Grad entry team’s innovative mobile app is transforming lives in Columbus. **Underserved populations have easy access to health and wellness services and much more.**
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 to improve health care quality and patient outcomes. Recognizing that EBP is transdisciplinary, the center focuses on engaging and teaching EBP to professionals across a full range of disciplines.

Making EBP a reality in your health care organization
A deep dive education experience for clinicians and leaders
CTEP 5-day clinical immersions: May 16-20, 2016, Columbus, OH

Making EBP a reality in your academic institution
A deep dive education experience for academic faculty and educators
CTEP 3-day academic immersions: December 7-9, 2015, Columbus, OH; May 9-11, December 5-7, 2016, Columbus, OH

Making EBP a reality in clinical settings with students
A unique education experience specifically tailored for clinical faculty
CTEP 2-day clinical faculty bootcamps: December 10-11, 2015, Columbus, OH; May 4-5, December 8-9, 2016, Columbus, OH

An introduction to evidence-based practice
This self-paced, online 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
A CTEP online modular program

For information, contact CTEP at (614) 688-1175 or ctep-questions@osu.edu. The programs listed are CTEPs traditional education programs. These programs are offered in two ways: at the locations listed or on-site at your organization, which can be customized to meet your unique needs.

FREE ONLINE COURSE OFFERS INTRODUCTION TO EBP
This new Massive Open Online Course is available to anyone with an interest in health sciences and nursing. "Foundations of Evidence-Based Practice in Healthcare" is taught by internationally renowned EBP experts Bernadette Melnyk, PhD, RN, CPNP/PMHNP-PMFNP, FNP, FAAN, and Lynn Gallagher-Ford, PhD, RN, DPNAP, NE-BC. New session will start in February: go.osu.edu/ebp
DEAN’S MESSAGE

Addressing student mental health: We must do more

Tragedies striking young adults call our attention to an overlooked chronic condition

I am writing a tremendously difficult Dean’s Message to share the importance of preventing and treating mental health problems in our health sciences students. Earlier this summer, one of our terrific 2015 graduates, who was a pediatric nurse, committed suicide. In September, a second-year OSU veterinary medicine student also took his life. These suicides have had a profound effect on their families, our university, and the community.

Approximately one out of four children, teens and college youth has a mental health disorder, yet less than 25 percent receive any treatment. Mental health also is the missing piece of the larger issue our country faces with managing chronic conditions, as depression is often a co-morbid condition associated with a physical illness. In 2014, we conducted a survey of our incoming health sciences graduate students as part of a new wellness onboarding program that we have implemented. More than 40 percent of incoming students participating in the program reported elevated depressive symptoms, more so than anxiety. While this is surprising, I find it all the more concerning that these are incoming professional students, who have not even begun their graduate programs. As a result of the growing mental health problems in our students, our seven health sciences college deans contributed to the hiring of two full-time psychologists to provide counseling services to our students within each of our colleges. Their work is in addition to the excellent services that our Wouklin Success Center’s counselors already provide. Yet, we must do more.

In March 2015, our college hosted a national webinar, “Building Healthy Academic Communities across the U.S. to prevent and manage chronic conditions,” in collaboration with Partnership to Fight Chronic Disease and the National Consortium for Building Healthy Academic Communities. I was joined by six national experts, including Dr. William H. Dietz, program director, Prevention and Population Sciences Program, Division of Cardiovascular Sciences, National Heart, Lung, and Blood Institute; Dr. Kenneth Thorpe, chairman, Partnership to Fight Chronic Disease; Dr. Sarah Van Orman, president, American College Health Association; and Dr. Janet Wright, executive director, Million Hearts® initiative, U.S. Department of Health and Human Services. In this webinar, we dedicated considerable time to the important issue of integrating mental and physical health care.

We then co-authored a blog that was published October 1, on the Health Affairs website: healthaffairs.org/blog/2015/10/01/the-forgotten-chronic-disease-mental-health-among-teens-and-young-adults. [See Viewpoint, page 31]

For this blog, we focused on the need for more mental health care services specifically for young people, as an often overlooked chronic condition. We called for action: “Healthcare systems and schools must place high priority on screening and prevention of mental health problems in youth, and provide early, evidence-based interventions for those affected.”

Please join me and The Ohio State University in helping our young people to obtain the screening and care they need. We must remove the stigma that continues to plague mental healthcare and prevents individuals from seeking treatment. Together, we can help our students to LIVE WELL.

In this issue of Transformations, we introduce a new section, “In Brief,” directly following this column. In Brief provides our readers a quick look at important news of the college, and complements our long-running College News,” which remains at the back of the magazine. Warm and well regards,

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

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

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!”

The Ohio State University College of Nursing is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center’s Commission on Accreditation.

RESEARCH INTENSIVE WORKSHOP

THE NUTS & BOLTS OF INTERVENTION RESEARCH

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

June 6-8, 2016 | Dublin, Ohio

To register, visit nursing.osu.edu/riw

Just a few reasons to attend this workshop

1. Explore the essential elements of intervention studies
2. Learn effective strategies for successful grant-writing, including NIH applications
3. Network with other researchers from across the nation
4. Take home valuable resource materials
5. Come with an idea, leave with a plan

Transforming health. Transforming lives.
Rita Pickler, PhD, RN, PNP-BC, FAAN, has joined the College of Nursing as its first endowed FloAnn Sowers Easton Professor of Child and Adolescent Health. Pickler will also serve as director of the college’s PhD and MS in Nursing Science programs.

Pickler is an accomplished NIH-funded researcher with more than 20 years of funding to study the care of pre-term infants. She also studies women in the prenatal period and is particularly interested in the effect of maternal well-being on pregnancy outcomes. Additional interests include the transition-to-home from the Neonatal Intensive Care Unit and testing interventions that ease this transition and reduce parental stress and anxiety as well as adverse infant outcomes.

Prior to joining Ohio State, Pickler served as a nurse scientist at Cincinnati Children’s Hospital Medical Center, and as an endowed alumni professor, former department chair and acting associate dean for research at Virginia Commonwealth University in Richmond, Virginia.

Pickler is a fellow in the American Academy of Nursing and is co-chair of the Child/Adolescent/Family Expert Panel. She is a member of Phi Kappa Phi and Sigma Theta Tau, and has provided service to the National Institutes of Health for over 10 years as a reviewer for numerous scientific review panels. She is currently chair of the Nursing Research Review Committee, the National Institute of Nursing Research’s standing review panel. She received her bachelor’s and master’s degrees from the University of North Carolina at Greensboro and her PhD from the University of Virginia where she was the first Barbara Brodie Scholar.

The College of Nursing recently wrapped its first massive open online course (MOOC), “Foundations of evidence-based practice in healthcare.” Launched with support from Ohio State’s Office of Distance Education and e-Learning, the MOOC was free, self-paced and open to anyone with an interest in health sciences and nursing.

Participants were taught a foundational overview of evidence-based practice (EBP) in nursing and health sciences, including the seven-step EBP process as well as research supported strategies for implementing EBP in real world settings. The online course included lectures, readings and skill-building activities, and was led by internationally renowned EBP experts Bernadette Melnyk, PhD, RN, CPNP/PMHNP, FNAP, FAAN and Lynn Gallagher-Ford, PhD, RN, DFNPAP, NE-BC. Melnyk is the associate vice president for health promotion, university chief wellness officer and dean of the College of Nursing. Gallagher-Ford serves as director of the Center for Transdisciplinary Evidence-based Practice at the College of Nursing.

Throughout the course, Melnyk and Gallagher-Ford engaged learners through a series of virtual office hours, which provided a space for students to discuss key topics and explore EBP practices. By the end of the course, participants were able to apply EBP principles to real-world scenarios and gain a deeper understanding of how to implement evidence-based practices in their own healthcare settings.

The MOOC was open to anyone interested in learning about evidence-based practice and received overwhelmingly positive feedback from participants. Many expressed gratitude for the opportunity to gain new knowledge and skills, and several said the course was a valuable addition to their professional development.

This online course will be offered again in 2016. Contact ctep-questions@osu.edu to learn more.

The Ohio State University has brought a bike sharing program to its Columbus campus, delivering a safe, sustainable and healthy alternative mode of transportation for the university community.

University Chief Wellness Officer Bernadette Melnyk joined other university leaders to help launch the program, which offers 115 bicycles at 15 convenient locations on campus. Operated by the company Zagster, the bike share system allows students, faculty and staff to navigate campus and surrounding neighborhoods, providing one-hour checkout on weekdays and three hours on weekends. Security features will allow members to take the bicycles anywhere—including off-campus—and securely lock them. In addition to commuter bicycles, the system will include tandem, hand cycle, heavy duty and three-wheeled cargo bikes.

The program will offer leading-edge technology and new bicycle designs. The system’s bicycles are sited in geo-fences which are easy to move and scale, and allow for dynamic rebalancing based on demand or planned events.

Programs like bike share help propel Ohio State towards its mission of being the healthiest university in the country. Recently, Ohio State was rated number three in the country’s 50 Fittest Colleges in America 2015 by The Active Times, a website promoting activity and wellness.

Chief Wellness Officer Bernadette Melnyk (fourth from left) joins other officials at the bike share program’s ribbon-cutting.

