Health professionals and students from multiple disciplines work together to achieve great patient outcomes.

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Peter Jensen, MD, President & CEO, REACH Institute
Sonja Lyubomirsky, PhD, Professor, University of California, Riverside
Bernadette Melnyk, PhD, RN, FAANP, FNAP, FAAN, Associate Vice President for Health Promotion, University Chief Wellness Officer and Dean, College of Nursing, The Ohio State University

For more information about the summit and to submit an abstract for presentation, please visit: healthyacademics.org/2015-summit

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Interim Administrative Director of Student Affairs
Nicola Fette, MEd

Chief of Strategic Partnerships
Laurel Van Dronme, MA

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Editor and design director
Sanford Meisel

Contributing writers
Kathy Blair, Pat Ford-Roegner

Writers
Megan Araya, Maggie Bliss, Megan Denison, Katie Lancaster, Pamela Lowe, Jill Joss, Phythyon, Diane Sheats, Laurel Van Dronme, Molly Ward

Photography
Troy Huffman, Jay Lahr, Sanford Meisel, Jodi Miller, AJ Zanyk

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Sponsored by The Ohio State University College of Nursing
Thinking and doing the impossible in the next 50 to 100 years

Our college will continue to revolutionize health, healthcare and education

As we come to the culmination of our Centennial year, which has been no less than magnificent, I find myself marveling at the incredible stories and accomplishments that our alumni have been sharing with me over the past several months. From the boardroom to the classroom, to the point of care and in diverse communities, our alumni, faculty, staff and students have made and continue to make an incredible impact on transforming health and healthcare throughout the nation and globe.

In our Centennial time capsule, which is slated to be opened in 50 years, I asked our alumni and faculty to envision what healthcare and our college will look like in 2064. There were many exciting and creative answers to this question, but a common theme was that our college will continue to be on the forefront of revolutionizing nursing and interprofessional education, research and evidence-based practice, and health and wellness outcomes for people across the state, nation and globe. In this edition of Transformations, you will read about some of our recent successes and the critical impact that we are making in improving health outcomes for people across our own community state and nation with our National Interprofessional Education and Practice Consortium to Advance Million Hearts and the difference we are making globally with our world health initiatives. I am especially proud of our new Health Resources and Services Administration (HRSA) grant, which will improve the quality of care for children with chronic conditions through interprofessional education and practice, and our college’s new designation as a Center of Nursing Education Excellence by the National League for Nursing. You can be assured that any student enrolled in one of our college’s groundbreaking programs is receiving the highest quality of education by our world-renowned faculty who are continually embarking on innovative methodologies to prepare nothing less than the most top-notch evidence-based clinicians leaders and researchers who LIVE WELL (Lead, Innovative, Vision, Execute and are Wellness focused, Evidence-based, Lifelong learners and Lights for the world).

I also am very pleased that we continue to accelerate our initiatives in interprofessional education and practice (IPEP) through our university’s IPEP collaborative, which consists of participation from our seven health sciences colleges and five other colleges and schools throughout campus. This August, we held the first ever orientation seminar for nearly 800 interprofessional students that focused on the four national IPEP core competencies, which was highly successful. We continue to intensify our IPEP initiatives as findings from research have shown that quality of healthcare and health outcomes are improved with interprofessional education and practice.

In interacting with our faculty, staff, students and alumni, I always remind them to keep a core message in our college’s vision in front of them and at all times—that is “We think and do the impossible” here and continually make dreams turn into reality. As we embark on the next 100 years for our college, let us challenge ourselves and each other to answer the following question: What can we do together in the next 5, 10, 50 and 100 years, if we know we cannot fail? Then, let’s keep our dreams bigger than our fears and uncertainties to bring those dreams to fruition.

Warm and well regards,

Bernadette Mazurek Melnyk
Professor of Pediatrics & Psychiatry, College of Medicine
Associate Vice President for Health Promotion; University Chief Wellness Officer; Dean and Professor, College of Nursing;
Professor of Pediatrics & Psychiatry, College of Medicine
As patients’ medical problems become increasingly complex, teamwork by healthcare providers grows more important than ever. Health professionals need to build strong clinical teams that provide high-quality care and deliver positive health outcomes for patients.

At Ohio State, the Interprofessional Education & Practice (IPEP) Collaborative, spearheaded by the College of Nursing since 2012, prepares students across multiple disciplines for such teamwork.

IPEP is designed to advance interprofessional education and practice in order to improve healthcare quality and health outcomes. “Findings from multiple studies support that interprofessional education and collaborative team-based care enhance professional practice, healthcare quality, safety and patient outcomes,” said 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. “Yet interprofessional collaboration is not the norm across the US. Silos in education and practice are still alive and well in so many institutions across the nation.”

While still not widely practiced, intercollaborative care is a growing priority nationally. According to the Institute of Medicine’s Committee on Health Professions Education, “All healthcare professionals should be educated to deliver patient-centric care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches and informatics.” An important stride forward came in February 2012, when the American Association of Colleges of Nursing and five other leading health professional educational associations joined forces to form the Interprofessional Education Collaborative (IPEC). Other founders included the American Association of Colleges of Osteopathic Medicine, the American Association of Colleges of Pharmacy, the American Dental Education Association, the Association of American Medical Colleges, and the Association of Schools of Public Health. The organization’s goal is to advance interprofessional education and practice nationally.

IPEP collaborative builds skills
IPEP helps students develop four core competencies established nationally for interprofessional collaborative practice. Students learn the values and ethics of interprofessional practice, the roles and responsibilities of each professional within the team, communication skills for collaboration, and other skills related to teams and teamwork.

Among a long list of capabilities, other shared professional competencies fostered through IPEP include patient engagement, critical thinking and culturally responsive care. Sample team-based skills include systems thinking, evidence-based practice, care coordination, collaborative leadership and interprofessional conflict resolution.

IPEP offers Ohio State health sciences students several resources to help them gain needed skills, including an annual series of seminars designed to advance interprofessional education and practice for both faculty and students, a pre-clinical simulation lab, and other opportunities for collaboration and learning.

Health sciences students collaborate to deliver patient-centered care

By Kathy Baird
and a clinical primary care center.

Pre-clinical collaboration occurs in the College of Nursing’s Technology Learning Complex (TLC), a simulated laboratory clinical setting. Students in the fields of pharmacy, nursing, respiratory therapy, dietetics, medicine and physical therapy learn to communicate effectively among disciplines. They gain understanding of their own role within the broader healthcare team, while working together to achieve the best possible patient outcomes. They interact with live actors posing as patients, review sample charts, then develop and present their patient treatment plans.

Clinical education takes place at Ohio State Total Health and Wellness, a nurse practitioner-led intercollaborative practice at University Hospital East. This health center, funded largely through a grant from the US Department of Health and Human Services Health Resources and Services Administration (HRSA), serves many patients with previously limited access to healthcare. It also provides intercollaborative clinical experience for nursing students, psychiatric nurse practitioners, mental health counselors, pharmacists, social workers and dietitians under the leadership of their professional faculty practitioners, with a physician available as needed.

Shared expertise maximizes decision-making surrounding patient care, drawing on the unique strengths of each profession. All members of the patient care team focus on a unified patient care plan and their own role in implementation.

Patient-centered teamwork improves outcomes

“Much of our population has one or more chronic disorders,” said Candy Rinehart, DNPHNP, ADM-BC, nurse practitioner and director, Ohio State Total Health and Wellness. “Management of these disorders requires skills that the patient and a single healthcare provider might not possess. Adding a team approach with multiple healthcare professionals contributes to the knowledge and success of the individual in managing their chronic disorders. Such collaboration helps to improve patient care and avoid errors. “Many patients are on multiple medications from multiple providers,” Rinehart said. “The addition of a pharmacist to the team decreases inadence of medication duplication and possible medication interactions. Having a nurse practitioner who specializes in mental and behavioral health, along with a mental health counselor, improves our ability to manage chronic physical disease when the individual’s mental health status is addressed and managed.”

A patient who doesn’t follow health-care providers’ recommendations sometimes may be termed “noncompliant,” but the intercollaborative treatment team learns to dig deeper to explore hidden barriers, then make needed adjustments. For instance, a diabetic patient may be prescribed a medication for low blood sugar, with a follow-up appointment scheduled in several months. At the follow-up appointment, providers might learn that the patient has not been taking the medication, resulting in wasted appointment time and expense without any benefit of treatment. However, if care team members ask why the patient didn’t take the prescribed medication, they may learn more. The cost is unaffordable. The side effects were too difficult. The patient didn’t understand how to take the medication or didn’t realize its benefits.

The intercollaborative care team asks the patient about his or her goals and challenges, then designs the treatment plan to fit the patient’s routine and lifestyle. A pharmacist can intervene to help that diabetic patient learn how specific medications work and how to avoid side effects. A social worker can review the patient’s medical coverage and help negotiate cost challenges. A dietician can discuss options for achieving a healthier lifestyle, such as activities to facilitate weight loss. If the patient prefers walking to other exercises, but lives in an unsafe, high-traffic area, a social worker can help examine available resources such as membership in a nearby YMCA. Such patient-centered communication takes time, but it provides recognized benefits: improved patient compliance, better patient care outcomes, and long-term healthcare cost savings.

A care team that develops broader rapport with patients can better help them follow treatment guidelines. Some patients relate better to a specific team member. For example, Total Health and Wellness patients more often reveal their use of illegal drugs to a dietician rather than to physicians, nurses or pharmacists. Such insights can help the entire team develop better individualized care.

With the team approach, “We have more eyes on the patient,” said Rinehart. “Each member of the team contributes to the many dimensions that constitute health, either through disease prevention or disease management.”

