculty credentials and training, peer reputation, student services and technology and admissions selectivity.

The College of Nursing started the full-time online program in 2010 after receiving competitive federal funding from the Health Resources and Services Administration Bureau of Health Workforce for the development of the Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner online programs.

Alice Teall was hired to develop the programs. In the last five years, she and others in the college’s online faculty have created a true community and deep educational experience for distance learners. At the time, the in-person program was using a sort of “flipped classroom” approach where a lot of the learning happened before class. The goal was to apply that method to an online environment.

As the program has grown, Teall, Rita Kaspar and Carol Nikolai have adapted and adopted new technologies and developed an atmosphere in which students converse, ask questions and demonstrate abilities, and share the help of a chatbox, a webcam and Google docs, among other tools.

“We’ve been through so many trials and errors,” said Kaspar. “As we adjusted the process, we are adding something different, trying something different, based on failures or successes, new technology, new people.”

Teall believes that the high ranking in U.S. News accurately reflects the work being done at the College of Nursing.

“When we look at online programs, some of the things that U.S. News looks at are the things we’re telling you about,” she said. “It’s not about using technology for technology’s sake. It’s how are they creating a community for their students using the technology we know that works.”

The college’s RN to BSN program, which was included in the overall Ohio State ranking for online undergraduate programs, also has undergone changes over the years.

Wendy Bowles, the new director of the RN to BSN program, said that nurses have many incentives to return to school, including the Institute of Medicine’s Future of Nursing Report, which calls for 80 percent of nurses to be baccalaureate educated by 2020.

“Not all of our nurses who come back for their BSN, they’ve been nurses for five years, 10 years, 20 years, and their under-grad program a lot of time was in face-to-face. So most of the nurses have done face-to-face programs,” Bowles said. “Some people that come back to online, they’ve never been in an online course, so it’s a little bit scary for them at first.”

She said that the program offers opportunities to help students get accustomed to the self-directed pace of the online RN-to-BSN.

“We do try to make sure students don’t feel that they are out there on their own,” she said.

Bowles said that students in the RN to BSN program can expect to spend two to three hours outside of class studying for every credit hour in a class. For example, in a two-credit hour class, a student should plan to spend four to six hours a week outside of class for that course.

Studying can include readings, watching videos or interacting with peers in a discussion forum.

“We try to educate students with multiple perspectives,” Bowles said. “Visual learners get charts and graphs. If you’re more of an auditory learner, we have videos. We try to adopt multiple modalities of learning.”

All of the online programs at the college focus on building a student community.

“We want to build on that engagement, we want to be sure there are discussion forums and ways that they don’t feel like they’re out there on their own,” Bowles said.

The college has articulation agreements with seven community colleges: Rhodes State College, North Central State College, Edison Community College, Clark State Community College, Central Ohio Technical College, Marion Technical College and Columbus State Community College. The agreements are aimed at providing a seamless transition from an associate...
Best graduate schools—Nursing

1. University of Pennsylvania
2. Johns Hopkins University
3. Yale University
4. University of Washington
5. University of Pittsburgh
6. Duke University
7. New York University
8. University of Maryland—Baltimore
9. University of Michigan—Ann Arbor
10. Emory University

Best online graduate nursing programs

1. Medical University of South Carolina
2. St. Xavier University
3. Johns Hopkins University
4. University of South Carolina
5. University of Colorado—Denver
6. Duke University
7. Ohio State University
8. University of Nevada—Las Vegas
9. Duquesne University
10. George Washington University
11. Graceland University
12. University of Texas—Tyler
13. Rush University
14. Stony Brook University—SUNY
15. Loyola University New Orleans
16. University of Massachusetts—Amherst
17. University of Texas Medical Branch—Galveston
18. East Carolina University
19. Georgia College & State University
20. University of Missouri—Kansas City

Online ranking methodology

For the 2015 edition of the “Best Online Graduate Nursing Programs” rankings, U.S. News worked with the editors publishing general categories. Here is a look at each category and its weight in the current rankings formula, as well as its previous weight if changed from the 2014 rankings.

- Student engagement (30 percent): In a quality program, aspiring advanced practice nurses can readily collaborate with fellow students in their classes and clinical settings. In turn, instructors are not only accessible and responsive, but they are also tasked with helping to create an experience rewarding enough for students to stay enrolled and complete their degrees in a reasonable amount of time.
- Faculty credentials and training (25 percent): Strong online programs employ instructors with academic credentials that require those of instructors for campus-based programs, and they have the resources to train those instructors on how to teach distance learners.
- Peer reputations (20 percent—previously 15 percent): A survey of high-ranking academic officials in nursing helps account for intangible factors affecting program quality that are not captured by statistics. Also, degrees from programs that are well respected by academics may be held in higher regard among employers. The weighting for reputation has increased slightly for 2015 because of a greater number of ratings per school, which makes the results more representative.
- Student services and technology (15 percent—previously 20 percent): Programs that incorporate diverse online learning technologies allow greater flexibility for students to take classes from a distance. Outside of classes, strong support structures provide learning assistance, career guidance and financial aid resources commensurate with quality campus-based programs. The weighting for student services and technology has decreased slightly for 2015 because fewer programs submit data in this category than in the other categories.
- Admissions selectivity (10 percent): Student bodies entering with proven aptitudes, ambitions and accomplishments can handle the demands of rigorous course work. Furthermore, online degrees that schools award judiciously will have greater legitimacy in the job market.

Traditional master’s ranking methodology

For the newly expanded U.S. News “Best Nursing Schools” rankings, 503 nursing schools with master’s or doctoral programs accredited by either the Commission on Collegiate Nursing Education or the Accreditation Commission for Education in Nursing were surveyed. Of those, 273 responded, and 246 were eligible to be included in the U.S. News rankings of master’s programs.

Quality assurance (weighted by 0.40)
Peer assessment score (0.40): In fall 2014, nursing school deans and deans of graduate schools at nursing schools were asked to rate the quality of their program’s measures a scale from marginal (5) to outstanding (5). Those individuals who did not know enough about a school to evaluate it fairly were asked to “mark not rated.”

A nursing school’s score is the average of all the respondents who rated it. Responses of “don’t know” counted neither for nor against a school. About 26 percent of those surveyed responded. Assessment data were collected by Ipsos Public Affairs.

Faculty credentials (0.25): This is the proportion of full-time master’s students to full-time equivalent faculty members. Faculty credentials (0.05): This is the proportion of full-time equivalent faculty members with doctoral degrees. Percentage of faculty with important academic achievements in the nursing field (0.025): This is the proportion of full-time equivalent faculty who were members of the Institute of Medicine of the National Academies, fellows of the National Institutes of Health, fellows of the American Academy of Nursing or fellows of the American Association of Nurse Practitioners in fall 2014.

Research activity (weighted by 0.25)

Total research expenditures (0.10): This measure is based on two separate factors. The first is the total grants to the nursing school from the National Institutes of Health and other federal agencies (0.075). The second is the total educational and practical initiatives grants to the nursing school from the NIH and other federal agencies (0.075). The grants counted for this indicator are those awarded to the nursing school for fiscal year 2014.

Average research expenditures per faculty member (0.10): This measure includes two calculations. The first is an average of NIH and other federal research grants per full-time equivalent nursing faculty member (0.05). The second is an average of NIH and federal educational and practical initiative grants per full-time equivalent nursing faculty member (0.05). The grants counted for this indicator are those awarded to the nursing school for fiscal year 2014.

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The healthcare landscape has changed drastically since the College of Nursing first opened its doors. Today's environment demands more of healthcare professionals than ever before, often requiring advanced education, interdisciplinary skills and teamwork, and an increased focus on wellness.