Ohio State wheels out new bike share program
Faculty member Wendy Bowles recently received $150,000 in funds from the Ohio Board of Nursing’s Nurse Education Grant Program. The purpose of the grant program is to address the nursing shortage within the State of Ohio by supporting nurse education programs in their efforts to increase enrollment capacity of nursing students and nursing educators. Bowles, who serves as director of the college’s RN to BSN Program and is an assistant professor of clinical nursing, is currently receiving funding to implement a collaborative model for seamless academic progression between associate degrees and RN to BSN programs in the state of Ohio. This model will serve as a resource for academic institutions both statewide and nationally, and will assist in the efforts to meet the Institute of Medicine’s recommendation that 80 percent of nurses are baccalaureate prepared by 2020.

As part of this collaborative effort, Bowles is joined by Ken Sigler, the college’s assistant dean for Student Affairs, Culture and Diversity; Mary Nash, chief nursing officer of OSU Health System; Jacalyn Buck, administrator for Health System Nursing Quality, Research, Education & EBP at OSUHS; Brenda Vermillion, assistant professor of practice, College of Nursing; and six associate degree programs located throughout Central Ohio. This is the only Ohio team to be awarded funds from the Ohio Board of Nursing to carry this model into the implementation phase.

#BHAC2015 a great success

Nearly 300 participants from over 80 institutions met at the University of California, Irvine in April for the Building Healthy Academic Communities Second National Summit. This unique two-day event brought together thought leaders from across the country to share best practices on improving health and wellness, from campus to community. Here’s what attendees had to say via Twitter:

@juliakbuchanan What a stellar first day of the summit! Excited to see what today brings! #BHAC2015

@MarhoffMoreno Managing energy, not time, is key to extraordinary results! #BHAC2015

@angmedina healthy behavior change is so simple, yet not easy. start something small and move from there. #babysteps #BHAC2015

@NCBHAC @bermelynjk: Standing meetings are good for cardiovascular health—and you’ll get through meetings a lot faster! #BHAC2015

@FitnessPsych Leading-edge thinkers promoting #health and #wellbeing in campuses throughout America at #BHAC2015. Just finished my presentation.

@AVCHolmes Listened to an amazing health talk with Dr. David Aguas. Wow. Thanks for closing our summit! @DavidAguas @NCBHAC

@OhioState MT @NCBHAC: @osunursing’s @bermelynjk: We want to create cultures, environments that make healthy choices & behaviors default choice to make

Summer wellness events abound

The Amazing Race to Wellness, located at Fred Beekman Park, was a faculty/staff wellness event that took participants through a timed race focused on promoting the 9 Dimensions of Wellness. This year’s event was expanded to two days, April 8 and May 7. Forty-two teams for a total of 195 faculty and staff participated. Prizes for the winning teams included a catered meal for 15, Amazon gift cards, Your Plan for Health points, massages, fitness classes and more.

A year after the inaugural Buckeye Wellness on Wheels tour, a second tour was hosted on April 10 on The Ohio State University Lima Campus. Students from nursing, public health and pharmacy provided Million Hearts® screenings, wellness education and a pharmacy brown bag service to 57 faculty, staff, student and community residents who attended.

1 The Office of the Chief Wellness Officer hosted the second annual Ohio State Family Wellness Expo on June 6 at the Recreation & Physical Activity Center (RPAC). Approximately 700 individuals participated in a variety of educational activities, food demonstrations, biometric screenings, sports injury screenings, a health fair and a carnival play area. The health far had 21 partners offering education, screenings and activities to help families better understand and practice their own health and wellness.

2 Faculty and staff danced their way into fitness with Dancing with the Stars celebrity ballroom dance champion Louis Van Amstel at an exclusive Master LaBlast session. Participants learned new dance moves, worked up a small sweat and took pictures with the friendly and energetic LaBlast Fitness creator. The August 13 event was held at Ohio State’s RPAC.

As a part of a continuing effort to obtain leadership support for the health and wellness initiative, the College of Nursing conducted two Health Athlete for Leaders workshops in May and June for a total of 15 leaders across the university.

Participants included deans and vice presidents from various colleges and departments. Football coach Urban Meyer made a short presentation during the workshop.

3 Heisman Trophy winner Eddie George returned Ohio State on June 1 to lead a group of faculty, staff and students to higher fitness levels. On the South Oval, he led the Eddie George Fitness Bootcamp, including jumping jacks, squats, planks, push-ups and crunches. More than 60 participants sweated their way through a heart-pumping workout with the legendary football running back.

On the early morning of June 26, Ohio State hosted its first WellFest Buck-Eye Opener, a new wellness rave trend sweeping across Europe and the East Coast. For 90 minutes, faculty, staff and students enjoyed a DJ, Zumba instruction, hip-hop and line dancing, smoothies from the smoothie bike, coffee and juice bars and 10-minute chair massages. A total of 75 participants danced the morning away at this inaugural event.

A look at the college’s breaking news

The Ohio State University College of Nursing

Transformations in Nursing & Health Autumn 2015
Columbus health and wellness resources, right at your fingertips? There’s an app for that. Called “MobileYou Columbus,” the app was the brainchild of five graduate entry students in Judy Donegan’s community health course during summer semester 2015. Tasked with an open-ended assignment that addressed a community health issue of their choosing, this was a unique opportunity to veer away from the norm and get creative.

“I purposely didn’t ask for details, because I wanted it to be their project without too much input from me,” explained Donegan, MS, APHN-BC, RN, clinical instructor at the College of Nursing. “Sometimes when we put out a rubric with a great deal of difficulty, we are really tying our students’ creativity, so I purposely made my rubric very vague. I told them, ‘As long as you’re using evidence-based information and you’re presenting things in a professional manner, and just think big!’ They looked at me like I was crazy!” she said with a laugh.

A new horizon for health

The student team—Sarah-Jane Baserman, Stephanie Ritchie, Megan Miller-Lloyd, Phillip Newman and Hayley Townsend—set out with the intent of studying disease transmission through indirect contact with technology devices, but soon changed direction. They started
to specifically target the needs of these vulnerable and underprivileged populations, explained Newman. And yet, the team learned, it was the underserved who could benefit most from mobile health resources.

Research shows that 60 percent of disadvantaged and homeless individuals have access to a cell phone. “We found that the use of smartphones is not only consistent throughout all socioeconomic statuses, but the lower income individuals are more dependent on smartphones for Internet access than others.”

Rather than going the traditional route with a presentation detailing their findings, Newman and his classmates instead decided to go mobile. Their mobile application would connect Columbus residents with local health and wellness services, fulfilling an unaddressed need in the community. The question was, how would they do it?

From nursing students to app developers

Without any technical experience or exper-
tial knowledge, the students were able to successfully create their app in about a month. They researched their options and decided on buildfire.com—an app-building website that has pre-designed templates with naviga-
tional tools. With that, MobileYou Columbus was born.

“The building website was free to use, so we could create, dismantle and refine as much as we wanted until the app took a form we were satisfied with,” explained Newman. Using resources compiled from their community health clinical experiences, the team incorporated multiple features in the app including food options, such as food pantries and free meals; healthcare such as free clinics and mental health resources; housing options; clothing resources; and much more.

The app allows the user to find resources via a list or on a map, access the corresponding websites, look up dates and times, contact the resources directly and even navigate to the destinations using Google Maps. All user information is confidential and the app is completely free to use.

“Once we saw the product we had created, we recognized that this could be much more than just a class project,” said Newman. “I had spectacular work from almost everyone with this assignment,” said Donegan. “I think taking down the boundaries allowed the students to grow in a way they never would have if I had been present. But it was probably one of the highlights of my career to see this idea come to fruition.”

With the support of their instructor, classmates and others at the College of Nursing, Newman and his teammates decided to publish the app, and it wasn’t long before the news spread. The students were soon featured on a news story for WSYX-TV ABC 6. Community interest has been great, too, with nearly 300 total downloads. The team also had the opportunity to present their app to faculty and staff at the College of Nursing’s Transformation Day in August. Most recently, they became the first nursing students to receive the university’s Student Innovator of the Year Award, which recognizes innovation and entrepreneurship that has contributed to the development or commercialization of a new technology.

“The response has been nothing short of overwhelming,” said Newman, adding that multiple nonprofits and health-related businesses have reached out to the team to discuss their potential visibility on the app. Some organizations have already been recommending the app to their clients.

“I am so proud of these students for creating this innovative app, which is so desperately needed in our community. And I’m equally proud of our instructor, Judy Donegan, for giving them the opportunity to do so,” said Dean Bernadette Melnyk, who serves as university chief wellness officer and vice president for health promotion and wellness. “This year’s Student Innovator of the Year award is sponsored by Kline, the scientific research society honoring excellence in scientific investigation.

The sky’s the limit

The MobileYou team is already looking for ways to improve the app to ensure it’s as robust and complete a resource as possible for Franklin County residents. While some functions are still in the development phase, the students are continuing to meet with lo-

cal nonprofits to refine the app and update its content. One recent addition has been a new support group function and future plans include the addition of a tool that provides users with help regarding prescrip-
tion plans and discounts. But the team isn’t stopping there.

“Long-term we’re thinking big for as long as we can, and hoping to translate our successes in Columbus into outreach for public health agencies in other cities and counties in the state,” explained Newman. “As we continue to gain traction, we’d like to be able to redesign the app to carry a larger geographic footprint than Franklin County and perhaps expand to the rest of the state and beyond.”

No matter what becomes of MobileYou, Donegan, its biggest advocate, calls it a “game changer in community health.” “It brings us into the 21st Century and recognizes all the ways we communicate,” she said. “And the need is great. It’s so exciting to see where the fire of them go with it. I think the potential for growth is tremendous.”