In its first two years of operation, Ohio State Total Health and Wellness has seen a marked improvement in patient health outcomes such as better-controlled blood pressure and blood sugars, which ultimately lead to lower mortality and morbidity rates. Students share their enthusiasm about their clinical experience, which has generated high interest in future student participation.

“Having the opportunity to work with the IPEP program as a student was a great experience,” said Jena Wilkinson, BSN, RN, CRNP, a staff nurse at Dodd Hall who recently completed a master’s degree program. “Working with an interdisciplinary team allows the primary provider to treat all aspects of the patient’s health. In my future work I will look for opportunities to collaborate with other specialists in order to enhance my knowledge and practice.”

Chelsea Koenigseker, a graduate student in the family nurse practitioner program, said, “Effective interprofessional collaboration is a hallmark of successful healthcare environments, with collaborative teamwork tending to the most efficient, quality patient care. My clinical experiences with team care are invaluable in that they solidify my understanding of the various health professions and roles, enhance my team skills, and prepare me for my future collaborating with others to best understand the whole patient and provide an above-average care experience.”

The current IPEP program is just a start on the road to expanded interprofessional education and practice. Nationally, there is a move to begin reimbursement for interdisciplinary practice in 2015. The College of Nursing is in the process of launching another intercollaborative practice clinic in Bellefontain, a rural area approximately 60 miles from Columbus.

Kathy Baird is a freelance writer based in Columbus.

2014/2015 IPEP seminars

December 17, 1-3 pm: Dr. Ryan Nash on ethics across disciplines

January 20, 4-6 pm: inter-active seminar on medical errors involving more than 800 students across 12 Ohio State colleges and schools

April 20, 12-2 pm: Dr. Deborah Steward on children with chronic conditions

Interprofessional education and practice: Getting results

HRSA grant supports healthcare for children

Ohio State’s health science colleges and Nationwide Children’s Hospital team up to benefit students working with children with multiple chronic conditions

By Jill Jess Phythyon

The Ohio State University

When your child needs a hospital, everyday matters.

new interprofessional educational training grant at the College of Nursing is designed to provide an in-depth perspective on the healthcare needs of children with multiple chronic conditions while teaching students to effectively work in a team to coordinate the numerous services needed by these patients and their families. Funded by a $112.5 million grant from the Health Resources and Services Administration (HRSA), an agency of the US Department of Health and Human Services, the college will work with other health science colleges at Ohio State and Nationwide Children’s Hospital to provide an interprofessional team approach to address chronic
The Ohio State University College of Nursing

The Ohio State University College of Nursing has been awarded a new interprofessional educational training grant. Associate Professor Deborah Steward, PhD, RN, is project director for the grant. Steward, director of the neonatal nurse practitioner specialty at the College of Nursing, sees this approach as an exciting opportunity for students to learn how to work in a healthcare team while truly making a difference in the lives of children with multiple chronic conditions and their families.

"In general, society thinks of children as being healthy and happy," Steward said. "We don’t think about those who have multiple chronic illnesses and the complex nature of their situation."

But, in fact, 15.1 percent of children in the United States have special healthcare needs, according to the 2009-2010 National Survey of Children with Special Health Care Needs. Of that group of children, 28 percent have at least two chronic conditions and 12.5 percent have three or more.

Whether children are born with these conditions or have had an accident or illness that leads to their multiple needs, their families must care for them and adapt their home lives to meet their situation.

"There are things we take for granted," Steward said. "For example, if we lose electricity, we're inconvenienced for awhile. But when you think about the stress families must care for them and adapt to the child's situation. That way, if they return and learning what they need to be coordinators of care teams. The project will give our students a solid foundation to become a part of an interprofessional collaborative team to improve outcomes in high risk populations."

In the application submitted to HRSA, Steward cited three reasons the College of Nursing was uniquely qualified to implement the interprofessional project:

- Ohio State’s status as the largest health science campus in the nation with seven health sciences colleges, including dentistry, medicine, nursing, pharmacy, optometry, public health and veterinary medicine.
- The vision of Melnyk in enhancing interprofessional education.
- The strong partnership with Nationwide Children’s Hospital.

The College of Nursing has spearheaded the Interprofessional Education & Practice (IPEP) Collaborative at Ohio State since 2012. Additionally, the College of Nursing’s Ohio State Total Health & Wellness clinic offers nurse practitioner-led interprofessional collaborative practice, integrating mental health and primary care services. (See “Health sciences students collaborate to deliver patient-centered care” on page 6.)

When working in rural settings, in particular, nurse practitioners (NPs) may need to be coordinators of care teams. The new project will help NP students become familiar with the strengths and challenges of working with an interprofessional team.

“Traditionally, education has taken place in silos,” Steward said. “Then students graduate and take jobs that require working in teams. We are building a stronger foundation for students to not only know how to be a member of the team but to recognize the strengths each area brings.”

Steward also believes the home health nature of the program will broaden students’ awareness of the challenges faced by families with children who have multiple chronic conditions.

“I think this will be an absolute eye-opener for them,” she said, “especially for the students who work in the hospital. Once you discharge patients and send them home, you don’t think of what it means for that family to have that child with multiple needs in the home environment.”

The students will be in regular contact with the clinic at Nationwide Children’s Hospital before they go into patients’ homes and will debrief when they return. Additionally, technology will allow students to be in contact in real time with the clinic team at Nationwide Children’s Hospital while in the patients’ homes. This will provide immediate answers to concerns for the child and family. “That way, if they run into a situation they need assistance with—even if it’s something as simple as a rash—they can Skype back to the clinic and say, ‘Look at this.’” Steward said.

She sees the program as being a win-win for students who benefit from the work as an interprofessional team and the children and their families. Steward is looking forward to debriefing with the students when they return and learning what they take away from the experience.

“There are a variety of emotions students may experience. A lot of parents want to tell their story, so I think students may be in the home for awhile,” she said. “I’m looking forward to hearing students’ reactions. I think it’ll be good.”

Jill Jess Phythyon is senior director of marketing and strategic communications for the College of Nursing.
What began with free on-campus health screenings on Valentine’s Day in 2012 has quickly developed into a full-fledged national campaign to combat cardiovascular disease across the country. Those screenings, led by The Ohio State University College of Nursing, spurred a university-wide partnership with Million Hearts,® a national initiative launched by the US Department of Health and Human Services (DHHS) in September 2011 to prevent one million heart attacks and strokes in the United States by 2017. Ohio State was the first university-wide institution to partner with Million Hearts in this historic effort. The university’s efforts are led by Bernadette Melnyk, PhD, RN, CPNP/PMHNP, FNAAP, FNAP, FAAN, associate vice president for health promotion, chief wellness officer.

Ohio State and the College of Nursing have provided major leadership roles in the expansion of Million Hearts nationwide.

By Meggie Biss

The Ohio State University is now 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: Caitlin Slevin, 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

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Ohio State’s Million Hearts® initiative extends national reach

Ohio State and the College of Nursing have provided major leadership roles in the expansion of Million Hearts nationwide.

By Meggie Biss

KySS online mental health fellowship: Child and adolescent

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Ohio State and the College of Nursing have provided major leadership roles in the expansion of Million Hearts nationwide.

By Meggie Biss
Million Hearts at Ohio State and beyond

One of Ohio State’s biggest contributions to the initiative has been the formation of the National Interprofessional Education and Practice Consortium to Advance Million Hearts (NIEPCAMH), a group that serves to educate nursing and other health sciences students, healthcare providers and community members about how to improve population health. Founded by Melnyk, the consortium works to reach people across the country with Million Hearts education, screening and referrals. Since its inception in 2012, participation in the NIEPCAMH has continued to grow, with more than 100 universities and organizations currently involved. “We designed the consortium with the intent of fostering collaboration among a variety of academic institutions, healthcare facilities and communities in our quest to promote Million Hearts screenings and cardiovascular health,” explained Melnyk. “By working together, we can improve the health of the American people and successfully save one million lives.”

To aid in that pursuit, Ohio State’s Colleges of Nursing, Medicine and Pharmacy developed two free, online teaching modules to educate healthcare professionals, health sciences students and community members about the mission of Million Hearts and how they can support the initiative. Users complete one of two modules—the Million Hearts Fellowship module is designed primarily for healthcare professionals and students, while the Million Hearts Community Ambassador module is geared toward community members. Upon successful completion of the modules, users are recognized as Million Hearts Fellows or Community Ambassadors and are equipped to conduct community screenings and refer at-risk individuals to the appropriate resources.

Organizers are pleased by the amount of interest the modules have generated. “Many institutions are using our educational modules as teaching tools, so we have many repeat users,” said Gawlik. “Several universities aim for all of their students to become Million Hearts Fellows prior to graduation.”

More than 3,300 participants have completed the educational modules and more than 25,000 people have received education and health screenings through efforts made by the NIEPCAMH.

But the online educational tools are just one of several ways the NIEPCAMH is making a positive impact on population health. In an effort to target health disparities and populations with reduced access to care, the College of Nursing, along with Ohio State’s Office of University Outreach and Engagement and Ross Heart Hospital, partnered with local churches in low-income areas of Columbus. Church leadership then identified nurses and other healthcare providers from within their congregations to become a Million Hearts Community Ambassador. Following a workshop taught by College of Nursing faculty, the Community Ambassadors are equipped to provide health care provider referral and resources for the people of the city or her congregation and community. More than 80 people attended the training and became certified Million Hearts Community Ambassadors for their churches.

