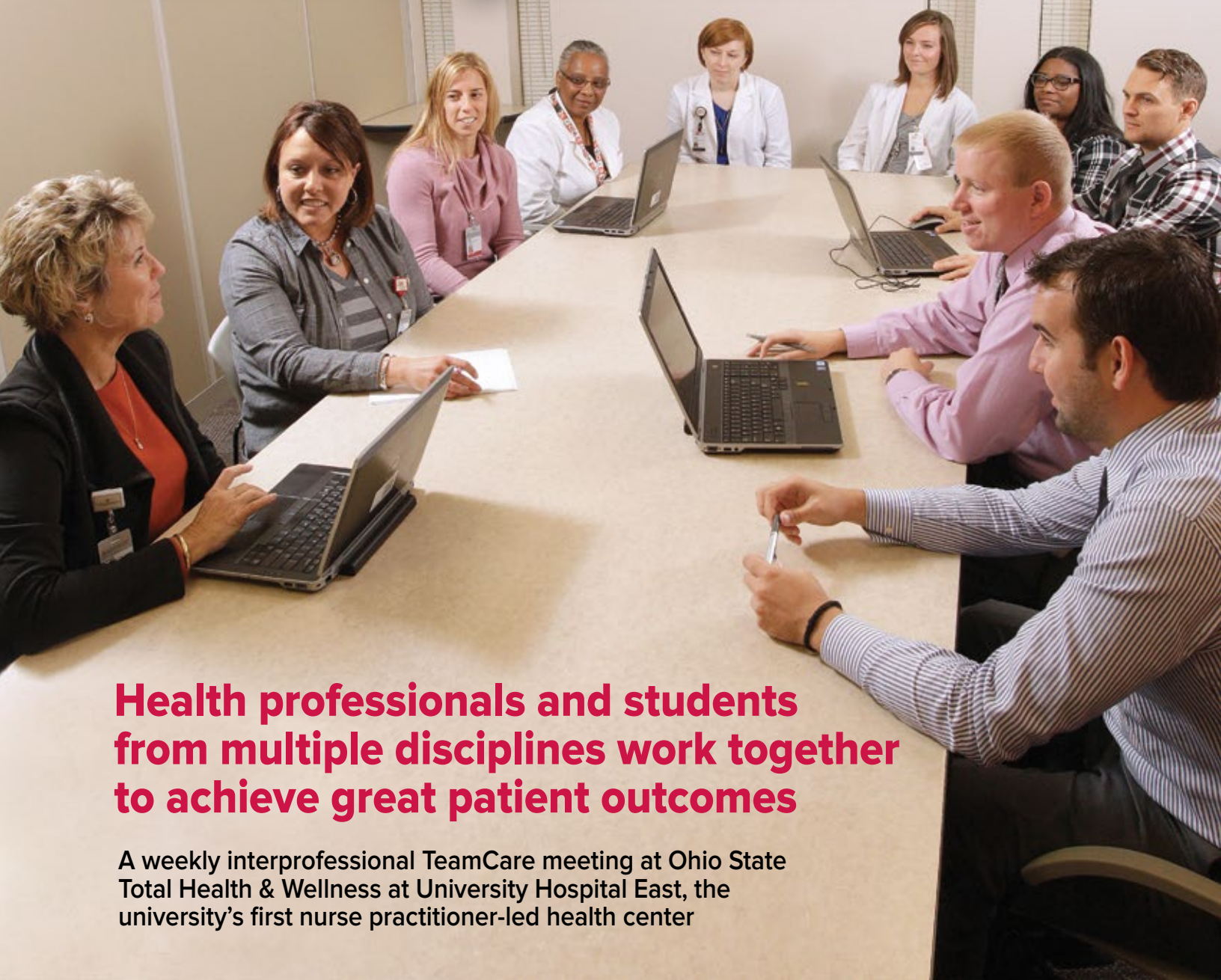


# Transformations

## IN NURSING & HEALTH

# Transdisciplinary teams get results



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

A weekly interprofessional TeamCare meeting at Ohio State Total Health & Wellness at University Hospital East, the university's first nurse practitioner-led health center





# Building Healthy Academic Communities Second National Summit

**April 23-24, 2015**  
**University of California, Irvine**

Announcing the second national summit on best practices in promoting and sustaining wellness in academic settings, with tracks on creating cultures of wellness, marketing and communication for engagement, best practices and mental and emotional well-being.

We welcome transdisciplinary leaders, faculty, students, and staff from academic institutions of all sizes, including administrators, directors of health promotion and wellness, researchers, medical center personnel, and HR officers. Also welcome are policymakers from professional organizations and academia who are committed to improving health and wellness outcomes in institutions of higher learning and their surrounding communities.

Universities are in a unique position to set the national agenda for health and wellness. Although many academic institutions have instituted wellness programs for students, faculty and staff, few have implemented a comprehensive and integrated approach to health and wellness. The benefits of doing so cannot be overstated. Multiple studies show that wellness programs lead to reductions in healthcare costs and health insurance premiums and, more importantly, healthier and more engaged students, faculty and staff.

#### Tracks will include:

- Best practices
- Creating cultures of wellness
- Marketing and communication for engagement
- Mental and emotional well-being

#### CONFIRMED SPEAKERS:

**Judd Allen, PhD**, President, Human Resources Institute, LLC

**Peter Jensen, MD**, President & CEO, REACH Institute

**Sonja Lyubomirsky, PhD**, Professor, University of California, Riverside

**Bernadette Melnyk, PhD, RN, FAANP, FNAP, FAAN**, Associate Vice President for Health Promotion, University Chief Wellness Officer and Dean, College of Nursing, The Ohio State University

For more information about the summit and to submit an abstract for presentation, please visit:  
**[healthyacademics.org/2015-summit](http://healthyacademics.org/2015-summit)**

## The Ohio State University College of Nursing

**Dean, Associate Vice President for Health Promotion, Chief Wellness Officer**  
Bernadette Mazurek Melnyk, PhD, RN, CPNP/PMHNP, FNAAP, FNAP, FAAN

**Vice Dean**  
Margaret Graham, PhD, RN, FNP, PNP, FAAN

**Associate Dean for Academic Affairs and Educational Innovation**  
Cindy Anderson, PhD, RN, WHNP-BC, FAAN

**Associate Dean for Research and Transdisciplinary Scholarship**  
Kimberly Arcoleo, PhD, MPH

**Assistant Dean, Chief Nurse Executive, Health System Associate VP, Health Sciences CNO UH/Ross Hospitals**  
Mary Nash, PhD, RN, FAAN, FACHE

**Assistant Dean for Prelicensure Programs**  
Linda Daley, PhD, RN

**Interim Administrative Director of Student Affairs**  
Nicole Fette, MEd

**Chief of Strategic Partnerships**  
Laurel Van Dromme, MA

*Transformations in Nursing & Health* is a publication of The Ohio State University College of Nursing; all content © 2014.

**Editor and design director**  
Sanford Meisel

**Contributing writers**  
Kathy Baird, Pat Ford-Roegner

**Writers**  
Megan Amaya, Meggie Biss, Megan Denison, Katie Larabee, Pamela Lowe, Jill Jess Phythyon, Diane Sheets, Laurel Van Dromme, Molly Ward

**Photography**  
Troy Huffman, Jay LaPrete, Sanford Meisel, Jodi Miller, AJ Zanyk

**Correspondence**  
We welcome your comments and suggestions:

*Transformations in Nursing & Health*  
The Ohio State University College of Nursing  
1585 Neil Ave.  
Columbus OH 43210-1289, or  
[nursingadvancement@osu.edu](mailto:nursingadvancement@osu.edu)  
(614) 292-8900

**Send change of address to:**  
[nursingalumni@osu.edu](mailto:nursingalumni@osu.edu)

**[www.nursing.osu.edu](http://www.nursing.osu.edu)**



# Transformations

## IN NURSING & HEALTH

### FEATURES

*Cover stories*

#### 6 **Health sciences students collaborate to deliver patient-centered care**

*By Kathy Baird*

*The right prescription: Interprofessional teamwork focused on each patient's unique needs.*

#### 9 **HRSA grant supports healthcare for children** | *By Jill Jess Phythyon*

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

#### 13 **Ohio State's Million Hearts® initiative extends national reach**

*By Meggie Biss*

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

#### 16 **Going global** | *By Meggie Biss*

The College of Nursing is not just in Columbus anymore. How the college's global health initiatives are providing experience to students and faculty in the delivery of evidence-based healthcare worldwide.

#### 22 **College of Nursing named NLN Center of Excellence** | *By Kathy Baird*

Elite designation elevates college for demonstrating excellence.

#### 26 **New national organization successfully launches with 15 founding universities**

*By Megan Amaya and Laurel Van Dromme*

An update on Building Healthy Academic Communities.

### COLUMNS

5 **DEAN'S MESSAGE**  
*By Bernadette Mazurek Melnyk*  
Thinking and doing the impossible in the next 50 to 100 years

29 **VIEWPOINT**  
*By Patricia Ford-Roegner*  
Nurse collaborators can deliver a family-centered health system

31 **SOCIAL MEDIA**  
*By Jill Jess Phythyon*  
New app helps reach students

33 **STUDENT AFFAIRS**  
*By Molly Ward*  
Peer advisors help nursing students find their way

35 **GIVING**  
*By Pamela Lowe and Meggie Biss*  
Centennial Professor of Nursing and Mildred E. Newton Professor named

39 **ALUMNI**  
*By Megan Denison*  
Nursing Alumni Society accepts new membership model

### DEPARTMENTS

43 **College News**  
49 **Class Notes**  
50 **Faculty Focus**

**Cover:** Photograph of TeamCare meeting by Jay LaPrete. Left to right: Candy Rinehart, director, nurse practitioner; Sherry Wach, nurse practitioner; Julie Kennel, nutritionist; Teresa Smith, psychiatric nurse practitioner; Tina Pollock, PMHNP student; Chelsea Koenigseker, FNP student; Erecia Howard, care coordinator; Matthew Stone, nurse practitioner; Chris Westrick, pharmacist; Christopher Stanatalcos, PharmD student

Sponsored by



THE OHIO STATE UNIVERSITY



# Viewpoints

of Innovative  
Healthcare  
Leaders



Hosted by  
Bernadette  
Melnik

Chief Wellness  
Officer, The Ohio  
State University

*Viewpoints is a podcast series featuring innovative healthcare leaders discussing today's most important national health and wellness topics.*

*Your host, Bernadette Melnyk, PhD, RN, CPNP/PMHNP, FNAP, FAAN, associate vice president for health promotion, university chief wellness officer and dean of The Ohio State University College of Nursing, engages innovators from nationally renowned hospitals, healthcare systems, government agencies, foundations and corporations on healthcare topics of national significance.*

*Learn about the best evidence-based practices and emerging thoughts in health care anywhere—free—from your computer, tablet, or smart phone!*

*Healthcare leaders interviewed include:*

- *Mary D. Naylor, PhD, FAAN, RN, Marian S. Ware professor in gerontology and director, the NewCourtland Center for Transitions and Health at the Pennsylvania School of Nursing*
- *Catherine J. Rick, RN, PhD(h), NEA-BC, FAAN, FACHE, senior advisor for nursing leadership, The Jonas Center for Nursing Excellence*
- *Marla Weston, PhD, RN, FAAN, chief executive officer at the American Nursing Association*
- *Corinne H. Rieder, EdD, executive director and treasurer, The John A. Hartford Foundation*
- *Shellie Pfohl, MS, executive director, President's Council on Fitness, Sports & Nutrition*
- *Joe Selby, MD, MPH, executive director, Patient-Centered Outcomes Research Institute*
- *Robin Newhouse, PhD, RN, NEA-BC, FAAN – Chair & Professor, Organizational Systems and Adult Health –University of Maryland School of Nursing*

*Don't miss learning about the importance of evidence-based practice and health policy for improvements in elder care, overall health and wellness, and how the Affordable Care Act is influencing healthcare research and delivery.*

Download via  
iTunes University or visit  
[viewpoints.osu.edu](http://viewpoints.osu.edu)



THE OHIO STATE UNIVERSITY  
COLLEGE OF NURSING

# Thinking and doing the impossible in the next 50 to 100 years

*Our college will continue to revolutionize health, healthcare and education*

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

In our Centennial time capsule, which is slated to be opened in 50 years, I asked our alumni and faculty to envision what healthcare and our college will look like in 2064. There were many exciting and creative answers to this question, but a common theme was that our college will continue to be on the forefront of revolutionizing nursing and interprofessional education, research and evidence-based practice, and health



**Bern Melnyk**

and wellness outcomes for people across the state, nation and globe. In this edition of *Transformations*, you will read about some of our recent successes and the critical impact that we are making in improving health outcomes for people across our own community, state and nation with our National Interprofessional Education and Practice Consortium to Advance Million Hearts and the difference we are making globally with our world health initiatives. I am especially proud of our new Health Resources Services Administration (HRSA) grant, which will improve the quality of care for children with chronic conditions through interprofessional education and practice, and our college's new designation as a Center of Nursing Education Excellence by the National League for Nursing. You can be assured that any student enrolled in one of our college's groundbreaking

programs is receiving the highest quality of education by our world-renowned faculty who are continually embarking on innovative methodologies to prepare nothing less than the most top notch evidence-based clinicians, leaders and researchers who LIVE WELL (Lead, Innovative, Vision, Execute and are Wellness focused, Evidence-based, Life-long learners and Lights for the world).