Download the MobileYou app

MobileYou is free and available in the Apple App Store and Google Play for Android devices, or download directly from mobileyoucolumbus.com.

Update: On October 22, the student team of Baserman, Miller-Lloyd, Newman, Ritchie and Townsend became the recipients of the university’s 2015 Student Innovator Award. Honored for their work on the MobileYou app, the award recognizes innovation and entrepreneurship among Ohio State students that has contributed to the development or commercialization of a new technology. This year’s Student Innovator of the Year award is sponsored by Kline, the scientific research society honoring excellence in scientific investigation.■
Faculty inducted into prestigious national academies

By Dave Ghose
More than 20 Ohio State nursing faculty members have been honored as fellows of national nursing and medical organizations. This recognition highlights the impact and expertise of the college’s scientists, advanced practice nurses and educators.

The Ohio State University College of Nursing

A Deadly Desk Job

As part of that recognition, 22 faculty members have earned prestigious national nursing, medicine or healthcare fellowships, such as organizations, such as FAAN (Fellow of the American Academy of Nursing), FAANP (Fellow of the American Association of Nurse Practitioners) and FNAP (Fellow National Academies of Practice).

“When you reach success in these academies, that tells everybody you have bad major, usually national impact in your particular field, and you’re an expert,” says Bernadette Melnyk, PhD, RN, CPNP/PMHNP, FNAP, FAAN and dean of The Ohio State University College of Nursing.

Ohio State has no shortage of nursing experts—not only from the college of Nursing faculty are increasing their expertise of the college’s scientists, advanced practice nurses and nurse midwives.

A pilot program she led in the early 1990s showed the positive impact of advanced practice nurses. The experiment persuaded legislators to change state law. “I constantly shared information with the legislature—physician satisfaction, patient satisfaction, APN satisfaction,” Graham says. “We had a lot of data to trade back to the legislature.”

Associate Clinical Professor John Brion, PhD, RN, CRNP, FAAN and director of the graduate entry program is another recent fellow of the National Academy of Practice. He was honored for his work helping patients with HIV. “I’ve focused on HIV my entire career,” Brion says. “I’ve done a variety of things—administrative, clinical, research and teaching—with that as a theme. So it was a recognition for my body of work more than any individual thing.

Two other nursing organizations also recently honored a pair of Ohio State faculty members—Associate Professor Cindy Anderson, PhD, RN, WHNP-BC, FAHA, FAANP, FAAN, and Associate Clinical Professor Lizzie Fitzgerald, EdD, APHN, PMHCNS-BC. Anderson, associate dean for academic affairs and educational innovation, was selected to be a fellow of the Academy of Nursing Education, while Fitzgerald was named a transcultural nursing scholar of the Transcultural Nursing Society, a similar honor to a fellowship. Anderson was cited for her “innovative teaching and learning strategies, specifically for her advancement of undergraduate and graduate nursing student learning of physiology and genomics.” Fitzgerald was honored for her work helping refugees and ethnic minorities in the United States, as well as her mentorship of and assistance to foreign healthcare practitioners.

All these honors are part of a competitive selection process. Typically, a current fellow or member of the group nominates a candidate, who then undergoes a thorough review of his or her contributions to the field before a selection committee awards the fellowship. “It can be somebody who’s had a sustained contribution over time or someone who has done something really outstanding even over a short period of time,” Brion says. “You don’t have to be long in the profession, but you have to demonstrate excellence.”

Once selected, fellows are expected to make an active commitment to the organization and the work of the organization, perhaps serving on a committee that’s reviewing a policy change. As a fellow of the National Academy of Medicine, Melnyk was invited to participate in a recent national workshop on children’s behavioral health in Washington, DC. Earning a fellowship holds special weight. “There are a lot of organizations to which a lot of us belong, and those sometimes require that you meet certain membership requirements,” Brion says. “But they’re pretty much self-initiated. If you meet the requirements, you get in. With the fellowship, the part that really honors me is that my work was looked at by my peers and judged to be at a level that was significant. It is the recognition of a body of work by your peers that is personally very satisfying.”

Fitzgerald says a fellowship gives a nurse more credibility. “People listen a little bit more when you’re talking about policy issues,” she says. Though not technically a fellowship, Fitzgerald’s new role as a fellow of the National Academy of Medicine will help her personally as well as her students. “I’ve been at this for decades,” Fitzgerald says, “and sometimes the work is hard. It can be discouraging. But I think my fellow transcultural nursing scholars really strengthen me and support me to keep shining my light and working hard on these policy issues.”

Indeed, nursing fellows provide wonderful networking opportunities. Through conferences and committees, faculty members can meet innovative thought leaders and have access to some of the most interesting ideas and trends in their fields, which they can then bring to bear in their own work. “It’s an opportunity to engage with national leaders in nursing and to engage in moving forward policy related to my specific areas of interest,” Anderson says.

A fellowship provides a nice career boost—and certainly looks good on a resume—but prestige is not the most important perk. Rather, it’s engaging with national leaders in nursing and the American Association of Nurse Practitioners, who then can then bring to bear in their own work. “It’s an opportunity to engage with national leaders in nursing and to engage in moving forward policy related to my specific areas of interest,” Anderson says.

A fellowship provides a nice career boost—and certainly looks good on a resume—but prestige is not the most important perk. Rather, it’s engaging with national leaders in nursing and the American Association of Nurse Practitioners, who then can then bring to bear in their own work. “It’s an opportunity to engage with national leaders in nursing and to engage in moving forward policy related to my specific areas of interest,” Anderson says.

A fellowship provides a nice career boost—and certainly looks good on a resume—but prestige is not the most important perk. Rather, it’s engaging with national leaders in nursing and the American Association of Nurse Practitioners, who then can then bring to bear in their own work. “It’s an opportunity to engage with national leaders in nursing and to engage in moving forward policy related to my specific areas of interest,” Anderson says.

A fellowship provides a nice career boost—and certainly looks good on a resume—but prestige is not the most important perk. Rather, it’s engaging with national leaders in nursing and the American Association of Nurse Practitioners, who then can then bring to bear in their own work. “It’s an opportunity to engage with national leaders in nursing and to engage in moving forward policy related to my specific areas of interest,” Anderson says.
Nursing colleges have answered the call to develop a new way to educate clinicians all across the country. Eleven years since the American Association of Colleges of Nursing (AACN) endorsed the idea, the doctor of nursing practice—a terminal professional degree for advanced practice nurses—has received near universal support among educators, with DNP programs proliferating from 20 in 2006 to more than 260 today.

But what constitutes an ideal DNP program is not clearly understood. Many programs—often led by traditionally educated academics—miss a key ingredient spelled out in the original AACN endorsement: evidence-based practice, or EBP. While these colleges might acknowledge the importance of EBP, they fail to make the concept the heart of their programs.

“This is a degree that should prepare people to be the best translators of research evidence into practice to improve safety, patient outcomes and the quality of health care,” says Bernadette Melnyk, PhD, RN, CPNP/PMHNP, FNAP, FAAN and dean of The Ohio State University College of Nursing. “This is not the degree for those wishing to advance research in the profession—the PhD is.”

At Ohio State, however, there’s no debate. All participants in the nursing programs learn to

Formula for success

DNP=EBP expert

The college’s Doctor of Nursing Practice program produces expert translators of research who drive change and improve patient outcomes

By Dave Ghose

Right: Brenda Hixon Vermillion, DNP, ’11, is director of health systems nursing education at the Wexner Medical Center and a member of the inaugural DNP class at the College of Nursing.
make healthcare decisions based on the best available research—the fundamental idea of EBP. “We have it very clear,” says DNP program director Joyce Zuremly, PhD, RN, NEA-BC. “We have top of the line faculty who really understand.”

Melnyk summarizes Ohio State’s DNP concept—modeled after other health professions such as pharmacy, dentistry and physical therapy that have long offered practice doctorates—aims to increase the scientific knowledge and expertise of specialty nurses in an increasingly complex healthcare environment. Research from Linda Aiken of the University of Pennsylvania and other scientists has shown a strong link between higher levels of nursing education and better patient outcomes. Rather than training researchers to develop new knowledge as traditional nursing doctors do, DNP programs ideally help clinical specialists provide the highest level of patient care and translate the latest research into their practices. “They are the leaders who need to find the answer that’s already out there and bring it back and drive the best practice change,” Gallagher-Ford says. The AACN has long emphasized evidence-based practice as an important building block of DNP programs, but nursing colleges have interpreted this instruction differently, leading to considerable confusion. “That is a huge, huge problem nationally,” Gallagher-Ford says. “The product is extremely variable based on programs.”

Several colleges have integrated content and research courses from their PhD programs into their DNP curricula when creating practice doctorates, and some even require DNP students to complete rigorous capstone research projects instead of focusing on the translation of research findings into clinical practice, reported Melnyk in a scientific paper published in *The Journal of Nursing Education* in 2013. “Requiring original research as part of a practice doctorate is contrary to the intent of the DNP,” Melnyk wrote. Melnyk adds, “People are trying to make these people mini-researchers, and that is—and never was—the intent of the degree.”

Melnyk and others attribute much of the confusion to faculty members with limited experience with DNP programs and evidence-based practice. Because of this ignorance, these educators end up designing programs that gloss over evidence-based practice. “These people never gained expertise in evidence-based research,” Melnyk says. “They gained expertise in research. So they are teaching what they know. People can’t teach what they don’t know.”