In response to the changing healthcare profession, the College of Nursing has added several new degrees to its roster, making its vision of promoting health and transforming lives all the more a reality.

The first addition came in August 2014 with the successful implementation of the college's Doctor of Nursing Practice Nurse Executive option. Graduates of this online program are equipped to meet the growing demand for innovative leaders who can transform healthcare systems to accomplish the triple aim of improving outcomes, quality of care and costs. According to the Institute of Medicine's 2010 report, "The Future of Nursing: Leading Change, Advancing Health," strong nurse leadership is necessary so that nurses work as full partners with other health professionals in the transformation of healthcare.

With the launch of the DNP’s Nurse Executive track and the addition of two more innovative degrees described here, the College of Nursing isn’t merely addressing change—it’s leading change.

The Ohio State University is now offering

**KySS online mental health fellowship: Child and adolescent**

The Ohio State University is offering a self-paced online mental health program to nurses.

What's the purpose of the program? This program teaches nurses to screen, assess, and manage common mental health problems in primary care settings, improving the capacity to meet the needs of people across the life span with mental/behavioral health disorders.

What is the program structure?
- 12 self-paced, online modules
- Each module identifies objectives and includes a recorded one-hour lecture by a mental health expert, required readings, and useful resources
- A module typically takes one hour to complete
- A selected number of modules have associated clinical skills-building activities to assist participants with putting into practice what is being learned in the online educational modules
- Upon completion of each module, the participants take a post-test that assesses learner knowledge of the content covered in the lecture and required readings.

The final clinical skills-building activity will include the submission of a comprehensive write-up of the assessment and evidence-based management of one child or adolescent with a mental health disorder.

Each participant will be assigned a faculty mentor who will provide expert feedback on these activities. This addition will be greatly beneficial to nurses in building their mental health screening, assessment, accurate identification, and early intervention skills. Upon completion of the training program, participants will receive a certificate of completion.

Participants will also receive a copy of "A Practical Guide to Child and Adolescent Mental Health Screening, Early Intervention, and Health Promotion, 2nd Edition" as part of their registration fee.

**How do I register?** For questions on the program, please e-mail slevin.8@osu.edu, attention: Caitin Sleivin, program coordinator.

**Topics covered include:**
- Nuts & bolts of screening, assessment, & evidence-based management of mental health disorders
- Cultural, legal, & ethical considerations
- Depressive disorders & suicide
- Psychopharmacology
- Anxiety disorders
- Maximizing reimbursement
- Cognitive behavior skills building
- ADHD
- Bipolar disorder
- Behavior disorders
- Somatic disorders

By Meggie Biss
Master of Applied Clinical and Preclinical Research for an evolving profession

A new online, interdisciplinary graduate degree is being offered by Ohio State's College of Nursing, Pharmacy, Medicine and Veterinary Medicine. Launched during fall semester of 2014, the Master of Applied Clinical and Preclinical Research (MACPR) prepares graduates for professional careers as highly effective administrators, regulatory compliance specialists and research team members. Course leadership says the new degree addresses the recent evolution of clinical research.

“The field of clinical research has been advancing and getting more sophisticated, with protocols for clinical trials becoming more and more complex,” explained Marjorie Neidecker, PhD, MEng, RN, CCRP, director of MACPR and assistant professor of clinical nursing. “The role of the research team has grown tremendously in the last several years—they’re taking on much more responsibility now.”

Neidecker explained that in the past, the administration of clinical trials was typically learned on the job, but today's complex scientific advancements demand more formal education and training across several domains.

“This is an exciting and dynamic time for the clinical research workforce,” said MACPR lead instructor Carolyn Thomas Jones, DNP, MSPH, RN, and assistant professor of clinical nursing. “Clinical research careers have evolved over the past 30 years and are increasingly being recognized as less than a mere executing of jobs and roles, but as a full-fledged profession with workforce development being endorsed by organizations such as the Institute of Medicine and National Institutes of Health. There are multiple ladders to success here.”

Established with support from the OSU Center for Clinical and Translational Research, the MACPR program covers the theory and practice of research methods and statistics, the ethics of human subject and animal research, the science of pharmacology and medical product regulation, and the business of research operations and management. In addition to completing a competency-based electronic portfolio, students gain real-world experience through completion of a capstone project or internship with a clinical or preclinical research organization.

Similar programs have popped up across the country, but Neidecker notes many of these target the principal investigator, not the research team as a whole. Ohio State’s MACPR program also is unique in that it transverses multiple disciplines, which reflects the nature of clinical research, giving students an edge when they enter the profession.

According to Neidecker, another aspect that sets apart Ohio State’s program is the fact that research experience is not a requirement for admission. “Many programs nationally require some research experience, but our philosophy here is you have to start somewhere,” she said. “The MACPR degree will help a lot of students enter the clinical research field.”

The inaugural cohort of 40 students in the 2014-15 academic year includes four registered nurses, two physicians, four students with master’s degrees, three holding PhDs, and one with a MBA. The remainder of the students are bachelor prepared.

“Some come from traditional career paths with randomized controlled trials, so I signed up for various seminars and training. Still, I was concerned that I might be missing something. When I discovered the MACPR program, I knew it was a perfect match for me. This was just what I needed to understand all parts of clinical research.”

Lisa Henes, RN, BS, CIC
Infection Preventionist
The Ohio State University College of Medicine, Internal Medicine

“After learning and experiencing the bench work experiments and preclinical animal studies aspect of research, I wanted to focus on illness or wellness, the College of Nursing is establishing its first non-nursing, undergraduate degree. The Bachelor of Science in Health and Wellness Innovation in Health Care (HWIH) degree model focuses on helping individuals who are already well. Students will also be well prepared to help those conditions in a healthy way,” he said.

“By increasing wellness-focused services, healthcare organizations can reduce unnecessary medical care and improve health outcomes. Pre HWIH students may begin taking prerequisite courses in summer 2015 with entry into the program in autumn 2015, pending Ohio Board of Regents approval.”

Maggie Biss is a writer and editor for the College of Nursing

The Ohio State University College of Nursing

Transformations in Nursing & Health Spring 2015
If—as the saying goes—"first we make our habits, then our habits make us," then the habits of busy, often stressed-out health sciences students as they prepare for careers in the health profession is critical to their futures—both personally and professionally.

Having spurred the launch of the university-wide Buckeye Wellness initiative to increase healthy behaviors in faculty and staff, the College of Nursing has created a new wellness onboarding program to help first-year students improve their own health, and to study the effects of health coaching in the process.

“I wanted to do something with students, because the rate of depression and unhealthy behaviors is very high,” says Bernadette Melnyk, PhD, RN, CPNP/PMHNP, FAANP, FNAP, FAAN, dean of the College of Nursing, associate vice president for health promotion and chief wellness officer for the university.

Healthier students are more likely to do well both academically and in their practices.

A health sciences student, right, provides a blood sample to Megan Britton, RN, a family nurse practitioner graduate nursing student, as part of biometric screening of the wellness onboarding program.
However, health-promoting attitudes and behaviors aren’t a regular part of the learning experience. “We do a great job teaching our students how to take care of other people, but if they don’t do a great job of taking care of themselves they’re going to have less healthy outcomes and provide less effective care for their patients,” says Melnyk. The new program compares changes in first-year students’ healthy beliefs, healthy behaviors and levels of depression, anxiety and stress before and after a semester without coaching to changes before and after a semester of life coaching with specially trained family nurse practitioner (FNP) students. In addition to the one-on-one support and guidance from their coaches, the students have the option to create automated text messages that are worded and timed based on their personal preferences. “I want to see if students taking a wellness assessment, doing a bio­metric screening, creating a wellness plan and getting a health coach for a semester can improve their healthy behaviors and their health,” says Melnyk. Considering the increasing amount of health behaviors that students are exposed to, Melnyk wants to see whether the help of a dedicated coach helps students more past what they know about their health to actually taking steps—in some cases literally—toward improving it on a consistent, lifelong basis. There are a lot of workplaces using personal health assessments and bio­metric screenings to raise awareness, but my hunch was it would take more than that to engage in behavior changes,” she says. “Knowing your numbers is does it take to commit to a behavior change...”