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

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

Warm and well regards,

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



# Health sciences students collaborate to deliver patient-centered care

*The right prescription: Interprofessional teamwork focused on each patient's unique needs*

By Kathy Baird

**A**s patients' medical problems become increasingly complex, teamwork by health-care providers grows more important than ever. Health professionals need to build strong clinical teams that provide high quality care and deliver positive health outcomes for patients.

**iPEP**

Inter-Professional  
Education & Practice  
Collaborative at The  
Ohio State University

At Ohio State, the Interprofessional Education & Practice (IPEP) Collaborative, spearheaded by the College of Nursing since 2012, prepares students across multiple disciplines for such teamwork. IPEP is designed to advance interprofessional education and practice in order to improve healthcare quality and health outcomes.

"Findings from multiple studies support that interprofessional education and collaborative team-based care enhance professional practice, healthcare quality, safety and patient outcomes," said Bernadette Melnyk, PhD, RN, CPNP/PMHNP, FAANP, FNAP, FAAN, dean of the College of Nursing, associate vice president for health promotion and chief wellness officer for the university. "Yet interprofessional collaboration is not the norm across the US. Silos in education and practice are still alive and well in so many institutions across the nation."

While still not widely practiced, intercollaborative care is a growing priority nationally. According to the Institute of Medicine's Committee on Health Professions Education, "All healthcare professionals should be educated to deliver patient-centric care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches and informatics."

An important stride forward came in February 2012, when the American Association of Colleges of Nursing and five other leading health professional educational associations joined forces to form the Interprofessional Education Collaborative (IPEC). Other founders included the American Association of Colleges of Osteopathic Medicine, the American Association of Colleges of Pharmacy, the American Dental Education Association, the Association of American Medical Colleges, and the Association of Schools of Public Health. The organization's goal is to advance interprofessional

education and practice nationally.

That collaborative's recent report, "Core Competencies for Interprofessional Collaborative Practice," says that interprofessional education is fundamental to practice improvement and that student education for all health professionals must be tied to practice needs.

As the only university in the country to house seven health sciences colleges and a comprehensive research medical center on a single campus, Ohio State is uniquely positioned to offer interprofessional educa-

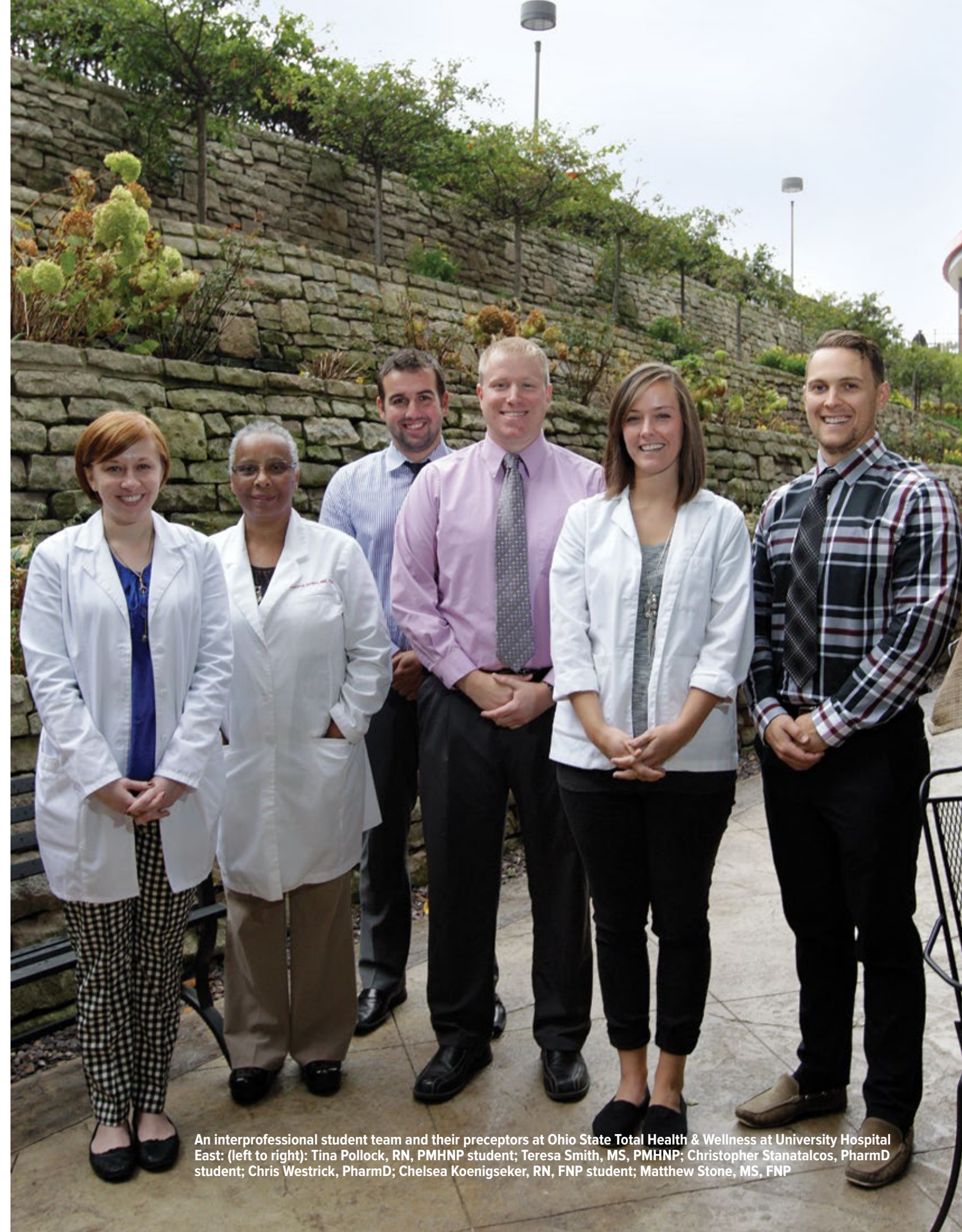
tion. Its health sciences colleges include the Colleges of Dentistry, Medicine, Nursing, Optometry, Pharmacy, Public Health and Veterinary Medicine. These seven health science colleges are among the 18 Ohio State University colleges and programs involved in the IPEP collaborative. Others include the College of Social Work; the Wexner Medical Center's Division of Gastro-Hepatology & Nutrition, Department of Physical Medicine & Rehabilitation, and Center for Bioethics and Medical Humanities; Nationwide Children's Hospital; the Fisher College of Business; the College of Education & Human Ecology; the College of Engineering; the College of Food, Agriculture, and Environmental Science; the College of Education & Human Ecology; and the John Glenn School of Public Affairs.

## IPEP collaborative builds skills

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

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

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



Photograph by Jay LaPrie

An interprofessional student team and their preceptors at Ohio State Total Health & Wellness at University Hospital East: (left to right): Tina Pollock, RN, PMHNP student; Teresa Smith, MS, PMHNP; Christopher Stanatalcos, PharmD student; Chris Westrick, PharmD; Chelsea Koenigseker, RN, FNP student; Matthew Stone, MS, FNP



and a clinical primary care center.

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

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

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

**Patient-centered teamwork improves outcomes**

“Much of our population has one or more chronic disorders,” said Candy Rinehart, DNP, FNP, ADM-BC, nurse practitioner and director, Ohio State Total Health and Wellness. “Management of these disorders requires skills that the patient and a single healthcare provider might not possess. Adding a team approach with multiple healthcare professionals contributes to the knowledge and success of the individual in managing their chronic disorders.

Such collaboration helps to improve patient care and avoid errors. “Many patients are on multiple medications from multiple providers,” Rinehart said. “The addition of a pharmacist to the team decreases incidence of medication duplication and possible medication interactions. Having a nurse practitioner who specializes in mental and behavioral health, along with

### 2014/2015 IPEP seminars

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

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

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

a mental health counselor, improves our ability to manage chronic physical disease when the individual’s mental health status is addressed and managed.”

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

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

A care team that develops broader rapport with patients can better help them

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

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

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

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

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

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

*Kathy Baird is a freelance writer based in Columbus.*

*Interprofessional education and practice: Getting results*

# HRSA grant supports healthcare for children

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

By Jill Jess Phythyon



A new interprofessional educational training grant at the College of Nursing is designed to provide an in-depth perspective on the healthcare needs of children with multiple chronic conditions while teaching students to effectively work in a team to coordinate the numerous services needed by these patients and their families.

Funded by a \$1.125 million grant from the Health Resources and Services Administration (HRSA), an agency of the US Department of Health and Human Services, the college will work with other health science colleges at Ohio State and Nationwide Children’s Hospital to provide an interprofessional team approach to address chronic





**Associate Professor Deborah Steward, PhD, RN and director of the neonatal nurse practitioner specialty, is project director for the new interprofessional educational training grant.**

*All master's level students in the acute care pediatric nurse practitioner, neonatal nurse practitioner and pediatric nurse practitioner specialties will have the opportunity to participate in the project. Additionally, the project will draw from programs including occupational therapy, physical therapy, medical dietetics, social work and medicine.*

conditions in children. The project, "Educating Nurse Practitioners and Graduate Health Professionals to Manage Chronic Conditions in Children using an Interprofessional Collaborative Model," is a joint effort with Nationwide.

Deborah Steward, PhD, RN, is project director for the grant. Steward, director of the neonatal nurse practitioner specialty at the College of Nursing, sees this approach as an exciting opportunity for students to learn how to work in a healthcare team while truly making a difference in the lives of children with multiple chronic conditions and their families.

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

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

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

"There are things we take for granted," Steward said. "For example, if we lose electricity, we're inconvenienced for awhile. But what about a child on a ventilator?"

Instead of meeting with families in a clinic, the students will take their teams to the patients' homes. The partnership with Nationwide Children's Hospital will allow students to interact with children who have multiple chronic conditions and their families who are in underserved areas.

"The faculty believe that having students travel to the homes of children located throughout Appalachia will provide them with the knowledge that, despite the most comprehensive patient teaching that occurs in a healthcare setting, how this is operationalized in the home environment can be very difficult for children and their families," according to the grant application

submitted to HRSA.

All master's level students in the acute care pediatric nurse practitioner, neonatal nurse practitioner and pediatric nurse practitioner specialties will have the opportunity to participate in the project. Additionally, the project will draw from programs including occupational therapy, physical therapy, medical dietetics, social work and medicine.

"Nurse practitioners are integral members and leaders of healthcare teams," said Bernadette Melnyk, PhD, RN, CPNP/PMHNP, FNAAP, FNAP, FAAN, associate vice president for health promotion, university chief wellness officer and dean of the College of Nursing. "This program, along with our other IPEP-related efforts (Interprofessional Education & Practice Collaborative), will give our students a solid foundation to become a part of an interprofessional collaborative team to improve outcomes in high risk populations."

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

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

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

When working in rural settings, in particular, nurse practitioners [NPs] may need to be coordinators of care teams. The new project will help NP students become

familiar with the strengths and challenges of working with an interprofessional team.

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

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

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

The students will be in regular contact with the clinic at Nationwide Children's Hospital before they go into patients' homes and will debrief when they return.