**The Ohio State way**

Unlike other DNP programs, Ohio State infuses its entire program in evidence-based practice. The curriculum includes more evidence-based practice courses than most programs, as well as an independent final project that helps students gain confidence in the translation of research into practice, education or policy. Past projects have explored neonatal nurse practitioner workload, pediatric screening and improving care delivery and communication during hospital rounds. The program also benefits from its association with CTEP as well as the leader-ship of Melnyk, a nationally recognized expert in evidence-based practice, and Zuremly, who joined Ohio State about a year ago and holds both PhD and DNP degrees. “We make our DNP program the best by understanding the EBP component and making our DNP’s the best EBP practitioners there are,” Gallagher-Ford says. adds Melnyk: “Our graduates really become steeped in evidence-based practice, which is what a DNP should be.”

The Ohio State DNP program offers two tracks: DNP Clinical Expert or DNP Nurse Executive. Both of these come with flexible options for busy professionals. Students, who must have a bachelor’s or master’s degree in nursing, can take classes full- or part-time, and coursework can be completed online. The program also pairs students with advisors with shared interests, and the curriculum is updated more frequently than most other academic programs. “If you don’t run a practice doctorate as a practice, then you’re old school,” Zuremly says. “You have to have new concepts. You have to be able to change.”

Under Zuremly’s leadership, the program recently reduced required credit hours from 50 to 37, eliminating some redundant coursework. The change allowed Ohio State to add even more evidence-based practice study into the program, including a new “science of practice innovation” course. “It gives students a foundational knowledge of practice theory to base their independent project on,” Zuremly says. And they also continue to spread the DNP message. When people understand the purpose of the programs—to bring the latest research to the bedside—then healthcare providers can enjoy significant benefits. “It is a return on investment,” Zuremly says. “In the long run, our graduates are going to come back and lead that change in patient satisfaction and improve outcomes.”

Josh Gossett, DNP, ’15, Cincinnati Children’s Hospital

Gossett is a quality outcomes manager with the James M. Anderson Center for Health Systems Excellence at Cincinnati Children’s. With his nursing background, he helps bridge the gap between clinical practice and quality improvement methodology. When he entered Ohio State’s DNP program, Gossett envisioned the degree would prepare him for a hospital chief nursing officer. Instead, he discovered management wasn’t his true love, and he shifted into quality improvement. The DNP program helped make the shift a smooth one. “The DNP prepares you to be a leader,” he says. “It doesn’t really matter what focus you’re taking. It just gives you that upper-level theoretical knowledge of nursing practice that lets you speak to other nurses and other executives and leaders in a way that they understand.”

Cindy Zellefrow, DNP, ’14, The Ohio State University College of Nursing

Zellefrow didn’t have much familiarity with evidence-based practice before starting at Ohio State. The long-time school nurse never had taken a class on the subject before. Soon, however, EBP became a passion. “And it continues to be a passion to this day,” she says. Since June, Zellefrow has been the assistant director of the Center for Transdisciplinary Evidence-Based Practice (CTEP) at Ohio State, as well as an assistant clinical professor at the College of Nursing. She’s become an EBP evangelist, traveling all over the country to teach practitioners and nursing instructors about bringing the best research to the bedside. “The DNP program has opened so many doors and really expanded my views of healthcare in this country,” Zellefrow says.

**A few DNP success stories**

The College of Nursing’s DNP program equips nurses to become healthcare leaders. Here are just a few examples.

**Sharon Wrona, DNP, ’15, Nationwide Children’s Hospital**

Wrona was recently promoted to administrative director of comprehensive pain services at Nationwide Children’s Hospital. In her new role, Wrona helps oversee palliative care, acute care, chronic pain and oncological pain at the Columbus hospital while also continuing to care for patients as an advanced practice nurse. The Ohio State DNP program gave Wrona the skills to be a change agent. For instance, she’s become more active in opioid safety in recent months, giving presentations at both her own institution and at national conferences, as well as participating in a state-wide initiative formulating pain management guidelines outside the emergency department. “Ohio State’s DNP program gave me an ability to look at a broader ecosystem and how we can make changes that will impact more than the patient but also affect the family and the community,” she says.

**Brenda Houston Vermillion, DNP, ’11, The Ohio State University Wexner Medical Center**

Vermillion serves as the director of health systems nursing education at the Wexner Medical Center. She supervises the nursing educators who provide educational opportunities for the nearly 3,000 nurses at the center. Ohio State’s DNP program provided Vermillion with strong leadership training, while we’ve been learning to work with higher-level clinical experts, we also had course work related to leadership—and not only from a health system perspective,” says Vermillion, a member of Ohio State’s first DNP class. “I use that knowledge in my everyday work because in this role I have to connect and build relationships with other disciplines.”
The Leadership Academy for Peak Performance brings its expertise to nurse leaders worldwide

By Jill Jess Phythyon

“Nurses should be full partners, with physicians and other health professionals, in redesigning healthcare in the United States. Strong leadership is critical if the vision of a transformed healthcare system is to be realized. Yet not all nurses begin their career with thoughts of becoming a leader. The nursing profession must produce leaders throughout the healthcare system, from the bedside to the boardroom, who can serve as full partners with other health professionals and be accountable for their own contributions to delivering high-quality care while working collaboratively with leaders from other health professions.”

—“The Future of Nursing,” Institute of Medicine, 2010

T. Scott Graham, PhD, director of the Leadership Academy for Peak Performance

The Ohio State University College of Nursing launched the Leadership Academy for Peak Performance in 2012 to address the unique needs of nurse managers and other nursing and healthcare leaders. The program is taught by nationally recognized faculty and leader practitioners with global expertise in leadership. It includes evidence-based education and a full year of coaching to help reinforce the learning back in the workplace, where leadership matters most.

What the program couldn’t give nurses was the time to come to Columbus to attend several days of immersive programming. So the college did the next best thing: Moving the top-notch leadership skills-building academy to an online format—one that is high impact, yet accessible from anywhere on the planet. Now, healthcare professionals will be able to block out desk time and log on to receive the same transformative education without the travel and days away from work. The online version will include access to experts, real-time discussions, focused learning in leadership rich, relevant, useful content. Also included is a full year of coaching to help to reinforce the learning. This will be the only program of its kind, anywhere. Real, meaningful, synchronous web-based leadership learning with a year of personalized coaching.

“The academy provides valuable, practical, relevant, understandable information to help nurses and nurse leaders succeed in a changing healthcare industry,” said T. Scott Graham, PhD, USAF Lt. Col.(ret), director of the leadership academy. “Making these courses available online and extending accessibility was the right thing to do, and was being begged for by healthcare leaders across the country.”

During development of programming for the leadership academy, Graham and others spoke to many nurse managers currently working in diverse positions within healthcare. Those managers/leaders reported they received little to no structured leadership.
the academy’s programming was specifically developed to teach and enhance leadership skills to nurse managers and other nurse leaders and developing nurse leaders to increase their success in their vitally important roles.

For more information
The inaugural online Leadership Academy for Peak Performance will be limited to 20 to 25 participants. If you are interested in participating, please email lapp@osu.edu.

Barry Posey, authors of “The Leadership Challenge,” found that extensive research over decades that leadership can be taught. It is a set of competencies and skills that takes managers from ordinary and molds them into extraordinary leaders. "With the dynamic nature of our healthcare work environments, and the interdisciplinary nature of our worlds, having confident and competent leaders is vital," Graham said. "That can only happen with great education and mentoring/coaching. This academy will help nurses leaders to get there. As Bern often says: ‘We need to dream big to reach our full potential.’ This online leadership academy with associated coaching will be part of that big dream journey. We look forward to meeting you, wherever you are, in the world and in your leadership journey.”
A strong foundation is key to building any successful program. For the last 10 years, the continuing education program at The Ohio State University College of Nursing meticulously built the foundation needed for the metamorphosis that the Academy for Continuing Education and Lifelong Learning (AcCELL) is currently achieving.

In August of 2014, I assumed the role of director of the Transformational Learning Academy for Nursing and Health (TLA). New to continuing education, I needed to understand the foundation of the TLA before setting the future direction of the program. I went straight to the architect of the TLA, Jacqueline M. Loversidge, PhD, RNC-AWHC, CNS, for guidance. Jackie was essential to opening my eyes to the potential of the program and her willingness to be an ongoing mentor afforded me the courage to take some pretty big risks in my first year. Without the strong foundation built by Jackie, Barbara Duane, RN, MSN, JD, and the previous directors who established the groundwork for the existing program, we wouldn't be able to set such lofty goals with the confidence that our team can achieve them. It was clear from day one that all of the tools that we could possibly need were in the toolbox, all we would have to do was execute our plan.

The plan: Transform the continuing education program into a national brand that delivers the best in continuing education and lifelong learning opportunities for nurses and health professionals. Knowing the program’s successful execution of the plan couldn't be measured for years to come, we set a timeline for the first two years—Phase 1—in which we wanted to accomplish three key milestones:

1. Rebrand the Transformational Learning Academy for Nursing and Health
2. Obtain Primary Accreditation from the American Nurses Credentialing Center (ANCC)
3. Develop an annual catalog of 40 live events and 10 online activities

Rebranding was the lowest hanging of the fruit, so we decided to start there. When I first started and told peers that I was the director of the TLA, I was often asked “What’s that?” It was clear that the TLA name wasn’t connecting with people. We wanted to transition from the TLA into something that was more obvious, something that aligned with the College of Nursing’s mission, declaring that we are passionate about continuing education and lifelong learning. That’s where The College of Nursing’s Academy for Continuing Education and Lifelong Learning evolves under new leadership. Tim Raderstorf shares his goals for the future.