“The new program compares changes in first-year students’ healthy beliefs, healthy behaviors and levels of depression, anxiety and stress before and after a semester without coaching to changes before and after a semester of life coaching with specially trained family nurse practitioner (FNP) students.”

Randi Bates is an FNP and PhD student who is participating as a health coach. “We talk based on how often they would like to be contacted,” Bates says. “I had one student who said it would make her feel good if I touched base with her once a week and maybe she got a text message that says ‘Good job.’ With some of the others I am trying a different approach. “It has really affected how I interact with patients,” she says. “I had a clinical in a family care setting, and a patient was talking about a chronic hip pain that was developing. She just wanted to apply for an electric scooter to help her get around, but we started to talk about pain and the things she’s been doing to address it. It got her to think about and engage in her own plan, and she started to have ideas—maybe she could try acupuncture, or maybe she could try some stretching or massage. I could see by the end, her face had kind of lit up. She had a plan for her care, and it was like she felt confident in her suggestions counseling techniques. The health coaches also have bi-weekly meetings that serve as group-learning opportunities to discuss experiences, share ideas and compare notes on the results.”

Randi Bates, an FNP and PhD student, was assigned several students to coach. At first, she says, she was nervous about adding to her already full workload, but she has found the experience to be an enjoyable one. Following an initial meeting to get to know each other, and the student she’s coaching decided on a schedule for check-in with each other.

The study

The study started off at orientation for health sciences students last autumn semester with a good response. Nearly 100 students signed up to complete the baseline assessment, with many interested in the biometric screening involved. The screening is designed for students interested in pursuing health professions and is available for students at no additional cost. “She’s been there for every aspect of my health,” Wasserman says of her health coach. Wasserman, who has been vegan for nine years, says she feels good if she touched base with her once a week and maybe she got a text message that says ‘Good job.’ With some of the others I am applying for a National Institutes of Health grant to do a full-scale clinical trial. Some on the team are especially looking forward to examining the text messages and the types of language and motivation the students find to be the most effective. In the larger clinical trial, Melnyk would like to see health coaching become part of the nursing curriculum, and she plans to present outcomes to faculty so they can see the value and benefit of the program. “Nurse practitioner programs don’t typically include coaching training, and I want to have all the students see that as a valuable, beneficial option.” As for the first-year students receiv­ing the coaching, Melnyk and her wellness team hope to see an increase in behaviors that help them implement the coaching that was delivered during the pilot. Bates says. It comes from the fact that it’s more likely to adopt. Instead of us telling patients what to do, it’s patients telling us what they want to do and the techniques they want to use.”

The training module created in the College of Nursing will work across the health sciences, and much like interprofessional training, she anticipates health coaching will be useful for all different types of health professionals and their patients. “The first-year students would like to see health coaching become part of the nursing curriculum, and she plans to present outcomes to faculty so they can see the value and benefit of the program. “Nurse practitioner programs don’t typically include coaching training, and I want to have all the students see that as a valuable, beneficial option.” As for the first-year students receiving the coaching, Melnyk and her wellness team hope to see an increase in behaviors that help them implement the coaching that was delivered during the pilot. Bates says. It comes from the fact that it’s more likely to adopt. Instead of us telling patients what to do, it’s patients telling us what they want to do and the techniques they want to use.”

The type of experience stemming from health coaching training comes as no surprise to Melnyk. For the next phase of the study, in fact, she wants to measure outcomes for the coaches as well as the first-year students. “We’ll be able to tell you how much they have learned and how much better they feel they’re going to be out there in practice, dealing with people,” she says.

Looking ahead

As head of the college, Melnyk would like to see the health coaching program for students become a standard part of Ohio State’s nursing program and an offering for other health sciences fields. As chief wellness officer at one of the largest, most globally recognized universities in the country, she also sees the potential for it to eventually serve as a national model. On the road toward that vision, once the pilot is completed, Melnyk’s team will examine the data for findings that warrant applying for a National Institutes of Health grant to do a full-scale clinical trial. Some on the team are especially looking forward to examining the text messages and the types of language and motivation the students find to be the most effective. In the larger clinical trial, Melnyk would like to see health coaching become part of the nursing curriculum, and she plans to present outcomes to faculty so they can see the value and benefit of the program. “Nurse practitioner programs don’t typically include coaching training, and I want to have all the students see that as a valuable, beneficial option.” As for the first-year students receiving the coaching, Melnyk and her wellness team hope to see an increase in behaviors that help them implement the coaching that was delivered during the pilot. Bates says. It comes from the fact that it’s more likely to adopt. Instead of us telling patients what to do, it’s patients telling us what they want to do and the techniques they want to use.”

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The Center for Transdisciplinary Evidence-based Practice brings the message of EBP to healthcare organizations worldwide, including the United States Air Force

By Jill Jess Phythyon

The College of Nursing’s Center for Transdisciplinary Evidence-based Practice (CTEP) has taken its show on the road to bring evidence-based Practice (EBP) training directly to healthcare organizations. The result has been nothing short of a dream come true for CTEP director Lynn Gallagher-Ford, PhD, RN, DPFNAP, NE-BC. “Instead of an organization sending two or three people to Columbus for our program a couple of times over five years, we can develop a program specifically for their needs,” Gallagher-Ford said. “So organization can get 21 of their people trained as EBP mentors in a week.”

These new on-site immersions are fully customizable and cost-effective, she said. On top of that, this method provides an organizational uplift into EBP. “When you have an immersion on site, and they put all the people they want in the room, not only are they each learning EBP, but the organization is learning it together,” said Gallagher-Ford.

Among the first organizations for on-site immersions has been Wright-Patterson Air Force Base, home to a 57-bed multi-specialty medical center in Dayton, Ohio. The connection occurred by chance when Gallagher-Ford met Col. Penelope F. Gorsuch about 18 months ago when they were both serving on a Magnet review panel for the hospital. “They are amazing. Col. Gorsuch has the most incredible vision for this. They’ve brought people from all levels within the organization. Management, staff, nurses, risk management people,” she said. “This is my dream come true, what is happening at Wright-Patterson.”

The leader of this EBP immersion was Gallagher-Ford, who has been a pioneer in the EBP world. She is the dean of the U.S. Air Force School of Aerospace Medicine at Wright-Patterson and executes all USAFSAM education and training. “I was the chief nurse and deputy CEO for a military medical center and was struggling to get an Evidence-based Practice Council started,” Gorsuch said. “Having completed my doctor of nursing practice (DNP) in 2012, I knew the importance of incorporating evidence into daily clinical practice, but how was I going to accomplish such a monumental educational task in a world of limited funding due to sequestration? CTEP was my answer.”

Gallagher-Ford said she and Gorsuch had a great conversation, leading to an ongoing relationship and, eventually, on-site immersions. The location was not without its challenges, she said, but entirely worth it to bring EBP to a dedicated group. Gorsuch appreciates the efforts of CTEP, as well as the results. “In just four months, the team from CTEP led by Dr. Gallagher-Ford held the first EBP immersion in a military medical center,” the colonel said. “Their team was nothing short of amazing. They worked around all our constraints of base access, computer issues, room set up and adapted their course to be executed in a military setting. For this first class, the primary attendees were the hospital’s nursing leaders. We all knew that in order to change the culture of nursing to one that was evidence-based, the leaders had to be on board. We educated 21 nurses on the processes of developing inquiry, literature searches and appraisals, and by the end of the week we had 21 projects ready for implementation. The entire facility was energized. As a bonus, our staff received continuing education hours, which they would otherwise be unable to obtain.”