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

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

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

*Jill Jess Phythyon is senior director of marketing and strategic communications for the College of Nursing.*





The Ohio State University is now offering  
**KySS online mental health fellowship:  
 Child and adolescent**

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

**What's the purpose of the program?**

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

**What is the program structure?**

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

content covered in the lecture and required readings.

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

Each participant will be assigned a faculty mentor who will provide expert

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

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

**How do I register?**

For questions on the program, please e-mail [slevin.8@osu.edu](mailto:slevin.8@osu.edu), attention: Caitlin Slevin, program coordinator.

**Topics covered include:**

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



**THE OHIO STATE  
 UNIVERSITY**



# Ohio State's Million Hearts® initiative extends national reach

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

By Meggie Biss

**W**hat began with free on-campus health screenings on Valentine's Day in 2012 has quickly developed into a full-fledged national campaign to combat cardiovascular disease across the country.

Those screenings, led by The Ohio State University College of Nursing, spurred a university-wide partnership with Million Hearts®, a national initiative launched by the US Department of Health and Human Services (DHHS) in September 2011 to prevent one million heart attacks and strokes in the United States by 2017. Ohio State was the first university-wide institution to partner with Million Hearts in this historic effort.

The university's efforts are led by Bernadette Melnyk, PhD, RN, CPNP/PMHNP, FNAAP, FNAP, FAAN, associate vice president for health promotion, chief wellness of-





College of Nursing students, faculty and staff provided Million Hearts biometric screenings at the Ohio State Fair. They were visited by Ohio First Lady Karen Kasich, rear center, in sunglasses.

ficer, and dean of the College of Nursing.

“As prevention and health promotion specialists, nurses play an integral role in reaching the goals of the Million Hearts initiative,” said Melnyk. “Part of our approach to evidence-based healthcare is to aggressively assess and manage cardiovascular disease risk factors, including strategies for stress reduction.”

In less than two years’ time, the College of Nursing and the university have already taken some big steps toward helping Million Hearts reach its goal.

“I feel as though our programs have already contributed on a national level to the Million Hearts objective of preventing one million heart attacks and strokes,” said Kate Gawlik, MS, CNP, ANP-BC, clinical instructor and DNP candidate at the college. Gawlik has played a leading role in developing university and community initiatives that support Million Hearts.

## Million Hearts at Ohio State and beyond

One of Ohio State’s biggest contributions to the initiative has been the formation of the National Interprofessional Education and Practice Consortium to Advance Million Hearts (NIEPCAMH), a group that serves to educate nursing and other health sciences students, healthcare providers and community members about how to improve population health. Founded by Melnyk, the consortium works to reach people across the country with Million Hearts education, screening and referrals. Since its inception in 2012, participation in the NIEPCAMH has continued to grow, with more than 100 universities and organiza-

tions currently involved.

“We designed the consortium with the intent of fostering collaboration among a variety of academic institutions, healthcare facilities and communities in our quest to promote Million Hearts screenings and cardiovascular health,” explained Melnyk. “By working together, we can improve the health of the American people and successfully save one million lives.”

To aid in that pursuit, Ohio State’s Colleges of Nursing, Medicine and Pharmacy developed two free, online teaching modules to educate healthcare professionals, health sciences students and community members about the mission of Million Hearts and how they can support the initia-

## National Interprofessional Education and Practice Consortium to Advance Million Hearts

tive. Users complete one of two modules—the Million Hearts Fellowship module is designed primarily for healthcare professionals and students, while the Million Hearts Community Ambassador module is geared toward community members.

Upon successful completion of the modules, users are recognized as Million Hearts Fellows or Community Ambassadors and are equipped to conduct community screenings and refer at-risk individuals to the appropriate resources.

Organizers are pleased by the amount of interest the modules have generated.

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

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

But the online educational tools are just one of several ways the NIEPCAMH is making a positive impact on population health.

In an effort to target health disparities and populations with reduced access to care, the College of Nursing, along with Ohio State’s Office of University Outreach and Engagement and Ross Heart Hospital, partnered with local churches in low-income areas of Columbus. Church leadership then identified nurses and other healthcare providers from within their congregations to become a Million Hearts Community Ambassador. Following a workshop taught by College of Nursing faculty, the Community Ambassadors are equipped to provide



The Million Hearts Community Ambassador program involves local churches in community screening and assessment.

Million Hearts screening, triage, counseling, health care provider referral and resources for the people of his or her congregation

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

and community. More than 80 people attended the training and became certified Million Hearts Community Ambassadors for their churches.



University Chief Wellness Officer and College of Nursing Dean Bernadette Melnyk, left, and Kate Gawlik (in black) are joined by Eric Troy of the Office of Outreach & Engagement and Dorian Harrison of Ross Heart Hospital at a Million Hearts Community Ambassador program.

Numerous other initiatives have been forged as well, expanding the reach of Million Hearts even further. Ohio State has provided screenings and education at community health fairs, free clinics, influenza clinics, student organization events and on-campus wellness events. The College of Nursing has also partnered with various university and community organizations, which has led to numerous Million Hearts outreach opportunities including the university’s interprofessional Wellness on Wheels (WOW) bus tours, Ask a Buckeye Nurse health forums at a local barbershop, and an annual presence at the Ohio State Fair.

## Million Hearts going forward

As Million Hearts continues gaining momentum, the university is well positioned to continue making an impact and helping the initiative achieve its objectives. According to Gawlik, plans are in the works to develop stronger collaborations with other health science professions, such as medicine and pharmacy, in hopes of catapulting the success of the program beyond initial expectations.

“When we began our efforts, our original goal was to screen 100,000 people,” explained Gawlik. “With 25,000 people screened in the first year and a half alone, I believe this goal could easily be doubled. If we had each nursing student screen and educate 10 people about Million Hearts, more than three million people could be reached in just one year.” ■

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



# The Ohio State University College of Nursing: Going global

The College of Nursing is not just in Columbus anymore. How the college's global health initiatives are providing experience to students and faculty in the delivery of evidence-based healthcare worldwide.



By Meggie Biss

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

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



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

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



## Honduras: Changing the healthcare landscape

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

The program was spearheaded in 2000 by Angie Overholt, RN, BS, MS, FNP, an advanced practice nurse graduate of the College of Nursing, along with professor (now emeritus) Kathleen Stone, PhD, RN, FAAN. During her mission work in Honduras, Overholt was struck by the amount of devastation the country had endured

from Hurricane Mitch in 1998. When she returned to the United States and became a student at the College of Nursing, she knew her work in Honduras wasn't finished. Overholt soon met Stone and shared with her the desire to conduct a community health assessment in Honduras. With that, the idea for a study abroad program was hatched.

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

"Students will often return home from the trip and tell me, 'Dr. Stone, my life has never been the same since I've been to Honduras'."

Those who commit to the trip are required to attend several preparatory sessions during which they learn about Honduran culture, education, the healthcare system and common health issues among the population. Students even participate in a mock clinic before they leave and spend a

"packing day" organizing the thousands of dollars' worth of donated medications and supplies into dozens of suitcases.

But the real education begins when the group arrives in Choluteca, a desert-like environment in the southwestern part of the country. Under faculty supervision, students work in interprofessional teams in six rural villages and the local hospital to deliver care to 1,600-1,800 patients over the course of five days.

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

Nursing students are paired into collaborative teams. Graduate students perform the initial patient assessment, diagnostic testing and prescription, while undergraduates perform the treatments. These students work directly with faculty and students from the College of Pharmacy



Courtesy Angie Overholt

**Ohio State students from the Colleges of Medicine, Nursing and Pharmacy pose with Honduran students on their way home from school in Mal Pas. Also in the group are Maria Overholt (in the center of the children), a nurse who helps with language translation in the pharmacy, and Neiamaha Herring, back row, left.**

to provide medication to patients, as well as Spanish major students who function as interpreters.

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

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

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

The need for the school is great, according to Stone. Honduras is about the size of Ohio with a population of approximately eight million people, 8,100 of which are nurses. Of that number, only 2,500 are nurses with a baccalaureate degree. The

remaining 5,600 are nurses' aides, many of whom have less than a year's worth of nursing education. Some only have a sixth grade education.

Stone, Overholt and leadership from the College of Nursing are proposing the establishment of a vocational school of nursing in Choluteca where students would enter in the 10th grade and, upon completion of the

three-year program, graduate as a licensed vocational nurse. Graduates would then be prepared to assume roles in hospitals and public health departments, or continue their education at the university level.

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

Plans are still in the development phase, but organizers are optimistic about the possibilities and potential.

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

## China: Strengthening evidence-based practice

Another initiative that aims to make a global impact is the college's Center for Transdisciplinary Evidence-based Practice (CTEP). Having already educated a multitude of health professionals from across the United States and several other countries,



Courtesy Kathy Stone

**Students and faculty from the College of Nursing and other Ohio State colleges in Choluteca, Honduras**



**Lynn Gallagher-Ford, second from left, and Jennifer Schroeter, Magnet program director at the Wexner Medical Center, with the nursing leadership team from the 10th People's Hospital in Shanghai. They spoke at the Shanghai Nursing Quality Control Center Conference at the hospital.**



# College gains global visibility at International Nursing Research Congress in Hong Kong

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

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



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

## Ethiopia: Research on cancer treatment

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

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

Approximately 33 percent of all cancer cases in Ethiopia are cervical cancer. With late-stage diagnosis, treatment delays and low cancer awareness, many cervical cancer patients die before receiving treatment, she said. With this in mind, Menon’s team has proposed a cervical cancer “screen-



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

and-treat” (S&T) project as a viable option for the Ethiopian community. The most common S&T procedure consists of Visual Inspection with Acetic Acid (VIA) followed by cryotherapy, or freezing of abnormal tissue.

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

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

## Nicaragua: Learning a new culture

Students also gain a global perspective through the college’s Nursing in Nicaragua program. This two-week immersion experience in the city of Managua is open to

sophomores, juniors, seniors and graduate level students and focuses on the health, healthcare systems and human rights of the people in Nicaragua.

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

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

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

While abroad, students travel to various urban and rural locations to hear lectures, visit hospitals, clinics and health posts, and speak with healthcare providers. Students are also given the opportunity to

present posters they create on prevalent health topics and issues in Nicaragua such as diabetes, CPR, HIV/AIDS and prenatal education. Additionally, participants chronicle their experiences abroad on the program’s blog, which helps students reflect on the lessons they’ve learned during the trip.

The most recent trip included 13 students and the program will embark on its third excursion in May 2015. Eventually, instructors will be adding a hands-on clinical experience for the students. Tranter hopes the program develops deep-rooted connections in Nicaragua which will allow for an increased sharing of ideas and knowledge.

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

## The future: Where we go from here

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

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

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

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



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



*National recognition continues*

# College of Nursing named NLN Center of Excellence

*Elite designation elevates college for demonstrating excellence*

By Kathy Baird

**T**he excellent educational programs developed by The Ohio State University College of Nursing have drawn a new level of national recognition. The National League for Nursing (NLN) has designated the college as an NLN Center of Excellence. The college was among six nursing schools presented with this honor in 2014 at a September banquet during the NLN's National Educational Summit in Phoenix. A total of 31 nursing schools and four health-care organizations in the US now hold this elite designation, which must be renewed after four years.

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

A culture of high aspirations in both the college and the university laid the groundwork for the NLN recognition. The Ohio State University strives to be a top 10 national research institution by 2020. With the arrival of a new dean and a university-wide conversion to semesters within the past few years, Ohio State's College of Nursing instituted a culture of "achieving the impossible"—setting big goals, then propelling those goals into action. This and other core values, as well as nursing professional standards, are emphasized to all students.

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

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

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

"We are strong in all three possible areas," Steward said. "We really were confident in our programs and in the innovative educational strategies our faculty are using." The application prepared by the college explains, "We believe we have developed strong educational programs that produce well-prepared graduates to meet the challenges of a dynamic healthcare environment." The application predicts that the NLN recognition would offer several benefits: assure prospective students of a cutting-edge education, demonstrate

a commitment to educational excellence to clinical and community partners, and give the college national stature in educational excellence.