By Tim Raderstorf
A sampling of AcCELL’s offerings

Workshops

Evidence-based practice: Making it a reality in your healthcare organization October 26-30, 2015, 7:30 a.m.-6 p.m.
A transformational journey to improve healthcare quality and patient outcomes.

Leadership Academy for Peak Performance Immersion November 16-17, 2015, 7:30 a.m.-6 p.m.
LAPF teaches the leadership skills aspiring nurse managers and healthcare leaders need. They learn skills that they haven’t been exposed to in typical education environments and, in our workshop settings, to develop best practices.

Evidence-based practice: Making it a reality in your academic institution December 7-9, 2015, 8 a.m.-6 p.m.
This program is a unique immersion to integrate evidence-based practice into curricula in academic institutions.

Online educational offerings

Peer Review: Offering supportive feedback (1 CE)
Through June 17, 2017
In our personal and professional lives, we receive and deliver feedback many times a day. In this session, we’ll hone our skills in creating and delivering feedback that supports the purposes of professional peer review.

What’s new in contraception (1 Pharm CE)
Through April 1, 2016
This unique program is a “deep-dive” immersion into the evidence-based practice process and effective strategies for integrating and sustaining EBP in clinical organizations of any size or level of complexity.

Center for Transdisciplinary Evidence-based Practice: Making it a reality in your healthcare organization Modular Program (13 CE)
Through November 30, 2015
This unique program is a “deep-dive” immersion into the evidence-based practice process and effective strategies for integrating and sustaining EBP in clinical organizations of any size or level of complexity.

SPEACS-2 Communication Training Program (1 CE)
Through to September 1, 2015
Communication difficulty is a frustrating problem and is one of the most distressing reported by ICU patients. The SPEACS program consists of communication skills training, the provision of tools, and consultation by a speech language pathologist.

National Consortium for Building Healthy Academic Communities Webinar Series
An exciting lineup of fantastic speakers from all types of academic institutions. Webinars will feature topics on faculty & staff wellness, student wellness, academic medical center wellness and wellness innovation.

For up-to-date offerings in continuing education and lifelong learning, visit acell.osu.edu

In the past three years, the provider unit averaged around 20 new annual live activities and three new online activities. We had exceptional programming: the Center for Transdisciplinary Evidence-based Research (CTERP) was hosting events almost every month in an array of different formats that were tailored to the participants’ needs. Our Leadership Academy for Peak Performance (LAPF) had just initiated a partnership with the American Nurses Association (ANA) to collaborate on programing. And Dean Melnyk’s online Keep yourself Safe and Secure (KSS) online mental health fellowship was gaining traction. The programming was unparalleled; we just didn’t have enough of it.

Following Dean Melnyk’s ‘Dream Big’ mantra, we set lofty goals to increase AcCELL’s activity offering, aiming to double the live event production to 40 annual events and triple the online programming to 10 annually. Though the increase in the number of programs may appear to follow a “bigger is better” mantra, the reasoning behind is quite simple. We need to become more user focused. We are hearing from our users that they need more programming. Many nurses obtain their continuing education hours through conferences and free events at work. We need to work with our users to develop ways to reach the health care professional in timely, convenient pathways with content that directly impacts their day-to-day care. And we want to do it so well that they look first to The Ohio State University College of Nursing every time they have a professional development need.

The future looks bright for the AcCELL program, but we feel that this is just the beginning. Users can expect better communication, more interactive programming, and activities that are designed to meet niche needs, such as pharmacology and law. We look forward to leading AcCELL into the next phase of development, where we plan to build stronger relationships with our users to meet their needs at the bedside. When half of our activities are developed from direct requests by our users, we’ll know that we have developed the strong relationship that we desire.

For suggestions for future activities or opportunities to better meet your needs, contact me at raderstorf.3@osu.edu
Take the next step to advance your nursing career!

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.

Our transformational academic and continuing education programs:

- Bachelor of Science in Health and Wellness Innovation in Healthcare will prepare health professionals to support health and wellness across the lifespan, in all states of health. The undergraduate major at the College of Nursing provides a strong academic and practical background for entry into the health promotion field. nursing.osu.edu/bsn
- RN to BSN option is an integrative approach to baccalaureate nursing education for registered nurses (RNs) who are graduates of associate degree or diploma nursing programs. The goal of this option is to foster the development of the RN’s career. nursing.osu.edu/rn-bsn
- Traditional Master of Science program for licensed RNs who hold a bachelor’s degree. nursing.osu.edu/ms
- Graduate Entry option is an accelerated pathway to licensure for students who hold a degree in a non-nursing field. 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 gerontology, women’s health and pediatric NPs, with certification as either a nurse practitioner (NP) or clinical nurse specialist (CNS). nursing.osu.edu/specialties
- 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. 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. nursing.osu.edu/dnp
- NIH T32 Grant – Optimizing Health Development Across Childhood is the only training grant awarded by NINR that focuses on pediatrics. nursing.osu.edu/T32
- Post-doctoral fellowship program provides opportunities for nurses with a PhD to gain further skills as a researcher.

VIEwpoint

The forgotten chronic disease: Mental illness among teens and young adults

Research indicates that if depression and other mental health disorders are not treated effectively in our youth, they will persist or reoccur in adulthood.

Editor’s note: This article originally appeared on the Health Affairs blog: healthaffairs.org/blog. The piece came together after a webinar discussion earlier this year sponsored by The Ohio State University, Partnership to Fight Chronic Disease and National Consortium for Building Healthy Academic Communities.

Deadly chronic conditions garner much attention from health care providers and researchers seeking to prevent cancer, diabetes, and heart disease. However, often forgotten or overlooked are mental health disorders in young people, which can lead to serious persistent conditions in adulthood.

Chronic diseases affect one in two Americans, and one in four has multiple chronic conditions. Chronic diseases cause the most overall deaths in the United States, with heart disease and cancer together accounting for 62 percent of all deaths in 2013, according to the Centers for Disease Control and Prevention. Adding to the mounting challenges of effective evidence-based management and prevention of chronic conditions are co-morbid mental health problems that commonly go undetected and untreated. People who suffer from a chronic condition such as obesity or cardiovascular disease are more likely to also suffer from depression than are people without these conditions.

The prevalence of mental health conditions in youth is higher than that of physical health conditions, such as asthma and diabetes. Not only do mental health disorders in youth cause tremendous emotional damage within families, they are the largest cost driver, accounting for greater costs than diabetes, cancer, and respiratory disorders combined. If depression and other mental health disorders are not treated effectively in our youth, research indicates that they will persist or reoccur in adulthood, or even lead to a more severe, harder to treat illness.

In an effort to inform the public about evidence-based strategies to prevent and combat chronic conditions, including mental health disorders, several experts from across the U.S. joined together for an important, inter-professional, online panel discussion in March. This expert panel was sponsored by the National Consortium for Building Healthy Academic Communities, the Partnership to Fight Chronic Disease, and The Ohio State University. While the panel touched on various chronic diseases, mental health issues among youth, teens, and young adults were a key topic of discussion.

Barriers to treatment

Approximately one in five Americans — including children, teens, college youth, and adults — suffer from mental health problems. Yet, the overwhelming majority of children with mental health conditions are not identified and lack access to treatment. There also are significant health disparities in the receipt of mental health services, with a disproportionate number of Hispanic and African-American children and youth untreated. Panel members discussed the many challenges that prevent people of all ages from effectively addressing mental health disorders, including:

- Stigma. Shame and fear deter many people and their families from seeking help.
- Inadequate screening by primary care providers. This problem is especially acute for young people. The United States Preventive Services Task Force recommends that all 12- to 18-year-olds and adults be screened for depression in

The Ohio State University
COLLEGE OF NURSING
Transforming health. Transforming lives.
nursing.osu.edu
Transformations in Nursing & Health Autumn 2015 31
primary care when systems are in place for accurate diagnosis and treatment. However, providers often do not screen because they do not have timely access to mental health services for their patients.

- Trouble finding treat- ment. Due to the severe short- age of mental health providers across the country, there are often long time lags between referral and treatment.

- Failure to implement evidence-based therapies. If people are fortunate enough to get some type of treatment for mental health disorders, it is typically medication. However, patients may also need other evidence-based treatments, such as cognitive-behavioral or interpersonal therapy

- Slow implementation of research findings. Although universities, nonprofits, and other research organizations are studying mental health disorders, it often takes many years between the publishing of research findings and their implementation in real-world settings.

Effective treatment requires an integrated approach

Panel members agreed that integrated health care, the systematic coordination of care for physical and behavioral health (mental health and substance abuse), is the most effective way to improve all health outcomes and reduce barriers to care. Speakers provided several examples of unique, integrated approaches to addressing mental health and substance abuse among children and youth: the University of Wisconsin-Madison University Health Services, the COPE Healthy Lifestyles TEEN Program, and the Coaching Boys into Men program.

While more typically found in community health clinics, integrated behavioral health care models are also being adopted at college health centers across the nation. At the University of Wisconsin-Madison University Health Services, behavioral health providers are co-located in primary care, supporting primary care screening for alcohol misuse, depression, and interpersonal violence and providing patients with the ser- vices they need to address these issues. Internal utilization data from the program indicate that traditionally underserved populations, including students of color, male students, and international students, are more likely to access behav- ioral health treatment in this integrated model than through traditional mental health care services.