The results of that first immersion were enduring. “Since our first class, we have two subsequent CTEP immersions and have amassed 62 EBP mentors,” Gorsuch said. “We now have a fully functioning EBP Council that is still refining its mission and is expanding to become multidisciplinary. We have implemented over 10 projects currently from the work completed during the immersion. The wonderful thing about the staffing of CTEP is that they continue to guide our staff and work with us on advancing the implementation of EBP through their monthly webinars and direct consultation. “We have developed a method of tracking our projects through to completion and seek to further refine our return on investment in clinical quality. Our facility conducted our first annual EBP Focus Week educating other disciplines on the importance of EBP all based on the guidance we received from CTEP. By having the training on site, the cost of the immersion is lower and thus allows for a facility to have more mentors, which we hope will lead to a culture of EBP throughout the entire hospital.”

Gallagher-Ford is thrilled with the impact CTEP has had and impressed with Wright-Patterson’s dedication to EBP implementation. “They are amazing. Col. Gorsuch has the most incredible vision for this. They’ve brought people from all levels within the organization. Management, staff nurses, risk management people,” she said. “This is my dream come true, what is happening at Wright-Patterson.”

The evidence behind EBP Successes such as this help reinforce the stated vision of the world-renowned CTEP team to serve “as a leader and resource to all health professionals and healthcare systems for implementing best practices and sustaining a culture of evidence-based practice for the ultimate purpose of improving quality of healthcare and patient/family outcomes.”

This commitment permeates The Ohio State University College of Nursing, with Dean Bernadette Melnyk leading the charge. Melnyk, PhD, RN, CPNP/PMHNP, FAAN, associate vice president for health promotion and university chief wellness officer, is a pioneer in the EBP world. She is the co-editor of the books “Evidence-based Practice in Nursing & Healthcare: A Guide to Best Practice” and “Implementing EBP: Real World Success Stories.” She also serves as editor of the journal Worldviews on Evidence-based Nursing.

CTEP continues to drive research into EBP, continually examining the evidence.
Creating and maintaining HEALTHY CAMPUSES and beyond

By Jill Jess Phythyon and Meggie Biss

How Ohio State and the College of Nursing are leading efforts to build healthy academic communities across the country
Groundbreaking group reaches new milestones

The National Consortium for Building Healthy Academic Communities (BHAC) continues to move forward

The National Consortium for Building Healthy Academic Communities (BHAC) recently made several advancements in its effort to revolutionize the culture of health and wellness at colleges and universities.

Not only did the organization gain 16 founding members, it also elected its inaugural board of directors—two milestones that will help guide BHAC into the future.

“I cannot express how excited I am to be working with this amazing group of wellness experts,” said BHAC president Bernadette Melnyk, PhD, RN, FAANP, FNAP, FAAN, associate vice president for health promotion, university chief wellness officer, and dean of the College of Nursing at The Ohio State University. “It is a privilege to be part of a groundbreaking team that is transforming health and wellness of academic communities nationwide.”

Melnyk envisioned and steered the founding of the National Consortium for Building Healthy Academic Communities (BHAC) recently as a way to provide a comprehensive framework that enriches the health and wellness of students, faculty, staff, and community at large.

During the inaugural BHAC national summit in April, which was held at The University of California, Irvine, the summit will bring together leaders and nationally recognized authorities in health and wellness to highlight and share best practices in promoting and sustaining wellness, with tracks focused on best practices and evidence-based programming, creating cultures of wellness, marketing and communication for engagement and mental and emotional well-being.

“Our founding members have a deep sense of responsibility in making the consortium successful,” said BHAC president-elect Megan Amaya, PhD, CHES, AFAA, director of health promotion and wellness at the College of Nursing. “These are the early adopters that believe in the vision, mission and goals of the organization, and they will be instrumental in moving the consortium forward.”

Amaya noted that BHAC will also be propelled forward by its board of directors, who will be responsible for creating a strategic plan for the organization. “I’m excited about being part of the initial discussion and for us to contribute to shaping BHAC’s agenda as a Founding Member,” said Melissa Miner, MA, director of health promotion and wellness programs at Dartmouth College in Hanover, New Hampshire. “I’m also interested in benchmarking and having the ability to easily connect with my peers around what they are doing in health and wellness.”

The second BHAC national summit will be held April 23-24 at The University of Florida, Gainesville. The summit will bring together leaders and nationally recognized authorities in health and wellness to highlight and share best practices in promoting and sustaining wellness, with tracks focused on best practices and evidence-based programming, creating cultures of wellness, marketing and communication for engagement and mental and emotional well-being.

“We in academia have a unique opportunity to affect the lives of our students, faculty and staff. Our collaborative voices, ideas and expertise can help set the national agenda for health and wellness along with generating and disseminating evidence to support best practices and influence policy,” said Melnyk.

The National Consortium for BHAC co-sponsored a webinar panel discussion on March 24 aimed at identifying innovative solutions to combat chronic disease, and how academic institutions can implement these best practices on campus and throughout their communities. See page 30 for the related article.

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A webinar panel discussion held in March brought health experts together to discuss how academic institutions can implement best practices on campus and in their communities.

Webinar panelists

William H. Dietz, MD, PhD, Director, STOP Obesity Alliance; Director, Summer Residency Global Center on Prevention and Wellness at George Washington University

Terry Palmer, PhD, RN, FAAN, University Distinquished Professor and Dean of the Bovell College of Health Sciences, Northeastern University; Incoming President, John A. Hartford Foundation

Bernadette Melnyk, PhD, RN, CPNP/PMHNP, FAAN, director of the Center for Transdisciplinary Evidence-based Practice, College of Nursing, The Ohio State University

Catherine M. Stoney, PhD, Program Director, Prevention and Population Sciences Program, Division of Cardiovascular Sciences, National Heart, Lung, and Blood Institute, National Institutes of Health

Sarah Van Orman, MD, MMM, FACHA, President, American College Health Association; Executive Director, University Health Services at the University of Wisconsin-Madison

Janet S. Wright, MD, FACC, Executive Director, Million Hearts® , CDC & CMS Innovations Center

Million Hearts, what area would you suggest that initiative address and why?

William H. Dietz: I think that one of the greatest [needs is] a program comparable to Million Hearts in the realm of physical activity. Physical activity or physical inactivity is a risk factor for a lot of diseases. And with respect to obesity, even though physical activity may not have a major impact on reducing obesity, it reduces many of the comorbidities associated with obesity such as cardiovascular disease, risk factors like hypertension or elevated blood pressure, glucose intolerance and lipid levels... I would [urge] a physical activity program particularly aimed at schools... which keeps kids moving most of the time.

Sarah Van Orman: I would launch a comprehensive effort in the area of mental health. You know as much as Million Hearts talks about making sure everybody has access to aspirin and hypertension control and diet and all those strategies. The idea that every patient and every person has mental health and behavioral health risk factors addressed in the primary care setting and is being screened for depression, being screened for childhood and ongoing experiences of violence, is being screened for high-risk substance abuse and then has access to appropriate evidence-based care.

Bernadette Melnyk: I couldn’t agree more with you. In fact, we’ve started a national interprofessional education and practice collaborative here to advance Million Hearts and we have now over a hundred colleges and universities throughout the country taking the modules, going out and screening people. But we added an extra S to the ABCs in Million Hearts and that is [for] stress.