Collaborating with Steward to compile information for the college's application were Mary Kaminski, MS, RN, graduate teaching associate, and Karen Clancy, MS, RN, NNP-BC, clinical instructor of practice. Additional feedback came from the full faculty. "We needed faculty to tell us about the innovative things that they were doing," Steward said. The application spotlights the college's extensive range of classroom and clinical education programs, its strong research opportunities, its interdisciplinary experience, its many unique wellness programs, and its focus on evidence-based practice and professional transformation.

This was the college's first application for the competitive award. In informal conversations at the awards banquet, faculty from other schools stressed the extreme competitiveness of these nominations. "It really was impressed upon us how competitive the process is," Steward said. "I was really in awe of it."

## A summary of strengths

The College of Nursing application recognized by NLN outlined key college programs and educational innovations. Grounded in a 100-year tradition, today the college has 1,735 students enrolled in programs including the Bachelor of Science in Nursing (BSN),

Master of Science (MS), Doctor of Nursing Practice (DNP), and Doctor of Philosophy (PhD). Students receive classroom and laboratory instruction and supervised clinical instruction in a variety of hospital and community settings. Connections to a major medical center, a major pediatric hospital, and other health sciences colleges give nursing students opportunities to collaborate within multidisciplinary teams.

Sample innovative programs are the RN-BSN program, which expands existing RNs' critical thinking skills, as well as their research, communication and leadership skills to achieve a BSN degree; a two-track master's program to prepare graduates who function in specialized roles in 12 different specialties; and the Doctor of Nursing Practice program which offers the highest level of educational preparation for advanced practice nurses and administrators. That program includes a newly instituted BSN to DNP option to help existing nurses who hold a BSN degree achieve the DNP degree, the impending credential for advanced practice nurses. A new DNP Nurse Executive option was introduced this fall to prepare nurse administrators to fill this growing need. The Doctor of Philosophy in Nursing program prepares scientifically-based nurse-scientist scholars who will contribute to research.

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

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

For nursing students at all levels who



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





**At the September National League for Nursing Annual Education Summit in Phoenix: NLN president Marsha Howell Adams; Deborah Steward, associate professor; Linda Daley, assistant dean for prelicensure programs and professor of clinical nursing; Carolyn Schubert, assistant professor of clinical nursing; Mary Alice Momeyer, assistant professor of clinical nursing; Joni Tornwall, manager of instructional services; and Beverly Malone, NLN chief executive officer.**

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

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

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

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

Strong partnerships with The Ohio State University Wexner Medical Center and Nationwide Children's Hospital provide a range of learning opportunities, which are

expanded by a variety of community partnerships such as involvement in Columbus City Schools sports physicals and Head Start physical exams.

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

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

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

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

The College of Nursing community is also supportive. An undergraduate mentoring program links students in each year of studies in “family” groupings to build

a sense of community. A similar program for accelerated Graduate Entry program students pairs first-year and second-year students for shared support. A Nursing Learning Community offers the chance for pre-nursing and BSN students to live with other students in their field in a living-learning environment with programming and events tailored to their educational interests.

### **The ultimate goal of nursing education**

Compiling the college's strengths on paper for the NLN application is one experience, but seeing that education in action lends quite another viewpoint. Deborah Steward recently gained new perspective on the college's quality of education through personal experience. “When you stand up in the classroom and talk about nursing and being great nurses, you never know if your student's going to make an impact,” she said. “Then my husband was in the hospital. To be the wife and not the instructor and to watch former students and current students provide care and give great care, we were totally amazed.

“There's that sense, ‘Have I made a difference?’ As I sat in my husband's hospital room and witnessed current and former students caring for him, I was struck by the thought my teaching had come full circle. At the end of the day that's what it's about—how we take care of our patients.” ■

*Kathy Baird is a freelance writer based in Columbus.*



**Limited Seats  
Still Available ...  
Register Now!**

ANA Leadership Institute™ – Advanced Programs

In partnership with

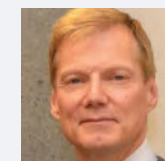


## **Innovation and the Triple Aim: Advancing Leadership in Transforming Health Care**

**Nov. 17-18, 2014**

Longaberger Alumni House | The Ohio State University  
2200 Olentangy River Road, Columbus, OH 43210-1035

*Event Speaker*



**Tim Porter-O'Grady**  
DM, EdD, APRN,  
FAAN, FACCWS

## **As a nurse director or manager, are you prepared to lead your facility in the pursuit of Triple Aim?**

Attend our two-day immersion program, Innovation and the Triple Aim: Advancing Leadership in Transforming Health Care. Walk away with the real-world, best-practice guidance and skills you need to optimize health care performance, improve the patient experience, advance the health of populations and reduce the per-capita costs of health care.

### **BONUS:**

*All attendees will receive expert coaching for 12 months following the program to help them achieve their leadership goals.*

### **Important Event Information:**

**Date:** Monday, Nov. 17, through Tuesday, Nov. 18

**Price:** ANA Members: \$1,800

Non-Members: \$2,000

**CE:** Earn up to 13.75 contact hours

*To register or for more information, go to  
**www.ana-leadershipinstitute.org***



# New national organization successfully launches with 15 founding universities

By Megan Amaya and Laurel Van Dromme



At the inaugural Building Healthy Academic Communities (BHAC) National Summit in April 2013

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

### The inaugural national summit

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

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

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

During its first year of existence, the consortium added 15 founding member institutions [see box on following page] and eight member institutions, which include large and small institutions, as well as public and private. Currently, the consortium is on an aggressive path towards establishing a board of directors, an advisory board, a strategic plan and several committees, all while planning the 2015 Building Healthy Academic Communities National Summit, to be held April 23-24, 2015 at the University of California, Irvine. The second national summit will emphasize evidence-based wellness and best practices, creating cultures and environments of wellness, marketing and communication branding for health and wellness, and mental and emotional well-being for faculty, staff and students.

### From national to regional: BHAC in the State of Ohio

As the birthplace of the Building Healthy Academic Communities

## Knowledge and best practices shared

2013-2014 BHAC webinar topics and presenters:

**Building a sustainable wellness program with measureable impact: the basics and beyond,** Patricia Benson, University of Louisville

**Key strategies for building a culture and environment of wellness in academic communities,** Bernadette Melnyk, The Ohio State University

**LIVEWell at WVU,** Colleen Harshbarger, West Virginia University

**Not going it alone in advancing student wellness,** Connie Boehm, The Ohio State University

**What's in it for HER: From illness to wellness,** Michelle Robson, EmpowHer

**UCLA's Healthy Campus Initiative: A social movement approach to building a healthy community,** Michael Goldstein, UCLA

**Implementing and assessing the effectiveness of holistic health programs for collegiate faculty, staff and students,** Jason Vlastaras and Timothy Baghurst, Oklahoma State University

**Building a culture of health at the University of Michigan,** LaVaughn Palma-Davis, University of Michigan

**Building a healthier Auburn: a collaborative approach to student, staff and faculty wellness,** Eric Smith, Auburn University

**Workplace wellness engagement: A business sustainability strategy that's more than just participation,** William Baun, MD Anderson Cancer Clinic

**Exercise—The right medicine—We should all prescribe it!,** Tom Best, The Ohio State University

**An integrative approach to employee health management—The University of Iowa perspective,** Joni Troester, University of Iowa

**The WellBAMA story,** Rebecca Kelly, University of Alabama

**Be U: A peer-based wellbeing group coaching program,** Stephen Bennett & Jayne Sommers, Gustavus University

To listen to the BHAC webinars, visit [healthyacademics.org/webinar-series](http://healthyacademics.org/webinar-series)



*“BHAC members are setting the standards of health and wellness at academic institutions. We will be able to provide you with evidence-based data that will be respected by your peers, and we’ll be at the cutting edge of all health and wellness.”*

Cassandra Kitko, MBA, CHES, IC, Assistant Manager, Health Initiatives  
Office of Human Resources, Penn State University



Jodi Miller

## Current BHAC membership

### Founding members

Arizona State University  
Bucknell University  
The College of New Jersey  
Dartmouth College  
East Carolina University  
Gustavus Adolphus College  
Iowa State University  
Medical University of South Carolina  
The Ohio State University  
Oklahoma State University  
Pennsylvania State University  
University of Florida  
University of California, Irvine  
Virginia Tech University  
West Virginia University

### Members

Central Michigan University  
Creighton University  
Cuyahoga Community College  
Harvard University  
Kingsborough Community College  
University of Maryland, Baltimore County  
University of North Carolina, Wilmington  
University of Texas

initiative, championed by Dean Bernadette Melnyk, the State of Ohio has reason to bring the National Consortium conversations to the state level. Currently, Ohio ranks in the 40s in multiple health outcomes, according to America’s Health Rankings conducted by United Health Foundation. To help statewide efforts to decrease obesity, tobacco use, physical inactivity and diabetes, a state-wide planning committee, under the direction of Melnyk, organized the inaugural Building Healthy Academic Communities Ohio Summit, held at the

Ohio Statehouse on October 10. The event brought together Ohio academic institutions and the faculty, staff, students and surrounding communities they serve. The hope is to not only attract more institutions to the consortium and accomplish its vision, mission and goals, but also to positively impact the health of State of Ohio residents by implementing evidence-based programs and initiatives.

Health and wellness covers a broad range of campus-wide issues, ranging from policy and benefits development, strategic

planning, leadership and constituent engagement to the development, implementation and evaluation of innovative wellness activities tailored to positively impact the health and wellness outcomes of an institution’s students,

faculty and staff. The efforts of the national consortium seek to build on the tremendous momentum of institutions and professional organizations working in health and wellness by integrating our activities so that we learn from each other in a comprehensive way. That is truly the way we can all come together to build a healthier nation.

\* \* \*

For more information on the national summit, please visit [healthyacademics.org/2015-summit](http://healthyacademics.org/2015-summit). To join the consortium and help make not only the State of Ohio but the nation a healthier place, please visit [healthyacademics.org/consortium](http://healthyacademics.org/consortium). ■

*Megan Amaya is director of health promotion & wellness and Laurel Van Dromme is chief of strategic partnerships for the College of Nursing.*



Jodi Miller

A poster presentation of research findings at the BHAC Ohio Summit

## VIEWPOINT

PATRICIA FORD-ROEGNER

# Nurse collaborators can deliver a family-centered health system

*Creative partnerships are required to advance healthcare*

I want to take this opportunity to congratulate The Ohio State University College of Nursing on its 100th anniversary. And I want to send my admiration and awe to the 100 Alumni Transformers in Nursing & Healthcare identified by Dean Bern Melnyk and her Centennial Committee. I look forward to hearing about the next 100 Transformers and how they are shaping the emerging healthcare system with their patients and their families.

Bern’s recent election to the prestigious Institute of Medicine (IOM), one of a handful of nurses, is a key national policy step for Ohio State. But it doesn’t stop there, as other Ohio State nursing faculty and staff are receiving awards; students are accepting the challenge to live well and to lead; and community and clinical partnerships are being formed. For example, the National Consortium for Building Healthy Academic Communities, which was launched by Ohio State, holds great promise through the sheer numbers of people it can reach and its hope for the way students, faculty, staff and surrounding communities can change—together. This is a great example of a multi-professional collaboration, and policy leaders will take note.

I agree with Bern Melnyk that if we don’t execute our ideas to redesign healthcare in



Patricia Ford-Roegner

this era of reform as a result of the passage and implementation of the American Affordable Care Act (ACA), then we have missed yet another unique opportunity to lead. There are many examples of positive steps in both public policy and system integration. Some have been around for a long time such as the Kaiser Health System and the Cleveland Clinic. New ones include the Robert Wood Johnson Foundation funding and its change in strategic direction to fund health innovation in communities.

Nurses in partnership with patients and their families (at the center) plus a vast array of important health professionals and civic leaders can implement and help refine or even change public policies that don’t work. I suggest we take a step back and ask ourselves a few questions to help shape the public policy conversation:

1. Patient-centered care is all the rage, but who owns it?
2. Do we really listen to what patients and their families say about what they want or need?
3. Do we share our ideas, broadly, in social media and with diverse groups?