The COPE (Creating Opportu- nities for Personal Empower- ment) Healthy Lifestyles TEEN (Thinking, Emotions, Exercise and Nutrition) Program is a school-based health promotion intervention for adolescents. The program includes a mental health component that was evaluated in a large study with 779 high school teens. (The evaluation was funded by the National Institutes of Health/National Institute for Nursing Research). High school teachers taught the COPE program to teens as part of regular health classes. The program included seven cognitive-behavioral skill building sessions along with eight nutrition and physical activity sessions. The teens who received this program had: a lower average body mass index; healthier lifestyle behaviors; better social skills; higher aca- demic competence as shown in health class grades; and less al- cohol use than did their peers in the control group, who received standard health content. Fewer teens in COPE moved from nor- mal weight to overweight and from overweight to obese than teens who received the control program. Symptoms of depres- sion also were reduced into the normal range for those teens experiencing severe depression. These positive outcomes were sustained for several months af- ter completion of the program.

Other studies of primary care and school settings have also found that the seven cognitive-behavioral skill building ses- sions from the COPE program significantly reduce symptoms in teens suffering from depres- sive and anxiety disorders.

Another successful pro- gram targeting mental health in young people focuses on violence prevention, integrating this curriculum with athletic coaching. We know that young people who experience violence are predisposed to experienc- ing emotional distress and engaging in risky lifestyle behaviors. Coaching Boys into Men, funded by the Centers for Disease Control and Prevention, is an evidence-based program designed to train and motivate high school coaches to teach their young male athletes healthy relationship skills and that violence never equals strength. After three months of participating in the program, athletes were significantly more likely to intervene when witness- ing abusive or disrespectful behaviors among their peers than were those not in the pro- gram. One year later, compared to athletes who did not receive the program, participating ath- letes were more likely to report less abuse perpetration and less negative bystander behavior (e.g., not saying anything, or laughing) when witnessing abu- sive or disrespectful behavior among their peers.

Looking forward

In moving forward, health care systems and schools must place high priority on screen- ing and prevention of mental health problems in youth, and provide early, evidence-based interventions for those affected. Incentives must be aligned to encourage health and health care providers to prevent and manage both mental and physi- cal chronic conditions. Physical health and health education can no longer be separated from mental health; the two must be integrated on a consistent basis in primary care and specialty settings, as well as in class- rooms and on playing fields. We must remember that, as Abraham Lincoln said: “The only way to predict the future is to create it!” Let’s create a future in which all Americans— partic- ularly young people—can find relief from the agony of mental health problems. Let’s rapidly mobilize systems and profes- sionals to provide the mental health screenings and evidence- based treatments that we know to be effective. Let’s equip youth with the coping skills needed to deal with their everyday stressors. Let’s finally give mental health the attention it deserves as a chronic disease as harm- ful as any other, and diminish the suffering that accompanies these disorders.

Bernadette Mazurek Melnyk, PhD, RN, CPNP/PMHNP, FAAN, FNAN, FAAN is as- sociate vice president for health promotion, university chief wellness officer and dean and professor, College of Nursing; professor of pediatrics and psychiatry, College of Medicine and president of the National Consortium for Building Healthy Academic Communities.

Terry Fulmer, PhD, RN, FAAN, FAEN, FPAN, is president, The John A. Hartford Foundation.

Sarah Van Ossum, MD, MMM, FAANS is executive director, University Health Services, University of Wisconsin- Madison and immediate past president of the American College Health Association.

Kenneth Thorpe, PhD, is the Robert W. Woodruff Professor and chair, Department of Health Policy & Management, Rollins School of Public Health at Emory University and chairman, Part- nership to Right Chronic Disease.
Clinical Instructor Melody Thomas demonstrates to a student the use of an intravenous infusion pump in the TLC.

By centralizing storage and office space, the expansion of TLC learning areas has not only enriched the overall experience for students but improved operations for the TLC staff. These upgrades also tie together the many enhancements made throughout Newton Hall over the last few years. As a result of these renovations, the TLC can better execute contemporary strategies in nursing clinical education. The introduction of clinical simulation using high-fidelity, full-body computer-controlled manikins more than a decade ago has greatly increased TLC activity, creating the need for more resources such as increased space, equipment and staffing.

Competitions for nursing clinical placement sites and rising hospital inpatient acuity has created a need for innovative solutions to providing quality clinical education for nurses. Though initial clinical simulations at the college were more task-oriented, the current simulations focus on teaching critical thinking skills in high stakes patient scenarios.

Simulation scenarios in the TLC have grown in number and complexity over the years to meet specific learning objectives for each clinical course. Scenarios are developed and revised by experienced faculty who rely on evidence-based practice. Currently, more than a dozen well-designed patient simulation cases are conducted with students in multiple nursing programs. These include scenarios such as respiratory failure, acute myocardial infarction, alcohol withdrawal and post-purum hemorrhage. These valuable learning experiences require the need for resources not imagined when Newton Hall opened in the mid 1960s.

The introduction of human patient simulation has created the need for mock patient rooms with audio/visual capabilities and adjacent control stations for operating computerized manikins and viewing simulations remotely.

The TLC has also been a pioneer in the area of interprofessional education initiatives at the university. The Ohio State University is home to multiple health science programs. Through the Education for Clinical Interprofessional Simulation Excellence (EClipse) program, students from medicine, physical therapy, occupational therapy, medical dietsetics, respiratory therapy, pharmacy and social work all participate collaboratively with undergraduate and advanced practice nursing students in acute care simulations. This experience provides opportunities for students to interact and work together to care for complex simulated patients. The goal is to improve teamwork and communication skills, as well as facilitate a better understanding of professional roles. More than 1,400 interprofessional students have participated in the program since its inception three years ago, displaying positive research outcomes.

The impact of this and other simulations on our students is expressed through feedback on anonymous evaluation surveys. Research shows that simulated clinical experiences can help students feel more confident in their ability to care for patients and research supports this contention. A recent study by the National Council of State Boards of Nursing showed no outcome differences between new nursing graduates who received their clinical education with the traditional less than 10 percent simulation versus real patient care with those who received 50 percent simulation. This study evaluated end-of-program clinical competency, nursing knowledge, readiness for practice, NCLEX pass rates and feedback from the graduates’ first nurse managers. This new evidence supports the use of simulation as a valid teaching tool, with numerous benefits to our nursing students and those of other health science students at the university.

The Technology Learning Complex is a valuable resource for both undergraduate and graduate-level nursing education. At just over 1,000 square feet, the remodeled TLC is better suited to meet the needs of its nursing students as well as many other healthcare students. The college is grateful for donor support over the years that has made the TLC possible and which has positively impacted thousands of students.

Students share comments about the TLC’s simulations

“I think this exercise was really great to judge our understanding and application of the materials and skills that we have learned thus far. I think it was really valuable to be able to work as a group to work through the situation and be able to talk through our conclusions and concerns. I feel that the post-simulation discussion was really helpful for self-development and improvement. I think this exercise was really valuable”

“A great experience that allowed me to display all the skills and knowledge I’ve learned thus far. Simulation has an added advantage in that it often feels more ‘real world’ when even compared to the clinical setting as you have to think on your feet, prioritize, adapt to interruptions, etc. It was a great way to not only learn from what went well, but also what could be improved based on mistakes—which is equally valuable”

“I think these scenarios are extremely beneficial because in our clinical hours we did not get to witness these high intensity situations. It truly made me realize the importance and difference between knowing information from lectures and actually putting it into practice”

“This simulation helped for me to feel a lot more confident in my abilities as a nurse.”

Lisa Rohrig, RN, director of the Technology Learning Complex

The TLC added portable simulation control stations, which allow instructors to control patient simulators while viewing student responses through one-way glass.

The Jennifer Roberts Watts Patient Care Simulation Laboratory was expanded and received an expandable wall and entrance, portable simulation control station, additional patient headwall units and LCD screen.

Lisa Rohrig is director of the Technology Learning Complex at the College of Nursing.
Interdisciplinary program focuses on health development in children

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

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

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

The objectives of this interdisciplinary training program are to:

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

Further information is available at nursing.osu.edu/T32, or contact Kim Arcoleo PhD, MPH, at arcoleo.1@osu.edu.

Jim and Mary Wiedle Hamilton rarely miss an opportunity to support The Ohio State University. Whether it is cheering on the Buckeyes at a game in Ohio Stadium, advocating for the university back home in Pennsylvania or serving as co-chairs of the College of Nursing’s But for Ohio State campaign, these two Buckeyes continue to find ways to pay it forward.

Mary Wiedle earned a bachelor’s degree in nursing in 1964; Jim graduated with a bachelor’s degree in business administration the following year. The two soon became Life-time Members of The Ohio State University Alumni Association and made their first gift to the university shortly thereafter. Their generosity has continued ever since, spanning nearly 50 years and impacting thousands of students, faculty and staff along the way.

In addition to their ongoing support of the College of Nursing—including a surprise gift in Mary’s honor in 2007 to establish the Mary Wiedle Hamilton Advanced Health Assessment Simulation Laboratory—the couple also contributes to the Fisher College of Business, athletics, 4-H, the Alumni Association and the libraries. Mary shares that the couple “finds great joy in giving to Ohio State.”

“We both came from very small towns in Ohio. When we had the opportunity to be generous givers, it was because we were so thankful for all of the opportunities we had at Ohio State,” says Jim of what has inspired their giving over the years.