Janet S. Wright: Bill knows how I feel about physical activity. I told him early on in Million Hearts that I would lie awake at night and say ‘A for aspirin, really? It’s not activity?’ So I now know why, because of our predictive modeling, but I will say I was approached about a mini Million Hearts... focused on kids where the A was for activity, the B was blood pressure control, the C was calories and the S was smoking.

By Jennifer Grabmeier

iPEP seminar teaches healthcare students to say: ‘I’m sorry’

As the newest component of interprofessional education at Ohio State revealed in more ways than one, two little words can be a big deal.

The Collaborative brought in keynote speaker Doug Wojcieszak, Medicine’s director of professional development education; Ryan Nash, MD, MA, FACP, FAAPHPM, director of the Center for Bioethics and Medical Humanities and the Hoppo S. Mehlijan, MD, Chair in Medical Ethics and Professionalism in the College of Medicine; and Lynn Gallagher-Forde, PhD, RN, DFNPAN, NE-BC, director of the College of Nursing’s Center for Transdisciplinary Evidence-based Practice.

“We were thinking about potential topics that affect us all,” says Harcha. “A lot of students attracted to health professions have a natural empathy, but they need to know how to express it. We can teach them the communications skills.”

Melnyk considers the topic a great one for iPEP: “Often we don’t prepare students for dealing with adversity,” she says. “If we can get them talking about it from an interprofessional standpoint, we know a team approach can provide a better perspective in working with families when these things happen.”

The collaborative brought in keynote speaker Doug Wojcieszak,
Jennifer Grabmeier is a freelance writer in Cincinnati. She wrote this story for Transformations in Nursing & Health, Ohio State University’s biannual publication, for spring 2015.
The research components of the project include program level analysis, student level analysis and patient level analysis. “We want to know how a program like this functions in an academic structure like Ohio State’s College of Nursing,” Martinez says. “Diane Bürckhölzer, director of the Center for Languages, Literatures and Cultures, will evaluate this to see how this kind of educational intervention works within an academic setting.”

At the student level, language proficiency will be measured at different points in the program to see which part raises proficiency more. “We expect the greatest gains will be when the students are on the phone with the patients, and not necessarily when they are in the classroom,” Martinez says. They will tape and analyze those interactions using Rotor Interaction Analysis System—an analytic tool used in health communication to determine effectiveness of patient provider communication. Students will be able to see how their discourse changes.

Health outcomes will be measured at the patient level, Menon says, “such as how blood sugar, blood pressure and other physiological markers of health improve for patients seen by nurse practitioner students in the study.” The researchers hope to make the case that when put together, language, communication and clinical instruction have a positive impact on glycemic control, diabetes self-efficacy and depression.

Laura Szalacha, research professor and associate director of the Center for Research & Transdisciplinary Scholarship, will lead the evaluation of patient outcomes. Project co-investigators and consultants are Margaret Graham, vice dean, College of Nursing; Diane Bürckhölzer, director, Center for Languages, Literatures and Cultures; Laura Szalacha, research professor and statistician, College of Nursing; Kathy Stone, professor emerita, College of Nursing; Alejandro Diez, clinical assistant professor of nephrology, College of Medicine; and Jennifer Moreland, adjunct clinical assistant professor, College of Nursing.

At the student level, language proficiency more.

“We need a new paradigm that includes and emphasizes clinical instruction when teaching Spanish for health professionals. The use of language is integral to clinical practice, so how can we divorce language instruction from clinical contexts?”

The word “preceptor” might be defined simply as a teacher or an instructor, but that definition does not do justice to the individuals who take on the position. That role is far more meaningful than just instruction. A preceptor’s influence impacts the way students transition into full-time nurses and nurse practitioners, and lasts long into their careers.

This influence is apparent in that many nurses can recall the names of their preceptors 20 or 25 years into their careers. The Ohio State University’s undergraduate nursing program relies heavily on quality preceptors. More than 200 of these instructors per year help develop future nurses. In the College of Nursing’s graduate program, comprising 13 specialty tracts, approximately 500 preceptors are needed to help educate the advanced degree candidates annually.

Preceptors enable students to translate classroom knowledge into real-world experiences. While the college’s clinical instructors work with classes of eight to 15 students, preceptors work one-on-one with students during the students’ senior years. This individual attention provides more in-depth learning opportunities than students will see in a clinical class environment.

When nursing students work with preceptors, they learn firsthand how to manage assignments—starting with one patient, and slowly working up to taking multiple patients. They learn how to best manage time, how to communicate with patients, and how to communicate with patients, while gaining confidence in the decisions that they make while being supported by their preceptor.

Nurse practitioner students learn to manage patients in a primary care office or an intensive care unit in a hospital. While they have nursing skills from their previous practice, preceptors support them in

“Preceptor” is pronounced as /priːˈsɛptər, prɛˈsɛptər/ n. /ˈpreˌsɛptər/ teacher or instructor

A dedicated group of practicing professionals guide and mentor nursing students in real-world healthcare environments.
developing the skills required for advanced practice, and help ease the transition from nurses to nurse practitioners.

These real-life experiences are crucial that students learn and draw upon when faced with similar patients or situations in the future. And these experiences would not be possible without the coaching, guidance, and expertise that the preceptor brings. Students have said the time they spend with preceptors is one of the most beneficial learning opportunities they receive. Through quality preceptors, students gain the knowledge, confidence, and leadership skills to become the next generation of healthcare providers.

For family nurse practitioner (FNP) student Sonya Yamashita, the confidence she gained through her preceptors was invaluable. “I have learned a great deal from my preceptors during my clinical experiences. They have guided and challenged me to develop clinical skills to be the best FNP I can be,” she said.

“They have also been great mentors who have demonstrated and reinforced the importance of holistic and patient-centered care. I have gained a great deal from learning under a preceptor. A preceptor provides students not only with valuable clinical experiences, but also shapes students’ future practices.”

For Robert Wanner, senior undergraduate nursing student, the skills gained working with his preceptor were just part of the benefits. “My preceptor helped me with an opportunity to follow the STAT RN around for a day. That experience was priceless,” he said.

“While watching over me, she allowed me to make judgment calls, challenged me by asking me nursing priorities and interventions, and allowed me to be actively involved in our E/R/ Code scenarios,” he said as much as I could from each preceptor. “I found my preceptorship experience very valuable.”

But it is not only the students who benefit from preceptorship. Preceptors themselves can also benefit. Students regularly challenge their preceptors to provide the best evidence for the recommended care, ask insightful questions about nursing practice and help keep preceptors up to date with current practice guidelines.

Students bring a set of fresh eyes and new perspectives to nursing practice. Their excitement and enthusiasm can be infectious. Preceptors have said that their roles are rewarding as they watch students grow from wide-eyed novices to their peers in practice.

Deborah Lynch is the program director for the Comprehensive Inpatient Wound Program at the Wexner Medical Center at Ohio State. She is very active with the College of Nursing. Besides precepting the undergraduate community students, she returned to the College of Nursing to complete her bachelor’s degree in 2013.

“Preceptors at the Comprehensive Wound Center enjoy having nursing students,” Lynch said. “We hope that by exposing them to a variety of wounds and dressing changes, they will feel more comfortable working with them as they graduate. The students are eager to learn, willing to help out, ask great questions and our patients enjoy seeing them each week.”

Craig Comarow is an attending physician in the emergency department at Nationwide Children’s Hospital and also holds a master’s degree in public health. “The students spend the first few weeks shadowing me, then they start seeing patients on their own. They present each patient to me, we go into the room together to talk with the family, perform the physical exam and discuss the plan with each patient. I have been rather impressed with the students thus far, all eager to learn, enthusiastic about patient care. They are like sponges of pediatric knowledge; they soak up every bit of information they can!”