### Patient-centered care: Who owns it?

Ask a nurse colleague who is the best advocate for their patients and their families, and nurses will say they are number one. Many nurse educators will say that throughout its history nursing education has been more patient-focused than physicians’ education. However, physicians, pharmacists, physical therapists, nutritionists, occupational therapists and physician assistants will all tell you the same thing. They all consider themselves to be their patient’s advocate. I co-chaired a health professionals White House group in the 1990s, when the Clintons were working to reform health insurance and delivery. Everyone told me how patient-centered they were, how they were the real advocate for their patients; just visit their websites and read their professions’ materials. The real news out of ACA is that the major goal is for all of us together to help patients and their families own their own health. We need to stop worrying about our own roles and focus on leading the way together to create partner-

ships to make this happen. In the end, each profession and our assistive support teams will see how important we are to each other.

ACA funded two entities to support our work and our patients and their families. First, the often little known and (until now underfunded) entity is the Agency for Healthcare Research and Quality (AHRQ), whose mission is to produce evidence to make healthcare safer, higher quality, more accessible, equitable and affordable. Whew, big job!

And, second, the new Patient-Centered Outcomes Research Institute (PCORI) was created to help people make informed healthcare decisions and to improve healthcare delivery and outcomes by producing and promoting high integrity, evidenced-based information that comes from research guided by patients, caregivers and the broader healthcare community. Wow, this is a big change for how research is conducted! Patients and the public will have credible information they can use to make decisions that reflect their desired health outcomes.

AHRQ and PCORI need your help in disseminating their findings from your and others’ research and clinical experiences. And that evidence needs to move more quickly into our practices. Those of you educating the future healthcare



workforce have the dual job of translating these findings into teachable moments both in the classroom and the clinical setting. If we want to be advocates for our patients and their families for better systems of care, failure is not an option.

### Do we really listen to our patients and their families, to each other?

There are some who say listening is a lost art. Actually folks over 50 say no one talks to each other anymore, since the advent of texting and tweeting. Listening is a very complex skill. We all need to be aware of our personal agendas, our professional jargon and our methods of how we deliver care. Then we can be sure that patients and the public will have credible information they can use to make decisions that reflect their desired health outcomes. We really need to hone our listening skills, hear what people want and help translate that into national and state public policy.

I know at times we become frustrated when we see young people still smoking—given what we know about the harmful effects of cigarettes, as one example. Recently, I was in a rural health office when the primary care physician ran after his patient, saying, “you won’t follow any of my suggestions, why do you come see me?” But patients, who do their homework, have heard options, and then come to ask for help with their decision, deserve support and respect.

In April 2012, I opened up a new copy of the journal *Health Affairs*. I went to the Narrative Matters section and there was a friend’s story, Amy Berman, RN. She wrote,

*“In October 2010 I was diagnosed with inflammatory breast cancer, a rare and incurable cancer. I saw the red spot on my right breast and immediately went to my doctor. Unfortunately, this type*

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

*of cancer typically spreads before it appears on the skin. In my case it spread to my lower spine before it was ever noticed. I felt fine. I did everything right. But my prognosis was bleak and devastating; only 11-20 percent of people like me survive five years.”*

I can’t do justice to Amy’s experience, or what she has done with her life to change policy on palliative care regarding cancer diagnosis. She chose palliative care and not the “throw everything at the cancer” approach. She had to seek out physicians and others who would help her do what she wanted to do. Others just walked away. I hope you will read her story, and follow her work as a senior program officer at The John A. Hartford Foundation. I wrote a letter to the editor in response that was published by *Health Affairs* to make the point that patient-centered care is easy to say, but hard to do. And we better learn to listen more and do less at times. The good news is Amy sees policy changing.

Practitioners, educators and continuing education organizations will need to step up to make sure that the evidence coming out of the work at AHRQ, PCORI and other quality-focused groups supported by ACA funding streams does actually get into practice, that is the hands of patients and their families.

ACA provisions and the 2008 Mental Parity Law hold hope that one day preventive services and treatment for mental health will be equivalent to physical health. These are good provisions but they need full implementation, while states

are opting out of providing coverage. And there remains a severe shortage of mental health providers. The stigma attached to diseases of the brain remains stubborn to change. My husband and I laughed and cried with the comedic and dramatic acting of Robin Williams. It breaks our hearts that he died alone with the triple whammy of manic-depression, alcohol dependence and brain changes due to Parkinson’s disease. We failed him, and we will suffer his loss.

We have watched the tragedies play out of young men, who sought care but did not get appropriate care. I lived in Virginia when the Virginia Tech shooting occurred and later when our state senator (who had been my candidate for governor) was shot by his own son, who then took his own life. There was no bed at the emergency psychiatric unit and his son had been turned away. We can do better than this. We must do better than this.

In 1972, I was a very young assistant director of mental health services at the Northeast Philadelphia Community Health, a brand new program created under the National Mental Health Services Act. The idea was for us to de-institutionalize thousands of state-held mental health patients, return them to community care and enable them to go on with life. Good policy turned into very bad policy. The Act was never fully realized. Only a handful of community centers were ever actualized. The patients and their families, mine included, searched for protective housing.

It is critical that we, as health professionals, do not see good policy become poor policy.

### Do we share our ideas broadly, in social media, and beyond our silos?

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

The silos between professions need to be broken down. Creative partnerships with other fields such as engineering, business, architecture and urban planning need to be forged. Re-tooling a massive health system to make sure we meet the goals put forth in the mission of AHRQ and PCORI will take all hands on deck. The American Nurses Association just released a video with steps on how to reach your member of Congress on issues you care about. You may be surprised to learn that congressional members’ staff read the comments placed on their member’s Facebook pages and websites at the rate of 74 percent. You can do this. Express yourself, and make it a student project! Work with your hospital, organization and/or college communications staff to present your ideas in easily digestible format to the local and state press, public and those critical influencers. If you don’t share your best practices, then others will fill the gap.

I salute The Ohio State University College of Nursing in all you are doing and will do to make patient- and family-centered care a fact of life. You are well on your way, thanks to your leadership and commitment. ■

*Patricia Ford-Roegner, MSW, RN, ACSW, FAAN, is senior health policy advisor at Amplify Public Affairs and president of PFR Strategic Consulting.*

## SOCIAL MEDIA

# New app helps reach students

*A new computer application is developed by faculty member; the college’s social media platforms*

Love it or hate it, social networking is a reality for most of us.

From Twitter to Facebook to Flickr and beyond, 74 percent of online adults use social networking sites, according to the Pew Research Internet Project. And for a university, perhaps an even more interesting statistic: 89 percent of 18- to 29-year-olds are plugged into social media.

“At universities today, the average student entering at 18 years old was born in 1996. When I think back, 1995 is really when I started using Mozilla and Netscape,” said Michelle Fennessy, PhD, APRN, BC and assistant professor of nursing at the College of Nursing. “Really, the group of students we have today, they don’t know what it’s like to function without a cell phone or the Internet. That’s how they communicate.”

So Fennessy set out to reach students the way they want to converse.

Not only does she use Twitter, but Fennessy has commissioned an app that combines all of her social media accounts as well as tools and resources for her honors seminar and a form to request an advising appointment. The app, **@drfennessy**, is available on iTunes, Google Play and Amazon.

The app also links to the “Team Dr. Fennessy” blog, <http://u.osu.edu/fennessy.6>, which contains Fennessy’s bio, information about her research team, videos, book recommen-



Michelle Fennessy

dations and advice on leadership, scholarship and career.

Fennessy is a strong advocate of the use of hashtags in Twitter. For the uninitiated, hashtags are a classification system on social media. Because tweets are limited to 140 characters, hashtags help clarify subject matter quickly and concisely.

“It’s like when you go to search PubMed,” Fennessy said. “It’s that classification level. It forces you to be concise.”

College of Nursing Dean Bernadette Melnyk, PhD, RN, CPNP/PMHNP, FAANP, FNAP, FAAN, also is active on Twitter, **@bernmelnyk**. Her tweets are a combination of Buckeye pride, inspiration and a focus on evidence-based practice, wellness, intervention research, mental health and other nursing topics—kind of like talking to Melnyk herself:

“Just finished a keynote in Houston. What is the smallest EBP change you can make NOW to improve your patients’ outcomes? #EBP”

“Most people don’t regret what they did in life. They regret what they didn’t do, so act on your dreams TODAY!”

Melnyk joined Twitter in 2009 and has consistently used it to promote her work and her dreams.

“I really consider the conversation on Twitter to be an extension of the conversation I want to have with everyone in person,” she said. “It’s such a powerful way to reach out across borders and boundaries to share messages and interact.”

The College of Nursing’s Twitter page, **@osunursing**, provides a platform to interact with alumni, other nursing programs, nonprofits and other health and wellness-related groups.

Combining the occasional fun video, such as the Buckeye Men in Nursing pancake feed, with promotions for college events and faculty research, the goal of **@osunursing** is to communicate with the healthcare community on all levels.

Fennessy understands why some are reluctant to embrace the 140-character world of Twitter.

“It’s actually a language now,” Fennessy said. “I think it’s exciting. It’s new, so people get scared. But it’s what I do. I’m a professor. I’m a public figure. There’s teaching, research and service. I can advance all three—not just with Twitter, but it certainly augments what I can accomplish.”

## College of Nursing social media platforms

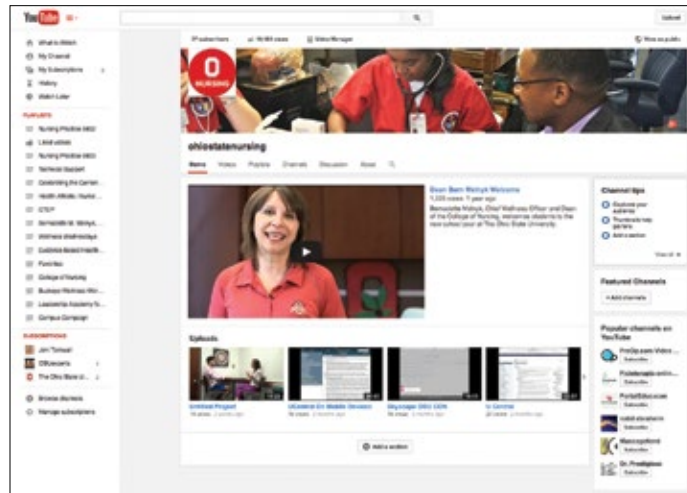


### Facebook

**facebook.com/osucollegeof-nursing**

*Like us* and share alumni comings and goings, learn about upcoming events and read exciting College of Nursing news—from wine tastings to million-dollar gifts.



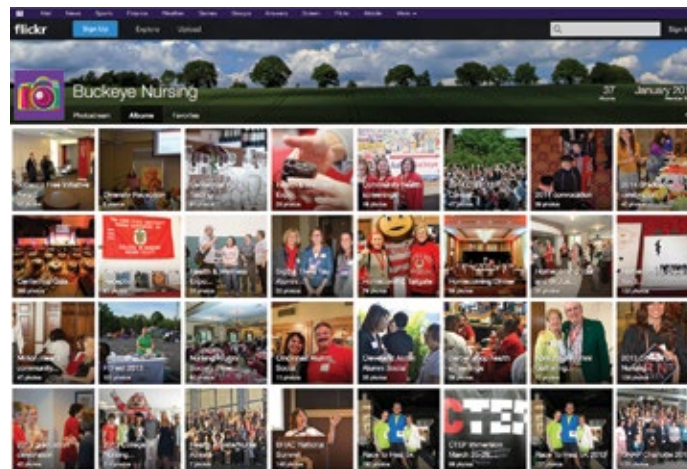


### YouTube

[youtube.com/user/ohiostate-nursing](https://www.youtube.com/user/ohiostate-nursing)

The College of Nursing YouTube channel opens with a welcome from Dean Melnyk, giving viewers a glimpse of her dream-big philosophy. The video was recorded for the beginning of the school year, but it also acts as an introduction to some of the other materials found on the college's channel.

Other videos include highlights from the Centennial Gala, testimonials about the importance of evidence-based practice and Buckeye wellness workouts—and much more.



### Flickr

<http://go.osu.edu/conflickr>

The college shares event photos on its Flickr page. Recent uploads include an award ceremony in which The Ohio State University was honored by the US Department of Health and Human Services for its tobacco-free campus initiative. Images from the Diversity Committee's welcome reception and the alumni wine tasting are also among the recent additions to the photo selection.

### Podcasts

[go.osu.edu/qcx](http://go.osu.edu/qcx)

Just as the Internet has made everyone an instant publisher, it has also offered the opportunity to become a broadcaster.