As co-chairs of the College of Nursing’s But for Ohio State campaign committee, the Hamilton’s were also instrumental in the college becoming the first unit on campus to meet and surpass its campaign goal. To date, the college has raised more than $12 million to support student scholarships, research and programs, far exceeding the original $7 million goal. “We have a responsibility to continue to expand the college and produce graduates who really love nursing,” says Mary of their committee work.

The Hamiltons agree they are excited about the future of the College of Nursing and look forward to playing their part to cultivate the dreamers through philanthropy so the college can continue to attract world-renowned professors, inspire life-changing research and support the education of tomorrow’s healthcare leaders.

New faces in college advancement

It is a thrilling time for the advancement team at The Ohio State University College of Nursing, where we work to support a culture of alumni engagement and philanthropy for Buckeye Nurses. In addition to the work we do to bolster student scholarship support, research and faculty initiatives, we are enthused to turn our attention towards supporting efforts to build a much-needed addition to Newton Hall. As the college expands and health-care continues to require more and more skilled practitioners, researchers and innovators, our new space will set Ohio State apart so we can continue to attract the highest caliber students, faculty and staff. This semester we also welcomed two new faces to the
The Ohio State University College of Nursing

Transformations in Nursing & Health Autumn 2015

Students Spotlight

Samantha Boch

Through annual support of scholarships, fellowships, professorships and more, we can ensure that nursing students will be poised to deliver excellence in education and research, evidence-based practice and healthcare innovation.

Samantha Boch, a fourth-year graduate student working towards a master’s degree with a specialization in Public Health Nursing and a PhD in Nursing with plans to graduate spring 2012. As a first-generation college student and an undergraduate degree from the College of Nursing, and immediately upon graduation, enter the graduate nursing program at The Ohio State University.

How has this scholarship made an impact in your life?

As a first-generation college student from a town bordering the Appalachia, I have financed my undergraduate and graduate education with several part-time jobs, scholarships, fellowships, private and federal loans. Scholarships have allowed me to devote my discretionary hours to the numerous involvements that have helped shape me to become the nurse I am today.

What is the purpose of the program?

The Ohio State University is offering a self-paced online mental health program to nurses. 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 stevin.8@osu.edu, attention: Cartin Stevin, program coordinator.

Topics covered include:

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

The Ohio State University is now offering

KySS online mental health fellowship: Child and adolescent

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

What's the purpose of the program?

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

What is the program structure?

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

For more information on funding scholarships to support students like Samantha, please contact Katy Trombitas, director of development, at trombitas.4@osu.edu or (614) 688-1086.

38 - The Ohio State University College of Nursing

39
For the third 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. In order to receive this recognition, an alumni society must meet various criteria including alumni and student engagement requirements and communication and marketing standards. The criteria for the distinction varies each year and includes hosting events for alumni and students, participating or hosting a local community service project, raising funds for student scholarships, and having a presence on social media channels. Societies must meet all criteria to be considered for this top honor.

Of more than 50 active Ohio State societies, only 14 have received the Outstanding distinction for 2015. The current president of the Nursing Alumni Society, Stephanie Stelmaschuk, ’10, MS’14, is proud of the society’s past accomplishments and is looking forward to what the upcoming year will bring. “It’s been a very busy year for our alumni society, and I couldn’t ask for a better group of board members and liaison to the college, Colleen Pelasky! We’ve met most of our goals for 2015, and I’m looking forward to see how
Remember when?
The Class of ’56 shares their fondest memories

Toledo area alumni from the class of 1956 gather a few times a year to catch up and reminisce about their time at Ohio State. With their 60th class reunion next year, they share their fondest memories during their time at the College of Nursing.

Ann Ottaway Cain: I have great memories of Columbus Receiving Hospital—the old name for the psychiatric hospital—and having Florence Harvey and Eleanor Lewis as our psychiatric nursing instructors. They were both very special—Eleanor with her forward ideas about “therapeutic use of self” and Florence with her classic comment, “Growth is painful, Ann.” Little did I know how valuable that was going to be to me in my future career in psychiatric nursing! They sure had it right! I was very well prepared in all areas, and am truly thankful for my years in nursing at Ohio State!

Marcia Huffman Eggleston: Not just one memory, but the entire experience. Friends. We all lived together, worked together, studied together and enjoyed good times together. Four of us went to the 1955 Rose Bowl where it rained for the first time in years! We did things together then and we do things together now. Friendship brings happy times and happy times bring happy memories!

Rachel Rankin Plymale: I always wanted to be a nurse! Going to the OSU School of Nursing was a dream come true. Part of that dream was our uniform: a blue dress with white starched collar and cuffs, white apron and fichu, white shoes and stockings and of course, caps. The caps were unique. They were like a Dutch cap with a very wide band on it that folded back. It was starched so thick that it stood up by itself. It was just plain white until our senior year when we were “banded.” The cap was dressed up with a black velvet band glued to the back of it. It was beautiful! That barding is my special momento. The cap with it band and my OSU School of Nursing pin I received when I graduated I wore with great Buckeye Pride. My education and experience at OSU served me very well. Go Buckeyes!!!

Nancy Spoon Bouldin: Looking back to 60 years ago? I remember studying in the basement library of Hamilton Hall and walking the tunnel from the clinic to the hospital. Bringing the most smiles: Living in Neil Hall with other nursing students and the friendships that provided. It was a privilege to attend OSU School of Nursing. The TB hospital, the psych hospital, kiddies, public health and clinic work were great experiences that gave a quality education.

Alice Goodrich Baughman: In those years, we as nursing students lived in Neil Hall after the first year which was located close to the University Hospital. As a result of this we became very close friends with our classmates. We worked together on the floors of the hospital and on other sites in the medical complex. We were exposed to many situations as a result of this. I remember so well on one New Year’s Eve being on call for the OR and bringing in the New Year scrambled in surgery. To this day, I treasure as my best friends my classmates who live in this area.

Joan Stevens Rigal: The barber shop quartet made up of OSU student nurse classmates was great fun. We practiced in our rooms at night in Neil Hall, sang at the annual OSU Medical Center variety show, NIGHT OUT, and all over Columbus. How did we have the time for this, working 30 hours a week and carrying a 16 hour course load? I think now, it was a great outlet after all that hard work! I enjoyed the camaraderie of all of the student nurses in Neil Hall. We felt a sense of community being all together in such a big university—safe as well! I loved my nursing experience at OSU!
BRUTx: Science through storytelling

The College of Nursing was well represented at BRUTx, a one-day event where speakers from the Ohio State community shared thought-provoking and interactive ideas to improve human health by providing a look at translational science through a new lens. Sponsored by the Center for Clinical and Translational Science (CCTS), BRUTx was a focus of the center’s 2015 Annual Scientific Meeting in September. The conference’s objective was to showcase translational science through storytelling. The BRUTx presenters were competitive and included multiple reviews.

Mary Beth Happ, PhD, RN, FAAN, FISGA, Distinguished Professor of Critical Care Research at The Ohio State University College of Nursing and director of the Center of Excellence in Critical and Complex Care was inducted into the International Nurse Researcher Hall of Fame at Sigma Theta Tau International’s 26th International Nursing Research Congress in July. A National Institutes of Health-funded researcher, she has served as investigator/coinvestigator on more than 30 studies. Her research program is targeted toward seriously ill older adults and focuses on understanding and improving patient-provider communication in critical and complex illness.

Chief Wellness Officer, Buckeye Wellness to oversee Wexner Medical Center’s Health and Wellness Initiative

In an effort to fully integrate medical center and university health and wellness services and resources, the Wexner Medical Center’s Health and Wellness Initiative was incorporated into the offices of the Chief Wellness Officer and Buckeye Wellness. This transition brought opportunities for faculty and staff across the university to participate in all health and wellness programs. Since 2014, Buckeye Wellness has provided bi-weekly Zumba classes, weekly Wellness Wednesday Walks, monthly cooking demonstrations at Giant Eagle and monthly Lunch and Learn programs. Monthly education sessions are hosted at the medical center, with topics ranging from nutrition, stress management, and exercise, to heart health, diabetes prevention and emotional well-being.

Updated 2/26/15

Online programs for veterans rank in top 10 nationally in U.S. News

Two degree programs from The Ohio State University College of Nursing are among the nation’s best for veterans, according to rankings by U.S. News & World Report. In “2015 Best Online Programs for Veterans,” the online nursing graduate programs are ranked sixth, and Ohio State ranked seventh for online BSN programs.

The College of Nursing was among more than 300 schools from across the country that applied to participate in the Million Hearts® Initiative, a national effort launched in 2011 by the U.S. Department of Health and Human Services to prevent one million heart attacks and strokes by 2017. The college offers a free online educational module that empowers healthcare professionals to provide community screenings, patient education and referrals for abnormal screenings. As part of the partnership, ONA transformed the modules into free nursing continuing education for its members, for which they may earn up to 3.6 contact hours.

College and ONA partner for Million Hearts®, go.osu.edu/fennessybrutx.

Happ selected for STTI Nurse Researcher Hall of Fame

Mary Beth Happ, PhD, RN, FAAN, FISGA, Distinguished Professor of Critical Care Research at The Ohio State University College of Nursing and director of the Center of Excellence in Critical and Complex Care was inducted into the International Nurse Researcher Hall of Fame at Sigma Theta Tau International’s 26th International Nursing Research Congress in July. A National Institutes of Health-funded researcher, she has served as investigator/coinvestigator on more than 30 studies. Her research program is targeted toward seriously ill older adults and focuses on understanding and improving patient-provider communication in critical and complex illness.