National Interprofessional Education and Practice Consortium to Advance Million Hearts

“More than 3,300 participants have completed the educational modules and more than 25,000 people have received education and health screenings…”

Million Hearts screening, triage, counseling, health care provider referral and resources

Million Hearts going forward

As Million Hearts continues gaining momentum, the university is well positioned to continue making an impact and helping the initiative achieve its objectives. According to Gawlik, plans are in the works to develop stronger collaborations with other health science professions, such as medicine and pharmacy, in hopes of catalyzing the success of the program beyond initial expectations. “When we began our efforts, our original goal was to screen 100,000 people,” explained Gawlik. “With 25,000 people screened in the first year and a half alone, I believe this goal could easily be doubled. If we have each nursing student screen and educate 10 people about Million Hearts, more than three million people could be reached in just one year.”

Meggie Biss is a writer and editor for the College of Nursing.

Numerous other initiatives have been forged as well, expanding the reach of Million Hearts even further. Ohio State has provided screenings and education at community health fairs, free clinics, influenza clinics, student organization events and on-campus wellness events. The College of Nursing has also partnered with various university and community organizations, which has led to numerous Million Hearts outreach opportunities including the university’s interprofessional Wellness on Wheels (WOW) bus tours, Ask a Buckeye Nurse health forums at a local barbershop, and an annual presence at the Ohio State Fair.
The College of Nursing is not just in Columbus anymore. How the college’s global health initiatives are providing experience to students and faculty in the delivery of evidence-based healthcare worldwide.

By Meggie Biss

With more than 100 study abroad programs and Global Gateway offices in India, China and Brazil, The Ohio State University can truly call itself an international university.

The College of Nursing shares that same commitment to global outreach, as outlined by its mission: “We exist to revolutionize healthcare and promote the highest levels of wellness in diverse individuals and communities throughout the nation and globe . . .”

The college has been a strong proponent of the university’s vision of expanding its international reach, primarily through initiatives based on the student learning experience and promoting scholarship on major global issues, according to Professor of Clinical Nursing Elizabeth Barker, PhD, CNP, FAANP, FACHE, FNAP, FAAN. Barker also serves as director of the college’s Office of World Health Outreach.

By focusing on the formation of strong interprofessional and international relationships, the college is well positioned to make a significant impact on healthcare across the globe.
Honduras: Changing the healthcare landscape

One of the college’s longest standing and most robust global outreach efforts is its study abroad program in Choluteca, Honduras. The outreach has grown from an initial group of five nursing students and one faculty member into a multidisciplinary healthcare team. Now in its 15th year, the cultural immersion experience has evolved to include nurses, physicians, pharmacists and students from nursing, medicine and pharmacy—and even Spanish major students.

The program was spearheaded in 2000 by Angie Overholt, RN, BS, MS, FNP, an advanced practice nurse graduate of the College of Nursing, along with professor (now emeritus) Kathleen Stone, PhD, RN, FAAN. During her mission work in Honduras, Overholt was struck by the amount of devastation the country had endured from Hurricane Mitch in 1998. When she returned to the United States and became a student at the College of Nursing, she knew her work in Honduras wasn’t finished. Overholt soon met Stone and shared with her the desire to conduct a community health assessment in Honduras. With that, the idea for a study abroad program was hatched.

During spring break in March, students are given a nine-day, hands-on service learning experience, which Stone describes as “life-changing.”

“Young students will often return home from the trip and tell me, ‘Dr. Stone, my life has never been the same since I’ve been to Honduras.’”

Those who commit to the trip are required to attend several preparatory sessions during which they learn about Honduran culture, education, the healthcare system and common health issues among the population. Students even participate in a mock clinic before they leave and spend a “packing day” organizing the thousands of dollars’ worth of donated medications and supplies into dozens of suitcases.

But the real education begins when the group arrives in Choluteca, a desert-like environment in the southwestern part of the country. Under faculty supervision, students work in interprofessional teams in six rural villages and the local hospital to deliver care to 1,200-1,800 patients over the course of five days.

“They learn so much,” said Stone. “It’s like an entire semester’s worth of experience packed into five days. And they see medical conditions they would never see here in the United States.”

Nursing students are paired into collaborative teams. Graduate students perform the initial patient assessment, diagnostic testing and prescription, while undergraduates perform the treatments. These students work directly with faculty and students from the College of Pharmacy to provide medication to patients, as well as Spanish major students who function as interpreters.

Since the program’s inception, it has continued to evolve to support other facets of health and life in Honduras. In an effort to aid the large amount of Honduran people who suffer from asthma, biomedical engineering students are currently working to produce a low-cost nebulizer that doesn’t run on electricity. According to Stone, a prototype has been designed with plans to enter the production phase soon.

Ohio State’s College of Food, Agricultural, and Environmental Sciences also sends students to Honduras to help improve the condition of the soil and help locals successfully grow vegetable gardens in their back yards. Additionally, the College of Nursing is working with the Department of Spanish and Portuguese on a grant proposal to fund a new medical-Spanish language class for nurse practitioner students at the college, Stone said.

But the project with the potential to make the greatest impact is Stone and Overholt’s latest venture: starting a school of nursing in Honduras.

The need for the school is great, according to Stone. Honduras is about the size of Ohio with a population of approximately eight million people, 8,300 of which are nurses. Of that number, only 2,500 are nurses with a baccalaureate degree. The remaining 5,600 are nurses’ aides, many of whom have less than a year’s worth of nursing education. Some only have a sixth grade education.

Stone, Overholt and leadership from the College of Nursing are proposing the establishment of a vocational school of nursing in Choluteca where students would enter in the 10th grade and, upon completion of the three-year program, graduate as a licensed vocational nurse. Graduates would then be prepared to assume roles in hospitals and public health departments, or continue their education at the university level.

“This is a very exciting endeavor and represents a major milestone for our college,” said Dean Bernadette Melnyk, PhD, RN, FAAN, chief wellness officer and associate vice president for health promotion. “The College of Nursing has had a very special relationship with the people of Honduras for many years. Establishing a school that supports the nursing profession and the health of the Honduran people would be a significant achievement for our faculty and students who have contributed to our efforts in the country.

“We are never going to make a significant difference in healthcare in this area unless we change the education of nurses in Honduras,” explained Stone.

China: Strengthening evidence-based practice

Another initiative that aims to make a global impact is the college’s Center for Transdisciplinary Evidence-based Practice (CTEP). Having already educated a multitude of health professionals from across the United States and several other countries,
College gains global visibility at International Nursing Research Congress in Hong Kong

The College of Nursing has a strong presence during July’s International Nursing Research Congress in Hong Kong. Hosted by the Sigma Theta Tau Honor Society of Nursing, the event attracted more than 1,000 nurse researchers, students, clinicians and leaders. Numerous faculty members from the college were invited to present at this year’s congress, during which attendees learn about topics regarding research in nursing and evidence-based practice, network and engage with nursing professionals from around the world and collaborate on improving global health.

Adding to the college’s visibility was the induction of Usha Menon, PhD, RN, FAAN, into STTI’s International Nurse Researcher Hall of Fame. Inductees were honored at the congress during which they discussed their individual research journeys in front of their peers. Since 2010, STTI has been inducing nurse researchers who have achieved significant and sustained broad national and/or international recognition for their work, and whose research has impacted the profession and the people it serves.

Nicaragua: Learning a new culture

Students also gain a global perspective through the college’s Nursing in Nicaragua program. This two-week immersion experience in the city of Managua is open to sophomores, juniors, seniors and graduate level students and focuses on the health, healthcare systems and human rights of the people in Nicaragua.

“While Nicaragua has free healthcare, there are still issues with availability of medication, technology and services,” explained program instructor Maryanne Tranter, MS, CPNP. Women’s rights, domestic violence, and fair legal representation are also prevalent issues facing the country.

The study abroad program affords nursing students the opportunity to gain a deeper understanding of international healthcare and learn about the health needs of people outside of the US, says Tranter. The experience also improves their ability to communicate with patients from a different culture.

“Understanding the diversity in our world will allow our students to be equipped to promote health across culturally diverse individuals, groups and communities, which works toward our college’s international goals,” said Tranter.

While abroad, students travel to various urban and rural locations to hear lectures, visit hospitals, clinics and health posts, and speak with healthcare providers. Students are also given the opportunity to present posters they create on prevalent health topics and issues in Nicaragua such as diabetes, CPR, HIV/AIDS and prenatal care. Additionally participants chronicle their experiences abroad on the program’s blog, which helps students reflect on the lessons they’ve learned during the trip.

The most recent trip included 13 students and the program will embark on its ninth trip to Nicaragua this May. Instructors will be adding a hands-on clinical experience for the students. Tranter hopes the program develops deep-rooted connections in Nicaragua which will allow for an increased sharing of ideas and knowledge.

“I hope this experience expands our students’ global awareness and opens doors for them to continue to travel, learn about our world and provide more culturally aware nursing care,” she said.

The future: Where we go from here

The College of Nursing’s international visibility has grown tremendously over the last several years. Previously, the college’s global outreach consisted of a once-a-year excursion, but has since evolved to include interdisciplinary, cultural immersion experiences as well as increased access to EBP education and resources, says Barker. As leadership looks ahead, even more opportunities exist to help strengthen the College of Nursing’s international visibility and global health outreach efforts.

“In the future I would like to see a more formal global health center developed at the college, much like the other centers we have, where we would be well known as being preeminent in evidence-based nursing practice and establishing advanced practice nursing in countries where it does not currently exist,” said Barker. “Our current project to establish a vocational nursing program in Honduras is an example of implementing a strategic plan to increase capacity to develop and support advanced practice nursing in an area where it does not exist at this time. Leaders in Honduras are seeking to use it as a positive development.”

College leadership will continue to develop additional programs to internationalize the learning experience for students and help build healthcare communities across the globe.