The College of Nursing offers its own podcast, "Viewpoints of Innovative Healthcare Leaders." The biweekly audio podcast series

## Social media: How to avoid disclosing confidential patient information

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

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

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

features interviews with innovative healthcare leaders from many disciplines discussing today's national health and wellness issues.

The podcast series' host is Bernadette Melnyk, associate vice president for health promotion, university chief wellness officer and dean of The Ohio State University College of Nursing. Innovative leaders from nationally renowned hospitals, healthcare systems, government agencies, foundations and corporations are interviewed on the best evidence-based practices and emerging thoughts in health care.

Listeners can access audio podcasts anywhere via their computer, tablet, or smart phone. You may subscribe to the series via iTunes U at the The Ohio State University or Health and Medicine category. ■

*Jill Jess Phythyon is senior director of marketing and strategic communications for the College of Nursing.*

## Peer advisors help nursing students find their way

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

The College of Nursing embraces an advising model that supports students through their academic journeys, allowing them to grow and develop academically,

personally and professionally. The college's academic advising mission is "to provide a high level of customer service through individuals' appointments, educational programming and by resource referrals. As a result, students become self-directed

learners and active participants in lifelong learning." This mission guides the daily practice of the academic advising staff as well as provides the foundation for the development of a peer advisor program.

The National Academic

Advising Association (NACADA: The Global Community for Academic Advising) recognizes that peer leaders or advisors play a vital role in the student experience. In 2011, the College of Nursing began to design and implement a peer advi-



College of Nursing peer advisors, from left: junior Melanie Hlahol, senior Amy Butterfield and junior Emily Sparks



sor program to work with its undergraduate students. This program was one of the firsts of its kind at Ohio State and has grown into a vital part of the academic advising process for the College of Nursing. The program was based upon best practices established throughout the country as well as at the college. During the conception phases of the peer advisor program, the College of Engineering was a model program that provided the College of Nursing with a foundational knowledge and valuable advice to establish the new program. This guidance and support has helped the college grow its comprehensive peer advisor program.

Each year, three to four upper-class nursing students are selected to serve as peer advisors and assist in the academic, personal and professional support of current undergraduate nursing students. The selection of these students is rigorous and intentional. The candidates are interviewed and asked how they plan to enhance the position in addition to expressing the unique qualities they could bring to the peer advisor role.

Once selected, the peer advisors are trained to handle challenges that range from helping to select a general education course to preparing senior students for the job search process. The training process includes reviewing written documents, learning how to complete current forms and how to manage common issues. The peer advisors are asked to participate in role-play situations to learn how to properly work through common questions and display approachable body language.

The final steps in the training process include shadowing multiple current advisors, which display varying advising styles, and concludes with the peer advisor observing several advising sessions. When the new peer advisors begin meet-

ing with students, they have the knowledge and skills to fully assist the student population through common challenges and serve as a quality resource.

One of the most common questions received about the peer advisor program is: What is the benefit of meeting with a peer advisor as opposed to a professional staff member? Undergraduate students gain the unique experience of learning from a peer's perspective. The peer advisors have experienced similar situations and challenges as the students coming into the office for appointments. They can offer students

---

*“The benefit of working with a peer adviser was that I felt comfortable asking questions and felt I was getting empathetic responses. I learned what my class schedule would like for the next four years and what the application process required.”*

---

*—Kalley Allenstein, first-year nursing student*

---

a personalized, individual experience and the exchange of viewpoints among classmates. This peer perspective and collaborative learning is a valuable experience for both students. Overall, the main goal for College of Nursing academic advising is to provide students with the best experience possible in order to meet their needs and concerns.

In addition to their roles as academic advisor, peers assist with various projects within the Student Affairs office. They are able to serve key roles in our student recruitment efforts by acting as contacts for prospective students and their families, sit on student panels and plan portions of recruitment events and open houses. In addition,

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

career pathways and all that the college offers. This position requires us to continually reeducate ourselves about what is going on in our college and in the general world of nursing.” While this statement spoke to some skills the peer advisors gain through their time working in the office, when asked to directly relate it to her nursing practice Butterfield explained this connection:

“In this position, we are given the ability to relate to nervous students, anxious families and busy staff members all while having to stay calm and collected ourselves. The communication skills that are gained from being a peer advisor are easily transitioned into the daily therapeutic communication used at the hospital. Similar to what is seen day to day in our student affairs office, as nursing students we deal with many nervous patients, anxious families and are surrounded by a staff that is predominately older and hold more authority than we do.”

When discussing her overall reaction to and the benefits of being a peer advisor, Butterfield said, “This position allows one to discover a newfound excitement for nursing, for part of the job includes recruitment, educational development and being an ambassador for our incredible college. Through doing so, one gains even more respect for the nursing profession and the desire to excite many others about it as well. Since this program has begun, you could ask any of the peer advisors and we would all agree that it has increased our passion for what we do, and in turn has positively impacted our care to our patients, increased our relatability to our fellow nurses, and aided in the ease of cooperation with our fellow staff and supervisors.” ■

---

*Molly Ward is an academic advisor for the College of Nursing.*

## GIVING

# Centennial Professor of Nursing and Mildred E. Newton Professor named

*Usha Menon and Sonia Duffy appointed to academic positions*

The College of Nursing has announced the appointment of two distinguished professorships. Usha Menon, PhD, RN, FAAN, has been appointed as Centennial Professor of Nursing and Sonia Duffy, PhD, RN, FAAN, has been named the Mildred E. Newton Professor.

## Centennial Professor of Nursing

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

**will mentor faculty researchers as well as pre- and post-doctoral fellows.**

## Usha Menon PhD, RN, FAAN

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

In addition to the Centennial professorship, Menon serves as director of the college's PhD and MS in Nursing Science programs, as well as director of Community Engagement for the Center for Clinical Translational Sciences. She recently stepped down from her role as the college's vice dean,



**Usha Menon, PhD, RN, FAAN**

a position she held since 2011. Menon also holds a professorship in the Department of Nursing and College of Medicine & Health Sciences at the Univer-

sity of Gondar in Ethiopia. Menon teaches across nursing curricula, including graduate elective courses in conducting interventions with



diverse populations, and conducting integrative literature reviews. Prior to coming to Ohio State, she held an appointment at the College of Nursing and Health Innovation at Arizona State University where she was the Pamela Kidd Distinguished Research Professor, co-director of the T32: Training in Health Disparities Science program, and former director of the Southwest Consortium for Health Promotion and Behavior Change. She also held a joint appointment in the Mayo Clinic College of Medicine in Minnesota and the Mayo Clinic Cancer Center in Arizona. Previously, Menon was an associate professor at the University of Illinois at Chicago College of Nursing and co-primary investigator of the P60 Center for the Elimination of Health Disparities.

Menon chaired and taught three Nursing Research Institutes nationally for the Oncology Nursing Foundation, mentoring junior faculty to develop programs of research in oncology nursing, and currently serves on the Research Advisory Panel for the Oncology Nursing Foundation. She is a member of the Steering Committee for the Asian American Pacific Islander Community in Action in Arizona.

She is the 2006 recipient of the inaugural Investigator with a Brilliant Future Award from the American Academy of Nursing/Council for the Advancement of Nursing Science, and was inducted as a Fellow in the American Academy of Nursing in 2009. Menon is a recognized expert in behavior change theory and interventions and is a frequent consultant and presenter to national and international groups of researchers, clinicians and community members.

Menon received her doctorate in nursing science and a master of science in nursing from Indiana University and a bachelor of science in nursing from Lander University.

Mildred E. Newton  
Professor of  
Nursing

The Mildred E. Newton Professor was established July 14, 1966, by the University Nurses’ Alumnae Association in honor of Mildred Newton, the College of Nursing’s first dean. This endowed professorship is made possible by many generous donors to the Mildred E. Newton Professorship Fund. This endowed professorship is made possible by many generous donors to the Mildred E. Newton Professorship Fund. Since 2007, donors to this fund have enabled the Newton fund to grow from initially supporting scholarships for students to supporting a professorship. This fund will continue in perpetuity, thus extending the impact of this professorship for generations to come.

Sonia Duffy  
PhD, RN, FAAN

Sonia Duffy comes to Ohio State from the University of Michigan, where she held several faculty appointments in the departments of psychiatry and otolaryngology and the School of Nursing.

“It is such an honor to receive the Mildred E. Newton endowed professorship,” expressed Duffy. “While she was director of the School of Nursing, Mildred Newton was passionate about her work in nursing education, nursing history and patient rights. I am equally passionate about my work.”

With an interest in cancer prevention and control, Duffy’s program of research focuses on health behavior change among the chronically ill, especially cancer patients and veterans. In particular, Duffy is interested in the relationship between depression and health behavior change including smoking, al-



Sonia Duffy, PhD, RN, FAAN

cohol use, diet, physical activity, sleep and sun protection.

Duffy conducted a novel, cognitive behavioral therapy (CBT)-based intervention that was aimed at addressing the combined issues of depression, smoking cessation and alcohol use among head and neck cancer patients. Ultimately, her findings indicated that treatment of comorbid depression can enhance cessation rates and currently, the effective aspects of this face-to-face intervention are being disseminated in several implementation trials. As a continuation of these successful investigations, web-based applications of this same intervention with nurse-enhanced follow up are currently being tested.

Duffy has lectured in more than 100 settings internationally and has authored more than 100 professional journal articles, editorials, published

abstracts and educational materials. She is a Fellow of the American Academy of Nursing and in 2013 received the Excellence in Nursing Research award from Sigma Theta Tau, Rho Chapter. She earned a PhD in Public Health and Community Health Sciences from University of Illinois, followed by a post-doctoral research fellowship at Veterans Affairs Medical Center in Ann Arbor, Michigan.

Duffy says she looks forward to the many opportunities the new role will afford her.

“This endowed professorship will provide me with the dedicated time and resources to pursue continued grant funding to support my endeavors in facilitating behavior change among the chronically ill,” she said. “Moreover, this position will provide me with the time to help junior faculty pursue their passions and allow students to participate in research, with

Student Spotlight

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.

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

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

Upon graduation, Gadek hopes to work in an acute crisis setting as he believes that he will have the ability to help people in dire need of treatment.

How has this scholarship made an impact in your life?

This scholarship allows me to continue to work in order to gain experience, but not have to rely so heavily on the income gener-

Andrew Gadek



Andrew Gadek

ated from working. I can focus the bulk of my energy on my clinical experience, the most important remaining element of my education. Additionally, it feels good to be recognized for my hard work, and as encouragement that my efforts have not gone unnoticed.

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

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

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

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

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

the ultimate goal of improving patient care. I am both grateful and touched to be provided with this very exciting opportunity.”

\* \* \*

In addition to these recently appointed professors, Dean Bernadette Melnyk will begin recruiting for The FloAnn Sours Easton Professor of Child and Adolescent Health during the 2014-2015 academic year. Approved by the Board of Trustees in August 2014, this professorship will enable Melnyk to recruit a highly distinguished, nationally renowned researcher/scholar who will conduct research to improve the health of children and/or adolescents and be an expert in pediatric nursing.

“We are so very appreciative of the generous donations provided to the college by our wonderful donors, alumni, faculty, staff, students and friends as these gifts are transformational in assisting us to leapfrog our college foreword to positively impact education, health and healthcare for so many people, and our terrific students.”

—Dean Bernadette Melnyk

FloAnn Easton is a 1962 graduate of the College of Nursing and both she and her husband, John, serve as volunteers on the college’s But For Ohio State capital campaign committee. As a campaign priority, this gift to support an endowed pro-

fessorship will be the first of its kind for the But For Ohio State campaign within the College of Nursing.

Ultimately, the payout of this endowment each year will be allocated to this professor’s research and scholarly work,

which will decrease the funds that the college has to provide for a person of this caliber.

Through privately funded endowed chairs and professorships, the College of Nursing can attract and retain the nation’s top nursing researchers and scholars, bringing high visibility through their cutting-edge work. To donate to The Ohio State Fund for the College of Nursing or the Mildred E. Newton Professorship, please contact Pamela Lowe, director of development at (614) 688-1086 or [lowe.360@osu.edu](mailto:lowe.360@osu.edu) or visit [giveto.osu.edu](http://giveto.osu.edu). ■

Pamela Lowe is director of development and Meggie Biss is a writer and editor for the College of Nursing.



For building and sustaining evidence-based practice...