Created in 2010, the International Nurse Researcher Hall of Fame recognizes nurse researchers who have achieved significant and sustained national or international recognition and whose research has improved the profession and the people it serves.

In 2015, the International Nurse Researcher Hall of Fame was expanded to include researchers who have a commitment to health informatics, analytics and the use of health information technology to improve health and health care delivery.

Happ was recognized for her work on blood pump users and the experience of patients using blood pumps, including those used by people with atrial fibrillation, a condition in which the heart fibrillates —振动 — irregularly.

Happ is a professor of nursing, spoke about integration of nursing processes and patient care with technological systems. Her presentation, “Workflow patterns and patient health,” was at go.osu.edu/fennessybrutx.

Eileen Faulds, CNP, CDE, PhD student in the College of Nursing, shared stories of how technology can be used to help patients navigate their own care in her presentation, “What insulin Pump Users Fear” at go.osu.edu/fauldsbrutx.

The College of Nursing faculty also was highlighted several times in a presentation by Wondwossen Gebreyes, DVM, PhD, Diplomate AVPMP, professor of veterinary preventive medicine and director of Global Health Programs. Visit “One Health: One World” at go.osu.edu/onehealthbrutx.

Left to right: Michelle Fennessy, Eileen Faulds and Wondwossen Gebreyes

College of Nursing student selected as Albert Schweitzer Fellow

Janet Masters, a traditional master’s student in the Adult Gerontology Primary Care Nurse Practitioner specialty, was among 18 students selected for the 2015-16 class of Albert Schweitzer Fellows from Columbus and Athens. The fellows will spend the next year learning to effectively address social factors that impact health and developing lifelong leadership skills, following the example set by famed physician-humanitarian Albert Schweitzer, the fellowship’s namesake.

Schweitzer Fellows develop and implement service projects that address the root causes of health disparities in under-resourced communities, while at the same time fulfilling their academic responsibilities.

Masters is addressing infant mortality in the South Side of Columbus through one-on-one health coaching sessions with women of child-bearing age. Working with Church for All People, she is developing sustainable engagement and intervention strategies that will improve the health and wellbeing of women and positively impact the health of their children.
Kue named director of global affairs and community engagement

Jennifer Kue, PhD, will be directing the college’s initiatives in global affairs and community engagement. Kue has more than 15 years of experience working with refugees, immigrants, and medically underserved minority populations. She has expertise in community health promotion and achieving health equity in underserved ethnic minorities, community-engaged research and refugee and immigrant health. “Jenn has done amazing work in helping us to expand our global and community health initiatives, and I know she will be a terrific leader in advancing these important efforts even further,” said College of Nursing Dean Bernadette Melnyk.

Kue’s research applies the principles of community-based research to understanding and addressing cancer health disparities, including cervical cancer prevention, cancer screening, and survivorship. Kue’s research examines the influence of culture, race, historical and refugee trauma, and intergenerational communication on cancer screening and health behavior. Kue received her PhD in public health from Oregon State University and master’s degree in anthropology from San Diego State University.

STTI Epsilon Chapter sponsors human trafficking fundraiser

Members of the College of Nursing’s Sigma Theta Tau Epsilon chapter sponsored a Human Trafficking fundraiser last spring, supporting 10 human trafficking survivors. They were provided with items needed to begin their lives in their first apartments. The survivors also received Ohio State-themed materials to make create necklaces, belts, and scarves. STTI Epsilon continues to support this philanthropic mission for human trafficking awareness and prevention and plans to sell merchandise made by the survivors during mid-November.

For more information, contact Kady Martini, martini.39@osu.edu or Sherri Harrless, harrless.19@osu.edu.

Worldviews journal impact grows

New nursing journal impact factors have just been released and the Worldviews impact factor increased to 2.381 from last year’s impact factor of 2.318. Impact factor is a measure of the frequency with which the articles in a journal have been cited in a particular year or period.

The increase places Worldviews, edited by College of Nursing Dean Bernadette Melnyk, as the number three ranked journal for nursing as well as for social science journals, both categories with more than 10 journals.

The top five ranked nursing journals are:

1. International Journal of Nursing Studies: 2.9
2. Oncology Nursing Forum: 2.78
3. Worldviews: 2.38
4. American Journal of Critical Care: 2.11
5. Journal of Cardiovascular Nursing: 2.05

Academic Affairs announces program and track leadership changes

Rita Pickler has been named the director of the PhD in Nursing and Master of Science in Nursing programs.

Kristine Browning and Randee Masciola are leading the master’s program as director and coordinator, respectively.

Janine Overcash is the specialty track director of the Adult Health Gerontology Primary Care NP and CNS tracks.

New faculty and staff join College of Nursing

New faculty members

Andy Betz, clinical instructor of practice
Sue Carter, assistant professor of practice
Esther Chippa, clinical assistant professor of practice
Steve Edell, clinical instructor of practice
Chris Fortney, assistant professor
Chase Hardwick, graduate teaching assistant
Kathryn Hendricka, clinical instructor of practice
Amy Jauch, clinical instructor of practice
Vonda Keels-Lowe, clinical instructor of practice
Lind1i McIaughly, clinical instructor of practice
Hollie Moote, clinical instructor of practice
Martha Post, clinical instructor of practice
Linda Quintin, clinical assistant professor of practice
Janna Stephens, assistant professor
Susan Thran, assistant professor
Jennifer Wilson, clinical instructor of practice
Cindy Zelelew, assistant professor of practice

New staff members

Jill Austor, academic advisor
Nicole Bahn, research assistant
Allison Eret, business manager
Jamie Ciccone, academic program coordinator
Michelle Freeman, senior grants specialist
Matthew Gorr, post-doctoral researcher
Terese Gullis, research assistant
Deborah Hanes, director, Healthy at Home Cbus
Judith Harness, nurse project manager
Larry Lewellen, health & wellness specialist
Hannah McCary, office associate
Ellen Rodenberger, family/ped. nurse practitioner
J. Tyler Rogols, clinical placement coordinator
Adele Thomasson, academic program coordinator
Nicola Behm, business manager
Jill Auxter, academic advisor
Beny Walujo, web database programmer
Onalee Voloa, dietitian
Benny Walea, web database programmer
The Ohio State University College of Nursing
Grayce Sills Endowed Professorship in Psychiatric-Mental Health Nursing

The Grayce Sills Endowed Professor will conduct cutting-edge research that improves mental health outcomes in vulnerable populations and mentor junior faculty as well as pre- and post-doctoral fellows. This is a 12-month position with an expectation for continued NIH-funding.

**Qualifications**

- Successful candidates will hold an earned PhD in nursing or related health discipline
- A curriculum vitae consistent with appointment at the full professor (preferred) or associate professor rank
- History of sustained NIH and other extramural funded research
- Commitment to diversity, innovation and transdisciplinary research and scholarship
- Track record of leadership in mentoring students and faculty in research and scholarship
- Track record of transdisciplinary collaboration
- Excellent communication and team-building skills

**Responsibilities**

- Conducts extramurally funded research, preferably from NIH
- Mentors faculty and doctoral students in research program development
- Provides strategic leadership to the research centers within the college
- Leads and/or assists with the development of center and T32 grant applications
- Implements strategic initiatives related to research and scholarship development

All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status or protected veteran status.

Inquiries, nominations or applications (including a cover letter, curriculum vitae and names of three references) should be directed electronically and in confidence to:

Bernadette Moliny, PhD, RN, CPNP-PMHNP, FAANP, FNAP, FAAN
Associate Vice President for Health Promotion
University Chief Wellness Officer
Dean and Professor, College of Nursing
Professor of Pediatrics and Psychiatry, College of Medicine
Moliny.15@osu.edu

---

The Ohio State University College of Nursing

The College of Nursing is located on the largest health science campus in the country. As one of seven health science colleges at Ohio State, it boasts outstanding collaborations with the world-renowned OSU Wexner Medical Center and Harding Psychiatric Hospital. The college is ranked in the top five percent for its graduate programs by U.S. News & World Report and has three nationally renowned centers of excellence, including the Center for Women, Children and Youth, the Center of Excellence in Critical and Complex Care, and the Center for Transdisciplinary Evidence-based Practice. It offers robust PhD and DNP programs, a post-doctoral program and several other outstanding graduate and baccalaureate degrees. Faculty and students in the college are engaged in a wide variety of groundbreaking basic, biological and clinical research to improve health outcomes across the life span.

---

The Ohio State University College of Nursing

Transforming health. Transforming lives.

nursing.osu.edu
There are 19,000 reasons why we’re in the top 1%.

Congratulations to the 19,000 physicians, nurses, researchers and staff members of The Ohio State University Wexner Medical Center for being recognized by U.S. News & World Report as a top hospital in the United States – placing it in the top 1% of all hospitals evaluated. As a matter of fact, the Wexner Medical Center has received this honor for 23 consecutive years. This commitment to excellence is why our team excels at providing patient care that is anything but routine.

The Ohio State University Comprehensive Cancer Center–Arthur G. James Cancer Hospital and Richard J. Solove Research Institute (OSUCCC–James) and The Ohio State University College of Nursing invite applications for the leadership role of Distinguished Professor of Oncology Nursing Research & Director of Nursing Research & Transformative Evidence-Based Practice. We are seeking a highly accomplished NIH-funded researcher who has made substantial contributions to oncology research and nursing.

This position will promote and enhance both nursing and transdisciplinary research activities at The OSUCCC–James and the College of Nursing. For a complete description of qualifications and responsibilities, visit nursing.osu.edu/employment.
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