For Mindy Kishman, neonatal nurse practitioner (NNP) at Mount Carmel West, who is a graduate of the College of Nursing’s neonatal nurse practitioner specialty, precepting is a way of giving back to the profession. “I think that students deserve preceptors who are invested in them and who will match their level of passion. I precept because students are excited to be with me, excited to learn and eager to accept the responsibility of being an NNP from the very start.”

Jill Jones is an NNP at Nationwide Children’s Hospital’s NICU. “For me, the benefit of precepting improves my own practice. ‘Students challenge me to get to the ‘why’ of the way we do things,’” she said. “As someone who has been in practice for many years, I have my own way of doing things, and have become comfortable in my practice. Students who ask ‘why?’ keep me thinking on my feet, and help ensure that I stay current with my knowledge,” she said.

Christopher Fulks is a family nurse practitioner at Wexner Medical Center’s Emergency Services/Clinical Decision Unit who has precepted for the College of Nursing. “The nursing profession is one of lifelong learning. I believe one of the best ways to continue that learning is to work with students,” he said. “I also think it is important for people in the clinical practice area to make student opportunities available when possible.”

The College Of Nursing’s educational reach extends beyond Central Ohio. Online programs often necessitate the use of preceptors in other states as well.

Baton-based FNP Carol Walsh has been precepting NP students for more than 25 years in many different environments. “I have always found the precepting experience very rewarding, especially as NP students can be introduced to underserved and unique populations,” she said.

Walsh, who works with the Minute Clinic, said, “The focused visits and access to evidence-based guidelines provide a support system and framework for the beginning clinician. Students develop experience with patients throughout the lifespan, and they are able to develop their physical assessment skills, especially in identification of normal anatomy and physiology.”

Preceptors bring more to the table than simply being another instructor. They are the link between the classroom, the clinical instructor and actual practice. They are the frontline educators and mentors for students as they make the transition into their new roles. And they help students see new challenges and seek solutions for patient management.

That role is recognized and appreciated by not only the faculty, but the students as well. “My preceptors have served as excellent role models as I began practice. They worked hard to answer my questions and expose me to new experiences,” said Audrey Larrimeter, third-year FNP student. “I have appreciated their patience and guidance, as well as their ability to continuously challenge me to take away as much as I could from each clinical encounter.”

Karen Clancy, MS, RN, NNP-BC, is a clinical instructor of practice and Marie Grady is clinical placement coordinator for The Ohio State University College of Nursing.
I am very excited about my new endeavor as assistant dean for student affairs, culture and diversity and look forward to engaging with the community here in the College of Nursing. Engagement is a crucial piece to what we do as higher education professionals. As an assistant professor, I will also be teaching a new course this fall with a focus on professionalism. I would like to share my insights into my passion for serving college students through engagement and some thoughts on how we approach it.

The college experience is incomparable. Whether strolling across the Oval or walking into a crowded dining hall, I feel right at home on a college campus. Learners of all forms from every corner of our country and from across the world gather at Ohio State. My path here reflects a switchback trail that has covered areas from residence life to athletics, from advising to admissions. This path has given me a comprehensive view of the full college student experience.

Student affairs encompasses all elements of student life and bridges the classroom, student affairs

A holistic approach to student engagement

The Office of Student Affairs builds on its past successes with its new assistant dean for student affairs, culture & diversity

Strong nurse leaders are critical for the success of a redesigned healthcare system. Are you or your nurse managers prepared to lead—from the bedside to the boardroom?

The Leadership Academy for Peak Performance (LAPP) prepares nurse leaders to take their places as full partners in an interprofessional healthcare environment to deliver high-quality patient care. To help you achieve sustained results, LAPP provides a year of coaching backed by the expertise of The Ohio State University for all participants of in-person programs.

Research shows:
- A one percent turnover rate in the nursing staff can cost an average hospital up to $300,000 annually
- Effective nursing leaders greatly boost staff nurse retention
- Transformational nursing leadership strategies benefit patient satisfaction and outcomes
- Managers who receive coaching see increased staff fulfillment and engagement as well as increased retention of staff

In addition, any coaching that follows a learning opportunity supports change and contributes to the development of the workforce.

LAPP offers innovative, results-oriented methods to empower nurse leaders to make difficult decisions that result in the very best in patient care.

LAPP’s faculty will help redefine the understanding of a “nurse leader,” whose skills are vital when making compassionate calls in the face of challenging circumstances.

In addition to LAPP’s scheduled workshops, you can get a sampling of LAPP development and expert faculty with our brand-new online modules:
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- Innovation Leadership: The Future of Nursing Practice
- Transforming Your Organization through Evidence-based Leadership Practices

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Breakthrough Leadership for Healthcare Professionals
September 8-10, 2015

Innovation and the Triple Aim: Advancing Leadership in Transforming Healthcare
November 16-17, 2015 *

For more information, including registration, visit lapp.osu.edu or email lapp@osu.edu.

*In partnership with the American Nurses Association as part of the ANA Leadership Institute

Transformations in Nursing & Health  Spring 2015 39

Ken Sigler, the College of Nursing’s new assistant dean for student affairs, culture & diversity

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Ken Sigler, the College of Nursing’s new assistant dean for student affairs, culture & diversity
The College of Nursing’s Office of Student Affairs recruits and advises thousands of students each year across multiple degree programs. In addition, the office offers more than 50 diversity initiatives.

lab and clinical experiences with those that occur outside of the traditional learning environments. As student affairs practitioners we know, and the research shows, the significant influence the out-of-class experiences have on the persistence and engagement of students in the classroom.

The more engaged students are in campus activities outside of class the more likely they are to be academically successful. We also know that the more engaged students are with faculty the more likely they will be to persist in their academic goals. This is especially true for underserved student populations. As we assess how we engage students with the right tools for success while they are engaged with our faculty and the leadership team. Decisions we make individually and collectively can define our culture and at the least can reveal our priorities. Do we actively support students and the diversity they bring to our college? As a college, do we collectively recognize how diversity enriches the educational experience across all disciplines including nursing and patient care? How do we strive to increase diversity in our college and in what ways? These are imperative questions to ask and should be at the forefront of our decision-making. I am enthusiastic about the opportunity to be involved in the continuing dialogue on culture and diversity in the College of Nursing. I feel strongly about the role the Office of Student Affairs plays in facilitating this conversation and ensuring all members are equally represented. I am also anxious to hear personal stories from students and their unique path to and within the College of Nursing. Each story contributes to the overall culture and diversity of our college. Feel free to stop by my office and share your story with me. I appreciate everyone’s warm welcome and I feel very fortunate to be here.

Ken Sigler, EdD, is assistant dean for student affairs, culture & diversity in the College of Nursing.

The culture here also values diversity. Diversity inherent ly has both depth and breadth with the ability to polarize or unify a community. Diversity is defined by our college as those distinctions that make us unique as well as similar in multiple facets from race and ethnicity to gender and abilities. As a student affairs professional, we have an influence over the shape of the culture as do the faculty and the leadership team.

We are working with students from late elementary and early middle school age through our diversity and inclusion team to middle school age through our community and at the Centennial in 2014 brought a great deal of energy and enthusiasm to our Buckeye Nurse community. With support from the leadership at the College of Nursing, the Nursing Alumni Society Board of Governors is committed to building on that momentum, keeping alumni engaged and involved for years to come.