# We are your solution

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



**Upcoming 2015 CTEP clinical immersions: March 9-13, May 18-20, October 26-30, all in Columbus**

**Making EBP a reality in your healthcare organization**

*A transformational journey to improve healthcare quality and patient outcomes*



**Upcoming 2015 CTEP academic immersions: May 11-13, December 5-7, both in Columbus**

**Making EBP a reality in your academic institution**

*A transformational journey to embed EBP into academic curricula to improve healthcare and patient outcomes*



**Upcoming 2015 CTEP clinical faculty bootcamps: May 14-15, December 8-9, both in Columbus**

**Making EBP a reality in clinical setting with students**

*A transformational journey exploring opportunities to embed EBP into undergraduate student clinical experiences*



**A CTEP online modular program**

**Evidence-based practice: The online, self-paced experience**

*This program is available for individuals who are interested in enhancing their EBP knowledge, skills and attitudes, as well as organizations that are interested in building, enhancing and sustaining a culture of evidence-based practice*

[nursing.osu.edu/ctep](http://nursing.osu.edu/ctep)

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



# Nursing Alumni Society accepts new membership model

*All College of Nursing graduates will automatically become Alumni Society members*

This past July, members of the Nursing Alumni Society voted to accept a new membership model that now mirrors the structure of The Ohio State University Alumni Association, Inc. (OSUAA). To learn more about OSUAA's new membership model that was accepted in July 2012, visit [www.osu.edu/alumni](http://www.osu.edu/alumni). The Nursing Alumni Society and OSUAA have turned their focus away from selling memberships to engaging all alumni. The specific changes to the Nursing Alumni Society are as follows:

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

## New Alumni Society membership levels

New membership levels	College of Nursing Alumni Society Basic	OSUAA Basic	College of Nursing Alumni Society Sustaining	OSUAA Sustaining
College of Nursing graduate	X	X		
College of Nursing graduate with a \$25 gift to any College of Nursing fund		X	X	
College of Nursing graduate with a \$75 gift to OSU, with at least \$25 to any College of Nursing fund			X	X
College of Nursing graduate with a \$75 gift to any OSU fund other than a College of Nursing Fund	X			X

## New Alumni Society membership benefits

Benefit	Basic member	Sustaining member	Life member
Football ticket eligibility		X	X
Exclusive special event invitations		X	X
Access to select free continuing education classes		X	X
College of Nursing Transformations magazine	X	X	X
Nursing Alumni Society eNewsletter	X	X	X
Signature event invitations (Reunion Homecoming etc.)	X	X	X
Access to online nursing job board: Buckeye Careers Network	X	X	X

**Lifetime membership**  
The opportunity to purchase life memberships to both the OSUAA and Nursing Alumni Society was discontinued;

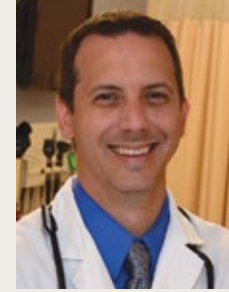
however, Life Members who joined before the membership model changes will retain their full benefits.

**Membership benefits**  
Please review the table above to see the benefits associated with each level of membership in the Nursing Alumni Society.



# The Nursing Alumni Society invites your participation

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



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

*"I am very excited to become more active with the College of Nursing's alumni board! I've spent six years at the college where I received both my bachelor of science and master of science in nursing (one might say I truly bleed scarlet and gray). As an*

*undergraduate, I spent much of my free time as a member of the Student-Alumni Council connecting present students with alumni. It was this involvement that revealed to me how important it is to keep students and alumni connected. The College of Nursing has recently undergone many exciting transitions: We have a great dean who is passionate about enhancing the student experience, a new Alumni Society membership model, and last spring we had a centennial celebration gala! During my time on the board, I want to focus integrating alumni into the student experience at the college. I feel that this will not only empower students and make their experience at Ohio State more positive, it will also build a stronger future for our society once they graduate and become alumni."*



**Stephanie Stelmaschuk**, BSN 2010, MS 2014

If you are interested in getting involved with the Nursing Alumni Society, please email [nursingalumni@osu.edu](mailto:nursingalumni@osu.edu).

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

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

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

## Why change the membership model?

With this new membership model, the Nursing Alumni Society will be able to provide membership to *all* graduates of the College of Nursing. Everyone who has obtained a degree from the College of Nursing, which currently includes more than 12,000 individuals, will automatically become a basic member of the Nursing Alumni Society. Society membership in 2013-14 was less than 10 percent. By having a larger alumni pool to draw upon, we hope to

engage the time and talents of more members in supporting our society, the College of Nursing, and its student body.

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

Another benefit of this new membership model is that by making a \$25 or more tax-deductible donation to any of the College of Nursing funds, nursing alumni will become sustaining members of the Nursing Alumni Society. This donation can be applied towards the \$75 sustaining membership to the OSUAA. Instead of non-tax-deductible dues, we offer several tax-deductible donation opportunities. These donations will go directly to the College of Nursing, to a fund of your

choice. The Nursing Alumni Society Board of Governors will continue to work closely with the college and Dean Melnyk to fund our activities. Transitioning to this same model in 2012, the OSUAA experienced an increase in alumni donations and the College of Nursing hopes to see a similar increase as well. This year will provide some interesting changes, new challenges and some great opportunities for the Nursing Alumni Society. If you have any questions about the new membership model or would like to get more involved, please contact Megan Denison at [denison.22@osu.edu](mailto:denison.22@osu.edu) or 614-292-2658.

\* \* \*

## Alumni Society hosts Centennial Wine Tasting

This past August, the Nursing Alumni Society hosted its annual wine-tasting fundraiser event that benefits the College of Nursing Scholarship Fund. During the evening, alumni, donors and guests honored members of the alumni scholarship committee for achieving their goal of raising \$1 million for student

scholarships. The event featured Mediterranean food and wine and music from David Tolley. More than \$16,000 was raised for the scholarship fund through ticket sales, the silent auction and a new 50/50 raffle. Although the group met their goal of raising \$1 million, the alumni society will continue to advocate for scholarship support.

## Getting alumni and college leadership together

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

The college also hosted a traditional afternoon tea for alumni in the Columbus area. During the event, alumni heard



Jodi Miller

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

from faculty leaders Usha Menon, PhD, RN, FAAN, Michele Balas, PhD, RN APRN-NP, CCRN and Michelle Fennessey, PhD, APRN, BC. The faculty shared updates on the college as well as information and takeaways from their research priorities.

If you are unable to visit Columbus and see Newton Hall as often as you'd like, please keep your eye out for an announce-

ment regarding where the college leadership will be visiting next!

## Outstanding Alumni Society

For the second year in a row, the College of Nursing Alumni Society has been recognized by The Ohio State University Alumni Association, Inc. as an Outstanding Alumni Society. Out of 50

active alumni societies, the Nursing Alumni Society was one of 14 to receive this high honor. In order to receive this recognition, the organization had to meet several criteria that focus on alumni and student engagement and communications and marketing. Examples of the criteria include hosting a community service project, raising funds for scholarships, having a presence on

social media websites and more. Congratulations, again, to the Nursing Alumni Society Board of Governors for their endless energy and dedication to alumni and nursing students!

## Save the dates!

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

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

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



Jodi Miller

**Alumnae Susan Bolte, Jannifer Meyer and Terrie Stewart at the Nursing Alumni Society wine-tasting event**



# RESEARCH INTENSIVE WORKSHOP THE NUTS & BOLTS OF INTERVENTION RESEARCH

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

May 28-30, 2015 | Dublin, Ohio

## 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

To register, visit [nursing.osu.edu/riw](http://nursing.osu.edu/riw)

## 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!"*

This program has been reviewed and meets the criteria for 22.5 hours of Continuing Education. The Ohio State University College of Nursing (OH-027/9/1/15) is an approved provider of continuing nursing education by the Ohio Nurses Association (OBN-001-91), an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation.

## Faye Wattleton named 2014 Alumni Medalist recipient

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

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



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

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

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





## Total Health & Wellness named top Health Care Hero

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



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

The clinic has documented success in improving health outcomes for a very high-risk and underserved population in the neighborhood in which it's located. The clinic is a nurse practitioner (NP)-led, interprofessional, collaborative practice based on an innovative model that



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

integrates evidence-based primary care and mental health services for individuals across their life span.

Vice Dean Margaret Graham was quoted in the publication's Health Care Heroes article, "Patients are treated by the team of

professionals that staffs the clinic. The team, which includes family nurse practitioners, a psychiatric mental health nurse practitioner, a mental health counselor, a registered nurse case manager, a pharmacist, a dietitian and a social worker,

meets weekly to discuss patients' conditions and needs."

Ohio State Total Health & Wellness was nominated for the award by Steven Gabbe, MD, CEO of The Ohio State University Wexner Medical Center.

## New interdisciplinary research degree launched

The Ohio State University College of Nursing, along with the colleges of Pharmacy, Medicine and Veterinary Medicine, has launched a new online research graduate degree, the Master of Applied Clinical and Preclinical Research (MACPR).

Marjorie Neidecker, PhD, MEng, RN, CCRP, is director of the MACPR degree program, assistant professor of clinical nursing for the colleges of Nursing and Pharmacy, and adjunct assistant professor for the College of Medicine's Department of Pharmacology. "As research protocols and the global expansion of medical product development have

become increasingly complex, the responsibilities of clinical and preclinical research professionals have increased significantly," said Neidecker.

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

regulation, and the business of research operations and management.

The new program has four interdisciplinary specializations: Clinical Research Management, directed by the College of Nursing; Regulatory Affairs, directed by the Colleges of Nursing and Pharmacy; Safety Pharmacology, directed by the College of Pharmacy; and Clinical Pharmacology, directed by the College of Medicine.

Carolynn Thomas Jones, DNP, MSPH, RN, is the lead instructor in the MACPR program. She formerly directed an MS clinical

research nursing program at the University of Alabama at Birmingham and is a curriculum expert in academic programs in clinical research administration.

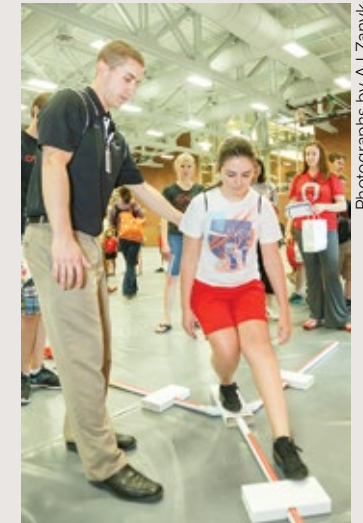
The inaugural autumn 2014 semester cohort of 25 students includes three RNs, one MD, four MSs and six PhDs (in the life sciences and biomedical sciences), and one MBA, with the remainder of the students being bachelor prepared in pharmaceutical science, life sciences and psychology.

The application deadline for spring semester is November 1. For further information, visit [macpr.osu.edu](http://macpr.osu.edu).

## Ohio State Family Wellness Expo a healthy success

Ohio State's Recreation & Physical Activity Center (RPAC) was the scene of the first Family Wellness Expo, a fun-filled day of free interactive learning and wellness activities for families, children, and adults.

With almost two dozen university colleges and units partnering with the College of Nursing, the Expo featured demonstrations, presentations and activities involving exercise, nutrition and games, as well as visits from Brutus Buckeye and special guests Eddie George and Shelly Meyer.