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

20 The Ohio State University College of Nursing

Transformations in Nursing & Health Autumn 2014 21

Ethiopia: Research on cancer treatment

The College of Nursing continues to teach beyond borders through its commitment to the Ohio State/Ethiopia One Health Partnership. The One Health concept recognizes that the health of humans is connected to the health of animals and the environment, according to the Centers for Disease Control and Prevention. Ohio State’s health science community has been collaborating with the African nation since 2012 through outreach, teaching and research.

While much of the medical research in the developing world has in the past focused on infectious diseases, chronic conditions such as cancer have become a growing public health concern, says Usha Menon, PhD, RN, FAAN, director of the college’s PhD & MS in Nursing Science Programs and director of Community Engagement, Center for Clinical and Translational Science. “The increasing incidence of breast and cervical cancer in Ethiopia is quite troubling,” she said.

Approximately 33 percent of all cancer cases in Ethiopia are cervical cancer. With late-stage diagnosis, treatment delays and low cancer awareness, many cervical cancer patients die before receiving treatment, she said. With this in mind, Menon’s team has proposed a cervical cancer “screen-and-treat” (S&T) project as a viable option for the Ethiopian community. The most common S&T procedure consists of Visual Inspection with Acetic Acid (VIA) followed by cryotherapy, or freezing of abnormal tissue.

“This technique has been used in places like India for the past 15 years and they’re seeing a decrease in the incidence of cervical cancer,” explained Menon.

The program has great potential to decrease cervical cancer incidences and set the stage for community awareness programs. The College of Nursing is currently collaborating on an S&T program in Gondar, Ethiopia, by training local nurses to perform the procedure. Pilot tests have been completed and the college recently prepared two nurses from the University of Gondar to screen and treat for cervical cancer. Data collection, analysis and additional tests will continue through 2014.

College of Nursing faculty at Sigma Theta Tau’s International Research Congress in Hong Kong, left to right: Jennifer Kue, Lynn Gallagher-Ford, Laura Szalacha, DNP student Cathleen Opperman, Usha Menon, Bernadette Meunky and Jackie Hoving.

Members of Ohio State’s contingent at Ethiopia’s University of Gondar

CTEP partnered with the Shanghai Jiao Tong University School of Public Health & Nursing in the summer of 2013 to develop the immersion program. The program is in the development phase, and Gallagher-Ford assures that all partners remain excited and onboard with the project. Once the program launches, faculty from Shanghai will travel to Ohio State for CTEP training, then College of Nursing faculty will travel to Shanghai to help implement the new teaching methods.

Officials are hopeful that CTEP Shanghai will officially launch in 2015 and that it will serve as a model for other international CTEP programs in the future.

“Change can be hard, but we want people to embrace this practice in their organizations and get academic centers to implement it in the teaching,” said Gallagher-Ford. “That’s our mission. That’s my passion.”

College of Nursing students on a recent study abroad trip to Nicaragua pose alongside the head nurse of the Villa Venezuela Health Care Center (center, in white). Maryanne Tranter, MS, CPNP, far right in black, led the trip.
National recognition continues

College of Nursing named NLN Center of Excellence

Elite designation elevates college for demonstrating excellence

By Kathy Baird

The excellent educational programs developed by The Ohio State University College of Nursing have drawn a new level of national recognition. The National League for Nursing (NLN) has designated the college as an NLN Center of Excellence. The college was among six nursing schools presented with this honor in 2014 at a September banquet during the NLN’s National Educational Summit in Phoenix. A total of 31 nursing schools and four health-care organizations in the US now hold this elite designation, which must be renewed after four years.

“These deserving nursing education programs model excellence in the science of nursing education and providing environments that enhance student learning and professional development,” said NLN president Marcia Howell Adams, PhD, RN, CNE, ANE, newly appointed dean of the College of Nursing at the University of Alabama in Huntsville. “Their visionary leadership sets the standard for nursing education to build a strong and diverse nursing workforce to advance the health of the nation and the global community, guided by the League’s four core values: caring, integrity, diversity and excellence.”

A culture of high aspirations in both the college and the university laid the groundwork for the NLN recognition. The Ohio State University strives to be a top 10 national research institution by 2020. With the arrival of a new dean and a university-wide conversion to semesters within the past few years, Ohio State’s College of Nursing instituted a culture of “achieving the impossible”—setting new performance goals to semesters within the past few years, Ohio State’s College of Nursing laid the groundwork for the NLN recognition. The Ohio State College of Nursing instituted a culture of “achieving the impossible”—setting new performance goals to semesters within the past few years, Ohio State’s College of Nursing laid the groundwork for the NLN recognition. The college explains, “We believe we have developed strong educational programs that produce well-prepared graduates to meet the needs of the nation and the global community, guided by the League’s four core values: caring, integrity, diversity and excellence.”

The college was recognized for creating environments that enhance student learning and professional development, one of three possible nomination categories. Other categories include sustained excellence in faculty development, and nursing education research.

“Our core goals include supporting faculty, staff and students to achieve their highest career aspirations by sustaining a positive and extraordinary culture of wellness and excellence to the point where everyone wants to come here to work, conduct research, practice and to learn,” said Bernadette Melnyk, PhD, RN, CPNP/PNP, FAAN, associate vice president for health promotion, university chief wellness officer and dean of the College of Nursing. “We are honored that NLN recognizes these efforts and has selected the College of Nursing as a Center of Excellence.”

NLN Center of Excellence nominations are made by competitive application and reviewed by a panel of leaders in nursing education. Those chosen must demonstrate concrete and measurable success and a commitment to continuous quality improvement. Based on six criteria, we had to demonstrate excellence in all of the programs we offer, so this achievement really is a testimony to the quality of our programs,” said Deborah Steward, PhD, RN, associate professor of nursing at Ohio State, who led the application process for the college.

The NLN recognized the excellence of College of Nursing’s efforts in providing its students with clinical experiences, such as this health screening.

A summary of strengths

The College of Nursing application recognized by NLN outlined key college programs and educational innovations. Grounded in a 100-year tradition, today the college has 1,735 students enrolled in programs including the Bachelor of Science in Nursing (BSN), Master of Science (MS), Doctor of Nursing Practice (DNP), and Doctor of Philosophy (PhD). Students receive classroom and laboratory instruction and supervised clinical instruction in a variety of hospital and community settings.

The College of Nursing application outlined key college programs and educational innovations. Grounded in a 100-year tradition, today the college has 1,735 students enrolled in programs including the Bachelor of Science in Nursing (BSN), Master of Science (MS), Doctor of Nursing Practice (DNP), and Doctor of Philosophy (PhD). Students receive classroom and laboratory instruction and supervised clinical instruction in a variety of hospital and community settings. The program includes a newly instituted BSN to DNP option to help existing nurses who hold a BSN degree achieve the DNP degree, the impending credential for advanced practice nurses. A new DNP Nurse Executive option was introduced this fall to prepare nurse administrators to fill this growing need. The College of Nursing in Nursing program prepares scientifically-based nurse-scientist scholars who will contribute to research.

Clinical experiences, guided by seasoned preceptors, provide valuable hands-on experience for both undergraduate and graduate students. A senior capstone clinical experience gives students the chance to work alongside an experienced nurse to care for patients, an experience which senior nursing students report makes them “feel like a nurse.” Master’s students have the opportunity to work in a wide range of clinical settings. For instance, the Family Nurse Practitioner track includes a weekly discussion to reflect on clinical situations with support from evidence-based literature, to help students develop their professional role. “Mock rounds” with a neonatologist help Neonatal Nurse Practitioner students develop skills to succinctly present relevant patient information and recommendations that support their patient management plan.

DNP students benefit from clinical immersion to develop a high level of practice experience in their focus area and also manage a specific project. One clinical immersion at a hospital focused on the high readmission rate for adolescents with sickle cell disease and discovered a gap in discharge education for the young patients, particularly in the area of pain management. PhD students also spend two semesters in research residencies where they contribute to specific research projects. They have the opportunity to submit their own National Research Service Award (NRSA) grant application to the National Institutes of Health for funding, and many achieve success.

Other opportunities allow them to interact with transdisciplinary researchers across the university and at Nationwide Children’s Hospital.

For nursing students at all levels who...
are interested in research, two transdisciplinary research centers housed in the college—the Center for Women, Children & Youth and the Center of Excellence in Critical and Complex Care—provide exposure to many facets of nursing research and provide experience in interdisciplinary research with professionals in other health disciplines.

Innovative teaching strategies involve computer-based advances as well as classroom and clinical approaches. For example, the 7,000-square-foot Technology Learning Complex is an experiential learning environment where students build confidence and strong decision-making skills as they work with high-tech mannequins and computer-controlled simulated patients, which present various diagnostic scenarios.

Students gain interprofessional experience through a variety of clinical, simulation and seminar opportunities offered through the Interprofessional Education & Practice Collaborative (IPEP), which involves 18 colleges, schools and programs across the university, including all seven health sciences colleges at Ohio State.

Students are grounded in the fundamentals of evidence-based practice. The Center for Transdisciplinary Evidence-Based Practice (CTEBP) provides in-depth training on the use of published research to support decision-making on patient care protocols.

Strong partnerships with The Ohio State University Wexner Medical Center and Nationwide Children’s Hospital provide a range of learning opportunities, which are expanded by a variety of community partnerships such as involvement in Columbus City Schools’ sports physicals and Head Start physical exams.

Through Ohio State’s partnership with the Million Hearts’ initiative—a national effort to prevent one million heart attacks and strokes by 2017—students actively engage in biometric screenings and patient education.

Other course components emphasize clinical and outreach experience interacting with vulnerable populations throughout Ohio to better understand the challenges that contribute to health disparities. Clinical experience at Ohio State Total Health & Wellness, a nurse practitioner-led intercollegiate practice operated by the college at University Hospital East, provides the opportunity to care for underserved patients.