In an effort to realign the Nursing Alumni Society’s goals and initiatives in a retreat at the end of 2014. During this time, the volunteers decided that they wanted to enhance relationships with young alumni and students, increase and promote alumni society membership and improve alumni outreach and engagement. See the graphic to the right to learn more about these goals and how the society plans to accomplish them this year. If you are interested in helping the Board of Governors achieve these goals, please contact nursingsociety@osu.edu.

Save the dates!

Thursday, May 7

Graduation Celebration

All graduating students, their families, faculty, staff and
alumni are invited to attend Graduation Celebration in the lobby of Newton Hall. Help welcome the graduates into the alumni family.

Wednesday, August 6
Ninth Annual Nursing Alumni Society Wine Tasting

Attend this ever-growing fund-raiser event and sample wines while supporting the College of Nursing scholarship fund.

Friday, October 9 to Sunday, October 11
Homecoming 2015
Celebrate Homecoming weekend by returning to campus and re-connecting with classmates. Activities will include a tour of the new The James Cancer Hospital and Solove Research Institute, healthy cooking demonstration, continuing education, Dean Melnyk’s annual State of the College address, a casual all-class social and our Homecoming tailgate at Newton Hall.

To learn more about our alumni events, visit go.osu.edu/NursingAlumniEvents.

Megan Denison is alumni and donor relations coordinator for the College of Nursing.
Remember when?
The Student Nurses Quartet

Barbara Schmittgen Lloyd, ‘63

The Student Nurses Quartet was organized to perform at Health Center Nite Out, the annual Medical Center variety show presented at Mershon Auditorium. Founded by Karen Brooke (bass), the quartet included Marilyn Householder Gross (tenor), Jo Ann Coward Aitken (lead) and me as baritone.

We performed in the quartet for three years at Nite Out. Our signature song, “Here we are, the First Day on the Floor,” was a barbershop rendition to “Floatin’ Down to Cotton Town,” with lyrics written by medical student Bob Gilbert.

In spring of 2003, we reunited to sing a reprise of this song at the 40th reunion for the Class of 1963. Although we only performed a few times, it was special moment for us to relive those wonderful days as a nursing student. I remain closely in touch with several friends and always enjoy seeing others at the class reunions.

My education from Ohio State provided me with the foundation for a rewarding career and the ability to support my family after I was widowed at a young age. Although I have lived in Michigan for many years, I will always be a Buckeye at heart.

This is written in memory of Dr. Karen L. Brooke (1914-2013), the quartet founder, extraordinary woman and dear friend.

Barbara Schmittgen Lloyd, ‘63, is a retired public health nursing supervisor from St. Clair County Health Department in Michigan. She earned a master’s degree in public health from the University of Michigan.

Here We Are, the First Day on the Floor
Tune: Floatin’ Down to Cotton Town
Lyrics: Bob Gilbert

Here we are the first day on the floor
No one could be dumber than a sophomore
Just hear those nurses calling, calling us to
I’m so mixed up, oh my, I feeling nothing but ridiculous
Catheters, sphygmomanometers
What the hell are all of these things for?
I took a patient’s pulse and he started to convulse
Wish that I were home in bed.

I tried to help a doctor with his gown
I was so scared, I knocked him down
He shook his head and muttered with a frown
Oh Lord please help the sick when she’s around

Today I thought I’d make a patient’s bed
I rolled him out, he hit his head
All the patients implore me, oh do nothing for me
Or I’ll wind up dead.

Here we are the first day on the floor
No one could be dumber than a sophomore
Just hear those nurses calling, calling us to
I’m so mixed up, oh my, I feeling nothing but ridiculous
Catheters, sphygmomanometers
What the hell are all of these things for?
Although it makes me curse
And although it may get worse
Someday I may be a nurse- be a nurse, it may be possible
That someday I may be a nurse.

Interdisciplinary program focuses on health development in children

The Ohio State University College of Nursing has been awarded a T32 predoctoral education grant from NIH, NINR for an interdisciplinary training program, Optimizing Health Development Across Childhood (OH-DAC). This is the only training grant awarded by NINR that focuses on the pediatric population.

The overarching goal of the program is to prepare nurse scientists to understand how biology, behavior, social and environmental factors intersect during childhood to influence life course health development and to use this knowledge to develop rigorous interdisciplinary programs of research to optimize health. The focus of this training program is on health development in children, broadly defined to include the period from conception through adolescence.

Individuals interested in this program must be accepted into the College of Nursing’s PhD program. Applicants selected for this opportunity receive full tuition and a living stipend.

The objectives of this interdisciplinary training program are to:

1. Recruit and retain diverse and qualified trainees with special emphasis on students in baccalaureate and second degree programs
2. Prepare trainees to conduct rigorous research within the scientific area of health development during childhood
3. Prepare trainees to develop and implement ethical health research with children within interdisciplinary research teams
4. Prepare trainees to successfully translate the science of health development into clinical practice and health policy interventions that will improve child health

Further information is available at nursing.osu.edu/T32, or contact Kim Arcoleo PhD, MPH, at arcoleo.1@osu.edu.
**Menon and Edmondson promote March Madness expo**

Al Edmondson, president of Making A Difference and Usha Menon, Centennial Professor of Nursing and director, community engagement, CCTS at the College of Nursing were guests on the NBC 4 weekend morning show with Mindy Drayer and Harrison Hove to discuss the March Madness for Health and Wellness Expo. The expo is an annual event to promote healthy lifestyles and behaviors among urban area residents of the Near East Side neighborhood of Columbus.

**Drake makes February visit to Newton Hall**

Ohio State University President Michael V. Drake stopped by the College of Nursing this winter to speak with faculty and staff. While there, he helped demonstrate Dean Bernadette Melnyk’s “smoothie” bike. Pedaling the bike powers a blender to create strawberry and banana smoothies—while burning a few of the rider’s calories.

**New director of development appointed**

Katy Trombitas (’04, ’07) has been named the College of Nursing’s new new director of development. Trombitas is an experienced development professional most recently working at the OhioHealth Foundation, where she served as the director of development for Dublin Methodist and Grady Memorial Hospitals. She has nearly a decade of experience in higher education, including her work as the associate director of The Ohio State University Student Wellness Center. While at the OhioHealth Foundation, Trombitas’ efforts supported nursing education programs through philanthropy.

For any questions regarding contributions or gift planning, Trombitas can be reached at trombitas.4@osu.edu.
The College of Nursing considers itself fortunate to have a faculty and staff team who excel in their fields—and work diligently to promote the vision, mission, values and core goals of the college. To recognize their exceptional contributions to the College of Nursing, the College has established Staff of the Month and Educator of the Month awards. The recipients of these awards are nominated by their peers for their exceptional contributions to the College of Nursing.

**Staff of the Month:**
- January: Megan Alexander, graduate admissions counselor
- February: Fran Epchich, grants & contracts manager

**Educator of the Month:**
- January: Christa Newtz, clinical instructor of practice
- February: Susan Ulrey-Keys, clinical instructor

Nicole Fette, coordinator of student programs and academic advisor, and Kristen Gebhart, academic advisor, gave a presentation at the American College Personnel Association (ACPA) national conference in Florida in March. They presented on the flipped classroom model and shared best practices for using this model when interviewing and orienting new students to the pre-nursing program. A packed audience and several verbal affirmations cited the presentation as being one of the best of the conference.

The presentation and resources can be viewed at u.osu.edu/flipped.

The College of Nursing once again led a mission trip to Honduras to treat local citizens while furthering the education of its nursing students.

The 16th annual spring break trip participants included eight undergraduate nursing students and 15 master’s nurse practitioner students including 11 FNP, three PNP and one women’s health/midwifery student. Also attending were two College of Pharmacy students and two senior undergraduate Spanish major students from the College of Humanities.