Photographs by AJ Zanyk

## Midwifery specialty receives accreditation

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

**Midwifery faculty members Sharon Ryan, director (center), with Lucia Jenkusk (left) and Rande Masciola**





## Melnyk and Porter-O'Grady featured in ANA inaugural webinar

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



## Warren selected for "Who's Who"



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

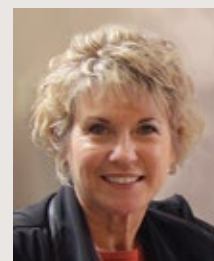
## New faculty and staff welcomed

### Faculty

Esther Bage, MSN, RN, CCNS, clinical instructor of practice  
Sonia Duffy, PhD, RN, FAAN, Mildred E. Newton Professor of Nursing  
Elizabeth Fitzgerald, EdD, APRN, PMHCNS-BC, associate professor of clinical nursing  
Kathryn Gills, BSN, MSN, JD, clinical instructor of practice  
Sherri Harkless, MSN, APN/CNS, CCNS, CCRN, PCCN, RN-BC, clinical instructor of practice  
Elizabeth Hutson, MS, RN, PMHNP-BC, clinical instructor of practice  
Carolynn Thomas Jones, DNP, MSPH, RN, assistant professor of clinical nursing; lead instructor of MACPR  
Michelle Marko, MSN, RN, clinical instructor of practice  
Tim Raderstorf, MSN, RN, director of the Transformational Learning Academy in Nursing & Health; clinical instructor of practice  
Jennie Rowell, PhD, RN, assistant professor  
Judith Tate, PhD, RN, assistant professor

### Staff

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



## Rinehart named new director of Ohio State Total Health & Wellness

Candy Rinehart has been named the clinical director of Ohio State Total Health & Wellness at University Hospital East. A nurse practitioner, Rinehart had owned her own practice in Springfield, Ohio. She replaces Kristie Flamm, the center's first director, who has relocated to Oregon.

### Connect with the College of Nursing

#### MAIL

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

#### FAX

(614) 292-4535

#### E-MAIL

nursing@osu.edu

#### PHONE

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

#### WEB

www.nursing.osu.edu



#### TWITTER

www.twitter.com/osunursing



#### FACEBOOK

www.facebook.com/osucollegeofnursing



#### YOUTUBE

www.youtube.com/ohiostatenursing

Take the next step to advance your nursing career!

# Graduate nursing programs at Ohio State

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

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

**Traditional Master of Science** program for licensed RNs who hold a bachelor's degree.

Visit [nursing.osu.edu/ms](http://nursing.osu.edu/ms)

**Graduate Entry option** is an accelerated pathway to licensure for students who hold a degree in a non-nursing field. Visit [nursing.osu.edu/ge](http://nursing.osu.edu/ge)

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

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

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



THE OHIO STATE UNIVERSITY

COLLEGE OF NURSING

[nursing.osu.edu](http://nursing.osu.edu)



# Thank You to our Wine Tasting Sponsors



THE OHIO STATE UNIVERSITY

The Ohio State University Comprehensive Cancer Center –  
Arthur G. James Cancer Hospital and  
Richard J. Solove Research Institute

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

## CLASSNotes

Compiled by Megan Denison

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

### 1960s

**1966 Marsha Komandt** presented an abstract at her annual Oncology Nursing Society Congress in Anaheim, CA this past May on “Walking the Labyrinth: A Meditative Tool to Enhance Spiritual Growth for Cancer Survivors” with input from an Ohio State James Cancer Center staff member.

**1968 Sharon Clay** retired from Columbus City Schools in 2013 as certified school nurse.

**1969 Nancy Russell Yancey** was appointed editor of Illuminations Newsletter for the International Consortium of Parse Scholars.

### 1970s

**1970 Margaret Roche** has published the first two books in a series for young adults: “The Adventures of Nora Brady, Student Nurse.”

**1970 Mary Ann Scharf** has been an associate professor and director of patient care simulation laboratories at Seton Hall University College of Nursing since 1972. She was designated as an emeritus member of the American Public Health Association in 2013 for membership and podium or poster presentations at annual conferences for 40 years.

**1971 Nancy Smith** is working as an associate clinical instructor at Florida State University College of Nursing and has been on faculty since 2004. She was recognized with the Nurse of Excellence Award from FSU in 2013. Smith was also awarded a Doctor of Nursing Science from Florida Atlantic University in 2005.

**1972 Mary Ann Noga Beachler** recently completed a three-month assignment at a Catholic Sisters convent in Houston, Texas upgrading

the health care delivery for sisters requiring care, as well as sisters who are still active but need guidance in their health needs.

**1972, 1973 MS Patricia McDonald** received the Excellence in Health award from the Cleveland Chapter of the Southern Christian Leadership Conference in January 2014.

**1973 Karen Meskimen** graduated in 2012 from the University of Nevada with a Doctorate in Nursing Practice degree. She is currently working in a large locally-owned health system in Reno, Nevada for the Quality Department and her area of specialty is the Cardiovascular Service Line.

**1973 Jill Kovarik Kolbeck** retired after serving the people of Ohio for 36 years as a public health nurse and PHN nursing consultant.

**1974 Robin Hall Suber** serves on the ACCESS committee for Chase Field and US Airways Center. This committee advises the building owners about accessibility issues and in particular, she surveys every home game at Chase Field to assure than accessible seats are being used appropriately.

**1975, 1983 MS Joan Buffington** retired in 2013 after working at Ohio State, Mount Carmel, and Grant Medical Center as a staff nurse, nurse manager, nursing instructor, and case manager.

**1978 Jennifer Dresbach** has been a licensed massage therapist since 2005 and is currently practicing in the Columbus area.

### 1980s

**1981 Monica Kolovich** is currently working as an adjunct clinical instructor for Northwest State Community College. She is also

enrolled in the nurse educator master’s program at Lourdes University in Sylvania, OH.

**1985 MS Adele Bickett Webb** is a Fellow in the American Academy of Nursing. She has been appointed as resident of the Cleveland Campus of the Chamberlain College of Nursing. She has also been elected to the board of directors of the Greater Cleveland Nurses Association.

**1986 Carmela Lent Hartline** received the Inaugural Pulse of Columbus Award for Excellence in Nursing Patient Care by the American Heart Association.

### 1990s

**1990 MS Leisa Kelly** was a Nightingale winner for Nurse Researcher of the year in 2013 Louisiana State ANA.

**1993 MS Brenda Rizzo** produced the publication “The Non-Physician Prescriber Will See You Now” based on a survey conducted with nurse practitioners and physician assistants.

**1994 MS Jacqueline Davis Walli** earned a doctor of nursing practice degree from Duquesne University.

### 2000s

**2002 Stephanie Vatty** is now a certified pediatric hematology oncology nurse.

**2009 Megan Liesenfeld** passed her PCCN certification exam.

### 2010s

**2010, 2012 MS, PhD candidate Ashley Weber** received the 2014 Novice Research Award by the Association of Women’s Health, Obstetric and Neonatal Nurses (AWHONN). Weber received a \$5,000 research grant for her study entitled “Oxytocin: biomarker of affiliation and neurodevelopment in premature infants.” The Novice Researcher Award is intended to assist new researchers to begin areas of study, investigate clinical issues or launch a pilot study. The study for which Weber wins the award is her doctoral dissertation project.

**2012 Marcia Giancola** is working as an open heart surgical nurse at First Health of the Carolinas in Pinehurst, NC.

**2013 Sheri Blanchard** is currently working at Stanford Hospital in the clinical documentation department. She is also enrolled in the MSN/FNP program at Chamberlain College of Nursing.

## In memoriam

*Remembering our classmates, colleagues and friends*

Laurena F. Kihlstrom 1956  
Charlotte Bucklew-Ley 1967  
Barbara M. Jones 1961,  
MS 1962  
Ethelrine S. Nickerson 1955  
Carol F. Keith MS 1958  
Sally H. McAlister 1967  
Alice M. Mueller 1953

Gloria Nunley MS 1965  
Ruth Mickey 1959, MS 1978  
David Kulow 1968, MS 1970  
Sharon F. Felter 1976  
Hyacinth Williams 1988  
Martha Lynn H. Randolph  
MS 1990



## AWARDS AND HONORS

**Anderson, Cindy.** Robert Wood Johnson Foundation Nurse Faculty Scholars Award. Member, National Advisory Committee 2013-2016, National Mentor 2014-2017

**Anderson, Cindy.** Fellow, National Academies of Practice Distinguished Scholar.

**Anderson, Cindy.** Appointed to the Medical Advisory Board of the Preeclampsia Foundation.

**Balas, Michele.** Selected as a fellow in the American College of Critical Care Medicine

**Brion, John.** Elected chair of the nominating committee for the Association of Nurses in AIDS care. Also, on the Advanced Practice Advisory Panel for the American Psychiatric Nurses Association.

**Chlan, Linda.** Received pilot funding from the Center for Clinical and Translational

Science Pilot and Collaborative Studies Program for her research.

**Chlan, Linda.** Elected to co-chair of the Acute/Critical Care Expert panel at the American Academy of Nursing.

**Jenkusky, Lucia.** Received finalist nomination for The March of Dimes Advanced Practice Nurse of the Year Award for 2014.

**Kaminski, Mary.** Received finalist nomination for The March of Dimes Education Nurse of the Year Award for 2014.

**Lanier, Janice.** State Award for Excellence in Advocacy from the American Association of Nurse Practitioners (AANP) in June 2014.

**Masciola, Randee.** Received finalist nomination for The March of Dimes Education Nurse of the Year Award for 2014. Award to be announced in November.

**McDaniel, Jodi.** Accepted for funding by the Center for Clinical and Translation Science Longitudinal Pilot Award for the project "Novel Bioelectric Based Dressings for Treatment of Chronic Wound Biofilm Infections" for which she is the co-investigator.

**McDaniel, Jodi.** Received 2014 Pilot Grant Silver Award in Integrative Health and Wellness from The Ohio State University Center for Integrative Health and Wellness.

**Melnik, Bernadette.** Appointed to the National Quality Forum Behavioral Health Standing Committee.

**Menon, Usha.** Ambassador Friends of the National Institute of Nursing Research 2014.

**Nash, Mary.** Named a *Business First* 2014 Health Care Hero in the Manager category.

**Schubert, Carolyn.** "Quality Matters" designation awarded for course redesigned in Summer 2014, NP 8480, Quality Improvement for the DNP.

**Smith, Lauren.** *Journal of School Nursing* and Sage Publications Scholarly Writing Award June 2014

**Warren, Barbara.** Selected to represent the university in the 2014 *Who's Who in Black Columbus*.

**Wold, Loren.** Named Outstanding Reviewer for 2013, *American Journal of Physiology—Heart and Circulatory Physiology*.

**Von Sadovszky, Vicki.** Selected as a Fellow in the American Academy of Nursing.

*Note: Faculty grants, publications and books are recognized in the spring issues of Transformations.*



## Ohio State Continues Creating the Future of Critical Care

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

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

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

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

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

## A Doctor of Nursing Practice option at Ohio State

ONLINE

## Innovation and Leadership Development for the Nurse Executive

The online **DNP Nurse Executive** option joins our **DNP Clinical Expert** option in offering two pathways to a doctor of nursing practice degree.

**With the DNP Nurse Executive option you can:**

- Create your own vision for the executive DNP role to rise to the top levels of healthcare administration, become a trailblazer and achieve the highest respect as an innovation leader in the healthcare field
- Learn from national expert leaders in nursing and healthcare who will facilitate top-notch knowledge and skills in innovation and leadership development
- Gain knowledge of how to create and sustain evidence-based practice cultures and environments that improve healthcare quality, reliability, patient outcomes and costs



**THE OHIO STATE UNIVERSITY**  
COLLEGE OF NURSING

For more information about Ohio State's online **DNP Nurse Executive** option, please visit [nursing.osu.edu/dnp](http://nursing.osu.edu/dnp)



**THE OHIO STATE UNIVERSITY**  
WEXNER MEDICAL CENTER





THE OHIO STATE UNIVERSITY  
COLLEGE OF NURSING

NON-PROFIT ORG.  
US POSTAGE PAID  
COLUMBUS, OHIO  
Permit No. 711

1585 Neil Avenue  
Columbus OH 43210-1216

*Address service requested*

[nursing.osu.edu](http://nursing.osu.edu)

## 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)**.

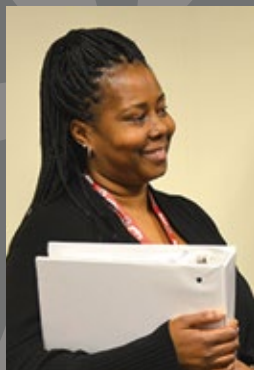
This new program will prepare graduates to address these challenges as highly effective administrators, regulatory specialists, and research team members in clinical and preclinical research studies.

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](http://macpr.osu.edu).**



**Clinical Research Management Specialization**



**Regulatory Affairs Specialization**



**Safety Pharmacology Specialization**



**Clinical Pharmacology Specialization**

**MACPR core research courses provide the foundation for all specializations**



THE OHIO STATE UNIVERSITY

[macpr.osu.edu](http://macpr.osu.edu)