Outreach and engagement with international partners such as University of Gondar in Ethiopia and Augsburg College in Minnesota give students short-term study-abroad opportunities to familiarize them with intercultural healthcare.

Facultly work to instill values of professional involvement and a commitment to lifelong learning and creativity. Students are grounded in the importance of active involvement in professional organizations and have the opportunity to participate in 13 student-led organizations that include social and educational programming and opportunities for outreach and engagement.

The College of Nursing community is also supportive. An undergraduate mentoring program links students in each year of studies in “family” groups to build a sense of community. A similar program for accelerated Graduate Entry program students pairs first-year and second-year students for shared support. A Nursing Learning Community offers the chance for pre-nursing and BSN students to live with other students in their field in a living-learning environment with programming and events tailored to their educational interests.

The ultimate goal of nursing education

Compiling the college’s strengths on paper for the NLN application is one experience, but seeing that education in action lends quite another viewpoint. Deborah Stew- ard recently gained new perspective on the college’s quality of education through personal experience. “When you stand up in the classroom and talk about nursing and being great nurses, you never know if your students’ going to make an impact,” she said. “Then my husband was in the hospital. To be the wife and not the instructor and to watch former students and current students provide care and give great care, we were totally amazed. There’s that sense, ‘Have I made a difference?’ As I sat in my husband’s hospital room and witnessed current and former students caring for him, I was struck by the thought my teaching had come full circle. At the end of the day that’s what it’s about—how we take care of our patients.”

Kathy Baird is a freelance writer based in Columbus.
Update on Building Healthy Academic Communities

New national organization successfully launches with 15 founding universities

By Megan Amaya and Laurel Van Dromme

The evidence is irrefutable: There has never been a more critical time to enhance the health and wellness of the American people. Obesity will soon surpass tobacco as the number one cause of preventable death and disease in the United States. This is the first time in decades that our children are predicted to have a shorter lifespan than prior generations. Although cardiovascular disease is technically still the number one killer of Americans, behaviors are truly the leading cause of death if all causes of mortality are considered, including overeating, smoking, alcohol and drug use, lack of physical activity, and suicidal gestures. Preventable chronic conditions, which account for more than 70 percent of deaths nationwide and 75 percent of healthcare costs, are escalating with one out of two Americans now affected and one out of four having multiple chronic conditions. The number of mental health disorders among Americans also is climbing at a precipitous rate with approximately one out of four children, teens and adults affected, yet less than 25 percent receive evidence-based treatment.

The inaugural national summit

In April 2013, The Ohio State University hosted the first Building Healthy Academic Communities (BHAC) National Summit, bringing together more than 300 participants from more than 90 institutions of higher learning and professional organizations across the nation committed to improving health and wellness outcomes in their academic communities. The summit convened leaders and nationally recognized authorities in health and wellness to highlight and share best practices in promoting and sustaining wellness, with special tracks focused on faculty and staff wellness, student wellness, academic medical centers and wellness innovation.

In addition to providing the latest evidence on best practices to support health and wellness in academic institutions, the summit was planned to break the status quo, as far as conferences are concerned. For example, the summit was designed to enhance the wellness of attendees. Activities provided throughout the summit included a 9 Pillars of Wellness Walk, a healthy cooking demonstration, mindfulness and meditation sessions, a self-led massage session and a Zumba class. Evaluations following the summit highlighted attendees’ appreciation for holding wellness activities during the two-day gathering. Attendees were encouraged to wear exercise gear to enhance movement throughout the conference day.

Immediately following the conference, approximately 120 summit participants met to launch the National Consortium for Building Healthy Academic Communities. Lively discussion and workgroups engaged participants and built consensus. The goals of the consortium include sharing best practices to enhance the health and wellness of academic communities, setting national standards for academic health and wellness, collecting and evaluating data and outcome metrics from the BHAC national database, promoting transdisciplinary wellness collaborations, education and initiatives across academic institution, and institutional benchmarking.

During its first year of existence, the consortium added 15 founding member institutions (see box on following page) and eight member institutions, which include large and small institutions, as well as public and private. Currently, the consortium is on an aggressive path towards establishing a board of directors, an advisory board, a strategic plan and several committees, all while planning the second national summit will emphasize evidence-based wellness and best practices, creating cultures and environments of wellness, marketing and communication branding for health and wellness, and mental and emotional well-being for faculty, staff and students.

From national to regional: BHAC in the State of Ohio

As the birthplace of the Building Healthy Academic Communities...
Nurse collaborators can deliver a family-centered health system

A nurse collaborator’s role is not only providing direct patient care but also advocating for patient-centered care and patient safety. They are trained to not only deliver high-quality care but also to advocate for policies that support the delivery of this care. By working collaboratively with other healthcare professionals, nurses can ensure that patients receive the best possible care. They can also help to create a culture of safety and advocate for changes that improve patient outcomes. Nurses can also play a critical role in research, contributing to the development of evidence-based practices and policies that improve patient care. In conclusion, nurse collaborators play a vital role in delivering family-centered health care and improving patient outcomes.
Do we really need to hear our nursing students’ stories?—Jill Jess Phythyon

- "We really need to hone our listening skills, hear what people want and help translate that into national and state public policy."

- "Do we share our ideas broadly, in social media, and beyond our silos? Nurses have great experience and good ideas. Nursing faculty publish in the journals of their chosen field. The academic system needs all of you to be visible to your colleagues and students. I will wager the public and the opinion-makers and influencers are also in desperate need of your ideas and suggestions for how things should flow to create patient- and family-centered care."

- "The silos between professions need to be broken down. Creative partnerships with other fields such as engineering, business, architecture and urban planning need to be forged. Re-tooling a massive health system to make sure we meet the goals put forth in the mission of AHRQ will take all hands on deck. The American Nurses Association just released a video with steps on how to reach your members. Make appointments placed on their member's Facebook pages and websites at the rate of 74 percent. You can do more. We can do less at times. The good news is Amy sees policy changing."

- "At universities today, the average student attending at 18 years of age will not graduate within 10 years. They will be gone. If we want to be advocates for better learning outcomes, we must translate that into national and state policy on palliative care relief."

- "I salute The Ohio State University College of Nursing members’ staff read the columns and share your best practices, then critical influencers. If you don’t put forth in the mission of AHRQ and PCORI will take all hands on deck. There’s teaching, research and service. I can advance all three—not just with Twitter, but it certainly augments what I can accomplish."
Social media: How to avoid disclosing confidential patient information

With awareness and caution, nurses can avoid inadvertently disclosing confidential or private information about patients. The following guidelines are intended to minimize the risks of using social media:

- Nurses must recognize that they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times.
- Nurses are strictly prohibited from transmitting by way of any electronic media any patient-related image. In addition, nurses are restricted from transmitting any information that may be reasonably anticipated to violate patient rights to confidentiality or privacy, or otherwise degrade or embarrass the patient.
- Nurses must not share, post or otherwise disseminate any information or images about a patient or information obtained in the nurse/patient relationship with anyone unless there is a patient-care-related need to disclose the information or other legal obligations to do so.
- Nurses must not identify patients by name, or post or publish information that may lead to the identification of a patient. Limiting access to posting through privacy settings is not sufficient to ensure privacy.
- Nurses must not refer to patients in a disparaging manner, even if the patient is not identified.
- Nurses must not take photos or videos of patients on personal devices, including cell phones. Nurses should follow employer policies for taking photographs or videos of patients for treatment or other legitimate purposes using employer-provided devices.

From “A Nurse’s Guide to the Use of Social Media,” by the National Council of State Boards of Nursing. Reprinted with permission.

FEATURES

Peer advisors help nursing students find their way

Students guiding students to success in college’s three-year old program

The College of Nursing embraces an advising model that supports students through their academic journeys, allowing them to grow and develop academically, personally and professionally. The college’s academic advising mission is “to provide a high level of customer service through individuals’ appointments, educational programming and by resource referrals. As a result, students become self-directed learners and active participants in lifelong learning.” This mission guides the daily practice of the academic advising staff as well as provides the foundation for the development of a peer advisor program.

The National Academic Advising Association (NACADA: The Global Community for Academic Advising) recognizes that peer leaders or advisors play a vital role in the student experience. In 2011, the College of Nursing began to design and implement a peer advi-
The benefit of working with a peer advisor was that I felt comfortable asking questions and felt I was getting empathetic responses. I learned what my class schedule would like for the next four years and what the application process required.

Kalley Allenstein, first-year nursing student

The Ohio State University College of Nursing
Transformations in Nursing & Health

The peer advisor observing several styles, and concludes with the which display varying advising which.

The final steps in the training is to provide students with and asked how they plan to reeducate ourselves about what career pathways and all that the college offers. This position requires us to continually reeducate ourselves about what is going on in our college and in the general world of nursing.

The selection of these students is rigorous and intentional. The program has begun, you could ask any of the peer advisors and they work to develop and implement new and innovative resources for students. Recently, these resources have included an interactive blog and updated policy forms that simplified the advising process. Finally, senior peer advisors, who have completed one year in the role, are able to participate during the Nursing 1100: Diversity Survey Course as teaching assistants. This provides the upper-level student with teaching experience and allows freshmen students to have a peer in the classroom as a successful role model. The program has become a mutually beneficial arrangement for current students.

Centennial Professor of Nursing

The Centennial Professor of Nursing was established in August 2014 as a designated professorship designed to promote and enhance both nursing and transdisciplinary research activities at the college—preferably aligned with either the Center for Women, Children & Youth or the Center of Excellence in Critical and Complex Care. Funding for this designated professorship is made possible by donations made to The Ohio State Fund for the College of Nursing. This fund supports priorities established by the dean of the College of Nursing. As part of the Centennial Professor of Nursing, Menon will conduct funded research as a principal investigator and as part of a transdisciplinary team, and will mentor faculty researchers as well as pre- and post-doctoral fellows.