Dean Bernadette Melnyk and Associate Dean Cindy Anderson led the College of Nursing group, which included Professor Elizabeth Barkoe, Associate Professor Elizabeth Fitzgerald, Clinical Instructor Lucia Jenkusky, Assistant Professor Jennifer Moreland, Emeritus Professor Kathleen Stone, family nurse practitioner Matthew Stone and pediatric nurse practitioner Kendra Tsibouris.

Other participants included physicians Robert Murden and Jeanne Caliguri from the College of Medicine, Jeff Huston of the College of Pharmacy, and Patricia Moreland and Jan Moreland from Nationwide Children’s Hospital.

The visiting contingent worked in five rural villages and the Hospital Del Sur, seeing approximately 1,000 patients, including 167 women’s health examinations.

For the first time, a continuing education program on diabetes and diabetes management was made to 25 local physicians and nurses at the new SEMESUR regional hospital in Choluteca.

Participating nursing student Matt Crowley wrote to Professor Kathleen Stone, “I cannot thank you enough for what a wonderful job you did coordinating and leading our Honduras mission trip this year. It was such a memorable and life-changing experience for me and I learned and saw so many things that I know will positively affect my career as a professional nurse and me as a human being moving forward.”

Kristin Gebhart (left) and Nicole Fette with their “flipped classroom” model

Outstanding faculty and staff recognized

The College of Nursing mission trip ‘memorable and life-changing’

College faculty members enjoy the Sugar Bowl

The College of Nursing mission trip ‘memorable and life-changing’

Participants in the College of Nursing’s 16th Honduras mission trip examined and treated approximately 1,100 adults and children.
College leadership team welcomes president and provost

Members of the College of Nursing leadership team in February welcomed University President Michael V. Drake (fourth from right) and Provost Joseph E. Steinmetz (fourth from left). They are, from left, Ken Sigler, Linda Daley, Margaret Graham, Bernadette Melnyk, Laurel Van Dommel, Lynn Gallagher-Ford and Awaal Ali.

New faculty and staff join College of Nursing

Ken Sigler, assistant dean for student affairs, culture and diversity; assistant professor of clinical nursing

New staff members

Lauren Battista, Wellness Program coordinator
Rourick David, Systems Administrator
Mackenzie Decatur, RN case manager
Amanda Kennedy, community engagement manager
Kayla Luttrell, research manager
Estephania Ortiz, research study coordinator
Lori Reeder, administrative associate
Margaret Rustenbeck, administrative associate
Adam Warren, academic program coordinator

Connect with the College of Nursing

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FAX  (614) 292-4535
TWITTER  www.twitter.com/osunursing
FACEBOOK  www.facebook.com/osucollegeofnursing
YOUTUBE  www.youtube.com/ohiostatenursing

In memoriam

Remembering our classmates, colleagues and friends

Judith A. Allen 1962
David P. Buechner 2009
Pomela S. Cook 1978
Sara R. Cotterman 1947
Bonnie H. Douglass MS 1986
Michelle R. Freytag 1983
M. Robboca-Hosler 1982
Joyce E. Lash 1955

Tori B. Nicol MS 1962
Eleanor F. Minnino Reibel MS 1967
Rheau M. Sette Ducat 1956
Bonnie S. Thomas 1949
Carolyn H. Thompson MS 1967
Elizabeth A. Travis 1957
**The Ohio State University College of Nursing**

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At The Ohio State University College of Nursing, our world-renowned faculty prepares students to assume leadership roles in healthcare innovation, conduct innovative research, and engage in evidence-based practice.

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**Doctor of Philosophy in Nursing (PhD)** is a full- or part-time program to prepare nurse scientists and scholars who are skilled researchers and seek to advance the discipline. Visit nursing.osu.edu/phd

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**FACULTY**

*Award dollars have been rounded to the closest thousand or hundred dollars, depending on total funding amounts.

**ACTIVE FACULTY GRANTS (2014-2015)**


**Debabio-Schroen, H., Hahp, Mary E., Catherinot, J., Bailie, Michelle C. (Co-I). Overwaehr, J. Preventing Adult Day Health Services (ADoS) to Reduce Emergency Department (ED) and Hospital Readmissions. The Center for Clinical and Translational Sciences Pilot and Innovation Program. Longitudinal Track Pilot Project. The Ohio State University. $46K 2013-2015.**

**Borresen, Stephen (Co-I), Hauri MD, Goulding MD, Baun, Michelle C. (Co-I).**


**Chopp, Esther (Co-I), Patterson, Emily (Co-I). Increasing efficiency of nursing documentation. Patient Safety Advancement Grant. Ohio State University Wexner Medical Center. $5K, 2014-2015.**

**Chopp, Esther (P), Landen, Timothy (Co-I). Neen. A systematic oral care protocol in post-mechanically ventilated post-intensive care patients. Medicine Industries, Inc. $78K, 2010-2014.**


**Chen, Linda (P). Safety, feasibility and acceptability of patient-controlled sedation for anestheisia with droperidol/romifidine (PCS-DRO) for burst-care nursing care changes. $25K, 2014-2015.**


**Johnson, Timothy (P). Southeast Asian women’s health: Health literacy assessment and effects on their offspring. NHLBI. $150K, 2011-2015.**

**Kue, Jennifer (P), Benvenuto, Usha (Co-I). Antenatal Hypertension: National Heart, Lung and Blood Institute. $396K, 2011-2015.**

**Landers, Timothy (P). Psychiatric critical care for women with substance use disorders requiring mechanical ventilation. The Digital EG2 Board. National Institute of Nursing Research. $419K 2015-2016.**


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Our out-of-state online students now receive the same high education at the same tuition rate as our in-state students! The DNP program, Family Nurse Practitioner and Psychiatric Mental Health specialties are offered only online.

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**Transformations in Nursing & Health** Spring 2015

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Melnyk, Bernadette; Della, Dalia; Graham, Margaret; Stahl, Laura; Lash, Laura; Melnyk, Bernadette


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Ohio State nurses are leaders in providing the highest quality care to our patients.

That’s why we have three hospitals that are Magnet®-designated by the American Nurses Credentialing Center – University Hospital (including Dodd Hall Rehabilitation Hospital), Richard M. Ross Heart Hospital and James Cancer Hospital and Solove Research Institute.

... And why we have six units recognized with a Beacon Award for Excellence from the American Association of Critical-Care Nurses:

- Acute Coronary Syndrome (2 Ross)
- Open Heart Surgery (4 Ross)
- Progressive Care (8 Rhodes)
- Medical Intensive Care
- Surgical Intensive Care
- Blood and Marrow Transplant Program


Our nurses are a part of a team of experts who together strive to deliver the safest and highest quality health care on earth.

58 The Ohio State University College of Nursing
MACPR: A new online interdisciplinary master’s program at Ohio State

Master of Applied Clinical and Preclinical Research

As research protocols and the global expansion of medical product development have become increasingly complex, the responsibilities of clinical and preclinical research professionals have increased significantly. To fill this important need, The Ohio State University Colleges of Nursing, Pharmacy, Medicine, and Veterinary Medicine with the support of the OSU Center for Clinical and Translational Science have joined forces to create an online graduate program: The Master of Applied Clinical and Preclinical Research (MACPR).

This new program will prepare graduates to address these challenges as highly effective administrators, regulatory specialists, and research team members in clinical and preclinical research studies. The program offers a multidisciplinary curriculum, covering the theory and practice of research methods and statistics, the ethics of human subject and animal research, the science of pharmacology and medical product regulation, and the business of research operations and management.

Learn more about MACPR curriculum, requirements or applications at macpr.osu.edu.

MACPR core research courses provide the foundation for all specializations