Usha Menon, PhD, RN, FAAN, has been appointed as Centennial Professor of Nursing and Sonia Duffy, PhD, RN, FAAN, has been named Mildred E. Newton Professor.

Centennial Professor of Nursing

The Centennial Professor of Nursing

Usha Menon, PhD, RN, FAAN

Usha Menon's research focuses on the development and testing of tailored interventions to increase cancer screening behavior. A major emphasis of this research has been increasing early detection among aging and vulnerable minority populations and the reduction of health disparities in prostate cancer treatment using rigorous theory-based models of inquiry. Her work has been consistently funded by the National Institutes of Health and national foundations such as the Susan G. Komen Foundation. Her current research includes a two-phase study to test the effectiveness of an intervention using “community-to-community navigators” among underserved populations.

In addition to the Centennial professorship, Menon serves as director of the college’s PhD and MS in Nursing Science programs, as well as director of Community Engagement for the Center for Clinical Translational Science.

Menon teaches across nursing curricula, including graduate elective courses in conducting interventions with...
Andrew Gadek

Andrew Gadek, a graduate student working towards a master of science in nursing with a psychiatric nurse practitioner specialty, plans to graduate in May 2015. Gadek hails from Dublin, Ohio and received a BA in English in 1998, also from Ohio State. He is the recipient of the Advanced Studies in Gerontology Nursing Scholarship which was established in 2011 with gifts from the Columbus Alzheimer’s Treatment and Research Institute. Funds are used to support scholarships for fully-qualified students enrolled in the College of Nursing who demonstrate academic merit, financial need and an interest in working in the area of gerontology with aging and/or adult populations.

Gadek serves as the vice-president of the college’s Psychiatric Nursing Student Association. He also volunteers at Ohio State’s Student Wellness Center, testing students for a variety of communicable diseases, collaborating with the student regarding risk reduction strategies and linking the student to appropriate resources.

Upon graduation, Gadek hopes to work in an acute crisis setting so as he believes that he will have the ability to help people in dire need of treatment. “We are so very appreciative of the generous donations provided to the college by our wonderful donors, alumni, faculty, staff, students and friends as these gifts are transformational in assisting us to leapfrog our college forward to positively impact education, health and healthcare for so many people, and our terrific students.”

—Dean Bernadette Melnyk

FlAonn Easton is a 1962 graduate of the College of Nursing and both she and her husband, John, serve as volunteers on the college’s But For Ohio State campaign within the College of Nursing.

Ultimately, the payout of this endowed scholarship will provide me with the time to help junior faculty pursue their passions and allow students an expert in pediatric nursing.

“Through annual support of scholarships, fellowships, professorships and more, we can ensure that nursing students will be prepared for a profession that values education and research, evidence-based practice and healthcare innovation.”

FlAonn Easton

Andrew Gadek

What is an interesting fact about you that most people would find surprising or unexpected?

Andrew Gadek

I started my undergraduate career at OSU as a music major, having been awarded a full scholarship for the alto saxophone. During my freshman year, I learned to play the mellophone so that I could audition for and earn a spot in the OSU Marching Band. Playing in the marching band remains one of my proudest memories.

What is your advice to students interested in studying nursing at Ohio State?

Reach out to nurses in your community to gain their perspective on their nursing career and consider shadowing nurses who work in a variety of clinical settings. Most importantly, don’t give up on your dream to become a nurse! It’s a long process but the rewards of helping patients are profoundly significant.

For more information on funding scholarships to support students like Andrew, please contact Pam Lowe, director of development, at lowe.360@osu.edu or (614) 688-1086.

Andrew Gadek

I am grateful to OSU for the But For Ohio State band, John, serve as volunteers and provide financial support to our college in ways that most people would find surprising or unexpected.

What is an interesting fact about you that most people would find surprising or unexpected?
The Ohio State University College of Nursing Alumni Society accepts new membership model

All College of Nursing graduates will automatically become Alumni Society members

This past July, members of the Nursing Alumni Society voted to accept a new membership model that now mirrors the structure of The Ohio State University Alumni Association, Inc. (OSUAA). To learn more about OSUAA’s new membership model that was accepted in July 2012, visit www.osu.edu/alumni.

The Nursing Alumni Society and OSUAA have turned their focus away from selling memberships to engaging all alumni. The specific changes to the Nursing Alumni Society are as follows:

• If you receive a degree from the College of Nursing, you will automatically be a Basic Member of both the OSUAA and Nursing Alumni Society.
• Graduates of the College of Nursing who make a $25 gift or more to the College of Nursing will be Sustaining Members of the Nursing Alumni Society.
• Graduates of the College of Nursing who make a $75 gift or more with at least $25 into a College of Nursing fund will be Sustaining Members of both the OSUAA and Nursing Alumni Society.
• Graduates of the College of Nursing who make a gift of $75 or more to any Ohio State fund other than a College of Nursing fund will be Sustaining Members of the OSUAA.

Lifetime membership
The opportunity to purchase life memberships to both the OSUAA and Nursing Alumni Society was discontinued; however, Life Members who joined before the membership model changes will retain their full benefits.

Center for Transdisciplinary Evidence-Based Practice

For building and sustaining evidence-based practice...

We are your solution

For information, contact Lynn Ellingsworth, program manager, at (614) 688-1175 or ellingsworth.1@osu.edu

The Center for Transdisciplinary Evidence-Based Practice (CTEP) is an innovative enterprise committed to partnering with individuals and organizations to promote and sustain evidence-based practice in clinical and academic settings. Recognizing that EBP is transdisciplinary, this center focuses on engaging and teaching EBP professionals across a full range of disciplines.

Upcoming 2015 CTEP clinical immersions: March 9-13, May 18-20, October 26-30, all in Columbus
Making EBP a reality in your healthcare organization
A transformational journey to improve healthcare quality and patient outcomes

Upcoming 2015 CTEP academic immersions: May 11-13, December 5-7, both in Columbus
Making EBP a reality in your academic institution
A transformational journey to embed EBP into academic curricula to improve healthcare and patient outcomes

Upcoming 2015 CTEP clinical faculty bootcamps: May 14-15, December 8-9, both in Columbus
Making EBP a reality in clinical setting with students
A transformational journey exploring opportunities to embed EBP into undergraduate student clinical experiences

A CTEP online modular program
Evidence-based practice: The online, self-paced experience
This program is available for individuals who are interested in enhancing their EBP knowledge, skills and attitudes, as well as organizations that are interested in building, enhancing and sustaining a culture of evidence-based practice.
The Nursing Alumni Society invites your participation

“I joined the Alumni Society, because I wanted to become more involved in alumni activities as well as the college. I think it is a great way to network and hear about what other alumni are doing. My participation in the alumni Society allows me to work with fellow nursing alumni, share stories and experiences—all while also helping current and future students through scholarship opportunities and career advice. I find it not only very rewarding, but also a lot of fun. Plus, as a huge Buckeye Fan, I look forward to attending events with a guaranteed ‘O’ to every ‘OH’ I hear!”

Aaron Begue, BSN 2001, MS 2005, current DNP student

“I am very excited to become more active with the College of Nursing’s alumni board! I’ve spent six years at the college where I received both my bachelor of science and master of science in nursing (one might say I truly bleed scarlet and gray). As an undergraduate, I spent much of my free time as a member of the Student-Alumni Council presenting current students with alumni. It was this involvement that revealed to me how important it is to keep students and alumni connected. The College of Nursing has recently undergone many exciting transitions. We have a great dean who is passionate about enhancing the student experience, a new Alumni Society membership model, and last spring we had a centennial celebration gala! During my time on the board, I want to focus integrating alumni into the student experience at the college. I feel that this will not only empower students and make their experience at Ohio State more positive, it will also build a stronger future for our society even as they graduate and become alumni.”

Stephanie Stelmaschuk, BSN 2010, MS 2014

If you are interested in getting involved with the Nursing Alumni Society, please email nursingalumni@osu.edu.

Basic Member: All College of Nursing alumni who have not donated $25 or more to the College of Nursing

Sustaining Member: College of Nursing alumni who renew their commitment to the College each year by making a tax-deductible gift of $25 or more to any Nursing fund of their choice

Lifetime Member: College of Nursing alumni who joined the Nursing Alumni Society through the lifetime membership program before it was discontinued in July 2014

Why change the membership model?

With this new membership model, the Nursing Alumni Society will be able to provide membership to all graduates of the College of Nursing. Everyone who has graduated from the College of Nursing, which currently includes more than 12,000 individuals, will automatically become a basic member of the Nursing Alumni Society. Society membership in 2013-14 was less than 10 percent. By having a larger alumni pool to draw upon, we hope to engage the time and talents of more members in supporting our society, the College of Nursing, and its student body.

Based on feedback from our younger alumni, we tend to lose the camaraderie of many new graduates as they leave the college and enter the workforce until they believe they have the funds to join and support the society. This new model provides the society the opportunity to provide all graduates with college updates and invitations to alumni functions, and will keep everyone connected to the Nursing Alumni Society and to the college.

Another benefit of this new membership model is that by making a $25 or more tax-deductible donation to any of the College of Nursing funds, nursing alumni will become sustaining members of the Nursing Alumni Society. This donation can be applied towards the $75 sustaining membership to the OSUAA. In addition to this, taxes on the net do not apply to the College of Nursing, to a fund of your choice. The Nursing Alumni Society Board of Governors will continue to work closely with the college and Dean Melnyk to fund our various fundraising campaigns through donations捐款ing to this same model in 2012, the OSUAA experienced an increase in alumni donations and the college of Nursing hopes to see a similar increase as well.

This year will provide some interesting changes, new challenges and some great opportunities for the Nursing Alumni Society. If you have any questions about the new membership model or would like to get more involved, please contact Megan Demson at demson.22@osu.edu or 614-292-2658.

**

Alumni Society hosts Centennial Wine Tasting

This past August, the Nursing Alumni Society hosted a virtual wine-testing fundraiser event that benefited the College of Nursing Scholarship Fund. During the evening, alumni, donors and guests honored members of the alumni scholarship committee for advancing their goal of raising $1 million for student scholarships. The event featured Mediterranean food and wine and music from David Tolley. More than $10,000 was raised for the scholarship fund through ticket sales, the silent auction and a new 50/50 raffle. Although the group met their goal of raising $1 million, the alumni society will continue to advocate for scholarship support.

Getting alumni and college leadership together

College of Nursing leadership has hit the road to strengthen alumni engagement. Over the summer, Dean Bernadette Melnyk, Vice Dean Margaret Graham and staff traveled to Tipp City, Ohio to meet with local alumni and provide updates on the college and share recent accomplishments and information on wellness initiatives. Guests in attendance had the opportunity to meet other Buckeye Nurses and ask questions to college leadership.

The college also hosted a traditional afternoon tea for alumni in the Columbus area. During the event, alumni heard from faculty leaders Usha Menon, PhD, RN, FAAN, Michele Balas, PhD, RN APRN-BC, CCRN and Michelle Fennessy, PhD, APRN, BC. The faculty shared updates on the college as well as information and takeaways from their research priorities. If you are unable to visit Columbus and see Newton Hall as often as you’d like, please keep your eye out for an announcement regarding where the college leadership will be visiting next.

Outstanding Alumni Society

For the second year in a row, the College of Nursing Alumni Society has been recognized by The Ohio State University Alumni Association, Inc. as an Outstanding Alumni Society Out of 50 active alumni societies, the Nursing Alumni Society was one of 14 to receive this high honor. In order to receive this recognition, the organization had to meet several criteria that focus on alumni and student engagement and communications and marketing. Examples of the criteria include hosting a community service project, raising funds for scholarships, having a presence on social media websites and more. Congratulations, again, to the Nursing Alumni Society Board of Governors for their endless energy and dedication to alumni and nursing students!

Save the date!

The College of Nursing will be teaming up with other Ohio State health science colleges and The Ohio State University Alumni Association, Inc. to host a collaborative young alumni happy hour before OSU Day at the Blue Jackets on Tuesday, November 18. If you are an alum- nus age 40 or younger and interested in attending this event at the Big Blue Dueling Piano Bar, keep an eye on your email for an electronic invitation!

Save the date for the annual Alumni Society Hockey Night on Saturday, March 7, 2015! The men’s ice hockey team will take on the Minnesota Gophers starting at 6 pm in the Jerome Schottenstein Center’s Value City Arena. Look for more details about the family-friendly tailgate closer to the event date. We hope to see you there!

Megan Demson is alumni and donor relations coordinator for the College of Nursing.

Members of the Nursing Alumni Society scholarship committee at the organization’s wine-tasting event (left to right): Karen Lane, Kathy Popp, Carol Baker, Kitty Kicker, Linda Johnson, Carol Prince, Eric Yap, Danette Birkhimer, Sandy Cornett, Carol Kennedy-Jones, Barbara Warren and Marci Delson.

Alumnae Susan Bolte, Jennifer Meyer and Terrie Stewart at the Nursing Alumni Society wine-tasting event.
RESEARCH INTENSIVE WORKSHOP

THE NUTS & BOLTS OF INTERVENTION RESEARCH

Learn the essential elements of designing, funding, conducting, and analyzing intervention research.

May 28-30, 2015 | Dublin, Ohio

Faye Wattleton named 2014 Alumni Medalist recipient

Faye Wattleton, ’64, received the Alumni Medalist Award, which is the highest honor bestowed by The Ohio State University Alumni Association, Inc. The Alumni Medalist Award is given to an alumnus who has gained national or international distinction as outstanding exponent of a chosen field or profession and who has brought extraordinary credit to the university and significant benefit to humankind.

Wattleton is known as a steadfast advocate for women’s reproductive health and women’s rights. Her nursing experience spurred her to encourage change and in 1978, she became the youngest, first woman, and first African American president and CEO of Planned Parenthood Federation of America. Wattleton is currently a managing director with global professional services firm Alvarez & Marsal in New York City.

At the Alumni Association awards ceremony: Faye Wattleton, second from right, with, from left, the College of Nursing’s Pamela Lowe, development director; Megan Denison, alumni & donor relations coordinator; Margaret Graham, vice dean and Bernadette Melnyk, dean.

College hits the road for Buckeye Wellness on Wheels to advance Million Hearts

Thirty-one College of Nursing students, faculty and staff boarded an Ohio State bus in April to bring free health screenings and health education to the Wooster, Euclid and Mansfield communities in the first Buckeye Wellness on Wheels. The tour, in conjunction with the Million Hearts initiative, was sponsored by the colleges of Education and Human Ecology, Medicine, Nursing, Pharmacy, and Public Health, as well as the Office of Outreach and Engagement, the Ohio State University Alumni Association, and OSU Extension.

Comments from previous workshops

“This workshop helped me be successful with NIH funding.”

“I have regained my motivation and passion!”

“Excellent speakers who know about conducting research in the real world!”

“My colleagues and I have been telling everyone how worth it would be for them to attend in the future!”

To register, visit nursing.osu.edu/riw

This program has been reviewed and meets the criteria for 22.5 hours of Continuing Education. The Ohio State University College of Nursing (ON-027/9/15) is an approved provider of continuing nursing education by the Ohio Nurses Association (OBIN-001-91), an accredited approver by the American Nurses Credentialing Center’s Commission on Accreditation.

THE OHIO STATE UNIVERSITY

COLLEGE OF NURSING

Transforming health. Transforming lives.
New interdisciplinary research degree launched

The Ohio State University College of Nursing, along with the colleges of Pharmacy, Medicine and Veterinary Medicine, has launched a new online research graduate degree, the Master of Applied Clinical and Preclinical Research (MACPR). Majorie Neidecker, PhD, MEng, RN, CCARP, is director of the MACPR degree program, assistant professor of clinical nursing for the colleges of Nursing and Pharmacy, and adjunct assistant professor for the College of Medicine’s Department of Pharmacology. “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,” said Neidecker. The new MACPR 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. The new program has four interdisciplinary specializations: Clinical Research Management, directed by the College of Nursing; Regulatory Affairs, directed by the Colleges of Nursing and Pharmacy; Safety Pharmacology, directed by the College of Pharmacy; and Clinical Pharmacology, directed by the College of Medicine.

Carolynn Thomas Jones, DNP, MSPH, RN, is the lead instructor in the MACPR program. She formerly directed an MS clinical research nursing program at the University of Alabama at Birmingham and is a curriculum expert in academic programs in clinical research administration. The inaugural autumn 2014 semester cohort of 25 students includes three RNs, one MD, four MSs and six PhDs (in the life sciences and biomedical sciences), and one MBA, with the remainder of the students being bachelor prepared in pharmaceutical science, life sciences and psychology. The application deadline for spring semester is November 1. For further information, visit macpr.osu.edu.

Midwifery specialty receives accreditation

The College of Nursing has received a continuing 10 years of accreditation from the Board of Review of the Accreditation Commission for Midwifery Education (ACME). In the board’s accreditation letter, Sharon Ryan, DNP, midwifery specialty director, was commended on the excellent and clearly written accreditation report.

Midwifery faculty members Sharon Ryan, director (center), with Lucia Jenkusky (left) and Randee Masciola

Ohio State Family Wellness Expo a healthy success

Ohio State’s Recreation & Physical Activity Center (RPAC) was the scene of the first Family Wellness Expo, a fun-filled day of free interactive learning and wellness activities for families, children, and adults. With almost two dozen university colleges and units partnering with the College of Nursing, the Expo featured demonstrations, presentations and activities involving exercise, nutrition and games, as well as visits from Brutus Buckeye and special guests Eddie George and Shelly Meyer.

The welcome area of Ohio State Total Health & Wellness at University Hospital East

The Ohio State University College of Nursing

Total Health & Wellness named top Health Care Hero

Business First of Columbus, in its annual recognition of Health Care Heroes, named the College of Nursing’s Health Care Heroes.

Ohio State Total Health & Wellness at University Hospital East as the top honoree in the Community Outreach category.

The clinic has documented success in improving health outcomes for a very high-risk and underserved population in the neighborhood in which it’s located. The clinic is a nurse practitioner (NP)-led, interprofessional, collaborative practice based on an innovative model that integrates evidence-based primary care and mental health services for individuals across their life span.

Vice Dean Margaret Graham was quoted in the publication’s Health Care Heroes article, “Patients are treated by the team of professionals that staffs the clinic. The team, which includes family nurse practitioners, a psychiatric mental health nurse practitioner, a mental health counselor, a registered nurse case manager, a pharmacist, a dietitian and a social worker, meets weekly to discuss patients’ conditions and needs.” Ohio State Total Health & Wellness was nominated for the award by Steven Gabbe, MD, CEO of The Ohio State University Wexner Medical Center.
Melnyk and Porter-O’Grady featured in ANA inaugural webinar

The American Nurses Association produced its first live webinar in May during National Nurses Week, as part of its Leadership Institute. The one-hour production was hosted by Terri Gaffney of ANA and featured Dean Bernadette Melnyk with Tim Porter-O’Grady, DM, EdD, ScD(h), APRN, FAAN, FACCWS, GCNS-BC, NEA-BC, CWCN, CFCCN, clinical professor and leadership scholar for the college and senior partner, health systems at Tim Porter-O’Grady Associates, Inc. The webinar’s viewership was approximately 15,000 health professionals.

New faculty and staff welcomed

Faculty
- Esther Bage, MSN, RN, CCNS, clinical instructor of practice
- Sonia Duffy, PhD, RN, FAAN
- Mildred E. Newton Professor of Nursing
- Elizabeth Fitzgerald, EdD, APRN, PMHCNS-BC, associate professor of clinical nursing
- Kathryn Gils, BSN, MSN, JD, clinical instructor of practice
- Sheri Harkless, MSN, APN-BC, CCNS, CCRN, PCCN, RN-BC, clinical instructor of practice
- Elizabeth Hudson, MS, RN, PMHNP-BC, clinical instructor of practice
- Carolyn Thomas Jones, DNP, MSPh, RN, assistant professor of clinical nursing, lead instructor of MACPRI
- Michelle Marko, MSN, RN, clinical instructor of practice
- Tim Raderstorf, MSN, RN, director of the Transformational Learning Academy in Nursing & Health; clinical instructor of practice
- Donovan Rowell, PhD, RN, assistant professor
- Judith Tate, PhD, RN, assistant professor

Staff
- Maggie Biss, writer & editor
- Troy Huffman, graphic designer
- Lisa Millello, PhD, post-doctoral researcher
- Jill Jess Phythyon, senior director of marketing & strategic communications

Rinehart named new director of Ohio State Total Health & Wellness

Candy Rinehart has been named the clinical director of Ohio State Total Health & Wellness at University Hospital East. A nurse practitioner, Rinehart had owned her own practice in Springfield, Ohio. She replaces Kristie Flamm, clinical director of Ohio State Total Health & Wellness at University Hospital East. A nurse practitioner, Rinehart named new director of Ohio State Total Health & Wellness.

Warren selected for “Who’s Who”

Professor Barbara Warren, PhD, RN, CNS-BC, PMH, FAAN and director of the psychiatric mental health nurse practitioner specialty, was one of nearly 60 Ohio State faculty, staff and students recognized for their outstanding accomplishments in the 12th edition of “Who’s Who in Black Columbus.”

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

Doctor of Nursing Practice (DNP) is an online program offering doctoral preparation to nurses who want to tailor their careers toward leadership roles in healthcare, nursing administration or health policy. Visit nursing.osu.edu/dnp

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.

In addition to equipping students with the skills needed to revolutionize healthcare, all of our programs place an emphasis on personal health and wellness.

Traditional Master of Science program for licensed RNS who hold a bachelor’s degree.

Visit nursing.osu.edu/ms

Graduate Entry option is an accelerated pathway to licensure for students who hold a degree in a non-nursing field. Visit nursing.osu.edu/ge

Graduate specialties are available with an MS or post-master’s certification, such as a family nurse practitioner (FNP) or a psychiatric mental health nurse practitioner (PMHNP), as well as in a variety of specialty tracks in advanced practice nursing, such as adult gerontology, women’s health and pediatric NPs, with certification as either a nurse practitioner (NP) or clinical nurse specialist (CNS). Visit nursing.osu.edu/specialties

Connect with the College of Nursing

MAIL
The Ohio State University College of Nursing
1585 Neil Avenue
Columbus, Ohio 43210

PHONE
(614) 292-4041 (Student Affairs)
(614) 292-8900 (Administrative Office)

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FAX
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The Ohio State University College of Nursing
The Ohio State University Wexner Medical Center

Share your professional accomplishments with your fellow alumni. Send your updates to Megan Denison at nursingalumni@osu.edu.

1960s
1966 Marsha Komandt presented an abstract at her annual Oncology Nursing Society Congress in Anaheim, CA this past May on “Walking the Labyrinth: A Meditative Tool to Enhance Spiritual Growth for Cancer Survivors” with input from an Ohio State James Cancer Center staff member.
1968 Sharan Clay retired from Columbus State Schools in 2013 as certified school nurse.
1969 Nancy Russell Yancey was appointed editor of Illuminations Newsletter for the International Consortium of Parse Scholars.

1970s
1970 Margaret Roche has published the first two books in a series for young adults: “The Adventures of Nora Brady, Student Nurse.”
1970 Mary Ann Scharf has been an associate professor and director of patient care simulation laboratories at Seton Hall University College of Nursing since 1972. She was designated as an emeritus member of the American Public Health Association in 2013 for membership and podium or poster presentations at annual conferences for 40 years.
1971 Nancy Smith is working as an associate clinical instructor at Florida State University College of Nursing and has been on faculty since 2004. She was recognized with the Nurse of Excellence Award from FSU in 2013. Smith was also awarded a Doctor of Nursing Science from Florida Atlantic University in 2005.
1972 Mary Ann Noga Beachler recently completed a three-month assignment at a Catholic Sisters convent in Houston, Texas upgrading the health care delivery for sisters requiring care, as well as sisters who are still active but need guidance in their health needs.
1972, 1973 MS Patricia McDonald received the Excellence in Health award from the Cleveland Chapter of the Southern Christian Leadership Conference in January 2014.
1973 Karen Meskimen graduated in 2012 from the University of Nevada with a Doctorate in Nursing Practice degree. She is currently working in a large locally-owned health system in Reno, Nevada for the Quality Department and her area of specialty is the Cardiovascular Service Line.
1973 Jill Kovarik Kulbeck retired after serving the people of Ohio for 36 years as a public health nurse and PNV nursing consultant.
1974 Robin Hall Suber serves on the ACCESS committee for Chase Field and US Airways Center. This committee advises the building owners about accessibility issues and in particular, she surveys every home game at Chase Field to assure that accessible seats are being used appropriately.
1975, 1983 MS Joan Buffington retired in 2013 after working at Ohio State, Mount Carmel, and Grant Medical Center as a staff nurse, nurse manager, nursing instructor, and case manager.
1977 Jennifer Dresbach has been a licensed massage therapist since 1978 and has been practicing in the Columbus area.
1978 Jennifer Dresbach has been a licensed massage therapist since 1978 and has been practicing in the Columbus area.
1979 Mary Ann Noga Beachler is working as a nurse practitioner at Northwest State Community College. She is also enrolled in the nurse educator master’s program at Loyola University in Sylvania, OH.
1985 MS Adele Bickett Webb is a Fellow in the American Academy of Nursing. She has been appointed as resident of the Ohio State University College of Nursing. She has also been elected to the board of directors of the Greater Cleveland Nurses Association.
1986 Carmela Lent Hartline received the Inaugural Pulse of Columbus Award for Excellence in Nursing Patient Care by the American Heart Association.

1990s
1990 MS Leisa Kelly was a Nightingale winner for Nurse Researcher of the year in 2013 Louisiana State ANA.
1993 MS Brenda Rizzo produced the publication “The Non-Physician Prescriber Will See You Now” based on a survey conducted with nurse practitioners and physician assistants.
1994 MS Jacqueline Davis Walli is currently a doctor of nursing practice degree from Duquesne University.

2000s
2002 Stephanie Vatty is now a certified pediatrics hematology oncology nurse.
2009 Megan Liesenfeld passed her PCRN certification exam.

2010s
2010, 2012 MS, PhD candidate Ashley Weber received the 2014 Novice Research Award by the Association of Women’s Health, Obstetric and Neonatal Nurses (AWHONN). Weber received a $5,000 research grant for her study entitled “Oxytocin: biomarker of affiliation and neurodevelopment in premature infants.” The Novice Researcher Award is intended to assist new researchers to begin areas of study, investigate clinical issues or launch a pilot study. The study for which Weber won the award is her doctoral dissertation project.
2012 Marcia Giancola is working as an open heart surgical nurse at First Health of the Carolinas in Pewaukee, NC.
2013 Sheri Blanchard is currently enrolled at Stanford Hospital in the clinical documentation department. She is also enrolled in the MSN/TP program at Chamberlain College of Nursing.

In memoriam
Remembering our classmates, colleagues and friends
Laureno F. Kimbro 1956
Charlotte Bucklew-Loy 1967
Barbara M. Jones 1961
MS 1962
Etheline S. Nickerson 1955
Carol F. Keith MS 1958
Sally H. McBride 1967
Alice M. Mueller 1953
Gloria Nunley MS 1965
Ruth Mickey 1959, MS 1978
David Kulow 1968, MS 1970
Sharon P. Faktor 1975
Hyacinth Williams 1988
Martha Lynn H. Randolph MS 1990

Transformations in Nursing & Health Autumn 2014
49

Compiled by Megan Denison
Ohio State Continues Creating the Future of Critical Care

The Ohio State University Wexner Medical Center is proud to recognize our five Beacon Award-winning units. Did you know we’re the only health system in central Ohio to have this many?

Sponsored by the American Association of Critical-Care Nurses, this honor is awarded to hospitals that differentiate themselves by improving every facet of patient care, which leads to greater outcomes and satisfaction for patients and families.

We could have only earned this distinguished achievement because of the nurses, physicians and support staff who work hard every day:

- Richard M. Ross Heart Hospital’s Acute Coronary Syndrome Unit
- Richard M. Ross Heart Hospital’s Open Heart Surgery Unit (two-time Beacon Award recipient)
- University Hospital’s Surgical Intensive Care Unit
- University Hospital’s 8 Rhodes Progressive Care Unit (two-time Beacon Award recipient)
- University Hospital’s Medical Intensive Care Unit

This accomplishment highlights the competency and expertise of the critical care nurses and teams at Ohio State.
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

Clinical Research Management Specialization

Regulatory Affairs Specialization

Safety Pharmacology Specialization

Clinical Pharmacology Specialization

macpr.osu.edu